YOUTH SERVICES
STAFF
HANDBOOK

2026-2027 School Year

Youth Services empowers students through relationships and opportunities.

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Bridges Calendar

2026-2027

August

- 11 Teacher Institute Day - **NO STUDENT ATTENDANCE**
- 12 First day of classes for students

September

- 7 Labor Day - **NO STUDENT ATTENDANCE**

October

- 8 **End of 1st Grading Period - 41 Attendance Days**
- 9 Teacher Institute Day - **NO STUDENT ATTENDANCE**
- 12 Columbus Day - **NO STUDENT ATTENDANCE**
- 23 P/T/S Conference - **NO STUDENT ATTENDANCE**

November

- 25 **NO STUDENT ATTENDANCE**
- 26 Thanksgiving - **NO STUDENT ATTENDANCE**
- 27 **NO STUDENT ATTENDANCE**

December

- 18 **End of 2nd Grading Period - 46 Attendance Days**
- December 21 - January 1: Christmas Break - **NO STUDENT ATTENDANCE**

January

- 4 SCHOOL RESUMES AFTER CHRISTMAS BREAK
- 18 Dr. Martin Luther King, Jr. Day - **NO STUDENT ATTENDANCE**

February

- 15 Presidents' Day - **NO STUDENT ATTENDANCE**

March

- 5 **End of 3rd Grading Period - 43 Attendance Days**
- 25-29 Easter Break - **NO STUDENT ATTENDANCE**

April

- 9 Teacher Institute Day - **NO STUDENT ATTENDANCE**

May

- 14 **End of 4th Grading Period - 47 Attendance Days** (*May change*)
- 17 Full Day P/T/S Conferences - **NO STUDENT ATTENDANCE** (*May change*)
- 24 Last Day of School (*May be between May 17 and 24 depending on emergency days*)

THE YOUTH SERVICES VISION

Youth Services (Bridges RSSP, TAOEP, and AIM) empower students through relationships and opportunities. The overall objective of Youth Services programming is to provide services and opportunities that enhance the possibility of every student successfully completing high school (diploma).

Program Goal #1: Attendance. *Students will achieve and/or maintain acceptable (90%) school attendance.* Good attendance provides a necessary foundation for achieving success in school and the workplace.

Program Goal #2: Attitude. *100% of Bridge students will participate in character education class and self-assess on the six pillars of character. 100% of AIM students will receive character education mentoring.* Managing your emotions and using them to respond appropriately to stimuli are essential to success in school and the workplace.

Program Goal #3: Academics. *90% of students will move ahead a grade level or recover enough credits to be on track for high school graduation.*
Poor academic performance linked to retention or falling behind in credits is the single strongest school-related predictor of dropping out.

Program Goal #4: College and Career Transitional Plan. *90% of program students will participate in the creation of their post-secondary transition plan.*
Effective transitions increase the success rate for students in a new learning environment. Leaving high school is the beginning of adult life for students. Transition planning provides an opportunity for the student to take a leadership role in setting goals and direction for their future.

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!

JOB DESCRIPTIONS

Youth Services Administrator (Regional Superintendent of Schools) is the chief administrator for Regional Office of Education #11'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. The administrator will oversee the development of policy and insure that policy is disseminated to Youth Services staff. A majority of the Administrator's time shall be spent in program oversight, principal's evaluations, and reporting on research based best practices 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, ensuring that appropriate policies are in place and followed. The principal will report directly to the Youth Services Administrator.

The Principal will:

- Ensure 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 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 district personnel 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 ensure the facilitation and coordination between parents, students and school district personnel
- Consult with parents, students and school district personnel to develop an Individualized Alternative 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
- Work with districts to identify homeless youth and help ensure the delivery of services to those youth
- 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 #11 issued truancy letters
- Perform duties as assigned by the Youth Services Administrator

RSSP Career and Technical Education Coordinator will be a licensed CTE instructor. The CTE coordinator's duties include:

- Classroom instruction structured to support the goals of the student and the CTE program
- Planning, developing, implementing, operating, evaluating, and adjusting student plans
- Describing and interpreting the program to administrators, faculty, students, staff and community
- Manage student admission
- Locate, evaluate, establish, and place students at job locations
- Assist training sponsors with on-the-job instruction
- Collaborate with RSSP faculty, administrators, and district personnel in the operation of the work-based learning program.
- Maintain a system of evaluation for all aspects of the program
- Work with the efforts of others to assure that career training develops within each student the knowledge, attitudes, skills and habits needed to make the transition from high school to college or career

Student Caseworkers are responsible for enhancing individual growth, promoting positive self-image, offering social skills development services, and facilitating outside support. The Student Caseworker provides direct services to students and their families through casework, group work, and classroom presentations, crisis intervention, and referrals to community agencies. They provide both direct and indirect services to students and collaborate closely with teachers and administrators, frequently participating in school teams to ensure comprehensive student support.

EDUCATIONAL/PROFESSIONAL ENVIRONMENT

Among the critical elements in the success of Youth Services 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
Youth Services is committed to a policy of nondiscrimination in relation to race, color, sex, religion, age, physical or mental disability, sexual orientation, gender identification, pregnancy, childbirth, medical or common conditions relating to pregnancy and childbirth, genetic information, national origin, ancestry, marital status, military status, arrest record, unfavorable discharge from military service, order of protection, or any other classification prohibited under federal or state law. This policy will prevail in all matters concerning staff, educational programs and services, and persons with whom Youth Services does business. **See ROE policy 2.01.**

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
A working environment wherein sexual harassment of employees is permitted fosters disrespect for fellow employees and supervisors, interferes with an employee's work performance, and creates an intimidating, hostile work environment. Accordingly, sexual harassment of employees of the Regional Office of Education #11 (including Youth Services) shall not be permitted. **See ROE policies page 6.**

Harassment/bullying policy (See student handbook) When a student makes an allegation of sexual harassment, 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 has occurred, Youth Services obligation is two-fold: it must stop the behavior and prevent it from happening again.

Cyberbullying (see student handbook) 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 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
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 7:45 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.

Compensation
See ROE policies page 17.

Performance evaluation
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
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 principal 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 Principal will periodically review the materials to ensure continuity of instruction and program goals.

Drug & alcohol free workplace
All Youth Services sites are drug and alcohol free work places. **See ROE policies page 4.**

Expense reimbursement
See ROE policies page 18. Travel will be reimbursed at the rate established by ROE #11.

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
The primary purpose of grading for ROE #11 Youth Services is to communicate learning progress to students, home district administrators, and parents. A secondary purpose of grading is to provide feedback to students for self-assessment and encouraging students to monitor their own learning.

- Bridges students should be allowed multiple opportunities in various ways to demonstrate their understanding of classroom learning standards. Therefore, redos and retakes will be encouraged and will be allowed for full credit in all content areas until the last week of the quarter.
- Student grades should reflect what he/she actually knows and can demonstrate on a classroom assignment or assessment tied to a specific learning standard(s). Therefore, extra credit will not be used.
- Each student learns at a different pace and we believe that 'when' a kid learns isn't nearly as important as 'if' a kid learns. Therefore, after working with their teacher, students will not be academically penalized for turning in work on an alternate date.
- Each student must acquire certain skills to be a successful citizen, however we also believe that a grade must reflect what a student knows and can demonstrate when it comes to specific academic learning standards. Therefore, non-academic indicators such as: simple classroom participation, behavior, work completion, attendance & other non-academic indicators, will not be included in a student's academic grade.
- Pluses and minuses will not be recorded on report card as they are not defined by the grading scale.

ILCS 5/10-20.9a 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.

Bridges Grading System: **A** = Outstanding, 90-100% **B** = Very Good, 80- 89% **C** = Satisfactory,70 – 79% **D** = Needs Improvement, 60 – 69% **F** = Unsatisfactory, 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
- Individualized 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 students who are required to take standardized testing will be given additional instruction to prepare for the state tests. Youth Services administrators and staff will provide flexibility for students to test at their home school.

Homework Policy
Rationale: Program teachers are allowed to 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
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 and referred back to the sending school district for disposition.

Use of Technology
All use of the Network/Internet shall be consistent with the goal of promoting educational excellence. **The failure of any user (student or staff) to follow the terms of the Authorization for Network/ Internet access (ROE policies page 7-9) or Internet Policy (student handbook) will result in the loss of privileges, disciplinary action, and/or appropriate legal action.**

Field Trips
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. 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 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* (4th 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 (10th ed.) 1993. Springfield, MA: Merriam-Webster.

CLASSROOM MANAGEMENT

Student Attendance
According to Illinois law, whoever has custody or control of a child who is enrolled in any of grades 1 through 12 shall cause such child to attend school the entire time it is in session during the regular school term (105 ILCS 5/26-2). For purposes of this policy, "parent" is defined as the parent, legal guardian, or other person having legal custody of the student.

Procedures – Any time a student is absent from any part of the school day, the student's parent must notify the school by 8:30 a.m. If such notification is not received, the absence may be considered truancy. Such notification must include the following"

- the name of the parent, legal guardian, or other person having legal custody of the student,
- the student's name,
- the date(s) and time absent, and,
- the **valid cause** of the absence.

Valid cause includes the following:

- illness,
- observance of a religious holiday,
- death in the immediate family,
- family emergency, or
- other circumstances approved by the administration (105 ILCS 5/26-2a).

Each classroom teacher needs to track excused and unexcused absences. This will fulfill the districts requirements for submission to ISBE.

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

Maintaining Student Discipline

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 is 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.

Character Based Responses to Behavior

Character based practices recognize the importance of fostering positive, healthy school climates and helping students learn from their mistakes. Corrective and restorative responses provide a profound emphasis on what we want students "to do and learn," placing the focus on instruction in appropriate behavior, culturally responsive support strategies and social emotional leaning opportunities. The goals of utilizing restorative responses and consequences are to maintain a safe environment, maximize all students' learning, and improve students' behavior and problem-solving skills. Appropriate interventions and consequences for students place an emphasis on correcting student behavior through classroom and school-based resources at the lowest possible level of intrusion and exclusion. All interventions should balance needs of the student, needs of those affected by the behavior and the needs of the overall school community. When teachers and/or administrators consider corrective responses, restorative practices, or instructive consequences, the following factors should be considered:

- Student's age, developmental level, and grade,
- Student's prior behavior patterns and responses to interventions
- Student's willingness to acknowledge his/her behavior,
- Student's willingness to make restitution,
- Impact of the incident on the overall school community,
- Student's intent and the severity of harm caused, and
- Parent/family's level of involvement

Corrective and Restorative Responses

Classroom Managed Response

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. Corrective responses may be utilized for inappropriate behavior that is managed by the teacher in the classroom and usually does not warrant a discipline referral to the administrator. These behaviors are of low level intensity, can be passive in nature, and are non-threatening. Response to these behaviors will NOT include removal from instruction, and the classroom teacher determines consequences.

Administrative Classroom Response

Additional corrective responses may be utilized for inappropriate behavior that is managed by the teacher, with possible assistance from an administrator. A Student Behavior Contract will serve as an appropriate response when supports have been put in place to address behavior, but the behavior continues to negatively impact the learning of the student and others and/or the safety of students or self. These infractions will be addressed with corrective responses that will NOT include removal from school but may include in-school suspension.

Student Behavior Contract

The aim of the Student Behavior Contract is restorative in nature. The goal is to identify student behavioral expectations, and responsibilities of both the student and Bridges staff to address individual student behaviors that are causing a disruption to the learning environment and overall student students' success.

Personalized Corrective Response

Personalized corrective responses may be utilized for discipline incidents that significantly interfere with others' safety and learning, are of a threatening or harmful nature and/or are legal violations that warrant administrative involvement. Committing one of these infractions may subject result in immediate removal from the program as determined by the Bridges administrator.

Serious Violations Corrective Response

Corrective responses may be utilized for violations that seriously affect the learning environment or the safety of the student and/or others in the school and/or are legal violations. Responses at this level

could include immediate removal from the program and/or referral to law enforcement.
Examples of behaviors that may warrant corrective responses. (not an inclusive list)

TYPES OF VIOLATIONS	LEVELS OF RESPONSE	
	Classroom Managed Response	Administrative Managed Response
Inappropriate Language	●	
Tardiness	●	
Unauthorized Leaving of Building	●	●
Student Dress Code	●	
Academic Dishonesty	●	
Improper Use of Technology	●	●
Disrespectful Behavior	●	●
Possession/Misuse of Personal Property (i.e. cell phone)	●	●
Failure to Comply	●	
Disruptive Behavior	●	●
Intimidation/Threats/Bullying	●	●
Injury to Others/Aggression	●	●
Transportation/Bus Misconduct	●	●
Prohibited Substances		●
Weapons		●
Theft/Stolen Property		●
Repeated Rule Violations		●
Trespassing		●
Possession or Use of Fireworks and/or Ammunition		●
Arson		●
Threat of Illegal Conduct		●

Termination of Bridges alternative education services may be recommended when a student's behavior significantly deteriorates.

Definitions and Examples of Corrective and Restorative Responses
Classroom Managed Response Corrective responses at this level are designed to teach and reinforce appropriate behavior and reduce the amount of instructional time students lose. Instructional responses should be used when the student's inappropriate behavior is caused by lack of knowledge of a replacement behavior for the inappropriate behavior. Corrective responses should be used when a student knows and understands behavioral expectations, but situationally disregards behavioral expectations. Classroom managed responses may also be appropriate when students have no prior behavioral incidents and instructional interventions have not been required. So they do not repeat inappropriate behaviors, students must be afforded the opportunity to correct their behavior and engage in restoration, if appropriate for the situation.

Teachers are encouraged to use natural consequences and consequences that promote students skill development and problem solving. Classroom teachers are responsible for implementing evidence-based responses and maintaining documentation. Common teacher responses may include: restatement of expectation, verbal or non-verbal re-direction, proximity control, differential reinforcement, alternative seating or assignment, or natural consequences. In some situations, classroom teachers may seek academic supports the student may require because inappropriate behavior may be related to academic skill deficits.

Additional examples of corrective and restorative responses include:

Corrective Strategy	Description
Apology Restitution	Student makes amends for negative actions by taking responsibility to correct the problem created by the behavior through verbal or written declaration of remorse.
Check in/Check Out	Daily contact with an assigned adult at school. Student should see the adult before school starts each day, as well as at the end of the day.

Conference With Parent(s)/Family	Teacher communicates with student's parent(s) by phone, email, written notes, or in person about the behavior. Could include a home visit.
Conference With Student	Private time with a student to discuss behavior interventions/solutions. This can include direct instruction in expected or desirable behaviors.
Corrective Assignment	Student completes a task that compensates for the negative action and triggers a desire not to revisit the negative behavior (e.g., clean-up, helping another person).
Differential Reinforcement	Reinforcing the desired behavior while ignoring other behaviors demonstrated by the student (e.g., "catch them being good").
In-Class Time Out	Predetermined consequence for breaking classroom rules of short duration (five minutes or less, usually separated from group, but remains in class) or brief withdrawal of attention and other reinforcers (a time for student to reflect on his/her action).
Mentoring	A designated adult or student who provides consistent support, guidance, and concrete help to a student who is in need of a positive role model.
Pre-arranged Brief Time Away	Student is assigned to another classroom (i.e., buddy teacher) for a brief period of time (30 minutes or less). Student must receive assignments to complete during this time.
Privilege Loss	Incentives given for positive behavior are lost (e.g., five minutes off computer time).
Reflective Assignment	Help student realize why his/her misbehavior was wrong by having him/her to complete a "think sheet" or write in a reflective journal.
Teach/Reteach Student Expectations	Teach and model behavioral expectation that students are having difficulty with adherence.
Written Contract	Student, teacher, and parent(s) may formulate a document expressing the student's intention to remediate or stop further occurrences of a problem behavior. Written contract should be positive in tone and it should include incentives but may also include consequences for misbehavior.
Restorative Conversation	Structured conversation facilitated by the teacher in which the participants in the incident examine the intended and unintended impact of their actions and decide upon interpersonal remedies to repair harm and restore the relationship.
Written Behavioral Contract	Written agreement negotiated between the student, teacher and parent. It specifies the behavior to be increased and the reinforcements to be delivered contingent upon satisfaction of the contracts terms, and criterion for determining completion of the contract.

Administrative Classroom Response

Additional corrective responses are appropriate for inappropriate behavior that is managed by the teacher, with possible assistance from an administrator or member of the school's student services team, if needed for access to supports. These responses are appropriate when classroom responses and school-wide supports have been put into place to address a behavior, but the behavior continues to negatively impact the learning of the student and others and/or the safety of students or self. These infractions will be addressed with corrective responses that will NOT include removal from school, but may include in-school suspension.

At this level it is appropriate for the teacher, student, parent/family, representative of school support team, and/or administrator to conference to identify and address the cause of the inappropriate behavior and develop a strategic, corrective response. Exceptions to this level of response are offenses that are more serious in nature and require a personalized corrective response and/or have occurred without prior opportunity to provide and document early intervention or corrective responses.

Some examples of corrective and restorative responses include:

Corrective Strategy	Description
Behavior Contract	A written/verbal contract or plan for the student with stated goals, objectives, and outcomes for the student to develop the necessary skills to address the stated incident. This can be supported by Attendance Specialists and counselor.
Check In-Check Out	Daily contact with an assigned adult at school. Student should see the adult before school starts each day, as well as at the end of the day. Often a behavior rating sheet is used to monitor and reinforce goal behaviors.
Community Service	Donated service or activity that is performed by student for the benefit of the school, public or its institutions.

Conferences with Parent(s)	Administrator and teacher communicate with student's parent(s) by phone, e-mail, written notes, or person to person about the problem. Could include home visit.
Conference With Student	Private time with a student to discuss behavior interventions/solutions. This can include direct instruction in expected behaviors.
Daily/Weekly Report	A progress report and/or assignment sheet which gives the student and parent an opportunity to track the student's academic and behavioral progress in each of his/her classes for a specific period of time.
In-School Suspension	Structured, self-contained programs designed to teach and support appropriate behaviors that allow the student to complete academic assignments that mirror their classroom instruction. The student may attend for one class period, a specific amount of time or full school day. At Tier 2, this response is only with administrator involvement.
Mentoring	A designated adult or older student who provides consistent support, guidance, and concrete help to a student who is in need of a positive role model.
Referral to Counselor	Counseling of the student to assist the student in developing or utilizing the necessary skills to address the stated incident or needed skill development.
Restorative Justice Conference	A structured process guided by a trained facilitator in which the participants involved in an incident examine the intended and unintended impact of their actions and decides upon interpersonal remedies to repair harm and restore relationship.
School Service Work (during school hours)	Work assistance, provided by the student, to any staff member during school hours, assistance could include campus or hallway clean-up.
Silent Lunch/ Lunch Detention	A separate facility and/or setting arrangement for the student during a regularly scheduled lunch period.
Temporary Classroom Removal (short-term)	The temporary, short-term removal of a student from their regular classroom to a different classroom (i.e., buddy room). There the student will complete his/her regular class work and problem solving sheet or comparable activity.
Voluntary Restitution/ Self-Designated Action(s)	Student agrees to make amends for negative actions and take responsibility to correct the harm created by his/her behavior, through a written or verbal apology.

Student Behavior Contract
The aim of the Student Behavior Contract is restorative in nature. The goal is to identify student behavioral expectations, and responsibilities of both the student and Bridges staff to address individual student behaviors that are causing a disruption to the learning environment and overall student students' success.

Student	Grade
Beginning Date	Ending Date
Expectation #1	
Expectation #2	
Expectation #3	
Student Responsibilities	To work towards these goals, the student will:
Teachers Responsibilities	To help the student meet these goals, the Bridges staff will:
Consequences	The consequences for not meeting these goals:
Rewards	

Personalized Corrective Response
Personalized corrective responses are appropriate for discipline incidents that significantly interfere with others' safety and learning, are of a threatening or harmful nature and/or legal violations that warrant administrative involvement. The responses are determined by administrators or their designee. Committing an infraction of this level may result in in-school, out-of-school, or immediate removal on the first violation or with repeated serious or dangerous behavior as determined by the Bridges administrator. **For a behavior to be categorized as a repeated behavior there should be a written documentation of previous interventions that have been implemented to reduce the frequency of the student's behavior and teach the needed replacement behavior.** When disciplinary responses require the removal of students from the classroom, the goal is to make sure that students continue their education, receive appropriate educational services, learn appropriate behavior and correct any harm they may have caused.

Upon the student's return from suspension, it is the responsibility of the administrator or designee to meet with the student and parent to develop a written corrective action plan that will include methods for changing behavior and the necessary supports to remedy the problem behavior.

Personalized corrective and restorative responses may include:

Corrective Strategy	Description
In-School Suspension	Structured, self-contained programs designed to teach and support appropriate behaviors that allow student to complete academic assignments that mirror their classroom instruction. Student may be referred for one class period, a specific amount of time or full school day, not to exceed 3 days.
Out-of-School Suspension	Temporary removal of a student from school for a period of 1-3 days. During an out-of-school suspension, the student is prohibited from attendance at school.
Plan Review Meeting	The student's IAEP is reviewed through during a conference with the student and parent(s). The Behavior Intervention plan is revised or developed to address the stated incident.
Referral to Counselor	Counseling of the student to assist the student in developing or utilizing the necessary skills to address the stated incident or needed skill development.
Restitution	Repayment of damages or loss
Restorative Justice Formal Conference	A structured process guided by a trained facilitator in which the participants in an incident examine the intended or unintended impact of their actions and decide on interpersonal remedies to repair harm and restore relationships.

Serious Violations Corrective Response
Corrective responses may be utilized for violations that seriously affect the learning environment or the safety of the student and/or others in the school and/or are legal violations. Corrective responses at this level could include extended suspension, immediate removal from Bridges and/or referral to law enforcement. Often behavior incidents at this level require police involvement because the behavior violates the criminal code of Illinois. Prosecution and adjudication of criminal violations occur separately from the administration of school procedures. In determining the response to serious violation, the administrator should consider the factors impacting decisions related to consequences outlined in Personalized Corrective Response.

Serious violations corrective and restorative responses may include:

Corrective Strategy	Description
Probationary Contract	The administrator may develop an alternative disciplinary contract. This written document between the student, parents and school administrator will outline consequences, responsibilities, and the designated contract period. The contract will be monitored and if the contract is not completed and alternative Tier 4 action will be recommended for the student.
Out-of-School Suspension	Temporary removal of a student from school. During an out-of-school suspension, the student is prohibited from attendance at school. Before a student returns form a suspension, a meeting will be held with the student, parent(s) and administrator to develop a written corrective action plan that will include methods for changing behavior with supports.
Removal from Program	The student may be removed from the Bridges program and returned to their home school with no further consequences.

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. 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 states. 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 #11 program administrator. The ROE #11 program administrator may arrange for cooperation between school districts for providing transportation.

Student drivers are not permitted unless the district, parent/guardian, and ROE #11 program administrator have agreed to these arrangements in writing. Students will forfeit vehicle access during the school day.

Substance Abuse Policy

Bridges is a tobacco, alcohol, and drug free program. 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 others, many of which continue 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 has 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. All students are expected to exercise good personal hygiene and to dress and groom themselves in attire suitable for school activities.

Procedures for View of Videos
In keeping with the philosophy of Bridges to provide the maximum amount of instructional time to each student and to establish a positive and non-violent climate, the following procedures shall be utilized in considering videos to be shown in the classroom:

1. Videos will be used for instructional purposes and will be related to a specific topic of instruction being provided in the classroom. **Teachers must be able to justify the use of the video as part of a unit of instruction.** Any video being used for instructional purposes must be previewed by the teacher to assure that it is educationally appropriate.
2. **Videos shown will be G/PG-13 rated.** Any exception must be approved by the Administrator. Any questionable video must be previewed by a staff member. A video shown in the classroom may not contain inappropriate content.

Procedures for Use of Metal Detectors
The Bridges 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 continues to respect those rights while protecting 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.

Bridges Anaphylaxis Policy
Parents of students with known life-threatening allergies and/or anaphylaxis should provide Bridges with written instructions from the student's health care provider for handling anaphylaxis and all necessary medications for implementing the student-specific order on an annual basis. This includes initial enrollment at Bridges, upon diagnosis if diagnosed after initial enrollment at Bridges, or at the beginning of the school year. This may be provided as an Individual Health Care Plan, an Emergency Action Plan, or as part of a student's Individualized Education Program or Section 504 Plan.

Bridges does not employ a school nurse and does not have an emergency supply of epinephrine. It is the responsibility of the parent/guardian to supply epinephrine for their student, along with written instructions and consent for Bridges staff or the student to administer as necessary. If a parent or guardian provides Bridges with epinephrine, the school are to incur no liability as a result of any injury arising from the self-administration of medication or use of an epinephrine auto-injector regardless of whether authorization was given by the pupil's parents or guardians or by the pupil's physician, physician's assistant, or advanced practice registered nurse. 105 ILCS 22-30(c)

Possible Symptoms of Anaphylaxis

- ➔ Shortness of breath or tightness of chest; difficulty in or absence of breathing.
- ➔ Sneezing, wheezing, or coughing.
- ➔ Difficulty swallowing.
- ➔ Swelling of lips, eyes, face, tongue, throat, or elsewhere.
- ➔ Low blood pressure, dizziness, and/or fainting.
- ➔ Heartbeat complaints -- rapid or decreased.
- ➔ Blueness around lips, inside lips, eyelids.
- ➔ Sweating and anxiety.
- ➔ Itching, with our without hives; raised red rash in any area of the body.
- ➔ Skin flushing or color becomes pale.
- ➔ Hoarseness.
- ➔ Sense of impending disaster or approaching death.
- ➔ Loss of bowel or bladder control.
- ➔ Nausea, abdominal pain, vomiting, and diarrhea.
- ➔ Burning sensation, especially face or chest.
- ➔ Loss of consciousness.

Epinephrine should be administered promptly at the first sign of anaphylaxis. It is safer to administer epinephrine than to delay treatment for anaphylaxis.

Responding to Anaphylaxis

I. Student-specific orders will be kept on file and followed for students with known life-threatening allergies and/or anaphylaxis.
II. If there is a suspected case of anaphylaxis, the closest staff member will instruct someone to call 911 immediately.
    A. If the person does not have designated epinephrine:
        1. Stay with the person until EMS arrives.
        2. Monitor the person's airway and breathing.
        3. Direct someone to call the parent/guardian.
        4. Administer CPR, if needed
        5. EMS transports the individual to the emergency room. Document the individual's name, date, time of onset of symptoms, and possible allergen.
    B. If the person has designated epinephrine:
        1. Activate the emergency procedures for the specific individual.

2. Select the appropriate dose of epinephrine as supplied in written instructions and administer epinephrine. Note the time.
3. Stay with the person until EMS arrives.
4. Monitor the person's airway and breathing.
5. Direct someone to call the parent/guardian.
6. If symptoms continue and EMS is not on the scene, administer a second dose of epinephrine five to 15 minutes after the initial injection. Note the time.
7. Administer CPR, if needed.
8. EMS transports the individual to the emergency room. Document the individual's name, date, and time the epinephrine was administered on the epinephrine auto-injector that was used and give to EMS to accompany the individual to the emergency room.
9. Even if symptoms subside, 911 must still respond and the individual must be evaluated in the emergency department or by their personal allergy health care provider.

III. Even if symptoms subside, 911 must still respond and the individual must be evaluated in the emergency department or by their personal allergy health care provider. A delayed or secondary reaction may occur.

Storage, Access, and Maintenance

Epinephrine should be stored in a safe, unlocked, and accessible location in a dark place at room temperature (between 59-86 degrees F). Epinephrine will be kept in a central location within the school building that is easily accessible and in close proximity of the student. The expiration date of epinephrine solutions will be periodically checked; the parent/guardian will be notified if the drug is approaching the expiration date.

Training

Only trained personnel should administer epinephrine to a student believed to be having an anaphylactic reaction. Training shall be conducted in accordance with Illinois School Code (105 ILCS 5/22-30). Training shall be incorporated into new school employee training, be held when an individual is identified at risk, and conducted school wide annually.

Communication

- ➔ A list of students with food allergies will be provided to school staff.
- ➔ Copies of the Allergy and Anaphylaxis Emergency Plan, and Student Information sheet will be kept in the student's folder, in the homeroom classroom.
- ➔ Copy of the Bridges Anaphylaxis Policy will be distributed to all school staff. Additionally, a copy will be kept in the Staff Handbook.
- ➔ School staff will communicate with students regarding safe and unsafe foods and strategies to avoid exposure.

Allergy and Anaphylaxis Emergency Plan (form for parent/guardian to complete)

Allergy and Anaphylaxis Emergency Plan

American Academy of Pediatrics
DEDICATED TO THE HEALTH OF ALL CHILDREN™

Child's name: _____ **Date of plan:** _____

Date of birth: ___/___/_____ **Age** _____ **Weight:** _____kg

Attach child's photo

Child has allergy to _____

Child has asthma. ☐ Yes ☐ No (If yes, higher chance severe reaction)
Child has had anaphylaxis. ☐ Yes ☐ No
Child may carry medicine. ☐ Yes ☐ No
Child may give him/herself medicine. ☐ Yes ☐ No (If child refuses/is unable to self-treat, an adult must give medicine)

IMPORTANT REMINDER
Anaphylaxis is a potentially life-threating, severe allergic reaction. If in doubt, give epinephrine.

For Severe Allergy and Anaphylaxis What to look for

If child has ANY of these severe symptoms after eating the food or having a sting, **give epinephrine.**

- Shortness of breath, wheezing, or coughing
- Skin color is pale or has a bluish color
- Weak pulse
- Fainting or dizziness
- Tight or hoarse throat
- Trouble breathing or swallowing
- Swelling of lips or tongue that bother breathing
- Vomiting or diarrhea (if severe or combined with other symptoms)
- Many hives or redness over body
- Feeling of "doom," confusion, altered consciousness, or agitation

☐ **SPECIAL SITUATION:** If this box is checked, child has an extremely severe allergy to an insect sting or the following food(s): _____. Even if child has MILD symptoms after a sting or eating these foods, **give epinephrine.**

Give epinephrine! What to do

1. Inject epinephrine right away! Note time when epinephrine was given.
2. Call 911.
   - Ask for ambulance with epinephrine.
   - Tell rescue squad when epinephrine was given.
3. Stay with child and:
   - Call parents and child's doctor.
   - Give a second dose of epinephrine, if symptoms get worse, continue, or do not get better in 5 minutes.
   - Keep child lying on back. If the child vomits or has trouble breathing, keep child lying on his or her side.
4. Give other medicine, if prescribed. Do not use other medicine in place of epinephrine.
   - Antihistamine
   - Inhaler/bronchodilator

For Mild Allergic Reaction What to look for

If child has had any mild symptoms, **monitor child.**
Symptoms may include:

- Itchy nose, sneezing, itchy mouth
- A few hives
- Mild stomach nausea or discomfort

Monitor child What to do

Stay with child and:

- Watch child closely.
- Give antihistamine (if prescribed).
- Call parents and child's doctor.
- If more than 1 symptom or symptoms of severe allergy/anaphylaxis develop, use epinephrine. (See "For Severe Allergy and Anaphylaxis.")

Medicines/Doses

Epinephrine, intramuscular (list type): _____ Dose: ☐ 0.10 mg (7.5 kg to less than13 kg)*
☐ 0.15 mg (13 kg to less than 25 kg)
☐ 0.30 mg (25 kg or more)

Antihistamine, by mouth (type and dose): _____ (*Use 0.15 mg, if 0.10 mg is not available)

Other (for example, inhaler/bronchodilator if child has asthma): _____

_____ _____ _____ _____
Parent/Guardian Authorization Signature **Date** **Physician/HCP Authorization Signature** **Date**

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Allergy and Anaphylaxis Emergency Plan

American Academy of Pediatrics
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Child's name: _____ **Date of plan:** _____

Additional Instructions:

Contacts

Call 911 / Rescue squad: _____

Doctor: _____ Phone: _____

Parent/Guardian: _____ Phone: _____

Parent/Guardian: _____ Phone: _____

Other Emergency Contacts

Name/Relationship: _____ Phone: _____

Name/Relationship: _____ Phone: _____

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This information should not take the place of talking with your child's doctor. Page 2 of 2.

An Integrated Program Improvement Plan
For Bridges RSSP, TAOEP and AIM Truancy Reduction
School Years 2018-2019 through 2023-2024

YOUTH SERVICES (Bridges RSSP, TAOEP, and AIM) empower students through relationships and opportunities. 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 GOAL: 75% of program students will have an attendance rate ≥ 90% from entry date to end of the school year.

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

ACTIVITIES/STRATEGIES: Each student will agree to a goal of maintaining a 90% attendance rate. There will be monthly incentives for all who reach the goal and special recognition for all those achieving perfect attendance. Students will be encouraged to schedule medical and other appointments outside of the school hours. There will be parental contact each time a student is absent from school. Attendance reminders, charts, and positive reinforcements will be posted in the classroom. Attendance will be a BIG DEAL and all students will participate in attendance documentation and awareness activities.

ASSESSMENT DATA: Attendance records, End of year reports

ATTITUDE Goal: 100% of Bridges students will participate in character education class and self-assess on the six pillars of character. 100% of AIM students will receive character education mentoring.

RATIONALE: Managing your emotions and using them to respond appropriately to stimuli are essential to success in school and the workplace.

ACTIVITIES/STRATEGIES: Students will improve attitudes and behaviors because they will be involved through voluntary participation in a restricted, highly supervised environment that focuses on learning. Students will be trained to use social-awareness and interpersonal skills to establish and maintain positive relationships. Students will be engaged in partnerships and volunteer activities within the school community. Safe school students will demonstrate a positive attitude by acting according to the school principles of trustworthiness, respect, responsibility, fairness, caring, and citizenship. Character education will be embedded into the curriculum. Students will be instructed in character education, anti-bullying, and other life skills training that will help them sustain controlled appropriate behaviors and achieve personal goals peacefully. They will self-access their behaviors according to the school principles and this assessment will be combined with teacher ratings and reported to the district and parents on the quarterly reports. The Behavior Intervention Plan will be remedial rather than punitive and applied throughout the day and agreed to by all staff and students.

ASSESSMENT DATA: Quarterly reports, End of year reporting, Student and parent surveys, Referring school records

ACADEMIC OBJECTIVE: 90% of students will move ahead a grade level or recover enough credits to be on track for high school graduation.

RATIONALE: Poor academic performance linked to retention or falling behind in credits is the single strongest school-related predictor of dropping out.

ACTIVITIES/STRATEGIES: Students will participate in an individualized curriculum that is self-paced and technologically based. Student centered classrooms will have warmth, trust, empathy, and positive relationships. The innovative and flexible curriculum will be based on student readiness, interest, and learning profiles. The work will be aligned with state standards with specific focus on the basic skills of reading, mathematics, and writing which will be taught face to face by licensed teachers. Students will use the on-line curriculum Edgenuity to help meet the credit and course requirements set forth by their home districts. On line instruction will also be used for supplemental and credit recovery purposes. There will be a low teacher to student ratio (10 to 12 students per teacher) so that each student will have ample opportunity to get the individualized assistance

they need in order to achieve academic success. Safe school students will participate in school to work activities including the RSSP Coop program. Field trips will be planned that will enhance the classroom activities. Each student will have continuous access to electronic devices that will be used in both face to face classes as well as the on-line Edgenuity curriculum. Integrated services and instruction will be provided in coordination with community agencies. Students will be provided instruction and intervention programs in personal health issues. They will be monitored both inside and outside the school through the coordinated efforts of the RSSP staff and community agencies (probation, mental health, drug treatment, etc.). Students will have access to information and resources relevant to their personal social challenges. SOURCE OF DATA: Student reports (IAEP, IOEP), RSSP Data program, Bridges End of Year Report, Youth Services staff documentation, Student and parent surveys

ASSESSMENT DATA: Student reports, Program reporting, Student and parent surveys, Referring school records

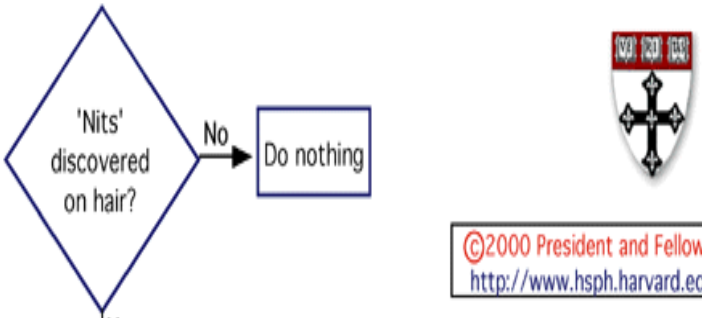
COLLEGE AND CAREER TRANSITION PLAN GOAL: 90% of program students will participate in the creation of their post-secondary transition plan.

RATIONALE: Effective transitions increase the success rate for students in a new learning environment. Leaving high school is the beginning of adult life for students. Transition planning provides an opportunity for the student to take a leadership role in setting goals and direction for their future.

ACTIVITIES/STRATEGIES: Students, in collaboration with teachers, counselors, and administration of both the Bridges program and their home school, will develop a draft postsecondary transition plan. The goal of Youth Services is to empower students through relationships and opportunities. The transition planning process allows the student to recognize key relationships and opportunities for their future, explore career possibilities, and choose high school courses that will prepare them for college and career after high school graduation. In addition, the transition plan will help students decide what skills they need to develop to prepare them for a positive and productive life in their community after high school. The postsecondary transition plan will be part of the student IAEP.

ASSESSMENT DATA: Completed transition plan, Graduate survey

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: _____