



Illinois Center for Autism

**SCHOOL
PROGRAM
HANDBOOK**

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Introductory Information and General Notices

General Information

This handbook is a summary of the ICA's policies and expectations, and is not a comprehensive statement of all ICA procedures.

Equal Opportunity and Sex Equity

Equal services and opportunities are available to all students/clients without regard to race, color, nationality, sex, sexual orientation, gender identity, ancestry, age, religious beliefs, physical or mental disability, status as homeless, or actual or potential marital or parental status, including pregnancy.

No student/client shall, based on sex or sexual orientation, be denied equal access to programs, activities, services, or benefits or be limited in the exercise of any right, privilege, advantage, or denied equal access to programs and activities.

Any student or parent/guardian with a sex equity or equal opportunity concern should contact any program director at 618-398-7500.

775 ILCS 5 - ILLINOIS HUMAN RIGHTS ACT

Program History

The Illinois Center for Autism (ICA) was established in the fall of 1977 to provide a Children's Special Day School Program in Southern Illinois. ICA was developed because prior to the establishment of ICA, students were sent to programs in Missouri for special day school services. When it began, ICA was serving eight children with autism and the mission was to prevent the unnecessary institutionalization of children with autism.

1980 - ICA received funding to initiate a Client and Family Support Program. This program provides home-based service for families of individuals with autism as well as serves as a resource for our families by hosting monthly parent support group meetings and linking them to much needed community resources, such as doctors, dentists, etc.

1987 - ICA received funding to begin programming for adult clients who had no services available to them once they left their school programs.

1989 - with the support of the Department of Rehabilitation and the St. Clair County 708 Mental Health Board, ICA developed a transitional services program for students and clients ages fourteen and older. This program is designed to teach functional work skills as well communication and social skills needed in the workplace.

1992 - ICA opened a gourmet Italian take-out eatery called "Pasta Fare". This establishment provides an ideal site for food service training. Students and clients assist in all aspects of the business, applying the functional work skills, social skills and communications skills they are learning in a real work setting. All students and clients at Pasta Fare are paid employees of the Illinois Center for Autism.

1995 - ICA entered into its first partnership with the public schools by creating a satellite classroom. ICA hires, trains and supervises the staff in these classrooms that are rented from the public school. ICA has operated nine classrooms in satellite programs in public schools located in Granite City, Caseyville, Bethalto and Troy and Grafton. Today all but 3 of the satellite classrooms in Granite City have been transitioned back to their districts.

2003 - ICA opened its second business, Petals Remembered. This new venture was specifically designed to provide vocational training for individuals with autism. Petals Remembered specializes in preserving flowers into decorative floral arrangements and creating unique keepsake jewelry.

2011 - an extra-curricular social skills program was added, staffed by our Client and Family Support Personnel and Speech Pathologists. This club allows individuals with autism to meet after school and work to engage in social outings in the community. The group enjoys activities such as laser tag, playing pool, game nights, etc.

2012- ICA purchased an existing facility in Belleville Illinois and moved the elementary program to that campus.

2014 - ICA added a free hot breakfast and lunch program. Meals are prepared and served by our Adult Services program. Meals Lunches are nutritionally balanced and address food allergies as well as vegan and gluten free diets. ICA was also approved as a day training (DT) site for the Adult Services Program. The adult service program began occupying the upper level at the Belleville facility and that program is housed in the upstairs of the Belleville campus.

Mission/Vision/Purpose

Mission

Serve, Empower, Advocate, Support (SEAS)

Core Values

- **Integrity** - We conduct ourselves as professionals and commit to be transparent and honest in our interactions with stakeholders.
- **Commitment** - We are dedicated to the wellbeing of our stakeholders.
- **Respect** - We recognize and promote the value and dignity of all stakeholders.

Purpose

We strive to serve those affected by ASD to achieve their highest level of success as long as the need exists.

Our website address is: [https:// www.illinoiscenterforautism.org](https://www.illinoiscenterforautism.org)

Purpose and Scope

The Illinois Center for Autism is a not for profit, community based mental health treatment and educational agency dedicated to serving people with autism. Referrals are made through local school districts, hospitals, doctors and the Department of Human Services.

ICA believes that each individual is unique and defined by possibilities and not limitations. Individuals have the right to education, training and/or services specifically designed to meet his/her needs in the least restrictive environment. These needs will be met through the use of:

- Innovative, research based methods and practices
- An interactive and engaging atmosphere
- Advocacy and choice to promote self-sufficiency and lifelong independence
- A positive approach to maladaptive behaviors
- Customized support services and training offered to individuals, families and the community
- Services provided by qualified staff who receive ongoing, specialized training
- Low student to teacher ratios
- Individualized instruction for individuals with Autism Spectrum Disorder
- Speech and language services are delivered by small group and individual sessions

Clinical Model

The Illinois Center for Autism has built its educational approach around Behaviorism. Behaviorism's primary belief is that all human beings are able to learn through instinctive behavior, operant behavior and intelligent behavior. It believes that the ability to learn is essential for an individual to survive in a complex society. Any behavior that is learned can be unlearned and/or replaced by a new behavior. For this approach to be beneficial, one must see the relationship between a behavior and its consequences. This relationship can be taught through the reinforcing/rewarding of the desired behavior/response.

Behaviorism focuses on the following beliefs:

- Motivation for behavior lies outside, rather than inside of the individual
- Behavior must be directly observed separate from any perceived thoughts or emotions of the individual being observed
- Attempts to modify behavior must be preceded by a thorough behavioral analysis which includes direct, observable data.

The majority of the students placed at ICA are placed due to extreme behaviors in other educational programs. When a student is placed, staff begin observing behaviors and choose one or two that are the most interfering with the student's success. Baseline data is collected and the IEP team is convened to discuss the behaviors that were observed and a behavior intervention plan is developed. The BIP is implemented in all educational settings. Data is tracked in live time and recorded on a daily basis to evaluate whether the plan is successful or whether changes need to be made to the plan. Behavioral data is reported quarterly as part of the quarterly progress report and reviewed each time the IEP team meets.

Behavioral data is utilized when grouping students in the classrooms, grouping students for speech services, determining which instructional methods will be the most successful and determining when to start transitioning a student to a lesser restrictive placement.

ICA utilizes programmed instruction/task analysis, mastery learning, and behavior modification throughout the program.

Under these applications, ICA focuses on increasing social and communication skills, decreasing maladaptive behaviors and building student independence.

Related Services

ICA provides 60 minutes per week of group speech services as well as individualized minutes. These services are provided to all students as a part of regular programming and are led by a team of MSCCC-SLP/SLP/L's. Individualized services are also provided per individual student IEP's. These speech services are delivered as a push in service and focus on the use of appropriate communication in a naturalistic setting.

ICA may contract with outside providers to provide occupational therapy, physical therapy, hearing services and vision services required by the IEP.

ICA Operations During a Pandemic or Other Health Emergency

A pandemic is a global outbreak of disease. Pandemics happen when a new virus emerges to infect individuals and, because there is little to no pre-existing immunity against the new virus, it spreads sustainably. Illinois Center for Autism's (ICA) programs play an essential role, along with the local health department and emergency management agencies, in protecting the public's health and safety during a pandemic or other health emergency.

During a pandemic or other health emergency, you will be notified in a timely manner of all changes in ICA operations and services. Please be assured that even if programs are not physically in session, it is the goal of ICA to provide the best possible services.

Additionally, please note the following:

1. All decisions regarding changes to ICA operations and services, including a possible interruption of in-person services, will be made by ICA leadership in consultation with and, if necessary, at the direction of the Governor, Illinois Department of Public Health, local health department, emergency management agencies, and/or Regional Office of Education.
2. Available services may include remote and/or blended services. Blended services may require students to attend school on a modified schedule.
3. Students and clients will be expected to participate in blended and remote services as required by ISBE. Parents are responsible for ensuring participation. Students in the school program who do not participate in blended or remote learning will be considered truant.
4. All ICA rules remain in effect during the interruption of in-person services.
5. Students and parents will be required to observe all public health and safety measures implemented by ICA in conjunction with state and local requirements.
6. During a pandemic or other health emergency, ICA will ensure that services are available to all students.
7. ICA staff will work closely with students to minimize the impact of any disruption in service.
8. Students who have a compromised immune system, live with an individual with a compromised immune system, or have a medical condition that may impact their ability in person services during a pandemic or other public health emergency should contact the appropriate program director.
9. During a pandemic or other health emergency, ICA staff will receive additional training on health and safety measures.
10. In accordance with state or local health mandates, ICA may need to conduct a daily health assessment of your students. Parents/guardians will be notified of the exact assessment procedures if this becomes necessary.
11. Parents should not send students/clients to any ICA program if the individual exhibits any symptoms consistent with the pandemic or other health emergency.
12. Please do not hesitate to contact ICA if you have any concerns regarding programming, health or safety.

Emergency Closings

In cases of bad weather and other local emergencies, please listen to any local radio or television station, view the ICA website or the ICA Facebook page to be advised of closing. ICA closings for any reason will be announced by 6:30 a.m. If bad weather or other emergency occurs during the day, families will be contacted with information and guidance.

PA 96-0689 - INDIVIDUAL SCHOOL BUILDING CLOSURE DUE TO PUBLIC HEALTH EMERGENCY

Visitors

The Illinois Center for Autism requires disruptions to be kept to a minimum. ICA classroom staff will not be available during program hours to ensure consistent delivery of services.

Carol A. Madison and Belleville Campuses:

- Ring the bell at the main office/main door and state the purpose of your business
- Office staff shall notify a supervisor that a visitor is present
- The supervisor shall determine the level of supervision needed
- Visitors shall sign in and will be given a visitor's pass
- A staff member shall escort the visitor to the designated location
- Extended visits shall be scheduled in advance
- Visitors shall remain in designated areas
- Visitors shall return to the main office/main door, sign out and return visitors pass before leaving the building.

Visitation by the public school/placing district and/or the Illinois State Board of Education personnel shall be permitted at any time, with or without prior notice.

*PART 401 SPECIAL EDUCATION FACILITIES UNDER SECTION 14-7.02 OF THE SCHOOL CODE
401.220(b)(5)*

Satellite/Off Site Locations:

Visitors at ICA off site locations, including satellite classrooms, shall adhere to the procedures at each location.

Visitation by the public school/placing district and/or the Illinois State Board of Education personnel shall be permitted at any time, with or without prior notice.

*PART 401 SPECIAL EDUCATION FACILITIES UNDER SECTION 14-7.02 OF THE SCHOOL CODE
401.220(b)(5)*

Pasta Fare:

- Visitors shall check in at the store front location and state the purpose of their visit
- A supervisor shall be notified that a visitor is present and will determine the level of supervision needed.
- Extended visits shall be scheduled in advance
- Visitors shall remain in designated areas.

- Visitors shall return to the store front location, sign out, and return visitors pass before leaving the building.

Behavior of Visitors

Visitors are expected to abide by all ICA rules during their time on ICA property. A visitor who fails to conduct himself or herself in a manner that is appropriate will be asked to leave and may be subject to criminal penalties for trespass and/or disruptive behavior.

No person on ICA property shall perform any of the following acts:

1. Strike, injure, threaten, harass, or intimidate a staff member, board member, or any other person.
2. Use vulgar or obscene language.
3. Unless specifically permitted by State law, possess a weapon, any object that can reasonably be considered a weapon or looks like a weapon, or any dangerous device.
4. Damage or threaten to damage another's property.
5. Damage or deface ICA property.
6. Violate any Illinois law or municipal, local or county ordinance.
7. Smoke or otherwise use tobacco products.
8. Distribute, consume, use, possess, or be impaired by or under the influence of an alcoholic beverage, cannabis, other lawful product, or illegal drug.
9. Be present when the person's alcoholic beverage, cannabis, other lawful product, or illegal drug consumption is detectible, regardless of when and/or where the use occurred.
10. Use or possess medical cannabis, unless he or she has complied with the Illinois' Compassionate Use of Medical Cannabis Act and ICA policies.
11. Impede, delay, disrupt, or otherwise interfere with any ICA activity or function (including using cellular phones in a disruptive manner).
12. Operate a motor vehicle: (a) in a risky manner, (b) in excess of 10 miles per hour, or (c) in violation of an authorized ICA employee's directive.
13. Engage in any risky behavior, including roller-blading, roller-skating, or skateboarding.
14. Violate ICA policies or regulations, or a directive from an authorized ICA employee.
15. Engage in any conduct that interferes with, disrupts, or adversely affects an ICAI function.

PRESS (POLICY REFERENCE EDUCATION SUBSCRIPTION SERVICES) by ILLINOIS ASSOCIATION OF SCHOOL BOARD) 8:30, VISITORS TO AND CONDUCT ON SCHOOL PROPERTY

Animals on ICA Property

In order to assure student health and safety, animals are not allowed on ICA property, except in the case of a service animal accompanying a student/client or other individual with a documented disability. This rule may be temporarily waived by ICA administration in the case of an educational opportunity for students provided that (a) the animal is appropriately housed, humanely cared for, and properly handled, and (b) students will not be exposed to a dangerous animal or an unhealthy environment.

105 ILCS 5/14-6.02

Video and Audio Monitoring Systems

A video monitoring system is in use on ICA vehicles and ICA main program buildings. These systems have been put in place to protect students, staff, visitors and ICA property. If a behavioral issue/concern is captured on videotape, these recordings may be used as the basis for outcome based decision making. If criminal actions are recorded, a copy of the tape may be provided to law enforcement personnel.

720 ILCS 5/26-4

Accommodating Individuals with Disabilities

Individuals with disabilities will be provided an opportunity to participate in all ICA-sponsored services, programs, or activities. Individuals with disabilities should notify ICA administration if they have a disability that will require special assistance or services and, if so, what services are required. This notification should occur as far in advance as possible of the ICA-sponsored function, program, or meeting.

AMERICANS WITH DISABILITIES ACT of 1990; PUBLIC LAW 101-336.

Media Policy

All requests for information related to the Illinois Center for Autism including information about clients from media representatives or other outside resources must be initially referred to the Communications Officer.

Records

All ICA student records will be forwarded to the home school district when a student leaves the program.

Philosophy and Methodology for Reintegration

In compliance with the Individuals with Disabilities Act, ICA strives to ensure that students are educated in the least restrictive environment. To ensure reintegration back into the public school as soon as the student is ready, the following steps are followed at each IEP meeting.

- Present levels of academic and behavioral performance are reviewed
- Present areas of academic and behavioral concerns are reviewed
- Parental/guardian concerns are reviewed
- Progress and mastery of the IEP goals are reviewed
- Recent testing/evaluations are reviewed
- Available lesser restrictive placement options are reviewed with discussion surrounding the levels of support needed to be successful in these placements
- When the team determines to transition a student to a lesser restrictive placement, a plan is developed for how the transition will occur
- Our satellite rooms are designed to allow the students to gradually reintegrate into the public school system. At least 50% of the students in satellite rooms attend classes in the public school setting
- We typically fully reintegrate 1-2 students each school year without use of a satellite classroom

Grooming Behaviors and Boundary Violations

Child sexual abuse, grooming behaviors, and boundary violations harm students, their parent/guardian, the District's environment, its school communities, and the community at large, while diminishing a student's ability to learn.

Warning Signs of Child Sexual Abuse

Physical signs:

- Sexually transmitted infections (STIs) or other genital infections
- Signs of trauma to the genital area, such as unexplained bleeding, bruising, or blood on the sheets, underwear, or other clothing
- Unusual weight gain or loss

Behavioral signs:

- Excessive talk about or knowledge of sexual topics
- Keeping secrets
- Not talking as much as usual
- Not wanting to be left alone with certain people or being afraid to be away from primary caregivers
- Regressive behaviors or resuming behaviors that the child had grown out of, such as thumb sucking or bedwetting
- Overly compliant behavior

- Sexual behavior that is inappropriate for the child's age
- Spending an unusual amount of time alone
- Trying to avoid removing clothing to change or bathe

Emotional signs:

- Change in eating habits or unhealthy eating patterns, like loss of appetite or excessive eating
- Signs of depression, such as persistent sadness, lack of energy, changes in sleep or appetite, withdrawing from normal activities, or feeling "down"
- Change in mood or personality, such as increased aggression
- Decrease in confidence or self-image
- Anxiety, excessive worry, or fearfulness
- Increase in unexplained health problems such as stomach aches and headaches
- Loss or decrease in interest in school, activities, and friends
- Nightmares or fear of being alone at night
- Self-harming behaviors or expressing thoughts of suicide or suicidal behavior
- Failing grades
- Drug or alcohol use

Warning Signs of Grooming Behaviors

- Sexual or romantic invitations to a student
- Dating or soliciting a date from a student
- Engaging in sexualized or romantic dialog with a student
- Making sexually suggestive comments that are directed toward or with a student
- Self-disclosure or physical exposure of a sexual, romantic, or erotic nature

Awareness and Prevention of Child Sexual Abuse

- Sexual, indecent, romantic, or erotic contact with a student
- Failing to respect boundaries or listening when a student says "no"
- Engaging in touching that a student or student's parents/guardians have indicated as unwanted
- Trying to be a student's friend rather than filling an adult role in the student's life
- Failing to maintain age-appropriate relationships with students
- Talking with students about personal problems or relationships
- Spending time alone with a student outside of their role in the student's life or making up excuses to be alone with a student
- Expressing unusual interest in a student's sexual development, such as commenting on sexual characteristics or sexualizing normal behaviors
- Giving a student gifts without occasion or reason
- Spending a lot of time with a student
- Restricting a student's access to other adults

Warning Signs of Boundary Violations

- Favoring a certain student by inviting the student to "hang out" or by granting special privileges
- Engaging in peer-like behavior with a student
- Discussing personal issues with a student
- Meeting with a student off-campus without parent/guardian knowledge and/or permission

- Dating, requesting, or participating in a private meeting with a student (in person or virtually) outside of a professional role
- Transporting a student in a school or private vehicle without administrative authorization
- Giving gifts, money, or treats to an individual student
- Sending a student on personal errands
- Intervening in a serious student problem instead of referring the student to an appropriately trained professional
- Sexual or romantic invitations toward or from a student
- Taking and using photos/videos of students for non-educational purposes
- Initiating or extending contact with a student beyond the school day in a one-on-one or non-group setting
- Inviting a student to an employee's home
- Adding a student on personal social networking sites as contacts when unrelated to a legitimate educational purpose
- Privately messaging a student
- Maintaining intense eye contact with a student
- Making comments about a student's physical attributes, including excessively flattering comments
- Engaging in sexualized or romantic dialog
- Making sexually suggestive comments directed toward or with a student
- Disclosing confidential information
- Self-disclosure of a sexual, romantic, or erotic nature
- Full frontal hugs
- Invading personal space

If you believe you are a victim of child sexual abuse, grooming behaviors, or boundary violations, or you believe that your child is a victim, you should immediately contact the Building Principal, a school counselor, or another trusted adult employee of the School.

Additional Resources include:

- *National Sexual Assault Hotline at 800.656.HOPE (4673)*
- *National Sexual Abuse Chatline at [online.rainn.org](https://www.rainn.org)*
- *Illinois Department of Children and Family Services Hotline at 1.800.25.ABUSE (2873)*

Faith's Law Notification

Statement of Intent

The Illinois Center for Autism is committed to providing a safe learning environment and healthy relationships with personnel for all students/clients*. Employee conduct with students, at a minimum, shall comply with the Illinois Educator Code of Ethics, adopted by the Illinois State Board of Education.

Per **ILCS 5/22-85**, it is important for staff to maintain a professional relationship with students at all times and to define staff-student boundaries to protect students from sexual misconduct/grooming by staff and staff from the appearance of impropriety during:

- Any ICA sponsored education program or activity
- While in ICA, on ICA property, or in ICA vehicles
- At any ICA- sponsored or ICA- sanctioned events or activities

***For the purposes of this policy, a student/client is defined as anyone who attends ICA for the sole purpose of receiving special education and/or related services.**

What is Sexual Misconduct?

“Sexual Misconduct” means any act, including, but not limited to, any verbal, nonverbal, written, or electronic communication or physical activity, by an employee, or agent of the school district, charter school, or nonpublic school with direct contact with direct contact with a student that is directed toward or with a student to establish a romantic or sexual relationship with the student.

Such an act includes, but is not limited to, any of the following:

- A sexual or romantic invitation
- Dating or solicit a date
- Engaging in sexualized or romantic dialog
- Making sexually suggestive comments that are directed toward or with a student
- Self-disclosure or physical exposure of a sexual, romantic, or erotic nature
- A sexual, indecent, romantic, or erotic contact with the student

What is Grooming?

“Grooming” as defined in Section 11-25 of the Criminal Code is when a person knowingly engages in unlawful sexual conduct with a child (defined as “person under 17 years of age) or with another person believed by the person to be a child. Acts committed by, but not limited to, any of the following means:

- Use of a computer, on-line service, Internet service, local bulletin board service, or any other device capable of electronic data storage or transmission
- Performance of an act in person or by conduct through a third party
- Use of written communication to seduce, solicit, lure, or entice a child, a child's guardian, or another person believed to be the person to be a child or a child's guardian to commit any sex offense as defined in Section 2 of the Sex Offender Registration Act,
- Distribution of photographs depicting the sex organs of the child,

- Otherwise engaging in any unlawful sexual conduct with a child or with another person believed by the person to be a child.

Expectations for Maintaining Professional Relationships

Illinois Center for Autism employees and their agents breach employee-student/client boundaries when they misuse their position of power over a student/client in a way that compromises the student health, safety, or general welfare. Age and developmental level of the student/clients must be considered when interacting with students. To prevent violations of these boundaries, the following behaviors are prohibited:

- Meeting with a student off-campus without parent/guardian knowledge and/or permission
- Dating, requesting, or participating in a private meeting with a student (in person or virtually) outside of a professional role
- Inviting a student to an employee's home
- Adding a student on personal social networking sites as contacts when unrelated to a legitimate educational purpose
- Privately messaging a student
- Transporting a student in an ICA or private vehicle without administrative authorization
- Transporting a student in an ICA or private vehicle without another Illinois Center for Autism employee present
- Transporting a student in an employee's private vehicle
- Taking and using photos/videos of students for non-educational purposes
- Taking and using photos/videos of students without proper documentation signed by parent/guardian
- Making comments about a student physical attributes, including excessively flattering comments
- Engaging in sexualized or romantic dialog
- Sexual or romantic invitations toward or from a student
- Making sexually suggestive comments directed toward or with a student
- Self-disclosure of a sexual, romantic, or erotic nature
- Discussing personal issues with a student
- Disclosing confidential information to a student

Employees, students, parents, and any third party can report prohibited behaviors and/or boundary violations pursuant to Title IX Sexual Harassment Grievance Procedures, Abused and Neglected Child Reporting procedures, or to the Executive Director or administrator or staff member the person feels comfortable reporting to.

All ICA employees **MUST** report behaviors and/or boundary violations pursuant to the **Abused and Neglected Child Reporting Act** and/or under **Title IX** of the federal Education Amendments of 1972.

Any ICA employee who sexually harasses a student/client, willfully or negligently fails to report an instance of suspected abuse or neglect as required, engages in grooming, violates boundaries for appropriate ICA employee-student conduct, or engages in sexual misconduct as defined in 105 ILCS 5/22-85.5, will be subject to discipline up to and including dismissal.

Sexual Abuse Response and Prevention Resource Guide

The Illinois State Board of Education (ISBE) maintains a resource guide on sexual abuse response and prevention. The guide contains information on and the location of children's advocacy centers, organizations that provide medical evaluations and treatment to victims of child sexual abuse, organizations that provide mental health evaluations and services to victims and families of victims of child sexual abuse, and organizations that offer legal assistance to and provide advocacy on behalf of victims of child sexual abuse. This guide can be accessed through the ISBE website at www.isbe.net or you may request a copy of this guide by contacting the school's office.

PUBLIC ACT 102-676

Right to Privacy and Dignity

It shall be the policy of the Illinois Center for Autism to protect and respect the rights to privacy and dignity of all its students. During situations involving diapering, toileting, bathing, showering, grooming, or other activities involving personal hygiene, students will be encouraged to function with the greatest degree of independence possible. When assistance is required, it shall be given by staff, in privacy, with due regard for individual student rights and dignity.

Community Experiences

Community experiences are a privilege for students. Students must abide by all ICA policies during transportation and during community experience activities, and shall treat all community experience locations as though they are ICA grounds. Failure to abide by ICA rules and/or location rules during a community experience may subject the student/client to any and all behavioral interventions utilized by ICA.. All students who wish to attend a community experience must receive written permission from a parent/guardian with authority to give permission. Students may be prohibited from attending community experiences for any of the following reasons:

1. Failure to receive appropriate permission from parent/guardian.
2. Behavioral or safety concerns.
3. Other reasons as determined by the ICA.

105 ILCS 5/34-18

Attendance

Regular Attendance

Regular attendance is critical for students at ICA to derive the maximum benefit from the programming and interventions utilized by ICA. Illinois law requires that whoever has custody or control of a student enrolled in school, regardless of the child's age, shall assure that the student attends school during the entire time school is in session.

105 ILCS 5/26-2

Absences

There are two types of absences: excused and unexcused. **Excused absences include:** illness (including mental or behavioral health of the student), observance of a religious holiday or event, death in the immediate family, family emergency, situations beyond the control of the student, circumstances that cause reasonable concern to the parent/guardian for the student's mental, emotional, or physical health or safety, attending a military honors funeral to sound TAPS (*Grades 6-12 Only*), attend a civic event* (*Middle School and High School Students Only*), or other reason as approved by the building principal or assistant principal.

Additionally, a student will be excused for up to 5 days in cases where the student's parent/guardian is an active-duty member of the uniformed services and has been called to duty for, is on leave from, or has immediately returned from deployment to a combat zone or combat-support postings. The building principal or assistant principal, in its discretion, may excuse a student for additional days relative to such leave or deployment. A student and the student's parent/guardian are responsible for obtaining assignments from the student's teachers prior to any excused absences and for ensuring that such assignments are completed by the student prior to his or her return to school.

All other absences are considered unexcused. Pre-arranged excused absences must be approved by the building principal or assistant principal.

* "Civic event" means an event sponsored by a non-profit organization or governmental entity that is open to the public. "Civic event" includes, but is not limited to, an artistic or cultural performance or educational gathering that supports the mission of the sponsoring non-profit organization. The State Board of Education may adopt rules to further define "civic event".

PUBLIC ACT 102-981

Notification of Student Absence

In the event of any absence, the student's parent/guardian is required to call ICA at 618-398-7500 Ext. 301 after 8:00 a.m. to explain the reason for the absence. If a call has not been made to the school by 10:00 a.m. on the day of a student's absence, an ICA staff member will call the home to inquire why the student is not at school. If the parent/guardian cannot be contacted, the absence is considered unexcused. Upon request of the parent/guardian, the reason for an absence will be kept confidential.

Students missing 5 days in a row will result in the placing district being notified of the absenteeism. The placing school district may decide to issue a 30-day notice to terminate the placement per section 14.702 of the Illinois School code.

ICA may require documentation explaining the reason for the student's absence.

105 ILCS 5/26-2a; PUBLIC ACT 100-810

Release Time for Religious Instruction/Observance

A student will be released from school, as an excused absence, to observe a religious holiday or for religious instruction. The student's parent/guardian must give written notice to the building principal at least 5 calendar days before the student's anticipated absence(s).

Students excused for religious reasons will be given an opportunity to make up for all missed work, including homework and tests, for equivalent academic credit.

105 ILCS 5/26-1 and 5/26-2b.

775 ILCS 35/, RELIGIOUS FREEDOM RESTORATION ACT

Excused Student Absence for Mental Health Reasons

Absence due to "the mental or behavioral health of students" is now excusable for up to 5 days before a medical note is required. Students must be given the opportunity to make up for missed work. After the 2nd mental health day used, the student may be referred to appropriate school support personnel.

PUBLIC ACT 102-321

Health and Safety

Medication Administration

Taking medication during school hours or during school-related activities is prohibited unless it is necessary for a student's health and well-being.

ICA will adhere to the requirements on 105 ILCS 5/22-30 and 23 ILLINOIS ADMINISTRATIVE CODE 1.540 and 225 ILCS 65/50-75(b)

ICA maintains a registered nurse on staff who oversees the administration of all medications given to students while at ICA.

The purchase and transportation of required medication is the sole responsibility of the parent or guardian. Medication **may not be transported in backpacks, lunchboxes, student pockets, etc.** All medication shall be delivered to ICA staff by an adult who assumes responsibility for transport and delivery.

Prescription Medication

- No student shall be given any regularly scheduled prescription medication without a completed Prescribed Medication Consent Form on file.
- Both the parent or guardian and a licensed physician must sign the Prescribed Medication Consent Form. The form should list the following:
 - Medication name
 - Correct dosage to be administered
 - Time(s) of administration
 - Special instructions regarding the medication
 - Any precautions

ICA will not administer medications with incomplete information.

- All prescription medications must be in a proper container labeled with the following:
 - Student's name
 - The prescription name and number
 - The physician's name
 - The date the medication was dispensed
 - The name and phone number of the dispensing pharmacy
 - Any other special directions for administration.
- ICA reserves the right to refuse to administer any questionable prescription medication to any student while in attendance at ICA. (This includes experimental medication or contra-indicated medications.)
- ICA shall be informed of all medications a student is taking (both at home and ICA).

- Parents/Guardians shall inform ICA of all medication changes by the next attendance day following the change.
- A Medication Administration Tracking Chart shall be on file and maintained by the ICA Health Care Team.
- The parent or guardian shall be notified by telephone and/or in writing when additional medication is needed.

Over the Counter Medication

Over the counter medications shall include short-term, non-prescribed medications and will not be given without the prior consent of the parent or guardian and a licensed physician

- No student shall be given any Over the Counter medication without a completed Over the Counter Medication Consent Form on file.
- Both the parent or guardian and a licensed physician must sign the Over the Counter Medication Consent Form. The form should list the following:
 - Medication name
 - Correct dosage to be administered
 - Time(s) of administration
 - Special instructions regarding the medication
 - Any precautions

ICA will not administer medications with incomplete information.

- Over the counter medications shall be in the original container when delivered to ICA.
- ICA reserves the right to refuse to administer any questionable Over the Counter medication to any student while in attendance at ICA.
- A Medication Administration Tracking Chart shall be on file and maintained by the ICA Health Care Team.

Self-Administration of Medication

A student may possess and self-administer an epinephrine injector (e.g., EpiPen®) and/or an asthma inhaler or medication prescribed for use at the student's discretion, provided the student's parent/guardian has completed and signed a Prescribed Medication Consent Form.

Students who are diabetic may possess and self-administer diabetic testing supplies and insulin if authorized by the student's diabetes care plan, which must be on file with the school.

Students with epilepsy may possess and self-administer supplies, equipment and medication, if authorized by the student's seizure action plan, which must be on file with the school.

Students may self-administer (but not possess on their person) other medications required under a qualified plan, provided the student's parent/guardian has completed and signed a Prescribed Medication Consent Form.

The school district shall incur no liability, except for willful and wanton conduct, as a result of any injury arising from a student's self-administration of medication, including asthma medication or epinephrine injectors, or medication required under a qualifying plan. A student's parent/guardian must indemnify and hold harmless the school district and its employees and agents, against any claims, except a claim based on willful and wanton conduct, arising out of a student's self-administration of an epinephrine injector, asthma medication, and/or a medication required under a qualifying plan.

PUBLIC ACT 101-50; PUBLIC ACT 101-205; PUBLIC ACT 101-428

Administration of Medical Cannabis

In accordance with the Compassionate Use of Medical Cannabis Program, qualifying students are allowed to utilize medical cannabis infused products while at ICA. A Prescribed Medication Consent Form must be on file and a designated caregiver must administer the medication.

PUBLIC ACT 100-660; PUBLIC ACT 101-370

Undesignated Medications

ICA maintains the following undesignated prescription medications for emergency use: (1) Asthma medication; (2) Epinephrine injectors; (3) Opioid antagonists; and (4) Glucagon. No one, including without limitation, parents/guardians of students, should rely on ICA for the availability of undesignated medication. This procedure does not guarantee the availability of undesignated medications. Students and their parents/guardians should consult their own physician regarding these medication(s).

PUBLIC ACT 100-513; PUBLIC ACT 100-726; PUBLIC ACT 101-428

Storage of Medications

- All medications (prescription and over the counter) shall be kept in tamper proof containers.
- All medications (prescription and over the counter) shall be kept in the Health Care Office in a locked cabinet.

105 ILCS 5/10-22.21b

PART 401 SPECIAL EDUCATION FACILITIES UNDER SECTION 14-7.02 OF THE SCHOOL CODE 401.220(b)(s)

Care for Students with Diabetes

If your student has diabetes and requires assistance with managing this condition while at ICA, a Diabetes Care Plan must be submitted to the ICA nurse.

Parents/guardians are responsible for and must:

1. Inform the school in a timely manner of any change which needs to be made to the Diabetes Care Plan on file with the school for the student.

2. Inform the school in a timely manner of any changes to their emergency contact numbers or contact numbers of health care providers.
3. Sign the Diabetes Care Plan.
4. Grant consent for and authorize designated ICA representatives to communicate directly with the health care provider whose instructions are included in the Diabetes Care Plan.

105 ILCS 145 CARE OF STUDENTS WITH DIABETES ACT, PUBLIC ACT 96-1485

Breakfast/Lunch Program

The Illinois Center for Autism provides a hot lunch and breakfast program as well as milk and juice at no cost to families. Menus are provided monthly to allow students and family members to determine if the student will be eating what is provided that day or if they need to bring lunch from home. Students are not to bring glass containers or knives to school. Foods, which need to be kept warm, are to be brought in a thermos as staff cannot heat student's food. Sandwiches, salads, drinks, etc. will be refrigerated as required.

Food Allergies

Attendance at ICA may increase a student/client's risk of exposure to allergens that could trigger a food-allergic reaction. While it is not possible for ICA to completely eliminate the risks of exposure to allergens, a Food Allergy Management Plan helps ICA reduce these risks and provide accommodations and proper treatment for allergic reactions.

ICA's Food Allergy Management Plan consists of the following:

- Identifying students/clients with food allergies
- Preventing exposure to known allergens
- Responding to allergic reactions with prompt recognition of symptoms and treatment
- Educating and training all staff about management of students with food allergies, including administration of medication with an auto-injector, and providing an in-service training program for staff who work with students/clients that is conducted by a person with expertise in anaphylactic reactions and management

Follows and references the applicable best practices of the joint State Board of Education and Ill. Dept. of Public Health publication Guidelines for Managing Life-Threatening Food Allergies in Schools, available at: www.isbe.net/nutrition/pdf/food_allergy_guidelines.pdf.

Treats and Snacks

Due to health concerns and scheduling, treats and snacks for any occasion must be arranged in advance. All treats and snacks must be store bought and prepackaged in individual servings. No homemade treats or snacks are allowed. Treats and snacks may not require refrigeration and must have a clearly printed list of ingredients on the packaging. We strongly encourage you to select a treat or snack with nutritional value.

Communicable Disease

ICA will observe recommendations of the Illinois Department of Public Health regarding communicable diseases.

1. Parents/guardians are required to notify the nurse if they suspect a student/client has a communicable disease.
2. In certain cases, students/clients with communicable disease may be excluded from ICA programs or sent home following notification of parent/guardian.
3. ICA will provide written instructions to the parent/guardian regarding appropriate treatment for the communicable disease.
4. A student/client excluded because of a communicable disease will be permitted to return to ICA when provided with a letter from the student/client's health care provider stating that the student/client is no longer contagious or at risk of spreading the communicable disease.

105 ILCS 5/10-21.11

Head Lice

ICA will observe the following procedures regarding head lice:

1. Parents are required to notify the nurse if they suspect a student/client has head lice.
2. Infested students/clients will be sent home following notification of the parent or guardian.
3. ICA will provide written instructions to parents/guardians regarding appropriate treatment for the infestation.
4. A student excluded because of head lice will be permitted to return to ICA only when the parent/guardian brings the student/client to ICA to be checked by the nurse or other designated ICA employee and the student/client is determined to be free of the head lice and eggs (nits).

89 ILLINOIS ADMINISTRATIVE CODE SECTION 830

Physical Examination/Immunizations

The Illinois Center for Autism requires physical/health examinations/ immunizations in accordance with the School Code of Illinois and the regulatory policies set forth by the Illinois Department of Public Health. The student's home school district will be responsible for communicating with families concerning all required immunizations and exams and the storage of such information.

Safety Drills

During every academic year, each location that houses students shall conduct, at a minimum, each of the following:

- Three school evacuation drills to address and prepare students and school personnel for fire incidents. One of these three drills shall require the participation of the local fire department or district.
- One bus evacuation drill.
- One severe weather and shelter-in-place drill to address and prepare students and school personnel for possible tornado incidents.

- One law enforcement drill to address a school shooting incident and to evaluate the preparedness of school personnel and students. This drill shall occur no later than 90 days after the first day of school of each year.

There may be other drills at the direction of the administration. The law enforcement lockdown drill will be announced in advance and a student's parent/guardian may elect to exclude their child from participating in this drill. All other drills will not be preceded by a warning to students.

105 ILCS 128 SCHOOL SAFETY DRILL ACT, PUBLIC ACT 996

Facility Maintenance

It is the policy of ICA to provide an environment free of recognized hazards for all students served. In order to provide a safe learning environment, please follow the guidelines below:

- Avoid clutter by storing materials properly in a neat and orderly manner on a daily basis
- Keep a clear path to all doors
- Fill work orders out in a timely manner so repairs can be completed as needed
- Classrooms and restrooms must be cleaned daily after the students are gone
- Non-consumable items must be cleaned daily after the students are gone
- Only non-toxic materials are to be used in the classrooms
- Cleaning products used in the classroom **MUST** be procured from maintenance
- Only items with a Material Safety Data Sheet are to be used at ICA

Maintenance of Buildings, Vehicles and Equipment

It is the policy of the Illinois Center for Autism that annual, seasonal, quarterly, monthly, and weekly preventative maintenance tasks be conducted on all buildings, vehicles and equipment. An assessment must be conducted for each vehicle and for each piece of equipment to develop a preventive maintenance schedule.

Tobacco Free Environment

In accordance with 110 ILCS 64 et seq. 410 ILCS 82 et seq ,105 ILCS 510-20.5b, and ILLINOIS PUBLIC ACT 102-0575, the Illinois Center for Autism prohibits the use of tobacco products and electronic cigarettes on the premises.

- "Tobacco" is defined as a cigarette, a cigar, or tobacco in any other form, including smokeless tobacco which is any loose, cut, shredded, ground, powdered, compressed, or leaf tobacco that is intended to be placed in the mouth without being smoked.
- "Electronic cigarette" is defined, but not limited to any electronic nicotine delivery system, electronic cigar, electronic cigarillo, electronic pipe, electronic hookah, vape pen, or similar product or device, and any component, part, or accessory of a device used during the operation of the device even if the part or accessory was sold separately
- "Premises" are defined as buildings, garages, vans, playgrounds, parking lots, vestibules, sidewalks and any property owned or operated by the Illinois Center for Autism.
- Any individual found to have possession of a tobacco product (including matches, lighters, etc.), or electronic cigarettes will have the items confiscated and disciplined accordingly.

Discipline and Conduct

Student Conduct at ICA

Student Appearance

A student appearance, including dress and hygiene, must not disrupt the educational process or compromise standards of health and safety. ICA does not prohibit hairstyles historically associated with race, ethnicity, or hair texture, including, but not limited to, protective hairstyles such as braids, locks, and twists. Students who disrupt the educational process or compromise standards of health and safety must modify their appearance.

105 ILCS 5/2-3.25 and 5/10-22.25b

Student Dress Code

- Student dress (including accessories) may not advertise, promote, or picture alcoholic beverages, illegal drugs, drug paraphernalia, violent behavior, or other inappropriate images.
- Student dress (including accessories) may not display lewd, vulgar, obscene, or offensive language or symbols, including gang symbols.
- Hats, coats, bandannas, sweat bands, and sunglasses may not be worn in the building during the school day.
- Clothing with holes, rips, tears, and clothing that is showing skin and/or undergarments may not be worn at school.
- The length of shorts or skirts must be appropriate for the school environment.
- Appropriate footwear must be worn at all times.
- Student dress may not endanger the health or safety of the student, other students, staff or others.

CROSS REFERENCE: PRESS 7:160, STUDENT APPEARANCE

Philosophy on Behavior Management

The Illinois Center for Autism's overall philosophy for managing behaviors adopts the principles and theologies of Applied Behavioral Analysis. The use of varying types and degrees of positive reinforcement with desirable behaviors will increase the likelihood of recurrence. An undesirable behavior that is given little or no reinforcement will decrease and gradually become extinct.

ICA understands the importance of implementing behavioral practices designed to ensure the health, wellness, and social emotional well-being of the individuals we serve so they have the opportunity to become whole, healthy, educated adults. These practices, particularly in the area of social emotional well-being, provide a process for individuals to acquire the knowledge, attitudes, and skills they need to:

- Recognize and manage their emotions
- Demonstrate caring and concern for other
- Establish positive relationships
- Make responsible decisions
- Handle challenging situations constructively

ICA understands the following factors affect the success of any Behavior Intervention Plan:

- The objectivity with which behaviors are isolated and defined
- The reliability and consistency with which behaviors are managed
- The degree to which reinforcement is given to build alternative and more desirable behaviors.

ICA staff members are trained to prioritize interfering behaviors, objectively define them, and collect/record data for a baseline in order to develop a behavior intervention plan. Data is analyzed periodically to determine the effectiveness of the intervention(s) being used.

Positive Behavioral Interventions and Supports (PBIS) and other prevention/intervention practices available include, but are not limited to:

- Universal Design for Learning
- Prompting hierarchy
- Positive Reinforcement
- Token economy
- Contingency contracts
- PEAK Relational Training System
- Task analysis
- Chaining
- Shaping (Instructional and Behavioral)
- Modeling
- Redirection
- Parallel talk
- Peer praise
- Planned ignoring
- Proximity control
- Instructional modification
- Environmental modification (Either at staff direction or individual's request.)
 - The use of study carrels or other similar, stable and non-enclosed partitions
 - Mats (At least one side will remain open at all times. Staff will not block the open side.)
- Sensory/calming breaks
- Physical Escort (a temporary touching or holding of the hand, wrist, arm, or shoulder for the purpose of inducing an individual who is acting out to walk to a safe location)
- De-escalating techniques & Restorative Practices
 - Personal space (Approaching to the side as opposed to head on)
 - Non-Threatening verbal communication (neutral posture and tone)
 - Be empathetic and non-judgmental
 - Set limits (Simple, clear, reasonable and enforceable)
 - Allow time for decisions
- Social-Emotional Learning Interventions
 - Self-awareness
 - Self-management
 - Social awareness
 - Relationship skills
 - Responsible decision-making

Physical Restraint

The United States Department of Education defines physical restraint as “a personal restriction that immobilizes or reduces the ability of an individual to move his or her torso, arms and legs freely”. The Illinois State Board of Education defines restraint as “holding a student or otherwise restricting a student’s movements”.

- Prone, supine, mechanical and chemical restraint are prohibited at ICA
- At no time during physical restraint shall the individual’s head, neck or back be touched.
- Physical restraint shall not impair an individual’s ability to breathe or speak normally.

Physical restraint shall only be used only when:

- the individual’s behavior presents an imminent danger of serious physical harm to the individual or others (Defined as a situation where a student presents a danger to the safety and well being of himself, herself or others and is likely to cause physical pain or injury.)

AND

- less restrictive and intrusive measures have been tried and proven ineffective in stopping the imminent danger of serious physical harm

AND

- there is no known medical contraindication to its use on the individual

AND

- staff members applying the intervention have been trained in its safe application

Restraint does not include momentary periods of physical restrictions by direct person to person contact, without the aid of material or mechanical devices, accomplished with limited force and designed to prevent an individual from completing an act that would result in potential physical harm to the individual, another person, or damage to property.

Physical Restraint shall not be used:

- as discipline or punishment
- as convenience for staff
- as retaliation
- as a substitute for appropriate educational or behavioral support
- as a routine safety matter
- to prevent property damage in the absence of imminent danger of serious physical harm to the student or others

The use of physical restraint shall be subject to the the following requirements and limitations:

- Physical restraint must end immediately when:
 - the threat of imminent danger of serious physical harm ends or

- the individual indicates they are unable to breathe or staff supervision the restraint recognized the individual may be in respiratory distress
- The staff involved in physically restraining the individual must periodically halt the restraint to evaluate if the imminent danger of serious physical harm continues to exist. If the imminent danger of serious physical harm continues to exist, staff may continue the use physical restraint and the continued use may not be considered a separate instance of physical restraint.
- A physical restraint shall not impair an individual's ability to breathe or communicate normally, obstruct an individual's airway, or interfere with an individual's ability to speak. If physical restraint is imposed upon an individual whose primary mode of communication is sign language or an augmentative mode of communication, the individual shall be permitted to have his or her hands free of restraint for brief periods, unless the supervising staff member determines that this freedom appears likely to result in harm to the individual or others.
- An individual shall not be subjected to physical restraint for using profanity or other verbal displays of disrespect for themselves or others. A verbal threat shall not be considered as constituting a physical danger unless an individual also demonstrates a means of intent to immediately carry out the threat.
- Medically prescribed restraint procedures employed for the treatment of a physical disorder or for the immobilizations of a person in connection with a medical or surgical procedure shall not be used as a means of physical restraint for purposes of maintaining discipline.
- Any application of physical restraint shall take into consideration the safety and security of the individual. Physical restraint shall not rely upon pain as an intentional method of control.
- In determining whether an individual who is being physically restrained should be removed from the area where the restraint was initiated, the supervising staff member shall consider the potential for injury to the individual, the individual's need for privacy, and the educational and emotional well-being of other individuals in the vicinity.

Time limits

- An individual shall be released from physical restraint immediately upon a determination by the staff member administering the restraint that the individual is no longer in imminent danger of causing serious physical harm to the individual or others.
- When an episode of physical restraint exceeds 15 minutes, or repeated episodes have occurred during any 3 hour period, a licensed educator or licensed clinical practitioner (school program) or trained staff member (adult program) trained in the use of physical restraint shall evaluate the situation. The evaluation shall consider:
 - The appropriateness of continuing the procedure
 - The individual's potential need for medication, nourishment, or use of restroom
 - The need for alternate strategies
- The results of the evaluation shall be committed in writing and copies of this documentation shall be placed in the individual's temporary (for students) / permanent (for adults) record and provided to the official designated.

- When an individual experiences instances of physical restraint on any 3 days within a 30-day period, the personnel who initiated, monitored, and supervised the incidents shall initiate a meeting to:
 - Review the effectiveness of the procedures used
 - Review the individual's functional behavioral assessment
 - Prepare an individual behavior plan for the individual that provides either for continued use of these interventions or for the use of other, specified interventions. (This plan shall be placed in the individual's temporary record (school program)/ individual's permanent record (adult program).
 - Consider the individual's potential need for an alternative placement or program.
- *ICA shall invite the individual's parents or guardians to participate in this review meeting and shall provide ten days' notice of its date, time and location. The notification shall inform parents or guardians of the individual's potential need for a change of programming or placement and the results of the meeting will be entered into the the individual's temporary record (school program)*

Documentation

- A written record of each episode of physical restraint shall be maintained in the individual's temporary record. ICA shall also maintain a copy of each of these records. Each record shall include, but is not limited to, all of the following:
 - the individual's name
 - the date of the incident
 - the beginning and ending times of the incident
 - a description of any relevant events leading up to the incident
 - a description of any alternative measures that are less restrictive and intrusive that were used prior to the implementation of physical restraint and why those measures were ineffective and deemed inappropriate
 - a description of the incident or individual's behavior that resulted in physical restraint, including the specific imminent danger of serious physical harm to the individual or others
 - a log of the individual's behavior during physical restraint, including a description of the restraint techniques used and any other interaction between the individual and staff
 - a description of any injuries (whether to self, staff, or others) or property damage
 - a description of any planned approach to dealing with the individual's behavior in the future, including any de-escalation methods or procedures that may be used to avoid the use of physical restraint
 - a list of the personnel who participated in the implementation, monitoring, and supervision of physical restraint
 - for multiple restraints happening within any 3-hour hour period AND for restraints lasting 15-minutes or longer, results of the required licensed educator (school program)/trained staff member (adult program) evaluation shall be documented (evaluations shall occur and be documented every 15 minutes until the physical restraint ends)
 - documentation of any nursing interventions (nurse shall evaluate the individual every 15 minutes)
 - the date on which parental or guardian notification took place

Notification Requirements

Parents/Guardians

- ICA shall notify parents or guardians annually or upon enrollment that ICA policy allows for the use of physical restraint.
- ICA shall make a reasonable effort to notify an individual's parents or guardians on the same day physical restraint is imposed
- Within 1 business day after the use of physical restraint, ICA shall send the required form to the individual's parent or guardian AND the following information:
 - a copy of the standards for when physical restraint can be used
 - information about the rights of the parent or guardian and the student (school program only)
 - information about the parent's or guardian's right to file a complaint with the State Superintendent of Education, the complaint process, and other information to assist the parent or guardian navigating the complaint process (school program only)
 - a description of the State complaint, mediation, and due process procedures for students who are eligible for special education service.

Parent/Guardian Request for Review Meeting

- No later than 2 attendance days after each incident of physical restraint, ICA administration shall notify the parents or guardians that they may request a meeting to discuss the incident.
- This meeting shall be held separate and apart from meetings held in accordance with the student's IEP meeting.
- If a parent or guardian requests a meeting, the meeting must be convened within 2 school days after the request.
- The 2-school day limitation shall be extended if requested by the parent or guardian.
- The parent or guardian may also request that the meeting be convened via telephone or video conference.
- A summary of the meeting and any agreements or conclusions reached during the meeting shall be documented in writing and shall become part of the student's school records.
- A copy of the documents shall be provided to the student's parent or guardian.

If a parent or guardian does not request a meeting within 10 school days after ICA has provided the documents to the parent or guardian or if a parent or guardian fails to attend a requested meeting, that fact shall be documented as part of the student's school record.

Notification to the Illinois State Superintendent of Education

No later than 2 school days after the use of physical restraint, ICA shall, in a form and manner prescribed by the State Superintendent, submit the information required to the State Superintendent.

Notification of School Officials

Designated administrators will be notified of incidents as soon as possible, but no later than the end of the school day on which it occurred.

Emergency Situations

- Intensity and severity of aggressions will determine whether administrative staff allow an individual to remain in the learning/work environment or if an individual needs to be removed. If it is determined that an individual must be removed:
- ICA will attempt to contact the parent or guardian
- If a parent/guardian cannot be reached, ICA may contact emergency services as needed.
- If behavior poses imminent danger of causing serious physical harm to the individual or others and it cannot be maintained by ICA prevention/intervention techniques or staffing patterns, ICA may contact emergency services as needed prior to parent or guardian contact or while waiting for parent or guardian arrival.
- An interdisciplinary or multidisciplinary team meeting may be conducted if the agency deems it necessary or warranted.
- For termination of student placement, the parents/guardians and the serving school district will be notified according to Illinois Administrative Code, Section 401.2 in writing of the agency's intent.

Please note that removals under this section will be documented as suspension days.

Staff Training for Use of Physical Restraint

- Any adult who is involved in the use or supervision of physical restraint shall receive at least 8 hours of training annually in the following:
- Crisis de-escalation
- Restorative practices
- Identifying signs of distress during physical restraint
- Trauma-informed practices, and
- Behavior management practices
- All persons or entities who provide training must be trained and certified in the following:
- Effective use of less restrictive and intrusive alternatives to prevent imminent danger of serious physical harm to the individual or others
- Safe application of physical restraint when less restrictive and intrusive alternatives have been tried and proven ineffective
- The dangers associated with the use of physical restraint
- Appropriate procedures for preventing the need for physical restraint to include de-escalation, relationship building and the use of alternative methods
- Recognizing and responding appropriately to antecedent behavior
- Recognizing contraindications and other conditions that increase the risk of death
- A description and identification of dangerous behaviors that may indicate the need for use of physical restraint
- The simulated experience of administering and receiving physical restraint ranging from minimal physical involvement to very controlling interventions
- Signs of distress during physical restraint.
- Documentation and reporting the use of physical restraint

Review Procedures

Restraint data is transmitted twice daily to all administrative staff members for review. Data is reviewed monthly by our internal Health and Safety Team. Data is also shared with and reviewed by the Behavior sub committee and the Human Rights sub committee of ICA's Board of Directors.

When reviewing restraint data, the following will be considered:

- Adherence to ICA's Physical Restraint Procedures for each incident
- The number of incidents involving the use of physical restraint
- The location and duration of each incident
- The identification of staff members involved
- Any injuries or property damage that occurred
- The antecedent events prior to the incident
- The timeliness of parental/guardian notification

ICA prohibits the use of aversive techniques and or punishment under any circumstance.

Bullying

Statement of Intent

The Illinois Center for Autism is committed to a safe and civil educational environment for all students* and recognizes that bullying is contrary to 105 ILCS 5/27-23.7 as well as Illinois Center for Autism's policies and prohibits bullying during:

- Any ICA sponsored education program or activity
- While in ICA, on ICA property, in ICA vehicles, or designated vehicle stops waiting for ICA vehicles
- At any ICA- sponsored or ICA- sanctioned events or activities
- The transmission of information from an ICA computer, an ICA computer network, or other similar electronic ICA equipment
- The transmission of information from a computer that is accessed at a non-ICA related location, activity, function or program or from the use of technology or an electronic device that is not owned, leased, or used by ICA if the bullying causes a substantial disruption to the educational process or orderly operation of ICA (*This only applies in cases in which an ICA administrator receives a report that bullying through this means has occurred and does not require ICA staff to monitor any non ICA-related activity, function, or program*)

***For the purposes of this policy, a student is defined as anyone who attends ICA for the sole purpose of receiving special education and/or related services.**

Nothing in this section is intended to infringe upon any right to exercise free expression or the free exercise of religion or religiously based views protected under the First Amendment to the US Constitution or under Section 3 of Article 1 of the Illinois Constitution

What is Bullying?

"Bullying" (including cyber-bullying) is defined as any severe or pervasive physical or verbal act or conduct that is directed toward a student/client which may or may not be based upon physical appearance, socioeconomic status, academic status, pregnancy, parenting status, homelessness, actual or perceived race, color, religion, sex, national origin, ancestry, age, material status, physical or mental disability, military status, sexual orientation, gender-related identity or expression, unfavorable discharge from military service, associations with a person or group with one or more of the aforementioned actual or perceived characteristics,, or any other distinguishing characteristic that has or can be reasonably predicted to have the effect of one or more of the following:

- Placing the student or students in a reasonable fear of harm to the student or students' person or property

- Causing a substantially detrimental on the student's or students'/clients' physical or mental health
- Substantially interfering with the student's or students' academic or work performance
- Substantially interfering with the student's or students' ability to participate in or benefit from the services, activities, privileges provided by ICA

“Bullying” may take on one for more of the following:

- Harassment
- Threats
- Intimidation
- Stalking
- Physical violence
- Sexual harassment
- Sexual violence
- Theft
- Public humiliation
- Destruction of property
- Retaliation for asserting or alleging an act of bullying

This list is meant to be illustrative and non-exhaustive.

“Cyber-bullying” means bullying through the use of technology or any electronic communication, including without limitation any transfer of:

- Signs
- Signals
- Writing
- Images
- Sounds
- Data
- Intelligence of any nature

Transmitted in whole or in part by:

- Wire
- Radio
- Electromagnetic system
- Photo electronic system
- Photo optical system

Including without limitation electronic mail, internet communications, instant messages, or facsimile communications.

“Cyber-bullying” also includes:

- The creation of a webpage or weblog in which the creator assumes the identity of another person or the knowing impersonation of another person as the author of posted content or messages
- The distribution by electronic means of a communication to more than one person
- Posting of material on an electronic medium that may be accessed by one or more persons

If any of these acts creates any of the effects listed above.

Procedures for Reporting Bullying

- Student (or student/client representative) should report bullying incident to teacher/case manager immediately at the Illinois Center for Autism at (618) 398-7500
- Incidents of bullying may be reported anonymously by phone or in writing
- All cases/reports of bullying must immediately be reported to the supervisor of the program where the bullying occurred

Sandra Rodenberg – Educational Services Director/Principal at sandra@illinoiscenterforautism.org or by phone at 618-398-7500 ext. 303

Mia Stroter – Vocational Services Director at mia.stroter@illinoiscenterforautism.org or by phone at 618-398-7500 ext. 311

Elise Fields-Dixon – Client and Family Support Director at elisefieldsdixon@illinoiscenterforautism.org or by phone at 618-398-7500 ext. 203

Procedures for Investigating Reports of Bullying

- Parents/guardians of all students involved will be notified within 24 hours and offered the opportunity to meet with administration to discuss the situation and what resources - social work services, restorative measures, social emotional skill building, referral to community resources, etc., are available to the students involved.
- All appropriate school support personnel and other staff persons with knowledge, experience, and training on bullying prevention as deemed appropriate will be included in the process
- The bullying incident will be investigated per ICA's internal investigation procedure and reasonable efforts will be made to complete the investigation within 10 attendance days after the date the report was received and taking into consideration additional relevant information received during the course of the investigation
- Progress and findings of all investigations will be given to the supervisor of the program
- Parents/guardians of all student/clients involved in the investigation will be given the opportunity to meet with administration to discuss the investigation, the findings of the investigation, and the actions taken to address the reported incident of bullying
- If necessary and appropriate, police will be consulted

All procedures followed while investigating and sharing information related to incidents of bullying will be consistent with federal and state laws and rules governing student privacy rights.

Outcomes of Investigation

- A plan will be developed to help the bully (bullies) change their behavior and will include what resources will be made available to ensure successful completion of the plan – social work services, restorative measures, social emotional skill building, referral to community resources, etc.
- In serious cases, suspension or even exclusion from ICA's programs will be considered
- After the incident / incidents have been investigated and dealt with, each case will be monitored to ensure repeated bullying and or reprisal or retaliation do not take place. Reprisal or retaliation against any person who reports an act of bullying is strictly prohibited.
- Engaging in reprisal or retaliation will result in additional disciplinary action up to and including suspension or removal from ICA programs
- Individuals found to have falsely accused another of bullying as a means of retaliation or as a means of bullying will face disciplinary action up to and including suspension or removal from ICA programs

Policy Evaluation

The policy will be evaluated annually for effectiveness. The evaluation shall include, but not be limited to, reviewing the frequency of victimization; student, staff and family observations of school safety; identification of areas where bullying occurs; the type and frequency of bullying; and intervention of bystanders. Information developed during this evaluation will be made available on the Illinois Center for Autism's website.

105 ILCS 5/27-23.7: P.A. 98-669; P.A. 98-801

Harassment

ICA is committed to providing a cooperative and comfortable school/work environment free of discrimination and harassment of any kind. No person, including an ICA employee or student, shall harass or intimidate a student/client based upon a student/client's race, color, national origin, sex, sexual orientation, gender identity, gender-related identity or expression, age, religion, physical or mental disability, or inclusion in other protected groups. ICA will not tolerate harassing or intimidating conduct whether verbal, physical, electronic or visual that affects the benefits delivered by ICA programs, interferes with a student/client's educational/work performance or creates an intimidating, hostile or offensive educational/work environment.

What is Harassment?

Harassment under this policy shall include any harassment based upon an individual's membership in a protected class by a student, teacher, administrator or other ICA personnel, or by any other person who is participating in, observing or otherwise engaged in activities, whether on or off ICA grounds, during and after ICA operating hours.

Sexual Harassment

Sexual harassment is unwelcome conduct of a sexual nature. It includes unwelcome sexual advances, requests for sexual favors, and other verbal, nonverbal, or physical conduct of a sexual nature. Sexual violence is a form of sexual harassment prohibited by Title IX.

Examples of conduct which may constitute sexual harassment include, but are not limited to:

- Sexual advances
- Requests for sexual favors
- Touching another person's intimate parts, whether that person is of the same sex or opposite sex
- Graffiti of a sexual nature
- Sexual gestures
- Sexual or dirty jokes
- Talking about one's sexual activity in front of others;
- Other unwelcome sexual behavior or words when accompanied by implied or overt threat.

Harassment based on Race/Color

Racial harassment of a student consists of verbal or physical conduct or electronic conduct related to an individual's race or color.

Examples of conduct which may constitute harassment because of race or color includes, but is not limited to:

- Graffiti containing racially offensive language
- Name calling
- Jokes or rumors
- Threatening or intimidating conduct directed at another because of the other's race or color
- Notes or cartoons;
- Racial slurs, negative stereotypes, hostile acts which are based upon another's race or color

- Written or graphic material containing racial comments or stereotypes which is posted or circulated and which is aimed at degrading individuals or members of protected classes
- A physical act of aggression or assault upon another because of, or in a manner reasonably related to, race or color
- Other kinds of aggressive conduct such as theft or damage to property which is motivated by race or color

Harassment based upon National Origin or Ethnicity

Ethnic or national origin harassment of a student consists of verbal or physical conduct relating to an individual's ethnicity or country of origin or the country of origin of the individual's parents, family members or ancestors.

Examples of conduct which may constitute harassment because of national origin or ethnicity include, but are not limited to:

- Graffiti containing offensive language which is derogatory to others because of their national origin or ethnicity
- Threatening or intimidating conduct directed at another because of the other's national origin or ethnicity
- Jokes, name calling, or rumors based upon an individual's national origin or ethnicity
- Ethnic slurs, negative stereotypes, and hostile acts which are based upon another's national origin or ethnicity
- Written or graphic material containing ethnic comments or stereotypes which is posted or circulated and which is aimed at degrading individuals or members of protected classes
- A physical act of aggression or assault upon another because of, or in a manner reasonably related to, ethnicity or national origin
- Other kinds of aggressive conduct such as theft or damage to property which is motivated by national origin or ethnicity

Harassment based on Disability

Disability harassment includes harassment based on a person's disabling mental or physical impairment and includes any unwelcome verbal, written or physical conduct, directed at the characteristics of a person's disabling condition.

Examples of conduct which may constitute harassment because of disability include, but are limited to:

- Graffiti containing offensive language which is derogatory to others because of their physical or mental disability
- Threatening or intimidating conduct directed at another because of the other's physical or mental disability
- Jokes, rumors or name calling based upon an individual's physical or mental disability;
- Slurs, negative stereotypes, and hostile acts which are based upon another's physical or mental disability
- Graphic material containing comments or stereotypes which is posted or circulated and which is aimed at degrading individuals or members of protected classes
- A physical act of aggression or assault upon another because of, or in a manner reasonably related to, an individual's physical or mental disability

- Other kinds of aggressive conduct such as theft or damage to property which is motivated by an individual's physical or mental disability

Harassment based on sexual orientation

Sexual orientation harassment includes harassment based on someone's perceived or actual sexual orientation (including being gay, lesbian or bisexual).

Examples of conduct which may constitute harassment based on sexual orientation include, but are limited to:

- Graffiti containing offensive language which is derogatory to others because of their sexual orientation;
- Threatening or intimidating conduct directed at another because of the other's sexual orientation;
- Jokes, rumors or name calling based upon an individual's sexual orientation;
- Slurs, negative stereotypes, and hostile acts which are based upon another's sexual orientation;
- Graphic material containing comments or stereotypes which is posted or circulated and which is aimed at degrading individuals or members of protected classes;
- A physical act of aggression or assault upon another because of, or in a manner reasonably related to, an individual's sexual orientation;
- Other kinds of aggressive conduct such as theft or damage to property which is motivated by an individual's sexual orientation.

Harassment based gender identity, gender related identity, or expression

Gender identity harassment includes harassment based on someone's actual or perceived transgender status or gender identity.

Examples of conduct which may constitute harassment because of gender identity or expression include, but are limited to:

- Graffiti containing offensive language which is derogatory to others because of their gender identity or expression
- Threatening or intimidating conduct directed at another because of the other's gender identity or expression
- Rumors or name calling based upon an individual's gender identity or expression
- Slurs, negative stereotypes, and hostile acts which are based upon another's gender identity or expression
- Graphic material containing comments or stereotypes which is posted or circulated and which is aimed at degrading individuals or members of protected classes
- A physical act of aggression or assault upon another because of, or in a manner reasonably related to, an individual's gender identity or expression
- Other kinds of aggressive conduct such as theft or damage to property which is motivated by an individual's gender identity or expression

Procedures for Reporting Harassment

Any student who believes he or she has been the victim of harassment based on race, color, national origin, or disability, sex or age or other protected basis by a student, teacher, administrator or other ICA personnel or volunteer of ICA is encouraged to immediately report the alleged acts to a teacher, case manager or administrator.

Any teacher, case manager or administrator who has or receives notice that a student has or may have been the victim of sexual harassment or harassment based on race, color, national origin, disability, sex or age by a student, teacher, administrator or other ICA personnel or volunteer of ICA is encouraged to immediately report the alleged acts to Director level staff. Nothing in this policy shall prevent any person from reporting harassment directly to the Executive Director.

Any other person with knowledge or belief that a student has or may have been the victim of sexual harassment or harassment based on race, color, national origin, disability, sex, or age as set forth above, is encouraged to immediately report the alleged acts to ICA Director level staff.

Upon receipt of a complaint (written or verbal), the person receiving the complaint must notify ICA Director level staff. A written statement of the initial complaint must be prepared by the person who took the complaint and any supporting documentation must be attached. The Executive Director will be notified of all complaints as soon as practicable but no longer than 24 hours after the complaint was received.

Failure to forward any complaint as outlined in this policy will result in disciplinary action up to and including termination.

Investigation of a Complaint

Upon notice of the complaint, ICA will promptly take steps to protect the complaining party as necessary. ICA will respect the privacy of the complainant, the individuals against whom the complaint is filed, and the witnesses as much as possible, consistent with ICA's legal obligations.

ICA will act to promptly and impartially investigate all complaints. The investigation may consist of personal interviews with the complainant, the individual against whom the complaint is filed, and others who have knowledge of the alleged incident or circumstances giving rise to the complaint. The investigation may also consist of the evaluation of any other information or documents which may be relevant to the particular allegations.

In determining whether the conduct constitutes a violation of this policy, ICA shall consider:

- The nature of the behavior
- How often the conduct occurred
- Whether there were past incidents or past continuing patterns of behavior
- The relationship between the parties involved
- The race, color, national origin, disability, sex, age or other status of the victim
- The identity of the perpetrator, including whether the perpetrator was in a position of power over the student/client allegedly subjected to harassment
- The number of alleged harassers
- The age of the harasser

- Where the harassment occurred
- Whether there have been other incidents at ICA involving the same student/client
- Whether the conduct adversely affected the student/client's education/ performance or educational/work environment
- The context in which the alleged incidents occurred

Whether a particular action or incident constitutes a violation of this policy requires a determination based on all the facts and surrounding circumstances.

With regard to allegations of assault, ICA will inform the complainant of the right to proceed with a criminal investigation. ICA is still obligated to conduct its investigation whether or not there is a criminal investigation.

Outcomes

Upon receipt of a report that a violation of this policy has occurred, ICA leadership will take prompt, appropriate formal or informal action to address the violation. Appropriate actions may include but are not limited to:

- Counseling
- Awareness training
- Remediation
- Conferences with parent/guardian
- Warning
- Suspension from ICA programs
- Removal from ICA programs

In the event that the evidence suggests that the harassment is also a violation of a criminal statute, ICA shall report the results of the investigation to the appropriate law enforcement agency.

When determining the appropriate response to a violation of this policy, ICA shall consider the following:

- What response is most likely to end any ongoing harassment
- Whether a particular response is likely to deter similar future conduct by the harasser or others
- The amount and kind of harm suffered by the victim of the harassment
- The identity of the party who engaged in the harassing conduct
- Whether the harassment was engaged in by school personnel.

ICA will provide the parties written notice of the action taken. Copies of all complaints of harassment and the investigations conducted shall be maintained by ICA for at least five (5) years. The Quality Assurance Officer shall be responsible for maintaining these records in a secure location.

Retaliation

Submission of a complaint will not affect the complainant or reporter's future employment, grades, learning or working environment or work assignments. ICA will take appropriate action against any student, teacher, administrator or other school personnel who retaliates against a person who reports or assists or participates in an investigation. Retaliation includes, but is not limited to, any form of intimidation, reprisal or harassment.

P.A. 101-0221

Internet and Technology

Technology Use at ICA

- Schools throughout the State of Illinois contract with different educational technology vendors for beneficial K-12 purposes such as providing personalized learning and innovative educational technologies, and increasing efficiency in school operations.
- Under Illinois' Student Online Personal Protection Act, or SOPPA (105 ILCS 85/), educational technology vendors and other entities that operate Internet websites, online services, online applications, or mobile applications that are designed, marketed, and primarily used for K-12 school purposes are referred to in SOPPA as operators. SOPPA is intended to ensure that student data collected by operators is protected, and it requires those vendors, as well as school districts and the Illinois State Board of Education, to take a number of actions to protect online student data.
- Depending upon the particular educational technology being used, ICA may need to collect different types of student data, which is then shared with educational technology vendors through their online sites, services, and/or applications. Under SOPPA, educational technology vendors are prohibited from selling or renting a student's information or from engaging in targeted advertising using a student's information. Such vendors may only disclose student data for K-12 school purposes and other limited purposes permitted under the law.
- In general terms, the types of student data that may be collected and shared include personally identifiable information (PII) about students or information that can be linked to PII about students, such as:
 - Basic identifying information, including student or parent/guardian name and student or parent/guardian contact information, username/password, student ID number
 - Demographic information
 - Enrollment information
 - Assessment data, grades, and transcripts
 - Attendance and class schedule
 - Academic/extracurricular activities
 - Special indicators (e.g., disability information, English language learner, free/reduced meals or homeless/foster care status)
 - Conduct/behavioral data
 - Health information
 - Food purchases
 - Transportation information
 - In-application performance data
 - Student-generated work
 - Online communications
 - Application metadata and application use statistics
 - Permanent and temporary school student record information
 - Operators may collect and use student data only for K-12 purposes, which are purposes that aid in the administration of school activities, such as:
 - Instruction in the classroom or at home (including remote learning)
 - Administrative activities
 - Collaboration between students, school personnel, and/or parents/guardians
 - Other activities that are for the use and benefit of ICA

Use of Personal Electronic Devices

- The use of electronic devices and other technology at ICA is a privilege, not a right. Students are prohibited from using electronic devices, except as provided herein. An electronic device includes, but is not limited to, the following: cell phone, smart phone, audio or video recording device, personal digital assistant (PDA), ipod®, ipad®, laptop computer, tablet computer or other similar electronic device. Pocket pagers and other paging devices are not allowed on ICA property at any time, except with the express permission of ICA administration.
- During instructional/work time, electronic devices must be kept powered-off and out-of-sight unless:
 - Permission is granted by an administrator, teacher or ICA staff member;
 - Use of the device is provided in a student individualized education program (IEP) or individualized service plan (ISP);
 - It is needed in an emergency that threatens the safety of students, staff, or other individuals.
 - Students are allowed to use electronic devices during non-instructional/ non-work time, which is defined as before and after school and during the student lunch period.
 - Electronic devices may never be used in any manner that disrupts the educational/work environment, violates ICA rules or violates the rights of others.
 - ICA is not responsible for the loss, theft or damage to any electronic device brought to school.
 - Students in violation of this procedure are subject to the following:
 - **First offense** – The device will be confiscated by ICA personnel. A verbal warning will be assigned. The student will receive the device back at the end of the day.
 - **Second offense** – The device will be confiscated. The student parent/guardian will be notified and required to pick up the device at the designated ICA location.
 - **Third offense** – The device will be confiscated. The student parent/guardian will be notified and required to pick up the device at the designated ICA location. Additionally, the student will be prohibited from bringing the device to any ICA program for the next 10 days. If the student/is found in possession of the device during this 10-day period, the student will be prohibited from bringing the device to school/work for a period of time determined by ICA administration.
 - **Fourth and subsequent offense** – The device will be confiscated. The student parent/guardian will be notified and required to pick up the device at the designated ICA location. A meeting with the parent/guardian will be scheduled to discuss what the appropriate next step should be..

Acceptable Internet Use

The use of the electronic network is a privilege, not a right, and inappropriate use will result in a cancellation of those privileges. All electronic network use must be consistent with the ICA's goal of promoting excellence by facilitating resource sharing, innovation, and communication. These rules do not attempt to state all required or proscribed behavior by users. However, some specific examples are provided. The failure of any user to follow these rules may result in the loss of privileges and/or appropriate legal action.

The user is responsible for his/her actions and activities involving the network. Some examples of unacceptable uses are:

- Using the network for any illegal activity, including violation of copyright or other contracts, or transmitting any material in violation of any State or federal law
- Unauthorized downloading of software, regardless of whether it is copyrighted or de-licensed
- Downloading of copyrighted material for other than personal use
- Using the network for private financial or commercial gain
- Hacking or gaining unauthorized access to files, resources, or entities
- Invading the privacy of individuals, that includes the unauthorized disclosure, dissemination, and use of information about anyone that is of a personal nature including a photograph
- Using another user's account or password
- Posting material authored or created by another without his/her consent
- Posting anonymous messages
- Using the network for commercial or private advertising
- Accessing, submitting, posting, publishing, or displaying any defamatory, inaccurate, abusive, obscene, profane, sexually oriented, threatening, racially offensive, harassing, or illegal material

Network Etiquette

The user is expected to abide by the generally accepted rules of network etiquette. These include, but are not limited to, the following:

- Be polite
- Use appropriate language - do not swear, or use vulgarities or any other inappropriate language.
- Do not reveal personal information, including the addresses or telephone numbers.
- Recognize that electronic mail (e-mail) is not private. People who operate the system have access to all mail. Messages relating to or in support of illegal activities may be reported to the authorities.
- Do not use the network in any way that would disrupt its use by other users.

Use of Email

ICA's email system, and its constituent software, hardware, and data files, are owned and controlled by ICA. ICA provides email to students/clients as an educational/supportive tool.

- ICA reserves the right to access and disclose the contents of any account on its system, without prior notice or permission from the account's user. Unauthorized access by any student/client to an email account is strictly prohibited.
- Nothing should be transmitted in an e-mail message that would be inappropriate in a letter or memorandum.
- Electronic messages transmitted via ICA's Internet gateway carry with them an identification of the user's Internet "domain." This domain name is a registered domain name and identifies the author as being with ICA. Great care should be taken, therefore, in the composition of such messages and how such messages might reflect on the name and reputation of ICA. Users will be held personally responsible for the content of any and all electronic mail messages transmitted to external recipients.
- Any message received from an unknown sender via the Internet should either be immediately forwarded to the system administrator. Downloading any file attached to any Internet-based

message is prohibited unless the user is certain of that message's authenticity and the nature of the file so transmitted.

Use of ICA's email system constitutes consent to these regulations.

*NO CHILD LEFT BEHIND ACT, 20 U.S.C. §6777; CHILDREN'S INTERNET PROTECTION ACT, 47 U.S.C. §254(h) and (l);
ENHANCING EDUCATION THROUGH TECHNOLOGY ACT, 20 U.S.C §6751*

Notification Regarding Student Accounts or Profiles on Social Networking Websites

ICA officials may not request or require a student or his or her parent(s)/guardian(s) to provide a password or other related account information to gain access to the student's account or profile on a social networking website.

ICA officials may conduct an investigation or require a student to cooperate in an investigation if there is specific information about activity on the student's account on a social networking website that violates an ICA rule or policy. In the course of an investigation, the student may be required to share the content that is reported in order to allow ICA officials to make a factual determination.

105 ILCS 5/10-22.6; RIGHT TO PRIVACY IN THE SCHOOL SETTING ACT, 105 ILCS 75

Search and Seizure

Search and Seizure

In order to maintain order and security in ICA's school program, school authorities are authorized to conduct reasonable searches of ICA property and equipment, as well as of students and their personal effects.

Search of School Property and Equipment as Well as Personal Effects Left There by Students

ICA officials may inspect and search school property and equipment owned or controlled by ICA (such as lockers, desks, and parking lots), as well as personal effects left there by a student, without notice to or the consent of the student. Students have no reasonable expectation of privacy in these places or areas or in their personal effects left there.

ICA officials may request the assistance of law enforcement officials to conduct inspections and searches of lockers, desks, parking lots, and other school property and equipment for illegal drugs, weapons, or other illegal or dangerous substances or materials, including searches conducted through the use of specially trained dogs.

Search of Students

ICA officials may search a student and/or the student's personal effects in the student's possession (such as, purses, wallets, knapsacks, book bags, lunch boxes, etc.) when there is a reasonable ground for suspecting that the search will produce evidence the particular student has violated or is violating either the law or the ICA's rules. The search itself must be conducted in a manner that is reasonably related to its objective and not excessively intrusive in light of the student's age and sex, and the nature of the infraction.

When feasible, the search should be conducted as follows:

- Outside the view of others, including students,
- In the presence at least one director level staff and another ICA staff member, and
- By an ICA staff member of the same sex as the student.

Immediately following a search, a written report shall be made by the director level staff who conducted the search, and given to the Executive Director. This may be done in an electronic format.

Seizure of Property

If a search produces evidence that the student has violated or is violating either the law or the ICA's policies or rules, such evidence may be seized and impounded by school officials, and appropriate actions will be taken. When appropriate, such evidence may be transferred to law enforcement authorities.

Questioning of Students Suspected of Committing Criminal Activity

Before a law enforcement officer, school resource officer, or other school security person detains and questions on school grounds a student under 18 years of age who is suspected of committing a criminal act, the building ICA officials will:

- Notify or attempt to notify the student's parent/guardian and document the time and manner in writing.
- Make reasonable efforts to ensure the student's parent/guardian is present during questioning or, if they are not present, ensure that a school employee (including, but not limited to, a social worker, psychologist, nurse, guidance counselor, or any other mental health professional) is present during the questioning.
- If practicable, make reasonable efforts to ensure that a law enforcement officer trained in promoting safe interactions and communications with youth is present during the questioning.

Parental Rights

Teacher Qualifications

Parents/guardians may request information about the qualifications of their student's teachers and paraprofessionals, including:

- Whether the teacher has met State qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction;
- Whether the teacher is teaching under an emergency or other provisional status through which State qualification and licensing criteria have been waived;
- Whether the teacher is teaching in a field of discipline of the teacher's certification;
- Whether any instructional aides or paraprofessionals provide services to your student and, if so, their qualifications.

If you would like to receive any of this information, please contact the principal or assistant principal..

*105 ILCS 5/10-20.15, 5/21-11.4, 5/21B-15, 5/21B-20, 5/21B-25, and 5/24-23.
23 IL ADMIN CODE e §1.610 et seq., §1.705 et seq., and Part 25.*

Homeless Child's Right to Education

When a child loses permanent housing and becomes a homeless person as defined at law, or when a homeless child changes his or her temporary living arrangements, the parent or guardian of the homeless child has the option of either:

(1) continuing the child's education in the school of origin for as long as the child remains homeless or, if the child becomes permanently housed, until the end of the academic year during which the housing is acquired; or

(2) enrolling the child in any school that non-homeless students who live in the attendance area in which the child or youth is actually living are eligible to attend.

*42 U.S.C. §11431 et seq., MCKINNEY-VENTO HOMELESS ASSISTANCE ACT
105 ILCS 45/, EDUCATION FOR HOMELESS CHILDREN ACT*

School Visitation Rights

The School Visitation Rights Act permits employed parents/guardians, who are unable to meet with educators because of a work conflict, the right to time off from work under certain conditions to attend necessary school functions such as parent-teacher conferences, academic meetings and behavioral meetings. Letters verifying participation in this program are available from the school office upon request.

820 ILCS 147

Mandated Reporters

All school personnel, including teachers and administrators, are required by law to immediately report any and all suspected cases of child abuse or neglect to the Illinois Department of Children and Family Services.

325 ILCS 5 ABUSED AND NEGLECTED CHILD REPORTING ACT

Sex Offender Notification Law

State law prohibits a convicted child sex offender from being present on school property when children under the age of 18 are present, except for in the following circumstances as they relate to the individual's child(ren):

- To attend a conference at the school with school personnel to discuss the progress of their child.
- To participate in a conference in which evaluation and placement decisions may be made with respect to their child's special education services.
- To attend conferences to discuss issues concerning their child such as retention or promotion.

In all other cases, convicted child sex offenders are prohibited from being present on school property unless they obtain written permission from the superintendent or school board.

Anytime that a convicted child sex offender is present on ICA property – including the three reasons above - he/she is responsible for notifying the principal's office upon arrival on school property and upon departure from school property. It is the responsibility of the convicted child sex offender to remain under the direct supervision of a school official at all times he/she is in the presence or vicinity of children.

A violation of this law is a Class 4 felony.

PRESS 4:175-AP1, CRIMINAL OFFENDER NOTIFICATION LAWS; SCREENING

Student Privacy

It shall be the policy of the Illinois Center for Autism to protect and respect the rights to privacy and dignity of all its students. During situations involving diapering, toileting, bathing, showering, grooming, or other activities involving personal hygiene, students will be encouraged to function with the greatest degree of independence possible. When assistance is required, it shall be given by staff, in privacy, with due regard for individual student rights and dignity.

Legal Consent

It shall be the policy of the Illinois Center for Autism to require the written signature of all parents, guardians, or clients, 18 years of age or older, when legal consent is required. This may include, but may not be limited to, the Illinois Center for Autism Intake Requirements, Releases of Information, Individualized Educational, Permits for Photographing, permission slips, Emergency Action Forms, and other forms as needed.

In the event a student, 18 years of age or older, has a court appointed guardian, it shall be the responsibility of the guardian to sign all forms. Further, it shall be the responsibility of the guardian to provide the Illinois Center for Autism with proof of guardianship by providing copies of the Letters of Office Guardianship of Estate/Person, Petition of Guardianship or the like.