

**HANDBOOK ON: RIGHTS, RESPONSIBILITIES AND PROCEDURES**

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## HANDBOOK ON: RIGHTS, RESPONSIBILITIES AND PROCEDURES

### **SECTION I: PREFACE**

This Handbook was developed by the Illinois Department of Human Services, Bureau of Administrative Rules and Procedures in conjunction with the Illinois Center for Rehabilitation and Education - Roosevelt (ICRE-R), the Illinois School for the Deaf (ISD), and the Illinois School for the Visually Impaired (ISVI).

The basic goals were to develop a Handbook which would:

1. clearly state the major policies and procedures which directly affect the students and their parents/guardians, and which the three schools operated by DHS share in common;

2. ensure uniformity among the schools on such policies and procedures, where desirable, but allow for differences to meet demonstrated individual needs of a school or its students; and

3. serve as a base for each school as it develops an addendum which would include policies and procedures which pertain only to its unique needs and not to the other two schools.

This Handbook will be evaluated, updated and reprinted yearly. The Handbook does not equate to an irrevocable contractual commitment to the student, but only reflects the current status of the rules and policies.

### **RESOURCES**

The following federal and State laws, rules and information relating to this Handbook and to special education may be obtained from the superintendent of each school.

- Rules and Regulations to Govern the Administration and Operation of the DHS Schools (89 Ill.Adm. Code 750 through 835.50)
- Non-academic Rules (89 Ill.Adm. Code 830)
- Rules of Conduct (89 Ill.Adm. Code 827)
- Sex Equity Rules (89 Ill.Adm. Code 829)
- Administrative Reviews and Hearings (89 Ill.Adm. Code 828)
- Student Records Rules (23 Ill.Adm. Code 375)
- Illinois School Student Records Act [105 ILCS 10]
- Special Education Rules for Illinois (23 Ill.Adm. Code 226)
- A Parent's Guide: The Educational Rights of Handicapped Children (ISBE)
- The Family Educational Rights and Privacy Act of 1974 (20 U.S.C. 1232g)
- Individuals with Disabilities Education Improvement Act (IDEIA) (20 U.S.C. 1400 et. seq.)

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- No Child Left Behind Act, PL 107-110, Section 1119
- Illinois School Code (105 ILCS 5/), Article 14. Children with Disabilities
- HIPPA
- American's With Disabilities Act (ADA)(42 U.S.C. §12101)

### **SCHOOL DEFINITION**

A residential educational facility operated by the Illinois Department of Human Services (DHS) for the purposes of providing specialized education services to students with disabilities.

The school is broadly defined to mean any time students are under supervision of the school. All Handbook and school rules apply to all school - sponsored events, even those occurring off campus. Students are held to the same standards of behavior and discipline code whether they are participating in on-campus or off-campus activities.

### **SCHOOL DESCRIPTIONS**

The Illinois Department of Human Services, Division of Rehabilitation Services administers three residential education facilities for students with low incidence disabilities. All three schools are accredited by the North Central Association, recognized by the Illinois State Board of Education and follow the Illinois School Code. They are:

#### **The Illinois School for the Deaf (ISD)**

Located in Jacksonville, Illinois, ISD is a residential and day school serving students from birth up to their 22<sup>nd</sup> birthday who are deaf or hard of hearing. ISD provides a comprehensive education and residential experience, at no cost, to all students who reside in Illinois and meet specific eligibility criteria. Accessible bilingual instruction and communication assist students to achieve their highest academic and social potential through academic instruction, technical education instruction, residential and recreational programs. All students receive related support services as specified in their Individualized Education Plans (IEP). An integral component of appropriate social development and independent living opportunities exist through extracurricular activities (sports, LEO club, academic bowl, etc.) and recreational activities. A fifth year program is offered for students who need additional independent living skills and employment training. In addition to NCA, the school also holds Conference of Educational Administrators of Schools and Programs for the Deaf (CEASD) National accreditation.

#### **The Illinois School for the Visually Impaired (ISVI)**

Located in Jacksonville, Illinois, ISVI is a residential and day school serving students from birth up to their 22<sup>nd</sup> birthday who are blind or visually impaired. ISVI provides a comprehensive education and residential experience, at no cost, to all students who reside in Illinois and meet specific eligibility criteria. Accessible equipment and facilities and state

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of the art technology assist students to achieve their highest academic and social potential through academic instructions, technical education instruction, residential and recreation programs. All students receive related services as specified in their Individualized Education Plans (IEP). An integral component of appropriate social development and independent living opportunities exist through extracurricular activities (sports, choir, forensics, etc.) and recreational activities. A fifth year program is offered for students who need additional independent living skills and employment training.

### **Illinois Center for Rehabilitation and Education - Roosevelt (ICRE-R)**

Located on the west side of the Illinois Medical District in Chicago, ICRE-R is a residential school for students with severe physical disabilities and/or other health impairments. ICRE-R's program focus is a comprehensive Transition Program that provides students, age 14 up to their 22<sup>nd</sup> birthday, with instruction and opportunities to assist them making a successful transition to adult life. ICRE-R offers a fifth year program where students attend day training for intense transition planning. Students learn Living Skills, Vocational Skills, Self-Advocacy, Social/Leisure Skills, Medical Management, Community Resources, Mobility Skills and Personal Assistant Management. ICRE-R's residential opportunity offers graduated living environments. The Education and Vocational programs incorporate the Life Centered Career Education (LCCE) Curriculum, opportunities for community college classes, and work experiences. ICRE-R provides access to an abundance of resources for learning in the community. There is no cost for this program for eligible students.

## **SECTION 2: STUDENT AND PARENT/GUARDIAN INFORMATION**

### **CHEMICAL MANAGEMENT**

#### **ASBESTOS MANAGEMENT**

In compliance with the Federal requirement that parents and employees be notified of the availability of the schools asbestos management plan, the schools acknowledge that all buildings on campus have been inspected, and recently re-inspected, for asbestos-containing building materials by a licensed inspector. In addition, an Asbestos Management Plan has been prepared by a Licensed Management Planner. The Inspection Reports and Management Plan are on file in the Chief Engineer's office and are available for public review during business hours. Regulation governing the school's management of asbestos include the Illinois Asbestos Abatement Act, Chapter 22, Paragraph 1401 and Rules and Regulations Title 77, Chapter I, Subchapter P Part 855 Asbestos Abatement for Public and Private Schools in Illinois as amended and the USEPA NESHAP Regulations 40 CFR 61.140 dated November 20, 1990.

Asbestos abatement projects have been completed to remove asbestos from our school buildings, however, we were unable to completely free the school of asbestos. We are continually monitoring the remaining asbestos in compliance with State and Federal regulations according to the Asbestos Hazardous Emergency Response Act (A.H.E.R.A.).

The schools have a videotape explaining asbestos in schools and how it is handled. If you

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are interested in viewing this videotape, please contact the Superintendent's office. The videotape must be returned immediately for availability to other parents/employees.

The health, safety and welfare of all children, staff, and visitors to the schools are of primary concern to us. For questions concerning the asbestos program, please contact the Superintendent's office.

### **CHEMICAL APPLICATIONS**

Notification to parents/ guardians, students and staff of the application of pesticides to school grounds must be given at least two business days prior to the application. Notification should include the intended date of the application, the name and telephone contact number for the staff person responsible for the application and the type (name) of pesticide. Notification may be included in newsletters, bulletins, calendars or other correspondence published by the school.

### **COMMUNICATION**

#### **MAIL**

One of the major goals of each of the three schools is to encourage and assist students and their parents/guardians to maintain strong, active ties while the students are away from their homes. Frequent correspondence whether by letter, e-mail, packages, or personal gifts, is one way of sustaining these relationships.

Parents/guardians are encouraged to write to their children often. If due to age or some other cause a child is unable to read mail, staff will provide the needed assistance. Staff will also write or assist students in writing letters if assistance is needed.

Regardless of whether students handle their mail independently or require assistance, confidentiality is maintained by staff. They shall not read a student's mail unless asked to do so by the student.

The schools do not provide postage for mailing personal letters or packages.

#### **TELEPHONE CALLS**

Frequent telephone communications by the students enrolled in the schools with their families and friends are encouraged, but they must be made at no cost to the schools.

Each school has telephones which students may use and all schools have teletypewriters for the deaf (TTY). ISD also has video phones. Students should learn the specific rules on telephone use which apply to their respective school, but in general school phones or TTY's may not be used by students to place toll calls unless there are pay phones or arrangements have been made to reverse the charges or use a credit card.

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Students are not to misuse or abuse campus telephones. Restitution is required for any misuse or damages. If restitution is not made, consequences may include the withholding of grades, transcripts and/or diplomas or other disciplinary measures.

### **EDUCATIONAL**

#### **ASSESSMENTS**

School assessments and tests are important tools used for identifying student progress. The goal of state assessments is to assist the school, the parents and local community in understanding to what extent the students are meeting the Illinois Learning Standards. State assessments provide additional challenges to our students as they do to all students in special education. In order to meet these additional challenges, the school provides their students with accommodations and also provides alternate tests as appropriate.

1. The Illinois Standards Achievements Tests (ISAT) are administered to students in grades 3 through 8. Students in grade 11 participate in the Prairie State Achievement Examination (PSAE). Students are provided with accommodations as listed in their IEPs. An alternate assessment, which also addresses the standards, is given to students when the ISAT/PSAE are not appropriate.
2. Students in grades 3 through 12 at ISD take the SAT-HI (Stanford Achievement Test, Hearing Impaired Version) or the Modified Achievement Test (MAT) each year. Students in grades 3rd through 9th at ISVI take the Stanford Achievement Test, Visually Impaired Versions or the Brigance. Tenth graders take the Explore ACT prep test. Because students at ICRE-R attend a local school, achievement testing is done at the school, with the results shared with ICRE-R staff and the students' school district of residence, if other than Chicago Public Schools.
3. Language arts, mathematics, cooperative education and career and technical portfolios are additional assessment tools used to track student progress from grade to grade.

#### **ATTENDANCE/ABSENCES POLICY**

Due to an emergency, e.g. illness or a family crisis, parents/guardians may elect to have their child home for a period of time while the school is in session. In an emergency parents/guardians may have time to do little more than inform the school when and how their child will leave for home. The school shall determine whether or not an emergency exists and shall inform the parents/guardians whether the absence will be excused and for how long. DHS schools are not responsible for providing transportation to or from school. Parents/guardians will be responsible for all costs associated with transporting students to and from the school.

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If time permits, the parents/guardians should contact the building principal at least five school days in advance of an absence with the reasons they wish to take their child out of school, and the dates and times of departure and return. If the school believes the reasons for the planned absence are not adequate, the parents/guardians may be asked to reconsider.

If the school concurs with the request, the student's teacher(s) will provide assignments which the student should complete while away from school to reduce the amount of makeup work required when the student returns to school.

Non-emergency absences will not be excused. Grades will be affected if absences are not excused. Both the parents/guardians and students should realize that absences should be kept to a minimum and that if too much time is missed, students may have to repeat a course or a grade. Students who continue to incur un-excused absences may be dismissed from the school and referred back to their local school district.

### **NATIONAL SCHOOL LUNCH/BREAKFAST PROGRAM**

The schools participate in the National Lunch/Breakfast Programs. The meals offered meet federal requirements of the program. The schools receive reimbursement for meals served to eligible students.

### **VOCATIONAL AND EDUCATIONAL COUNSELING**

It is the vision of the DHS schools that each student will succeed in future life experiences including: employment, post-secondary education, independent living and taking their rightful place in the community. A joint, primary goal of each school and of the DHS vocational rehabilitation counselor is to assist students develop realistic career and technical objectives and to make successful transition from school to employment or into a post-secondary educational or training program. Beginning in the elementary grades and continuing through high school, the students are provided with career awareness, career and technical exploration and related career and technical training and counseling programs by staff of the schools.

Transition planning must be considered no later than age 14 1/2 for all students with disabilities as stated in Illinois (105 ILCS 5/14-8.03). If appropriate, transition services are included on the student's IEP and the transition plan developed. The DHS vocational rehabilitation counselor assigned to the student *may* participate in transition planning when the student reaches age 14 1/2, but *must* participate in transition planning during the final two years of the student's high school career.

If the plan includes post-secondary education or training, the counselor will explain the major potential sources of financial assistance available to the student for tuition, books and supplies, living expenses, transportation, etc. DHS maintains close working relationships with the Illinois State Scholarship Commission, the financial aid officers of the

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various post- secondary education or training facilities, and other funding sources.

Information about financial aid for further training is also an ongoing part of each school's programs of career planning and career and technical counseling of its students. Through the coordinated efforts of the schools and DHS vocational rehabilitation counselors, an attempt will be made to obtain financial support for interested and eligible students to continue their education or training after they leave the school.

Students whose families have adequate financial resources are expected to participate in the cost of the student's further education in accordance with established DHS policies. After students graduate, the school's vocational rehabilitation counselor, the vocational rehabilitation counselors from their home community, and other DHS career and technical rehabilitation resources remain available to provide the wide array of services which may be needed to assist the graduates complete the transition process and obtain employment appropriate to their interests and abilities.

### **WORK PROGRAMS FOR STUDENTS**

Part-time employment during the school year is of interest and value to many students. It not only gives them a chance to earn money, but also provides valuable, first-hand experiences about the world of work which enables them to make more realistic career decisions.

The schools have active student work programs. They have a number of jobs on campus where students can work part-time for pay in such areas as offices, media centers, dietary, housekeeping, and buildings and grounds. In addition each school has staff to assist students in obtaining part-time jobs in a wide range of activities off campus in the community where the school is located. In most cases, school staff provide on-site training and supervision of students placed in off campus jobs.

The schools and DHS vocational rehabilitation counselors work closely together. Often through their coordinated efforts, students are assisted in securing jobs in the community during the summer vacations.

The basic goal of these programs is to provide the participating students with a broad range of on-the-job experiences. Usually students start in a relatively simple job the first year they are in a program. The skill and responsibility requirements of the jobs become increasingly complex as the students gain experience and demonstrate adequate abilities.

A number of students, as a result of these programs, have developed adequate skills by the end of their senior year to enable them to go into full-time employment if they wish to rather than to go on for further education or training.

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### FACILITY RULES

#### CAMPUS VISITATION

DHS schools welcome and encourage visits from parents and family members. Visitors are required to make arrangements ahead of time, if possible, and sign in at the school prior to the visit. Visitors and employees are subject to search of person if suspicion warrants. Follow visitation hours and guidelines as determined by each school.

#### HOMECOMING AND PROM POLICY

Attendance at Homecoming and Prom is a privilege students earn. Students who are suspended, restricted to the dormitory following a suspension, or serving time in On-Campus Reassignment, will not be allowed to participate in Homecoming or Prom activities, including participation as a member of the Homecoming or Prom Court, if applicable, and for ISD students only, is not serving a 45 day probation period.

Students are not permitted off campus during Homecoming or Prom weekend unless they are with their own parent or legal guardian. **Written permission from the parent/guardian to leave campus with anyone else will not be allowed on these weekends.** The weekend is defined as Friday, 8:00 am to Sunday, 10:00 pm.

Parents/guardians taking students from the campus will be required to sign the student out of the dormitory. The student shall not be allowed to return to the campus without the parent/guardian signing the students back into the dormitory. To sign a student in or out of the dormitory, the parent/guardian is to personally enter the dormitory and sign the student in or out in the presence of a dormitory staff member.

Residential students will not be allowed to attend non-school sponsored, off-campus Homecoming or Prom parties.

ISD Campus: Non-school students will not be allowed to attend with an ISD student any of the Homecoming activities or other activities designated by administration. Residential students will not be allowed to attend non-school sponsored, off-campus Homecoming or Prom parties. (ISD has specific criteria for the Homecoming events which is in its Administrative manual and will be shared with students prior to the events.)

ISVI Campus: Non-school students may attend with ISVI students, but must have permission from school administration.

ICRE-R Campus: Students who attend the Chicago Public Schools, and who are eligible, may make arrangements to attend the high school prom. ICRE-R also hosts various dances for its students. An ICRE-R student wishing to bring a visitor to one of these events must have administrative permission prior to the event.

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### **RELIGIOUS ACTIVITIES**

Each school will cooperate with parents/guardians and students in arranging for students to participate in the religious activities of the parents/guardians (or students, if 18 years of age or older). The schools shall respect the right of the parents/guardians or students not to participate in religious activities. Students must have written parental permission to accompany staff off campus for religious events (regular as well as special).

### **RESEARCH**

Research requests from colleges, universities, organizations, and agencies must be accompanied by a letter from the entity authorizing the project.

Five (5) copies of the proposal must be sent to the superintendent or designee who will disseminate to appropriate staff who will evaluate the proposal. The superintendent will study the recommendation of the staff and will approve or reject each request.

Proposals are reviewed three times annually: September, December, and March.

### **SENIOR TRIP POLICY**

A senior who elects to participate in the senior trip may do so provided he/she has met the following criteria:

1. is an active member of the Senior Class during the senior year;
2. has complied with all of the requirements as set forth by the Senior Class (i.e., dues, class fund raising projects, senior activities and other requirements to be determined by the Senior Class);
3. is not suspended, in On-Campus Reassignment or serving a 45 day probation period (ISD/ISVI) during the dates of the senior trip.
4. has not been placed on a 45-day probation period (ISD/ISVI) more than one time during the Senior year.

### **SCHOOL CALENDAR**

#### **HOME VISITS**

The frequency with which students visit their homes depends on a number of factors including distance and the availability of public transportation, but DHS and the schools strongly encourage all parents/guardians to have their children come home on weekends as often as possible. DHS schools are not responsible for providing transportation to or from school. Parents/guardians will be responsible for all costs associated with transporting students to and from the school.

Although a number of activities are scheduled each weekend at each school, activities cannot take the place of going home, particularly for the younger students. Many older students become so involved in sports and other activities that they may elect to remain at school some weekends rather than go home.

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Parents/guardians should explore the possibility of developing car pools and other means of ensuring that their child can go home as frequently as feasible. Travel arrangements should be scheduled to ensure students do not leave school early or return late for classes.

Arrangements for students to visit in the homes of friends require written permission from both sets of parents/guardians in consultation with school staff for each visit. We encourage both sets of parents/guardians to exchange information regarding addresses and phone numbers prior to the visit.

### **NEW STUDENT ORIENTATION**

New and evaluation students will participate in an orientation program designed to help them successfully transition from home to campus living. School staff will work closely with new students to ensure that students have the knowledge and understanding of the schools' expectations in the areas of academic performance, classroom and dormitory behavior. Staff will ensure that all new students are familiar with the rules and consequences for not following the rules as detailed in the "Handbook On: Rights, Responsibilities and Procedures" and the "Behavior Interventions Guidelines".

### **OPENING AND CLOSING DAY OF SCHOOL**

The parent/guardian of each student must accompany the student to registration on the opening day of school and must pick up the student on the closing day of school each year. Arrangements for reimbursement for travel expenses (the equivalent of a round trip) must be made through the student's home school district, not the DHS schools.

### **TRANSPORTATION FOR SCHOOL BREAKS**

In addition to the summer and winter vacations and the spring break, there are a number of weekends during the school year when the schools close and all students must leave the campus. At the beginning of each school year, students and their parents/guardians receive a calendar outlining this information for the coming year.

At the beginning of each school year, students and their parents/guardians will be informed of the dates the school will open and close that year. In general, when the school closes and the students are required to leave, the school assumes the responsibility for arranging chartered buses or other transportation services between the school and a central point in the major population centers of the state. Travel arrangements for students who live in less populated areas usually are handled on an individual or small group basis and are often arranged by parents/guardians. Since the Illinois School for the Deaf and the Illinois School for the Visually Impaired are both located in Jacksonville, parents/guardians of students in those two schools often form car pools for transporting their children to and from school. Also, at times, the same bus is used to transport some students from both schools. Riding on the bus is considered a privilege. Students who are ill or are behaving in an inappropriate manner will not be allowed on the bus. The driver may refuse to transport someone if a health or safety issue exists. Parents/Guardians who are providing

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their own transportation for students from any of the three schools are required to pick their child up at the appointed time, unless other arrangements are made. DHS schools are not responsible for providing transportation to or from school. Parents/guardians will be responsible for all costs associated with transporting students to and from the school.

Regardless of how students travel to and from the schools, both the students and the parents/guardians must have a specific understanding of all of the details prior to the trips to avoid a student being stranded or missing a bus.

Students are encouraged to visit their homes frequently, but the schools have no responsibility for paying for transportation when students go home unless otherwise specified in the student's Individualized Education Plan (IEP).

All staff members or registered volunteers of the Department of Human Services who transport ISD, ISVI or ICRE-R students to train or bus stations, airports, etc. for the purpose of the student's returning home or to other destinations, must follow the procedure below:

1. The staff member or volunteer must remain with the student(s) until such time as the student(s) boards the common carrier and the common carrier departs the station/depot/airport.
2. If the transportation is more than thirty minutes late departing or the mode of transportation has to be changed, the staff member or volunteer must call the parent/guardian of the student and inform them that:

*"Name of Student has departed Name of City on the Bus, Train, Plane at Time AM/PM and is expected to arrive at Time AM/PM."*

If the parent/guardian cannot be reached, the staff member or volunteer must call the emergency number that the parent/guardian has furnished. The staff member or volunteer must continue to call until the parent/guardian or emergency contact has been reached and notified of the change in the previously arranged travel plans.

3. In case of an emergency/unusual situation (e.g., staff member becomes ill and cannot stay with the student; student becomes ill and cannot board the common carrier; or the parent/guardian cannot pick up the student as planned) the staff member or volunteer will immediately call the superintendent of the school or designee to report the emergency.
4. The superintendent or designee will handle the emergency/unusual situation as is deemed appropriate.

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### VALUABLES

#### PERSONAL ITEMS

Keeping valuable jewelry or similar items on campus is discouraged. Radios, television sets, tape recorders, pagers, and other expensive equipment owned and brought on campus by students must have the student's name engraved on them. If such equipment has a serial number, it should be recorded. **Student computers, computer hardware, computer software or peripheral equipment are not allowed on either the ISD or ISVI campus.** ICRE-R students are allowed to use their own personal computers and software if appropriate to their educational programming needs.

The schools will do everything within reason to help recover a missing item belonging to students, but the schools have no responsibility or authority to provide funds to replace the item if it cannot be found, or is damaged.

#### TRUST FUND

In order to provide reasonable security for students' money, each school maintains a Student Trust Fund which is subject to the usual accounting controls and to audits by the DHS Internal Audit Unit and by the Auditor General's Office.

It is the policy of the schools that students shall not keep a substantial amount of money on their persons or in their rooms, but will deposit it in the Student Trust Fund, which in turn, deposits it in a local bank.

These Trust Funds, from the perspective of the students and parents/guardians, have many similarities to a bank. Money can be deposited in the Funds by students or parents/guardians in person or by mail. In the case of younger students, deposits are usually made by the parents/guardians but regardless of who makes the deposit or how it is made, a receipt is provided to the depositor.

Parents/guardians are expected to leave instructions each year with the superintendent or his/her designee regarding any restrictions or special considerations they wish to apply to withdrawals of the money deposited in the Trust Fund for their child.

Students may make withdrawals, subject to any limitations the parents/guardians may have imposed, of their money from the Trust Fund. A student requesting an unusually large amount for no apparent reason may be asked to explain the need before the request will be approved. Students must sign a dated form acknowledging receipt of any funds withdrawn from the Fund. This form serves the same purpose as a check or withdrawal slip when one withdraws funds from a bank. In addition at ICRE-R, no student shall loan money to another student for any reason. Any loaning of money with an expectation of interest shall be considered extortion. A student with financial need is to speak to an ICRE-R staff member for guidance if needed.

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School staff provide needed assistance to students in depositing or withdrawing money from the Fund. As the students grow older they are encouraged to exercise greater independence in managing their money.

Parents/guardians or students will be informed of their balances in the Fund on a regular basis or upon request. Parents/guardians are responsible for ensuring that an adequate balance is maintained to provide their child with sufficient money for personal items, allowance and other expenditures which are the responsibility of the student.

Interest earned on funds deposited into the Student Trust Fund will not be credited to an individual's balance in the Student Trust Fund. All interest accrued will be credited to the "Needy Student Fund".

### **SECTION 3: STUDENT CONDUCT AND ILLEGAL ACTS**

#### **STUDENT RESPONSIBILITIES 18 YEARS OF AGE OR OLDER**

As students reach certain ages, legal control of, and responsibility for their actions shift from their parents/guardians and others to them. They also become legally eligible for certain activities and privileges which were not available to them at a younger age.

From a strictly legal standpoint, students at the schools have the same legal rights, privileges, and responsibilities as other persons their age. Because the schools are primarily for children and it is not feasible to individualize some rules, there are some activities older students must forgo, while at the school, as a condition of being eligible to continue as students. They must observe the rules of the school which apply to them, regardless of age.

The major areas of difference between the older students' strictly legal rights and school rules are related to:

1. use of tobacco. The use of all tobacco products is strictly prohibited on school property. Each school has specific rules on when and where tobacco products may be used off campus by students who are of legal age. (Students under the age of 18 shall not be permitted to use tobacco products while under the schools' jurisdiction.) Disciplinary action will be taken in violation of this policy;
2. possession or use of alcohol. The rules of all three schools prohibit the possession or use of alcoholic beverages by students of any age while under the jurisdiction of the school, regardless of whether they are on or off campus;
3. use of automobiles and motor bikes by students on or near the campus must be approved by the superintendent for space and safety reasons (89 Ill. Adm. Code 830.120.);

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4. observation of a schedule. Each school has schedules which must be followed by all students regardless of age, but schedules are more flexible for older students than for younger ones; and
5. residency in a dormitory when school is in session. The rules of all three schools require that students in attendance at a DHS school live with their parents, guardians, or foster parents (some Wards of the State do not live with their guardian/foster parent). In these cases, students might reside in a group home or shelter during break period. If the distance from home to school precludes such living arrangements, students must live in a dormitory provided by the DHS school.

### **PROHIBITED ITEMS AND ACTIONS**

#### **ALCOHOL AND DRUG-FREE ENVIRONMENT**

The administration of the three schools will provide and maintain an alcohol and drug-free environment for both the students and the staff as required under the federal Drug-Free Schools and Communities Act of 1994 (20 U.S.C. 7101.) (105 ILSC 5/27 - 23.4)

Drug and alcohol possession, use or distribution by students and staff (while working) is wrong and harmful, is never acceptable and will not be tolerated on the premises or as part of any school activity. Disciplinary actions up to and including suspension, discharge, prosecution and referral to a rehabilitation program may occur. Yearly certification that students, parents/guardians and staff understand and agree to comply with the policy will also be required.

An age appropriate, developmentally-based drug and alcohol education and prevention program which addresses the legal, social and health consequences of drug and alcohol use will be incorporated into school curricula. Students will gain information about effective techniques for resisting peer pressure to use drugs and alcohol.

#### **BULLYING**

Bullying has three common features; it is deliberate and hurtful; it is repeated often over a period of time; and it is difficult for those being bullied to defend themselves.

All staff have a responsibility to recognize, report and take action against bullying.

There are four types of bullying: physical - hitting, kicking and taking belongings; verbal/signing - name-calling, insulting and racist remarks; and indirect - spreading nasty stories and excluding from groups; and cyber - name-calling, insulting and racist remark, spreading nasty rumors, threatening, etc. via the Internet or other communication technology.

Staff will report any instance of bullying to the appropriate supervisor. Staff will work with

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the bullying student(s) to change inappropriate behavior and will provide support to the student(s) who have been harassed. Consequences for bullying behavior will depend upon the severity of the incident. Bullying will not be tolerated.

### **GUN-FREE ENVIRONMENT**

Guns are strictly prohibited on any of the schools' campuses per the Gun-Free Schools Act of 1994 (20 U.S.C. 8921.) Consequences of gun possession include expulsion and criminal charges.

In addition to requirements of the Gun-Free Schools Act of 1994, weapons of any form will not be allowed on campus. For purposes of this section, the term "weapon" means possession, use, control or transfer of any object which may be used to cause bodily harm. Weapons may include, but are not limited to, knives, guns, firearms, rifles, shotguns, brass knuckles, billy pipes, or "look-a-likes". Baseball bats, pipes, bottles, locks, sticks, pencils, pens, rulers, scissors, hair spray or other aerosols may be considered weapons if used or attempted to be used to cause bodily harm.

### **OFF-CAMPUS/OUT OF SCHOOL CONDUCT**

When students are traveling off campus and are involved in out-of-school activities, they are held to the same standards of expected behavior as when on campus. Disciplinary action shall be administered for offenses occurring off campus in the same manner as for offenses occurring on campus.

### **TOBACCO-FREE ENVIRONMENT**

Smoking or the use of tobacco products on school property is strictly prohibited (105 ILCS 5/10-20.5 (b) and 5/34-18.11). Tobacco products shall mean cigarettes, cigars, or tobacco in any other form, including smokeless tobacco which is loose, cut, shredded, ground, powdered, compressed or leaf tobacco. The prohibition of the use of tobacco products is to include school personnel, students, or other persons when on school property. No exception to this rule will be permitted including all events or activities before or after the regular school day, or on days when school is not in session.

### **VIOLENCE PREVENTION**

DHS school administration and staff are committed to the prevention of violence on our campuses. All staff are responsible for assisting in preventing and reducing violence. School policy outlining the disciplinary code will be reviewed with students at the beginning of the school year with an emphasis placed on explaining changes to the code and the consequences that will occur for violating school rules.

Violence prevention strategies that will be implemented at the schools include education, legal/regulatory change, environmental modification and rules and consequences enforcement. Education strategies will involve cognitive development, especially language and communication, conflict resolution, anger management training and cultural diversity education.

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The schools will enforce all federal and state bans on alcohol, drugs and weapons on school property. This may include spot checking of students, their book bags, lockers, dormitory rooms and luggage. Students caught having or using drugs, alcohol or weapons may be returned to their home district for 45-days and may face expulsion. Students making threats to physically harm another student or staff person will be treated as an attempt to do bodily harm and disciplinary action will be based on the event with consequences up to and including expulsion. The dress code forbids certain clothing that can influence student behavior in a negative way (e.g., baggy pants and clothing with alcohol, drug, profanity or sex vocabulary written on it).

Close supervision of students at all times will be undertaken on campus and at all activities off campus. Increased supervision of students who are repeat offenders of the disciplinary code will be conducted by all staff. Those students who have two or more violations of the level 2 disciplinary code should be closely supervised at all times. Principals and Deans are responsible for identifying areas of their buildings where frequent violations of the school rules occur and increasing staff supervision in these areas. Monitoring cameras will be activated in varying locations on campus to monitor student behavior.

Staff are expected to stop student behaviors that lead to anger and fighting (e.g. pushing, teasing, wrestling, etc.). All staff who have direct contact with students are trained and certified in Crisis Prevention Intervention (CPI) techniques.

Students placed in on-campus reassignment (OCR) for their behavior will receive instruction in communication skills, conflict resolution and anger management as well as regular academics during the school day.

### **ZERO TOLERANCE POLICY**

DHS schools enforce a zero tolerance for any violation of alcohol, drugs and weapons and shall suspend a student who brings a weapon to school or school function or who possesses, uses or sells alcohol and drugs. Threats to kill or injure staff and/or students will be treated as attempts and disciplinary action will be based on event with consequences up to and including expulsion. It is against the law to report a bomb threat if it is a joke or a lie and will be treated as a threat to injure staff and students. An IEP meeting shall be held to determine appropriate future placement.

### **REPORTING OF ABUSE AND NEGLECT ALLEGATIONS**

All staff are required to report incidents of abuse and neglect of students and are considered mandated reporters. Parents/guardians and students should also report any incidents of abuse or neglect. A poster informing students and staff of the appropriate telephone numbers is posted in all buildings on campus.

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### **Students Under 18 Years of Age**

The Department of Children and Family Services (DCFS) will respond to and/or investigate allegations of abuse and neglect of students who are under 18 years of age. A telephone call should be placed to the DCFS Child Abuse Hotline, 1-800-252-2873 -Voice and 1-800-358-5117- TTY. School staff are required to submit a follow up written report to their supervisor. The Superintendent will notify the Director of the Division of Rehabilitation or designee of the allegations. Administration will determine, based on the seriousness of the allegation, if the local police or the Ill. State Police should be notified. Administration will notify the DRS director or designee of all allegations of abuse or neglect.

### **Students Who Are 18 Years of Age and Older**

Because DCFS will not investigate any allegations of student abuse or neglect if the student is 18 years of age and older, staff, parents or students should call the Office of Inspector General (OIG) at 1-800-368-1463 (Voice/TTY). The superintendent will determine, based on the seriousness of the allegation, if the local police or the Illinois State Police should be called immediately. The superintendent will, under no circumstances, respect the wishes of the student or the parent for the allegation to remain confidential and not be reported to the proper authorities. The **OIG's office, in participation with the local police or the Illinois State Police**, will notify the school superintendent, the parent of the student if their (OIG) office will investigate the allegation if the schools' administrative staff will investigate.

### **Consequence of Students Reporting Inappropriate Incidents**

Students will be disciplined accordingly if they willfully report incidents that are not truthful or are as a result of discipline they have received for misbehavior, unhappiness about rules and regulations in the classroom or dormitories, etc.

## **SECTION 4: TECHNOLOGY**

### **DIGITAL CAMERAS/CELL PHONES/PAGERS/TEXT PAGERS POLICY**

The schools realize the role of digital cameras/cell phones/pagers/text pagers in every day communication. However, the concern of access to pornographic material/images exists, and the schools must take a proactive stance to prevent this by enforcing the following policy:

#### **Elementary:**

Absolutely no digital cameras/cell phones/pagers/ text pagers allowed.

#### **Jr. High:**

No digital cameras/cell phones/pagers/text pagers during the school day. With written parental permission, digital cameras/cell phones/pagers/text pagers to be used only with supervision. When not being used, devices will be returned to the staff and kept in the dormitory staff office. Video cameras may be used only with adult supervision.

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### **High School:**

During school hours, digital cameras/cell phones/pagers/text pagers must be turned OFF and OUT OF SIGHT. Devices may be used after school hours according to rules already in place (i.e., On-Campus Re-assignment, study hour, bedtime, "camera-free areas," etc. Video cameras may be used only with adult supervision.)

### **Consequences of Misuse**

ANY DIGITAL CAMERA INFRACTION - Camera taken away until end of school year.

### **CELL PHONES/PAGERS/TEXT PAGERS INFRACTIONS**

**1st infraction** - device taken away and given back at the end of the day;

**2nd infraction** - device taken away, parents contacted and cell phone held 5 - 7 days.

**3rd infraction** - device taken away and returned at the end of the school year.

Students are not allowed to loan or borrow cell phones to or from other students or staff.

### **HEARING AID AND FM UNIT LOANER POLICIES**

The ISD audiologist has a limited supply of loaner hearing aids which may be borrowed temporarily by students at ISD and ISVI. Before this can occur, parents or guardians must sign an agreement to return the hearing aid in working condition. If a borrowed hearing aid is abused or lost during the period of use by the student, the family will assume repair or replacement costs for the aid.

Hearing aids or FM systems will be loaned for the following reasons and periods of time. Parents will be asked to supply earmolds as described. Any questions regarding earmolds, hearing aids, FM systems or other audiological needs, should be referred to the school audiologist, at 479-4292.

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<b>Reason for Borrowing a Loaner Hearing Aid or FM System</b>	<b>Time Restrictions and Other Conditions</b>
Student's hearing aid is out for repair.	May borrow a loaner aid for one month, using the student's personal earmolds.
Student wants to try new hearing aid technology.	May borrow a loaner aid for up to two weeks, using their own earmolds.
Student does not have a personal hearing aid and wants to try amplification.	May borrow a loaner aid for up to one month. Parents will be asked to purchase earmolds.
Student does not have a personal hearing aid and wants to use amplification during school hours only. The student or family does not desire to pursue purchase of hearing aid.	May use ISD Phonic Ear Free Ear behind-the-ear auditory trainer during school hours only. It must be checked in and out of the speech room or classroom daily. Parents will be asked to purchase earmolds.

It is up to the individual school to decide if students receive, at no cost, hearing aid batteries. They are kept in the audiology office in the Elementary Building, the secretary's office in the high school, the speech-language pathologist's classroom in each school unit, and in the Health Center. Hearing aid batteries are dispensed one at a time.

### **LASER PENS/POINTERS**

Because of the potential danger to a person's eyes from the inappropriate use of laser pens and pointers, students are banned from having these devices in their possession. (This does not pertain to students who use laser devices for communication and/or education purposes.)

### **TECHNOLOGY SYSTEMS USE AND INTERNET SAFETY POLICY**

ISD, ISVI, and ICRE-R herein referred to as the Schools hereby determine that it is in the best interests of the Schools, their personnel, their students, and members of the community to promote the use of and familiarity with the School Technology System and with the services that are available through that System to support learning and enhance instruction, and to improve communications between the school and community.

Knowledgeable and appropriate use of each School's Technology System can facilitate access to information resources available on-line, create innovative learning environments,

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and provide for worldwide communication. For purposes of this policy, implementing rules, acceptable use guidelines, and student use agreements, the term "School Technology System" or "System" shall include all computer hardware and software owned or operated by each school, school electronic mail, school web sites, and school on-line services and bulletin board systems. "Use" of each School's Technology System shall include use of or obtaining access to the System from any computer terminal whether or not owned or operated by the School.

The School Technology System was established to comprise part of the school curriculum, and is intended to function in support of that curriculum and of students' mastery of the curriculum through improved communication between the school and students' parents or guardians. The School Technology System does not constitute a public forum. Each School reserves and retains the right to regulate the content of and links to the School Technology System. Each School also has the right to and does monitor use of its Technology System. Except as provided by federal and state statutes protecting the confidentiality of students' education records, no user of the School Technology System has an expectation of privacy in connection with such use.

It is recognized that although the Internet and on-line services afford access to legitimate sources of information for academic and educational purposes, they also enable access to materials which may be illegal, obscene or indecent. The use of elements of the School Technology System including the Internet shall be consistent with the each School's educational mission and curriculum.

With respect to any of its computers with Internet access, the Schools will use technology protection measures to (A) protect minors against access through such computers to visual depictions which are obscene, constitute child pornography, or are otherwise harmful to minors, and (B) protect all users against access through such computers to visual depictions that are obscene or constitute child pornography. In addition, online student activity will be monitored.

It is further recognized that the effective operation of the School Technology System depends upon the existence and enforcement of guidelines for the efficient, ethical and legal use of its resources. Each school is authorized to and shall adopt and enforce guidelines which limit the use of the System to educational purposes, and describe acceptable and ethical use of the System. The guidelines shall, among other points, address:

- access by minors to inappropriate matter on the Internet and World Wide Web;
- the safety and security of minors when using electronic mail, chat rooms, and other forms of direct electronic communication;
- unauthorized access, including "hacking" and other unlawful activities by minors and other users online;
- unauthorized disclosure, use, and dissemination of personal identification

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- information regarding minors; and  
measures designed to restrict minors' access to materials harmful to minors.

Such guidelines shall be distributed to School employees and students and other members of the School community who are afforded access to the System.

The Technology System Use and Internet Safety Policy, the Guidelines for Acceptable Use of School Technology System by Students, and each School's Student Use Agreement will be reviewed and adopted annually. In addition, the above documents will be presented annually at a meeting of the School's community based organization.

Violation of the acceptable use guidelines shall be subject to consequences including but not limited to discipline up to and including expulsion, loss of System use privileges, and referral to law enforcement authorities or other legal action if appropriate.

### **Acceptable Use**

All student users of the School Technology System ("System") must comply with the School Acceptable Use Guidelines and each School's Student Use Agreement, as amended from time to time.

The "System" shall include all computer hardware and software owned or operated by the School, the School electronic mail, the School web site, and the School on-line services and bulletin board systems. "Use" of the System shall include use of or obtaining access to the System from any computer terminal whether owned or operated by the School.

At ICRE-R, students may be permitted to use their personal computers in approved and supervised situations. Some acceptable activities include but are not limited to the following: e-mailing friends and family, exploring housing resources in local and distant communities, making program related purchases, registering for college courses, training and/or workshops, exploring community resources for leisure, support, therapy, education, etc., exploring and /or updating entitlement information, investigating medical information, exploring assistive technology resources, performing online banking activities.

Students have no expectation of privacy in their use of the System. The School has the right to access, review, copy, delete, or disclose, as allowed by law, any message sent, received, or stored on the School's electronic mail system. The School has the right to and does monitor use of the System by students, including students' access of the Internet, as part of System maintenance and to determine whether the use is consistent with federal and state laws and School policies and guidelines.

Each school has a "Student Use Agreement" form that must be signed by both the student and the parent/guardian yearly in order for the student to access the network, e-mail and the Internet independently. In addition, the student must annually initial the second page of the form that lists unacceptable used and consequences. Should a parent prefer that a student not have e-mail and Internet access, use of the computer is still possible for more "traditional" purposes such as word processing or for teacher-directed Internet research.

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### **Privileges**

Access to the System is provided as a privilege by the School and may be revoked at any time. Inappropriate use may result in discipline up to and including expulsion, including loss of System use privileges.

The System, including all information and documentation contained therein is the property of the School except as otherwise provided by law.

### **Unacceptable Use**

The uses of the System listed below are prohibited and may result in discipline up to and including expulsion or other consequences as provided in the **Consequences for Violations** section of these Guidelines and each School's Behavioral Interventions Guidelines (BIG) and rules. The System shall not be used to:

1. Disrupt the educational process or interfere with the rights of others at any time, either during or after school hours.
  - Use the internet/e-mail inappropriately in the classroom.
  - Use the System during any time period considered unacceptable by the school.
2. Access or join any on-line communication sites
  - Access social networks (e.g. myspace.com), message boards, or live journal sites
  - Access chat rooms or access any instant messaging formats: (i.e. AIM, AOL, ICQ, etc.)
  - Join listservs, newsgroups, or other automated newsletters (e.g. Joke of the Day).
3. Use an Internet/e-mail system (e.g. hotmail, t-mobile) other than the DHS e-mail system. Using an Internet/e-mail system to access two-way paging accounts (e.g. Sidekick and Blackberry) is prohibited. (Except ICRE-R)
4. Access, retrieve, view or disseminate any material in violation of any federal or state laws or regulation or School policy or rules. This includes, but is not limited to, improper use of copyrighted material; improper use of the System to commit fraud or with the intent to commit fraud; improper use of passwords or access codes; or disclosing the full name, home address, or phone number of any student, School employee, or System user.
5. Engage in for-profit or non-school sponsored commercial activities, Including advertising or sales.
  - Sign up for or log into any account (e.g. eBay) other than a DHS account without specific, authorized permission
  - Enter any credit card numbers or purchase anything through the Internet and/or e-mail.

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6. Access, retrieve, or view inappropriate matter on the school's or any other network. Inappropriate matter includes: abusive, threatening, racially offensive, obscene, profane or indecent materials. "Indecent materials" are those materials which, in context, depict or describe sexual activities or organs in terms patently offensive, as measured by contemporary community standards. "Obscene materials" are those materials which, taken as a whole, appeal to the prurient interest in sex, which portray sexual conduct in a patently offensive way in which, taken as a whole, do not have any serious literary, artistic, political or scientific value.
  - Access through the Internet and/or e-mail Adult-Only or pornographic sites, dating services, personal ads
7. Send electronic mail that is meant to harass, threaten, intimidate, or demean an individual or group of individuals because of sex, color, race, religion, disability, national origin or sexual orientation including:
  - Nuisance electronic mail or other online messages
  - Chain letters, pyramid schemes, or other unwelcome messages.
  - Messages which include inappropriate language or profanity.
8. Send mass electronic mail to multiple users without prior authorization by the appropriate School Administrator including using the Internet and/or e-mail for any illegal activity, product advertisement, or political lobbying.
9. Gain unauthorized access to or vandalize the account, data or files of another user including:
  - Using or tampering with another person's account or password
  - Sharing your password with another person
  - Disclosing another person's password
  - Forging or improperly altering electronic mail messages
  - Conceal or misrepresent the user's identity while using the System.
10. Invade the privacy of any individual, including violating federal or state laws regarding limitations on the disclosure of student records.
11. Download, copy, print or otherwise store or possess any data which violates federal or state copyright laws or these Guidelines.
12. Post material on the School's web site without the authorization of the appropriate School administrator.
13. Attempt to or bypassing computer or computer-related security systems including tampering with anti-virus or Internet filtering software
14. Attempt to transfer or transfer any software to or from the System without authorization from the System Administrator. Includes but is not limited to:

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programs, videos, video trailers, music files, etc. whether or not it is copyrighted or free of viruses.

15. Attempt to or gain unauthorized access to unauthorized programs, resources, or entities, including hacking and other unlawful online activities such as gambling, or vandalize the System or the technology system of any other individual or organization.
16. Disrupt or interfere with the System or tamper with or destroy computer equipment.
17. (ISVI & ISD only) Bring any type of personally owned or loaned unauthorized software, hardware, computer-attachable media storage devices or media readers is not permitted nor will it be tolerated. Such equipment will be immediately confiscated, sent home at the individual's expense, with disciplinary consequences commensurate with the infraction to be duly enforced.

### **Monitoring Online Activities**

Designated school personnel periodically monitor and review the access logs generated by the School's filtering system which includes Internet and e-mail usage. The Internet filtering system blocks visual depiction of:

- a. Obscenity
- b. Child pornography
- c. Materials harmful to minors

Any violations to the district's Internet Safety Policy, Guidelines and Student Use Agreement are reported to appropriate staff including the school superintendent.

Educational staff and lab monitors are instructed to continuously monitor and supervise all students, in the classroom or in a lab setting, when they are participating in an Internet activity to ensure that they are not engaged in inappropriate activities such as trying to bypass district filters in order to access obscene web sites. Staff should also monitor students to be sure they are not participating in other unlawful activities such as hacking into servers or administrative computers in order to change grades or obtain personal information on other students or staff. Staff should also limit student use of personal e-mails and participation in on-line chat rooms or other Internet sites where personal information could be disclosed.

### **Off-site Use of Electronic Technology**

The off-site use of electronic technology will result in discipline up to and including expulsion.

The School may discipline a student whose personal web site or other off-site activity involving electronic technology causes, or can reasonably be expected to cause, a

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substantial disruption of the school environment, without regard to whether that activity or disruption involved use of the School Technology System.

### **Web Sites**

Unless otherwise allowed by law, School web sites shall not display information about or photographs or works of students without written parental permission.

Any web site created by a student using the System must be part of a School-sponsored activity, or otherwise be authorized by the appropriate School Administrator. All content, including links, of any web site created by a student using the System must receive prior approval by the classroom teacher or an appropriate School Administrator. All contents of a web site created by a student using the System must conform with these Acceptable Use Guidelines.

### **Disclaimer**

The School makes no warranties of any kind whether express or implied for the System. The School is not responsible for any damages incurred, including the loss of data resulting from delays, non-deliveries, mis-deliveries, or service interruptions. Use of any information obtained via the System is at the user's own risk. The School is not responsible for the accuracy or quality of information obtained through the System. The School is not responsible for any user's intentional or unintentional access of material on the Internet which may be obscene, indecent, or of an inappropriate nature.

### **Security and User Reporting Duties**

Security in the System is a high priority and must be a priority for all users. Students are prohibited from sharing their log-in passwords with any other individual. Any attempt to log in as another user will result in discipline up to and including expulsion.

A user who becomes aware of any security risk or misuse of the System must immediately notify a teacher, administrator or other staff member.

### **Vandalism**

Vandalism or attempted vandalism to the System is prohibited and will result in discipline up to and including expulsion as set forth in the **Consequences for Violations** section of these Guidelines, and in potential legal action. Vandalism includes, but is not limited to, downloading, uploading, or creating computer viruses.

### **Consequences for Violations**

A student who engages in any of the prohibited acts listed above shall be subject to discipline, which may include: (1) suspension or revocation of System privileges, (2) other discipline including suspension or expulsion from school, and (3) referral to law enforcement authorities or other legal action in appropriate cases.

Misuse of the System by a student may be considered Other (level 3) as that term is defined by each School's Behavior Intervention Guidelines (BIG) and rules, and a student may be subject to discipline up to and including expulsion pursuant to the Behavior

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Intervention Guidelines (BIG) and rules. A student who believes that his/her System use privileges have been wrongfully limited may request a meeting with the building principal and school superintendent to review the limitation. The decision of the school superintendent shall be final.

### **SECTION 5: STUDENT RECORDS POLICIES AND PROCEDURES**

State and federal laws require that schools keep student school records confidential and allow parents/guardian to view, copy and correct records. The policy with regard to student records, including contents of permanent and temporary records, release of information, access to records, and corrections and modification of records has been developed to comply with the federal Family Educational Rights and Privacy Act (20 U.S.C. 1232g) and the regulations promulgated by the U.S. Department of Education (34 CFR Part 99), The Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.) and the Illinois School Student Records Act (105 ILCS 5) and the regulations promulgated by the Illinois State Board of Education (23 Ill. Adm. Code part 375).

### **CONSENT FOR DISCLOSURE OF RECORDS**

The parent/guardian or eligible student may authorize the release of information to other persons by providing a signed and dated written consent which:

1. specifies the records that may be disclosed:
2. states the purpose of the disclosure; and
3. identifies the party or class of parties to whom the disclosure may be made.

The parent/guardian or eligible student has a right to inspect and copy the information released, to challenge the contents of such records, and to limit any such consent to designated records or designated portions of information within the records.

Except for the student and his or her parents/guardians, no person to whom information is released and no person specifically designated as a representative by a parent/guardian may permit any other person to have access to such information without a prior consent of the parent/guardian obtained in accordance with the requirements set forth above.

No person may condition the granting or withholding of any right, privilege or benefits or make as a condition of employment, credit or insurance the securing by any individual of any information from a student's temporary record which such individual may obtain through the exercise of any right secured under the Illinois School Student Records Act or the rules of the ISBE.

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### **CORRECTION AND MODIFICATION OF SCHOOL STUDENT RECORDS**

If a parent/guardian or eligible student believes the school student records contain information that is inaccurate, misleading, or in violation of the student's rights of privacy, he or she may ask that the record be corrected, amended or modified. Parents/guardians or eligible students should write the superintendent or designee clearly identifying the part of the record he or she wants changed, and specify why it is inaccurate, misleading, or an invasion of privacy.

If the school determines not to correct, amend, or modify the record as requested, the parent/guardian has the right to a hearing to challenge any entry in the school student records on the basis of accuracy, relevance, or propriety except for (1) academic grades and (2) references to expulsions or out-of-school suspensions, if the challenge is made at the time the student records are being forwarded to another school to which the student is transferring.

The request for a hearing shall be submitted in writing to the school principal and shall contain notice of the specific entry or entries to be challenged and the basis for the challenge. The procedures for the hearings are those used by the Department of Human Services, Division of Rehabilitation Services and are set forth at 89 Ill. Adm. Code Part 510.

Parents/guardians have the right to insert in their child's school student record a statement of reasonable length setting forth their position on any disputed information contained in that record after having challenged the information through the hearing process. The school shall include a copy of such statement in any subsequent dissemination of the information in dispute.

#### **DEFINITIONS**

For the purpose of this policy, the DHS schools have used the following definitions of terms.

**Student** - any person (including eligible student) who attends or has attended the DHS schools.

**Eligible Student** - a student who has reached 18 years of age, graduated, married, entered the armed forces, or who has been emancipated and by court order is allowed access to records.

**Parent/Guardian** - the natural, adoptive or surrogate parent or legal guardian of the student, or other person who has the primary responsibility for the care and upbringing of the student.

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**School Student Record** - any writing or other recorded information concerning a student and by which a student may be individually identified regardless of how or where the information is stored. The following shall not be deemed school student records: Writings or other recorded information maintained by an employee of a school or other person at the direction of a school for his or her exclusive use; provided that all such writings and other recorded information are destroyed not later than the student's graduation or permanent withdrawal from the school; and provided further that no such records or recorded information may be released or disclosed to any person except a person designated by the school as a substitute unless they are first incorporated in a school student record and made subject to all of the provisions of this Act.

**Student Permanent Record** - means and shall consist only:

1. basic identifying information, including student's name and address, birth date and place, and gender, and the names and address of the student's parents;
2. academic transcript, including grades, class rank, graduation date, grade level achieved and scores on college entrance examinations, attendance record;
3. attendance record;
4. accident reports and health record
5. honors and awards received (included after student has graduated or terminated enrollment)
6. information concerning participation in school-sponsored activities or athletics, or offices held in school-sponsored organizations;
7. record of release of permanent record information; and
8. scores received on all State assessment tests administered at the high school level (i.e., grades 9 through 12) (see 105 ILCS 5/2-3, 6(a)).

**Students Temporary Record** - means all information not required to be in the student permanent record and shall consist of the following:

1. a record of release of temporary record information in accordance with Section 6(c) of the Act [105 ILCS 10/6(c)];

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2. scores received on the State assessment tests administered in the elementary grade levels (i.e., kindergarten through grade 8) [105 ILCS 5/2 3.64 (a)];
3. information regarding serious infractions (i.e., those involving drugs, weapons, or bodily harm to another) that resulted in expulsion, suspension or the imposition of punishment or sanction [105 ILCS 10/(c)];
4. family background information;
5. intelligence test scores, group and individual;
6. aptitude test scores;
7. reports of psychological evaluations including information on intelligence, personality and academic information obtained through test administration, observation, or interviews;
8. elementary and secondary achievement level test results;
9. participation in extracurricular activities including any offices held in school sponsored clubs or organizations;
10. honors and awards received (until transferred to permanent record);
11. other disciplinary information;
12. special education files including the report of the eligibility review, IEP and, if appropriate, transition plan, on which placement or non-placement was based, and all records and tape recordings relating to special agencies or organizations;
13. any verified reports or information from non-educational persons, agencies or organizations; and
14. other verified information, including electronic database (portfolio), of clear relevance to the education of the student.

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### **DIRECTORY INFORMATION**

Directory information is considered information in a student record which would not generally be considered harmful or an invasion of privacy if disclosed. The schools may disclose such information unless the parent/guardian objects.

Directory information includes:

1. the student's name, address and gender;
2. birth date, parent/guardian names and addresses, period of attendance in the school, information in relation to school-sponsored activities, organizations, and athletics, including weight and height of members of athletic teams; and
3. academic awards, degrees and honors; and the most previous educational institution attended.

Such directory information is disclosed on a routine basis throughout the year to identify the roster of athletic teams, the cast of performances, those who receive awards and honors, and notices about graduation. If a parent/guardian does not want directory information released on these occasions, he or she must notify the school by September fifteenth of the school year.

At other times, the parent/guardian will be notified in writing prior to the release of directory information. This notification will include the following: the date of notification; parents'/guardians' names, name of student; directory information to be released; to whom the information is to be released; the purpose for the release of information; the scheduled date of release; and the date by which the school must be notified if the parent/guardian does not want this information to be released.

### **DISCLOSURE OF RECORDS WITHOUT CONSENT**

School student records may be released without consent of the parent/guardian or student in the following situations:

1. to an employee or official of the school district or ISBE with current demonstrable educational or administrative interest in the student, in furtherance of such interest, and in accordance with ISBE rules (23 Ill. Adm. Code 370.70) ( A "school official" is a person employed by the school, school district or Illinois State Board of Education as an administrator, supervisor, instructor or related services staff. Such school official has a "current demonstrable educational or administrative interest" if the official is (1)

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performing a task that is specified in his or her positions description or contract; (2) performing a task related to a student's education; or (3) providing a service or benefit relating to the student or student's family, such as health care, counseling, job placement or financial aid.);

2. to the official records custodian of another school within Illinois or an official with similar responsibilities of a school outside Illinois, in which the student has enrolled, or intends to enroll, upon the request of such official or student;
3. to any person for the purpose of research, statistical reporting or planning, provided that no student or parent/guardian can be identified from the information released and the person to whom the information is released, signs an affidavit agreeing to comply with all applicable statutes and rules pertaining to school student records;
4. pursuant to court order, provided that the parent/guardian shall be given prompt written notice upon receipt of such order of the terms of the order, the nature and substance of the information proposed to be released in compliance with such order and an opportunity to inspect and copy the school student records and to challenge their contents;
5. to any person as specifically required by state or federal law with parent/guardian notification, including local law enforcement officials when a student is arrested;
6. subject to regulations of the Illinois State Board of Education (23 Ill. Adm. Code 375.60), in connection with an emergency, to an appropriate person if the knowledge of such information is necessary to protect the health or safety of other persons; and
7. to juvenile authorities when necessary for the discharge of their official duties who request information prior to adjudication of the student and who certify in writing that the information will not be disclosed to any other party except as provided under law or order of court. "Juvenile authorities" means: (i) a judge of the circuit court and members of the staff of the court designated by the judge; (ii) parties to the proceedings under the Juvenile Court Act of 1987 [705 ILCS 405] and their attorneys; (iii) probation officers and court appointed advocates for the juvenile authorized by the judge hearing the case; (iv) any individual, public or private agency having custody of the child pursuant to court order; (v) any individual, public or private agency providing education, medical or mental health service to the child when the requested information is needed to determine the appropriate service or treatment for the minor; (vi) any potential placement provider when such release is authorized by the

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court for the limited purpose of determining the appropriateness of the potential placement; (vii) law enforcement officers and prosecutors; (viii) adult and juvenile prisoner review boards; (ix) authorized military personnel; (x) individuals authorized by court.

### **MAINTENANCE**

School student records shall be reviewed at least every four years during a student's attendance at school to verify entries and to eliminate or correct all out-of-date, misleading, inaccurate, unnecessary or irrelevant information.

Upon graduation, transfer or permanent withdrawal of a student from a school, the school shall notify the parents/guardians of the destruction schedule for the student permanent record and the student temporary record and of the right to request a copy of such records at any time prior to their destruction. Notification must consist of the following: date of notification, parent/guardian name, name of records custodian, name of student and the scheduled destruction date of temporary and permanent records.

Each school shall maintain student temporary records and the information contained in those records for not less than five years after the student has transferred, graduated, or otherwise withdrawn from the school:

1. any school student records required to be transferred shall include the date and duration of the period of suspension or expulsion; and
2. the student shall not be permitted to attend class in the public school to which he or she is transferring until the term of the suspension or expulsion is expired.

No school shall maintain any student temporary record or the information therein beyond its period of usefulness to the student and the school, and in no case longer than five years after the student has transferred, graduated or otherwise permanently withdrawn from the school.

Notwithstanding the foregoing, a school may maintain indefinitely anonymous information from student temporary records for authorized research, statistical reporting or planning purposes, provided that no student or parent/guardian can be individually identified from the information maintained.

Upon graduation or permanent withdrawal of a student, psychological evaluations, special education files and other information contained in the student temporary record which may be of continued assistance to the student may, after five years, be transferred to the custody of the parent/guardian or to the student if the student has succeeded to the rights

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of the parents/guardians. The school shall explain to the student and the parent/guardian the future usefulness of these school student records.

School student records may be maintained at the school for a period of five years after the student has transferred, graduated or otherwise permanently withdrawn from the school. After such period, the records may be maintained in the State Records Center or other secure facility until destruction. Any such records stored away from the school shall remain subject to these policies, including access, inspection and disclosure.

No record may be destroyed except in accordance with authority from the State Records Commission.

All records at all three schools should first be requested through the Superintendent's office. He/she will direct the request to the appropriate division of the school.

### **NOTIFICATION**

The schools are required to notify all students and their parents/guardians of their rights under the Family Education Rights and Privacy Act and the Illinois School Student Records Act upon a student's initial enrollment or transfer and to all currently enrolled students through the student handbook, which must be in English and the language of the student's usage pattern.

### **PROCEDURES TO INSPECT AND COPY SCHOOL STUDENT RECORDS**

Parents/guardians and students, or someone designated by the parent/guardian as a representative, may inspect, review and copy the school student records upon request with the following limitations:

1. students may only view the permanent record;
2. neither the parent/guardian nor student may view records which include answers to a standardized test;
3. if a certified copy of an order of protection has been filed with the school, the school will not release records or information to the person against whom the order was issued;
4. parents/guardians or students should submit to the student's school principal a written request which identifies as precisely as possible the record or records he or she wishes to inspect or copy; and
5. the official records custodian will make the needed arrangements for access

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as promptly as possible and notify the parent/guardian or eligible student of the time and place where the records may be inspected. Access must be given in 15 school days or less from the receipt of the request.

The fee for copies is ten cents per page; however, no parent/guardian or student will be denied a requested copy of a school student record due to inability to bear the cost of such copying.

### **RECORD OR REQUESTS FOR DISCLOSURE**

A record of any release of information must be made and kept as a part of the school permanent student record and subject to the access granted by the Procedures to Inspect and Copy School Student Records section. Such record of release shall be maintained for the life of the school student records and shall be available to only the parent/guardian, an eligible student, and the official records custodian.

Each record of release shall also include:

1. the nature and substance of the information released;
2. the name and signature of the official records custodian releasing such information;
3. the name of the person requesting such information, the capacity in which such a request has been made, and the purpose of such request;
4. the date of the release; and
5. a copy of any consent to such release.

### **RIGHTS OF STUDENTS AND PARENTS/GUARDIANS**

All rights and privileges accorded to a parent/guardian under this policy become exclusively those of the student upon his or her 18th birthday, graduation from secondary school, marriage, entry into military service or emancipation; whichever occurs first. Therefore, rights accorded to a parent/guardian in this policy may be exercised by such parent/guardian only while the student is under eighteen, has not graduated from secondary school, has not entered into military service, has not married, or been emancipated. Thereafter, any right accorded to a parent/guardian may be exercised only by the eligible student. However, a parent/guardian may still have access if the eligible student is a dependent for tax purposes.

The parent/guardian of a student enrolled in DHS school has the right to:

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1. inspect and copy permanent and temporary records;
2. control access and release of school student records, and to request a copy of information released;
3. correct or modify information in the school student record and to appeal a decision of the school denying the requested correction or modification;
4. copy any school student record or information contained therein proposed to be destroyed or deleted and the school's schedule for reviewing and destroying such information;
5. prohibit the release of information into a Student Directory;
6. inspect and challenge the information contained in a school student record prior to transfer of the record to another school district, except references to expulsions and out-of-school suspensions in the event of the transfer of the student to that district;
7. obtain a copy of the school's Student Records Policies and Procedures from the school's Admissions and Records Office (i.e., this section of the handbook); and
8. file a complaint with the U.S. Department of Education (Family Policy Compliance Office, U.S. Dept. of Education, 400 Maryland Avenue, S.W., Washington, D.C., 20202-4605) regarding alleged failures by the school to comply with the requirements of the Family Education Rights and Privacy Act of 1974 and with the Illinois State Board of Education (ISBE) (Complaints Division, 100 N. 1st Street, Springfield, Illinois 62777), regarding alleged failures by the school to comply with the requirements of the Illinois School Student Records Act.

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**TYPES OF RECORDS AND CUSTODIANS**

**ISD STUDENT RECORDS**

<b>Type</b>	<b>Location</b>	<b>Custodian</b>
Cumulative School Records	Admissions & Records Office School Principal's Office	Director of Admissions & Records
Cumulative School Records (Former Students)	Admissions & Records Office	Director of Admissions & Records
Health Records	Health Center Office	Director of Admissions & Records / Head Nurse
Eligibility Review Records	Admissions & Records Office	Director of Admissions & Records
Individual Education Plan	Admissions & Records Office School Office	Director of Admissions & Records / School Principal
Speech Therapy and Psychological Records	Admissions & Records Office / Evaluation Center	Director of Admissions & Records
School Transportation Records	Student Life Office	Director of Student Life
Occasional Records	Principal's Office	School Principal

**ISVI STUDENT RECORDS**

<b>Type</b>	<b>Location</b>	<b>Custodian</b>
Cumulative School Records	Records Office	Information Management Administrator
Cumulative School Records (Former Students)	Records Office	Info Management Adm.
Health Records	Records Office & Health Center Office	Info Management Adm. And Head Nurse
Eligibility Review Records and Individual Education Plans	Records Office	Info Management Adm. And Dean of Education
Academic Reports	Records Office	Info Management Adm.
School Transportation Records	Residential Office	Director of Residential Programming
Occasional Records	Principal's Office	School Principal

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### ICRE-R STUDENT RECORDS

Type	Location	Custodian
Application & Admissions Records	Social Service	Admissions & Records Coordinator
Social Service Records	Social Service	Social Service Administrator
Dormitory Records	Residential Administrator's Office	Residential Administrator
Evaluation Center Reports	Education	Principal
Medical Reports & Records	Health Center	Nursing Administrator
Academic Reports	Education	Principal

### **SECTION 6: STUDENT/GUARDIAN RIGHTS**

#### **NO CHILD LEFT BEHIND ACT (NCLB)**

Parent/guardian may request information regarding their children's teachers, including, at a minimum, information on: (1) Completions of state requirements for licensure and certification; (2) emergency or provisional status; (3) educational background; and (4) whether paraprofessional's are serving the child and, if so, the paraprofessional's qualifications.

#### **FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT - FERPA**

The Family Educational Rights and Privacy Act (FERPA) affords parents/guardians and students over 18 years of age ("eligible students") certain rights with respect to the student's education records.

These rights are outlined below:

1. The right to inspect and review the student's education records within 45 days of the day the school receives a request for access. Parents or eligible students should submit to the Director of Admissions and Records or Principal a written request that identifies the record(s) they wish to inspect. The Director or Principal will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.

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2. The right to request the amendment of the student's education records that the parent or eligible student believes are inaccurate. Parents or eligible students may ask the schools to amend a record that they believe is inaccurate. They should write the Director or Principal, clearly identifying the part of the record they want changed, and specify why it is inaccurate or misleading. If the school decides not to amend the record as requested by the parent or eligible student, the school will notify the parent or eligible student of the decision and advise them of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.
3. The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent. One exception which permits disclosure without consent is disclosure to school officials with legitimate educational interests. A school official is a person employed by the schools as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the School Board; a person or company with whom the schools have contracted to perform a special task (such as an attorney, auditor, medical consultant, or therapist); or a parent or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility. Upon request, the school discloses education records without consent to officials of another school district in which a student seeks or intends to enroll.
4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the schools to comply with the requirements of FERPA.

The name and address of the Office that administers FERPA are:

Family Policy Compliance Office  
U.S. Department of Education  
400 Maryland Avenue, S.W.  
Washington, D.C. 20202-4605

### **PROTECTION OF PUPIL RIGHTS AMENDMENT - PPRA**

The Protection of Pupil Rights Amendment (PPRA) affords parents and students who are

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18 or emancipated minors (“eligible students”) certain rights regarding our conduct of surveys, collection and use of information for marketing purposes, and certain physical exams.

These rights include:

- A. Consent before students are required to submit to a survey that concerns one or more of the following protected areas (“protected information survey”) if the survey is funded in whole or in part by a program of the U.S. Department of Education (ED).
  - 1. Political affiliations or beliefs of the student or student’s parents;
  - 2. Mental or psychological problems of the student or student’s family;
  - 3. Sex behavior or attitudes;
  - 4. Illegal, anti-social, self-incriminating, or demeaning behavior;
  - 5. Critical appraisals of others with whom respondents have close family relationships;
  - 6. Legally recognized privileged relationships, such as with lawyers, doctors, or ministers;
  - 7. Religious practices, affiliations, or beliefs of the students or parents;  
or
  - 8. Income, other than as required by law to determine program eligibility.
  
- B. Receive notice and an opportunity to opt a student out of -
  - 1. Any other protected information survey, regardless of funding;
  - 2. Any non-emergency, invasive physical exam or screening required as a condition of attendance, administered by the school or its agent, and not necessary to protect the immediate health and safety of a student, except for hearing, vision, and scoliosis screenings, or any physical exam or screening permitted or required under State Law; and
  - 3. Activities involving collection, disclosure, or use of personal information obtained from students for marketing or to sell or otherwise distribute the information to others.
  
- C. Inspect, upon request and before administration or use -
  - 1. Protected information surveys of students;
  - 2. Instruments used to collect personal information from students for any of the above marketing, sales or other distribution purposes; and
  - 3. Instructional materials used as part of the educational curriculum.

The schools develop policies, in consultation with parents, regarding these rights, as well

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as arrangements to protect student privacy in the administration of protected surveys and the collection, disclosure, or use of personal information for marketing, sales, or other distribution purposes. The school will directly notify parents and eligible students of these policies at least annually at the start of each school year and after any substantive changes. The school will also directly notify parents and eligible students, such as through U.S. mail or email, at least annually at the start of each school year of the specific or approximate dates of the following activities and provide an opportunity to opt a student out of participating in:

- Collection, disclosure, or use of personal information for marketing, sales or other distribution
- Administration of any protected information survey not funded in whole or in part by the U.S. Department of Education.
- Any non-emergency, invasive physical examination or screening as described above.

Parents/eligible students who believe their rights have been violated may file a complaint with:

Family Policy Compliance Office  
U.S. Department of Education  
400 Maryland Avenue, SW  
Washington, DC 20202-4605

### **MAJORITY RIGHTS FOR STUDENTS 18 YEARS AND OLDER**

In accordance with Section 614(d) of Part B of IDEA, the schools will notify students age 17 of transference of their majority rights when they become 18 years of age. Students will be informed of their rights regarding the following:

- |                 |   |
|-----------------|---|
| Sec. 614(a)-(c) | Evaluations and Reevaluations   |
| Sec. 614(d)     | Individualized Education Plans, including: <ul style="list-style-type: none"><li>a. Contents of the IEP</li><li>b. IEP Team</li><li>c. Development of IEP</li></ul> |
| Sec. 615(b)     | Procedural Safeguards   |
| (c)             | Content of Prior Written Notice   |
| (d)             | Procedural Safeguards Notice  |
| (e)             | Mediation   |
| (k)             | Placement in Alternative Educational Setting  |

Students who are 18 years of age may represent themselves in dealing with the school in regard to the above sections of IDEA unless a court has appointed the parents or another individual to continue as their legal guardian after age 18. The form "Parent/Guardian and Student Notification of Transfer of Rights Due to Age of Majority" (ISBE 34-57 I) must be

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completed and placed in the student's file.

### **SEX EQUITY**

The schools do not discriminate on the basis of sex in the provision of programs, activities, services or benefits and they guarantee both sexes equal access to educational and extracurricular programs and activities.

The Illinois Department of Human Services Sex Equity Rules (89 Ill. Adm. Code 829) apply to the schools.

### **SECTION 7: MEDICAL PROGRAMS AND POLICIES**

One of the major missions assigned to ICRE-R when it was established was to provide quality medical and related services for children with severe physical and health impairments. Consequently, this facility provides medical, nursing, physical therapy, occupational therapy, and nutrition services. Prescribed medications and treatments are administered while at ICRE-R, however, the associated costs will be billed to Medicaid, the parent's/guardian's insurance company, or to the parent/guardian when the pharmaceutical services are either not covered by Medicaid or when these are delivered by an outside provider.

Due to the different chronic health needs of their students, ISD and ISVI provide far less comprehensive medical services than the ICRE-R. Part time physicians, full time nurses and limited services of occupational and physical therapy, as indicated on the IEP, are provided by the schools to handle the health and treatment programs for the students. ISVI maintains a Health Center for its students and a 24 hour a day, seven day a week infirmary is provided at ISD to serve the students of both schools who are too ill to stay in the dormitory, but not ill enough to require hospitalization. The students, their parents/guardians, Medicaid, insurance or some other source must pay the cost of any prescription medications, supplies or devices and of any non-prescription items other than such basics as cough medicine, band aids, and cotton swabs, unless otherwise designated on the student's IEP.

The following medical and related services and policies apply to all three schools:

A medical history for each prospective student (and any relevant medical information about family members) is required as a part of the application to determine the child's eligibility for admission and to plan his/her school program. The results of a recent general physical examination and a record of immunizations must be included. Both the Department of Public Health and the State Board of Education require an updated immunization record for all students.

Throughout the school year, parents/guardians are responsible to ensure that medical

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appointments/evaluations recommended by local or school medical staff are completed timely. Parents/guardians are responsible to keep the school's Health Center informed of current medical needs, recommendations and reports. Copies of written medical reports and orders are to be immediately provided to the Health Center.

When mailing prescription medication from home, parents/guardians are required to call the Health Center to notify staff of the mailing and indicate types and quantities of medications being forwarded. In addition, a medical consent form must also be signed by each student's parents/guardians allowing the school to provide routine medical procedures to the student and to authorize hospitalization or non-routine medical procedures if a medical emergency should develop and the parents/guardians cannot be reached immediately. However, the school does not have fiscal responsibility for the costs resulting from any such hospitalization or medical procedure.

After a student is enrolled in one of the schools, that school will provide reasonable assistance to the parents/guardians in locating a source for and in arranging for needed medical services which are beyond the resources or policies of the school, providing there is a clear understanding that the parents/guardians or some source other than the school will pay for such medical services.

Each of the schools maintains active relationships with various public and private agencies that may be able to provide free or low cost medical services for students. If Medicaid or insurance benefits apply, the parents/guardians must supply in a timely manner a copy of the Medicaid card or insurance information.

In order to provide students with the best medical care and if a student receives medical treatment other than that prescribed by school health officials, the parent/guardian must inform school staff of such treatment and provide written medical information pertinent to that treatment.

If the student requires medication for any reason, such medication will routinely be administered by the nursing staff of the school. At any time when nursing staff will not be available, the school's nursing staff will have prepared a unit dose for administration to the student. In cases where self-medication will be the method by which a medication will be administered, medication will be given to the student by school staff and the consumption of the medication will be observed by school staff to ensure the safety of the student and that the medications are taken in the prescribed manner.

Self administration of medications may be allowed for students at ICRE-R who are in the Independent Living Program and who have achieved a level of independence and maturity deemed appropriate by their personal or school physician, parent/guardian, and staff of the school. The DHS schools recognize their responsibility to students and staff. In dealing with chronic infectious diseases, including hepatitis, Methicillin-Resistant Staphylococcus

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Aureus (MRSA), Cytomegalovirus (CMV), HIV infection, and AIDS, each school will ensure the rights of the individual, as well as the health and welfare of the students and staff. Each DHS school has adopted the recommendations and procedures contained in "Management of Chronic Infectious Diseases in Illinois School Children", published by the ISBE and the Illinois Department of Public Health.

Students and staff will be informed and educated regarding chronic infectious diseases, including their origin, routes and risks of transmission. However, no student may be forced to take such instruction if the parent/guardian objects [105 ILCS 5/27-11].

When a student returns after an absence due to any acute or chronic infectious disease, the superintendent shall require the student to present a certificate from a physician licensed in the State of Illinois stating that the student's attendance is not medically contraindicated. Any student returning from an overnight stay or admission to a hospital, will return to the Health Center for observation prior to returning to the dormitory. A school principal can only inform other school staff that an HIV infected student is enrolled in a DHS school when, in his or her opinion, it is necessary to do so. Prior permission of the principal's chain of command through the DHS/DRS Director is required prior to informing other persons, although identifying information may not be disclosed to obtain that approval.

DHS schools comply with all laws concerning confidentiality and professional guidelines and will comply with medical and legal changes regarding chronic infectious diseases.

### **EMERGENCY PSYCHIATRIC SERVICES**

**NOTE: For ISD only, a specific policy will be distributed on registration day.**

Please be advised that whenever a student makes a statement or gesture that he/she wishes to kill or harm him/herself, they are to be evaluated as to intent. ONLY A PHYSICIAN OR CLINICAL PSYCHOLOGIST CAN DETERMINE IF A STUDENT IS IN IMMINENT DANGER OF HURTING HIM/HERSELF OR OTHERS DUE TO EMOTIONAL INSTABILITY AS DICTATED BY LAW. Therefore, the following procedure shall be followed:

1. The student will immediately be put on suicide watch with one-on-one supervision by appropriate staff. The dormitory supervisor will be responsible for arranging one-on-one supervision. This supervision will be eyes-on every moment, including trips to the restroom. If there is a life-threatening situation, the student must be taken to the emergency room first. Once the student is on suicide watch or at the emergency room, the parents must be called by dorm staff to inform them of the situation. A clinical psychologist should be notified so that an assessment can be arranged. If a clinical psychologist is not available to do this assessment, the student must be taken to an emergency room for an evaluation.
  - A. If the student has made an actual attempt and has injured themselves

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to the extent that moving them physically may not be in their best interest, contact 911 and have them taken to the hospital via ambulance.

- B. If the student refuses to cooperate with the assessment, the student will remain on suicide watch with one-on-one supervision while the parents are called and informed that they must immediately come and get their child and have him/her assessed at home. The student may not return to school without a written statement from physician or licensed clinical psychologist stating that he/she is not at risk for harm to self and/or others due to emotional instability.
2. If the student is assessed and determined not to be at risk, the student will return to the dorm or school under the 10-minute eye contact policy for 24 hours. If the 24 hours involves a school day, the student will be escorted from the dorm to his/her first class then escorted from class to class throughout the day, and from the school back to the dorm at the end of the school day.
3. Any deviations from the above described policy will be based on the decision of a team comprised of the superintendent, and any other staff person that has been involved in the incident with the student (such as the principal, social worker, medical staff, etc.) and may include a time-out at home.
4. The superintendent or designee will ascertain that the parents have been called to inform them of the situation with their child.

### **MEDICAL INTERVENTION/RESTRAINT**

In a medical setting for students with disabilities, the least restrictive and most positive strategies will be used when physical intervention/restraints are necessary. Parents will be notified prior to any procedure. The three levels of need for physical intervention/restraint are:

1. for the student who routinely refuses oral medication, medical injections, and/or medical procedures;
2. for the student who is intermittently or predictably upset or for the student whose upsetting behavior during medical procedures develops into a pattern of increasing number of occurrences; and/or
3. for the rare or one time occurrence or emergency situation when the student physically or verbally refuses the medical procedure.

Physical intervention/restraint for medical reasons shall only be used as a last resort.

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Physical intervention/restraint may range from closing the student's eyes or turning the student's head away to holding the student's limbs or body down with physical force for immobilization. Physical intervention/restraint procedures will be documented. When conditions are needed other than the closing of the eyes or the turning of the student's head, prior parental approval must be received and a follow-up notification must occur via telephone within 24 hours.

1. For the student who routinely refuses oral medication, medical injections or procedures; i.e., very young children or severely cognitively impaired students, considerations will be given to:
  - a. appropriate or alternative placement issues;
  - b. parental responsibility for all medical procedures; and/or
  - c. parental permission for physical intervention/restraint for all medical interventions.
  
2. For the student who is intermittently or predictably upset (concerning medical procedures), the following will occur:
  - a. a medical order from the staff physician may direct a psychologist, social worker or nursing supervisor to approve physical interventions/restraints after receiving prior approval from the parent/guardian;
  - b. follow-up parental notification must occur via telephone within 24 hours; and
  - c. a behavior management plan will be developed and incorporated into the IEP within a prescribed time period. (Modifications to the behavior plan may occur throughout the school year. These will require notification and approval of parents and the local school district via telephone within 24 hours with a follow-up in writing.)
  
3. For the rare or one time occurrence or emergency situation when the student physically or verbally refuses the medical procedure, a medical doctor, psychologist, social worker or nursing supervisor may approve physical restraints with prior approval from the parents. The occurrence must be charted and follow-up parental notification must occur within 24 hours.

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### **PREGNANCY**

In the event a student is pregnant while enrolled at one of the DHS schools, it shall be the responsibility of the student and family to meet the following obligations to ensure the health and safety of the student and unborn baby. The fact that a student is pregnant does not change eligibility for special education services. In the event a student's pregnancy becomes excessively disruptive or distracting to the overall learning environment, consideration should be given to conducting an IEP to discuss alternative programming for the duration of the pregnancy.

Religious beliefs regarding pregnancy shall be respected.

#### **Family Responsibility**

1. Obtain and pay for the services of an OB/GYN physician either directly through insurance or through other social service agencies.
2. Ensure that the student maintains regular appointments with the OB/GYN as determined by the doctor and inform the school of scheduled appointments. The parent of a student under 18 or the student, if over 18, is to sign a release of information for the Health Center staff.
3. Secure a statement from the OB/GYN stating the student is physically able to remain in school until the estimated delivery date. It will be the family's responsibility to have this written statement updated at each subsequent visit to the OB/GYN.
4. Inform the school of the student and family's plan about the upcoming birth and whether or not the student intends to return to school following the birth.
5. After delivery, secure a statement from the OB/GYN physician stating that the student can return to school. This statement should include any care recommendations or restrictions that apply.
6. Assist student in contacting service agencies for support services such as Lamaze training, Department of Human Services, Public Aid, etc.
7. Assist student in securing medical care for the new mother and child in their home area.

#### **School Responsibility**

1. Assist student with medication, if necessary, answer questions and concerns, if possible.
2. Assist student and student's family to contact support agencies, etc.

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### **Student Responsibility**

1. Follow orders of OB/GYN physician.
2. Take prescribed medications or follow-up with recommended treatments that may be indicated by the OB/GYN physician.
3. Maintain health requirements throughout the pregnancy such as eating a healthy diet; getting sufficient rest; refraining from smoking, drinking alcohol or using drugs or any medications unless prescribed by the OB/GYN physician and using common sense as to level of physical activity. This includes any physical limitations or dietary restrictions ordered by the doctor.

### **SECTION 8: CODE OF CONDUCT**

#### **ADMINISTRATION OF THE CODE OF CONDUCT**

Section 14-8.05 of the School Code (105 ILCS 5/14-8.05) requires "that when behavioral interventions are used, they be used in consideration of the pupil's physical freedom and social interaction, and be administered in a manner that respects human dignity and personal privacy and that ensures a pupil's right to placement in the least restrictive educational environment."

All staff members who work with students with disabilities are trained in using behavioral interventions. The behavioral interventions guidelines document covers all procedures in handling infractions of the rules. All students are aware of the consequences for each infraction. The behavioral interventions guidelines document is provided to parents/guardians annually.

In administering this code of conduct, sufficient flexibility is allowed to enable designated staff to exercise sound, professional judgment in determining the disciplinary action which will be taken when a student is involved in an infraction. Each case is judged individually by experienced staff who take all relevant factors into consideration when reaching a decision. If two or more witnesses report an infraction it is considered valid. Each function or responsibility of the superintendent listed in this Handbook may be delegated to a designee unless it is specifically stated that the matter is to be handled only by the superintendent. Students will be disciplined for violations of the Code of Conduct that occur in Jacksonville (for ISD and ISVI) and the neighborhood of ICRE-R even if off-campus. If the conduct is criminal, discipline will be coordinated with the State's Attorney's office. Although there are elements of punishment in most disciplinary actions, staff's primary goals in determining and administering actions are to modify students' future behavior so they will participate more appropriately in school programs, and to protect the rights and safety of the students and staff.

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The IL488-1555 (Report of an Infraction by a Student and the Disciplinary Action Taken) form (see Attachment A) lists both the infractions and the disciplinary actions in order of increasing severity. At ISD, the Student Offense/Disciplinary Action Report on the Skyward Software replaces IL488-1555. In most cases, the more serious the infraction, or the more frequently a student displays that behavior, the more severe the disciplinary action which will be taken. But, exceptions can be made when, in the professional judgment of the involved staff, they are warranted.

The Report of an Infraction by a Student and the Disciplinary Action Taken (IL488-1555) form is used to report to the DHS/DRS Director the following infractions by students and the disciplinary actions taken by the school:

1. Level 2 and Level 3 infractions with the corresponding disciplinary actions as listed on the IL488-1555 form when it has been determined by the superintendent, or designee, that the student committed the infraction, regardless of the disciplinary action taken.
2. Any other infraction when, in the opinion of the superintendent, or designee, it would be in the best interests of the involved student or the school to report it.

All IL488-1555 forms for the above infractions and actions will be completed and placed in the student's temporary file, if appropriate one copy will be sent to the DHS/DRS Director, and/or designee.

At or near the end of each school year, staff designated by the superintendent may destroy all IL488-1555 forms five years old or older unless the file contains a form that is less than one year old. In that case all forms must be retained until the next annual review.

The superintendent has the right to retain any or all forms for a longer period. Each school shall notify the DHS/DRS Director of the forms which have been destroyed so the DHS/DRS Director's copies can also be destroyed.

To ensure consistency, the age of all forms shall be determined by computing the time which has lapsed between the date the form was completed and June 15 of the year the review is being made.

Confidentiality will be maintained in reviewing and destroying all forms.

Each school shall maintain a system for recording and internal reporting of all infractions and disciplinary actions which are not reported to the DHS/DRS Director.

## HANDBOOK ON: RIGHTS, RESPONSIBILITIES AND PROCEDURES

### **PHILOSOPHY OF CODE OF CONDUCT**

Discipline: "The training that corrects, molds or perfects the mental faculties or moral character." Webster's Seventh New Collegiate Dictionary

Although this code of conduct includes a lengthy list of rules, it should be understood that it is designed for the safety and well being of the individual student, the student body as a whole and the staff. To provide that protection it must list the violations which are being experienced by many schools throughout the state, because the schools enroll students from all areas of Illinois. The code should also be viewed by students, parents/guardians and staff as a positive measure which will assist in maintaining a school atmosphere conducive to maximum learning in the classrooms and enjoyable living in the dormitories, rather than as a punitive document.

For most students, just knowing the rules or the code enables them to conduct themselves in the appropriate manner. But some, for various reasons, exhibit behavior which interferes with the learning and living rights of others. When that occurs, it is the school's responsibility to take prompt corrective measures. Therefore, this code also includes a number of disciplinary actions which may be taken if students violate school rules or local or state law when under the schools' control. School authorities may also discipline students for out-of-school and off-campus conduct which has a direct and immediate effect on the discipline or general welfare of the school and which occurs in Jacksonville (for ISD and ISVI) or in the neighborhood of ICRE-R. Infractions which occur when students are at home, or are otherwise under parental or guardian control, are not cause for disciplinary action by the schools, but the schools may cooperate with the parents/guardians on such matters.

### **RIGHTS AND RESPONSIBILITIES**

#### **Administrator Rights**

Administrators have the right to:

- have the earned respect of the students and staff;
- require reasonable standards of competence of the staff who work directly with the students at the school;
- enforce the rules and regulations which have been adopted to govern the schools;
- exercise strong professional leadership directed toward improving the overall quality of the schools;

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- expect parents/guardians to become actively involved in assisting to resolve any significant issue pertaining to their child;
- expect the appropriate support of DHS Central Office staff; and
- exercise reasonable freedom and authority in resolving emergency situations.

### **Administrator Responsibilities**

Administrators should:

- ensure that the school provides educational and related services appropriate to its students' needs and that the individual needs and characteristics of each student are given the maximum consideration possible without jeopardizing the safety and welfare of other children;
- ensure that all staff coming into contact with students treat them in a fair and equitable manner;
- ensure that all staff are familiar with the laws governing their profession, and practice all appropriate rules and regulations pertaining to student and parent/guardian rights, responsibilities and the code of conduct;
- give staff the support needed to administer the code of conduct, but also maintain an atmosphere so that students are not reluctant to exercise their rights under the due process procedures;
- make active efforts to involve the parents/guardians of the student in the various activities of the school including any major disciplinary issues involving their child;
- keep the appropriate administrator(s) in the central office informed of all major disciplinary and other pertinent issues which arise;
- be reasonably accessible to staff, parents/guardians and students;
- encourage students to maximize opportunities to be independent and integrate into society; and
- assist with issues which may arise with the local school districts. While students may be attending and receiving educational services from a DHS school, the local school district still has the responsibility for the education of the student.

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### **Children of Staff Members**

With permission from the duty officer, children of staff are welcome to come to campus to participate in activities with their parent/guardians when the staff person is not on duty. Occasional, brief visits of employees' children while the employee is on duty must be approved in advance by the Supervisor on duty. Requests for permission must be submitted in writing to the immediate supervisor in advance of the visit.

### **Parent/Guardian Rights**

Parents and guardians have the right to:

- upon request, receive a copy of the Rules and Regulations to Govern the Administration and Operation of the DHS Schools, and to exercise all of the parental or guardian rights listed therein;
- be meaningfully involved in planning the elective components of their child's educational, child care and related programs at the school;
- have reasonable access to all school staff to discuss any matters concerning their child as a student at the school;
- be promptly notified if their child is ill or injured (minor illnesses and injuries and routine medical procedures common to the school and for which the parents/guardians have given written informed consent are excluded) and to give their prior approval before anything other than minor routine medical procedures are initiated. This right is waived in case of life threatening situations when the parents/guardians cannot be reached immediately and emergency action is essential;
- be promptly notified if their child seriously violates the school's rules and regulations or this code of conduct;
- share in their child's right to due process in matters of disciplinary actions;
- share in the activities of the school's various parent/guardian organizations;
- receive periodic official reports of their child's progress at school;
- know that disruptive action of a few students will not be permitted to interfere with the opportunities of the majority for academic and social growth;
- know the health and safety of their child will be protected and that their child will not be victimized by students or staff; and

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- receive a copy of the behavioral interventions guidelines document.

### **Parent/Guardian Responsibilities**

Parents and guardians should:

- participate in the IEP and transition process as a full partner;
- provide their child with the emotional support and guidance needed to assist the development of confidence and independence;
- instill in their child respect for the law, for lawful authority, for the rights of others, and for public and private property;
- maintain an active relationship with their child: have their child come home as frequently as is feasible, visit the school whenever possible, and write or phone on a regular basis;
- continue to maintain responsibility for the welfare of their child;
- provide their child with adequate and appropriate clothing and funds for spending money, personal items and incidental expenses;
- safeguard their child's physical and mental health and assure that the appropriate immunizations, health examinations, and medical and dental procedures are provided;
- talk with their child about school activities and share with the child and the staff an active interest in the child's progress and programs;
- attend individual and group conferences and special school programs whenever possible;
- recognize that at times, in matters relating to discipline and conduct at school, the staff may be required to temporarily assume some parental responsibilities for their child, but that the parents/guardians have the ultimate responsibility for and authority over their child;
- cooperate with the school in fulfilling recommendations and in carrying out disciplinary actions taken in the best interests of their child;
- become familiar with the contents of this document and the Rules and Regulations to Govern the Administration and Operation of the DHS Schools and exercise the rights provided, as needed;

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- fully support the school when they believe it is acting in the best interests of their child, but not hesitate to exercise the rights of due process if they are convinced their child's rights or welfare are being abused;
- keep the school informed at all times of their proper address and a means for reaching them in case of an emergency; and
- provide the school with current information regarding medical insurance or Medicaid Cards.

### **Professional Staff Rights**

Professional staff, other than teachers, have the right to:

- require a reasonable standard of orderly behavior during the time they are responsible for students;
- have the earned respect of students, fellow staff members and the school administration;
- appropriately protect themselves, another staff member or a student from assault or harassment;
- exclude a student who violates discipline rules from their activity by sending the student to their supervisor when warranted;
- request their supervisor or case manager schedule a conference with all parties involved when a student's behavior problem has not been satisfactorily resolved; and
- receive support and assistance from the administration in the maintenance control and discipline, if needed.

### **Professional Staff Responsibilities**

Professional staff other than teachers should:

- develop and enforce a Management Plan for their areas of responsibility which has been approved by their supervisors;
- be familiar with all rules and regulations of the school which are pertinent to their duties and relationships with students;
- be guided by professional ethics and state laws in relationships with others;
- inform parents/guardians, in accordance with established procedures, about progress and conduct of students in their areas of responsibility;

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- show concern and respect for each student;
- plan and conduct their program for students in an effective and motivating manner;
- be sensitive to the needs and behavior of students and alert to changes which require additional assistance for a student;
- know and enforce the rules courteously, consistently and fairly and, insofar as feasible, deal with misconduct quickly, firmly and impartially, but recognize that special characteristics or needs of a given student may make modifications advisable;
- handle behavioral problems according to established practices;
- report undesirable situations to their supervisors promptly;
- take advantage of opportunities for professional growth at all levels; and
- carry out assigned extracurricular duties to the best of their ability.

### **Residential Care Worker Rights**

Residential Care Workers have the right to:

- require a reasonable standard of orderly behavior in the area for which they have responsibility;
- have the earned respect of students, fellow staff members and the school administration;
- appropriately protect themselves, staff member or a student from assault or harassment;
- exclude a student who violates student discipline rules from an activity, in accordance with approved procedures, when warranted;
- request the supervisor to schedule a conference with all parties involved when a student's behavioral problem has not been satisfactorily resolved; and
- receive support and assistance from the administration in the maintenance of control and discipline, if needed.

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### **Residential Care Worker Responsibilities**

Residential Care Workers should:

- develop and enforce a Dormitory Management Plan that is approved by the Superintendent;
- be guided by professional ethics in relationships with others;
- inform parents/guardians, in accordance with approved school procedures, about the progress and conduct of students;
- show concern and respect for each student;
- plan and conduct an effective and motivating child care program;
- manage dormitory routines in a manner that contributes to independent living skills, well ordered leisure time activities and the development of appropriate social skills;
- be sensitive to the needs and behavior of students and alert to changes that require additional assistance for a student;
- know and enforce the rules courteously, consistently and fairly and, insofar as feasible, deal with misconduct quickly, firmly and impartially, but recognize that special characteristics or needs of a given student may make modifications advisable;
- handle behavior problems according to established practices;
- report undesirable behavior or activities and disciplinary action taken to their supervisors in a timely manner and in accordance with established procedures; and
- take advantage of opportunities for professional growth at all levels.

### **Student Rights**

DHS schools shall be responsible for ensuring that those students enrolled enjoy rights and privileges equal to those of all other children.

Students have the right to:

- equal educational opportunities;

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- meaningful learning experiences through an appropriate and challenging curriculum;
- opportunities to assist in making decisions on programs and activities in which they participate;
- expect protection from verbal, physical, and/or sexual abuse and a school climate free of violence and disruptions;
- be provided with a written code of conduct which clearly and concisely describes behavior which is unacceptable at the school;
- be informed of the reasons for any discipline which may be administered;
- be disciplined in a humane and appropriate manner and, if possible, in private;
- adult representation as needed when they are in significant conflict with school authorities;
- due process procedures in matters of disciplinary action;
- upon request, receive a copy of the Rules and Regulations to Govern the Administration and Operation of the DHS Schools, and to exercise all the student rights listed therein;
- have the contents of this Handbook explained to them by staff when it is distributed;
- be educated in the least restrictive environment, and in the most effective modality;
- health, safety and sanitation conditions which meet applicable standards;
- participate in a transition process;
- apply for Career and Technical Rehabilitation services prior to leaving high school; and
- freedom of written expression in accordance with 105 ILCS 5/27-23.5 of the School Code.

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### **Student Responsibilities**

Students should:

- as appropriate to their reading and communication levels, become familiar with this code of conduct, the Rules and Regulations to Govern the Administration and Operation of the DHS Schools and other pertinent DHS school rules;
- obey DHS school rules, and city, state and federal law;
- respect the rights and property of fellow students and DHS school personnel;
- avoid the use of abusive or vulgar verbal or written language;
- dress appropriately and maintain proper personal cleanliness and hygiene;
- respect authority in classrooms, offices, activity areas, dormitories, and dining rooms throughout the campus and at school sponsored activities;
- respect and care for school and community property;
- attain their best level of achievement;
- be punctual and regularly attend all scheduled school activities;
- not disrupt the educational, dormitory living, or rehabilitation process; and
- be responsible for their own actions.

### **Support Service and Paraprofessional Staff Rights**

Support service and paraprofessional staff other than Residential Care Workers have the right to:

- require a reasonable standard of student behavior in the areas for which they have responsibility;
- have the earned respect of students, fellow staff members and the school administration;
- appropriately protect themselves, another staff member or a student from an assault or harassment;
- exclude from an activity any student who violates student discipline rules, in accordance with approved procedures, when warranted;
- request the supervisor to schedule a conference with all parties involved

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when a student's behavioral problem has not been satisfactorily resolved;  
and

- support and assistance from the administration in the maintenance of control and discipline, if needed.

### **Support Service and Paraprofessional Staff Responsibilities**

Support service and paraprofessional staff, other than Residential Care Workers, should:

- develop and enforce a Service Management Plan, if appropriate, for their areas of responsibility, which is approved by their supervisors;
- be guided by professional ethics and state laws in relationships with others;
- inform parents/guardians, in accordance with established procedures, about the progress and conduct of students;
- show concern and respect for each student;
- plan and conduct an effective and motivational service program;
- manage their contacts with the students in a manner that contributes to independent living skills, well-ordered leisure time activities and the development of appropriate social skills;
- be sensitive to the needs and behavior of students and alert to changes that require additional assistance for a student;
- know and enforce the rules courteously, consistently and fairly; deal with misconduct quickly, firmly and impartially, but recognize that special characteristics or needs of a given student may make modifications necessary;
- handle behavioral problems according to established practices;
- report undesirable behavior or activities, and the disciplinary action taken, to their supervisors in a timely manner and in accordance with established procedures; and
- take advantage of opportunities for professional growth at all levels.

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### **Surrogate Parent Rights**

When a student is a Ward of the State, the DHS Schools must request the appointment of a surrogate parent by the ISBE. The surrogate parent will act as parent/guardian at the IEP, ER, and the transition planning meetings, etc., and will be entitled to all rights and privileges accorded the natural parent or legal guardian of a child enrolled at the DHS schools for discipline and subsequent appeal procedures.

### **Teacher Rights**

Teachers have the right to:

- require a reasonable standard of orderly behavior in the classroom;
- have the earned respect of students, parents/guardians, fellow staff members and the school administration;
- appropriately protect themselves, a staff member or a student from assault or harassment;
- exclude from class and send to the principal's office students who violate discipline rules when warranted;
- request the principal to schedule a conference with all parties involved when a student's behavioral problem has not been satisfactorily resolved;
- receive support and assistance from the administration in the maintenance of control and discipline in the classroom; and
- have a classroom with an appropriate mix of age and disabilities to facilitate a learning environment.

### **Teacher Responsibilities**

Teachers should:

- develop and enforce a Classroom Management Plan which is approved by the superintendent or designee;
- be familiar with all rules and regulations of the school which are pertinent to their duties and relationships with students;
- be guided by professional ethics in relationships with others;
- inform parents/guardians, in accordance with established procedures, about academic progress and conduct of students;
- show concern and respect for each student;

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- plan and conduct an effective and motivating instructional program;
- manage classroom routines in a manner which contributes to instruction, a well-ordered classroom and the development of civic responsibility;
- be sensitive to the needs and behavior of students and alert to changes which require additional assistance for a student;
- know and enforce the rules courteously, consistently and fairly and, insofar as feasible, deal with misconduct quickly, firmly and impartially, but recognize that special characteristics or needs of a given student may make modifications advisable;
- handle behavior problems according to established practices;
- report undesirable school situations to the principal promptly;
- take advantage of opportunities for personal academic growth at all levels; and
- carry out assigned extracurricular duties to the best of their abilities.

### **SECTION 9: POLICIES AND PROCEDURES FOR ADMINISTERING DISCIPLINARY ACTIONS**

It is understood a given school may not use all of the disciplinary actions listed below, but those actions used must be administered in accordance with the provisions of this document.

Principals are notified of every in-school infraction and dorm supervisors are notified of every infraction outside of the school day. Principals and dorm supervisors discuss infractions as needed if there is a concern that a situation might impact the other environment. Parents are notified of all behavior infractions. In a serious situation, parents are called immediately. In most situations, however, parents receive a letter with the information from the educational administrator and/or the residential administrator. Police are notified of incidents that need to be investigated or when a conversation with a student could deter further serious inappropriate behaviors.

### **INFRACTIONS**

#### **Behavior Transitions - Dorm (BTD) (ISD and ISVI only)**

Students who have experienced difficulty understanding and following expectations for behavior in the classroom and in the dormitory will be required to participate in specialized transition activities which include increased adult supervision. Students returning to school

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after a suspension will be involved in behavior transition activities in the dorm for the same length of time as their suspension.

### **Contract (CON)**

A student and a designated staff person compose a contract together with the goal of modifying the student's behavior within a designated time period. Consequences for success and failure are listed and the document is signed by all.

### **Counseling (COU)**

Any staff person working directly with students may informally counsel a student on a given time-limited, relatively uncomplicated matter without prior supervisory approval. If the counseling is to be ongoing or if the situation is complex, the counseling should be provided by a social worker, psychologist, nurse, or some other specialist. The superintendent or designee will keep parents and guardians informed of the student's progress and seek their active involvement when deemed appropriate.

### **Detentions (DET)**

Educators may refer students for detention to the principal, who will review the matter and determine if and when a detention is assigned to a student. Detentions are normally served at the end of the school day. Students are expected to do appropriate school work when serving a detention. The residential care worker and/or parents are informed prior to the detention.

### **Dorm Restriction (DOR)**

Residential Care workers may refer students for dorm restriction after supervisory approval.

### **Expulsion from the Dormitory but not from the School (EXD)**

Residential care staff or their supervisors may recommend to the superintendent the expulsion of a student from the dormitory, but not from the school, but the expulsion shall not become effective until the superintendent/designee has reviewed all relevant facts and has:

1. held a disciplinary staffing to determine whether such action is appropriate in relation to the disciplinary infraction;
2. held discussions with the parents/guardians and determined that they will provide an appropriate, permanent, alternative living arrangement for the student;
3. discussed the legal implications with DHS Legal Unit;
4. received prior approval for the action from the DHS/DRS Director or designee;
5. notified the local school district of parental and student residence of the

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pending action; and

6. revisited the student's IEP.

All academic work will be accepted and graded.

### **Expulsion from School (EXP)**

Expulsion from the school can only be done with the prior approval of the DHS/DRS Director or designee. Change of placement will only be used for cases of serious infractions which pose a significant threat to the safety or rights of the student or others.

The student can be temporarily suspended pending an investigation of the situation by the superintendent/designee. The total of all suspensions cannot be more than 10 school days in the aggregate for the school year.

By the onset of the suspension, notification of the suspension, investigation, and appeal procedures must be given to the student's parents/guardians and the local school district. An IEP meeting including a manifestation determination must be held, and the parents and school district must be given appropriate notice. The superintendent's/designee's investigation must be completed during the first 5 school days of the suspension and will consist of:

1. reviewing all available evidence and extenuating circumstances;
2. interviewing school staff and students, as appropriate;
3. holding an IEP meeting including a manifestation determination which includes the student, the parents/guardians, and the local school district, if possible;
4. obtaining as much input as possible from the involved student, the student's parents/guardians, and the local school district;
5. discussing the issue with the DHS/DRS Director or designee, who must discuss it with the General Counsel of DHS.

If a decision to recommend expulsion is reached, the superintendent must provide the DHS/DRS Director or designee with three copies of documentation of the reasons for the recommended expulsion and a request that the DHS/DRS Director approve the expulsion of the student.

Since it is desirable to keep the suspension pending the DHS/DRS Director's decision on expulsion as short as feasible, in most cases the superintendent's investigation and

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recommendation development will be completed during the first five school days of the suspension and the DHS/DRS Director decision will be reached during the second five school days. The suspension cannot extend beyond ten school days.

### **Financial Restitution (FIN)**

Financial restitution shall be required in all cases involving infractions such as vandalism, stealing, extortion, robbery, arson or other willful acts resulting in loss of or damage to property of others. The responsible student shall have an impartial appraisal of the losses or damages made. When the amount of damage is determined, the responsible student will be required to pay the cost of the damage upon notification by the superintendent or designee. If the student and/or parent refuses to cooperate or to follow through on the restitution payment, consequences may include the withholding of grades, transcripts, or diplomas. The superintendent or designee shall contact the Accounts Receivable Unit in DHS to begin collection proceedings.

### **On-Campus Reassignment - School (OCS)**

A student may be placed in a separate environment with one-on-one supervision during out-of-school time. The student may attend school as usual and go to all classes.

### **On-Campus Reassignment - Dorm (OCD)**

A student may be placed in a separate environment with a certified teacher in order to complete class assignments. The student's academic grades are not affected by this action. During out-of-school time, the student remains in the dorm and participates in regular dorm activities.

### **On-Campus Reassignment (OCR)**

On-campus reassignment/supervised structured study is a disciplinary alternative to suspension. It is a guided instructional program designed to help students concentrate on their academic program and at the same time receive counseling and educational time to focus on the particular infraction. The student is placed in a separate environment with one-on-one supervision, 24 hours a day. During the day, the student is with a certified teacher and has the opportunity to complete class assignments so that grades are not affected. During out-of-school time, the student is supervised by dorm staff.

### **Parent Conference (PCF)**

All parents or guardians of students attending the three schools have the same legal and moral rights, authorities, and responsibilities for their children as the parents or guardians of any other group of students. Included in those responsibilities is the obligation to assist in resolving disciplinary issues that involve their child. Each school shall continue efforts to maintain maximum, meaningful involvement of the parents in their child's total development, including resolution of disciplinary matters. Summaries of parent conferences are placed in student files as are e-mails and other correspondence from parents.

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### **Referral to Principal's Office (PRI)**

Any educator may send a student who is disruptive to the principal's office during the class period. The principal will take action based upon the educator's referral and will decide further discipline, if appropriate.

### **Restriction to Campus (CAM)**

Any staff person who works directly with a student may recommend that the student be given a restriction to campus for a specific amount of time.

### **Special Assignment of Duties (SAD)**

Staff who have direct responsibility for a student on an ongoing basis (educators, residential care workers and their supervisors) may make special assignments of duties for a student. An example of a special assignment would be to clean up litter on the campus in response to a discipline infraction of littering.

### **Suspension from Dormitory but not from the School (SUD)**

Residential Care Workers or their supervisors may recommend to the superintendent suspension of a student from the dormitory but not from school for a specific number of days, but the suspension shall not become effective until the superintendent/designee has:

1. held a disciplinary staffing to determine whether such action is appropriate in relation to the disciplinary infraction;
2. held discussions with the student's parent/guardians and has determined that an appropriate alternative living arrangement will be made by the parents/guardians for the student during the period of suspension;
3. notified the DHS/DRS Director or designee of the pending action and the reasons for it; and
4. notified the local school district of parental and student residence of the pending action.

### **Suspension from School (SUS)**

Staff who work directly with students, or their supervisors, may recommend suspension of a student from school for up to ten days, but the suspension shall not become effective until the superintendent/designee, has reviewed all relevant facts and has:

1. immediately notified the parents/guardians by telephone. That phone call is followed by written notification sent to the parent/guardians and a copy of this letter is sent to the local school districts. Notification must be made within ten school days from the date of the review;

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2. consulted with DHS Legal Unit if the suspension is for more than ten days in the aggregate;
3. reviewed the pertinent portions of the “Rules and Regulations to Govern the Administration and Operation of the DHS Schools” to insure the suspension is handled in accordance with that document;
  - a. consulted with the DHS/DRS Director or designee for any unusual or extraordinary type of infraction or event; and
  - b. notified the local school district of parental and student residence of the pending action.

Each school has their own policy for submission of work and grading of work for students who have been suspended.

### **Time Out (TIM)**

An educator or residential care worker may remove a student and place the student in a designated time-out room or other safe area to allow the student to calm down under close adult supervision. Visual timers are used with young students.

### **Verbal or Written Reprimand (REP)**

Any staff person may issue a verbal reprimand to a student for behavior which is not consistent with school policy or acceptable conduct. If the situation is serious, a behavior referral will be made to the supervisor. A written reprimand may be issued by staff who have direct on-going responsibility for a student (educators, residential care workers and their supervisors). A copy of the written reprimand must be given to the supervisor.

### **Withdrawal of On-Campus Privileges (WOP)**

Since privileges, including extracurricular activities vary substantially among the three schools and the different age levels, this disciplinary action must be individualized for each school.

### **Withdrawal of Off-Campus Privileges (WOT)**

Since privileges, including extracurricular activities vary substantially among the three schools and the different age levels, this disciplinary action must be individualized for each school.

## **NOTIFICATION OF DHS CENTRAL OFFICE**

In addition to infractions and disciplinary actions specified in the code of conduct, at times it will be advisable to inform the DHS/DRS Director or school liaison of other matters. In such matters, the

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superintendent is responsible for contacting, either personally or through a designee, the DHS/DRS Director or the school liaison as soon as possible.

Each superintendent shall, either personally or through a designee, handle all communications between the school and the Central Office on disciplinary matters involving students by completing a Report of an Infraction by a Student and the Disciplinary Action Taken (IL 488-1555 form) and mailing it to the DHS/DRS Director or school liaison as soon as possible.

The above procedures should not be interpreted as modifying the established reporting of unusual incidents by the schools.

### **Section 10: ATTACHMENTS**

Attachment A - Disciplinary Action Taken

Attachment B - Consequences/Definitions for Disciplinary Actions

Attachment C - Computers, Electronic Mail (e-mail) and Internet Student Use Agreement

Attachment C2 - Unacceptable Use and Consequences for Computer, E-Mail and Internet Usage

Attachment D - Appeals Procedure

**ATTACHMENT A**

State of Illinois  
Department of Human Services  
Division of Rehabilitation Services  
(ISD, ISVI, ICRE-R)

\_\_\_ 1<sup>st</sup> Offense \_\_\_ 2<sup>nd</sup> Offense \_\_\_ 3<sup>rd</sup> Offense

**REPORT OF AN INFRACTION BY A STUDENT  
and the  
DISCIPLINARY ACTION TAKEN**

School: \_\_\_\_\_

Date of Infraction: \_\_\_\_\_

Student's Name: \_\_\_\_\_

Time of Infraction: \_\_\_\_\_

Age: \_\_\_ Grade: \_\_\_ Sex: \_\_\_\_\_

Building Location: \_\_\_\_\_

Staff Signature: \_\_\_\_\_

Check Infraction Being Reported:

- LEVEL 1**
- 1 tardiness (TAR)
  - 2 littering (LIT)
  - 3 possession of tobacco products for students under 18 (PTP)
  - 4 failure to complete assignments (FAI)
  - 5 loitering (LOI)
  - 6 unauthorized area (UAA)
  - 7 abusive language/profanity (ABU)
  - 8 cheating/lying (CHE)
  - 9 bus/public transportation misconduct (BUS)
  - 10 insolence (INS)
  - 11 disruptive conduct (DIS)
  - 12 unauthorized petition (UNP)
  - 13 possession and/or viewing inappropriate materials
  - 14 non-staff possession/use of laser pointers (PLP)
  - 15 unauthorized/inappropriate computer use (COM)
  - 16 unauthorized/inappropriate use of cell phone, pager, Sidekick, tape recorder, BlackBerry, camera, etc. (PAG)
  - 17 aggressive behavior - verbal (AGV)
  - 18 aggressive behavior - physical (AGP)
  - 19 public display of affection (PDA)
  - 20 sexual misconduct (SXI)
  - 21 sexual harassment (SXH)
  - 22 bullying (BUL)
  - 23 other (level 1)

- LEVEL 2**
- 24 use of tobacco products on school grounds (SMI)
  - 25 use of tobacco products for students under 18 (SMU)
  - 26 cutting class (CUT)
  - 27 on/off campus without permission (PER)
  - 28 unauthorized distribution of printed material (UND)
  - 29 disrespect/insubordination (DIN)
  - 30 intimidation/threats to others (INT)
  - 31 threat to self (TTS)
  - 32 fighting (FIG)
  - 33 sexual misconduct (Level 2) (SXM)
  - 34 theft under \$100 (THF)
  - 35 trespassing (TRE)
  - 36 gambling (GAM)
  - 37 criminal damage to property (under \$100) (VAN)
  - 38 criminal damage to property (over \$100) (CRI)
  - 39 unlawful assembly (UNL)
  - 40 forgery (FOR)
  - 41 Bullying (BU2)
  - 42 other (level 2) (OT2)

- LEVEL 3**
- 43 excessive violations (EXV)
  - 44 absent from school without authorization (AWA)
  - 45 truancy (TRU)
  - 46 gangs and secret societies (GSS)
  - 47 possession of illegal materials (ILL)
  - 48 threat to use dangerous weapon (TEA)
  - 49 possession/use/transfer of a dangerous weapon (WEA)
  - 50 hazing (HAZ)
  - 51 possession of over the counter medications/drugs (OCM)
  - 52 possession and/or use of drug paraphernalia (PDP)
  - 53 possession &/or use of alcohol (POA)
  - 54 possession &/or use of drugs (DRU)
  - 55 distribution/sale of drugs or alcohol (SAL)
  - 56 extortion (EXT)
  - 57 robbery (ROB)
  - 58 arson (ARS)
  - 59 theft (over \$100) (LAR)
  - 60 bomb threat (BOM)
  - 61 assault/battery (BAT)
  - 62 possession/sale of stolen property (STP)
  - 63 break-in or forced entry (BRE)
  - 64 false fire alarm (FFA)
  - 65 sexual abuse (SXA)
  - 66 sexual assault (SXB)
  - 67 other (level 3) (OT3)

Brief Description of Infraction: (Add additional pages if more space is needed.) \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Did student admit guilt? \_\_\_\_\_



ATTACHMENT B

CONSEQUENCES/DEFINITIONS FOR DISCIPLINARY ACTION

The principal will be notified of all disciplinary infractions during the school day, and the dorm supervisor will be notified of all disciplinary infractions after school hours. Parents are notified in writing of all disciplinary actions.

Level 1	Definition	1st Offense	2nd Offense	3rd Offense
1. Tardiness	Being late to a scheduled activity one is required to attend (TAR).	Counseling or verbal warning	Counseling or verbal reprimand	1 day detention
2. Littering	Discarding trash or other materials on the floor, grounds or other inappropriate places (LIT).	15-30 minutes clean-up duty	One hour clean-up duty on campus	Two hour clean-up duty
3. Possession of tobacco products on school grounds for students under 18.	Possessing tobacco products (PTP).	Counseling or verbal warning and phone parents	1 day detention or dorm restriction and counseling and phone parents	3 day detention or dorm restriction and counseling and phone parents
4. Failure to complete assignments.	Failing to completely follow through on an assignment or duty given by a staff member (FAI).	Counseling or verbal reprimand or 1 day detention	2 day detention and dorm restriction	3 day detention and dorm restriction
5. Loitering	Remaining in an area of the school or dorm for no apparent reason after being asked by staff to leave (LOI).	1 day detention or dorm restriction and verbal reprimand	2 day detention or dorm restriction	3 day detention or dorm restriction
6. Unauthorized area	Being in an area without permission from staff (UAA).	Counseling or verbal warning	1 day detention or dorm restriction	2-3 day detention or dorm restriction and phone parents
7. Abusive language or profanity	Using language which is inappropriate for use with the group or individual to which it is addressed, such as name calling, profanity, obscenity, or derogatory comments (ABU).	1 day detention or dorm restriction and counseling or verbal reprimand	2 day detention or dorm restriction	3 day detention or dorm restriction and contract
8. Cheating or lying	Being intentionally dishonest, untruthful, or deceptive (CHE).	1 day detention and counseling or verbal reprimand	2 day detention and dorm restriction	3 day detention and dorm restriction and withdrawal of privileges (town, trips, etc.)

Level 1	Definition	1st Offense	2nd Offense	3rd Offense
9. Bus or public transportation misconduct	Improper conduct while riding the bus, such as smoking, annoying others, refusing to obey the bus driver or other staff, or endangering the health and safety of bus passengers (BUS).	Assigned seat on next trip	Suspension from bus privileges on next trip and phone parents	Bus suspension for remainder of school year and phone parents
10. Insolence	Being disrespectful in speech or action (INS).	Counseling or verbal reprimand or 1 day detention or dorm restriction	2 day detention or dorm restriction	3 day detention or dorm restriction
11. Disruptive Conduct	Inappropriate behavior or disruption of an academic, recreational, therapeutic or planned dorm activity (DIS).	Counseling or verbal reprimand and 1 day detention or dorm restriction	2 day detention or dorm restriction	3 day detention or dorm restriction
12. Unauthorized petition	A student passes a petition around school or dorm without permission from authorized, administrative personnel (UNP).	1 day detention or dorm restriction and inform parents and verbal reprimand	2 day detention or dorm restriction and inform parents	3 day detention or dorm restriction and inform parents
13. Possession and/or viewing inappropriate materials	Holding of any material that is statutorily illegal (ILL).	Confiscate material, notify parents and 1-3 day OCR or dorm restriction depending on rating	Confiscate and notify parents, notify LEA, 3-5 day suspension and 2 weeks minimum in Behavior Transition in the dormitory and IEP-ER	
14. Non-staff possession or use of laser pointers.	A student has or uses a laser pointer (PLP).	Counseling or verbal reprimand Laser is confiscated.	2 day detention or room restriction Laser is confiscated.	1-3 day OCR Laser is confiscated.
15. Unauthorized or inappropriate computer use	Unacceptable use of computers, E-mail or Internet privileges, as outlined in the <i>Student Use Agreement (COM)</i>	Reference <i>Student Use Agreement: Unacceptable Use and Consequence</i> form.		
16. Unauthorized or inappropriate use of cellular phone, pager, Sidekick, tape recorder, BlackBerry, camera, etc.	Use of school or personal equipment without staff permission. (PAG)	To principal or 1 day detention and contact parents	Cellular phone, pager, tape recorder, camera, BlackBerry, Sidekick, etc. confiscated and given to parents in person.	Cellular phone, pager, tape recorder, camera, BlackBerry, Sidekick, etc. confiscated for remainder of school year.

Level 1	Definition	1st Offense	2nd Offense	3rd Offense
17. Aggressive behavior - verbal	Verbal inappropriate and unacceptable behaviors toward another student or staff member; socially unacceptable behavior that may endanger the student, people within the surrounding environment, or the environment itself (AGV).	1 day detention or dorm restriction and counseling	2 day detention or dorm restriction and counseling	3 day detention or dorm restriction and counseling Upon 4 <sup>th</sup> offense, will be documented as EXCESSIVE VIOLATIONS #41 EXV.
18. Aggressive behavior – physical	Physical inappropriate and unacceptable behaviors toward another student or staff member; socially unacceptable behavior that may endanger the student, people within the surrounding environment, or the environment itself (AGP).	1 day detention or dorm restriction and counseling	2 day detention or dorm restriction and counseling	3 day detention or dorm restriction and counseling Upon 4 <sup>th</sup> offense, will be documented as EXCESSIVE VIOLATIONS #41 EXV.
19. Public Display of Affection	Socially unacceptable and/or inappropriate physical contact during the school day and at other school and dormitory social functions (example: extended hugging, kissing) (PDA)	Counseling or verbal reprimand	Counseling or verbal reprimand and 1 day detention or dorm restriction	Counseling or verbal reprimand and 1-3 day detention or dorm restriction
20. Sexual Misconduct (Level 1)	Sexually unacceptable and/or inappropriate sexual physical contact with another person (example: playing doctor, grabbing, touching) (SXI)	Counseling or verbal reprimand and 1 day detention or dorm restriction, phone parent, contact social worker	Counseling or verbal reprimand and 2 day detention or dorm restriction, phone parent, and contact social worker	Counseling and 3 day dorm restriction or 1-3 day OCR or suspension and 2 weeks minimum in Behavior Transition in the dormitory and phone parent, contact social worker
21. Sexual Harassment	Words, signs, body movements, vocalization, inappropriate touching, and or gestures that make someone feel nervous or uncomfortable (SXH)	Counseling or verbal reprimand and 1 day detention or dorm restriction, contact social worker, write apology letter and phone parents	7 day dorm restriction and no on-campus privileges, counseling, contact social worker, write apology letter and phone parents	Phone parents and 3-day OCR or suspension, contact social worker, write apology letter and 2 weeks minimum in Behavior Transition in the dormitory

Level 1	Definition	1st Offense	2nd Offense	3rd Offense
22. Bullying (Level 1)	Any of the four types of bullying: physical - hitting, kicking and taking belongings; verbal or signing - name-calling; insulting and racist remarks; indirect - spreading nasty stories and excluding from groups; and cyber name-calling, insulting and racial remarks, spreading nasty rumors, threatening, etc. via the Internet or other communication technology. (BUL)	1 day detention and dorm restriction and bullying counseling.	Lunch detention and bullying article and homework and 3 day dorm restriction	Meet with police officer and call parents and 5 day dorm restriction
23. Other (OT1)	Staff of the DRS' schools reserve the right to use professional discretion to classify infractions not listed above as level 1 infractions The schools recognize that factors such as mitigating circumstances and new situations can have an impact on incidents (OT1).	*Consequences decided upon severity of offense		
Level 2	Definition	1st Offense	2nd Offense	3rd Offense
24. Use of tobacco products on school grounds	Tobacco use is prohibited on school grounds (see smoke-free environment policy) (SMI).	1 day detention or dorm restriction	3 day detention or dorm restriction with NO use of tobacco products and phone parents	7 day detention or dorm restriction with NO use of tobacco products and phone parents
25. Use of tobacco products for students under 18.	Tobacco use is prohibited for students under 18 (SMU)	1 day detention or dorm restriction; no use of tobacco products	3 day detention or dorm restriction and phone parents; no use of tobacco products	7 day detention or dorm restriction and phone parents; no use of tobacco products
26. Cutting class	Being absent from class without authorization (CUT).	Extra work and 1 day detention	Extra work and 2 day detention and phone parents	Extra work and 3 day detention and phone parents

Level 2	Definition	1st Offense	2nd Offense	3rd Offense
27. On or off campus without permission	Being on or off campus without proper authorization or notification to staff (PER).	Revoke on-campus and off-campus privileges for up to 2 weeks and phone parents	Revoke on-campus and off-campus privileges for up to 1 month and phone parents	Revoke on-campus and off-campus privileges for up to 1 semester and phone parents
28. Unauthorized distribution of printed materials, videos, and video games	The sharing of inappropriate and unacceptable computer, hard-copy, video, or any other commercially produced materials with other students and/or staff members (UND).	Counseling or verbal reprimand and 1 day detention or dorm restriction	2 day detention or dorm restriction and phone parents	Phone parents and dorm restriction and possible 1 day OCR-S/ OCR-D or suspension
29. Disrespect or insubordination	Failing to follow directions given by a staff member; being disrespectful to a staff member or another student (DIN).	Counseling or verbal reprimand and 1 day detention or dorm restriction or possible 1 day OCR or suspension and 2 weeks minimum in Behavior Transition in the dormitory	2 day detention or dorm restriction and phone parents or possible 1-2 day OCR or suspension and 2 weeks minimum in Behavior Transition in the dormitory	Phone parents or dorm restriction or possible 1-3 day OCR or suspension and 2 weeks minimum in Behavior Transition in the dormitory
30. Intimidation or threats to others	Verbal or physical action which may result in physical and/or emotional harm to others (INT).	1 day detention, dorm restriction, phone parents/police and counseling or possible 1 day OCR-S/ OCR-D or suspension and 2 weeks minimum in Behavior Transition in the dormitory	2 day detention and dorm restriction and phone parents and police or possible 1-2 day OCR or suspension and 2 weeks minimum in Behavior Transition in the dormitory	Phone parents and police and possible 1-3 day OCR or suspension and 2 weeks minimum in Behavior Transition in the dormitory
31. Threat to self	Verbal or physical action which may result in physical harm (TTS).	Threats to self will follow "Emergency Psychiatric Services"		
32. Fighting	Engaging in a physical struggle or conflict between two or more individuals with the malicious intent of causing pain or injury (FIG).	1-2 day detention or dorm restriction and counseling or possible 1-3 day OCR or 2 day suspension and police may be notified and 2 weeks minimum in Behavior Transition in the dormitory	3-5 day detention or 3-5 day dorm restriction and phone parents or 1-3 day OCR or 3 day suspension and police may be notified and 2 weeks minimum in Behavior Transition in the dormitory	Phone parents and dorm restriction or 2-3 day OCR or 5 day suspension and police may be notified and 2 weeks minimum in Behavior Transition in the dormitory

<b>Level 2</b>	<b>Definition</b>	<b>1st Offense</b>	<b>2nd Offense</b>	<b>3rd Offense</b>
33. Sexual misconduct (Level 2)	Knowingly behaving in such a way that is in violation of school and social rules, policies and norms concerning sexual behavior whether or not the individuals involved consent to the act (SXM).	7 day dorm restriction and no on-campus privileges, counseling and phone parents and police may be notified	7 day room restriction and counseling and no on-campus privileges and phone parents and police may be notified	Phone parents and 3-10 day suspension from school and police may be notified and 2 weeks minimum in Behavior Transition in the dormitory
34. Theft under \$100	Taking someone else's property without that person's permission -- for the purpose of this code, stealing is limited to items valued under \$100 (THF).	Notify police and parents and restitution and counseling and 1-5 day detention or dorm restriction	Notify police and parents and restitution and 1-3 day OCR or 3 day suspension and 2 weeks minimum in Behavior Transition in the dormitory and counseling	Notify police and parents and restitution and 3 day OCR or 5-7 day suspension and 2 weeks minimum in Behavior Transition in the dormitory and counseling
35. Trespassing	Entering the land, property, or dormitory room of another person after receiving notice not to enter or when the person is not present (TRE).	3 day detention or dorm restriction and counseling	Phone parents and possible police intervention and 1 day OCR-S/OCR-D or suspension and 2 weeks minimum in Behavior Transition in the dormitory and counseling	Notify police and parents and 3 day OCR or 5-7 day suspension and 2 weeks minimum in Behavior Transition in the dormitory and counseling
36. Gambling	Betting or taking part in a game of chance or skill for money or material gain (GAM).	Notify police and parents and 1 week detention or dorm restriction and counseling	Notify police and parents and 1-3 day OCR or suspension and 2 weeks minimum in Behavior Transition in the dormitory and counseling	Notify police and parents and 3 day OCR or 5-7 day suspension and 2 weeks minimum in Behavior Transition in the dormitory and counseling
37. Criminal damage to property (under \$100)	Destroying or damaging public or private property in a willful manner -- for the purpose of this code, property damage is limited to damage under \$100 (VAN).	Restitution and notify police and parents and counseling and 3 day dorm restriction or detention	Restitution and notify police and parents and counseling and 1-3 day OCR or 3 day suspension and 2 weeks minimum in Behavior Transition in the dormitory	Restitution and notify police and parents and counseling and 3 day OCR or 5-7 day suspension and 2 weeks minimum in Behavior Transition in the dormitory

Level 2	Definition	1st Offense	2nd Offense	3rd Offense
38. Criminal damage to property (over \$100)	The willful destroying or damage of public or private property valued over \$100 (CRI).	Restitution and notify police and parents and counseling and 1-3 day OCR or 2 day suspension	Restitution and notify police and parents and counseling and 3 day OCR or 3 day suspension	Restitution and notify police and parents and 3 day OCR or 5-7 day suspension and 2 weeks minimum in Behavior Transition in the dormitory
39. Unlawful assembly	Forming or participating in a group of three or more persons to cause violence, to do unlawful acts, or to disturb others (UNL).	2 day detention or dorm restriction	Notify parents and 3 day detention or dorm restriction	Notify parents and 5 day detention or 5 day dorm restriction or possible 1-3 day OCR or 3 day suspension and 2 weeks minimum in Behavior Transition in the dormitory
40. Forgery	Forging any document or using a forged document (FOR).	1-3 day detention or dorm restriction, phone parents and notify police	1-3 day detention or dorm restriction, phone parents and notify police	Detention or dorm restriction or possible 1 day OCR-S/OCR-D or possible suspension and 2 weeks minimum in Behavior Transition in the dormitory, phone parents and notify police
41. Bullying (Level 2)	Any of the four types of bullying: physical - hitting, kicking and taking belongings; verbal or signing - name-calling; insulting and racist remarks; indirect - spreading nasty stories and excluding from groups; and cyber name-calling, insulting and racial remarks, spreading nasty rumors, threatening, etc. via the Internet or other communication technology. (BU2)	View videotape, do bullying homework and call parents and 3 days dorm restriction and 2 weeks minimum in Behavior Transition in the dormitory	Community service (empathetic discipline) and call parents or 5 days dorm restriction and 2 weeks minimum in Behavior Transition in the dormitory	Visit jail and/or prison with police officer and social worker and call parents or 1 day OCR-S/OCR-D and 2 weeks minimum in Behavior Transition in the dormitory

Level 2	Definition	1st Offense	2nd Offense	3rd Offense
42. Other (OT2)	Staff of the DRS' schools reserve the right to use professional discretion to classify infractions not listed above as level 2 infractions. The schools recognize that factors such as mitigating circumstances and new situations can have an effect on incidents (OT2).	*Consequences decided upon severity of offense		

Level 3	Definition	1st Offense	2nd Offense	3rd Offense
A manifestation determination will be completed on all level 3 offenses at an IEP meeting.				
43. Excessive violations	Students with multiple discipline code infractions (EXV).	Parent conference and contact LEA and 1-2 day OCR	1-3 day OCR or 3 day suspension and 2 weeks minimum in Behavior Transition in the dormitory and IEP-ER	
44. Absent from school without authorization	Absent from school without a valid excuse (AWA ).	Phone parents and contact LEA and 1-5 day detention or dorm restriction and counseling	Phone parents and contact LEA and possible 1-3 day OCR or suspension 1-10 days and 2 weeks minimum in Behavior Transition in the dormitory	
45. Truancy	See Illinois School Code 5/26-3d through 5/26-15 (TRU)			
46. Gangs and secret societies	Recruitment for gang or cult membership; possession, display or use of gang or cult emblems, symbols, language inciting other students to intimidate, threaten or act with physical violence upon any other person (GSS)	Notify police and parents and contact LEA and 1-10 day suspension and 2 weeks minimum in Behavior Transition in the dormitory and possible expulsion	Notify police and parents and contact LEA and 1-10 day suspension and 2 weeks minimum in Behavior Transition in the dormitory and possible expulsion	
47. Possession of illegal materials	Holding of any material that is statutorily illegal (ILL).	Confiscate and notify police and parents and 1-3 day OCR or 3 day suspension and 2 weeks minimum in Behavior Transition in the dormitory	Notify police and parents and contact LEA and 5-7 day suspension and 2 weeks minimum in Behavior Transition in the dormitory and IEP-ER	

Level 3	Definition	1st Offense	2nd Offense	3rd Offense
48. Threat to use dangerous weapon	Any written or verbal threat to use a dangerous weapon to inflict harm on others (TEA).	Notify police and parents and immediate suspension pending convening IEP		
49. Possession or use or transfer of a dangerous weapon	Possession or use or transfer of any item that is used with the intent of causing bodily harm (WEA).	Confiscate weapon, notify police, phone parents, contact LEA and Manifestation determination		
<p>NOTE: The Gun-Free Schools Act of 1994 require that the student be expelled from school for a period of not less than one year. If a student is determined to have brought a weapon to school under the jurisdiction of the agency (DHS), then such policy shall be construed in a manner consistent with the Individuals with Disabilities Education Act (IDEA) and may allow the chief administering officer of the agency, after a multi-disciplinary team has determined whether a relationship exists between the conduct and the disability, to modify such expulsion requirement for a student with multiple disabilities on a case-by-case basis. School personnel may order a change of placement up to 45 days if the student carries a weapon to school or to a school function.</p> <p>WEAPON - As defined by the Illinois School Code - Expulsion period. The Board (DHS Secretary or Designee) may expel a student for a definite period of time not to exceed 2 calendar years, as determined on a case-by- case basis. Mandatory expulsion. A student who is determined to have brought a weapon to school, any school sponsored activity or event, or any activity or event which bears a reasonable relationship to school shall be expelled for a period of not less than one year, except that the expulsion period may be modified by the board on a case-by-case basis. For purposes of this Section, the term "weapon" means possession, use, control or transfer of any object which may be used to cause bodily harm, including but not limited to a weapon as defined by Section 921 of Title 18, United States Code, including BB guns and firearm as defined in Section 1.1 of the Firearm Owners Identification Act, use of weapon as defined in Section 24-1 of the Criminal Code, knives, guns, firearms, rifles, shotguns, brass knuckles, billy clubs, or "look-alikes" thereof. Such items as baseball bats, pipes, bottles, locks, sticks, pencils, and pens may be considered weapons if used or attempted to be used to cause bodily harm.</p> <p>Reference: 105ILCS-5/10-22.6</p>				
50. Hazing	Any activity, tradition or amusement engaged in by students for the purpose of embarrassing or hurting another student (HAZ).	Notify police and parents, contact LEA and 1-3 day OCR or 5 day suspension and 2 weeks minimum in Behavior Transition in the dormitory, counseling and IEP-ER	Notify police and parents, contact LEA and 3 day OCR or 10 day suspension and 2 weeks minimum in Behavior Transition in the dormitory and IEP-ER	Manifestation determination
51. Possession and/or use of over the counter medications or drugs	Any student possessing and/or using legal medications (OCM).	Phone parents and 1-2 day OCR or suspension and counseling	Phone parents, notify police and 3 day OCR or 1-10 day suspension and contact LEA	
52. Possession and/or use of drug paraphernalia	Any students possessing material(s) that can be used to ingest illegal drugs (PDP).	Notify police and parents and 1-2 day OCR or suspension and 2 weeks minimum in Behavior Transition in the dormitory and counseling	Notify police and parents, contact LEA and 3 day OCR or 1-10 day suspension and 2 weeks minimum in Behavior Transition in the dormitory	

Level 3	Definition	1st Offense	2nd Offense	3rd Offense
53. Possession and/or use of alcohol	Possession and/or use of alcohol (POA)	Notify police and parents, contact LEA and 1-3 day OCR or 1-10 day suspension and 2 weeks minimum in Behavior Transition in the dormitory and counseling	Notify police and parents, contact LEA and 1-3 day OCR or 1-10 day suspension and 2 weeks minimum in Behavior Transition in the dormitory and agreement to attend drug or alcohol abuse classes or counseling or contract	
54. Possession and/or use of drugs	Possession and or use of illegal drugs or look-alikes, is strictly prohibited. (DRU)	Phone police/parents/contact LEA/ 1-3 day on campus reassignment or 1-10 day suspension/2 weeks minimum in the Transition Wing of the dormitory/counseling. School personnel may order a change of placement for up to 45 days if the student knowingly possesses or uses illegal drugs or sells or solicits the sale of a controlled substance when on school property or at a school function.	Phone police/parents/contact LEA/1-3 day on campus reassignment or 1-10 day suspension/2 weeks minimum in Behavior Transition in the dormitory/ agreement to attend drug or alcohol abuse classes/counseling/ contract. School personnel may order a change of educational placement or attendance in a treatment program in or outside of the school year for up to 45 days if the student knowingly possesses or uses illegal drugs or sells or solicits the sale of a controlled substance when on school property or at a school function.	

There are no second or third consequences for #53-65 because the incidents are serious enough that they do not warrant additional chances. Instead, an automatic IEP conference will be convened before permission to return to classes and dormitory. Attendance is required by student, parent(s) or legal guardian(s), and LEA.

Note 1: Student will be suspended until the IEP can be held.  
Note 2: Intervention strategies such as counseling and behavioral management plan will be used when appropriate.  
Note 3: The police will be called only after permission from the Executive Duty Officer unless the student is a danger to self or to others (i.e.: assault or battery)

Level 3	Definition	1st Offense	2nd Offense	3rd Offense
55. Distribution or sale of drugs or alcohol	Selling or providing illegal drugs or alcohol including look-a-likes, is strictly prohibited (SAL).	Notify police, parents, and contact LEA and 7-10 day suspension and 2 weeks minimum in Behavior Transition in the dormitory and ER/IEP conference and counseling or expulsion. Manifestation determination		
56. Extortion	Obtaining sex, drugs, money, or other valuables from another person through the use of force or coercion (EXT).	Restitution and notify police and parents and contact LEA and 1-3 day OCR or 3-5 day suspension and 2 weeks minimum in Behavior Transition in the dormitory. Manifestation determination		
57. Robbery	Taking the property of another by force or threat of force totaling \$100-300 (ROB).	Notify police and parents and contact LEA and 5-10 day suspension and 2 weeks minimum in Behavior Transition in the dormitory and counseling and restitution and IEP/ER and possible expulsion. Manifestation determination		
58. Arson	Intentionally setting fires when there is the probability they will cause property damage, bodily injury, or anxiety (ARS).	Notify police and parents and contact LEA and 7-10 day suspension, IEP/ER and counseling or expulsion. Manifestation determination		

Level 3	Definition	1st Offense	2nd Offense	3rd Offense
59. Theft (over \$100)	Obtaining another person's property illegally-- for the purpose of this code, theft applies to property valued at \$100 or more (LAR).	Notify police and parents and contact LEA and 3 day OCR and 5-7 day suspension and 2 weeks minimum in Behavior Transition in the dormitory and counseling and ER/IEP and restitution. Manifestation determination		
60. Bomb threat	Falsely telling someone that a bomb exists, or stating the intent to obtain or use a bomb (BOM).	Notify police and parents and contact LEA and immediate suspension pending convening ER/IEP. Manifestation determination		
61. Assault or battery	Inflicting physical pain or injury, or beating another person in a violent manner (BAT).	Notify police and parents and DCFS and contact LEA and 3 day OCR or 5-7 day suspension and 2 weeks minimum in Behavior Transition in the dormitory and counseling and ER/IEP. Manifestation determination		
62. Possession or sale of stolen property	Having or selling property belonging to another person or the State without the consent of that person or the State (STP).	Restitution and notify police and parents and DCFS and contact LEA and 3 day OCR or 5-7 day suspension and 2 weeks minimum in Behavior Transition in the dormitory and counseling and ER/IEP. Manifestation determination		

Level 3	Definition	1st Offense	2nd Offense	3rd Offense
63. Break-in or forced entry	Breaking a lock, window, etc. or using force to get into a building, room, or vehicle with intent to steal or harm property or person (BRE).	Restitution and notify police and parents and contact LEA and 3 day OCR or 5-7 day suspension and 2 weeks minimum in Behavior Transition in the dormitory or possible expulsion and counseling and ER/IEP. Manifestation determination		
64. False fire alarm	Intentionally activating a fire alarm with the knowledge that no fire or other reason to use the alarm exists (FFA).	Notify police and parents and contact LEA and 1-3 day OCR or suspension and 2 weeks minimum in Behavior Transition in the dormitory and counseling. Manifestation determination		
65. Sexual abuse	Knowingly behaving in such a way that is in violation of school and social rules, policies, and norms concerning sexual behavior (SXA).	Notify DCFS and police and parents and contact LEA and 1-10 day suspension and 2 weeks minimum in Behavior Transition in the dormitory or possible expulsion. Manifestation determination		
66. Sexual assault	An act of sexual penetration by use of force or threat of force (SXB).	Notify DCFS, police, parents and contact LEA and 10 day suspension and 2 weeks minimum in Behavior Transition in the dormitory or possible expulsion. Manifestation determination		

Level 3	Definition	1st Offense	2nd Offense	3rd Offense
67. Other (level 3)	Staff of the DRS' schools reserve the right to use professional discretion to classify infractions not listed above as level 3 infractions. The schools recognize that factors such as mitigating circumstances and new situations can have an impact on incidents (OT3).	*Consequence decided upon severity of offense. Manifestation determination		

**Illinois School for the Deaf/Illinois School for the Visually  
Impaired  
Computers, Electronic Mail (E-mail) and Internet  
Student Use Agreement**

The use of ISD's/ISVI's computers, network, e-mail and Internet resources is a privilege, not a right. E-mail and Internet activities are monitored by DHS staff, and reports of student activities are available to the ISD/ISVI superintendent and computer staff. Electronic files and e-mail correspondence are the property of Illinois School for the Deaf/Illinois School for the Visually Impaired and may be accessed and reviewed by staff at any time.

Students may use the Internet and E-mail under the direct supervision of the classroom teacher as dictated by the teacher's lesson plans. Furthermore, a student may use the Internet and E-mail independently if the student has a pass to the computer lab.

Inappropriate use will result in a cancellation of privileges. In addition, the school principal or dormitory supervisor may request a suspension of Internet/e-mail privileges based on performance or behavior displayed at school or in the dormitory.

A signed Student Agreement and parent/Guardian Permission Form (*Page 3 of the Student use Agreement*) must be on file in order for a student to access ISD's network, e-mail and Internet. In addition, each year a student must initial and date the Unacceptable Use and Consequences page (*Page 2 of the Student Use Agreement.*)

**ATTACHMENT C - Acceptable Use - Internet**

Name: \_\_\_\_\_ DHS ID: dhs \_\_\_\_\_ School: EL JH HS Date: \_\_\_\_\_

<b>Student Use Agreement:</b> Unacceptable Use and Consequences For Computer, Electronic Mail (E-mail) and Internet Usage  <b>UNACCEPTABLE USE</b>	<b>CONSEQUENCES</b>		<b>Initials</b>
	<b>First Consequence</b>	<b>Subsequent Consequences</b>	
Using the Internet/e-mail during inappropriate times.	<ul style="list-style-type: none"> <li>• Loss of computer network privileges outside of school hours for <b>3 weeks.</b></li> <li>• *Review of Acceptable Use/ Consequences</li> </ul>	<ul style="list-style-type: none"> <li>• Loss of computer network privileges outside of school hours for <b>3 months.</b></li> <li>• Review of Acceptable Use/ Consequences</li> <li>• Counseling</li> </ul>	
Entering chat rooms.			
Signing up for list serves, newsgroups, or other automated newsletters (e.g. <i>Joke of the Day</i> ).			
Using an Internet/e-mail system (e.g. hot mail, t-mobile) other than the DHS system. Using an Internet/e-mail system to access two-way paging accounts. (e.g. Wyndtell, Sidekick, Blackberry).			
Revealing confidential information including your own or another person's personal address or telephone number through the Internet/e-mail.			
Signing up for or logging into any account (e.g. EBay) other than a DHS account without specific, authorized permission.			
Entering any credit card numbers or purchasing anything through the Internet/e-mail.			
Attempting to or submitting, posting, publishing, downloading, viewing or displaying any abusive, obscene, profane, sexually-oriented, threatening, racially offensive, or illegal material on the school's or any other network, including social networks (e.g. myspace.com)			
Accessing through the Internet/E-Mail <i>Adult-Only</i> or pornographic sites, dating services, or personal ads.			
Using the Internet/e-mail for any illegal activity, product advertisement, or political lobbying.			
Using or tampering with another person's account or password.			
Sharing your password with another user.			
Using inappropriate language or profanity.			
Using the computers, Internet or e-mail during a time period considered unacceptable by the school or for an unacceptable purpose.			
Attempting to or bypassing computer or computer-related security systems. Tampering with anti-virus or Internet filtering software.	<ul style="list-style-type: none"> <li>• Immediate suspension of all network computer privileges for 6 months.</li> <li>• Review of Acceptable Use/ Consequences</li> <li>• Counseling</li> </ul>		
Attempting to or downloading, installing or uninstalling any software.			
Attempting to or accessing unauthorized programs, resources, or entities.			
Tampering with or destruction of computer hardware.			

\*Consequences may be extended depending on individual circumstances and may include loss of ALL computer privileges.

ATTACHMENT C - Acceptable Use - Internet

**STUDENT AGREEMENT**

I have read this *Student Use Agreement* and the *Internet Safety Policy* as detailed in the *Handbook on: Rights, Responsibilities, Procedures* and agree to comply with the stated rules. I understand the consequences as listed and realize that any violation of the agreement or policy can result in suspension or loss of computer and network privileges, disciplinary action as defined by this *Agreement* and the Behavior Intervention Guidelines (BIG) and/or appropriate legal action.

Student Name (*print*): \_\_\_\_\_

Student Social Security No.: \_\_\_\_\_

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

Date: \_\_\_\_\_

School Unit (please circle):                      Elementary                      Junior High                      High School

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**PARENT/GUARDIAN PERMISSION FORM**

I have read this *Student Use Agreement* and the *Internet Safety Policy* as detailed in the *Handbook on: Rights, Responsibilities, Procedures*. I understand that violations of the rules can result in suspension of or loss of the student's computer and network privileges, school disciplinary action, and/or legal action. I recognize that access is designed for educational purposes and that ISD/ISVI has taken precautions to eliminate access to controversial material. However, I also understand it is impossible for ISD/ISVI to restrict access to all controversial and inappropriate materials. I will hold harmless ISD/ISVI employees or agents for any harm caused by materials, information or software obtained via the Internet or e-mail.

I hereby request that my child be allowed access to ISD's/ISVI's Internet resources and e-mail system.

Parent/Guardian Name (*print*): \_\_\_\_\_

Parent/Guardian Signature: \_\_\_\_\_

Date: \_\_\_\_\_

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**For ISD/ISVI use:**

ID assigned: \_\_\_\_\_

FACF: \_\_\_\_\_

LAN: \_\_\_\_\_



ATTACHMENT C-2 Acceptable Use - Internet ICRE-R

STATE OF ILLINOIS - DEPARTMENT OF HUMAN SERVICES - DIVISION OF REHABILITATION SERVICES  
ILLINOIS CENTER FOR REHABILITATION AND EDUCATION - ROOSEVELT  
1950 WEST ROOSEVELT ROAD  
CHICAGO, IL 60608

COMPUTER USE AGREEMENT

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

PERMISSION FOR THE PUBLICATION OF STUDENT WORK/PICTURES

\_\_\_\_\_ From time-to-time the school may wish to publish examples of student projects, photographs of students, and other work on an Internet accessible world wide web server.

\_\_\_\_\_ This student's work and photograph may be published on the ICRE-R Website.

\_\_\_\_\_ This student's work and photograph may NOT be published on the ICRE-R Website.

Parent/Guardian Name (print): \_\_\_\_\_

Parent/Guardian Signature: \_\_\_\_\_ Date: \_\_\_\_\_

PARENT/GUARDIAN PERMISSION FORM

I, parent/guardian of a student at the Illinois Center for Rehabilitation and Education - Roosevelt, have read the *Internet Safety Policy* in the *DHS Handbook on: Rights, Responsibilities, and Procedures*. I understand violations of the regulations can result in suspension of or loss of this student's network privileges, and disciplinary action as defined on the second page of this agreement (Student Use Agreement). I understand this agreement will be kept on file.

\_\_\_\_\_ This student may use e-mail and the Internet while at school according to the rules outlined above.

Parent/Guardian Name (print): \_\_\_\_\_

Parent/Guardian Signature: \_\_\_\_\_ Date: \_\_\_\_\_

STUDENT'S AGREEMENT

I have read the *Internet Safety Policy* in the *DHS Handbook on: Rights, Responsibilities, and Procedures* and agree to comply with the stated rules. I understand the consequences listed on the second page of this agreement (Student Use Agreement) and realize that any violation of the policy or agreement can result in suspension or loss of network privileges, and disciplinary action as defined above. I understand this agreement will be kept on file.

Parent/Guardian Name (print): \_\_\_\_\_

Parent/Guardian Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Witness Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Student Computer Use Agreement – May/2008

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ATTACHMENT C-2 Acceptable Use - Internet ICRE-R

Student Use Agreement Unacceptable Use and Consequences for Computer, E-Mail, and Internet Usage			
Name:		Date:	
UNACCEPTABLE USE	CONSEQUENCES		Initials
	First Consequence	Subsequent Consequences	
Using the Internet/e-mail during inappropriate times.	*Loss of computer network privileges for three (3) weeks.  *Review of Acceptable Use/ Consequences	*Loss of computer network privileges for three (3) months.  *Review of Acceptable Use/ Consequences  *Counseling	
Entering chat rooms.			
Signing up for listservs, newsgroups, or other automated newsletters (e.g. <i>Joke of the Day</i> ).			
Using an Internet/e-mail system to access two- way paging accounts. (e.g. Wyndtell, Sidekick, Blackberry)			
Revealing confidential information including your own or another person's personal address or telephone number through the Internet/e-mail.			
Signing up for or logging into any account (e.g. Ebay) other than a DHS account without specific, authorized permission.			
Entering any credit card numbers or purchasing anything through the Internet/e-mail.			
Attempting to or submitting, posting, publishing, downloading, viewing or displaying any abusive, obscene, profane, sexually-oriented, threatening, racially offensive, or illegal material.			
Accessing through the Internet/e-mail Adult-Only or pornographic sites, dating services, or personal ads.			
Using the Internet/e-mail for any illegal activity, product advertisement, or political lobbying.			
Using or tampering with another person's account or password.			
Sharing your password with another user.			
Using inappropriate language or profanity.			
Using the computers, Internet or e-mail during a time period considered unacceptable by the school or for an unacceptable purpose.			
Attempting to or bypassing computer or computer-related security systems. Tampering with anti-virus or Internet filtering software.	<b>Immediate suspension of all network computer privileges for six (6) months.</b>  <b>Review of Acceptable Use/ Consequences</b>  <b>Counseling</b>		
Attempting to or downloading, installing or uninstalling any software.			
Attempting to or accessing unauthorized programs, resources, or sources.			
Disconnecting, moving, or inappropriately tampering with or damaging any school computer hardware.			

\*Consequences may be extended depending on individual circumstances and may include loss of ALL computer privileges.

## ATTACHMENT D – Appeals Procedure

### INTRODUCTION

Actions taken by DHS are appealable through procedures as set forth in this Section. Appeals procedures are more fully set forth in the Department's administrative rules (89 Ill. Adm. Code Parts 510, 827, and 828).

#### A) PROCESS

If a student receiving discipline or his or her parents are dissatisfied with disciplinary actions taken, they can appeal as follows:

STEP 1: When the action is appealable under this section (suspension of more than ten days, expulsion or change in placement) the student and/or parents should, within three school days after learning or being informed by the school of the disciplinary action, ask the staff person who imposed the disciplinary action for a meeting to explain the student's and/or his/her parents' position. The student and/or parents may request that the supervisor of the staff person imposing the discipline, as well as the Superintendent, be present at the meeting.

STEP 2: If the matter is not resolved, the student and/or parents should, within three school days after meeting with the Superintendent, write a letter to the DHS/DRS Director requesting a meeting.

For Step 1, the meeting must take place within four school days after the date the request is received. For Step 2, the meeting must take place within five working days after the date the written request is received.

A student has the right to be accompanied or assisted by his or her parents, or other representative of the student's choosing, at any or all of the meetings. Any expenses which result from involving the adults must be borne by the student or some source other than the school.

#### B) APPEAL OF CHANGE OF PLACEMENT

In cases of suspension of more than ten days and changes of placement including expulsion, the proposed discipline will not take place until the appeal has been exhausted, unless the student is a danger to self or others, or the expulsion is required by the Gun Free Schools Act (20 USC 8921) and Section 10-2.6 of the School Code (827.35). Suspensions of more than ten days or changes of placement may be appealed directly to the DHS/DRS Assistant Director or through Impartial Due Process Hearing (89 Ill. Adm. Code 828).

## ATTACHMENT D – Appeals Procedure

### D) OTHER APPEALS

The following matters are appealable under DHS appeal rules found at 89 Ill.Adm. Code 510, Appeals and Hearings.

1. Matters concerning sex equity or discrimination on the basis of sex as prohibited by the Illinois School Code; and the Education Amendments of 1972. Matters of sex equity may ultimately be appealed to the Illinois State Superintendent of Education.
2. Matters concerning student records as set forth in the Illinois School Student Records Act and the Family Education Rights and Privacy Act of 1974.
3. Matters concerning Career and Technical Rehabilitation Services under the federal Rehabilitation Act.

### E) IMPARTIAL DUE PROCESS HEARING

1. A parent or a student may request an impartial due process hearing for, but not limited to, the following reasons:
  - a. Objection to signing consent for a proposed eligibility review or initial placement.
  - b. Failure of the school, upon request of the parents, other persons having primary care and custody of the student, the student or the State Board of Education to provide an eligibility review.
  - c. Failure of a local school district to consider evaluations completed by qualified professional personnel outside the local school district.
  - d. Objection to a proposed special education placement, i.e., an initial placement, a continuation of a previous placement or a change in the placement.
  - e. Termination of a special education placement.
  - f. Failure of the school to provide a special education placement consistent with the finding and/or recommendations of the eligibility review.

## ATTACHMENT D – Appeals Procedure

- g. Failure of the school to provide the least restrictive special education placement appropriate to the student's needs.
  - h. Provision of special education instructional or resource programs or related services in an amount insufficient to meet the student's needs.
  - i. Recommendation for the graduation of a student.
  - j. Failure of the school to comply with any provision of this part.
2. A parent's or student's request for a hearing shall be made, in writing, to the Superintendent of the school.
  3. Receipt of a request for an impartial due process hearing shall cause the student to remain in his or her current educational placement, unless a mutual agreement is reached between the parents and the school.