



**CHARLES H. WALSH SR.**  
ACADEMY & CAREER TECH HIGH SCHOOL

**2024-2025**  
**Student & Parent**  
**Handbook**

# Mission Statement

The mission of the Jen School is to provide authentic and experiential learning opportunities within a structured, caring and humanistic educational environment characterized by student-teacher and student-student relationships grounded in respectful reciprocity.

The mission of the CTE (Career and Technical Education) Program is to provide structured and supported employment opportunities within the seven Career Clusters identified by ISBE: 1) Agricultural, Food and Natural Resources; 2) Arts and Communications; 3) Finance and Business Services; 4) Health Sciences and Technology; 5) Human and Public Services; 6) Information Technology; and 7) Manufacturing, Engineering, Technology, and Trades through an experiential learning process emphasizing the inherent reciprocity within academic study and job skills training. Paid work experience is provided in various opportunities within the seven employment areas and career centered instruction is delivered within a classroom setting in order to strengthen our students' employability and technical skills to help them meet the Illinois Learning Standards, increase engagement, and facilitate learning contextualization.

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## 1.0 Welcome

Welcome to Walsh Academy! We are excited to have you and your family joining our learning community. Your experience here will be 100% dictated by your willingness to engage and participate in the multitude of learning opportunities provided daily. You will get out what you put in – that is guaranteed.

Along with success, we expect mistakes to happen and challenges to present themselves. It is our promise to push you to perform at an academic, social and vocational level not yet achieved, or even thought possible. In every learning situation there must be failure. Without failure, you can never know success at a level greater than you presently know.

It is also important to note that Walsh Academy is committed to providing an educational environment free from discrimination for all students and staff. In order to provide equal educational opportunities to all students, decisions at Walsh Academy will be based on the student's merit, qualifications, initiative and abilities in conjunction with Walsh's educational guidelines and available resources. Walsh Academy does not discriminate in any aspect on the basis of race, color, religion, gender (including pregnancy), national origin, ancestry, age, disability, marital status, military service or status, sexual orientation, gender identity, or any other legally protected status.

Together, we can make change. Your failure and success will be yours to own. The entire faculty at Walsh Academy is committed to providing you with every opportunity to be successful, if you so choose. We are in this together. The relationships you build with the faculty will help us through the rough times and provide the community to celebrate your success. We look forward to watching you become the young person of your dreams.

It's All About You!

Dr. Ann M. Craig  
Director of Educational Services/Principal

Heather Lischett  
Assistant Principal-Voc. Ed/CTE

Elizabeth LaMore  
Assistant Principal-Student Services

**\*\*\*Not all rules of behavior can be written and inserted in a guidebook; however, we expect students to follow reasonable rules and respect the rights of others.**

## **2.0 Important Numbers**

### **School Main Number:**

(847) 390-3020

[www.walshacademy.org](http://www.walshacademy.org)

Please call to report a student absent/tardy by 8:20 AM

### **School Nurse:**

Tracy Mullen – (847) 294-1896

\*Please call Ms. Mullen if your child is sick or if there is a medical condition that requires your child to be absent from school.

### **Director of Educational Services/Principal**

Dr. Ann M. Craig – (847) 390-3030

### **Assistant Principal – Vocational Educational Services**

Heather Lischett – (847) 294-1744

### **Assistant Principal – Student Services**

Elizabeth LaMore – (847) 294-1728

**School Hours:** 8:30 am to 2:15 pm – CTE 2:15 pm – 4:00 pm

**Summer School:** 8:30 am to 1:15 pm – CTE 1:15 pm – 3:00 pm

## **Transportation**

Transportation to and from school is provided by each individual school district.

Parents/Guardians/Program staff are responsible for contacting their own school district regarding transportation concerns. Parents/Guardians are responsible for contacting the school district and bus/cab company, as well as notifying Walsh Academy personnel, to make alternate transportation arrangements as needed. **Walsh Academy personnel is not able to make, nor is responsible for, transportation arrangements.**

## **Student Pick-up**

Should a student need to leave school other than at the designated dismissal time, the student must be picked up by his/her parent/legal guardian or program staff. The parent/legal guardian or program staff must notify Walsh Academy **IN ADVANCE** when such a pick-up is to take place or if an authorized person other than the parent or legal guardian is to pick up the student. This authorization must be provided in writing. This person must show a valid ID to have the student released to them.

Parents/guardians must contact the main office for an early departure or late arrival. Notes from students will not be accepted.

## **Emergency School Closing / Early Dismissal**

In case of an unplanned early dismissal due to weather and/or other emergency situation, the parent/guardian/program staff will be notified as soon as possible. It is the parent/guardian's responsibility to notify the school of an "In case of emergency" designee in the event they are unable to be reached. It is the parent/guardian/program staff's responsibility to inform the school of all emergency phone numbers and any changes that occur throughout the year. It is extremely important that this information be kept up to date. In case of emergency situations (i.e. inclement weather, loss of electricity, etc.) in which school closure is necessary, Walsh Academy will contact district provided transportation.

### **3.0 Program Overview**

Walsh Academy provides specialized academic and vocational opportunities for students experiencing academic, emotional, behavioral, or cognitive challenges that can potentially limit their life success. Students are served in uniquely designed classrooms to maximize effectiveness across the continuum of age and disability type. Students in grades 9-12 (14-22 yrs.) receive academic instruction with like-age students in self-contained classrooms. Classrooms are staffed with a Special Education Teacher, Paraprofessional and Social Worker/Counselor. The Walsh Academy curriculum is aligned with Illinois Learning Standards and meets public school district graduation requirements.

Walsh Academy tracks student progress towards goals and assigns grades based upon behavior in the classroom and amount of assigned work the student has completed during class. Student goals are addressed daily, and the classroom social workers/counselors keep a log to track data. Informal meetings are held regularly to discuss how each individual is progressing on their personal goals. The students are given the opportunity to advocate for themselves and to learn to do so in an appropriate manner. This process also gives our students an opportunity to examine their behaviors, both positive and negative, in a safe and structured environment. Goal progress is reported and shared in a formal way quarterly.

When students have unexcused absences, are chronically tardy, have an incident where they are aggressive or leave school early, or have been suspended, a meeting takes place. The meeting is a time for developing plans to aid the student in being successful in the future. It is not a time to rehash the incident or force the student to accept responsibility and/or consequences, but to give the student the opportunity to discuss the situation and inform others of how to better assist them. The student and necessary staff are present in the meeting. It also may be necessary for a parent or guardian to accompany a student to the meeting. Arrangements will be made the day prior to the meeting if a parent or guardian is needed. No plans are made for the students without their input and being able to discuss how they were feeling during the incident. This provides the student the opportunity to be an active participant in their behavior and academic plan. The plan is documented on a form and the student signs the form as an agreement to follow what they helped put in place.

### **3.1 Grading and Attendance**

All grades will be based on a combination of daily work, class participation, homework, tests and quizzes. All students will have homework assigned each night, Monday through Thursday. Homework may be assigned over the weekend if a student is significantly behind and needs to make up work. Parents/guardians/program staff must call the school if a student is going to be late and/or absent. Calls must be received by 8:20 AM and a reason for absence must be provided to be excused. Calls should be

directed to Tracy Mullen, RN, at (847) 294-1896. When a student is absent, the parent or guardian or program staff must provide a reason for the absence. If there is no contact from the parent or guardian or program staff, the absence will be unexcused regardless of the reason. A doctor's note must be provided if the student has been absent due to a potentially contagious infection (i.e. COVID-19, strep throat, pink eye, etc.). A doctor's note is also required if a student incurs an injury stating any restrictions and then again when the student may return to normal activities. When students miss classes due to illness, vomiting or fever, the student must be symptom free prior to returning to school. Please contact the school nurse (847-294-1896) for further information. If there is no phone call, parents/guardians/program staff will be contacted.

Students who have an excused absence are responsible for getting the work from days missed and have as many days as they missed to complete the work. Students who are unexcused are not eligible to make up missed work. Prior approval from school administration is required regarding make up work for vacations, camps, etc.

Students are expected to be in attendance on all scheduled days. After five (5) consecutive absences, a letter of contact will be sent home to the parent/guardian addressing the attendance issues. The school district will also be notified of the absences. Attendance or lack of attendance will also factor into the grading process. Excessive absences can lead to course failure. Students in senior high school must be present for at least 85% of the class to be eligible to receive credit. If a student misses more than 15% of the scheduled school days, he/she will fail the class regardless of the academic scores.

Report cards will be issued at the end of each quarter. Progress reports will be issued at the halfway point in a quarter, detailing the student's current academic performance.

## **3.2 Credit Earning Schedule**

Students in senior high school earn credits toward graduation at their home districts. All classes taught at the Walsh Academy will transfer to the students' respective high school. During the First Semester, which includes 1<sup>st</sup> and 2<sup>nd</sup> quarter, students have the opportunity to earn credits for seven (7) total classes. In Second Semester, students can earn up to nine (9) classes; this includes 3<sup>rd</sup> and 4<sup>th</sup> quarter (7 classes) and May term (2 classes). Summer session is comprised of two (2) classes. At the end of each semester, grades are sent to the home district.

## **3.3 Vocational Program (*Eligible Senior High School Students*)**

### **CTE – *Career and Technical Education***

Walsh Academy offers extensive CTE electives in the seven career clusters outlined by ISBE as part of the regular course offerings. Students can explore various careers at an introductory level or take more advanced courses in identified careers of interest as indicated by their individual transition plan in their IEP.

For students who are looking to get entry level job experience, there is a CTE Extension program. The CTE Extension program provides structured and supported employment opportunities through an experiential learning process emphasizing the inherent reciprocity within academic study and job-skills training. Placement in and removal from the CTE Extension program will be determined by the IEP team. CTE program hours are 2:15PM until 4:00PM, Monday through Friday, during the regular school year, and 1:15PM until 3:00PM, Monday through Friday, in the extended school year. Students will receive on the job training at on and off campus job sites depending on length of time in program and performance, as well as a classroom component which will focus on job readiness skills, resume building, and budgeting. Students will receive a pay schedule and sign a contract when they begin CTE.

Walsh Academy also offers transition classrooms to assist students who have met or are close to meeting graduation requirements. These classes are designed to assist students with their post high school planning, whether that is applying to colleges/trade schools, applying for jobs, or learning how to create a budget. Placement in transition services will be determined by the IEP team.

## 4.0 Medical Administration

**Walsh Academy will adhere to the applicable State Laws and regulations, specifically requirements in 105 ILCS 5/22-30, 23 Illinois Administrative Code 1.540, and 105 ILCS 5/10-22.21b, pertaining to the administration of medication to students during regular school hours and during school-related activities.**

As a standard and regular practice, medication should be administered at home whenever possible. However, Walsh Academy recognizes that medicine may need to be taken during regularly scheduled school hours. Unless it is absolutely necessary for a student's health, the administration of medication to students will be discouraged during school hours or while at a school-sponsored activity, while under the supervision of school personnel, or at certain before or after normal school activities. To meet these needs, Walsh Academy staff will administer only medications that are "absolutely necessary for the critical health and well-being of the student." **Walsh Academy's Nurse, the Site Administrator, or an official designated by the site administrator will be responsible for medication administration.** Teachers or other employees will not be required to administer medication. However, in order to allow students to fully participate in educational programming and school activities at all times, trained staff members may also be delegated medication administration authority in compliance with the requirements of Section 50-75 of the *Nurse Practice Act*, the applicable regulations at 68 Illinois Administrative Code 1300.20, and pursuant to the requirements of a comprehensive nursing assessment by the Licensed School Nurse/Registered Nurse under 225 ILCS 65/50-75 (b). Walsh Academy will keep on file any record of medication administration training provided to a staff member who is delegated medication administration authority by the Licensed School Nurse/Registered Nurse. Any properly trained staff member at Walsh Academy --whether certified or not--may administer medication in an emergency.

Should the need arise, that medication must be taken during school hours, a Medication Permission and Physicians Instruction form must be completed by both the parent/legal guardian and the attending physician. These forms are issued at the beginning of the school year and are available in the school office at any time. These forms can also be faxed to the physician's office any time throughout the school year if changes are made in medication.

If medication is required for a student's health during school hours, the following procedures will apply:

1. Walsh Academy's Registered Nurse (School Nurse) shall annually begin the process of reviewing any request from school staff and/or parents/guardians to administer medication.
2. Walsh Academy's Site Administrator and/or School Nurse, in consultation with the student's health care provider, shall retain the right to decline to allow a medication to be administered by school staff. Any medical order that is declined must be communicated to the parent/guardian as well as to the prescriber, along with the medical/nursing rationale and an offer to accommodate with a different medication or regimen.
3. All prescription and nonprescription medications require written authorization (medical order) from the student's health care provider licensed to prescribe that drug and parent/legal guardian written consent. Medication Authorization Forms and Physician's Authorization and Instruction forms must be completed by both the parent/legal guardian **and** the attending physician. These forms are issued at the beginning of the school year and are available in the school office at any time. These forms can also be faxed to the physician's office any time through the school year if changes are made in medication.



4. Walsh Academy may elect, on a case-by-case basis, to allow a parent or guardian or other adult family member to directly give the student a legal medication as if they were doing so at home. This process must be preapproved by the Site Administrator in consultation with the School Nurse and scheduled in a manner that limits the disruption to the learning environment.
5. Parent requests and prescriber's orders are valid for one year from when the order is written. In addition, Walsh Academy must receive completed "Authorization for Administration of Medication Forms" (for both prescription and nonprescription items) signed by both parent/guardian and attending physician prior to any administration of medication.
6. Parents/legal guardians are responsible for providing a one (1) week supply of any medication to Walsh Academy for their student. The medication must be in an original, properly labeled container, either labeled by the pharmacist and contact information or labeled by the retailer with the name of the drug and other ingredients and dosage and the student's name affixed to the original container.
7. Upon receiving the medication at Walsh Academy, the School Nurse will count all pills in view of a school administrator/designee to determine the number of pills received. The School Nurse will note receipt of all medication and the number of pills received.
8. Over-the-counter (nonprescription) medication will not be administered without a physician's order, parent/guardian authorization, and parent/guardian provision of medication to the Walsh Academy.
9. All prescription and nonprescription medication will be secured in a locked cabinet (the only exception to this is inhalers for students who have asthma action plans). If the medication requires refrigeration, it will be stored in a refrigerator designated for medication and not accessible by students. Only the School Nurse (RN or Licensed Practical Nurse), the Site Administrator, or an official designated by the Site Administrator will be responsible for medication administration. They will administer medication logging date, time, and staff initials.
10. Parent/legal guardian is responsible for notifying the School Nurse and having the attending physician complete a new "Authorization for Administration of Medication Form" when any/all medication changes are made.
11. In the instance when a dose of medication is spilled, dropped, and/or destroyed prior to administration, a new dose will be administered. Parents/legal guardians will be notified in writing on the day of the occurrence that one dose of medication was destroyed and unusable.
12. Unused medication shall either be picked up by the parent/legal guardian or, after a two-week period, be destroyed. The School Nurse will destroy the medication in view of a witness, and the date, time, and faculty involved in the medication destruction/disposal will be logged. The parent/guardian will be notified prior to and upon disposal of their child's medication.
13. Students attending Walsh Academy will be subject to disciplinary action for violating the school's medication policy.

In cases where self-administration of medication by the student is required, e.g., any student with an asthma action plan, an Individual Health Care Action Plan, an Illinois Food Allergy Emergency Action Plan and Treatment Authorization Form, a plan pursuant to Section 504 of the federal Rehabilitation Act of 1973, or a plan pursuant to the federal Individuals with Disabilities Education Act, the student may be permitted to carry the medication on his or her person if the parent provides written consent for the student's self-administration, written authorization is provided by a licensed medical prescriber, and the Site Administrator approves the self-administration on the Parent/Guardian Approval of Self Administration of Medication Form. Specifically, a student will be permitted to self-administer medication, including asthma medication or an epinephrine injector, if the student's parent/guardian provides the Walsh Academy with a completed medication administration authorization form that includes the following:

1. Written authorization by the parent/guardians for the student's self-administration of medication, self-administration and/or self-carry of asthma medication, or self-administration and/or self-carry of epinephrine -injector;
2. Written authorization from the student's physician, physician assistant, or advanced practice registered nurse for the student to self-administer and/or self-carry the medication; and
3. The prescription label for the medication must contain the name of the medication, the prescribed dosage, and the time or times at which or the circumstances under which the medication is to be administered.

### **Walsh Academy's Emergency Action Plan Policy**

For any students approved to self-administer medication, an Emergency Action Plan must also be created to address:

1. The actions to be taken in instances when the student cannot self-administer
2. Situations in which Walsh Academy staff should call 911.

For any medication approved to be taken on campus by self-administration, an Emergency Action Plan must be developed and approved by the parent/guardian, the student's physician, the Walsh Academy Site Administrator/Designee, and the School Nurse. A separate plan is required for each medication taken.

### **Topical Sunscreen Product**

A student may possess and use a topical sunscreen product while on school property or at a school-sponsored event or activity without a physician's note or prescription if the product is approved by the United States Food and Drug Administration.

### **Medical Cannabis**

Walsh Academy allows for the administration of a medical cannabis-infused product to a student who is a registered qualifying patient. A parent or legal guardian or other designated caregiver is able to administer the product subject to the restrictions outlined in 105 ILCS 5/22-33. A school administrator/designee will administer the product and may also allow a student who is a registered qualifying patient to self-administer the product under the supervision of a school administrator/designee.

### **Emergency Medication Application: Epinephrine, Opioid Antagonists, Asthma Medication**

Walsh Academy trained school personnel will administer an undesignated epinephrine auto-injector, an opioid antagonist, or asthma medication to any person whom Walsh Academy trained personnel in good faith believes to be having an anaphylactic reaction, opioid overdose, or acute asthma episode, respectively, while in class or on campus under the supervision of school personnel. Only trained personnel may administer these medications.

### **Administration**

Walsh Academy trained personnel are authorized to do the following:

- Provide an undesignated epinephrine injector to a student for self-administration only or any personnel authorized under a student's Individual Health Care Action Plan, Illinois Food Allergy Emergency Action Plan and Treatment Authorization Form, plan pursuant to Section 504 of the federal Rehabilitation Act of 1973, or individualized education program plan to administer to the student that meets the student's prescription on file
- Administer an undesignated epinephrine injector that meets the prescription on file to any student who has an Individual Health Care Action Plan, Illinois Food Allergy Emergency Action

Plan and Treatment Authorization Form, plan pursuant to Section 504 of the federal Rehabilitation Act of 1973, or individualized education program plan that authorizes the use of an epinephrine injector

- Administer an undesignated epinephrine injector to any person that the trained personnel in good faith believes is having an anaphylactic reaction
- Administer an opioid antagonist to any person that the trained personnel in good faith believes is having an opioid overdose
- Provide undesignated asthma medication to a student for self-administration only or to any personnel authorized under a student's Individual Health Care Action Plan or asthma action plan, plan pursuant to Section 504 of the federal Rehabilitation Act of 1973, or individualized education program plan to administer to the student that meets the student's prescription on file
- Administer undesignated asthma medication that meets the prescription on file to any student who has an Individual Health Care Action Plan or asthma action plan, plan pursuant to Section 504 of the federal Rehabilitation Act of 1973, or individualized education program plan that authorizes the use of asthma medication
- Administer undesignated asthma medication to any person that the trained personnel believe in good faith is having respiratory distress

Walsh Academy staff must immediately activate the EMS system and notify the student's parent/ guardian or emergency contact following any administration of an epinephrine injector or an opioid antagonist.

Within 24 hours of the administration of an undesignated epinephrine injector, staff must notify the physician, physician assistant, or advanced practice registered nurse who provided the standing protocol and a prescription for the undesignated epinephrine injector of its use. Within 24 hours after the administration of an opioid antagonist, staff must notify the health care professional who provided the prescription for the opioid antagonist of its use. Within 24 hours after administering undesignated asthma medication, staff must notify the student's parent/guardian or emergency contact and the physician, physician assistant, or advanced practice registered nurse who provided the standing protocol and a prescription for the undesignated asthma medication of its use. With the consent of the child's parent/guardian, staff may notify the child's health care provider of record of its use.

### **Storage**

All undesignated epinephrine injectors, opioid antagonists, and asthma medications will be stored on campus in the School Nurse's office. Any supply of epinephrine injectors, opioid antagonists, or undesignated asthma medication shall be maintained in accordance with the manufacturer's instructions.

### **Training - Epinephrine**

Prior to the administration of an undesignated epinephrine injector, trained personnel must submit to the Site Administrator proof of completion of a training curriculum to recognize and respond to anaphylaxis. Training to recognize and respond to anaphylaxis, including the administration of an undesignated epinephrine injector, may be conducted online or in person.

Training must include:

- How to recognize signs and symptoms of an allergic reaction, including anaphylaxis
- How to administer an epinephrine injector
- A test demonstrating competency of the knowledge required to recognize anaphylaxis and administer an epinephrine injector
- The storage location of epinephrine medication(s) and how to access them
- The method by which trained personnel will be notified of an incident that could require the administration of undesignated epinephrine
- Walsh Academy's plan to prevent exposure to allergens
- The process for administering the epinephrine device identified in the standing order

- The restrictions on the school personnel who may administer epinephrine (use of pre-filled or user-filled syringes containing epinephrine are limited to a nurse holding an RN or LPN license or the person experiencing the reaction)

Training may also include:

- A review of high-risk areas within the Walsh Academy campus
- Steps to take to prevent exposure to allergens
- Emergency follow-up procedures, including the importance of calling 9-1-1 or, if 9-1-1 is not available, other local emergency medical services
- How to respond to a student with a known allergy, as well as a student with a previously unknown allergy

Training must be completed annually, and records will be maintained on campus by the Site Administrator related to the training curriculum and trained personnel.

### **Training - Opioid Antagonists**

Training to recognize and respond to an opioid overdose, including the administration of an opioid antagonist, may be conducted online or in person.

Training must include:

- How to recognize symptoms of an opioid overdose
- Information on drug overdose prevention and recognition
- How to perform rescue breathing and resuscitation
- How to respond to an emergency involving an opioid overdose
- Opioid antagonist dosage and administration
- The importance of calling 9-1-1 or, if 9-1-1 is not available, other local emergency medical services
- Care for the overdose victim after administration of the overdose antagonist
- A test demonstrating competency of the knowledge required to recognize an opioid overdose and administer a dose of an opioid antagonist
- The storage location of the opioid antagonist and how to access it
- The method by which trained personnel will be notified of an incident that could require the administration of an opioid antagonist
- The process for administering the specific opioid antagonist identified in the standing order

### **Training - Asthma Medication**

Training to recognize and respond to respiratory distress, including the administration of undesignated asthma medication, may be conducted online or in person. The training must include:

- How to recognize symptoms of respiratory distress and how to distinguish respiratory distress from anaphylaxis
- How to respond to an emergency involving respiratory distress
- Asthma medication dosage and administration
- The importance of calling 9-1-1 or, if 9-1-1 is not available, other local emergency medical services
- A test demonstrating competency of the knowledge required to recognize respiratory distress and administer asthma medication
- The storage location of medication(s) to treat respiratory distress and how to access them
- The method by which the trained personnel will be notified of an incident that could require the administration of medication for acute respiratory distress
- Walsh Academy's Asthma Episode Emergency Response Protocol

- The process for administering the asthma medication and delivery device identified in the standing order

Additionally, for any of the three trainings mentioned above:

- Certification courses in cardiopulmonary resuscitation (CPR) and the use of an automated external defibrillator (AED) shall be conducted by a trainer who is certified in CPR/AED by the American Heart Association, American Red Cross or similar certifying body.
- The Walsh Academy Site Administrator/designee will be present and available to answer questions from any training participants if the training for administering undesignated epinephrine, opioid antagonist, or asthma medication is presented via a webinar or online format or through a video supplied by epinephrine, opioid antagonist, or asthma medication manufacturer.
- Certifications
  - A nurse or physician with knowledge of allergies and anaphylaxis and CPR and AED certification who possesses skill in administering or demonstrating the use of epinephrine injector devices must certify by written signature that the personnel being trained passed the required test
  - An individual familiar with the use of an opioid antagonist who has CPR and AED certification (healthcare provider, police officer, paramedic) must certify by written signature that the personnel being trained passed the required test
  - The Site Administrator, a nurse, or a physician, with knowledge of asthma and symptoms of respiratory distress, who holds CPR and AED certifications, and who possesses skill in administering or demonstrating the use of asthma medications for acute respiratory distress and delivery device, must certify by written signature that the personnel being trained passed the required test
  - Each written certification must be stored on campus by the Site Administrator
- The Site Administrator will maintain a list of names of trained personnel that also indicates whether the personnel received training specific to anaphylaxis, opioid antagonist, and/or asthma medication

### **Notification and Acknowledgement**

Notification of this policy will be sent to students' families upon enrollment and at the start of every academic school year. In addition, parents/guardians will be required to sign the corresponding acknowledgment form. This form will inform parents/guardians and require that they acknowledge that Walsh Academy and its employees and agents providing standing protocol and a prescription for school epinephrine injectors, an opioid antagonist, or undesignated asthma medication, are to incur no liability or professional discipline, except for willful and wanton conduct, as a result of any injury arising from the administration of asthma medication, an epinephrine injector, or an opioid antagonist regardless of whether authorization was given by the pupil's parents or guardians or by the pupil's physician, physician assistant, or advanced practice registered nurse.

If a parent/guardian does not want the student to receive any or all of the emergency medications listed, a separate written request can be completed and authorized by the parent/guardian. The Site Administrator will maintain any such requests and communicate to any trained school personnel.

When trained personnel administers an undesignated epinephrine injector to a person whom the trained personnel in good faith believes is having an anaphylactic reaction, administers an opioid antagonist to a person whom trained personnel in good faith believes is having an opioid overdose, or administers undesignated asthma medication to a person whom trained personnel in good faith believes is having respiratory distress, notwithstanding the lack of notice to the parents or guardians of the pupil or the absence of the parents or guardians signed statement acknowledging no liability, except for willful and wanton conduct, Walsh Academy and its employees and agents providing standing protocol and a prescription for undesignated epinephrine injectors, an opioid antagonist, or undesignated asthma medication, are to incur no liability or professional discipline, except for willful and wanton conduct, as a result of any injury arising from the use of an undesignated epinephrine injector, the use of an opioid antagonist, or the use of undesignated

asthma medication, regardless of whether authorization was given by the student's parent/guardian or by the student's physician, physician assistant, or advanced practice registered nurse. In addition, Walsh Academy and its employees and agents shall incur no liability, except for willful and wanton conduct, as a result of any injury arising from the administration or self-administration of medication by a student during school hours or at a school-related activity pursuant to this policy and a medication administration authorization form.

## **Reporting**

Within three days after the administration of an undesignated epinephrine injector by trained personnel or a student on campus, the Site Administrator/designee must report to the Illinois State Board of Education the following information:

- The age and type of person receiving epinephrine (student, staff, visitor)
- Any previously known diagnosis of a severe allergy
- The trigger that precipitated the allergic episode
- The location where symptoms developed
- The number of doses administered
- The type of person administering epinephrine (trained personnel or student)
- Any other information required by the Illinois State Board of Education

Within three days after the administration of an opioid antagonist by trained personnel on campus, the Site Administrator/designee must report to the Illinois State Board of Education the following information:

- The age and type of person receiving the opioid antagonist (student, staff, or visitor)
- The location where the symptoms developed
- The number of doses administered;
- The type of person administering the opioid antagonist (trained personnel)
- Any other information required by the Illinois State Board of Education

Within three days after the administration of undesignated asthma medication by trained personnel or a student on campus, the Site Administrator/designee must report to the Illinois State Board of Education the following information:

- The age and type of person receiving the asthma medication (student, staff, or visitor)
- Any previously known diagnosis of asthma for the person
- The trigger that precipitated respiratory distress, if identifiable
- The location where the symptoms developed
- The number of doses administered;
- The type of person administering the asthma medication (trained personnel or student)
- The outcome of the asthma medication administration
- Any other information required by the Illinois State Board of Education

## **Additional Information**

Walsh Academy will request an asthma Emergency Action Plan from the parents/guardians of a student with asthma annually. If provided, the plan will be kept on file in the office of the School Nurse. Copies of the asthma Emergency Action Plan may also be distributed to appropriate school staff who interact with the student regularly. In addition, every two years, school personnel who work with students must complete an in-person or online training program on the management of asthma, the prevention of asthma symptoms, and emergency response in the school setting.

The following chart reflects requirements for the administration of medication for asthma and allergic reactions.

<b>ASTHMA MEDICATION</b>	<b>EPINEPHRINE INJECTORS</b>
The parent/guardian must provide to Walsh Academy written authorization from the parent/guardian for the self-administration and self-carry of asthma medication.	The parent/guardian must provide to the school written authorization from the student's physician, physician's assistant or advanced practice nurse containing the (1) name/purpose of the epinephrine, (2) prescribed dosage, and (3) times and/or special circumstances under which to administer the epinephrine auto-injector.
The parent/guardian must provide to Walsh Academy the prescription label containing the name of the asthma medication and prescribed dosage, and the time at which/circumstances of administering the asthma medication	For the self-carry and/or self-administration of an epinephrine auto-injector, the parent/guardian must provide the school a written statement from the student's physician, physician's assistant or advanced practice nurse containing the (1) name/purpose of the epinephrine, (2) prescribed dosage, and (3) times and/or special circumstances under which to administer the epinephrine auto-injector.
Walsh Academy must provide the parent written notice of limited liability, except for willful or wanton conduct, regarding the self-administration of medication. The parent/guardian must sign a statement acknowledging the school's limited liability.	Walsh Academy must provide the parent/guardian written notice of limited liability, except for willful or wanton conduct, regarding the self-administration of medication. The parent/guardian must sign a statement acknowledging the academy's limited liability.
The written authorization and written statement will be kept on file at the School Nurse's Office.	Written authorization and prescription label information will be kept on file in the School Nurse's Office.
A student may self-carry and self-administer while at school, while at a school sponsored activity, while under the supervision of school personnel, or at certain before or after normal school activities.	A student may self-carry and/or self-administer while in school, while at an academy sponsored activity, while under the supervision of school personnel, or at certain before or after normal academy activities.
	When an undesignated epinephrine auto-injector is used, Walsh Academy will immediately activate the EMS system and notify the student's parent, legal guardian, or emergency contact, if known.
	In addition to tending to the impacted individual, the school must immediately activate the EMS system and notify the student's parent, legal guardian, or emergency contact, if known. Within 24 hours of the administration of an undesignated epinephrine auto-injector, the school will notify the physician, physician assistant, or

	advanced practice registered nurse who provided the standing protocol or prescription for the undesignated epinephrine auto-injector of its use.
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## Walsh Academy Allergen Reduction Plan

### Documentation

- All students with known allergies should submit an Emergency Action Plan form to the campus. The Site Administrator/Designee will be responsible for maintaining and documenting this information

### Lunch Area Guidelines

- Students are not permitted to bring food/drink into any Walsh Academy classrooms. Students may only eat in the designated areas
- Walsh Academy provides daily morning snacks and daily lunches.
- Students are not permitted to share food with their peers
- A separate lunch table will be provided for any student with documented food allergies

### Sanitation/Cleaning

- Walsh Academy's campus, including the lunch area, are to be cleaned by external cleaning services daily
- Students are encouraged to clean up their lunch area after usage and to wash their hands before and after eating. Cleaning wipes, hand sanitizer, and a sink with hand soap will be provided in each lunch area
- Walsh Academy staff are also responsible for cleaning the lunch area daily after each lunch period to ensure safety
- Tables used by students with food allergens must be cleaned with separate cleaning wipes/materials

### Outdoor Areas

- Walsh Academy does not offer a recess period
- Walsh Academy does provide areas outside of the campus building for student usage
- Students are encouraged to keep the grounds clean and wash hands before or after being outside
- Walsh Academy maintains a garden and greenhouse for student learning opportunities. Students are taught how to care for and clean tools and equipment. Upon returning from the garden/greenhouse, students are encouraged to wash their hands and use hand sanitizer.

### Emergency Medication Protocol

**Types of medications:** epinephrine, opioid antagonist, and asthma medication

**Hours of availability:** During campus operating hours (8:30am-4:00pm)

**Location:** all emergency medications (epinephrine, opioid antagonist, and asthma medication) will be stored in the office of the School Nurse

**Written order:** each medication stored will have its own written order provided by the prescribing physician, which will be stored with the medication in the office of the School Nurse



## Walsh Academy's Asthma Episode Emergency Response Protocol

### Supplies

- Self-administered medication (consult student's Emergency Action Plan)
- Student's prescription medication stored on campus by Site Administrator (consult student's Emergency Action Plan)
- Emergency undesignated asthma medication stored in the office of the Campus Director

### Procedures

Step	Condition/Symptoms	Actions
1	<b>Asthma Episode</b> - Student exhibits signs such as wheezing, coughing, shortness of breath, chest tightness, or difficulty breathing.	Assess student for asthma episode symptoms, including student request for needing inhaler. Alert Site Administrator.
2	<b>Severe Asthma Episode</b> – Student exhibits any of the following: very fast or hard breathing; nasal flaring; skin retracting/sucking over student's neck, stomach, or ribs with breaths; breathing so hard they cannot walk or speak; lips or fingernail beds turn blue.	<ol style="list-style-type: none"> <li>1) Call 911 <b>immediately</b></li> <li>2) Summon Site Administrator</li> <li>3) Call parent/guardian</li> <li>4) Continue to Step 5 below</li> </ol>
3	<b>Loss of Consciousness</b> – Student appears to lose consciousness or ability to participate in own treatment.	Call 911 <b>immediately</b> if not already called.
4	<b>No Quick-Relief Medication</b> - Student has no quick-relief medication.	<ol style="list-style-type: none"> <li>1) Call 911 <b>immediately</b></li> <li>2) Summon Site Administrator</li> <li>3) Call parent/guardian</li> </ol>
5	<b>Quick-Relief Medication</b> – The student has quick-relief medication, and the episode is not an emergency.	<ul style="list-style-type: none"> <li>• Assess respiratory status using a peak flow meter</li> <li>• Provide/assist self-administration of prescribed asthma quick-relief medication (with delivery device) as authorized by student's Emergency Action Plan</li> <li>• Stay with the student and observe for improvement               <ol style="list-style-type: none"> <li>a) Stay calm, speak softly, encourage student to take slow, deep breaths</li> <li>b) Seat student comfortably, indoors if possible. Remove outerwear, if present, and loosen clothing, if needed</li> </ol> </li> <li>• Do not permit student to lie down or fall</li> </ul>

		asleep
6	<b>Improvement</b> – Student improves after quick-relief medication is provided.	Monitor student for 15-20 minutes then allow student to return to class. Repeat quick-relief medication every 10-20 minutes, or as authorized in student's Emergency Action Plan, until help arrives, or student's breathing improves. Stay with the student until transferred or recovers. Call parent/guardian.
7	<b>No Improvement</b> – No improvement within 10 minutes of quick-relief medication administration, symptoms worsen, or student develops any one of the following: very fast or hard breathing; nasal flaring; skin retracting/sucking over student's neck, stomach, or ribs with breaths; breathing so hard student cannot walk or speak; lips or fingernail beds turn blue.	Call 911 <b>immediately</b> .
8	<b>Recording Incidents</b>	Record all incident information for the student's file. If needed, work with parent/guardian to update or create Emergency Action Plan for the student.

Revised 07/12/2018

Revised 02/21/2020

Reviewed 04/12/2020

Reviewed 8/10/21

Revised 03/2022

Updated and revised July 2023

Updated and revised February 2024

## 4.1 Medical Emergency

Walsh Academy has a full-time school nurse to assist in any medical concerns throughout the school day. In case of a serious emergency that the nurse feels require immediate medical attention that cannot be provided within the school, the student will be transported to the nearest health care facility for treatment. The parent/guardian/ program staff will be notified at the time of this decision to meet school personnel at the health care facility. A member of the school staff will remain with the student until a parent/guardian/program staff arrives. Please make Walsh Academy aware of any medical issues, allergies, and medications taken, even if they are not taken at school, to ensure appropriate and safe medical treatment. Please also keep the emergency contact information up to date so that you can be kept informed of any emergencies. Walsh Academy accepts no responsibility, financial or otherwise, of emergency medical treatment.

## 4.2 Epidemic/Pandemic Outbreak

In the event of a disease outbreak, epidemic, or pandemic, to protect the health and safety of students and staff, Walsh Academy may perform daily temperature checks and health screenings at school as necessary in the sole discretion of school personnel. If this information is maintained, it will be considered a school student record and will be maintained in accordance with the *Illinois School Student Records Act*.

## 5.0 Student Information

### 5.1 Dress Code

Students at Walsh Academy are to wear a Walsh Academy uniform shirt, issued by the school, and either plain jeans or khakis of their own. Each student will be issued two (2) blue polo uniform shirts, two (2) long sleeved blue shirts, two (2) P.E. uniform shirts, two (2) pair of P.E. shorts, one (1) Walsh Academy sweatshirt (the only sweatshirt permitted to be worn in class), and one (1) pair of Walsh Academy sweatpants that can only be worn during P.E. Jeans must be free from rips, tears, holes/fraying and are not to be colors other than denim blue, grey, black, or brown. They are also not to have excessive designs or writing of any sort and cannot have cargo pockets. Shorts may be worn when the predicted temperature is over 75 degrees between May 1 and October 1. Shorts are not to be worn at any other time. Jean shorts, cargo shorts, and athletic shorts are not permitted. Students may wear the long sleeved blue, white, grey, or black long-sleeved shirts under their uniforms, as long as they are free from writing.

Students are expected to be in clean uniforms each day, free from any visible soils. Pants and shorts are to be worn at the natural waistline. Rubber bands, strings or other items are not to be used to tie the bottom of pant legs. Students may wear gym shoes, and they must be clean and have the same color laces in both shoes that also match the color of the shoes; white laces are always permitted. Shoelaces are to be tied at all times. Flip flops, Crocs, slippers or sandals are not permitted. Students will not be permitted in certain areas of the building or be able to participate in certain activities without proper footwear for safety reasons. Hooded sweatshirts are not to be worn in the classroom and need to be checked at the locker area. The Walsh Academy sweatshirt may be worn throughout the day; however, a student should wear their polo underneath in the event he/she would like to take off the sweatshirt.

A student's appearance, including dress and grooming, must not disrupt the educational process, interfere with the maintenance of a positive teaching/learning climate, or compromise reasonable standards of health, safety, and decency. While allowing diversity of taste, fashion, and individual preference, the school expects every student to dress in a manner that does not disrupt the educational process. All students are expected to observe basic standards of cleanliness, modesty, and good grooming. When the school deems that a student's appearance is disruptive to the educational process, the student will be directed to change his or her appearance. The school prohibits clothing, which depicts alcohol or other drugs, which has sexual or obscene connotations, which advocates violence, or which states ethnic or racial superiority. Clothing or accessories that may damage school property or be readily used as a weapon are prohibited.

Tattoos are to be covered at all times, including during P.E., regardless of the placement. Students must arrive to school with the tattoos covered (i.e. band-aids, socks, sleeves, gloves); band-aids or other items will not be provided by the school. Jewelry, including earrings, chains, necklaces, and rings are not permitted. Baseball hats, bandanas, do rags, head bands are not permitted in school.

No hats are to be worn during school. Hairbrushes, combs, and picks are not permitted. Shaved lines should indicate a part on the top of the head and be no longer than 2 inches in length.

The first time that a student brings unapproved items, the student will need to check in any of the listed items (see section 5.2) at the beginning of school and will receive them back at the end of the school day. If the student continues to bring unapproved items to school, they will be confiscated and returned to the parent/guardian/program staff. During P.E. students are to wear the P.E. uniform issued by Walsh Academy. Students who arrive at school without their P.E. uniform will be permitted to participate in P.E. but will receive a grade no higher than a D for that day. Alternative athletic wear other than the issued P.E. uniform will not be permitted. If dressing for class is a consistent issue, written assignments for class may be considered. All items that are not within the dress code will be stored in the school office. Items may be confiscated at the discretion of school personnel and turned into the Principal or designee. Students who are out of compliance with the dress code may not be permitted to participate in certain activities, such as field trips, and may be subject to disciplinary action.

ITEM	COST
Polo Shirts (Embroidered)	\$18.00
Gym Shorts (Screen Printed)	\$10.00
Gym Shirts (Screen Printed)	\$7.00
Long Sleeve Shirts	\$8.00
I.D.'s	\$4.50
Backpacks	\$10.00
Pants	\$20-\$30
Shorts	\$15-\$25
Sweatshirt	\$15.00

## 5.2 Safety Checks/Lockers

Searches are conducted at Walsh Academy on a daily basis to ensure that hazardous and contraband materials are not brought into the learning environment. Students are searched when they enter the building before beginning their school day. Additional searches may be conducted if school personnel feel that it is necessary. Walsh Academy may involve the Niles Police if the Principal or designee feels it is needed. Searches can include, but are not limited to; backpacks, purses, bags, jackets/coats, clothing, pockets, shoes, etc. A metal detector is utilized. Students refusing safety checks may not be permitted to enter the school building. Below is a list of unapproved items that students should not have at school, but staff would return to the student at the end of the day, and a list of contraband items that would not be returned to students under any circumstance. These lists are not all-inclusive, and all items brought to school must be turned in upon arrival during the safety check procedure. Staff will determine if items are safe to be returned. Items that are illegal are subject to police involvement.

Unapproved Items (can be returned to students)	Contraband (not returned to students)
<ul style="list-style-type: none"> <li>• Jewelry</li> <li>• Non-uniform clothing items</li> <li>• Fidgets</li> </ul>	<ul style="list-style-type: none"> <li>• Food/Drink</li> <li>• Lighters</li> <li>• Weapons</li> <li>• Cigarettes</li> <li>• Vapes and Cartridges</li> </ul>

- |  |  |
|--|--|
|  | <ul style="list-style-type: none"><li>• Drugs</li><li>• Gang paraphernalia</li></ul> |
|--|--|

Lockers are provided for all students at Walsh Academy for the storage of coats, purses, bags, backpacks, and other school equipment. Students are not permitted to put locks on the lockers. Students are expected to respect their privacy and the privacy of others and are not to be in any other person's locker at any time. All students are asked to surrender any electronic devices to school personnel upon arrival to be locked securely in assigned file cabinet. Walsh Academy reserves the right to perform locker searches when it is deemed necessary. Walsh Academy does not assume any responsibility for lost or stolen items, including money. Students are strongly discouraged from bringing money with them to school. No vending machines are available to students and the students are not to purchase any items during school hours.

### **5.3 Physical Management Policy**

At times, it may be necessary to use physical management with students who are behaving in an unsafe manner. It is the philosophy of Walsh Academy that physical restraint is always used as a last resort and used only in the following situations:

1. The student is an imminent danger to self.
2. The student is an imminent danger to others (staff, students, etc.)

All staff members at Walsh Academy are trained to deal with students' inappropriate behavior through Nonviolent Crisis Intervention (NCI). When a student engages in behaviors listed above, he/she may require the use of a physical management procedure. If a student is unable to gain control of his/her behavior through the combination of verbal intervention and physical management, a parent or legal guardian may be called to remove the student for the remainder of the day. Students who are chronically or severely aggressive may be subject to out of school suspension. For more information, refer to the Physical Management Policy. This policy will need to be reviewed and signed annually.

### **5.4 Electronic Device Policy**

All electronic devices, such as cellular telephones, portable CD players, iPods, tablets, and video games are a disruption to the educational and therapeutic process at Walsh Academy. As a result, students must relinquish all electronic devices to school staff upon entering the school building. Such devices are labeled and stored in a locked cabinet and are returned to the student at the end of the scheduled school day. It is the responsibility of the student to present any such electronic device to staff when entering school. Electronic devices not presented to staff by students will be confiscated and retained by the school. Confiscated property will be returned to the student's parent/legal guardian or residential program. Walsh Academy is not responsible for the loss, theft or damage of any electronic devices. Walsh Academy strongly encourages students to leave electronic devices at home.

### **5.5 Student Rights and Responsibilities**

1. Students have the right to a free and appropriate education up to age 22.
2. Students have the right to instruction provided by certified school staff members.
3. Students have the right to appropriate learning materials.

4. Students have the right to a safe school environment.
5. Students have the responsibility to be on time and prepared for class each day.
6. Students have the responsibility to do their best to learn.
7. Students have the responsibility to let the teachers teach.
8. Students have the responsibility to let the other students learn.

## **5.6 Classroom Expectations**

1. Respect the learning environment.
2. Use respectful and non-vulgar language.
3. Respect people and their personal space.
4. Be an active participant in your education.
5. Be prepared to learn everyday.
6. Ask for help when you need it. Offer help when you see someone else needs it.
7. Follow all school policies and procedures.
8. Let the teachers teach.
9. Let the other students learn.
10. Respect yourself and take responsibility for your actions.

## **5.7 Internet and Computer Use**

Walsh Academy recognizes that technology is a tool for instruction which should facilitate and enhance the curricular goals. Internet access is one of the technology tools that can provide positive learning experiences for students across all domains of the school environment. Because of the unique nature of the Internet, the staff will provide guidance and instruction to students in the appropriate use of that resource. Those responsible for student internet access will monitor its use, in person and via computer monitoring software, so that maximum instructional benefit may result. Students are responsible for appropriate behavior on school computer networks just as they are in a classroom or a school hallway. Computers and the internet are to be used for educational purposes only, including academics, social emotional learning, and vocational training, and are not to be used for personal social networking including personal email, Facebook, Twitter, etc. General school rules for behavior and communications apply. Along with access to the internet via computers/Chromebooks, Walsh Academy has a variety of other electronics available for student use when deemed appropriate by their classroom team. These technologies include but are not limited to iPads, 3D printers, vinyl cutters, Virtual Reality goggles, and a state-of-the-art digital media lab. Any intentional misuse of Walsh Academy computers, internet, and/or electronic devices will result in mandatory 1:1 supervision for academic purposes only, and the loss of the privilege for all other purposes for a period of time determined by the classroom team. Further intentional misuse will result in the loss of the privilege to use such items entirely. An internet agreement must be signed by the student prior to using the computers.

## **5.8 Substance Use / Abuse**

Students who are suspected of being under the influence of substances may be subject to additional searches. Parents/guardians and/or program staff will be notified if substance use is suspected. Students who are found to be in possession of or under the influence of substances may be subject to police involvement. Tobacco and electronic cigarettes and paraphernalia fall under this policy. Students are not permitted to smoke on school grounds or in school vehicles, including cabs/buses to and from school. If students are observed dispensing any substances to any other students, they

will have their items confiscated and may be subject to police involvement and suspension and/or discharge.

## **5.9 Unauthorized Departures**

Should a student attempt to leave the grounds without permission, school staff will attempt to engage the student verbally and prevent him/her from leaving. However, if the student decides to leave the school despite the verbal intervention of staff, school personnel will notify the student's parent/legal guardian or residential program, the police, and the student's probation officer (if applicable). The police will be asked to bring the student back to the school if he/she is located. A mediation will take place and plans will be made for the remainder of the student's day. Electronic devices and other items rendered to staff upon arrival at school **will not** be provided to the student prior to his unauthorized departure. Electronic devices and/or other student property rendered to, or retained by staff during a student search, will be returned in person to the student's parent/legal guardian or residential program.

## **6.0 Experiential Education**

### **6.1 Field Trips/ Out of School Activities**

Parents/legal guardians/residential staff will be required to provide written consent for the student to be eligible for field trips or out of school activities. This written consent is given by signing the Parent/Guardian Authorization & Acknowledgment form stating that the parent/guardian and student have read, understand, and agree to the terms of this handbook. The consent **MUST** be signed at the beginning of the school year and then notices will be sent home when a field trip is scheduled. Walsh Academy accepts no responsibility of the inherent risks on outings. Walsh Academy staff will provide supervision and transportation in a school vehicle. On outings and field trips, students are taken into the community to participate in activities which may include academic and recreational endeavors: golfing, bowling, movies, having meals at restaurants, vocational training, visiting museums, canoeing, ropes courses and attending practice games for extramural sports. All students must meet a set criterion in order to attend a field trip, outing or activity. Students who act out or engage in inappropriate behavior(s) while on a field trip, outing or in an activity, may be returned to the school by staff and possibly suspended from future trips. A student must attend at least ten (10) school days prior to becoming eligible for field trips. If a student is ineligible for a scheduled field trip, an alternate assignment will be provided.

### **6.2 Physical Activity**

CAAEL – (*Chicago Area Alternative Educational League*), NSSEO Sunrise Lake Outdoor Education Center, YMCA, Outer Edge Team Course, Salt Creek Rural Park District.

Parents or legal guardians will be required to provide written consent for a student to be eligible for physical activities and extramural sports. Students have the opportunity to participate in extramural sports including, but not limited to, football, volleyball, softball, soccer and basketball through CAAEL. They may also have the opportunity to participate in ropes courses, kayaking, climbing walls, boating, cliffs and cables, and fishing. Students must meet a set criterion for participation in the activities. Walsh Academy is not liable, financially or otherwise, for any injuries resulting from a student's participation in physical activities and extramural sports. Physical education classes and CAAEL will focus on fitness, health and wellness.

## **7.0 Additional Information**

### **7.1 Transfers, Withdrawals, and Requests for Records**

Parents/guardians/residential programs must report any student transferring or withdrawing from the school to the counselor/social worker as well as to the home school district. Requests for records should be made to the school district the student is registered in at the time of the transfer or withdrawal. Walsh Academy may only release records that originated at the school and is not able to release any records from other placements. Parents/legal guardians/residential staff are also required to inform the principal and the home school district of any change in residence, especially if the move prompts a change in the home school district.

### **7.2 Pet Therapy Release**

Through classroom pets, your child may learn the joys and responsibilities for caring for a pet. Other animals, such as dogs or cats, may be brought in to provide pet therapy. These animals will be certified as pet therapy animals.

### **7.3 Photo Release and Student Information**

Photographs may be taken of students during school events, including award ceremonies and field trips. Photographs may be printed in a school newspaper, yearbook or secure website. Walsh Academy may be illustrated in photographic displays or student publications/projects. Names may appear in the publications but will be limited to the first name and first initial of last name. If you do not want your student to be photographed for any reason, please notify the principal in writing immediately.

### **7.4 Damage to Property**

Any costs to repair or replace damage to the property of Walsh Academy or its staff will be the responsibility of the student's parent/legal guardian. Walsh Academy strongly encourages parents/legal guardians to allocate moral and financial responsibility for damage of property to the students, if at all possible. While arrangements for the payment of damages should be a group decision, parents/legal guardians are ultimately financially responsible for any/all damages. Students in the CTE or Workshop program will engage in an individualized contract detailing payment plans, from money earned at Walsh Academy, for damage to school property.

### **7.5 Consents**

When beginning at Walsh Academy, parent/guardians/residential program staff will receive a packet of consents, policies, and acknowledgments regarding their student's placement at the school. These consents are related to vital medical information, participation in school activities, communication with school districts and other providers. Having this information completed is imperative to a student's participation in programming at Walsh; therefore, these consents and acknowledgments are due no later than 10 days after the student's start date. If consents are not received by this time, Walsh Academy will contact the school district and placement at the school will be placed on hold until the information is received.



## 8.0 Policies/Procedures

### **GANGS AND GANG-LIKE ACTIVITY/BEHAVIOR PROHIBITED**

Gangs and gang-like activities/behavior are prohibited on school property or at any school-related activity. The visibility of gang and gang-like activities/behavior causes substantial disruption and/or material interference to the educational process as well as school activities of Walsh Academy.

Gang and gang-like activities/behavior shall mean, but is not limited to, the following:

- Any conduct engaged in by a student (1) on behalf of any gang, (2) to perpetuate the existence of any gang, or (3) to affect the common purpose and design of any gang, including without limitation, recruiting students for membership in any gang and threatening or intimidating other students or employees;
- Wearing, possessing, using, distributing, displaying, or selling any clothing jewelry, emblem, badge, symbol, sign, tattoo, or other item which is representative of membership or affiliation in any gang;
- Demonstrating verbal or nonverbal behavior representative of membership or affiliation in any gang, such as:
  - Intimidating, recruiting, or congregating to illustrate solidarity;
  - Harassing;
  - Making gestures or handshakes;
  - Possessing or creating slogans or drawings;
  - Using inappropriate verbal expressions/comments.

All violations will be referred to local police via principal/director. Consequences or interventions shall include, but are not limited to, one of the following:

- Formal warning
- Referral to outside community agencies
- Loss of privileges
- Removal from co-curricular and athletic activities
- Alternative to suspension
- Suspension
- Expulsion
- Arrest for criminal offense

### **DISTRIBUTION OF OBSCENE OR LIBELOUS MATERIAL**

Distribution in school of material that is obscene or libelous is prohibited. Distribution in school includes distribution on or adjacent to school property or at school-related activities. Obscene material is that which an average person, when viewing the material as a whole and applying community standards for children of a relevant age, would find to depict or describe sexual, political or scientific value. Libelous material is that which tends falsely to injure the reputation of another. Students who distribute such material or who write or publish such material for distribution engage in gross disobedience and misconduct and will be discipline in accordance with Walsh Academy and home school district discipline policy.

## **WALSH ACADEMY'S ANTI-BULLYING POLICY**

### **Purpose**

The Illinois General Assembly has stated that bullying, cyber-bullying, intimidation, and harassment inhibits a student's ability to learn and a school's ability to educate. Bullying causes physical, psychological, and emotional harm to students and interferes with the learning process. Walsh Academy, through its anti-bullying policy, hopes to create a learning environment where students are protected from bullying and feel safe and supported in their academics and, are supported emotionally, so they may thrive and develop into responsible, caring individuals.

### **Scope**

Students attending Walsh Academy are protected against bullying and harassment on the basis of actual or perceived race, color, religion, sex, national origin, ancestry, age, marital status, physical or mental disability, military status, sexual orientation, gender-related identity or expression, unfavorable discharge from military service, association with a person or group with one or more of the aforementioned actual or perceived characteristics, or any other distinguishing characteristic. Walsh Academy is cognizant of the vulnerability of students with actual or perceived disabilities and those who identify as or are perceived to be lesbian, gay, bisexual, or transgender. Nothing in this Policy is intended to infringe upon any expression protected by the First Amendment to the United States Constitution or Section 3 of Article 1 of the Illinois Constitution.

Bullying is prohibited:

- during any school-sponsored or school-sanctioned education program or activity;
- in school, on school property, on school vehicles, or at school-sponsored or school-sanctioned events or activities;
- through the transmission of information from a school computer or computer network, or other electronic school equipment;
- when communicated through any electronic technology or personal electronic device while on school property, on school buses, and at school-sponsored or school-sanctioned events or activities;
- when it is conveyed that a threat will be carried out in a school setting, including threats made outside of school hours with intent to carry them out during any school-related or sponsored program or activity or on school transportation.

### **Definitions**

"Bullying" means any severe or pervasive (repeated over time) physical or verbal act or conduct, including communications made in writing or electronically, directed toward a student or students, that has or can be reasonably predicted to have one or more of the following effects:

- placing the student in reasonable fear of harm to the student's person or property;
- causing a substantially detrimental effect on the student's physical or mental **health**;
- substantially interfering with the student's academic performance; or
- substantially interfering with the student's ability to participate in or benefit from the services, activities, or privileges provided by the school.

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

Bullying is contrary to State law and the policy of Walsh Academy.

"Cyber-Bullying" is defined as bullying through the use of technology or any electronic communication, including without limitation any transfer of signs, signals, writing, images, sounds, data, or intelligence of any nature transmitted in whole or in part by a wire, radio, electromagnetic system, photoelectronic system, or photo-optical system, including without limitation electronic mail, Internet communications, instant messages, or facsimile communications. "Cyber-bullying" includes the creation of a webpage or weblog in which the creator assumes the identity of another person or the knowing impersonation of another person as the author of posted content or messages if the creation or impersonation creates any of the effects enumerated in the definition of bullying in this Section. "Cyber-bullying" also includes the distribution by electronic means of a communication to more than one person or the posting of material on an electronic medium that may be accessed by one or more persons of the distribution or posting [105 ILCS 5/27-23.7(b)].

Bullying is prohibited through the transmission of information from a computer that is accessed at a non-school-related location, activity, function, or program or from the use of technology or an electronic device that is not owned, leased, or used by the school if the bullying causes a substantial disruption to the educational process or orderly operation of a school. This item applies only in cases in which a school administrator or teacher receives a report that bullying through this means has occurred and does not require Walsh Academy to staff or monitor any non-school-related activity, function, or program.

#### Addressing Bullying/Intimidation/Harassment

All employees including contractors, lunchroom staff, volunteers, and bus drivers, who witness incidents of bullying or school violence or who possess reliable information that would lead a reasonable person to suspect that a person is a target of bullying must:

- intervene immediately in a manner that is appropriate to the context and ensures the safety of all people involved;
- report the incident of bullying or retaliation to the Principal/Designee as soon as practicable, but within 24 hours; and
- cooperate fully in any investigation of the incident and in implementing any safety plan established by the Principal/Designee.

No student who witnesses bullying may stand by or participate in the bullying but must notify an adult at school and an adult at home as quickly as practicable. Any parent or guardian who witnesses or is notified of bullying has an obligation to advise the Principal/Designee as quickly as practicable. Anonymous reports will be accepted by the Principal/Designee. No disciplinary action will be taken on the sole basis of an anonymous report.

Students who believe they are victims of bullying, intimidation or harassment or have witnessed such activities are encouraged to report the matter to any staff member with whom

they are most comfortable or an administrator. Complaints will be kept confidential to the extent possible given the need to investigate the reported bullying. Students who make good faith complaints will not be disciplined.

### Investigation

1. The Principal shall select a designee, knowledgeable about bullying prevention and intervention, to perform the investigation.
2. Investigation of a bullying incident shall be initiated within 24 hours of receipt of a report of bullying and completed within five school days, unless the Principal grants in writing an additional 5-day extension due to extenuating circumstances. The Principal shall document the extension in the investigation report and shall notify the parties involved.
3. The investigation shall include:
  - a. Identifying the perpetrator(s), target(s) and bystander(s), as well as any adult who witnessed the incident or may have reliable information about it.
  - b. Conducting an individual interview in a private setting with the alleged perpetrator and target. The alleged perpetrator and target should never be interviewed together or in public. Individual interviews shall also be conducted in private with student and adult bystanders.
  - c. Determining how often the conduct occurred, any past incident or continuing pattern of behavior and whether the target's education was affected.
  - d. Assessing the individual and school-wide effects of the incident relating to safety, and assigning school staff to create and implement a safety plan with will restore a sense of safety for the target and other students who have been impacted.
  - e. When appropriate, developing a report that identifies his/her recommendation for individual consequences.
  - f. Comprehensively documenting the details of the investigation.
4. When the investigation is complete, the Principal/Designee shall ensure the investigation report addresses all issues above and is placed in a locked file.

### Notification

On the same day the investigation is initiated, the Principal/Designee shall report to the parent/legal guardian of all involved students, via telephone, personal conference and/or in writing, the occurrence of any alleged incident of bullying and shall document these notifications. When the investigation is complete, the Principal/Designee shall notify the parents/legal guardians of all students involved of the outcome of the investigation. Parents/legal guardians of the students who are parties to the investigation may request a personal conference with the Principal/Designee to discuss the investigation, the findings of the investigation, the actions taken to address the reported incident of bullying, and any resources available in or outside the school to help the students address the underlying reasons for the bullying.

If the investigation results in the imposition of consequences, the Principal/Designee may advise the parent/legal guardian of students other than the perpetrator that this procedure was followed and meets Walsh Academy's Anti-Bullying Policy. S/he may not advise them of the specific consequence imposed, as that would violate the confidentiality of school-record

information required by law.

When communicating incidents of bullying to the target's parent/guardian, the Principal/Designee should consider whether the student may want to keep certain information confidential. The student has the right to keep certain information confidential and the student's permission is necessary to release this information. Only when school-related reasons occur, can confidential information be released without the student's permission.

Students with a disability that become targets require the school staff to convene the IEP Team to determine whether additional or different special education or related services are needed to address the student's individual needs and revise the IEP accordingly. If the student who engaged in bullying behavior is a student with a disability, the school shall convene the IEP team to determine if additional supports and services are needed to address the inappropriate behavior and consider examining the environment in which the bullying occurred to determine if changes to the environment are warranted.

#### Assigning Interventions and/or Consequence

Walsh Academy will respond to bullying in a manner tailored to the individual incident, considering the nature of the behavior, the developmental age of the student, and the student's history of problem behaviors and performance. Staff will avoid using punitive discipline (suspensions and expulsions) if any other method of consequence can be used with fidelity.

If bullying is determined to have occurred, the Principal/Designee shall explain the consequences in a non-hostile manner and shall impose any consequence immediately and consistently. The Principal/Designee shall keep communicating and working with all parties involved until the situation is resolved. Walsh Academy will not solicit an apology from the perpetrator to the target by any means or try to use any form of mediation that puts the perpetrator and target in contact with one another in an immediate attempt to resolve the bullying. Restorative measures may be helpful to repair relationships between the perpetrator and target, but only if used after other interventions have balanced the power differential between the perpetrator and target.

Any student who is determined, after an investigation, to have engaged in bullying, intimidation or harassment will be subject to disciplinary consequences, including but not limited to suspension. Parents/Guardians of students who have engaged in the above behavior will be notified. Any student making a knowingly false accusation regarding harassment may also be subject to disciplinary consequences.

Professional development will be offered to all staff to implement this Policy. Internet safety will also be addressed as part of the school curriculum for all students.

This anti-bullying policy is consistent with federal and State laws and rules governing student privacy rights, includes procedures for promptly informing parents or guardians of all students involved in the alleged incident of bullying and discussing, as appropriate, the availability of social work services, counseling, school psychological services, other interventions and restorative measures.

## **VISITATION POLICY**

Parents and others are welcome at Walsh Academy. For the safety of those within the school and to avoid disruption of instructional time, all visitors must report first to the main office and must comply with all applicable school policies and procedures. When arriving on campus, all visitors will be required to show a form of photo identification.

The following definitions apply to this policy:

**School Property**-School buildings, grounds, and parking areas; vehicles used for school purposes; and any location used for school athletic events, or other school- sponsored event.

**Visitor**-Any person other than an enrolled student or employee.

During the school day, all visitors to school property are required to report to the main office. Visitors must sign a visitor's log, show photo identification, and wear a visitor's badge while on campus. Persons on school property without permission will be directed to leave and may be subject to criminal prosecution. Except as provided in the following paragraphs, any person wishing to confer with a staff member should contact the staff member by telephone or email to arrange an appointment as to not interfere with the educational setting.

Requests to access a school building, facility, and/or educational program, or to interview personnel or a student for purposes of assessing the student's special education needs, court mandated programming or other mandated visit through DCFS or other government agencies should be done in a manner which limits the disruption to the learning environment.

Representatives from governing agencies shall be afforded full access with proper identification. Walsh Academy's policy allows visitation at any time, with or without prior approval, by personnel from the Illinois State Board of Education or the contracting public school district of any enrolled student.

The Walsh Academy expects mutual respect, civility and orderly conduct among all people on school property or at a school event. No person on school property or at a school event (including visitors, students, and employees) shall perform any of the following acts:

1. Strike, injure, threaten, harass, or intimidate a staff member, a Board member, sports official or coach, student, or any other person.
2. Behave in an unsportsmanlike manner or use vulgar or obscene language.
3. Possess a weapon, any object that can reasonably be considered a weapon or looks like a weapon, or any dangerous device unless specifically permitted by State law.
4. Damage or threaten to damage another's property.
5. Damage or deface school property.
6. Violate any Illinois law, or town or county ordinance.
7. Smoke or otherwise use tobacco products or electronic cigarettes.
8. Distribute, consume, use, possess, or be under the influence of an alcoholic beverage or illegal drug; be present when the person's alcohol or illegal drug consumption is detectable, regardless of when and/or where the use occurred.
9. Use or possess medical cannabis.

10. Impede, disrupt, or otherwise interfere with any school activity or function (including using technology in a disruptive manner).
11. Enter upon any portion of school premises at any time for any purpose other than those that are lawful and authorized by the Principal or his/her designee.
12. Operate a motor vehicle in a risky manner and/or in excess of posted speed limit.
13. Engage in any behavior that could endanger oneself or another.
14. Violate other Maryville Jen School policies or regulations, or a directive from an authorized security officer or school employee.

It is unlawful for a child sex offender to be present in any school building or property, or loiter within 500ft. of school property without the permission of the School Principal unless the child sex offender is a parent of a child attending Walsh Academy, and the parent is on school grounds for one of the following reasons:

1. To attend a conference at the school with school personnel to discuss the academic or social progress of his or her child;
2. To participate in child review conferences in which evaluation and placement decisions may be made with respect to his or her child regarding special education;
3. To attend conferences to discuss other student issues concerning his or her child such as retention and promotion.

## **PRIVACY AND DIGNITY POLICY**

At Walsh Academy everybody can expect to be treated as a valued member of the school community. Maryville Jen School will maintain a climate of mutual respect and dignity for all students regardless of the actual or perceived race, color, weight, national origin, ethnic origin, religion, religious practices, disability, sexual orientation, or gender which will strengthen students' confidence and promote learning. Walsh Academy will confront issues of discrimination and harassment or any situation that threatens the emotional or physical health and safety of any student, school employee or any other person who is lawfully on the school property or a school function.

At Walsh Academy we define dignity and privacy as:

Dignity means that everyone should be valued for his or her true worth. Privacy refers to freedom from intrusion and relates to all information and practice that is personal or sensitive in nature to the individual.

Walsh Academy does not accept students that require toileting or diapering.

In the event that a student has an accident, the student will be removed from the other students and Infection Control Procedures will be followed to deal with the incidence.

Infection Control Procedures include:

- Yearly staff trained using a training system covering Blood Borne Pathogens, AIDS/HIV Awareness, and Handwashing.
- Use of gloves, red/orange biohazard bags as appropriate and disinfection of the area using appropriate cleaners.

Walsh Academy will safeguard students' privacy and dignity at all times, including during activities of personal care.

## **WALSH ACADEMY'S POLICY ON SUICIDE AND DEPRESSION AWARENESS AND PREVENTION**

Youth suicide impacts the safety of the school environment. It also affects the school community, diminishing the ability of surviving students to learn and the school's ability to educate. Suicide and depression awareness and prevention are important Board goals.

### **Purpose**

The purpose of this policy is to protect the health and well-being of all Walsh Academy students by having procedures in place to prevent, assess the risk of, intervene in, and respond to suicide. The school:

- a) recognizes that physical, behavioral, and emotional health is an integral component of a student's educational outcomes,
- b) further recognizes that suicide is a leading cause of death among young people,
- c) has an ethical responsibility to take a proactive approach in preventing deaths by suicide, and
- d) acknowledges the school's role in providing an environment which is sensitive to individual and societal factors that place youth at greater risk for suicide and on which helps to foster positive youth development.

Toward this end, the policy is meant to be paired with other policies supporting the emotional and behavioral health of students more broadly. Specifically, this policy is meant to be applied in accordance with the school's Child Find obligations.

### **Definitions**

"At risk" A student who is defined as high risk for suicide is one who has made a suicide attempt, has the intent to die by suicide, or has displayed a significant change in behavior suggesting the onset or deterioration of a mental health condition. The student may have thought about suicide including potential means of death and may have a plan. In addition, the student may exhibit feelings of isolation, hopelessness, helplessness, and the inability to tolerate any more pain. This situation would necessitate a referral, as documented in the following procedures.

"Crisis team"-A multidisciplinary team of primarily administrative, mental health, safety professionals, and support staff whose primary focus is to address crisis preparedness, intervention/response and recovery. These professionals have been specifically trained in crisis preparedness through recovery and take the leadership role in developing crisis plans, ensuring school staff can effectively execute various crisis protocols, and may provide mental health services for effective crisis interventions and recovery supports.

"Mental health"-A state of mental and emotional being that can impact choices and actions that affect wellness. Mental health problems include mental and substance use disorders.

"Postvention"-Suicide postvention is a crisis intervention strategy designed to reduce the risk



of suicide and contagion, provide the support needed to help survivors cope with a suicide death, address the social stigma associated with suicide, and disseminate factual information after the suicide death of a member of the school community.

"Risk assessment"-An evaluation of a student who may be at risk for suicide, conducted by the appropriate school staff (e.g. school psychologist, school counselor, or school social worker). This assessment is designed to elicit information regarding the student's intent to die by suicide, previous history of suicide attempts, presence of a suicide plan and its level of lethality and availability, presence of support systems, and level of hopelessness and helplessness, mental status, and other relevant risk factors.

"Risk factors for suicide"-Characteristics or conditions that increase the chance that a person may try to take his or her life. Suicide risk tends to be highest when someone has several risk factors at the same time. Risk factors may encompass biological, psychological, and/or social factors in the individual, family, and environment.

"Self-harm"-Behavior that is self-directed and deliberately results in injury or the potential for injury to oneself. Can be categorized as either non-suicidal or suicidal. Although self-harm often lacks suicidal intent, youth who engage in self-harm are more likely to attempt suicide.

"Suicide"-Death caused by self-directed injurious behavior with any intent to die as a result of the behavior. Note: The coroner's or medical examiner's office must first confirm that the death was a suicide before any school official may state this as the cause of death.

"Suicide attempt"-A self-injurious behavior for which there is evidence that the person had at least some intent to kill himself or herself. A suicide attempt may result in death, injuries, or no injuries. A mixture of ambivalent feelings such as wish to die and desire to live is a common experience with most suicide attempts. Therefore, ambivalence is not a sign of a less serious or less dangerous suicide attempt.

"Suicidal behavior"-Suicide attempts, intentional injury to self, associated with at least some level of intent, developing a plan or strategy for suicide, gathering the means for a suicide plan, or any other overt action or thought indicating intent to end one's life.

"Suicide contagion"-The process by which suicidal behavior or a suicide influences an increase in the suicidal behavior of others. Guilt, identification, and modeling are each thought to play a role in contagion. Although rare, suicide contagion can result in a cluster of suicides.

"Suicidal ideation"-Thinking about, considering, or planning for self-injurious behavior which may result in death. A desire to be dead without a plan or intent to end one's life is still considered suicidal ideation and should be taken seriously.

### Scope

This policy covers actions that take place in the school, on school property, at school sponsored functions and activities, on school buses or vehicles and at bus stops, and at school sponsored out-of-school events where school staff are present. This policy applies to the entire school community, including educators, school staff, students, parents/guardians, and volunteers. This policy will also cover appropriate school responses to suicidal or high risk behaviors that take place outside of the school environment.

### Prevention

1. School Policy Implementation-A suicide prevention coordinator shall be designated by the Principal. This may be an existing staff person. The

school suicide prevention coordinator will be responsible for planning and coordinating implementation of this policy for the school. All staff members shall report students they believe to be at elevated risk for suicide to the school suicide prevention coordinator.

2. Staff Professional Development-All staff will receive annual professional development on risk factors, warning signs, protective factors, response procedures, referrals, postvention, and resources regarding youth suicide prevention. The professional development will include additional information regarding groups of students at elevated risk for suicide, including those living with mental and/or substance use disorders, those who engage in self-harm or have attempted suicide, those in out-of-home settings, those experiencing homelessness, American Indian/Alaska Native students, LGBTQ (lesbian, gay, bisexual, transgender, and questioning) students, students bereaved by suicide, and those with medical conditions or certain types of disabilities. Additional professional development in risk assessment and crisis intervention will be provided to school employed mental health professionals and school nurses. Staff will be trained to identify the warning signs of suicidal behavior in adolescents and teens along with appropriate intervention and referral techniques.
3. Youth Suicide Prevention Programming-Developmentally-appropriate, student- centered education materials will be integrated into the curriculum of all K-12 health classes. The content of these age-appropriate materials will include: 1) the importance of safe and healthy choices and coping strategies, 2) how to recognize risk factors and warning signs of mental disorders and suicide in oneself and others, 3) help-seeking strategies for oneself or others, including how to engage school resources and refer friends for help. In addition, Walsh Academy may provide supplemental small group suicide prevention programming for students. For all students, implementation shall incorporate Illinois State Board of Education (ISBE)-recommended guidelines and educational materials for staff training and appropriate educational materials on youth suicide and awareness, if available pursuant to Ann Marie's Law on ISBE's website.
4. Publication and Distribution-This policy will be distributed annually and included in all student and teacher handbooks and/or training packets on the school website.

### Assessment and Referral

When a student is identified by a staff person as potentially suicidal, i.e., verbalizes about suicide, presents overt risk factors such as agitation or intoxication, the act of self harm occurs, or a student self-refers, the student will be seen by a school employed mental health professional within the same school day to assess risk and facilitate referral. If there is no mental health professional available, a school nurse or administrator will fill this role until a mental health professional can be brought in.

For youth at risk:

1. School staff will continuously supervise the student to ensure their safety.
2. The principal and school suicide prevention coordinator will be made aware of the situation as soon as reasonable possible.
3. The school employed mental health professional or principal will contact the student's parent or guardian and will assist the family with urgent referral.

When appropriate, this may include calling emergency services or bringing the student to the local Emergency Department, but in most cases will involve setting up an outpatient mental health or primary care appointment and communicating the reason for referral to the healthcare provider.

4. Staff will ask the student's parent or guardian for written permission to discuss the student's health with outside care, if appropriate.

### In-School Suicide Attempts

In the case of an in-school suicide attempt, the health and safety of the student is paramount. In these situations:

1. First aid will be rendered until professional medical treatment and/or transportation can be received, following Walsh Academy's emergency medical procedures.
2. School staff will supervise the student to ensure their safety.
3. Staff will move all other students out of the immediate area as soon as possible.
4. If appropriate, staff will immediately request a mental health assessment for the youth.
5. The school employed mental health professional or principal will contact the student's parent or guardian.
6. Staff will immediately notify the principal or school suicide prevention coordinator regarding in-school suicide attempts.
7. The school will engage as necessary the crisis team to assess whether additional steps should be taken to ensure student safety and well-being.

### Re-Entry Procedure

For students returning to school after a mental health crisis (e.g. suicide attempt or psychiatric hospitalization), a school employed mental health professional, the principal, or designee will meet with the student's parent or guardian, and if appropriate, meet with the student to discuss re-entry and appropriate next steps to ensure the student's readiness for return to school.

1. A school employed mental health professional or other designee will be identified to coordinate with the student, their parent or guardian, and any outside mental health care providers.
2. The parent or guardian will provide documentation from a mental health care provider that the student has undergone examination and that they are no longer a danger to themselves or others.
3. The designated staff person will periodically check in with the student to help the student readjust to the school community and address any ongoing concerns.

### Out-of-School Suicide Attempts. Parental Notification and Involvement

If a staff member becomes aware of a suicide attempt by a student that is in progress in an out-of-school location, the staff member will:

1. Call the police and/or emergency medical services, such as 911.
2. Inform the student's parent or guardian.
3. Inform the school suicide prevention coordinator and principal.

If the student contacts the staff member and expresses suicidal ideation, the staff member should maintain contact with the student (either in person, online, or on the phone). The staff member should then enlist the assistance of another person

to contact the police while maintaining verbal engagement with the student.

In situations where a student is assessed at risk for suicide or has made a suicide attempt, the student's parent or guardian will be informed as soon as practicable by the principal, designee, or mental health professional. If the student has exhibited any kind of suicidal behavior, the parent or guardian should be counseled on "means restriction," limiting the child's access to mechanisms for carrying out a suicide attempt. Staff will also seek parental permission to communicate with outside mental health care providers regarding their child.

Through discussion with the student, the principal or school employed mental health professional will assess whether there is further risk of harm due to parent or guardian notification. If the principal, designee, or mental health professional believes, in their professional capacity, that contacting the parent or guardian would endanger the health or well-being of the student, they may delay such contact as appropriate. If contact is delayed, the reasons for the delay should be documented.

### Postvention

1. Development and Implementation of an Action Plan-The crisis team will develop an action plan to guide school response following a death by suicide. A meeting of the crisis team to implement the action plan should take place immediately following news of the suicide death. The action plan may include the following steps:
  - a. Verify the Death-Staff will confirm the death and determine the cause of death through communication with a coroner's office, local hospital, the student's parent or guardian, or police department. Even when a case is perceived as being an obvious instance of suicide, it should not be labeled as such until after a cause of death ruling has been made. If the cause of death has been confirmed as suicide but the parent or guardian will not permit the cause of death to be disclosed, the school will not share the cause of death but will use the opportunity to discuss suicide prevention with students.
  - b. Assess the Situation-The crisis team will meet to prepare the postvention response, to consider how severely the death is likely to affect other students, and to determine which students are most likely to be affected. The crisis team will also consider how recently other traumatic events have occurred within the school community and the time of year of the suicide. If the death occurred during a school vacation, the need for or scale of postvention activities may be reduced.
  - c. Share Information-Before the death is officially classified as a suicide by the coroner's office, the death can and should be reported to staff, students, and parents/guardians with an acknowledgment that its cause is unknown. Inform the faculty that a sudden death has occurred, preferably in a staff meeting. Write a statement for staff members to share with students. The statement should include the basic facts of the death and known funeral arrangements (without providing details of the suicide method), recognition of the sorrow the news will cause, and information about the resources available to help

students cope with their grief. Public address system announcements and school-wide assemblies should be avoided. The crisis team may prepare a letter (with the input and permission from the student's parent or guardian) to send home with students that includes facts about the death, information about what the school is doing to support students, the warning signs of suicidal behavior, and a list of resources available.

- d. Avoid Suicide Contagion-It should be explained in the staff meeting described above that one purpose of trying to identify and give services to other high risk students is to prevent another death. The crisis team will work with teachers to identify students who are most likely to be significantly affected by the death. In the staff meeting, the crisis team will review suicide warning signs and procedures for reporting students who generate concern.
  - e. Initiate Support Services-Students identified as being more likely to be affected by the death will be assessed by a school employed mental health professional to determine the level of support needed. The crisis team will coordinate support services for students and staff in need of individual and small group counseling as needed. In concert with parents or guardians, crisis team members will refer to community mental healthcare providers to ensure a smooth transition from the crisis intervention phase to meeting underlying or ongoing mental health needs.
  - f. Develop Memorial Plans-The school should not create on-campus physical memorials (e.g. photos, flowers), funeral services, or fly the flag at half-mast because it may sensationalize the death and encourage suicide contagion. School should not be canceled for the funeral. Any school-based memorials (e.g. small gatherings) will include a focus on how to prevent future suicide and prevention resources available.
2. External Communication-The school principal or designee will be the sole media spokesperson. Staff will refer all inquiries from the media directly to the spokesperson. The spokesperson will:
- a. Keep the school suicide prevention coordinator informed of school actions relating to the death.
  - b. Prepare a statement for the media including the facts of the death, postvention plans, and available resources. The statement will not include confidential information, speculation about victim motivation, means of suicide, or personal family information.
  - c. Answer all media inquiries. If a suicide is to be reported by news media, the spokesperson should encourage reporters not to make it a front-page story, not to use pictures of the suicide victim, not to use the word suicide in the caption of the story, not to describe the method of suicide, and not to use the phrase "suicide epidemic" - as this may elevate the risk of suicide contagion. They should also be encouraged not to link bullying to suicide and not to speculate about the reason for suicide. Media should be asked to offer the community information on suicide risk factors, warning signs, and resources available.

# WALSH ACADEMY PROCEDURAL DOCUMENT FOR USE OF PHYSICAL RESTRAINT, TIME OUT, AND ISOLATED TIME OUT

## PURPOSE

Each school in the Walsh Academy will maintain a Crisis Response Team that will respond to maintain a safe learning environment in times of student crisis with an efficient and organized plan. The Crisis Response Team procedures follow all the regulations from the Illinois

State Board of Education (23 Ill. Adm. Code §§1.280 Discipline and 1.285 Requirements for the Use of Isolated Time Out, Time Out, and Physical Restraint).

Physical restraint, time out, and isolated time out are only to be used when the student's behavior presents ***an imminent danger of serious physical harm to the student or others, and other less restrictive and intrusive measures have been tried and proven ineffective*** in stopping the imminent danger of serious physical harm.

Neither physical restraint, time out, nor isolated time out shall be used as discipline or punishment, convenience for staff, retaliation, a substitute for appropriate educational or behavioral support, a routine safety matter, or to prevent property damage in the absence of imminent danger of serious physical harm to the student or others.

The training and methods of physical restraint used within the Altamont Walsh Academy follow Therapeutic Crisis Intervention guidelines. Staff shall also receive appropriate and applicable training for use of isolated time out and/or time out. Any staff responsible for implementing these interventions will be trained regarding the Walsh Academy's policy on the use of physical restraint, time out and isolated time out, procedures, oversight activities, as well as the Illinois State Board of Education regulations governing physical restraint and time out. Designated staff will receive de-escalation/therapeutic crisis intervention training and will be designated to serve on the Crisis Response Team in each school.

## DEFINITIONS AND GENERAL PROCEDURES FOR USE OF PHYSICAL RESTRAINT, TIME OUT AND ISOLATED TIME OUT

### A. Physical Restraint

"Physical restraint" means holding a student or otherwise restricting a student's movements. Physical restraint includes only the use of specific, planned techniques.

1. **Interventions/Circumstances That Do Not Meet the Definition of Physical Restraint:** According to State regulation (i.e. Section 1.285 of the Illinois Administrative Code) and ISBE guidance (June 2020), the following circumstances do not constitute physical restraint and, therefore, would not trigger an obligation to follow the procedures detailed herein.
  - a. **Momentary Physical Contact:** Momentary periods of physical restriction by direct person-to-person contact, without the aid of material or mechanical devices, accomplished with limited force and designed to prevent a student from completing an act that would result in potential physical harm to self or another or damage to property.
  - b. **Physical Escort:** A physical escort is a temporary touching or holding of the hand, wrist, arm, shoulder, or back for the purpose of inducing a student who is acting out to walk to a

safe location. A temporary hold to transport that meets this physical escort definition, used momentarily and with limited force, does not constitute a physical restraint.

## **1. Use of Physical Restraint:**

### **a. Permissible Use:**

- Physical restraint may only be used when the student poses a physical risk to self or others, when there is no medical contraindication to its use, and when the staff applying the restraint have been trained in its safe application.
- A verbal threat does not constitute a physical danger unless a student also demonstrates a means of or intent to immediately carry out the threat.
- If physical restraint is imposed upon a student whose primary mode of communication is sign language or an augmentative mode, the student shall be permitted to have his or her hands free of restraint for brief periods, unless the supervising adult determines that this freedom appears likely to result in harm to the student or others.

### **b. Impermissible Use:**

- Students shall not be subjected to physical restraint for using profanity or other verbal displays of disrespect for themselves or others.
- The use of physical restraint shall not impair a student's ability to breathe or communicate normally, obstruct a student's airway, or interfere with a student's ability to speak.
- Chemical restraint is not allowed as a form of physical restraint. Chemical restraint is the use of medication to control a student's behavior or restrict a student's freedom of movement. Chemical restraint does not include medication legally prescribed and administered as part of the student's regular medical regimen to manage behavioral symptoms and treat medical symptoms.
- Mechanical restraint is not allowed as a form of physical restraint. Mechanical restraint is the use of a device or equipment to limit a student's movement or hold a student immobile. Mechanical restraint does not include restraint used to:
  - Treat a student's medical needs;
  - Protect a student known to be at risk of injury resulting from lack of coordination or frequent loss of consciousness;
  - Position a student with physical disabilities in a manner specified in the student's IEP, 504 plan, or other plan of care;
  - Provide a supplementary aid or services or an accommodation, including but not limited to, assistive technology that provides proprioceptive input or aides in self-regulation; or
  - Promote student safety in vehicles used to transport students.

The use of a blocking pad in a protective manner to safeguard an individual is not a mechanical restraint; however, the use of a blocking pad, mat, or other device or equipment as a means of restraint or during a restraint is considered mechanical restraint and is prohibited.

## **2. Limitations for Physical Restraint:**

- a. The physical restraint must end immediately when the threat of imminent danger of serious physical harm ends, or the student indicates that he or she cannot breathe or staff supervising the student recognizes that the student may be in respiratory distress.
- b. The staff involved in physically restraining a student must periodically halt the restraint to evaluate if the imminent danger of serious physical harm continues to exist. If the imminent danger of serious physical harm continues to exist, staff may continue to use the physical restraint and the continued use may not be considered a separate instance of physical restraint.
- c. The student shall be released from physical restraint immediately upon a determination by the staff member administering the restraint that the student is no longer in imminent danger of causing serious physical harm to the student or others.

### **3. Time Out and Isolated Time Out**

**“Time out”** means a behavior management technique for the purpose of calming or de-escalation that involves the involuntary monitored separation of a student from classmates with a trained adult for part of the school day, only for a brief time, in a non-locked setting.

**“Isolated time out”** means the involuntary confinement of a student alone in a time-out room or other enclosure outside the classroom without a supervising adult in the time-out room or enclosure. Isolated time-out is only allowed under limited circumstances and can only be used when the adult in the time-out room or enclosure is in imminent danger of serious physical harm because the student is unable to cease actively engaging in extreme physical aggression.

### **Interventions/Circumstances That Do Not Meet the Definition of Time Out and Isolated**

#### **Time Out:**

According to State regulation (i.e. Section 1.285 of the Illinois Administrative Code) and ISBE guidance (June 2020), the following circumstances do not constitute time out or isolated time out and therefore would not trigger an obligation to follow the procedures detailed herein. Those include:

- a. Student initiated or student requested break;
- b. Student initiated or teacher initiated sensory break;
- c. Sensory room containing sensory tools to assist a student to calm and de-escalate.
- d. In-school suspension or detention;
- e. Any other disciplinary measure, including a student’s brief removal to the hallway or similar environment;
- f. The use of a separate, quiet environment for a student;
- g. The use of study carrels or other similar, stable and non-enclosed partitions within the classroom, other classrooms or areas in the school that are designed for student work and study with fewer auditory and other distractions, and similar interventions (either at staff direction or upon student request);
- h. If a student requests to go to a different location in the school to self-regulate or seek staff support; and
- i. Evacuating other students from a classroom (i.e. clearing the classroom) when one student presents a risk of harm to self or others.

#### **1. Requirements for Enclosure:**

The following are requirements for any enclosure used for time out or isolated time out:



- a. Any enclosure shall meet the health/life safety requirements of 23 Ill. Adm. Code 180 and have the same ceiling height as the surrounding room or rooms and be large enough to accommodate not only the student being placed in time out or isolated time out, but also, if applicable, any other individual who is required to accompany that student.
- b. The enclosure must be constructed of materials that cannot be used by students to harm themselves or others. It must be free of electrical outlets, exposed wiring, and other objects that could be used by students to harm themselves or others and be designed so that students cannot climb up the walls.
- c. The enclosure must also be designed to permit continuous visual monitoring of and communication with the student and, if fitted with a door, be fitted with either a steel door or a wooden door of solid-core construction. If the door includes a viewing panel, the panel shall be unbreakable. The door shall not be fitted with a locking mechanism or be physically blocked by furniture or any other inanimate object at any time during the time out or isolated time out.
- d. For time out rooms that are contained within a classroom or other larger room or space, the time out room door must not be fitted with a locking mechanism of any sort, but the classroom or other larger room can be capable of locking and may be locked in a manner consistent with the school building's safety and security protocols.

## **2. Use of Time Out and Isolated Time Out:**

- a. Permissible Use:
  - Time Out and Isolated Time Out may only be used when the student poses a physical risk to self or others, when there is no medical contraindication to its use, and when the staff utilizing the intervention have been trained in its safe application.
  - A student placed in either time out or isolated time out must have reasonable access to food, water, medication, and toileting facilities. The deprivation of necessities needed to sustain the health of a person is prohibited.
  - Except in circumstances in which there is a risk of self-injury or injury to staff or others, a student in time out or isolated time out shall not have his or her clothing removed, including, but not limited to, shoes, shoelaces, boots, or belts.
  - Isolated Time Out:
    - For isolated time out, the adult responsible for supervising the student must remain within two feet of the enclosure and must be able to see, hear, and communicate with the student.
    - For isolated time out, the door shall not be locked or held to block egress and the student shall not be supervised using cameras, audio recording, or any other electronic monitoring device.
  - Time Out
    - For time out, the adult responsible for supervising the student must remain in the same room as the student at all times during the time out.

## **3. Time Limitations for Use of Time Out/Isolated Time Out:**

- a. A student shall be released from isolated time out or time out immediately upon the staff member's determination that the student is no longer an imminent danger of serious physical harm to the student or others.

- b. At least once every 15 minutes, an adult who is trained in accordance with these guidelines must assess whether the student has ceased presenting the specific behavior for which the time out was imposed.
- c. Many students need additional time to deescalate and process after they are no longer displaying the behavior that necessitated the time out, and if that is the case, they may deescalate and process in the same location where the time out or isolated time out occurred. The time out or isolated time out ends when the student is no longer an imminent risk to self or others; however, other ongoing interventions should be documented as a postvention.

## **EVALUATION AND REVIEW REQUIREMENTS RELATED TO INCIDENTS OF PHYSICAL RESTRAINT, TIME OUT OR ISOLATED TIME OUT**

### **A. Evaluation Requirements for Lengthier Incidents:**

*\*Evaluation in this context is not an evaluation for educational services or special education. The term evaluation in this procedure section refers to the review, consideration, and analysis of the restraint, time-out, or isolated time-out intervention.*

1. Whenever an episode of time out or isolated time out exceeds 30 minutes, an episode of physical restraint exceeds 15 minutes, or repeated episodes have occurred during any three-hour period, a licensed educator or licensed clinical practitioner knowledgeable about the use of time out or isolated time out trained in the use of physical restraint shall evaluate the situation.
2. The evaluation shall consider the appropriateness of continuing the procedure in use, including the student's potential need for medication, nourishment, or use of a restroom and the need for alternate strategies (i.e., an assessment by a mental health crisis team, assistance from police, or transportation by ambulance).
3. The results of the evaluation shall be committed to writing, and copies of this documentation shall be placed into the student's temporary student record and provided to the designated official.

### **B. Review Requirements for Multiple Incidents:**

1. When a student experiences instances of physical restraint, time out, or isolated time out on any 3 days within a 30-day period, the school personnel who initiated, monitored and supervised the incidents shall initiate a review meeting of the effectiveness of the procedures used, review the student's functional behavior assessment, and prepare an individual behavior plan for the student that provides either for continued use of these interventions or for the use of other, specified interventions.
2. The plan shall be placed into the student's temporary student record.
3. The review meeting shall also consider the student's potential need for an alternative program, for special education eligibility, or, for a student already eligible for special education, for a program change.
4. The school team shall invite the student's parents or guardians to participate in this review meeting and shall provide ten days' notice of its date, time, and location. The notification shall inform the parent(s)/guardian(s) that the student's potential need for special education, an alternative program, or, for students already eligible for special education, the student's potential need for a program change, will be considered and that the results of the review meeting will be entered into the temporary student record.

5. The review meeting can be held as an IEP meeting, 504 meetings, meeting to review BIP, or, for general education students, problem-solving meeting or meeting to consider initiating special education evaluation.

## **DOCUMENTATION AND REPORTING/NOTICE REQUIREMENTS**

### **A. Documentation:**

1. Each episode of physical restraint, time out, or isolated time out implemented requires a written record to be maintained in the student's temporary record.
2. A designated official shall also maintain a copy of each of these records.
3. Each record shall include, but is not limited to, all of the following:
  - a. The student's name;
  - b. The date of the incident;
  - c. The beginning and ending times of the incident;
  - d. A description of any relevant events leading up to the incident;
  - e. A description of any alternative measures that are less restrictive and intrusive that were used prior to the implementation of isolated time out, time out, or physical restraint and why those measures were ineffective and deemed inappropriate;
  - f. A description of the incident or student behavior that resulted in isolated time out, time out, or physical restraint, including the specific imminent danger of serious physical harm to the student or others;
  - g. For isolated time out, a description of the rationale of why the needs of the student cannot be met by a lesser restrictive intervention and why an adult could not be present in the time out room;
  - h. A log of the student's behavior in isolated time out, time out, or during physical restraint, including a description of the restraint techniques used and any other interaction between the student and staff;
  - i. A description of any injuries (whether to students, staff, or others) or property damage;
  - j. A description of any planned approach to dealing with the student's behavior in the future, including any de-escalation methods or procedures that may be used to avoid the use of isolated time out, time out, or physical restraint,
  - k. A list of the school personnel who participated in the implementation, monitoring, and supervision of isolated time out, time out, or physical restraint; and
  - l. The date on which parental or guardian notification took place. Additionally, the designated school official shall be notified of the incident as soon as possible, but no later than the end of the school day on which it occurred.

### **B. Reporting Requirements to the State Superintendent:**

1. No later than two (2) school days after any use of physical restraint, time out, or isolated time out, the school Walsh Academy or other entity serving the student shall complete the Illinois State Board of Education's required "Physical Restraint and Time Out Form". The form will be maintained in the student's temporary record.
2. Within two (2) business days after any use of physical restraint, time out, or isolated time out, the Walsh Academy must also enter the data into ISBE's Student Information System ("SIS").

### **C. Notification to Parents or Guardians:**

1. The school team must make a reasonable attempt to notify the student's parent/guardian on the same day that the physical restraint, time out, or isolated time out is imposed.

2. Within one business day after any use of physical restraint, time out, or isolated time out, the school team shall send a copy of the ISBE “Physical Restraint and Time Out Form” to the student’s parent/guardian. The method of delivery is to be determined by the School.

The following information shall also be sent to the parent/guardian:

- a. A copy of the standards for when time out and restraint can be used;
  - b. Information about the rights of parent, guardians, and students; and
  - c. Information about the parent/guardian's right to file a complaint with the State Superintendent of Education, the complaint process, or other information to assist the parent or guardian in navigating the complaint process.
3. No later than two school days after each incident of time out or restraint, the principal (or other designated administrator) will notify the parent/guardian that they may request a meeting with appropriate school personnel to discuss the incident. A student may not be excluded from school solely because a meeting has not occurred.
    - a. If the parent requests a meeting, the meeting will be convened within two school days after the request, provided that the 2-school day limitation shall be extended if requested by the parent/guardian. The parent/guardian may request that the meeting be held via telephone or videoconference.
    - b. The meeting shall be held separate and apart from IEP and 504 meetings.
    - c. A summary of the meeting and any agreements or conclusions reached during the meeting shall be documented in writing and will become part of the student’s school record. A copy of the documents must be provided to the parent/guardian, as well.
    - d. If a parent/guardian does not request a meeting within 10 school days or does not attend a requested meeting, that fact shall be recorded and maintained in the student’s record.
  4. The Walsh Academy shall also provide annual notification to parents/guardians via information that is distributed annually or upon enrollment of the students of the Walsh Academy’s policies regarding Use of Physical Restraint, Time Out, and Isolated Time Out pursuant to Sections 10-20.14 and 14-8.05(c) of the School Code.

## **TRAINING REQUIREMENTS**

### **A. Requirements for Training:**

Any adult supervising a student in isolated time out or time out, or involved in a physical restraint, shall receive at least 8 hours of developmentally appropriate training annually. Online training may be utilized for all training areas except for physical restraint training. No individual may use physical restraint, time out, or isolated time out before receiving the required training and certificate. Any staff who applies physical restraint, time out, or isolated time out shall use only techniques that he or she has received before annual training.

Training is required in the following areas:

- Crisis de-escalation,
- Restorative practices,
- Identifying signs of distress during physical restraint, time out, and isolated time out,
- Trauma-informed practices, and
- Behavior management practices.

Behavioral Training is required in the following areas:

- Less restrictive and intrusive strategies and techniques to reduce the use of physical restraint, time out, or isolated time out, and
- Best practices and how to safely use physical restraint, time out, and isolated time out when those alternative strategies and techniques have been tried and proven ineffective.

All trained staff will be provided with a copy of the Walsh Academy's policies on physical restraint, time out, and isolated time out.

## **B. For Administrator Use - Trainer Requirements Include the Following:**

Provision of Training: The training required with respect to physical restraint, time out, or isolated time out may be provided either by the employer or by an external entity.

Qualifications of the Trainer:

- All persons or entities who provide training must be trained and certified in the effective use of less restrictive and intrusive alternatives to prevent imminent danger of serious physical harm to the student or others and safe application of physical restraint, time out, or isolated time out when less restrictive and intrusive alternatives have been tried and proven ineffective.
- An individual may provide training to others in a particular method of time out and physical restraint only if he or she has received written evidence of completing training in those techniques that meet the requirements listed in this section within the preceding one-year period.

Training Components: The training shall include, but need not be limited to:

- The dangers associated with the use of physical restraint, time out, or isolated time out and the need to use interventions that are less restrictive and intrusive to reduce the risk of harm to students;
- Appropriate procedures for preventing the need for physical restraint, time out, or isolated time out, including the de-escalation of problematic behavior, relationship-building, and the use of alternatives to restraint;
- Recognizing and responding appropriately to the antecedent of a student's behavior;
- Recognizing contraindications and other conditions and events that increase the risk of death;
- A description and identification of dangerous behaviors on the part of students that may indicate the need for physical restraint, time out, or isolated time out and methods for evaluating the risk of harm in individual situations in order to determine whether the use of restraint is warranted;
- The simulated experience of administering and receiving a variety of physical restraint, time out, or isolated time-out techniques, ranging from minimal physical involvement to very controlling interventions;
- Instruction regarding the effects of isolated time out, time out, and physical restraint on the person in restraint, isolated time out, or time out, including instruction on monitoring physical signs of distress and obtaining medical assistance;
- Instruction regarding documentation and reporting requirements and investigation of injuries and complaints; and
- Demonstration by participants of proficiency in administering physical restraint, time out, and isolated time out.

## **COMPLAINT PROCEDURES**

### **A. School-Based Complaint:**

Any parent or guardian who believes that the school Walsh Academy has violated these procedures related to their student may bring their concerns to the school principal to discuss the incident(s) in question and work on possible solutions.

### **B. State Complaint:**

Any parent, guardian, individual, organization, or advocate may file a written complaint with the Home School Walsh Academy Administration, alleging that the Walsh Academy Staff has violated the ISBE Rules, 23 Ill. Adm. Code §§ 1.285 Requirements for the Use of Isolated Time Out, Time Out and Physical Restraint. The complaint must allege a violation occurring no more than one year prior to the date in which the complaint is received.

Reviewed: February 2024  
July 2024

## **9.0 School Calendar/ Important Date**