



Elim Christian School 2026-2027 *Parent Handbook*

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Elim's Mission

To equip people with disabilities to pursue their God-given potential by offering person-centered services and partnering with communities.

Elim Christian School Core Values

We Are Christ Centered

We All Have Value & Purpose

We are a Learning & Sharing Community

Educational services are provided for children who:

- ❖ Are ages 3-22
- ❖ Have an identified primary disability under the following eligibility categories:
 - Intellectual Disability
 - Orthopedic Impairment
 - Specific Learning Disability
 - Emotional Disability
 - Other Health Impairment
 - Multiple Disabilities
 - Developmental Delay
 - Autism
 - Traumatic Brain Injury
- ❖ Need the following additional services to benefit from educational placement at Elim
 - Speech & Language Therapy
 - Physical Therapy
 - Occupational Therapy
 - Social Work

Program Overview

Bridges:

Elim Christian School operates as an approved nonpublic special education program under Section 14-7.02 of the Illinois School Code, authorized by the Illinois State Board of Education (ISBE). Our program caters to students aged 3-22, encompassing various eligibility categories including Intellectual Disability, Orthopedic Impairment, Specific Learning Disability, Emotional Disability, Other Health Impairment, Multiple Disabilities, Developmental Delay, Autism, and Traumatic Brain Injury.

During the regular school year, our program runs for 176 school days, with instructional hours spanning from 8:25am to 2:55pm. Tuesday instructional hours are between 8:25am to 1:50pm during the regular school year. For students requiring Extended School Year (ESY) services, our summer term operates for 23 days, Monday – Thursday, maintaining the same school hours. Lunch and recess are integrated into the school day, providing opportunities for staff to focus on teaching and reinforcing independent, functional, communicative, and social skills.

Our classrooms maintain a student-to-teacher ratio of no more than ten students. Each classroom is facilitated by a licensed special education teacher, a licensed assistant teacher, and licensed paraprofessionals. For students requiring one-on-one support as specified in their IEPs, a licensed paraprofessional is designated to provide individualized instruction and assistance. The allocation of licensed paraprofessionals for instruction

and support is determined based on student needs and classroom capacity. All staff positions adhere to licensure requirements pertinent to their respective roles.

Classroom age spans are carefully structured, ensuring a maximum of 4 years for elementary students and 6 years for secondary students. Our program's capacity is currently capped at serving a maximum of 170 students to maintain optimal learning environments and support services.

Pathways:

Elim Christian School operates as an Illinois State Board of Education (ISBE)-approved nonpublic special education program, offering services to students in accordance with Section 14-7.02 of the Illinois School Code. Our program is specifically designed to cater to students aged 5-22 with primary disabilities related to autism and developmental delays.

During the regular school year, our academic calendar spans 176 instructional days, with school hours from 8:25am – 2:55pm. Tuesday instructional hours are between 8:25am to 1:50pm during the regular school year. For students needing Extended School Year (ESY) services, our summer term comprises 23 days, maintaining the same instructional hours, Monday - Thursday. Notably, lunch and recess periods are integrated into our educational day, during which our dedicated staff prioritize the teaching, modeling, and reinforcement of independent, functional, communicative, and social skills. These periods also serve as opportunities to address specific Individualized Education Program (IEP) goals and collect pertinent data.

In our classrooms, the student-to-teacher ratio does not exceed seven students per classroom. Each classroom is facilitated by a licensed special education teacher, a licensed assistant teacher, and licensed paraprofessionals. For students requiring one-on-one support as specified in their IEPs, a licensed paraprofessional is designated to provide individualized instruction and assistance. The allocation of licensed paraprofessionals for instruction and support is determined based on student needs and classroom capacity. All staff positions adhere to licensure requirements pertinent to their respective roles.

Classroom age spans are carefully structured, with elementary classrooms accommodating students within a maximum age range of four years and secondary classrooms maintaining a maximum age span of six years. The program's capacity is capped at serving a maximum of seventy-five students to ensure optimal support and attention for everyone within our educational community.

Termination Procedures

The Illinois State Board of Education (ISBE) provides specific guidelines regarding the termination of a student's placement in a therapeutic day school. These guidelines are designed to ensure that the decision is made in a fair and legally compliant manner, focusing on the students' best interests and educational needs. Here are the key considerations:

Termination of Placement from a Therapeutic Day School

1. The decision to terminate a student's placement must involve a review of the student's Individualized Education Program (IEP). The IEP team, which includes the student's parents or guardians, must discuss and document the reasons for termination, considering the student's needs and current educational and therapeutic requirements.
 - a. **Discharge Criteria:** Schools typically establish criteria for terminating a therapeutic placement, which may include:

- **Achievement of Goals:** The student has met the goals outlined in their therapeutic or educational plan.
 - **Behavioral Improvement:** Significant and sustained improvement in behavior or emotional stability.
 - **Inappropriate Placement:** The therapeutic day school is no longer the appropriate educational setting for the student, and other educational placements or resources may better serve the student's needs.
2. Schools must provide a 20-day written notice to the student's parents or guardians regarding the decision to terminate the placement. This notice should include the reasons for termination, effective date, and information on the next steps or alternative placements.
 3. Throughout the process, the school must ensure that the student's rights are protected, and that any decisions are made with the student's best interests in mind, consistent with state and federal regulations.
 4. If a student poses an imminent risk to himself or others, termination of placement may be immediate. This process will be led by the Director of School or their designee.

Parent/Guardian/Visitor Code of Conduct:

We acknowledge that effective collaboration between Elim staff, parents, and partner districts is vital for providing a successful educational experience for our students. To foster and maintain positive and productive relationships among all involved parties, our Visitor Code of Conduct establishes guidelines to ensure that interactions remain respectful, student-focused, and professional. This code is designed to promote courteous behavior and maintain open and professional lines of communication.

We recognize that both controllable and uncontrollable situations can arise, potentially leading to feelings of frustration and anger. We are dedicated to addressing these challenges constructively through open and positive dialogue, aiming to minimize any negative impact on relationships and trust.

When concerns occur, please first contact your child's teacher or therapist, as they have the most accurate information about your child. If the issue remains unresolved, contact the Assistant Principal for further assistance. Should additional support be needed, you may escalate the matter to the Assistant Director of School, and lastly the Director of School, if necessary. Our goal is to ensure that all concerns are addressed effectively and respectfully, maintaining a focus on the well-being and success of our students.

Parent/Guardian Behavior Expectations

- ❖ All interactions with Elim staff should be conducted with respect and professionalism, regardless of race, creed, nationality, religion, age, gender, sexual orientation, appearance, or disability
- ❖ When on school premises, demonstrate behavior that supports the orderly operation of our educational environment
- ❖ Be mindful that confidentiality constraints may limit the information that can be shared
- ❖ Use appropriate language, tone, and volume when discussing concerns or questions with staff
- ❖ Interact with staff, students, visitors, and fellow parents in a manner that is both verbally and physically non-threatening

- ❖ If the nursing department determines that your child's health or the health of others requires them to leave school, please arrange for prompt pickup
- ❖ Ensure you wait for permission and/or an escort when accessing various areas of the school
- ❖ Adhere to all traffic laws, parking regulations, and guidelines related to the use of the parent lane
- ❖ When contacting staff, please allow 24-48 business hours for a response.
- ❖ For emergencies or if you cannot reach a staff member, please contact the program Assistant Principal
- ❖ Any act of physical aggression or belligerence against a staff member may result in the immediate revocation of parental access to campus and Elim staff and/or student placement being terminated for the safety of our staff
- ❖ Parents should use authorized formats to communicate with staff members. Those platforms include Elim email address, Elim phone number, and Seesaw.

If these expectations are not met, the school may arrange a problem-solving meeting with the Director of School or their designee to address and resolve the issue. Our goal is to collaboratively foster a positive and uplifting environment for students, staff, and all visitors to our school.

Electric Recording Devices

In recent times, the advancement of technology has brought numerous benefits to education. However, it has also raised some concerns related to privacy, security, and maintaining an optimal learning environment for our students. After careful consideration and consultation with our school leadership and staff, we have implemented a standard that prohibits the use of eavesdropping devices within the school premises. According to the Illinois statute, (720 Illinois Compiled Statutes 5/14-2(a)(1), an eavesdropping device is "any device capable of being used to hear or record oral conversation or intercept or transcribe electronic communications." Eavesdropping devices may be used to record in-person conversations or electronic communications by telephone or other means. So, an eavesdropping device could be many kinds of recording devices (tablet, smartphone, smartwatch, etc.). Audio recordings of conversations with another person; cell phone calls, video recordings, and wiretapping are common examples.

We believe that the presence of eavesdropping devices or any device used to perform the recording feature poses potential risks that could disrupt the educational process and compromise the safety and privacy of our students, teachers, and staff. Some of the reasons for this policy include:

Privacy and Consent: Recording others without their consent is a violation of their privacy rights. We aim to create a safe and respectful environment for everyone in our school community.

Distractions: Electronic recording devices can distract staff and students from focusing on their studies and disrupt the learning process.

Cyberbullying and Misuse: The misuse of recording devices can lead to cyberbullying or other harmful activities, which we are committed to preventing within our school community.

We understand that some students may rely on electronic devices for various purposes, such as communication or research. Rest assured that we will continue to provide access to technology in a controlled

and supervised manner where it is necessary for educational purposes.

We kindly request your cooperation and support in adhering to this standard. Please refrain from sending any electronic recording/eavesdropping devices to school with your student. Devices sent to school will be collected from the student and placed in the student's locker or bookbag and returned home at the end of the school day.

If your child may need a recording device for educational purposes, please contact the school administration to discuss these matters case-by-case.

Student Records

During the time a student is enrolled at Elim Christian School, a copy of his/her school records are kept at Elim. When a student leaves Elim, all student records are returned to the home school district (or in the case of private placements, to the parents). The Student Records Act requires appropriate release of records forms to be completed before any information regarding students is released. To ensure compliance with this Act, **please contact your home school district**. All transcript requests must be made to the student's home school district. Privately funded students in need of transcripts or student records should contact the Student Records Administrator, at studentrecords@elimcs.org or 708-293-3688.

Contact Information:

Maintaining accurate parent/guardian contact information and emergency contacts is crucial for ensuring the safety and well-being of your child. Updated contact details allow us to promptly reach you in case of important updates, emergencies, or changes to your child's school experience. Having current emergency contacts ensures that we can connect with someone who can help if you are unavailable. Your cooperation helps us create a secure and responsive environment for all students. If any of your contact information (phone, address, e-mail, emergency contacts) changes please contact the Student Records Administrator at 708-293-3688 or at studentrecords@elimcs.org who will assist you with updating the contact information for your student.

Parent Conferences

Contact between parents and teachers is essential to the child's progress. It is the teacher's responsibility to evaluate the child's progress daily and to share this information with the parents at least four times a year. Thus, progress reports are mailed to parents quarterly with updated IEP goals. In addition, individual parent conferences are scheduled in the fall, **Friday, October 30, 2026**, and spring, Thursday, **March 25, 2027**. To help maintain contact between the school and home, teachers utilize phone calls, e-mail, and weekly newsletters to keep families informed of the activities taking place in their child's classroom. The IEP team convenes at least once per year to write and/or review a new IEP scheduled with the student's home school district.

Curriculum of Elim Christian School

Elim's curriculum is intended for students with moderate to severe developmental disabilities ages 3 through 22. It is devoted to the content areas that directly prepare students to be able to function in real-world situations; independent living, self-determination, self-advocacy, self-management, vocational, recreation/leisure and community integration. Our curriculum includes skills embedded throughout all aspects of a student's

educational program and focuses on developing functional academics, functional communication, and social skills.

Elim's curriculum is written to ensure that all students are exposed to the same standards as their general education peers. The curriculum is based on the Dynamic Learning Maps – Essential Elements, the Illinois Learning Standards for Social Science, and the Illinois Social and Emotional Learning Standards. As students' progress from one course to the next and tasks are completed, academic rigor increases. Most importantly, there is an intentional focus on the increase in student independence in the application of the content taught. Also, students will be provided with materials and tasks appropriate for their age and developmental level.

E-Learning

Private therapeutic day schools are allowed (not required) to utilize E-Learning days in lieu of emergency closures (i.e., snow days) if certain conditions are met.

ISBE has outlined the following conditions/requirements be in place *before* an E-Learning Day can be utilized:

- Each student participating in the e-learning will be provided with access from home to the materials (both electronic and non-electronic), resources, and technology required to receive instruction.
- The services and support, pursuant to a student's IEP, will be provided to the extent practical to ensure access to appropriate learning opportunities.
- Student attendance will be monitored and recorded as prescribed by the State Board of any e-learning days.
- Parents will be provided with effective notice of the use of days for e-learning.
- Staff and students will be provided with the necessary training or instructions for participation on an e-learning day.

E-Learning is provided when there is a need for the entire school and/or entire program to be closed due to situations such as, but not limited to, inclement weather and COVID outbreaks.

Remote Learning – is provided when the Governor of Illinois declares a disaster proclamation due to a public health emergency OR specified in a student's IEP. As of July 2024, no disaster proclamation is in effect, so Remote Instruction is not required.

Should the decision be made to utilize an E-Learning Day in lieu of an emergency closure, you will be notified via Alert Media.

Elim utilizes Seesaw as its digital learning platform. At the beginning of each school year and/or when a student's classroom placement changes, parents will be provided with a unique learning code for their child. We ask that you follow the provided instructions to allow your child to access their education remotely if this becomes necessary either due to inclement weather or individual quarantine requirements.

General School Information

Arrival and Departure

Elim's school day is 8:25am to 2:55pm. On Tuesdays, Elim dismisses students at 1:50 for school improvement activities.

- If your child does not ride the bus, please be prompt on arrival and departure to and from school. Please drive carefully, enter and leave the parking lot, and follow the directions of the transportation staff.
- Parents/guardians are required to sign their children in and out of school in the school office if they drop off or pick up their child outside of regular school hours. *If your child is usually transported by bus, it is your responsibility to notify the bus company that your child will not be riding that day.*
- Students who need to be picked up early must be signed out no later than 2:15 PM. After 2:15 PM, all student pick-ups should occur through the parent lane in the designated dismissal area.
- When students are picked up by someone other than their parent or guardian, they must be listed as an authorized individual. Please make sure they are listed as an emergency contact; otherwise, for the student's safety, we will not release them. In cases involving extenuating circumstances, please contact your child's assistant principal. The person picking up the student will be required to present a picture photo ID. To protect our students, we will not release students with a phone call.
- Extended School Year, Summer 2027, will run Monday through Thursday from June 14, 2027– July 22, 2027. Please note that there will be no school on Monday, July 5th. There will be no school on Fridays and no early release on Tuesday. Please plan to pick up your student at 2:55 PM.

Lunch Program

Elim provides a daily catered hot lunch for students. Student lunches are \$9.00. Parents are billed monthly for the meals served. With a physician's order and special request, based on dietary restrictions, a dietician will support the creation of student meals. Based on the needs of our students, some foods may be restricted from being served. For a list of these foods, please refer to the "Restricted Foods" section of this handbook. If your questions are related to the billing of lunch, please contact Lori Swartwout, Lori.Swartwout@elimcs.org or 708-293-3633. Please be aware that lunch prices may change based on fluctuations in food and service costs, with or without prior notice. We will strive to keep you informed of any changes before they take effect.

Communicating with School Staff

For any questions, concerns, or information regarding your child, please contact your child's teacher or related services staff directly. **It is important to communicate with these staff members personally and avoid asking paraprofessionals to relay messages.** Note that school staff must use approved communication methods, including Seesaw, email, and the school phone number.

When reaching out by phone, understand that teachers and related services staff may not be able to answer immediately while working with students. You are encouraged to leave a message or send an email, which is the fastest way to receive a response. Staff will respond within 24-48 business hours. In case of an emergency, please contact the school office at 708-389-0555 and ask to speak with the appropriate Assistant Principal, Assistant Director of School, or Director of School.

Private Therapists and Consultants

Elim staff value the opportunity to collaborate with students' private therapists and consultants when applicable. The most effective educational programming is achieved when all parties involved in supporting a student, working together to develop appropriate goals and programming.

Before initiating any collaboration with an external therapist or consultant, parents must complete and return the "[Consent for Release of Information](#)" form. Please be aware that certain goals addressed in clinics or home-based services may not be suitable for the school environment.

Off Campus Outings

Written permission is required for students participating in off-campus outings. A parent consent form for each field trip will be distributed, unless the trips are recurring, in which case a single form covering all applicable dates will be required. Students without a signed off-campus outing form on file will not be permitted to participate and will remain at school, engaging in academic activities. **There are instances where there is a cost for off campus outings (costs will not exceed \$10.00 per outing). Please follow teacher instructions regarding the cost and the collection of funds process established by Elim. Parents whose students receive free/reduced lunch should contact the appropriate school Assistant Principal for appropriate arrangements to be made.**

Medication Administration:

- ❖ **Rescue Medications:** Medications for seizures (e.g., Diastat, Valtoco) and diabetes (e.g., glucagon, insulin) may only be administered by Elim nursing staff. Because Elim nurses do not attend off-campus activities, an off-campus plan is required for students with these medications or medical conditions. With the program administrator's and field trip organizer's permission, a parent or guardian may attend or appoint a chaperone to provide necessary medical interventions, including medication and enteral feeding administration. The appointed chaperone must be over 21 years old, *cannot* be an Elim staff member, and must accompany the student throughout the trip, including transportation. The off-campus plan can be obtained from Elim's website: [Elim School Forms](#).
- ❖ **Epinephrine and Asthma Medications:** Epinephrine (e.g., Epi-pen, Auvi-Q) and asthma rescue medications (e.g., albuterol) may be administered by trained staff. Staff will receive training from a nurse for this purpose. An Allergy Action Plan and/or Asthma Action Plan completed by the student's healthcare provider must accompany these medications and be renewed each school year. Students must have up-to-date plans on file in order to attend off-campus activities.

Annual Consent (Elim Registration)

Every year we are required to seek consent from parents for a variety of things. This process is completed using Cognito forms. Directions and timelines for completing this process are sent to parents via e-mail. Parents unable to complete this process digitally should contact the Student Records and Database Administrator (studentrecords@elimcs.org or 708-293-3688) for alternate arrangements. **Please note that parents may also be required to "register" their student with their home school district. Information/consent etc. provided to Elim does not replace this expectation. Parents are encouraged to contact their district's special education representative if they have any questions regarding their home school district's requirements.**

It is important that the people who are assigned as emergency contacts be individuals who are over the age of 18, have knowledge of the student's needs and who can physically pick up a student from school.

Elim will not release a student to any individual who is not listed as an emergency or alternate pick-up contact. Elim WILL NOT accept verbal changes to student consent. Should changes need to be made contact the student records and database administrator at studentrecords@elimcs.org or 708-293-3688 who will assist with the process. *Please note that verbal changes are not accepted.*

Lock-down, Fire Drills, and Tornado Drills

Lock-down drills are conducted annually to ensure that both staff and students are prepared to respond effectively and efficiently in the rare event of a dangerous intruder. These drills are developed and executed in collaboration with the Crestwood Police Department.

Fire drills are done throughout the academic year to instruct staff and students on safe evacuation procedures in case of a fire. Each teacher is responsible for ensuring an orderly exit from the building. These drills are organized in partnership with the Crestwood Fire Department.

Elim is equipped with a radio and ten-ten civil defense receiver to provide immediate updates on tornado weather conditions. This helps us to proactively prepare for tornado watches and tornado warnings.

- ❖ Tornado Watch: This indicates that conditions are favorable for the development of a tornado or severe thunderstorm. During a tornado watch, students will remain in the building under the direct supervision of their teachers. The school will continue to operate on its regular schedule, and classes will be dismissed at their usual times.
- ❖ Tornado Warning: This signifies that a tornado or severe thunderstorm has been sighted in the vicinity. During a tornado warning, students will not be released, and they will be moved to the safest available area within the school building. No buses will depart until the principal has received an official "all clear" from local authorities. Please refrain from calling the school unless it is an extreme emergency. We recommend staying tuned to local radio stations for weather updates during this period.

For any further questions or concerns, please contact your program assistant principal.

Snow Policy/School Closing

In the event that the Director of School determines it is necessary to cancel in-person learning for safety reasons, whether due to inclement weather or other unforeseen circumstances, families will be promptly notified through our automated calling system.

Official updates will also be provided via local television stations under "Elim Christian School," on our website at www.elimcs.org, and across our official social media platforms.

We encourage all families to monitor these communication channels during periods of severe weather or emergency conditions to stay informed of any changes to the school schedule.

Labeling Clothing & Special Equipment

To assist in accurately identifying ownership of personal belongings, we request that all students label their articles of clothing, equipment, technology, and other items with their names. This will help our staff return lost items to their rightful owners and ensure a smooth and organized environment.

Student Attendance

If your student will be absent, please ensure you notify us promptly by calling the student attendance line at 708-293-3626 or emailing studentattendance@elimcs.org. In your communication, please provide the following details:

Student Name

Date of Absence

Reason for Absence

Please note that absences reported through teachers or therapists are not accepted. For compliance with ISBE (Illinois State Board of Education) protocols, we must notify home school districts of student attendance monthly. Additionally, we must inform the home school districts each time a student accumulates five or ten consecutive days of absence.

ISBE Attendance Protocols:

Excused Absences: Generally, include illness, medical appointments, or other valid reasons as specified by ISBE. Documentation may be required to substantiate the reason for the absence.

Unexcused Absences: Include absences not covered by ISBE guidelines, such as truancy or unauthorized leave. Continued unexcused absences may result in further action according to school and district policies.

Thank you for your cooperation in ensuring accurate attendance records.

Elim Bus Transportation

Students whose transportation is provided by their home school district should notify the identified transportation company in the event of an absence.

Students whose transportation is provided by Elim only need to report their absence to the student attendance line at 708-293-3626 or e-mail attendance@elimcs.org.

Dress Code

To support a positive and focused school environment, it is important that students come to school dressed and groomed appropriately for their age.

Footwear Guidelines:

- ❖ All shoes should have closed toes and a strap around the back of the foot for safety and comfort.
- ❖ Flip-flops, slides, or sandals that leave the feet exposed are not permitted, unless they are needed for medical purposes.

Students cannot wear

- ❖ Anything that depicts or suggests
 - Language or images that are violent or discriminating
 - Illegal activity
 - Hate speech, profanity, sexually explicit or suggestive language.
 - Accessories that could be considered dangerous or could be used as a weapon (please note that look-alike weapons are considered a serious safety violation)

These guidelines help ensure that students are prepared for their daily activities and contribute to a safe and respectful school atmosphere. Thank you for your attention to this matter.

Classroom Observation Procedures

Elim Christian School welcomes the opportunity to collaborate with parents and qualified private providers to meet the needs of our students. To manage the many requests for observations effectively, please follow the specific process outlined below.

- ❖ Complete the Elim Release of Information form [Release of Information](#)
- ❖ Complete the Classroom Observation Confidentiality Acknowledgement form.
- ❖ Complete the [Classroom Observation Request form](#).

All completed forms should be submitted to the program assistant principal for processing. The program assistant principal will approve/deny requests on a case-by-case basis. If a request is denied, parents can appeal to the Director of School, who will make the final decision.

All requests for classroom observations will be evaluated on a case-by-case basis, considering factors such as purpose, duration, and frequency. While we strive to accommodate these requests, our primary focus is to maintain a safe and productive learning environment.

Observation Guidelines:

- ❖ **Purpose and Frequency:** Observations may be limited to minimize classroom disruptions and will be scheduled based on the visit's purpose and staff availability.
- ❖ **Supervision: An Elim staff member must accompany the visitor.** Observations will be scheduled regarding the classroom schedule, school personnel availability, and any specific requests from parents or private providers.
- ❖ **Follow-Up Discussions:** Any required follow-up discussions with the teacher or therapist must be arranged separately from the observation session.
- ❖ **Childcare Arrangements:** Parents are requested to make childcare arrangements for other children, as bringing them to the observation session could disrupt the classroom environment.
- ❖ **Student Privacy:** We ask that parents respect the privacy of all students. Observations should focus solely on the child of the visiting parent. Discussing or sharing information about other students is a violation of confidentiality rights under FERPA (Family Educational Rights and Privacy Act). Each student's educational and behavioral plans are individualized as per their IEPs (Individualized Education Programs), and sharing such details could compromise the privacy of our students and their families.

For any questions or concerns regarding observation visits, please contact the appropriate assistant principal.

ISBE and placing district personnel may visit/observe without prior notice; however, we kindly request that at least 24 hours' notice be provided.

Classroom Pets

Animals, including but not limited to dogs, cats, frogs, and birds, are not permitted in classrooms, hallways, agency vehicles, or on school grounds. Parents, staff, and guests are not allowed to bring pets onto school grounds.

Elim currently has a therapy dog named June. June has been with us since July of 2025. June joined us as part of our ongoing efforts to support the emotional, social, and mental well-being of our students and staff. Elim serves a diverse population with unique needs, and we are always looking for meaningful ways to create a more supportive and enriching environment. Research, and experience, continues to show that therapy animals can have a powerful, positive impact on educational settings and we are happy to have June as part of our team.

Medical Services and Policies

Elim's nursing department can be reached by calling 708-389-0555 ext. 305 or via email nurse@elimcs.org

Illness

A student may be sent home from school at the nurse's discretion due to illness. A student cannot remain in school or board transportation when exhibiting fever (body temperature of 100.4 degrees or higher), vomiting or diarrhea as these symptoms may be indicative of infectious illness. Additionally, the student may also be sent home if they exhibit significant nasal drainage, continuous cough or other symptoms of illness that adversely affect the student's behavior and/or ability to participate in school activities. When the parent/guardian is contacted to pick up their student due to illness or injury, the student must be picked up within a one-hour time frame, as soon as possible. The student should remain home until symptoms of illness have significantly improved or resolved. Any student who is ill or sent home from school should not return until fever, diarrhea, and vomiting have ceased for 24 hours without medication.

Medications

Elim Christian School adheres to the applicable state laws and regulations, specifically Section 10-22.21b of the *Illinois School Code* (105 ILCS 5/10-22.21b), 105 ILCS 5/22-30, and 23 Illinois Administrative Code 1.540, pertaining to the administration of medication to students during regular school hours and school-related activities.

We encourage families to administer medications at home as doing so at school is discouraged unless absolutely necessary for the critical health and well-being of the student. Should your student's health care provider deem that medication is required, the parent/guardian must submit a written health care provider's (HCP's) order to Elim's Nursing Department. The prescribed medication form is available for families to download from the Elim website: <http://www.elimcs.org/children/school-forms>. We ask that the parent/guardian provide at least a 2-week supply of their student's medication to the nurse. Prescription medication must be provided in the

original container with an accurate pharmacy label along with an additional labeled bottle to transport refills. The pharmacy label must include the student's name, prescriber number, medication name and dose, route, date of medication and refill/expiration, prescriber's name, pharmacy name, and contact information. Over-the-counter medication (OTC), including but not limited to, pain medication (e.g., Tylenol, ibuprofen), supplements and creams must include the student's name and must be in the original, unopened container with the label intact. **Any medication sent to the nurse in any other manner or without a written HCP's order will be returned to the parent/guardian.** This includes seizure, allergy, and asthma rescue medications.

Medication administration records, storage of medications and administration are the nurse's responsibility. 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). Elim Christian School will keep record of medication administration training provided to a staff member who is delegated medication administration authority by the licensed School Nurse/Registered Nurse.

Medication orders

Medication orders must include student's name, medication name, dose, route of administration, and time to be given. For the order to be complete, the prescriber and the parent/guardian must sign it. These orders must be renewed each school year. Any changes made to a medication order, such as the dose, directives, or time of administration, will require a new order that indicates those changes. If your student's medication is discontinued, you must submit confirmation, in writing, to the nurse.

As-needed rescue medications

As-needed rescue medications for seizures (e.g., Diastat, Valtoco) and diabetes (e.g., glucagon, insulin) may only be administered by Elim nursing staff and cannot be given by unlicensed staff. Because Elim's nurses do not attend off-campus activities, an off-campus plan is required for students with these prescribed rescue medications. The plan must be renewed every school year. The off-campus plan may be obtained from Elim's website: <https://www.elimcs.org/school-and-medical-forms/>.

Epinephrine (e.g., Epi-pen, Auvi-Q) and asthma rescue medications (albuterol) are the only rescue medications that may be administered by unlicensed staff. Staff will be trained to administer these medications by a nurse. An Allergy Action Plan and/or Asthma Action Plan completed by the student's HCP must accompany the medication(s). The plans must also be renewed every school year. These forms are available on Elim's website.

Essential Oils:

The guidelines set forth by the Illinois Department of Public Health (IDPH) require medications to be prescribed by a physician, advanced practice nurse, or physician's assistant with exact dosing instructions. They must also be regulated by the Food and Drug Administration specifically as drug/medication. Homeopathic treatments do not currently meet these requirements. Examples of these treatments include, but are not limited to, essential oils and some supplements. Elim does not allow non-FDA regulated homeopathic treatments at school.

Other treatments and medications

Other treatments and medications, such as, but not limited to insulin administration, supplemental oxygen treatment, respiratory suctioning, and nebulizer treatments will require an HCP's order. Students requiring medical care or continuous observation for medical reasons may require 1:1 care by a registered nurse. Elim's nursing staff will collaborate with the parent/guardian, student's home district, and program administrator to ensure that this need is addressed. Nursing staff will help parents ensure that the necessary documentation is completed and submitted for their student.

Self-Administration of Medication:

Section 10-22-21b and 22-30 of the *Illinois School Code* (105 ILCS 5/10-22.21b; 105 ILCS 5/22-30) allows students with a provider's order and parent permission to carry and self-administer asthma medication or epinephrine injector. However, Elim's special needs environment requires that all medications be stored and administered by the nurse or trained Elim staff.

Elim Christian School, its employees, and agents shall incur no liability, except for willful and wanton misconduct, because of any injury arising from the administration or self-administration of medication by a student during school hours or school-related activity pursuant to this policy and a medication administration authorization form.

Physical Examinations

Physical exams will be required for students entering the school system for the first time, preschool, kindergarten (turning six years old), second grade (turning eight years old), sixth grade (turning 12 years old), and entering ninth grade (turning 15 years old). Physical exams must be conducted within one year prior to the date of entry to the grades listed above. Vaccination against several diseases at specified intervals is also required. State law requires that students without those exams and/or vaccinations to be excluded from school attendance unless certain exceptions are met by October 15 of the school year. Students, parents, or legal guardians who object to state mandated health examinations and/or immunizations on religious grounds must submit the "Illinois Certificate of Religious Exemption to Required Immunizations and/or Examinations" form. This form must be completed each time a physical exam is due (kindergarten, 6th, and 9th grades) or when additional vaccines are required. If a student cannot receive mandated immunizations for medical reasons, the student's health care provider must submit written documentation explaining the medical exemption.

Dental Examinations

Dental examinations will be required for students entering kindergarten, second grade, sixth grade and ninth grade. Documentation should be submitted directly to the Nursing Department

Vision and Audiology Examinations

Vision examinations will be required for students entering kindergarten (turning six years old). In addition, students prescribed glasses/contacts must have a vision examination every two years. Students prescribed hearing aid(s) must have an audiology examination every two years. Documentation should be submitted directly to the Nursing Department.

Hearing and Vision Screening

Parents will be notified of the hearing and vision screening dates. Any student who is not prescribed glasses/contacts or hearing aid(s) and enrolled in special education must be screened annually unless a parent/guardian objects to the screening in writing. The written objection should be submitted to the Nursing Department.

Physician Referral for Therapies

Here at Elim, a yearly physician's prescription is required for physical therapy services in the school setting. Requests for the annual physician's prescriptions will be sent home with students and/or mailed by the end of July.

A doctor's order for **occupational therapy** is requested to be on file.

Emergency Medical Care

The school nurse or other certified Elim staff will provide emergency first aid procedures.

- ❖ At the discretion of the school nurse, emergency medical services (EMS) will be phoned, and the student will be transported by ambulance to the nearest hospital emergency department.
- ❖ Immediate and continual attempts will be made to contact the parent/guardian to inform him or her of the situation. Please ensure that the parent/guardian's contact information is included when completing the *Emergency Contacts* portion of your student's Elim "registration."
- ❖ An Elim staff member will accompany the student to the hospital.
- ❖ Pertinent medical information will be forwarded to the EMS, including known allergies, medications, and diagnoses. To ensure safe and prudent care by EMS, parents/guardians are encouraged to provide a current, full list of their student's prescribed medications. This information will be kept on file by Nursing staff and given to EMS.
- ❖ In the event the parent/guardian cannot be reached by telephone, emergency interventions will be provided per the policies and procedures of the EMS and/or hospital staff.

Health-Related Absences

Documentation is required for a student to return to school after a health-related absence, including hospitalization, surgery, casting, splinting, extended absence, or any procedure requiring sedation. Additionally, documentation may also be requested if a student was treated for an illness or injury. This documentation must include [Elim's Activity & Return to School form](#). You may also contact the nursing department directly, 708-389-0555 ext. 305 or via e-mail at nurse@elimcs.org for any questions regarding the return to school form. The Activity and Return to School Form gives Elim staff the necessary information to ensure the student's health and safety upon return to school. It also gives an update regarding the student's medical status. It will instruct staff regarding any activity restrictions or limitations. This information is also required for physical therapy and/or occupational therapy services to resume, and for the student to participate in physical education, and recess.

The Activity and Return to School Form must be completed in its entirety by the student's treating health care provider and should be received by Elim's nursing department 24 hours prior to the student's return to school. The prompt receipt of the Activity and Return to School Form is particularly important if restrictions are to be implemented or if there is a change to the student's medical status. If the Activity and Return to School Form

cannot be sent to nursing prior to the student's return, a parent or guardian must bring the student to school and meet with a member of the nursing staff.

If the necessary information is not contained within the Activity and Return to School Form, the student may be excluded from school, off-campus activities, therapies, physical education, swimming, and/or recess. If the student is transported by bus or van and the Activity and Return to School Form does not contain the required information, the parent may need to arrange transportation for the student to return home.

Please note that the Activity and Return to School Form is required even if there are no changes to the student's medical status following any health-related intervention.

Clean Intermittent Catheterization

Any student that requires clean intermittent catheterization during the school day must have an order from a physician. This order is required yearly, and must detail time(s) of catheterization, necessary equipment, and precautions. Any changes to any portion of the order will require a new signed physician order. The student's 1:1 registered nurse will perform the procedure per the physician's order. Elim nursing staff will be available for assistance as needed.

Communicable Diseases

Elim Christian School follows the recommendations of the Illinois State Board of Education, Illinois Department of Public Health, and Centers for Disease Control and Prevention in controlling communicable diseases. The following procedure will be utilized concerning a child whose physical condition has deteriorated significantly or who exhibits symptoms of a chronic infectious disease:

1. The parent/guardian will be contacted by the program director or school nurse for an immediate discussion of the student's status.
2. Students whose presence at school poses a significant danger to themselves, other students, or staff may be suspended immediately at the principal's discretion.
3. Suspension would remain in effect until the school nurse receives written notification from the physician that the student has received all necessary treatment for the condition and attending school no longer poses a significant risk to self or others.

These conditions may also be met by completing the aforementioned Activity and Return to School form.

Nutritional Intake

Safe Oral Feeding

Elim is not a therapeutic feeding center, nor does Elim initiate advancement from one level of feeding to the next level of feeding.

In general, staff will cut food into small bite-sized pieces prior to serving it to a student. This preparation is the safest and is our preferred method for most students.

At Elim, our goal is to ensure that meals are consumed in a manner that reduces the risk of choking or aspiration. We address this goal by assigning a feeding team, utilizing adaptive equipment, and employing safe

feeding techniques. The feeding team includes representatives of speech and language pathology, occupational therapy, physical therapy, classroom teacher, and nursing. The team's purpose is to solve problems and maintain a safe eating environment, on an individual student basis. The feeding team will review a parent's diet request or a physician's diet order. The feeding team will then collaborate to determine if Elim's staff can safely implement the request or order.

Our number one priority is safety. If staff members have concerns regarding oral feeding for a student, the parent/guardian will be notified, and additional medical evaluation may be requested, or adaptive equipment may be recommended. Observations and suggestions from the feeding team, along with input from the parents and the physician, will ensure that the student will have a safe and enjoyable eating experience at school.

Restricted Foods

Some foods are considered high risk for choking. Elim's staff or kitchen personnel will not prepare the following foods:

- sausage links with casing (hot dogs, bratwurst)
- chicken with bones or skin
- fruits with the rind

The restricted foods listed above should not be sent from home. If parents choose to send any of these restricted foods, Elim staff will prepare the foods to ensure that they may be safely consumed. Sausage links will be cut into small pieces, bones and skin removed from chicken. Fruit rinds will be removed, and the fruit will be cut into bite-sized pieces.

If your student self-restricts by only consuming the restricted foods listed above, a release of liability will be required. A release of liability may also be required for the student if the feeding team finds that a particular food or the size, shape, or texture of a particular food poses a risk for choking or aspiration. The parents/guardian must submit a letter to Elim's nursing department indicating the food allowed and the way it should be prepared. Elim retains the right to alter the food if the feeding team deems it unsafe to eat.

Special Diet

A special diet is any diet that requires specific preparation, administration, or involves restrictions. This may be due to allergies, sensitivity, or medical treatment. These special diets will require a written physician's order. Additionally, variations in texture, size, and consistency of food are considered a special diet and require a physician's order.

As a school, Elim is not able to meet the requirements for *every* type of diet. To ensure accuracy and consistency, Elim's kitchen staff provide for following diets:

- chopped
- pureed
- gluten-free
- casein-free
- dairy-free
- pork-free

If the student requires a diet not listed above or requires thickened liquids, the parent/guardian must supply the student's lunch and/or thickened liquid each day. To ensure the proper consistency, thickened liquids provided by the parent must be fully prepared and ready to serve.

[Special diet order forms](https://www.elimcs.org/school-and-medical-forms/) may be downloaded from Elim's website <https://www.elimcs.org/school-and-medical-forms/>. The completed form should be returned to Elim's nursing department. Any diet change will require a new order written and signed by a physician. Previously indicated restrictions will remain in effect until new orders are received.

Enteral Feeding

Enteral feeding (g-tube or j-tube) is another form of special diet that requires a physician's order. However, unlike oral feeding orders, enteral feeding orders must be renewed each school year. Any changes to the enteral feeding order will require a new written physician's order. Please note that the previous order will remain in effect until new orders are received. The parent/guardian must provide all of the necessary supplies and equipment required for their student's feeding. This includes the feeding pump, formula, feeding bags, extension tubing, syringes, split gauze, etc. The parent/guardian is expected to send the necessary supplies and equipment daily; however, the parent/guardian may also provide supplies/equipment that may be stored at school for their student's use only. Nursing staff will request supply replenishment as needed. Nursing staff do not replace enteral tubes due to dislodgement. Enteral tube dislodgment during the school day will require the student to be picked up by the parent/guardian or EMS will be called for the student to be transported to the nearest hospital for tube replacement. The special diet order form is available on Elim's website <https://www.elimcs.org/school-and-medical-forms/>.

Weather Recess Policy

Please note: If your child has specific requirements/restrictions related to outdoor conditions, a doctor's note must be on file with Elim's nursing department.

Wheelchairs

Wheelchair clinics are provided for Elim students for the purpose of wheelchair evaluations and modifications, as well as AT (assistive technology) evaluations. Clinics are provided as a courtesy; therefore, frequency, date, and time of wheelchair clinics are based on therapist's availability and scheduled in advance with therapists.

Wheelchair/Equipment Maintenance

Elim is not responsible for the maintenance of student-owned equipment. However, the Physical Therapy department may assist with minor repairs when necessary. Repairs beyond the department's available resources will require a scheduled appointment with the student's designated vendor. Families will be notified of repairs/adjustments/modifications that require higher level of service.

If wheelchair parts need to be replaced or ordered, the treating physical therapist will notify the parent/guardian in order to arrange for repair. Repairs can be scheduled and performed to be completed here at Elim, but you need to notify your Physical Therapist

Wheelchair Transportation

The American Academy of Pediatrics, along with the National Highway Transportation Safety Administration (NHTSA), has provided guidelines for the transportation of children in wheelchairs. Elim will follow the following guidelines for safe transportation of all students in wheelchairs and strollers.

- Head support in place
- Pelvic, chest, and/or shoulder harness secured.
- Child's feet safely secured in footrests.
- Brakes in good working condition
- Tires properly inflated.
- Anti-tip bars in place
- Wheelchair tray & AAC device removed from wheelchair and secured separately on the bus.

If a student's wheelchair is determined to be unsafe for transportation, the parents will be notified and will need to transport their student.

Letters of Need

Elim school therapists will assist parents with equipment acquisition when it is necessary for a student's education. If assistive technology or any other *special equipment* is recommended by an outside agency/therapist or needed for home use, Elim school therapists cannot take responsibility for the letter of medical necessity.

Elim's Safe Lifting Policy

If a student requires a maximum/total lift (not able to bear weight or assist in the transfer):

Student weighing <35 lbs. = 1-person lift/roll with a 2nd person standing by ready to assist

**Note: to ensure student and staff safety and to follow proper safety and lifting guidelines and procedures, it may be determined that a student weighing <35 lbs. require a 2-person lift.*

Student weighing 36-70 lbs. = 2-person lift/roll

**Note: to ensure student and staff safety and to follow proper safety and lifting guidelines and procedures, it may be determined that a student weighing 36-70 lbs. requires the use of a mechanical lift (ex. Hoyer Lift, Ceiling Lift, and Tram).*

Student weighing >70 lbs. must use a mechanical lift to follow proper safety and lifting guidelines and procedures.

**Mechanical lifts include Hoyer lift, ceiling lift, and tram.*

***All lifting/transfer for positioning will be performed within the safe lifting zone (shoulder to knee), which eliminates lifting of students in situations where staff is lifting above the shoulder level or below the knee level.*

Abuse & Neglect

In accordance with the Illinois School Code (325 ILCS 5/1 to 5/11.8) and the Illinois Abused and Neglected Child Reporting Act (325 ILCS 5/4 et seq.), all Elim employees are considered mandated reporters. Any staff member who, in their professional capacity, has reasonable cause to believe that a student is being subjected to abuse or neglect must promptly contact the appropriate child protective agency.

Reporting by Parents/Guardians

If a parent or guardian suspects that abuse or neglect may have occurred involving a staff member, the allegation should be reported directly to the Director of School. The administration will investigate the claim thoroughly and take the necessary actions. Additionally, the parent or guardian is encouraged to report the allegation to the appropriate child protective agency.

Photography Restrictions

The Department of Children and Family Services (DCFS) and the Illinois Department of Aging have stringent regulations concerning photography. Under no circumstances will Elim staff take photographs related to any suspected abuse or neglect or medical concern. For further information or to report concerns, please contact the Director of School.

School Policies for Bullying Prevention

Purpose:

The Illinois General Assembly has found that a safe and civil school environment is necessary for students to learn and achieve. Bullying behaviors are directly contrary to this and can cause physical, psychological, and emotional harm to students and interferes with their ability to learn and participate in school activities. It is the goal of Elim Christian Services to create a learning environment where all students feel safe and supported, are protected from bullying, and can succeed academically as well as develop socially and emotionally into responsible, caring individuals. Elm's bullying policy can be found [here](#).

Complaint Managers:

Irene Yuska (Director of School) or Kari Miller (Assistant Director of School)

Elim Christian School

13020 S. Central Crestwood, IL 60418

E-mail address: bullying@elimcs.org

Phone: 708-389-0555

Employee Code of Professional Conduct (Faith's Law) Policy

[This policy applies to school and support services employees. Adult Services employees are exempt]

Illinois School Code (105 ILCS 5/22-85.5) requires all schools, including approved nonpublic programs under Section 14-7.02, to create an "Employee Code of Professional Conduct" policy which must be posted on your school's website and be included in any staff, student, or parent handbook.

Illinois Educator Code of Ethics

Preamble

Educators fundamentally believe that meeting the educational needs of each student is critical to the profession. The Illinois Educators' Code of Ethics is a set of core principles, values, and responsibilities that sets expectations to guide practice and inspire professional excellence in relation to federal, state, and local policies, rules, regulations, and collective bargaining agreements. Illinois educators encourage the application of these core principles throughout the education community.

Definition of Educator

An educator is a person who holds or is applying for a certificate or approval or is enrolled in an Illinois pre-service education preparation program.

Principles

The Illinois Educator Code of Ethics contains five core principles which provide a foundation for the responsibilities and commitments of Illinois Educators.

1. Responsibility to Students
2. Responsibility to Self
3. Responsibility to Colleagues and the Profession
4. Responsibility to Parents, Families and Communities
5. Responsibility to the Illinois State Board of Education

PRINCIPLE 1: RESPONSIBILITY TO STUDENTS

The Illinois educator is committed to creating, promoting, and implementing a learning environment that is accessible to each student, enables students to achieve the highest academic potential, and maximizes their ability to succeed in academic and employment settings as a responsible member of society. Illinois educators:

- ❖ Embody the Standards for the School Service Personnel Certificate (23 Ill. Adm. Code 23), the Illinois Professional Teaching Standards (23 Ill. Adm. Code 24), and Standards for Administrative Certification (23 Ill. Adm. Code 29), as applicable to the educator, in the learning environment.
- ❖ Respect the inherent dignity and worth of each student by assuring that the learning environment is characterized by respect and equal opportunity for each student, regardless of race, color, national origin, sex, sexual orientation, disability, religion, language, or socioeconomic status.
- ❖ Always maintain a professional relationship with students.
- ❖ Provide a curriculum based on high expectations for each student that addresses individual differences through the design, implementation, and adaptation of effective instruction; and

- ❖ Foster, in each student, the development of attributes that will enhance skills and knowledge necessary to be a contributing member of society.

PRINCIPLE 2: RESPONSIBILITY TO SELF

The Illinois Educator is committed to establishing high professional standards for their practice and striving to meet these standards through their performance. Illinois Educators:

- ❖ Assume responsibility and accountability for their performance and continually strive to demonstrate proficiency and currency in both content knowledge and professional practice.
- ❖ Develop and implement personal and professional goals with attention to professional standards through a process of self-assessment and professional development.
- ❖ Represent their professional credentials and qualifications accurately; and
- ❖ Demonstrate a high level of professional judgment.

PRINCIPLE 3: RESPONSIBILITY TO COLLEAGUES AND THE PROFESSION

The Illinois Educator is committed to collaborating with school and district colleagues and other professionals in the interest of student learning. Illinois Educators: Illinois Educator Code of Ethics

- ❖ Collaborate with colleagues in the local school and district to meet local and state educational standards.
- ❖ Work together to create a respectful, professional, and supportive school climate that allows all educators to maintain their individual professional integrity.
- ❖ Seek out and engage in activities that contribute to the ongoing development of the profession.
- ❖ Promote participation in the educational decision-making processes.
- ❖ Encourage promising candidates to enter the education profession; and
- ❖ Support the preparation, induction, mentoring, and professional development of educators.

PRINCIPLE 4: RESPONSIBILITY TO PARENTS, FAMILIES AND COMMUNITIES

The Illinois Educator will collaborate, build trust, and respect confidentiality with parents, families, and communities to create effective instruction and learning environments for each student. Illinois Educators:

- ❖ Aspire to understand and respect the values and traditions of the diversity represented in the community and in their learning environments.
- ❖ Encourage and advocate for fair and equal educational opportunities for each student.
- ❖ Develop and maintain professional relationships with parents, families, and communities.
- ❖ Promote collaboration and support student learning through regular and meaningful communication with parents, families, and communities; and
- ❖ Cooperate with community agencies that provide resources and services to enhance the learning environment.

PRINCIPLE 5: RESPONSIBILITY TO THE ILLINOIS STATE BOARD OF EDUCATION

The Illinois Educator is committed to supporting the Administrative and School Codes, state and federal laws and regulations, and the Illinois State Board of Education's standards for highly qualified educators. Illinois Educators:

1. Provide accurate communication to the Illinois State Board of Education on all certification matters.
2. Maintain appropriate certification for employment; and
3. Comply with state and federal codes, laws, and regulations.

Section C of Illinois School Code 105 ILCS 5/22-85.5:

In this Section, "sexual misconduct" means any act, including, but not limited to, any verbal, nonverbal, written, or electronic communication or physical activity, by an employee or agent of the school district, charter school, or nonpublic school with direct contact with a student that is directed toward or with a student to establish a romantic or sexual relationship with the student. Such an act includes, but is not limited to, any of the following:

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

Standards of Conduct for Maintaining Professional Relationships between Staff and Students

SECTION 1: Purpose

Elim Christian Services employs dedicated and professional staff members who provide students with a safe and supportive learning environment. Elim Christian Services encourages healthy relationships between students and school staff and administrators to promote student achievement and success. These standards define appropriate and reasonable boundaries for staff members and students to (1) protect students from sexual misconduct and abuse, and (2) to protect staff members from misunderstandings and false accusations.

SECTION 2: Applicability

The Standards apply to all employees (including and without limitation to teachers, teacher assistants, paraprofessionals, coaches, counselors, clinicians, administrators), volunteers, vendors, consultants, and their employees, and other third parties who interact with students (hereinafter “staff” or “staff members”). For staff members whose children are students of Elim Christian Services or who have family members who attend Elim Christian Services, these Standards do not apply to the usual parent/child or familial relationship.

SECTION 3: General Standards

The following general standards apply to all staff/student interactions.

- ❖ Personal contact between students and staff members must always be appropriate to the circumstances, non-sexual and unambiguous in meaning.
- ❖ Staff members shall maintain a strictly professional relationship with students, whether on or off school property and during or outside of school hours
- ❖ Staff members are responsible for always maintaining professional and appropriate physical and emotional boundaries with students.
- ❖ Interactions between staff members and students should be based on mutual respect and trust.
- ❖ Staff members are responsible for treating all students consistently and in line with the educational mission of Elim.

SECTION 4: Unacceptable Behavior

The following behaviors are unacceptable and therefore strictly prohibited. Each behavior is an example of the inappropriate and prohibited crossing of a boundary and violation of the professional role of a staff member.

This list is not exhaustive.

- ❖ Staff members shall not target a particular student or students for personal attention or friendship. Gossiping with or about other students or staff and confiding in students beyond the normal staff member-student relationship is prohibited.
- ❖ Staff members shall not ask a student to keep a secret, promise to keep a student's secret or coerce a student to confide their personal or family problems. This example does not apply when counseling staff are meeting with students. If a student initiates a discussion of their personal or family problems, staff members are expected to be supportive and to refer the student to the counseling staff member, if appropriate
- ❖ Staff members shall not engage in sexual, racial, or religious banter, jokes, or innuendoes with students. Discriminatory and/or banter that marginalizes a student or groups of students is prohibited. This applies to one's actual or perceived membership in one or more of the Protected Categories (such as actual or perceived gender identity or sexual orientation)
- ❖ Staff members shall not show inappropriate images, including pornography, violence, or explicit language to students.
- ❖ Staff members should not be in possession of or use their personal devices to take or store pictures and/or videos of students.
- ❖ Staff members shall not engage in, discuss, or plan future romantic or sexual relationships with students.
- ❖ Staff members shall not make sexual advances towards students or flirt with students.
- ❖ Staff members shall not engage in a student's flirting or sexual overtures. Any incidents of a student flirting with a staff member or making sexual overtures towards a staff member must be reported pursuant to the section "Reporting Possible or Actual Violations of These Professional Standards."
- ❖ Staff members shall not provide or offer to provide alcohol, drugs, tobacco, or paraphernalia to students.
- ❖ Staff members shall not single out any one student and provide the student with gift(s) or accept expensive or numerous gifts from students. Nominal gifts to multiple students/classrooms are permissible. Nominal gifts to teachers as a form of appreciation are acceptable.
- ❖ Staff members shall not address students with unique pet names or personalized terms of endearment that suggest a unique and overly familiar relationship. Staff members shall not allow students to address them by their first name alone, nickname, pet names or personalized terms of endearment that suggest an overly familiar relationship.
- ❖ Staff members shall not comment on a student's physical appearance.
- ❖ Staff members shall not engage in any type of inappropriate physical contact with students or any other conduct that might be considered harassment, discrimination, or retaliation.
- ❖ Staff members shall not use corporal punishment or engage in any disciplinary action with the intention of producing physical or emotional pain (such as humiliation, embarrassment, threats, or other punitive or demoralizing actions toward a student), this includes conduct towards the children of staff members enrolled in Elim.

SECTION 5: Acceptable Supportive/Encouraging Behavior

It is acceptable to show your students that you care. You should promote affirming, inclusive, and positive environments for students with your words and body language, such as actively listening, appropriately

responding, and relaying that you are concerned for students. It is acceptable to high five, fist bump, handshake, or say “give yourself a pat on the back.” To console a student, it is permissible to offer tissues, link arms and offer them time to take a walk or give the student a quick side hug.

SECTION 6: Appearances of Impropriety

Most contact between students and staff is appropriate and professional. However, there are instances or activities that could be considered invasions of appropriate boundaries and can create an actual impropriety or the appearance of impropriety.

To protect students and staff, staff should avoid activities with students that present opportunities for inappropriate relationships or that create the appearance that the staff and student are in an inappropriate relationship. Examples of such activities are described below and must be avoided by staff members. This list is not exhaustive and there may be situations where these activities are within professional staff/student boundaries. Such situations where these activities may be within professional boundaries are when the staff member’s child is friends with another student. In this circumstance the activity may be acceptable if the staff member is not alone with the student (the staff member’s child or another person should be present) and the staff member’s supervisor is aware of the staff member’s activities.

- ❖ Being alone with an individual student out of the view of others, unless required in connection with providing educational services in accordance with your employment (e.g., health screening, counseling, therapy, nursing, personal care, and other services required by individualized education plans, or other medical condition action plans)
- ❖ Inviting or allowing individual students to visit the staff member’s home.
- ❖ Visiting a student’s home or meeting the student at another location outside of school for non-educational purposes
- ❖ Transporting a student in a staff member’s private vehicle without permission of the principal and the parent.

Before any of the above activities occur, staff members should communicate with the appropriate administrator and obtain approval. If any of the above activities occur and are not approved, the staff member must report the occurrence to the appropriate administrator as soon as possible. Failure to report any activities could lead to the employee being subjected to Elim’s progressive discipline policy.

SECTION 7: Electronic Communication

Communicating via electronic means can be a valuable way to convey information. However, caution should be exercised when staff members are communicating with students via electronic means. Staff members shall always abide by Elim’s Acceptable Use Policy. Staff members communicating with students via electronic means must do so using Elim’s network and for educational purposes only.

- ❖ Staff members shall not engage in any unacceptable behavior with students via electronic means. Staff members should also avoid any appearances of impropriety with students via electronic means.
- ❖ Staff members shall not communicate with students via a student’s mobile device, whether phone, text, or instant message

- ❖ Staff members shall not communicate with students via a student's personal email account. If the student does not have a school address, and there is a need please work with your program administrator to secure a school-based email.
- ❖ Staff members shall not accept or initiate connections with current students on social networking sites.
- ❖ If a staff member has a social networking site for educational purposes, the staff member shall obtain permission from the principal and parents to engage with students via this site.

SECTION 8: Travel/Transportation

Consistent with Elim's Student Travel Policy, staff members are strongly discouraged from transporting a student in the staff members' private vehicle(s) under any circumstances. However, staff members may transport a student with the written consent of both the Director of School and parent/guardian of the student. Written consent from the parent/guardian must be given in advance of the trip on the attached [Appendix A](#), containing the Elim Written Consent Form for the Private Transportation of a Student. If the Director of School gives consent to a staff member to transport a student in a private vehicle, the Director of School must maintain a copy of the staff member's driver's license and insurance documentation.

If a staff member transports a student with permission from the parent/guardian and the Director of School, efforts should be made for an additional adult to be in the car such that the staff member is not alone with a student outside the view of others.

SECTION 9: Remote Instruction/E-Learning

During remote instruction/E-learning, Elim Christian Services remains committed to ensuring students are learning in a safe and supportive environment. Elim also understands that to serve students during remote instruction/E-learning, there may be times when one-on-one meetings between staff and students need to take place to facilitate learning. As our staff and students adjust to teaching and learning remotely, the standards of conduct outlined below for remote instruction/E-learning should guide staff and student interactions.

SECTION 9.1: Mandated Reporting

It is important to remind all staff that they are mandated reporters. Staff may not be able to rely on in-person signs of abuse or neglect, such as unexplained bites, burns, or bruises. However, a student's physical appearance, their environment, their behavior, their emotional state, and/or their lack of access to a supportive adult can indicate that they need help. Remind students that they have the right to be safe, that staff are here to support them, and that they are available to speak about concerns or connect them to support.

Essential services that help ensure student safety remain open and available, including:

- ❖ The Illinois Department of Children and Family Services 24-Hour Child Abuse Hotline can be reached at 1-800-25-ABUSE (1-800-252-2873) or via their new [online reporting system](#).
- ❖ For students over the age of 18, the Illinois Department on Aging can be reached at 1-866-800-1409 or at <https://ilaging.illinois.gov/protectionadvocacy/abuse.html>

SECTION 9.2: One-on-One Staff/Student Contact and Meetings

The following standards apply to scheduling one-on-one staff/student contact and meetings:

- ❖ All staff/student one-on-one remote interactions **must** occur on the staff member's Elim purchased **Zoom account**.
- ❖ Invite the assistant principal, and the student's parents/guardians, to the meeting by adding them as optional meeting attendees.
- ❖ The purpose of any one-on-one remote meeting must be clear and unambiguous and must be clearly communicated by the staff to the student, parent/guardian, and school principal or assistant principal before the interaction begins. To clearly communicate the purpose of any one-on-one remote meeting and for proper record-keeping, it should be listed in the staff member's Elim Outlook calendar invite description.
- ❖ One-on-one meetings should be recorded to avoid any appearance of secrecy for the benefit of both the staff and the student. To record the session, you will need to obtain parent/guardian authorization for the recording by having them sign the Elim Video Informed Consent Form. Parent/guardian consent to record is needed during a one-on-one meeting between a staff member and student because the nature of the interaction is inherently private.
- ❖ If a parent/guardian does not give their consent to record the virtual meeting, the meeting cannot occur as a one-on-one session between a staff member and student. Instead, the school principal, assistant principal or parent/guardian must attend so that the session is no longer a meeting between one staff member and one student.
- ❖ When staff are meeting one-on-one with students using a staff member's Elim purchased **Zoom account**, these standards must be followed:
- ❖ Video cameras are permitted to be turned off by students to protect privacy (staff are required to always have their camera on and must maintain an appropriate environment).
- ❖ If video cameras are on, the students and staff should be in an environment free from distraction.
- ❖ Everyone must be fully clothed during video meetings.
- ❖ Either party can use the chat function to protect privacy if others are nearby.
- ❖ Images or content from remote learning must not be screen-captured or posted elsewhere without the consent of all parties (if parties are minors, consent must be obtained from a parent/guardian).
- ❖ Any disclosure or allegations made must follow proper reporting procedures.
- ❖ If a staff member finds themselves in an unplanned one-on-one meeting with a student, they must end the interaction as soon as it is safe to do so and report the occurrence to the appropriate administrator as soon as possible.

SECTION 9.3: Group Staff/Student Contact and Meetings

When adults are with students in group remote sessions or teaching synchronously in remote classrooms, the following standards apply:

- ❖ Talk about remote learning boundaries and everyone's right to safety, allowing students to provide feedback and ask questions.
- ❖ Provide feedback to students who are not following boundary guidance to model for other students, so that they are empowered to ask for boundaries to be followed. Some examples may include interrupting others who are speaking, misusing a person's preferred pronouns, or making offensive comments during the session.
- ❖ Video cameras are permitted to be turned off by students to protect privacy (staff are required to always have their camera on and must maintain an appropriate environment).

- ❖ If video cameras are on, the students and staff should be in an environment free from distraction.
- ❖ Everyone should be fully clothed during video meetings.
- ❖ Give reminders that images or content from remote learning should not be screen-captured or posted elsewhere without the consent of all parties (if parties are minors consent must be obtained from a parent/guardian).
- ❖ The chat function can be used to chat to the entire group but should not be used privately between students.

SECTION 10: Reporting Suspected Child Abuse

All school personnel are mandated reporters. A mandated reporter who has reasonable cause to believe that a child known to them in their official capacity may have been abused or neglected shall immediately contact DCFS, or the Illinois Department of Aging

The [Online Reporting System](#) is to be used for non-life threatening and non-emergency incidents of abuse or neglect of a child. **If you believe the abuse or neglect you are reporting requires immediate action, you MUST call the Child Abuse and Neglect Hotline at [800-25-ABUSE \(800-252-2873\)](#) or the Illinois Department of aging 1-866-800-1409 to make your report.**

Call the DCFS Child Abuse and Neglect Hotline instead of using the Online Reporting System for situations including but not limited to:

- ❖ Current injuries to the child.
 - ❖ Immediate need for medical treatment (including a child who is suicidal).
 - ❖ Sexual abuse where the involved adult has or will have access to a child within the next 24 hours.
 - ❖ A child is currently afraid to go home.
 - ❖ A child is currently in protective custody of police or medical personnel.
 - ❖ A child death
- ❖ For additional information on this requirement, please see Elim's Reporting of Child Abuse and Child Neglect Policy.

SECTION 11: Reporting Possible or Actual Violations of These Standards

Students, parents/guardians, and staff members shall notify their program administrator, the Director of School, and/or Director of Human Resources, if they believe a staff member may be engaging in conduct that violates these Standards. Prompt reporting protects all personnel.

Staff shall immediately notify their appropriate administrator, Director of School, and Human Resources if they believe that they are receiving inappropriate attention from a student, or if they have been subject to sexual advances, comments, or communications by a student. Any complaints/notifications shall be appropriately documented by the program administrator, Director of School, or Director of Human Resources immediately.

The failure of a staff member to timely report conduct that violates these Standards can result in disciplinary action up to and including dismissal from employment.

Staff members are mandatory reporters and shall abide by the Reporting of Child Abuse, Neglect and Inappropriate Relations between Adults and Students and also have an independent obligation to notify the [Illinois Department of Children and Family Services](#) (DCFS) at 800-252-2873 (1-800-25-ABUSE) they suspect that child abuse or neglect has occurred. If the alleged victim is over the age of eighteen, contact the Department of Aging, at 866-800-1409.

Behavior Intervention Policy

Purpose and Philosophy Statement

The purpose of the Behavior Intervention Policy & Procedure at Elim Christian School is to outline and define the interventions staff will utilize to manage maladaptive behaviors and hopefully teach appropriate one in their place. In addition, this policy and procedure is written to ensure that all staff who are responsible for carrying out these behavior management procedures and techniques promote the privacy and dignity of our students while communicating with respect.

Reliance on Best Practices

Applied Behavior Analysis (ABA) is defined as the science in which the principles of the analysis of behavior are applied systematically to improve socially significant behavior and in which experimentation is used to identify the variables responsible for change in behavior. (Cooper, Heron, & Heward, 2020)

A Board-Certified Behavior Analyst (BCBA) uses the principles of ABA to conduct assessments, define and measure academic and social behavior, graph and analyze data, create individualized behavioral programs, and plan for and facilitate student-centered meetings and/ or trainings. BCBAs adhere to the BACB's Professional and Ethical Compliance Code, collaborate with other school personnel, and participate in professional learning and teaching communities.

Behavior Programming

At Elim, behavior programming is initially created after thorough assessment and observation and continuously monitored to ensure up to date and meaningful interventions are being implemented. It is the responsibility of the behavior therapist to create and oversee the direct implementation of individual behavior strategies and behavior intervention plans (BIPs). Individualized behavior programming prioritizes the use of positive behavioral supports (PBIS) to help students achieve the highest level of independence possible. These approaches may include, but are not limited to, making data driven decisions, using least-to-most restrictive procedures, creating supportive environments, and modeling and reinforcing appropriate behavior. Ultimately, all Elim staff (which includes Behavior Therapists, Registered Behavior Technicians [RBTs], teachers, related service providers, paraprofessionals, and administrators) are responsible for managing student behavior and implementing proactive and reactive strategies as outlined in a student's individual behavior strategies and/or BIPs.

Individual behavior strategies written if:

- If an individual student has significant behavior needs related to his/her disability that impedes his/her learning or the learning of others.

A formal BIP will be written and included within a student's IEP if:

- It has been determined that a student's behavior has a significant impact on his/her education and requires the consistent use of restrictive measures.

- When a student experiences three instances of non-therapeutic isolated time out, time out, or physical restraint, the school personnel who initiated, monitored, and supervised the incidents shall initiate a review of the effectiveness of the procedures used and prepare an individual behavior plan for the student that provides either for continued use of these interventions or the use of other, specified interventions.

Behavior Therapists analyze student behavior data and determine appropriate changes to the plan if needed. No changes should be made to any part of the plan or the direct implementation of the plan without Behavior Therapist approval. When deemed appropriate, the student will participate in the development of the behavior intervention plan. Consent will be obtained from the parent(s) and/or guardian(s) of the student prior to completing either a formal FBA or BIP and updated on a yearly basis.

Procedures & Training

Upon hire, all school staff members responsible for direct care of students receive Safety-Care© behavioral safety training. Recertification occurs every year. All staff members receive ongoing informal and formal training on behavior policy, the utilization of positive behavior supports, and proactive behavior management strategies, by the team of behavior professionals employed at Elim. Staff members that support individuals who may require highly restrictive interventions are trained in alternative interventions designed to maintain the safety of the student and others in accordance with regulations outlined by the Illinois State Board of Education (ISBE). Staff members who have not received annual systematic training on less restrictive and intrusive strategies and techniques to reduce the use of isolated time out, time out and physical restraint based on best practices and how to safely use time out and physical restraint when those alternative strategies and techniques have been tried and proven ineffective, shall not participate in isolated time out, time out or physical restraint.

General Discipline

- A. It is the intention of Elim Christian School to comply with The Illinois School Code, DCFS, IDEA, APA, and ISBE rules and regulations. Interventions used with students with disabilities will incorporate procedures and methods consistent with positive behavior supports designed to develop and strengthen desirable student behaviors and should be used to the maximum extent possible.
- B. The school will develop its own set of rules and consequences. The enrollee who violates general rules will be informed of the appropriate behavior consequence before it is carried out.
- C. Parents/guardians will be given a Parent Handbook during the admission process. Parents/guardians will sign a consent form indicating they have read, understood, and agree to the contents.
- D. Positive Interventions – The use of positive interventions is consistent with the educational goals of enhancing students' academic, social, and personal growth.
 - Positive phrasing- Staff members promote and prompt using positive language rather than focusing on correcting negatives (e.g., "Walk, please" instead of "Don't run!")
 - Visual Schedules- Visual supports (e.g., daily schedule, mini schedules, First/ Then, First/ Next/ Then) are used to outline daily routines, transitions, and expectations
 - Pre-correction- Rule reminders may be reviewed prior to a transition or another time disruptive or unsafe behaviors may be likely to occur.
 - Presuming competence- Staff members promote independence by defaulting to a "least to most" prompting approach when teaching and assessing skills

- Token economy systems- Students may earn tokens (e.g., laminated symbols that feature preferred characters, stickers, tickets) for engaging in replacement (i.e., prosocial) behaviors which are later exchanged for time with preferred items or doing preferred activities
- Functional Communication Training (FCT): Exit skills and individual student goals teach appropriate ways to communicate needs (e.g., request help or a break, sharing personal information). Personalized communication systems are available to students at all times.
- Assent-based participation - Staff honor student's comfort and autonomy in regard to whether they are willing to take part in an activity (e.g., If a student engages in behaviors that signal, they do not want to participate in activity, staff should allow the student to say no or delay the activity)
- Choice-making opportunities – Allowing students to choose between activities, materials, or the order of tasks to increase motivation and buy-in
- Behavioral momentum – Starting a sequence of tasks/activities/requests etc. with skills that the student has already mastered to build momentum before presenting more difficult tasks/activities/requests

E. Non-Restrictive Interventions – This is the preferred type of intervention because of the low risk of negative side effects and the high priority placed on behavior change. These interventions may be used without the development of a written BIP as part of the student's IEP.

Restrictive Interventions – Restrictive interventions may be used when less restrictive interventions have been attempted and failed or in emergency situations. A Behavior Therapist is notified immediately whenever highly restrictive interventions may be necessary. In the event that a Behavior Therapist is not available, an administrator is contacted immediately. These interventions should be used for the minimal amount of time necessary to manage the student's behavior and should be used in conjunction with positive interventions. Restrictive interventions are never used as a form of punishment.

F. Alternative Learning Areas (ALAs) – Elim is equipped to accommodate individualized student programming by offering a safe and quiet environment for the student to participate in modified school programming. ALAs may be utilized voluntarily per a student's request or as a calming or sensory room to help the student de-escalate. If an ALA is utilized as a time-out space, all criteria must be met, and appropriate documentation filed.

Physical Restraint

Physical restraint means holding a student or otherwise restricting the student's movements.

- A. A 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. 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 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. Physical restraint will only be used if and when the student poses a physical risk to himself, herself, or others, there is no medical contraindication to its use, and the staff applying the restraint have been certified in its use through the Safety Care © physical management curriculum.

- C. 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.
- D. A 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 physical harm to himself, herself, or others.
- E. A student shall be released from physical restraint immediately if the student indicates the inability to breathe or staff supervising the student recognizes that the student may be in respiratory distress.
- F. Students shall not be subjected to physical restraint for using profanity or other verbal displays of disrespect for themselves or others. A verbal threat shall not be considered as constituting a physical danger unless a student also demonstrates a means of or intent to immediately carry out the threat.

Supine Physical Restraint

Elim staff are trained to implement highly restrictive restraint procedures such as supine restraint. Supine physical restraint means a physical restraint in which a student is held face up on the floor or other surface and physical pressure is applied to the student's body to keep the student in the supine position. Supine physical restraint is prohibited unless all of the following criteria are met:

- A. Before using a supine physical restraint, the school district or other entity serving the student shall review and determine if there are any known medical or psychological limitations that contraindicate the use of a supine physical restraint.
- B. The school district or other entity serving the student deems the situation an emergency, defined as a situation in which immediate intervention is needed to protect a student or other individual from imminent danger of serious physical harm to the student or others and less restrictive and intrusive interventions have been tried and proven ineffective in stopping the imminent danger.
- C. Supine physical restraint is used in a manner that does not restrict or impair a student's ability to breathe or communicate normally, apply pressure to a student's neck, obstruct a student's airway, or interfere with a student's primary mode of communication.
- D. Supine physical restraint is used only by personnel who have completed required training under subsection (i) as outlined in the Illinois Administrative Code Section 1.285.
- E. Supine physical restraint is used only if those interventions are the least restrictive and intrusive interventions to address the emergency and stop the imminent danger of serious physical harm to the student or others. During each incident, one school staff person trained in identifying the signs of distress must be assigned to observe and monitor the student during the entire incident. That staff person may not be involved in the physical holding of the student. The number of staff involved in physically restraining the student may not exceed the number necessary to safely hold the student. Staff involved in the restraint must use the least amount of force and the fewest points of contact necessary and must afford the student maximum freedom of movement while maintaining safety.

- F. The supine physical restraint ends immediately when the threat of imminent danger of serious physical harm ends, but in no event shall supine physical restraint last longer than 30 minutes. If after 30 minutes the emergency has not resolved, or if an additional emergency arises the same school day that meets the standards of this subsection (d), a school administrator, in consultation with a psychologist, social worker, nurse, or behavior specialist, may authorize the continuation of the restraint or an additional supine physical restraint. No restraint may be continued, nor may additional restraints be applied, unless continuation is authorized by a school administrator.
- G. If the student is restrained in a supine physical restraint in at least two separate instances within a 30-school day period, the school personnel who initiated, monitored, and supervised the incidents shall initiate a Restraint Review, which is a review of the effectiveness of the procedures used. If the personnel involved in the restraints do not include a psychologist, social worker, nurse, or behavior specialist, at least one of those staff members shall be included in the Restraint Review. The State Superintendent may request that the school district or entity provide documentation from the Restraint Review. The Restraint Review must include, but is not limited to:
 - i. conducting or reviewing a functional behavioral analysis, reviewing data, considering the development of additional or revised positive behavioral interventions and supports, considering actions to reduce the use of restrictive procedures, or, if applicable, modifying the student's individualized educational program, federal Section 504 plan, behavior intervention plan, or other plan of care, as appropriate; and
 - ii. reviewing any known medical or psychological limitations that contraindicate the use of a restrictive procedure, considering whether to prohibit that restrictive procedure, and, if applicable, documenting any prohibitions in the student's individualized education program, federal Section 504 plan, behavior intervention plan, or other plan of care.

Time Out and Isolated Time Out

- A. 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 an adult trained for part of the school day, only for a brief time, in a non-locked setting.
- B. 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 allowed only under limited circumstances and must be approved by the Behavior Therapist. If all other requirements under this section are met, isolated time out may be used only 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.
- C. Time out or isolated time out does not include a student-initiated or student-requested break, a student-initiated or teacher initiated sensory break, including a sensory room containing sensory tools to assist a student to calm and de-escalate, an in-school suspension or detention, or any other appropriate disciplinary measure, including a student's brief removal to the hallway or similar environment.
- D. Any enclosure used for time out or isolated time out shall:
 - i. meet all of the health/life safety requirements of 23 Ill. Adm. Code 180.

- ii. have the same ceiling height as the surrounding room or rooms and be large enough to accommodate not only the student being placed in isolated time out or time out but also, if applicable, any other individual who is required to accompany that student under this Section.
 - iii. be constructed of materials that cannot be used by students to harm themselves or others, 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.
 - iv. be designed to permit continuous visual monitoring of and communication with the student; and
 - v. 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 isolated time out or time out.
- E. For an isolated time out, an adult who is responsible for supervising the student must remain within two feet of the enclosure. The supervising staff member must always be able to see, hear, and communicate with the student. The door shall not be locked or held to block egress. A student in isolated time out shall not be supervised using cameras, audio recording, or any other electronic monitoring device.
- F. For time out, an adult trained under subsection (i) who is responsible for supervising the student must remain in the same room as the student at all times during the time out.
- G. The deprivation of necessities needed to sustain the health of a person is prohibited. A student placed in isolated time out or time out must have reasonable access to food, water, medication, and toileting facilities. Except in circumstances in which there is a risk of self-injury or injury to staff or others, a student in isolated time out or time out shall not have clothing removed, including, but not limited to, shoes, shoelaces, boots, or belts.

Time Limits

- A. A student shall be released from isolated time out or time out immediately upon determination by the staff member that the student no longer poses an imminent danger of causing serious physical harm to the student or others. No less than once every 15 minutes, an adult trained must assess whether the student has ceased presenting the specific behavior for which the time out was imposed.
- B. A 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.

Documentation and Evaluation

A written record of each episode of isolated time out, time out, or physical restraint shall be maintained in the student's temporary record. The report will outline the following information:

- the student's name.
- the date of the incident.
- the beginning and ending times of the incident.
- a description of any relevant events leading to the incident.

- a description of any less restrictive or intrusive alternative measures that were used prior to the implementation of isolated time out, time out, or physical restraint and why those measures were ineffective or deemed inappropriate.
 - 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.
 - 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.
 - 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.
 - a description of any injuries (whether to students, staff, or others) or property damage.
 - 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.
 - a list of the school personnel who participated in the implementation, monitoring, and supervision of isolated time out, time out, or physical restraint; and
 - the date on which parental or guardian notification took place.
- A. If an episode of isolated time out or time out exceeds 30 minutes, an episode of physical restraint exceeds 15 minutes, or repeated episodes have occurred during any three-hour period:
- i. A licensed educator or licensed clinical practitioner knowledgeable about the use of isolated time out or time out or trained in the use of physical restraint, as applicable, shall evaluate the situation.
 - ii. 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 (e.g., assessment by a mental health crisis team, assistance from police, or transportation by ambulance).
 - iii. 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 official designated under this Section.
- B. When a student experiences instances of isolated time out, time out, or physical restraint on any 3 days within a 30-day period, the school personnel who initiated, monitored, and supervised the incidents shall initiate a review of the effectiveness of the procedures used 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. The plan shall be placed into the student's temporary student record. The review shall also consider the student's potential need for an alternative program or for special education eligibility, or, for a student already eligible for special education, change in program.
- i. The district or other entity serving the student shall invite the student's parents or guardians to participate in this review and shall provide ten days' notice of its date, time, and location.
 - ii. The notification shall inform the parents or guardians 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 change in program, will be considered and that the results of the review will be entered into the temporary student record.

Notification to Parents or Guardians

- A. If a student is subject to isolated time out, time out, or physical restraint, the school must make a reasonable attempt to notify the student's parent or guardian on the same day the isolated time out, time out, or physical restraint is imposed.
- B. Within one business day after any use of isolated time out, time out, or physical restraint, the school district or other entity serving the student shall send the form required to the student's parents or guardians. Within 48 hours of the restrictive measure being utilized, a copy of the report will be sent to the State Superintendent.
- C. No later than two school days after each incident of isolated time out, time out, or physical restraint, the principal or another designated administrator shall notify the student's parent or guardian that he or she may request a meeting with appropriate school personnel to discuss the incident. If a parent or guardian requests a meeting, the meeting must be convened within two school days after the request, unless extended by the parent or guardian's request. A summary of the meeting shall be documented in writing and shall become part of the student's school record. A copy of the documents shall be provided to the student's parents or guardian. If the parent or guardian does not request a meeting within ten school days after the school has provided the documents or if the parent or guardian fails to attend a requested meeting, it will be documented and filed in the student's school file.
- D. If the team has attempted all approved interventions and deems that the student continues to pose a significant safety risk to themselves or others beyond the means of the current placement, one or all the following may occur:
 - i. Student conference with designated members of the team to explore beneficial modifications to the plan.
 - ii. Parent conference
 - iii. Emergency IEP
 - iv. Transfer of placement within Elim Christian School
 - v. Termination of placement
 - vi. *(All final placement decisions are made by the Director of School)*

Special Celebrations

Celebrations enhance our school community and provide opportunities for students to build social interaction skills and experience special occasions in a meaningful way. To ensure that these events are both enjoyable and compliant with our health and safety standards, we have established the following guidelines:

Celebration Goals:

1. **Christian Commitment:** Holiday and party observances will align with our Christian values and teachings.
2. **Social Interaction:** Celebrations will focus on fostering positive social interactions and enhancing students' social skills.

Specific Celebration Guidelines:

Birthdays:

- Teachers will not organize birthday parties. Parents are encouraged to celebrate birthdays outside of school hours, such as after school or on weekends. This approach ensures that classroom time remains focused on educational activities.

Halloween:

At Elim, we uphold our Christian values by not celebrating Halloween. Instead, we honor "Fall Festivals" and "Harvest Celebrations" that emphasize positive character traits and provide a joyful alternative.

- Guidelines for Fall Festivals and Harvest Celebrations:
 - Theme: These events will focus on positive character traits and the spirit of the season
 - Costumes: Students are welcome to dress in costumes that reflect positive character traits. Please avoid themes involving blood, gore, or any other inappropriate elements

We appreciate your cooperation and understanding as we strive to create a safe and joyful environment for all students. For any questions or clarifications regarding our celebration policy, please contact the program administrator or the Director of School.

Throughout the year, Elim may host special events, including talent shows, game day, prom, and graduation ceremonies. As special events are scheduled, parents will be provided with information related to expectations, spectator protocols, dates, times, locations, etc.

Food/Treats Policy:

- **Designated Days for Food/Treats:** Food and treats for classroom celebrations will **only be permitted on Fridays**. This ensures a consistent and manageable approach to handling food allergies and dietary needs. *Food items sent outside of this policy will not be accepted.*
- **Food Requirements:** All food items brought into the classroom must be store-bought, pre-packaged, and sealed. To ensure the safety and well-being of all our students, especially those with medical fragility and severe allergies, we kindly ask families to refrain from bringing home-prepared food items to school celebrations. Commercially prepared or school-approved foods allow us to carefully review ingredient information and maintain consistent food safety standards, which helps prevent allergic reactions and supports a safe environment for everyone.
- **Approval for Deliveries:** Parents must obtain prior approval from the program administrator (Assistant Principal) before arranging for any food deliveries to classrooms or food sent with students. This helps us maintain control over food safety and adherence to our policies which allow celebrations to take place on Fridays only.

We sincerely appreciate your understanding and cooperation in helping us create inclusive and safe celebrations for all our students.