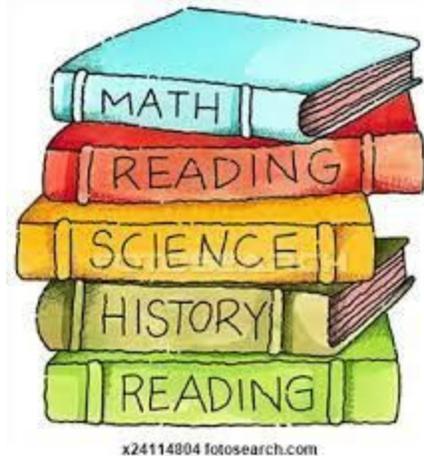


South Eastern Special Education

Emotional Disability Instructional Program Student/Parent Handbook



2018-2019

Jill Weems, Director
618-455-3396 x228

Tracey Seesengood, Supervisor
618-455-3396 x235/cell- 618-553-9458

Introduction

The South Eastern Special Education ED program is for students found eligible under the special education category of emotional disability. Typically a placement in this self-contained program follows placement in a lesser restrictive environment with insufficient progress. This program may also be appropriate for students found eligible with coexisting disabilities; however ED is determined as the primary disability. Other students will be considered on an individual basis.

The focus of the program for Students with Emotional Disturbances is on the development of appropriate behavioral and emotional responses in the educational environment. Behaviors are targeted and replacement strategies are developed through the use of direct therapeutic instruction, modeling, and reinforcement of appropriate responses.

Academic development is also addressed through emphasis on providing students with exposure to the general education curriculum while closing any academic gaps with research-based interventions and curriculum. The primary goal for all students in the ED program is to return to the general education environment to the fullest extent possible.

A positive reinforcement level system is used to give students the opportunity to progress through the program while earning rewards and privileges. For the younger student these rewards may be daily, while older students will receive rewards weekly or monthly. The student's privileges are based on the demonstration of appropriate behavior over a predetermined time period.

The students in the ED program receive individualized or group therapeutic services for anger management, empathy, social skills development, pragmatics, and coping skills. All staff are trained in Therapeutic Crisis Intervention. This ensures that de-escalation techniques are utilized when the potential for emotional outbursts exists. The ED program also utilizes the following restrictive measures when the student presents a safety risk to themselves or others: physical restraint and isolated time-out. Late stay or after school detention, is utilized for older students to assist in classroom discipline, to improve time on task or work completion and in the occurrence of severe inappropriate comment. (Cursing, racial slurs, sexual comments) In some rare instances, late stay time may be assigned to younger students. Local law enforcement may be contacted when a student leaves school grounds without permission. Staff may also contact the CARES hotline when thoughts of self-harm or harm to others are expressed.

The goal of the ED program is always the reintegration of the student into the general education environment. The students are always encouraged to maintain self-control and learn techniques that will promote their success in college or a career and self-sufficiency in later life.

Annual Review/Meetings

Each child's IEP will be reviewed yearly to determine progress on the current IEP as well as to develop a proposed IEP. The newly developed IEP will be in effect for one full year from the date of the annual review.

Annual Reviews will be arranged by South Eastern Special Education through contacting the Special Education Coordinator of the resident school district. The District Special Education Coordinator will be responsible for sending the meeting notification to all participants.

For those students in the ED classrooms who are mainstreamed, the teacher of the mainstreamed classroom is encouraged to attend and will be invited by the special education coordinator.

Building Principals are encouraged to attend annual reviews, especially if students are currently mainstreamed or if mainstreaming will be discussed. Please notify office of time, date and student name.

The following should be discussed at the Annual Review:

1. IEP progress on goals and objectives
2. Benchmark/progress monitoring results
3. Grades (both percentages and letter grades)
4. Attendance (total number of days and days of absences)
5. Point sheet summary
6. FBA and BIP
7. Proposed IEP
8. Extended School Year
9. Transition Plans for students 14 yrs. of age.
10. Medications of student

Appropriate Dress

All forms of jewelry are prohibited in the ED classroom due to safety concerns. Additionally, hoodies and backpacks are only permitted as level privileges. If hoodies or backpacks become a problem in the classroom, the privilege can be taken away.

Assessments

Functional Behavior Analysis

The Functional Behavior Analysis is a procedure designed to examine the relationship between a challenging behavior and the setting. The procedure will examine the antecedents and the consequences of the student's behaviors. This procedure will be collected with written parental consent.

Antecedents: the events that happened immediately preceding a behavior, and that impact the manner in which a behavior occurs.

Consequences: events that immediately follow a behavior that have an effect on the likelihood a behavior will occur again.

Universal Screener/Progress Monitoring

Students will be benchmarked three times a year (fall, winter, and spring) in all areas of academic performance. Students are progress monitored weekly, monthly or quarterly in the areas of reading fluency, reading comprehension, math calculation, math applications, and writing.

IEP Tracking

IEP goals and objectives are tracked according to the schedule designated on the IEP (daily, weekly, monthly or quarterly). The ED classroom teachers maintain tracking sheets on which progress is documented. Data from IEP tracking is then reported through quarterly progress reports that are sent home according to the attending district's schedule for sending home report cards. For co-implemented goals, the applicable service providers will track progress.

Attendance

The ED classroom teacher/staff reports attendance of the students to the attending district daily as well as to South Eastern Special Education, monthly.

A doctor/dentist/counselor appointment, legitimate illness with a parent's note, a court date with 24-hour advance notice, or death of an immediate family member would be considered as an excused absence. All other absences will be considered as unexcused absences, unless otherwise approved by the program supervisor.

Classroom teachers will keep the SESE Classroom Supervisor informed of individual student attendance concerns. When students accumulate more than 10 unexcused absences or are absent three consecutive days, the classroom teacher will notify the program supervisor. The supervisor will notify the district regarding this situation and the district will notify the appropriate agencies regarding truancy.

Behavior Intervention Plan (BIP)

A Behavior Intervention Plan must be developed for all students whose behavior impedes his/her learning or the learning of others. This plan is based on the information gathered during the Functional Behavior Assessment. The plan must indicate which interventions will be utilized for that student. The behavior

intervention plan should contain criteria for when a cool off period should be initiated by the staff or student.

The Behavior Intervention Plan must be reviewed when a change of placement is initiated or when a manifestation determination is required. If the IEP team determines that the plan is not appropriate then a Functional Behavior Assessment must be completed, with parental permission, and a new Behavior Intervention Plan developed.

Behavior Management

Positive reinforcement is the foundation for this program. All behavior plans must include positive reinforcement. In addition, response cost and negative reinforcement will be utilized to effect change in student responses.

Behavior Sheet

All students will be monitored by the use of a behavior sheet. This sheet will be sent home, via email when possible, on a daily basis.

Bullying, Intimidation and Harassment Prevention and Response

All students in the ED program will participate in Bullying, Intimidation and Harassment Prevention training. During this training they will be instructed on how to identify and report any incident of Bullying, Intimidation or Harassment. SESE and the local district will investigate the reports and determine needed responses. All students in the ED program have access to School Social Work services, School Psychology services and Counseling.

Crisis Procedures

Supervisor Notification

Due to the nature and severity of the behavior and crisis situations of individual students with emotional disabilities, classroom and individual student crisis plans have been/are determined by the SESE administration and staff.

The Classroom Supervisor will determine the need for additional assistance, including, but not limited to SESE staff. Student in-service and training is available for the district students and parents upon request.

The Classroom Supervisor will also determine need for additional assistance, including, but not limited to District Staff. If determined necessary, the SESE classroom supervisor will contact the host building principal or outside agencies as appropriate including but not limited to CARES hotline, DCFS, and local Police.

Discipline

Proactive behavioral supports and behavior management strategies are implemented within the daily routine of the classroom. Individual classrooms have a classroom behavior management plan as well as reinforcement system. All disciplinary actions are made by the program supervisor in collaboration with the ED classroom teacher. This includes out of school suspensions. Bus discipline is determined by the home district.

Exclusion of non-academics

Students would be excluded from extra-curricular and/or non-academic activities only in the case of extreme safety issues (running from playground, bus, etc.). Parents would receive notice of such actions.

If a student wishes to participate on athletic teams, he/she must do so in the home district per IESA/IHSA guidelines.

Proactive supports are discussed and put into place in order to ensure safety within all educational settings.

Lunch delay

Lunch delay may be used within the ED Classrooms. If a behavior is occurring during the lunch or breakfast times, breakfast and lunch are always offered once the student is calm.

Emergency Services

CARES Hotline

When a student exhibits at risk behavior for intent to harm themselves or others, classroom teachers may need to call the CARES hotline to begin a risk assessment. Parents will be contacted as soon as possible. Safety concerns will be the first priority for all staff. When the contacted agency arrives to complete the risk assessment, they will need a confidential area to meet with the student, teacher, and parent.

DCFS

All SESE staff are mandated reports and are required to follow the procedures outlined in the SESE Staff Handbook.

Homework

Mainstreamed students are required to complete all out of class assignments for mainstreamed classes. This should be highlighted on the point sheet. If the student is having trouble completing the homework the student will be provided

time in the ED classroom if appropriate or late stay time may be assigned in order to complete assigned work. If 3 or more homework assignments are late, the student will be assigned late stay per classroom supervisor.

Late Stay Accumulation Procedures:

Late stay time will be accumulated in the following manner:

1. When a student accumulates over thirty minutes and up to two (2) hours off-task, they will earn 2 hours of late stay time. This would include quiet room time. All time after two (2) hours will be minute for minute in late stay time.
2. If a student is verbally aggressive either with name calling to peers or adults or with a comment that has a sexual or racial connotations to peers or adults they will receive five (5) minutes of late stay time for each curse word or per racial or sexual comment.
3. If a student runs away from classroom either during the regular school day or during late stay they will receive 4 additional hours of late stay time. Run precautions will be put in place in the classroom for the next 48 hours. This includes the removal of shoes while in the classroom, restriction to the room and additional supervision.
4. Only time on-task will be deducted from the student's accumulated late stay time. The balance of time will be served in subsequent late stays. The student however is able to erase earned time by demonstrating appropriate behavior for demonstrating appropriate behavior for 5 consecutive days. The classroom supervisor will determine all late stay time accumulations and reductions.
5. If a student needs to take a period of time in order to cool down after an upsetting situation, they may do so. They should put their head down and this will indicate their need. This time spent will not accumulate toward any late stay time. This should not be allowed to be abused. If the student has their head down for more than five minutes, they will be given a warning and then begin timing toward late stay.

Late stay time is to be served the same day if possible. Any deviations, other than transportation issues, must be approved by the program supervisor (Tracey Seesengood). Students will be excused from late stay for medical or counseling appointments with proof of the appointment. If a parent refuses to allow the student to stay for late stay for any unexcused reason, this will result in time owed being doubled. During late stay students are to work on assignments not completed during the school day and other work provided. Only conversation that is related to the academic work is permitted.

SESE administration will determine which students will be assigned to late stay that evening based on available staff. South Eastern Special Education will contact the student's home district coordinator. The coordinator will arrange for transportation and contact the student's parents of late stay.

Late stay may need to be adjusted by thirty-minute intervals due to available transportation. Appropriate materials will be provided to the student during this time.

Level System

All ED programs will utilize a level system. This system will be appropriate for the age span of the classroom. The level system is composed of levels 1, 2, 3 and 4 (with 1 being the entry point). Each level has its own responsibilities and privileges. In order to progress from one level to the next, the student must meet the requirements. Students may lose their level with certain behaviors or failing to maintain a level of behavior for the predetermined criteria. Occurrence of physical aggression will result in a level drop. Other inappropriate behaviors may result in a level freeze.

Mainstreaming

The reintegration of students into the general education environment is the primary goal of our program. Students will progress through the level system, which includes mainstreaming into general education classes, based on appropriate behavior.

The classroom teacher must contact the program supervisor prior to any mainstreaming consideration. The supervisor will review the student's progress and needs. The classroom teacher then must contact the resident district coordinator and/or the building principal and the parent to discuss the change. The minor change form is completed by the special education teacher and sent to home district and SESE. The home district coordinator will mail the complete IEP to the parents.

All students will be mainstreamed into a favorite elective for the initial class. An academic class will be considered for the second area. A student's IEP should guide the mainstreaming of students into an academic area. Careful thought should be given to time blocks and transportation so as to limit the student's stress and to maximize the access to the general education environment.

The general education teacher will complete a progress sheet for the mainstreamed student on a daily basis. This sheet will be submitted electronically to the ED teacher. This information will be factored into the daily percentage, which determines the student's progression up the levels.

Parental Pick-Up

All parents should report to the main office of the school to sign in and receive a visitor's tag. When the parent arrives to pick up their student the teacher is called to send the child to the office rather than that parent coming to the classroom. The ED teacher or the classroom program assistant should then walk that student to the office.

Physical Aggression

Physical aggression may occur in two situations in the classroom. There are times when a student is not in control emotionally and may intentionally or unintentionally strike a staff member, frequently during a restraint situation. This is not considered as a malicious attack and should be recorded on the student's point sheet with no other disciplinary actions.

However, if a student deliberately and with malicious intent hits or kicks a staff person during a non-restraint situation, that student should immediately be restrained and transported to the quiet room as soon as possible. This is a suspendable offense and should be reported to the SESE administration as soon as possible. The staff should consider this as an assault and they are encouraged to pursue this through the local law officials. If a student is significantly aggressive and unable to be restrained then the local law enforcement officials should be contacted (911). Please remember that every attempt to control the student should be exhausted before law enforcement is contacted.

If a student leaves the school grounds without permission the program supervisor and local law enforcement will be contacted. This offense will result in 4 hours of late stay time.

If a student attacks another student, physical restraint will be employed to ensure safety for all students. The student should be escorted to the quiet room as soon as possible. The program supervisor will be contacted immediately and the parents of the violated student will be notified and advised of their right to contact local law enforcement. This is also a suspendable offense.

Guidelines of Physical Restraint:

Physical restraint is only to be used when a student is a danger to himself or others.

All restraints are to be achieved by using the TCI methodology.

During a restraint all other students are confined to their desk and are not allowed in the restraint area for any reason.

Communication should be limited in a restraint situation. This may increase the

student's level of agitation. Other students should also refrain from communicating with the student being restrained.

The student should be transported to the quiet room as soon as possible to reduce the chance of injury to student or staff.

The staff will always attempt to defuse confrontation and be proactive in situations of physical aggression.

Police Services

An assistance call will be made in a situation where all other alternatives have failed. It is appropriate to contact law enforcement when:

1. A student has assaulted staff or another student and is continuing to remain out of control.
2. A weapon has been recovered
3. Alcohol, drugs or drug paraphernalia have been discovered.
4. A student has run away from the school grounds.

The SESE administration will be alerted. The administrator will notify the student's parents and contact the appropriate Special Education Coordinator.

Quiet Room Procedures

The quiet room may be utilized in the following situations:

The following procedures will be initiated when a student demonstrates that they are either a threat to themselves or others.

1. The aggressive student will be physically escorted when walking to the quiet room. The physical escort should consist of a staff member on either side of the student, holding the student's arms.
2. Before placing the student in the quiet room the staff will remove the student's belt, shoes, extra shirts, empty all pockets, and check socks.
3. Make a visual check of the quiet room to make sure that there are no loose objects in the room and make sure that the light is functioning properly.
4. Care should be taken when shutting the door as many students attempt to push the door against staff members. A staff person will monitor the student at all times.
5. When the door is shut, the staff member monitoring the student should remain at the door and monitor the student's behavior constantly via video monitor. The door should remain locked during this time.

6. The Use of Restrictive Intervention form should be completed and a copy sent home to the parent within 24 hours of the date of the restraint.
8. When the student has calmed, staff will complete the life space interview at this time. The life space interview must be complete prior to the student returning to their seat.

On occasion, a quiet room time may be initiated by a student in order to gain self-control as a time away.

The plan must indicate which interventions will be utilized for that student. The behavior intervention plan should contain criteria for when a cool off period should be initiated by the staff or student. This period should not last over 10 minutes. **The quiet room may never be used as an area to sleep.** The door would stay open in this situation. Shoes and belts must be removed before entering the quiet room.

The quiet room may also be used as an alternate setting when the student is highly distracted or disruptive.

The student will receive direct academic instruction by staff during this time. The door would stay open in this situation. Shoes and belts must be removed before entering the quiet room.

Research Based Curriculum
(ED 1/2 and ED 3 programs)

Reading

Reading is taught for 180 minutes per day through the following contexts (one-on-one direct instruction, small group instruction, independent work, use of technology). Research-based reading curriculum is utilized for each student and determined based upon the individual student's current skills and individual learning styles.

When the student is mainstreamed for reading, the instruction received in the ED classroom will be adjusted based on the student's needs.

Math

Math is taught for 90 minutes per day through the following contexts (one-on-one direct instruction, small group instruction, independent work, use of technology). Research-based math curriculum is utilized for each student and determined based upon the individual student's current skills and individual learning styles.

When the student is mainstreamed for math, the instruction received in the ED classroom will be adjusted based on the student's needs.

Writing

Writing is taught for 45 minutes per day through the following contexts (one-on-one direct instruction, small group instruction, independent work, use of technology). Research-based writing curriculum is utilized for each student and determined based upon the individual student's current skills and individual learning styles

When the student is mainstreamed for writing, the instruction received in the ED classroom will be adjusted based on the student's needs.

Science/Health

Research-based curriculum is implemented to teach science concepts. Hands-on activities are utilized to teach and to reinforce science concepts.

Social Studies

Social Studies instruction incorporates concepts that are relevant and functional to the students within the program. Research-based curriculum is implemented to teach social studies concepts.

Social/Emotional

Research based curriculum and strategies are utilized in all educational environments to develop appropriate skills. A variety of technological materials are used.

Searches

Routine searches may be conducted upon arrival at school to ensure no contraband is present. This will be noninvasive to the student and will require that the student turn his/her pockets inside out and remove his/her shoes for inspection.

Search of book bags, coats or persons must be preceded by probable cause.

If a student is suspected of possessing a weapon or illegal drugs local law enforcement will be contacted. The program supervisor shall be contacted immediately following the notification of law enforcement.

Suspension (Out of School)

Because suspension is a restrictive intervention it should be treated very seriously. Only a SESE administrator may suspend a student that attends a

SESE classroom. If a suspension is appropriate, the notice of suspension will be completed and sent to the parent and resident district. This notice will contain the previous behavioral and disciplinary interventions exhausted and will indicate any additional services if required.

Technology

Hardware

All students are required to abide by all SESE and host district internet and technology use policies. An internet use policy agreement form must be signed by both student and parent before students will be granted access to the internet.

All technology and hardware in use in the SESE classroom is purchased by South Eastern Special Education. Technology is an integral part of the ED classroom. Each classroom has a Starboard (whiteboard) as well as a netbook/laptop for use with the Starboard. Desktop and laptop computers are available for individual student use. iPad and/or iPod technologies are also available.

Software

Research-based software is utilized during group and individual instruction.

Transportation

Transportation is provided by and documented by the District Special Education Coordinator on the student's IEP. All bus discipline is determined and administered by the resident district.

Classroom times are set to ensure students receive the same length of day that general education students receive.

Transporting Students

SESE staff are never allowed to transport a student in their personal vehicle. In case of an emergency the program supervisor will be contacted.

Visitors Policy

Per policy, parents/guardians as well as those who would like to observe the classroom for educational purposes (college observations, evaluations etc.), the SESE website contains a form which requires the Classroom Supervisor's signature. The Classroom Supervisor will schedule to be present in the classroom the day/time of the observation in order to answer questions so that there are minimal distractions to the routine. The form must be completed and submitted at least 24 hours in advance. All visitors should report to the school

office to obtain a visitor's badge. Observation periods are to be scheduled for no more than for 50 minutes of duration.

For those children who have not been found eligible for Special Education, parent observations are not scheduled until after eligibility has been determined.

Volunteer Policy

SESE has a Volunteer Handbook. Volunteers must contact South Eastern Special Education in order to request to volunteer or talk with the classroom teacher. The classroom teacher is to contact the classroom supervisor. The classroom supervisor will review the handbook as well as required volunteer form with the prospective volunteer. The volunteer will complete the required forms.