

Rev. 08/03/23

# William M. BeDell Achievement and Resource Center

## Student/Parent Handbook

400 South Main, Wood River, IL 62095

Phone: 618-251-2175

Dear Parents/Guardians,

Welcome to our school! We are proud of our program and are excited to have this chance to work with you and your child. This handbook contains information about our program and information you may find helpful throughout the school year.

We always work best when working together as a team; parents/caregivers, teaching staff, support staff, administration, home school district; anyone touching the lives of our students. We recognize you as the single most important part of that team and will assist you whenever possible.

Students are accepted into the school program based on needs related to their disability and the approval of the parent/guardian and the student's residential school district. No denial of service is made in respect to race, color, religion, sex, national origin, and/or disability.

Please feel free to contact us if you have any questions or concerns. We look forward to working with you to provide a successful school experience for your child.

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### **History**

The William M. BeDell Achievement and Resource Center was formed in 1957 by a group of parents whose children were developmentally disabled. These original founders were concerned with the availability and quality of services provided in Madison County for individuals with disabilities. The ARC, through the efforts of its Board of Directors, members, and staff have developed various programs to offer a wide array of services to families and individuals diagnosed as having a developmental disability.

### **Mission Statement**

Our mission is to assist persons with developmental disabilities, ages 3-21, achieve their fullest potential by focusing on their individual strengths and needs, utilizing a therapeutic approach in educational and community environments with emphasis in the areas of communication, mobility, and activities of daily living.

### **Accreditation/Approval**

The School Program is approved yearly by the Illinois State Board of Education.

### **Funding**

Local school districts of residence, who fund all special needs programs for students 3-21 years of age, must approve placement of students in ARC's School Program.

### **School Services**

The school provides a community-based, therapeutic/educational program for students three to twenty-one years of age. The school's goal is to have each student reach their optimal level of functioning and the philosophy that guides the staff in achieving this goal is to treat each student with human dignity, respect and in an age-appropriate manner. Teachers utilize each student's Individual Educational Plan (IEP) to develop lesson plans in the following developmental areas:

- Self-help skills
- Cognitive skills
- Independent living skills
- Communication skills
- Fine and gross motor skills
- Sensory stimulation
- Socialization skills

All students are assessed to see if they require speech therapy, physical therapy, or occupational therapy. All students enrolled receive speech therapy to aid in the development of a functional communication system. The school program nurse or administration dispenses medications as prescribed by the student's attending physician.

An important aspect of each child's educational program is to experience their community. This is accomplished by taking field trips to various community resources such as local grocery stores, swimming pools, shopping malls, parks, etc.

### **Behavior Management Policy**

The school uses the Safety-Care™ behavior management program. The focus in Safety-Care™ is on prevention and safety, as well as supportive and evidence-based interventions.

An interdisciplinary staff team will meet to develop a written Behavior Enhancement Program to deal with inappropriate behaviors. Consistency is important and we want parents to be involved in discussing, planning, and treating any difficulties their child may have. Cooperative efforts between parents and school staff will help the students acquire appropriate behaviors which will enable them to succeed in school, at home and in the community.

The student is our first and foremost consideration in all programming and planning activities. Services will be provided with consideration of each child's overall programming needs in conjunction with maximizing optimal service to all students served by the program.

### **Time Out and Restraint Policy**

William M BeDell has chosen to use the following definitions of "Time Out" and "Restraint". These definitions were taken from the ISBE document "Guidance and Frequently Asked Questions: Emergency Regulations for the Use of Time Out and Physical Restraint".

#### **Time Out**

Time out, in Illinois' emergency regulatory language, means "a behavior management technique that involves the monitored separation of a student from classmates with a trained adult for part of the school day, usually for a brief time, in a non-locked setting."

The U. S. Department of Education (USDE) uses Civil Rights Data Collection (CRDC) definitions and refers to "time-out" as "a behavior management technique that involves the monitored separation of a student in a non-locked setting, and is implemented for the purpose of calming."

As noted in the Introduction, above, for purposes of the ISBE emergency regulations, therapeutic time out is an intervention used in tandem with other positive intervention strategies, whereas non-therapeutic time out is used for the purposes of maintaining a safe environment for learning. Time out includes situations only when the student is in a monitored enclosure due to exhibiting behavior that poses an imminent danger to self or others, *not* if the student is being disruptive and needs to cool down in a sensory room, reflection area, or other positive or therapeutic supports.

**William M BeDell ARC does not use "time out" as defined by the State of IL.**

#### **Physical Restraint**

The USDE uses the CRDC definition for physical restraint: "a personal restriction that immobilizes or reduces the ability of a student to move his or her torso, arms, legs, or head freely."

In Illinois' emergency regulations, a physical restraint is defined as "holding a student or otherwise restricting the student's movements" and includes only the use of specific, planned techniques (e.g., the "basket hold" and "team control"). Physical restraint shall not impair a student's ability to breathe or speak normally and does not include prone or supine physical restraint, except if all criteria specified in the regulations are met.

According to the ISBE Guidance on Physical Restraint, "'restraint' does not include momentary periods of physical restriction by direct person-to-person contact, without the aid of material or mechanical devices, accomplished with limited force and designed to: 1) prevent a student from completing an act that would result in potential physical harm to himself, herself, or another or damage to property; or 2) remove a disruptive student who is unwilling to leave the area voluntarily."

According to 23 IAC 1.285(d)(1)(A-C), Physical restraint is subject to three requirements:

1. The student poses a physical risk to himself, herself, or others.
2. This is no medical contraindication to its use.
3. The staff applying the restraint have been trained in its safe application.

William M BeDell ARC staff will be trained in the use of Safety Care™ "physical management" techniques. "Physical Management" is the term Safety Care™ uses to refer to restrictive holding techniques that, under federal and state definitions, are considered physical restraint.

According to the ISBE Guidance on Physical Restraint, any staff member “who applies physical restraint shall use only the techniques he or she received during the required training and for which there is written evidence of participation. Staff members who have not been trained in the application of physical restraint may not physically restrain a student but may employ momentary physical restriction (e.g., restraining a student to prevent him or her from bolting into traffic, moving the student away from a violent situation, preventing the student from serious self-injury). However, only staff who have completed required annual training and in student-specific techniques (when specified in IEPs of planning around behavior, safety, or crisis) are permitted to use physical restraint on a student as a specific, planned technique.”

Prescriptive equipment is allowed if used under the prescription, direction, and student-specific training of a licensed professional (e.g., physical or occupational therapist) only for the purposes for which they were manufactured and within the parameters documented in the IEP and any associated therapy or mobility plans for the individual student. Such equipment may not be used as a mechanical restraint for the purpose of discipline, punishment, or convenience (e.g., to prevent students from getting out of their seats during structured instructional time).

According to the USDE Restraint and Seclusion: Resource Document, the term “physical restraint” does not include devices implemented by trained school personnel, or utilized by a student, that have been prescribed by an appropriate medical or related services professional and are used for the specific and approved purposes for which such devices were designed, such as:

- Adaptive devices or mechanical supports used to achieve proper body position, balance, or alignment to allow greater freedom of mobility than would be possible without the use of such devices or mechanical supports;
- Vehicle safety restraints when used as intended during the transport of a student in a moving vehicle;
  - Restraints for medical immobilization; or
- Orthopedically prescribed devices that permit a student to participate in activities without risk of harm.

Prescriptive medical devices are utilized for students who have difficulty independently sitting, standing, changing positions, bearing weight, assessing danger, maintaining postural security, and sustaining functional positioning and may require supported positioning on a momentary basis (e.g., during transitions or transfers) or for prescribed intervals during the school day. Supported positioning is also sometimes a part of a therapeutic regimen to ensure a student’s comfort; aid in efficient respiration, circulation, and digestion; and prevent contractures or pressure sores. Examples of equipment used are supportive seating systems, gait or transfer belts, tilt tables, side lyers, hydraulic lifts, and prone standers, and these often include supportive features (e.g., padding, bolsters, trays, straps, harnesses) to ensure safe, functional positioning.

### **Notification**

#### Notification to Parents or Guardians

- The school shall make a reasonable attempt to notify the student’s parent or guardian on the same day of the physical restraint.
- Within one business day after any use of physical restraint, the school shall send the form to the student’s parents or guardians.

#### Notification to the State Superintendent

- No later than two school days after any use of physical restraint, the school shall submit information about the incident to the State Superintendent via the Student Information System located in the ISBE Web Application Security data reporting system.

### **Parent Rights**

A parent/guardian can have a meeting with school personnel to discuss an incident that occurs. The meeting must be held within two school days of the parent/guardian request. This meeting timeline may

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only be extended at the request of the parent/guardian. Meeting members must include at least one school staff member who was involved in the event and at least one staff member who was not involved in the event. At the meeting, the parent/guardian must be given the opportunity to discuss the following:

- The incident leading up to the physical restraint.
- Actions taken by school personnel prior to putting the student in a physical restraint.
- What occurred during the physical restraint.
- Any actions that were taken after the physical restraint.

A student cannot be excluded from school because the meeting has not taken place or the parent/guardian did not attend the meeting. If the parent/guardian does not meet with school staff, school staff will follow these steps:

- A summary of the meeting and any agreements or conclusions reached at the meeting must be documented in writing and become part of the student's record. Copies of such documents must be provided to the parent/guardian even if the parent/guardian does not attend the meeting.
- If a parent/guardian does not request a meeting within 10 days of being notified about the incident or if the parent/guardian fails to attend the meeting, the school must record that information and document it in the student's school record.

### **Professional Services**

The staff serving students in the School Program are trained and credentialed in accordance with State Laws, Policies and Procedures. The staff consists of the following:

- Multi-certified special education teachers
- Paraprofessionals
- Teacher's Aides
- Certified and Licensed Speech and Language Pathologists
- Licensed Physical Therapist
- Licensed Physical Therapy Assistants
- Licensed Occupational Therapist
- Licensed Occupational Therapy Assistants
- Licensed Clinical Psychologist
- Licensed Behavior Analyst
- Licensed Registered Nurse
- Social Services Coordinator
- Foster Grandparents
- Community Volunteers

### **Daily Schedule:**

8:30 am	Student Arrival
8:30 am - 11:00 am	Programs in Session
10:30 am-11:30 am or	Student Lunch/OT/PT/Speech
11:00 am -12:00 pm	Feeding/ADL/Social Skills
12:00 pm - 1:00 pm	Student Leisure Time
1:00 pm - 2:30 pm	Programs in Session
2:30 pm - 2:40 pm	Student Departure
2:40 pm - 3:30 pm	Parent Communication/Preparation/Cleaning

### **Student Attendance Policy**

All students are encouraged to attend school daily. Parents have a legal responsibility to ensure their child attends school regularly. When absent, students miss valuable opportunities to receive educational and therapeutic services. If your child is absent, we ask that you notify the school and call your child's bus

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driver. In case of illness, please send a written note with your child when he/she returns to school so we can be aware of any special medical considerations.

In cases of illness which result in an absence of more than three (3) days, we **may** require a physician's release for your child to return to school.

If your child is absent for five (5) consecutive days, we are required by state law to notify your local school district of residence (in writing) of each five (5) days absence.

To minimize disruption to your child's classroom and routine, we ask that tardiness be avoided. If such is necessary, it is the parent's responsibility to call the bus driver and school and notify both child's late arrival (after 8:45 am) and early departure (before 2:30 pm).

### **Field Trips**

An important aspect of each child's educational program is to experience their community. This is accomplished by taking field trips to various community resources such as local grocery stores, the swimming pool, shopping malls, parks, etc. You will be given field trip information and asked to sign a form giving your child permission to participate.

## **PARENT/SCHOOL CONTACTS**

**Telephone Calls:** Contact with your child's teacher or therapists is encouraged, but to avoid disruption to the classroom or take time away from students, all phone calls should be made before 9:00 am. or after 2:30 pm. If possible, call the school office during regular school hours to discuss questions or to leave messages for the teachers or therapists.

**Visitation:** Interested parents and citizens, including ISBE officials and contracting schools, are invited to visit our school with or without prior notice. If possible, these visits should be arranged in advance. It is required that all visitors sign in at the school office. This is to ensure a safe environment and lessen classroom disruption.

**Correspondence:** In most cases permission slips for special events, notices of school closing or early dismissal, reports of problems, questions, health notes, and requests for supplies will be sent home with your child on the bus. It is helpful if each student carries a bag or backpack back and forth each day to facilitate transfer of notes. Parent progress reports are completed **four times a year**. It is impossible to be assured that bus drivers can relay messages to teachers; therefore, we ask that all questions or information for school staff be sent in the form of written notes or emails.

**Home Visits:** Every year prior to the scheduling of IEP (Individualized Education Plan) conferences, a home visit is scheduled with each student and their families. Parents are requested to have their child home for these visits so the staff working with him/her can assess their strengths and needs with different skills in different settings. Teachers report on student's progress and look to the parents for their input toward beginning the planning for next year's IEP.

**IEP Conferences:** These are held annually with parents and the school district to discuss progress and develop goals and objectives for the next school year. Parents are experts regarding their child's strengths and needs and are encouraged to take an active role in this process. They are encouraged to share relevant information about their child and to ask for clarification if anything is unclear.



### **Student Records**

Students' records will be maintained in accordance with the School Student Records Act and the rules and regulations of the Illinois State Board of Education. Parents have the right to review their child's student record. The public school district in which the student resides is subject to the policies and procedures for all records of students enrolled in ARC's School Program. When a student is no longer enrolled in ARC's School Program, for any reason, the following will be returned to the student's school district of residence within thirty (30) calendar days:

1. The medical, social, psychological, and educational records that were provided by the public school district at the time of the student's placement.
2. Other records of an academic or instructional nature that has accumulated during the student's enrollment in the non-public facility.

### **HEALTH AND STUDENT ILLNESS PROCEDURES**

**Physical Examination:** Every student initially enrolling in ARC's School Program is required to have a complete physical, completed on the approved Illinois Department of Public Health Form prior to attending in person. A physical is also required by district prior to entering Kindergarten, 6<sup>th</sup> grade and 9<sup>th</sup> grade. Forms sent to parents must be completed and returned by the **first day of school**. Students may not enter school until this examination is completed.

**Dental, Hearing and Other Screenings:** Throughout the year, various organizations offer screening tests to our students. Notices will be sent to parents as these tests are scheduled and reports of results will be available to you advising whether professional follow-ups are indicated.

**Communicable Diseases:** These procedures are in accordance with the Rules and Regulations for the Control of Communicable Diseases as issued by the Illinois Department of Public Health.

1. Notify the school office immediately when your child has a communicable disease.
2. The following require an exclusion from school:
  - Chicken Pox - Not less than 6 days after the eruption.
  - German Measles - 5 days after the appearance of a rash
  - Mumps - 9 days and until all the swelling is gone.
3. Illinois State Law requires children in school to have their immunizations current. If a child fails to have the required immunization due to religious belief, medical reasons, etc., a waiver must be in their permanent school record. He or she will then be temporarily interrupted from the program during the contagious stages of any communicable disease within the school. Any questions concerning this matter should be communicated to the Director-School Program.
4. All other communicable diseases, such as **eye infections**, symptoms of a **generalized rash**, or a **suspicious lesion** require that a child have a **written release from a physician before returning to school**.
5. If your child has a **sore throat, earache, discharge from the nose, skin rash, eruptions, eye infections, vomiting, diarrhea, or an elevated/sub normal temperature (above 100.4 degrees F or below 96.8 degrees), the child should be home**. If your child comes to school with any of these problems, he/she will be sent home.
6. School program nurse must notify IDPH to report all cases of communicable diseases.

**Head Lice/Bed Bugs Procedure:** If head lice, nits, or bed bugs are confirmed by program nurse, parent/guardian/residential personnel from individual's place of residence will be notified. During this conversation, the school program nurse will briefly cover methods to eliminate the problem and will offer advice. Information will be sent home with the student as well.

### **Illness**

If your child becomes ill at school, it will be up to the discretion of the school program nurse whether they remain at school. If a child needs to be sent home, parents will be contacted to arrange for the child to be picked up from school. When the parents cannot be reached, designated individuals (emergency contacts) will be contacted.

**Emergency Procedures:** In case of an accident or medical emergency at school, first aid will be administered to your child and 911 will be called, if necessary.

1. Notify the child's teacher. Notify school program nurse. Never leave the child alone or move unnecessarily. If you are alone with the child, call out for assistance. In the absence of the teacher, the certified staff member at the site of the accident will assume the lead; if one is not present, contact any certified staff person to assume the lead.
2. The school program nurse or certified lead staff will determine the need for treatment. Considering the individual situation, the lead staff may determine that only minor first aid is required (band aid, ice pack, etc.). When any doubt exists, contact the school program nurse, principal, or other administrative staff.
3. If hospital treatment seems necessary, certified lead staff will provide notification of the school office (principal).
4. Before leaving for the day (preferably as soon as possible) staff will complete the incident report and forward it to the appropriate person.

**The following transportation arrangements will be made by the office:**

1. Transportation (determination of appropriate vehicle, i.e., van, ambulance, parent's car, etc.)
2. Pull student's permanent file to take to the hospital (each file has a consent for hospital treatment). The student will be accompanied to the hospital by school staff.
3. Parents will be contacted to inform them of the incident.
4. Staff will notify the agency's administrative office.

**Medication Administration Procedure:** The school program nurse is able to give medication to students between 8:30 a.m. and 2:30 p.m. in adherence with 105 ILCS 5/22-30.

1. Medications must be sent in the proper container with the child's name, name of medication, dosage, and physicians name all showing on the label (i.e., pharmacy label). Medication without a pharmacist's label **will not be given.**
2. Enough medication for at least a 2-week supply should be sent if possible. You will be notified when the medication is getting low.
3. No medication will be given on a regular basis without a medication release signed by both parent/guardian and physician.
4. If short-term medication is needed (i.e., antibiotics/steroids/pain medication, etc.), the medication must be sent in the original container and must be accompanied by a note from a physician specifying dosage and length of time medication is to be given.
5. All medication is kept in a locked room, within a locked cupboard in the nurse's office.
6. A substitute nurse is on duty when our school program nurse is absent. In the absence of a nurse, the school principal and assistant principal have been instructed in the proper dispensing of medications in adherence with 225 ILC 65/50-75(b).

### **G-Tube Feeding Administration Procedure:**

1. Staff have been credentialed by the nurse to be safely using the student's g-tube/g-button as well as programming their pump or administering bolus feed.
2. A g-tube release must be signed by both the physician and the parent/guardian prior to enrollment for the year indicating the type of formula to be given as well as the rate and dose at which to give it.

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3. The school program nurse is available to assist staff, if needed.
4. If a g-button is accidentally removed by the student, the nurse can replace the button, but the **parent/guardian will need to come check for placement prior to the school administering any medications or feed.**

### **Privacy/Dignity of Students**

The William M. BeDell Achievement and Resource Center – School Program policy ensures the privacy and dignity of students served. Procedures utilized to implement this policy are individualized as needed and overall guided by the student’s strengths/needs as outlined in their Individual Education Plan (IEP).

When diapering a student, staff are required to wear gloves and utilize an area of the classroom designed to provide safety and privacy for the child. Students utilizing school bathrooms are provided with privacy in accordance with their toileting skill level.

Students requiring a physical examination by appropriate school personnel, for the purpose of evaluating a medical condition or injury, are provided appropriate privacy and confidentiality within the classroom, or taken to the school program nurse’s office.

Safety measures are taken for those students requiring assistance with personal hygiene tasks (showering and menses care), and students are provided with privacy in accordance with their skill level. For a copy of our bathing/showering policy, please contact the School Program Principal.

Students receive supervision throughout their school day in accordance with their needs.

Staff receives in-service training regarding the School’s Policy and Procedures as it pertains to the Student’s Right to Privacy and Dignity.

### **FEES AND SUPPLIES**

There are three general fees which all student’s families are asked to pay:

**Membership Fee:** \$15.00 per year helps to support ARC programs. You will receive an ARC newsletter.

**Special Activities:** Attempts are made to schedule field trips to places which charge no admission fee. If there are occasions when a fee must be paid, you will be notified ahead of time and the fee may be sent with your child’s consent form.

**Supplies:** The following list is to assist parents in obtaining supplies for their child for the school year. **Student supplies should be marked with your child’s name in permanent ink.** Please check with your child’s teacher throughout the year to determine if there is a need to replace the supplies.

- A bag or backpack to transport notes, and other belongings each day
- A lunch box or bag
- One or two complete changes of clothing to be kept at school for emergencies (includes socks and underwear)
- Diapers (if appropriate)
- Training pants (if appropriate)
- Roll-on deodorant (if appropriate)

### **RESPIRE CARE**

Respite is a “temporary rest” from the daily challenge of caring for a family member who has a

developmental disability. Time-off is essential to everyone's well-being and can prevent parents/guardians from becoming so stressed and fatigued that they have a more challenging time coping with the needs of their child who has a disability. Families may choose to use Respite Care hours for any type of appointment, to go shopping, for recreational purposes, etc. Families are eligible for respite care based on availability of funding by the Department of Human Services per fiscal year (July 1 - June 30). They are not liable for payment. Respite Care is also coordinated through the Rehabilitation Services of the Department of Human Services. The social service staff can assist you in connecting with one of these resources.

### **GRIEVANCE PROCEDURES**

If for any reason you have a grievance regarding your child's enrollment in the ARC school program, we ask that the following process for appeal be followed:

1. The parents should discuss the matter with the person or people (teacher, therapists, etc.) responsible for the grievance.
2. If no satisfaction is attained, the matter should be taken to the Director of the School Program/Principal.
3. If the matter remains unresolved, a brief written statement regarding the problem should be sent to the ARC Executive Director. The Director will schedule a meeting with the parents/guardian and the staff involved and if no mutually acceptable resolution can be achieved, he will direct the matter to the Board of Directors.
4. The agency has a Human Rights Committee which functions to ensure that rights information (including the right to file a complaint without intimidation or harassment) is provided for students, their families or guardians and other interested parties. Complaints may be addressed to the Human Rights Chairperson in writing. Those individuals also have the right to bring forward an appeal to the decisions of the committee.

In the case of a grievance against ARC you may also wish to contact your local school officials for assistance if your child is 3 through 21 years of age. Also, if your child is 3 through 21 years of age you may have cause to file a grievance against your local public school district or regional special education office. If you want information or assistance with these procedures, feel free to call the school office.

\*Notification of School Asbestos Management Plan -The School Asbestos Management Plan required by Federal Government was completed and submitted to the Illinois Department of Public Health in 1989. The School and the State have accepted recommendations in the plan. A copy of the Asbestos Management Plan is in file in the agency office and is available for inspection during normal business hours.

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**TRANSPORTATION AND EMERGENCY CLOSING**

Transportation may be provided for all ARC students through their local school district.

In extreme weather conditions ARC will close on a snow day. If school is closed due to snow or extreme weather conditions, our school calendar will be adjusted.

In case of inclement weather, you will be notified through the following local radio and television media:

**KMOX Radio – 1120 AM- Will announce school closing and special operating schedules at 5:30, 6:30 and 7:30 a.m.**

**KTVI-TV – Channel 2- Will air school closing and special operating schedules starting at 5:30 a.m.**

**KMOV-TV – Channel 4- Will air school closing and special operating schedules starting at 5:30 a.m.**

**KSDK-TV – Channel 5- will air school closing and special operating schedules starting at 5:30 a.m.**

**KDNL-TV – Channel 30- will air school closing and special operating schedules starting at 5:30 a.m.**

**The closing will be announced or listed as follows:**

**“Wm. BeDell ARC – School: Facility Closed”**

In the event of a natural disaster or national emergency, please be assured that training has occurred, and procedures are in place to deal with these situations. To facilitate the efficient evacuation of our students due to an unexpected need for early dismissal (i.e., water or utility outage, inclement weather, etc.) it is of **most importance** that emergency contacts (names and phone numbers) remain current and on file with the school office. For further information please contact the school office.

## 7:180 Prevention of and Response to Bullying, Intimidation, and Harassment

Bullying, intimidation, and harassment diminish a student's ability to learn and a school's ability to educate. Preventing students from engaging in these disruptive behaviors and providing all students equal access to a safe, non-hostile learning environment are important School goals. Bullying on the basis of actual or perceived race, color, national origin, military status, unfavorable discharge status from the military service, sex, sexual orientation, gender identity, gender-related identity or expression, ancestry, age, religion, physical or mental disability, order of protection status, status of being homeless, or actual or potential marital or parental status, including pregnancy, association with a person or group with one or more of the aforementioned actual or perceived characteristics, or any other distinguishing characteristic **is prohibited** in each of the following situations:

1. During any school-sponsored education program or activity.
2. While in school, on school property, on school buses or other school vehicles, at designated school bus stops waiting for the school bus, or at school-sponsored or school-sanctioned events or activities.
3. Through the transmission of information from a school computer, a school computer network, or other similar electronic school equipment.
4. Through the transmission of information from a computer that is accessed at a non-school-related location, activity, function, or program or from the use of technology or an electronic device that is not owned, leased, or used by a school district or school if the bullying causes a substantial disruption to the educational process or orderly operation of a school. This item (4) applies only in cases in which a school administrator or teacher receives a report that bullying through this means has occurred and it does not require a district or school to staff or monitor any non-school-related activity, function, or program.

### Definitions from [105 ILCS 5/27-23.7](#)

*Bullying* includes *cyberbullying* and means any severe or pervasive physical or verbal act or conduct, including communications made in writing or electronically, directed toward a student or students that has or can be reasonably predicted to have the effect of one or more of the following:

1. Placing the student or students in reasonable fear of harm to the student's or students' person or property;
2. Causing a substantially detrimental effect on the student's or students' physical or mental health;
3. Substantially interfering with the student's or students' academic performance; or
4. Substantially interfering with the student's or students' ability to participate in or benefit from the services, activities, or privileges provided by a school.

*Cyberbullying* means bullying through the use of technology or any electronic communication, including without limitation any transfer of signs, signals, writing, images, sounds, data, or intelligence of any nature transmitted in whole or in part by a wire, radio, electromagnetic system, photo-electronic system, or photo-optical system, including without limitation electronic mail, Internet communications, instant messages, or facsimile communications. *Cyberbullying* includes the creation of a webpage or weblog in which the creator assumes the identity of another person or the knowing impersonation of another person as

the author of posted content or messages if the creation or impersonation creates any of the effects enumerated in the definition of *bullying*. *Cyberbullying* also includes the distribution by electronic means of a communication to more than one person or the posting of material on an electronic medium that may be accessed by one or more persons if the distribution or posting creates any of the effects enumerated in the definition of *bullying*.

*Restorative measures* means a continuum of school-based alternatives to exclusionary discipline, such as suspensions and expulsions, that: (i) are adapted to the particular needs of the school and community, (ii) contribute to maintaining school safety, (iii) protect the integrity of a positive and productive learning climate, (iv) teach students the personal and interpersonal skills they will need to be successful in school and society, (v) serve to build and restore relationships among students, families, schools, and communities, and (vi) reduce the likelihood of future disruption by balancing accountability with an understanding of students' behavioral health needs in order to keep students in school.

*School personnel* means persons employed by, on contract with, or who volunteer in a school district, including without limitation school and school district administrators, teachers, school guidance counselors, school social workers, school counselors, school psychologists, school nurses, cafeteria workers, custodians, bus drivers, school resource officers, and security guards.

### Bullying Prevention and Response Plan

The Director or designee shall develop and maintain a bullying prevention and response plan that advances the district's goal of providing all students with a safe learning environment free of bullying and harassment. This plan must be consistent with the following requirements:

1. Using the definition of *bullying* as provided in this policy, the Director or designee shall emphasize to the school community that: (1) the school prohibits bullying, and (2) all students should conduct themselves with a proper regard for the rights and welfare of other students. This may include a process for commending or acknowledging students for demonstrating appropriate behavior.
2. Bullying is contrary to State law and the policy of this School. However, nothing in the School's bullying prevention and response plan is intended to infringe upon any right to exercise free expression or the free exercise of religion or religiously based views protected under the [First Amendment to the U.S. Constitution](#) or under [Section 3 of Article I of the Illinois Constitution](#).
3. Students are encouraged to immediately report bullying. A report may be made orally or in writing to the Director, Assistant Principal, the social services coordinator, or any staff member with whom the student is comfortable speaking. Anyone, including staff members and parents/guardians, who has information about actual or threatened bullying is encouraged to report it to the school named officials or any staff member. The school named officials and all staff members are available for help with a bully or to make a report about bullying. Anonymous reports are also accepted.

### **Nondiscrimination Coordinator:**

Jessica Walton, Director  
William M BeDell ARC  
400 S Main St  
Wood River, IL 62095  
[jwalton@bedellarc.org](mailto:jwalton@bedellarc.org)

**Complaint Managers:**

Jessica Walton, Principal  
William M BeDell ARC School  
400 S Main St. Wood River, IL 62095

[Jwalton@bedellarc.org](mailto:Jwalton@bedellarc.org)  
618-251-2175

4. Consistent with federal and State laws and rules governing student privacy rights, the Director or designee shall promptly inform parent(s)/guardian(s) of all students involved in an alleged incident of bullying and discuss, as appropriate, the availability of social work services, counseling, school psychological services, other interventions, and restorative measures.
5. The Director or designee shall promptly investigate and address reports of bullying, by, among other things:
  - a. Making all reasonable efforts to complete the investigation within 10 school days after the date the report of the incident of bullying was received and taking into consideration additional relevant information received during the investigation about the reported incident of bullying.
  - b. Involving appropriate school support personnel and other staff persons with knowledge, experience, and training on bullying prevention, as deemed appropriate, in the investigation process.
  - c. Notifying the Building Principal or school administrator or designee of the report of the incident of bullying as soon as possible after the report is received.
  - d. Consistent with federal and State laws and rules governing student privacy rights, providing parents and guardians of the students who are parties to the investigation information about the investigation and an opportunity to meet with the principal or school administrator or his or her designee to discuss the investigation, the findings of the investigation, and the actions taken to address the reported incident of bullying.

The Director or designee shall investigate whether a reported act of bullying is within the permissible scope of the school's jurisdiction and shall require that the school provide the victim with information regarding services that are available within the school and community, such as counseling, support services, and other programs.

6. The Director or designee shall use interventions to address bullying, which may include, but are not limited to, school social work services, restorative measures, social-emotional skill building, counseling, school psychological services, and community-based services.
7. A reprisal or retaliation against any person who reports an act of bullying **is prohibited**. A student's act of reprisal or retaliation will be treated as *bullying* for purposes of determining any consequences or other appropriate remedial actions.
8. A student will not be punished for reporting bullying or supplying information, even if the school's investigation concludes that no bullying occurred. However, knowingly making a false accusation or providing knowingly false information will be treated as *bullying* for purposes of determining any consequences or other appropriate remedial actions.
9. The school's bullying prevention and response plan must be based on the engagement of a range of school stakeholders, including students and parents/guardians.
10. The Director or designee shall post this policy on the school's website, if any, and include it in the student handbook, and, where applicable, post it where other policies,



rules, and standards of conduct are currently posted. The policy must be distributed annually to parents/guardians, students, and school personnel (including new employees when hired) and must also be provided periodically throughout the school year to students and faculty.

11. The Director or designee shall assist the Board with its evaluation and assessment of this policy's outcomes and effectiveness. This process shall include, without limitation:
  - a. The frequency of victimization;
  - b. Student, staff, and family observations of safety at a school;
  - c. Identification of areas of a school where bullying occurs;
  - d. The types of bullying utilized; and
  - e. Bystander intervention or participation.

The evaluation process may use relevant data and information that the school already collects for other purposes. The Director or designee must post the information developed because of the policy evaluation on the school's website, or if a website is not available, the information must be provided to school administrators, Board members, school personnel, parents/guardians, and students.

12. This Bullying Prevention and Response Plan is consistent with the policies of this agency.
13. The Director or designee shall fully inform staff members of the school's goal to prevent students from engaging in bullying and the measures being used to accomplish it. This includes each of the following:
  - a. Communicating the School's expectation and State law requirement that teachers and other certificated or licensed employees maintain discipline.
  - b. Establishing the expectation that staff members: (1) intervene immediately to stop a bullying incident that they witness or immediately contact building security and/or law enforcement if the incident involves a weapon or other illegal activity, (2) report bullying, whether they witness it or not, to an administrator, and (3) inform the administration of locations on school grounds where additional supervision or monitoring may be needed to prevent bullying.
  - c. Where appropriate in the staff development program, providing strategies to staff members to effectively prevent bullying and intervene when it occurs.
- d. Establishing a process for staff members to fulfill their obligation to report alleged acts of bullying.



**The William M. BeDell  
Achievement and Resource Center**

400 South Main Wood River IL 62095  
618-251-2175 Fax 618-251-6294

School Program/Parent Handbook Acknowledgment Form

Acknowledgment

I acknowledge that I have read and am familiar with the William M. BeDell ARC policies and procedures as set forth in the School Program/Parent Handbook.

\_\_\_\_\_

Student

\_\_\_\_\_

Parent/Legal Guardian

\_\_\_\_\_

Date

\_\_\_\_\_

Parent/Legal Guardian

\_\_\_\_\_

Date

\_\_\_\_\_

William M. BeDell ARC Representative/Title

\_\_\_\_\_

Date