Academy of Excellence in Learning has the ability to educate learners in the most appropriate, least restrictive, yet most effective manner. Learners at AEL are served by a team of highly qualified and compassionate professionals, which are supervised at all times by our team of BCBA's. Due to our high qualifications, our learners do not go a day without our BCBA's analyzing the data and learning trends of each student, therefore, maximizing each moment spent at our school.

AEL also ensures an effective and manageable transition program be developed by our team with your team at the admission of each student. This program allows for us to tailor each program to fit the needs of the learner and your district, so that when the learner is transitioned back to your district, you have the tools and training necessary to maintain the learner. Part of this transition program allows for AEL to send one of our BCBA's to your district and train your staff on the needs of the individual learners, while developing the skills of your team, for all learners that may enter your district.

AEL also offers trainings to districts which focus on advancing the clinical and educational team's skills by teaching the principles of Applied Behavior Analysis and other behavior management techniques. Districts that participate in these unique trainings have shown great success in being able to maintain and educate their students in district.

Many of our team members at AEL are certified SafetyCare trainers as well. SafetyCare is a technique designed by GSY, Inc which teaches appropriate and safe methods of behavioral management in education. Our team of trainers can come to your district and/or train your team to provide these trainings.

CONTACT US

Contact Lindsay and Stephanie to set up a meeting regarding these unique services pricing regarding any of the listed services

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OUR MISSION

The Academy of Excellence in Learning is a non-public special education facility approved by the Illinois State Board of Education (ISBE). AEL's goal is to teach students to "learn how to learn" by focusing on the prerequisites to education so that students can return to their home districts as soon as possible. At AEL, we aim to house students for fewer than three years and then provide a comprehensive transition and maintenance program to ensure that students continue to be successful as they transition back to their home districts with minimal to no support. As part of our transition and maintenance program, we also offer unique individualized trainings for school clinicians and employees on our practices, as well as workshops on the principles of ABA.

The Academy of Excellence in Learning is designed to meet the individual needs of each student. Our educational program and curriculum are designed from the Illinois State Learning Standards and are taught using the principles of applied behavior analysis (ABA). We teach the prerequisites to learning and once acquired, we begin to teach the skills necessary to function as independently as possible in the natural environment, with the goal of transitioning back to the home district as soon as possible and appropriate. Our primary focus is teaching functional communication skills, social skills, daily living and self-help skills, and academic skills (pre-academic and academic skills necessary to meet grade level). Within these four areas, behavior management is addressed as needed, with a focus on reducing any inappropriate behaviors and replacing these behaviors with functionally equivalent and appropriate replacement behaviors.

Our staff includes a team of Board Certified Behavior Analysts (BCBAs), and our education and methodologies are based on the principles of applied behavior analysis. Upon admission, a BCBAs assesses each child's current skill and behavior repertoire using the Assessment of Basic Language and Learning Revised (ABLLS-R) and the Verbal Behavior Milestones Assessment and Placement Program (VB-MAPP). Follow-up assessments are conducted no less than every six months. The treatment team then develops Individualized Education Plan (IEPs) goals based on the results of these two assessments in order to ensure measurable and appropriate educational targets are in place. Learners at AEL may receive one-on-one instruction, small group instruction, and large group instruction, as deemed appropriate based on their current skill level. At least one BCBAs oversees each classroom, ensuring the primary methods of teaching are based on the principles of applied behavior analysis.

DESCRIPTION OF LEARNERS

In addition to the assessments listed, if any child shows a delay in functional communication, speech, or language, no matter the diagnosis or diagnostic category listed in the IEP, services from a certified speech-language pathologist will be available. These services may include, but are not limited to:

- Screening, diagnosis, and treatment for speech and language impairments.
- Identification of children with speech and language impairments.
- Evaluation and follow-up for medical or other professional attention necessary for the habilitation of speech and language impairments.
- Planning and developing interventions and programs for children with speech and language impairments.
- Provision of services for the habilitation and prevention of speech and language impairments.
- Counseling and guidance of families, children, and learners regarding speech and language impairments.

Along with intensive education for the students of the Academy of Excellence in Learning, our team also advocates parent involvement to maximize consistency across the student's home and school environments. AEL asks that parents collect data on any inappropriate behaviors daily and return this data to school on a weekly basis. Parents are also required to attend training sessions with our BCBAs that focus on their child's behavior plan and goals. Your child's lead BCBAs will schedule these training sessions on days and times that work for your family's schedule. Siblings are also encouraged to attend these trainings!

AEL is a non-public, ISBE-approved special education facility. AEL's principle consultants, Lindsey Rice and Stephanie Beaulieu, both BCBAs, oversee all classrooms and programming to ensure appropriate and effective teaching and treatment. We do not have 501(c)(3) status; we are a corporation whose purpose is to educate individuals who have significant gaps in education relative to their typically developing peers. We do accept monetary gifts and donations.

The Academy for Excellence in Learning also accepts students, Kindergarten through 8th grade whose IEP's place them in the following ISBE categories:

- Autism is a developmental disability that adversely affects a child's educational performance and manifests with skills deficits in verbal and nonverbal communication and social interaction. Children may also engage in repetitive activities or stereotyped movements, show resistance to change in environment or routine, and exhibit unusual responses to sensory stimuli.

- Cognitive Disability refers to a significant delay in general intellectual functioning and adaptive behavior that affects a child's educational performance.

- The category Specific Learning Disabilities refers to disorders related to the use of language, whether spoken or written, and may impact a student's listening, thinking, speaking, reading, writing, spelling, or math skills. This may include conditions such as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia but does not include problems that result from visual, hearing, or motor disabilities, mental retardation, emotional disturbance, or disadvantage.

- Speech or Language Impairment refers to a communication disorder that affects a child's educational performance; this may include stuttering, impaired articulation, language impairment, or voice impairment.

- Other Health Impairment includes limited strength, vitality, or alertness (including a heightened sensitivity to environmental stimuli) that adversely affects a child's educational performance. This may be due to a variety of chronic or acute health problems, including asthma, attention deficit disorder (ADD) or attention deficit hyperactivity disorder (ADHD), diabetes, epilepsy, a heart condition, hemophilia, lead poisoning, leukemia, nephritis, rheumatic fever, or sickle cell anemia.
CBI offers intensive, full and part time, ABA therapy for individuals ages 1-6 who are not yet enrolled in school. CBI recommends this level of treatment for any individual diagnosed with Autism, at risk for autism, and/or showing signs/symptoms of Autism. CBI provides 20-30+ hours per week of intensive therapy by highly trained and skilled therapist. All programs are supervised by a BCBA and data is collected on every behavior targeted. Guardians will be provided a daily “recap” of the session as well as weekly graphs of the individual’s change in behavior and improvement in skills. Every 3-4 weeks a team meeting is held with the guardians of the client to discuss progress of the learner and any program changes needed. Also during this meeting, families are invited to observe sessions and undergo trainings by the child’s BCBA to better understand the child’s programs and be more confident in implementation of programs and BIP at home.

Contact Us

Contact Lindsay and Stephanie to set up a meeting regarding these unique services pricing regarding any of the listed services.
Initial Assessment and Determination of Need

CBI offers initial skills and behavior assessments for individuals of all ages. Assessments are completed by a trained and skilled BCBA along with an assistant behavior analyst. Assessments completed include, but are not limited to: VB-MAPP and ABLLS-R. All assessment(s) results will be provided to the client and guardian within 7 days of completion along with recommendations for treatment. Length of assessment(s) typically last 5-15 hours but is ultimately based on his/her current skill level and/or behavioral needs. BCBA will consult with guardians prior to assessment to provide an estimate of time needed to complete. Cost of assessment is determined by length of time to complete.

Packages:

- **Full Time Intensive:**
  30+ hours per week

- **Part Time Intensive:**
  20 hours per week

- **Hourly Packages:**
  Minimum of 6 treatment hours per week
  (not including BCBA consultation hours)

Hourly Packages

CBI offers daily, part time, ABA therapy for individuals of all ages. CBI recommends this level of treatment for any individual who shows concerning for behaviors and/or mild skill deficits. CBI typically provides 2-3-hour sessions, and requires no less than 3 sessions per week for the individual to attend. All programs are supervised by a BCBA and data is collected on every behavior targeted. Guardians will be provided a daily "recap" of the session as well as weekly graphs of the individual's change in behavior and improvement in skills. Every 3-4 weeks a team meeting is held with the guardians of the client to discuss progress of the learner and any program changes needed. Also, one time per month, families are invited to observe sessions and undergo trainings by the child's BCBA to better understand the child's programs and be more confident in implementation of programs and BIP at home.

Other services offered at CBI:
- Sibling training
- In-services for school districts
- Intense Family Trainings
- Social groups (teen and child)
- On-site applied trainings for professionals and educators
- Parent support and advocacy group
- Social skills and daily living trainings/groups and supports
- Guest speakers and in-service trainings and workshops
- School district trainings and packages
Our goal is to house students for under three years and provide a transition and maintenance program for the students to return to their home district and continue to be successful with minimal to no supports.

Our staff also consists of four Board Certified Behavior Analysts (BCBAs) and our education and methodologies are based off of the principles of Applied Behavior Analysis. AEL accepts children with:

- Autism
- Learning Disorders
- Development Delay
- Speech Delay
- Cognitive Disability
- Behavior Disorders
- Specific Learning Disabilities
- Speech or Language Impairment
- Other Developmental & Neurological Disorders or Impairments

We also accept individuals whose current behaviors are impeding their education or that of their peers. We currently accept individuals grades: K-8.

AEL's unique collaboration with the Center for Behavior Intervention will also allow us to meet the many additional specialized needs of the students and families in the community.
The Academy of Excellence in Learning is the product of collaboration by Dynamic Behavior Consulting, LTD owned by Lindsay Rice, MA, BCBA and SandyToes Behavior Consulting, LLC owned by Stephanie Beaulieu, MA, BCBA. The two companies have a combined 25+ years of experience offering behavior consulting services to individuals and organizations throughout the Chicagoland area.

The Academy of Excellence in Learning (AEL) is an ISBE approved, non-public special education facility. AEL's mission is to educate all individuals who are not showing success at their home district.
Why ABA in Your School District?

FACILITATE LEARNING. PURSUE INDEPENDENCE.

WHAT IS APPLIED BEHAVIOR ANALYSIS?

A free initial consult is available.
For more information, or to set up a free initial consult, please contact us.

What can we do for your school and teams within?

Services to meet individual needs:
- Consultation and Structured Education, Instructional Services resulting in academic and social/behavioral success.
- Implementing strategies developed to meet the needs of each learner and their family.
- Other consultation services and assessments.
- Formal / School Workshops.
- School / Home / Community.
- Peer modeling / Support Systems, etc.
- Parent / School / Teacher training.
- Restorative Environment (R.E.)
- Appropriate transition supports and planning for success in the least restrictive environment.
- Writing and implementing Behavior Intervention Programs (BIP).
- Provide links to education, local and community resources.
- Develop effective and accessible instructional strategies.
- Intervene as needed: classroom and beyond.
- In-service training.
- Individualized learner supports: classroom and case by case.
Implementing the principles of ABA in your special education classrooms is equally as crucial as implementing the principles of ABA in your general education classrooms. By understanding and being able to apply these principles, your teachers will have the appropriate systems in place to ensure maladaptive behaviors per learner and within the classroom decrease to a level that allows for learning to occur without barriers. Your team will also be able to individualize teaching in a systematic manner, which will allow for each learner to understand and comprehend the lesson while eliminating frustration and stress of both the learner and teacher. Data collection systems will be developed to be manageable and efficient for your team by providing them with a visual analysis, or picture, of each learner’s progress. This will also ensure that all learners are reaching their IEP goals and benchmarks on time.

How Does ABA Work?

ABA uses objective and reliable data collection systems to monitor behavior change—both desirable and undesirable—and is individualized for each learner based on his/her specific needs. ABA programs are set up for each learner as well as for organizations as a whole. Classroom systems are put into place to ensure that each classroom is consistently running effectively and efficiently to accommodate each learner’s individualized needs.

No two learners or classrooms are the same. An ABA program addresses how the teacher can change his/her teaching style in order to accommodate the unique needs of each learner. The most effective teaching method may not be the teacher’s “normal” way of teaching, but change within the teacher is often times mandatory in order to facilitate success for all learners. The learner is always right! When a child is motivated to learn, learning becomes fun rather than challenging. The child must “learn how to learn” and the teacher must adjust accordingly. Utilizing the principles of ABA will give teachers the tools to do just that: adjust their teaching methods to better serve their students.

A professional, trained and experienced in applied behavior analysis, completes the appropriate assessments for each individual learner. These assessments often include skills assessments to determine the learner’s current skill level. A functional behavior assessment may also be conducted to determine the function (why a behavior is occurring) of any maladaptive behaviors (tantrums, physical aggression, non-compliance, self-injurious behavior, etc). From there, goals for teaching can be established. Positive reinforcement is utilized to increase the duration and frequency of appropriate behaviors, while reduction procedures and replacement behaviors are put in place to decrease/eliminate maladaptive behaviors. Data collection procedures are applied for each targeted behavior and analyzed by the ABA team. Trained ABA therapists implement the programs and a Board Certified Behavior Analyst (BCBA) oversees the program in order to make appropriate decisions on all programs. Parents, therapists and consultants work together as a team to discuss data, current goals and targets, as well as future programming.

The Dynamic Behavior Consulting and SandyToes, LLC Team provides services for individuals and families affected disabilities including but not limited to: Autism Spectrum Disorders (ASD), Oppositional defiant disorder (ODD), Conduct disorder (CD), Attention deficit hyperactivity disorder (ADHD), Attention deficit disorder (ADD), and other developmental disabilities. We serve special education departments, as well as general education departments, by providing educators with the essential tools they need to be more effective teachers and efficient districts.
How Can My Behavior Analyst Advocate For My Child?

- **Schools:** School trainings, consultations, IEP support, IEP goal development, assessments, in-service trainings, observations, least restrictive/most effective environment, appropriate supports/aides, etc.
- **Doctors:** Attend visits and appointments with neuropsychiatrists, neuropsychologists, pediatricians, psychiatrists, etc...
- **Insurance coverage**
- **Support groups**
- **Social groups**

What Are Socially Significant Behaviors?

Socially significant behaviors are behaviors that would benefit the individual's quality of life and lead to a greater opportunity for independence. A few examples of these socially significant behaviors may include:

**Functional Language Skills**
- Can you tell your child to...
- "Go get dressed"
- "What do you want to eat?"
- "Who is that?"

**Reduction of maladaptive behaviors**
- Reduce self-injurious behaviors
- Reduce tantrums and/or screaming

**Self Help Skills**
- Eating with a fork and spoon
- Expanding "picky" diets
- Dressing self

**Motor Skills & Imitation Skills**
- Play skills
- Gross and fine motor targets

**Social Skills**
- Playing with other kids
- Community outings
- Independent play skills
- Listening and responding to others

**Academics**
- Reading, writing, math, spelling, etc.

For More Information or to set up a FREE Consultation:

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Applied Behavior Analysis

Facilitate Learning, Pursue Independence

Applied Behavior Analysis (ABA) is an evidence-based approach to teaching socially significant behaviors. This approach is derived from the principles of learning to help ensure a learner reaches their maximum potential. ABA uses objective and reliable data collection systems to monitor behavior change and is individualized to each child based on his/her specific needs.

ABA is a scientifically established method in which principles of learning and behavior are combined to address the primary areas of concern in communication, social skills, daily living skills, and academics. ABA has been supported by over four decades of research as the current most effective treatment for Autism Spectrum Disorders. Furthermore, ABA techniques can be utilized across all environments (work, home, school, and community) with individuals of all ages. Evidence shows that a high-quality, early, and intensive intervention for individuals diagnosed with Autism Spectrum Disorders has consistently been shown in research to provide the best outcomes in communication, social skills, behavior management, daily living skills, and academics. The versatility of ABA allows the methods and techniques learned by families to be continued throughout their lives and naturally applied in multiple capacities. Having strong family involvement allows for the learner to be surrounded by people who implement the appropriate supports that facilitate and maintain positive and functional behavior changes.
All individuals are different, and your child may not learn in the same way as his/her peers. This does not mean your child cannot learn or your child learns at a different pace. This simply means an individualized teaching method may be necessary in order for your child to learn effectively and efficiently in their natural environment. In an ABA program, there is a strong focus on generalization and maintenance of skills to ensure the skills acquired will maintain throughout your child’s development, enabling your child to learn more complex skills. Motivation is also a major component that is often not considered outside of an ABA program and is often the key component to your child’s success. When a child is motivated to learn, learning becomes fun instead of challenging. Your child is then able to “learn to learn,” which is the very foundation necessary to teach functional communication, social skills, daily living skills, and academic skills.

Why ABA?

ABA is the only proven treatment currently available that is effective in treating symptoms of Autism Spectrum Disorders (ASD). Many other “fad treatments” are available, but ABA is the most effective, evidence-based and scientific approach currently available.

How ABA Works

A professional, trained and experienced in applied behavior analysis, completes initial assessments on the current skills of the individual. These assessments are completed to determine the child’s current skill level and function of any maladaptive behaviors (tantrums, physical aggression, non-compliance, self-injurious behavior, etc.). After the assessments are completed, the function of each specific behavior can be determined and goals for teaching can be established.

Positive reinforcement is used to increase the duration and frequency of appropriate behaviors, while reduction procedures and replacement behaviors are put in place to decrease/eliminate maladaptive behaviors. Data collection procedures are applied for each targeted behavior and analyzed by the ABA team. Trained ABA therapists implement the programs and a Board Certified Behavior Analyst (BCBA) oversees the program in order to make appropriate, data-based decisions. Parents, therapists and consultants work together as a team to discuss data, current goals and targets, as well as future programming.

Who Do We Serve?

The Dynamic Behavior Consulting and SandyToes, LLC Team provides services for individuals and families affected by, but not limited to: Autism Spectrum Disorders (ASD), Oppositional Defiant Disorder, Conduct Disorder, Attention Deficit Hyperactivity Disorder, Attention Deficit Disorder, and other developmental disabilities. In addition, typically developing children and adults with challenging behaviors in need of change (anxiety, diet/nutrition, bad habits, self-management, executive functioning, etc.) can benefit from these services.

- Home-based therapy
- Natural environment training
- Child advocacy and supports (IEP, doctors, psychiatrists, etc.)
- Parent/teacher supports
- Sibling relationships and training supports
- Behavioral consultation
- School trainings and supports
- School in-service trainings
- Community supports
- Team development and continued supports
- Academic assessments
- Functional Behavior Assessment (FBA)
- Behavior Intervention Plan (BIP) development
- Ongoing data analysis and graphing
- Family/Parent training
- Individualized skill acquisition programming based on the learning style and history of the learner
- Social skills, independent living skills, self-management, coping skills, academics, and functional communication development
- Transition & support plans
- Innovative strategies developed to meet the needs of each learner and his/her family

- Home-based therapy
- Natural environment training
- Child advocacy and supports (IEP, doctors, psychiatrists, etc.)
- Parent/teacher supports
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- Social skills, independent living skills, self-management, coping skills, academics, and functional communication development
- Transition & support plans
- Innovative strategies developed to meet the needs of each learner and his/her family
What Can We Do For Your School and Teams Within?

- Individualized learner supports: Globally and case by case
- In-service trainings
- Intensive ABA trainings: Globally and case by case
- Trainings for effective assessment implementation
- Development of effective and appropriate Individualized Education Programs (IEP)
- Maximize the current classroom systems
- Gain control over inappropriate and/or maladaptive behavior: Globally and case by case
- Provide tools to educators to control inappropriate and maladaptive behaviors
- Write and implement Behavior Intervention Programs (BIP)
- Appropriate transition supports and planning for success in the Least Restrictive Environment (LRE)
- Parent / school dynamics and relationships
- Data collection systems and supports
- Peer monitoring systems for quality assurance
- School / home communication
- Family / school workshops
- Other consultative services and assessments
- Team development and continued supports
- Innovative strategies developed to meet the needs of each learner and his/her family
- Continuous and systematic evaluation throughout services resulting in adapting services to meet individual needs

For More Information or To Set Up A FREE Initial Consult Contact:

**Dynamic Behavior Consulting**

**Sandy Toes**

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The **MERITT Program™**

FACILITATE LEARNING. PURSUE INDEPENDENCE.

What Is The MERITT Program™?

The MERITT Program™ is a program designed specifically for school districts to improve the efficiency and productivity of the district, schools, and classrooms. This program is designed to provide intensive training of teachers and educators in order for learners to access their full educational potential. The MERITT Program™ requires individualized programming for each student as well as each classroom. Just as no two learners are the same, no two classrooms are the same; for this reason, individualization is the key to success.

The MERITT Program™ focuses on training all educational staff on the principles of Applied Behavior Analysis, data collection systems, appropriate and useful assessments, appropriate IEP development, and behavior management strategies. The MERITT Program™ requires all educational staff to complete an intensive, competency-based “classroom style” training prior to direct applied work with a learner. After completing this course (1-2 weeks in duration) all educational staff must then complete an intensive and guided applied training with the learners. This guided training is set up for the educators to immediately begin utilizing their new skill set with immediate and direct feedback from our team in order to appropriately and efficiently shape each educator’s behavior. This training process ensures they are effective and productive teachers who apply the principles of ABA in an appropriate and fluent manner. During these trainings, the educational staff will be working under the direct and close supervision of our qualified team.
We are the teachers while your team members are the learners!

Why The MERITT Program™ for you and your school?

Have educators within your district stated, “What should I do with my student/students?” or “Sometimes the behaviors are so disruptive.” or “Sometimes I feel like I do not have control.” or “How do I know if it is working?” If so, The MERITT Program™ me be a perfect solution for your district.

Who do we serve?

In addition to the above, The MERITT Program™ is designed to help with what we call “tough learners”—those learners who are just not meeting their IEP goals and/or who continue to display many splinter skills that make determining appropriate IEP goals difficult. We can help appropriately assess these “tough learners” and provide assistance writing their IEPs. We can also provide your clinical team with the necessary training to appropriately and efficiently implement language and skills assessments to become more proficient in future IEP development. Additionally, this training will equip your team with the skills, knowledge, and abilities to develop appropriate and individualized programming to teach each IEP goal with measurable outcomes.

How does The MERITT Program™ work?

ABA uses objective and reliable data collection systems to monitor behavior change—both desirable and undesirable—and is individualized to each learner based on his/her specific needs. ABA programs are set up for each learner as well as for organizations as a whole. Classroom systems are put into place to ensure that each classroom is consistently running effectively and efficiently to accommodate each learner’s individualized needs.

An ABA program addresses how the teacher can change his/her teaching style in order to accommodate the unique needs of each learner. The most effective teaching method may not be the teacher’s “normal” way of teaching, but change within the teacher is often times mandatory in order to facilitate success for all learners. The learner is always right! When a child is motivated to learn, learning becomes fun rather than challenging. The child must “learn how to learn” and the teacher must adjust accordingly. Utilizing the principles of ABA will give teachers the tools to do just that: adjust their teaching methods to better serve their students.

A professional, trained and experienced in applied behavior analysis, will complete the appropriate assessments for each individual learner. These assessments often include skills assessments to determine the learner’s current skill level. A functional behavior assessment may also be conducted to determine the function (why a behavior is occurring) of any maladaptive behaviors (tantrums, physical aggression, non-compliance, self-injurious behavior, etc). From there, goals for teaching can be established. Positive reinforcement is utilized to increase the duration and frequency of appropriate behaviors, while reduction procedures and replacement behaviors are put in place to decrease/eliminate maladaptive behaviors. Data collection procedures are applied for each targeted behavior and analyzed by the ABA team. Trained ABA therapists will implement the programs and a Board Certified Behavior Analyst (BCBA) oversees the programs in order to make appropriate decisions on all programs. Parents, therapists and consultants work together as a team to discuss data, current goals and targets, as well as future programming.

The Dynamic Behavior Consulting and SandyToes, LLC Team provides services for individuals and families affected disabilities including but not limited to: Autism Spectrum Disorders (ASD), Oppositional defiant disorder (ODD), Conduct disorder (CD), Attention deficit hyperactivity disorder (ADHD), Attention deficit disorder (ADD), and other developmental disabilities. We serve special education departments, as well as general education departments, by providing educators with the essential tools they need to be more effective teachers and efficient districts.
WELCOME to ABA
YOUR GUIDE TO APPLIED BEHAVIOR ANALYSIS
FACILITATE LEARNING.
PURSUE INDEPENDENCE.
We are a team directed by two BCBAs who have been selected by your school/agency to provide Applied Behavior Analysis services for your child.

What is Applied Behavior Analysis?

Applied Behavior Analysis, or ABA, is a scientific approach to studying and changing behavior. This behavior change covers a broad range of behaviors, from improving academic skills to reducing harmful or disruptive behaviors.

Research supports that high-quality, intensive therapy programs based on the principles of ABA provide the best outcomes for children diagnosed with autism and other neurological and developmental disabilities.

What is a BCBA?

BCBA stands for Board Certified Behavior Analyst.

- This individual has a credential from the Behavior Analyst Certification Board, a nonprofit credentialing organization accredited by the National Commission for Certifying Agencies.

- This certification is given to individuals who have a master's degree with coursework in Applied Behavior Analysis. Individuals must also complete 1000 hours of supervised experience, and take a comprehensive exam covering knowledge of the field.

What is not a BCBA and why should I be concerned?

- BCaBA - A Board Certified Associate Behavior Analyst
  - This individual is certified by the Behavior Analyst Certification Board, but as a BCaBA, their treatments need to be supervised by a BCBA.

- Behavior Specialist, Autism Specialist, Autism Intervention Specialist, etc
  - Other individuals may provide services to individuals with autism but their titles may not indicate high quality experience, education, or treatment services.
  - Be cautious of individuals who claim they are a “behavior specialist” or “autism specialist” etc
  - Choose your provider with careful consideration.

Who does a BCBA work with?

BCBAs can work with virtually anyone and in almost any setting

- Therapy for individuals with developmental disabilities such as autism in the home, school, and natural environment
- Therapy for families with children exhibiting behavior concerns in various settings where concerns occur, such as restaurants, school, or the car
- Therapy for individuals diagnosed with anxiety disorders and other mental illness
- Habit modification: Reducing tics and unhealthy habits like smoking or increasing healthy eating and exercise
- Business: Improving companies and corporations through Performance Management
- Animal training: Teaching animals basic and advanced skills
What does a BCBA do?

**Supervision**
- The BCBA supervises and plans an individual’s therapy based on a variety of factors.
- The BCBA selects a team of therapists who implement the therapy plans, and provides supervision and training to this team, as needed.

**Assessments**
- Specific skills-based assessments are used to determine each individual’s strengths and weaknesses and then develop education and behavior plans specifically tailored to address each individual’s needs.

**Programming for Education and Skill Acquisition**
- Based on the results of assessments, BCBA write programs to build on an individual’s current skills and strengths to address their weaknesses.
- These programs should be specific and outline specific procedures and guidelines for what the therapist needs to do, what the child should do, and then how to reward the child so the behavior happens again.
- Rewards or reinforcement are selected for each child based on what motivates the individual in that moment. For some children, this may be social praise, for others this may include toys or treats.

**Programming for Maladaptive Behavior Reduction**
- Maladaptive behaviors involve those behaviors that are dangerous or disruptive such as aggression, property destruction, or self injury.
- BCBA study the ABCs of behavior to determine why the behavior occurs.
  - This involves looking at antecedents or what happens right before a behavior and consequences or what happens right after a behavior.
  - Based on this information, BCBAs can determine a behavior’s function or why the behavior occurs.
- Using the function of a behavior, the BCBA designs an intervention to decrease the frequency and severity of the behavior.
  - The environment may be changed so the individual stops engaging in the behavior.
    - If a child throws items so he can leave a noisy room, a simple intervention may be keeping the volume on the TV lower.
  - Skills such as functional communication may be taught so the individual has another way to get the same consequence.
    - If a child hits his mother when he is thirsty so he can get a drink, teaching him to ask for water may prevent him from hitting for this reason in the future.

**Data Collection**
- BCBA and their teams collect data on all of an individual’s relevant behaviors.
- This means that they observe and record when behaviors occur.
- These behaviors may include engaging in dangerous behaviors, academic tasks, social skills, and others.
- Using these records, BCBA can examine whether the behaviors are changing in frequency and severity.

If a treatment is not changing necessary behaviors to a meaningful degree, it is modified by the BCBA to be more effective.

How do you find a BCBA?

**BACB Website**
- [http://www.bacb.com](http://www.bacb.com) - The Behavior Analyst Certification Board maintains a database of individuals with BCBA certification worldwide.

Resources such as Autism Speaks and local autism support groups may have lists of service providers in the area. Be sure to investigate providers thoroughly so you know they are properly qualified to provide the best treatment for your child.

No matter how you find a BCBA, ensure that you ask questions and screen all individuals to ensure a good fit for you and your family or organization.
What questions do you ask a potential BCBA?

**Education**
- Did they get a degree in Applied Behavior Analysis or another field?
  - Although it is possible to obtain BCBA certification by taking six courses in ABA and obtaining a master's degree in another field such as psychology, an individual who has a master's degree in ABA has a better understanding of skills and techniques and is better prepared to provide services that address the needs of each individual.
- Did they attend a university or an online program?
  - A program provided in-person at an actual school or university offers advantages in terms of individual attention and academic rigor over an online education that may be less controlled and supervised.

**Experience**
- What sort of supervision did they receive?
  - In order to sit for the BCBA credential, an individual must receive approximately 100 hours of supervision during 1000 hours of hands-on experience.
  - You want to find a BCBA who has received supervision and experience working with a population and in settings similar to yours.
  - Supervision also varies based on frequency and quality. Supervision that occurred more often and in person likely provided better guidance and knowledge than supervision provided infrequently or via phone calls.
- How long have they been out of school?
  - Before receiving their certification, a student is under the supervision of a BCBA. If an individual is a recent graduate, they have less experience supervising and independently designing ABA programs, a critical aspect of any BCBA's job.
- What populations or people does the BCBA work with?
  - Does the individual have experience working with children?
  - Does the individual have experience working with children diagnosed with autism?
  - Does the individual have experience in family training and my specific needs/wants for my family?
  - Does the individual have experience in family training and my specific needs/wants for my family?
- What settings have they worked in?
  - If an individual has only worked in schools, they may not be the best fit for providing ABA home therapy and vice versa.

**Therapy**
- What settings have they worked in?
  - If an individual has only worked in schools, they may not be the best fit for
- What populations or people does the BCBA work with?
  - Does the individual have experience working with children?
  - Does the individual have experience working with children diagnosed with autism?
  - Does the individual have experience in family training and my specific needs/wants for my family?
Myths about Autism...

All people with autism are the same
While certain signs and symptoms characterize autism—such as deficits in communication and social skills—in all other aspects people diagnosed with autism are unique individuals, like anyone else. This is why ABA treatment is individualized for each person.

Autism is caused by mercury/vaccines
Previous research suggested that autism was caused by certain components of vaccines, like mercury. However, this study was retracted due to ethical issues related to the way the researcher selected who was included. No research currently indicates that vaccines cause autism.

Autism is caused by emotionally unavailable parents
Autism is likely caused by a combination of genetic and environmental factors, but parenting skills are not a factor in causing autism.

People with autism are savants
Some people with autism may have unique skills or abilities, but this is not the case for all people with autism.

Treatment Fads...

Autism has a long history of ineffective and sometimes dangerous treatments. Research suggests that the following treatments do not have the same effectiveness as ABA therapy, but each parent should research and select what is in the best interest of their child.

Drugs
- A variety of drugs have historically been used to treat symptoms of autism, including secretin and tranquilizers. Secretin has been shown to have no effect. Other such as major tranquilizers or antipsychotics may reduce maladaptive behaviors like aggression, but they also produce serious side effects including weight gain, drowsiness, and tremors.

Diet
- One of the most common diets used with children with autism is a gluten-free, casein-free diet. In this diet, milk products containing casein and wheat products containing gluten are restricted. Some individuals (those with and without autism) may have sensitivities to these ingredients, but for most individuals, this diet is likely to have no effect.
Treatment Fads...

Chelation Therapy
- Studies have shown that this therapy has no positive effect on the treatment of autism and may be very dangerous. This therapy involves taking medications and filtering the blood in an attempt to reduce toxins such as heavy metals that are assumed to be present in the body.

Sensory Integration Therapy
- Sensory Integration involves the use of such techniques as brushing the body or and compressing the joints to try to improve functioning. There is very limited research on whether this therapy is effective, certain aspects may be dangerous, and it does not teach more appropriate skills.

Floor Time and Developmentally-Based Individual-Difference Relationship-Based Intervention (DIR)
- Therapies such as Floor Time encourage parents to interact with children in child-directed play. Studies have found some indications of effectiveness of these therapies, but research supports that ABA therapy presents stronger outcomes. Parents should evaluate DIR/Floor Time carefully.

Holding Therapy
- This therapy involves holding a child tightly until they "give in." There are no studies that suggest it is an effective treatment.

Other Treatments not Supported by Research for the Treatment of Autism
- Alternative medical systems, such as acupuncture, acupressure, osteopathy, and others
- Art/music therapy, dance movement therapy, dolphin assisted therapy, neurofeedback
- DAN1 Protocol
- Son-Rise Program
- Dietary supplements
- Hyperbaric oxygen therapy
- Brain gym, chiropractic treatment, craniosacral therapy, developmental therapy, hippotherapy, massage therapy, yoga
- Energy therapy: Magnetic field therapy, therapeutic touch
- and many more...

Myths about ABA Treatment

ABA turns children into robots. ABA is rigid and narrow. - ABA does not address social or emotional concerns. - ABA decreases creativity.
To someone unfamiliar with the process. ABA therapy may seem to have a limited focus, especially at first when a child is learning early language skills in an environment with limited distractions. However, as a child learns more skills, a good BCBA will ensure that these skills are being used in the child’s community, that social skills are being taught, and that a variety of appropriate responses are accepted and rewarded.

ABA treatment is cruel
ABA treatment is not cruel when implemented appropriately! ABA should actually be fun for children as the focus is on increasing independence and improving their ability to access enjoyable activities. Additionally, the rewards children receive are based on what they enjoy and what is motivating to them. Their specific motivators are chosen each day and may include preferred toys, games, food, or social interaction.

BCBAs focus on the use of treatments that involve reinforcement or rewards.

While BCBAs may sometimes use procedures called punishment, these procedures often involve something mild, such as loss of a privilege [Similar to what many parents do when they take away video game time when their child does not clean his room.]

ABA does have a history of using aversive techniques. However, today BCBAs follow the ethics regulations of both the American Psychological Association and the Behavior Analyst Certification Board. These ethical guidelines indicate that treatment should be the least restrictive treatment likely to be effective. This means that punishment is used only after reinforcement or reward-based procedures have not been shown to be effective. However, a punishment procedure can only be used if a reward procedure is also in place. Programs based on rewards are always used first so punishment can be avoided in most cases.
Myths about ABA Treatment...

ABA is only used for animal training
ABA has a variety of uses, and while it can be used for training animals, it can also be used with almost any individuals who want to change their behavior.

Additional Resources
- Behavior Analyst Certification Board: http://www.bacb.com
- Autism Speaks: http://www.autismspeaks.org/
- Association of Behavior Analysis International (ABA): http://www.abainternational.org/
- Association of Professional Behavior Analysts (APBA): http://www.apbahome.net/
- Association for Science in Autism Treatment (ASAT): http://www.asatonline.org/
- Selecting a Behavior Analyst: http://www.abainternational.org/Special_Interest/AutGuidelines.pdf
- 100 Day Kit: http://www.autismspeaks.org/docs/family_services_docs/100_day_kit.pdf

What does treatment typically look like for your organization with Dynamic Behavior Consulting and SandyToes
(this process is always customized to meet your individualized needs)

An example for school districts:
Dynamic Behavior Consulting & Sandy Toes, LLC Joining Forces

Dynamic Behavior Consulting and SandyToes, LLC began collaborating as a team in January of 2010. Lindsay Rice and Stephanie Beaulieu began working together to better serve their clients and families and to ensure that the most appropriate and effective treatment was always being delivered to their clients. Lindsay and Stephanie co-consult and treat clients by providing two sets of highly skilled eyes and ears on all individuals whom they serve. They bring their companies together to collaborate on current programs, data review, and consultation. Stephanie and Lindsay manage their companies separately as well as a single whole unit. They manage their teams of therapists and effectively train new hires together to ensure that all therapists of the two companies are of high quality and extremely knowledgeable of their services prior to working with children. Stephanie and Lindsay also support a "book club" where professionals bring research related to their client base and share the findings and implications of the research. This club is imperative, as SandyToes, LLC and Dynamic Behavior Consulting require all therapists to be up to date and fluent on all current research in the field of Applied Behavioral Analysis.
**ABA Information**

What is Applied Behavioral Analysis? Applied Behavioral Analysis (ABA) is an evidence-based approach to teaching socially significant behaviors. This approach is derived from the principles of learning and is used to teach any set of skills or behaviors that are in need of change. ABA uses objective and reliable data collection systems to monitor behavior change and is individualized to each child based on his/her specific needs.

As all individuals are different, they may not learn the same as their peers. Therefore, alternative teaching methods may be necessary in order to effectively assist in learning. In an ABA program, motivation is a key component. When a child is motivated to learn, learning becomes fun rather than challenging. The child can "Learn how to Learn" via ABA.

How ABA works: A professional, trained and experienced in applied behavior analysis, will complete an assessment on the individual. This assessment is often a skills assessment or functional behavioral assessment to determine the child's current skill level and function of any maladaptive behaviors (tantrums, physical aggression, non-compliance, self-injurious behavior, etc.). From there the function of specific behaviors can be determined and goals for teaching can be established. Positive reinforcement is used to increase the duration and frequency of appropriate behaviors, while reduction procedures and replacement behaviors are put in place to decrease/eliminate maladaptive behaviors. Data collection procedures are applied for each targeted behavior and analyzed by the ABA team.

Trained ABA therapists will implement the programs and a board certified behavior analyst (BCBA) oversees the program in order to make appropriate data based decisions on all programs. Parents, therapists and consultants work together as a team to discuss data, current goals and targets, as well as future programming. The Dynamic Behavior Consulting, LTD and SandyToes, LLC team provides services for individuals and families affected by, but not limited to: Autism Spectrum Disorders (ASD), ODD/CD, other developmental disabilities, ADHD, ADD, and/or any typically developing child/adult with challenging behaviors or behaviors in need of change (anxiety, diet/nutrition, bad habits, etc).

**Services include:**
- Functional Behavior Assessment (FBA) (ABLLS-R, VB-MAPP, etc...)
- Behavior Intervention Plan (BIP) development for maladaptive behaviors
- Ongoing data analysis and graphing
- Family/Parent training
- Personalized skill acquisition programming based on the learning style and history of the learner.
- Social skills, activities of daily living, self-management, coping skills, and functional communication development
- Community & School support
- Systematic approach to maximize independent functioning
- Transition & Support plans
- Innovative strategies developed to meet the needs of each learner/family
- Continuous and systematic evaluation throughout services
- Providing highly qualified and trained therapists for daily treatment
- Communication with all outside supports (teacher, OT, PT, SLP, etc...)

**What are socially significant behaviors?**
Socially significant behaviors are behaviors that would benefit the individual's quality of life and lead to a greater opportunity for independence:

**A few examples of these socially significant behaviors may include:**
- Functional Language skills
- Reduction of maladaptive behaviors
- Self help skills/Activities of Daily Living
- Motor Skills and Imitation skills
- Social Skills
- Independent play skills
- Academics
Goal for your school

- Develop and implement an ABA pilot classroom
- Provide each learner with the necessary skills to become as independent as possible in school and natural environment.
- Enhance learning ability of all learners to generalize skills taught across all environments
- Teach educators to properly manage learner behavior
- Remove barriers to education which may impede learning now and/or in the future
- Provide staff with appropriate tools to maintain and expand individual learner’s skills
- Provide staff with appropriate tools to maintain classroom systems
- Set up all learners to be successful in least restrictive environment
- Provide educational supports to successfully maintain ABA program
- Expand this pilot program school wide and eventually district wide

Family meet and greet

- Introduce Lindsay Rice and Stephanie Beaulieu
  How we started in the field
  Education and experience
  Hand out brochures
  Overview of our plan for the classroom and each child
  Q & A

Observations & Data Collection

- Observe each learner in school environment.
- Observe each learner in home environment (as needed and/or as requested).
- Collect appropriate data per individual learner and learner's specific needs.
- Complete FBA as needed per child. Why? This will give us a hypothesis of why any maladaptive behavior may be occurring so that we can target and treat this by the function of the behavior.
- Amount of hours will vary per the individual needs of each learner.
- Simultaneously observe to get IOA. Increases reliability and validity of our observations and assessments.

Home

- Meet all family members, interview guardians and complete FBA’s as needed.
- Answer any questions
- Gather information on goal of guardian for learner
- Collect data
- Assess possible treatment barriers so solutions are practical for implementation and will transfer across environments (home to school, school to home).

School

- Meet team members (teacher, classroom aides, clinicians, specialized teachers, etc)
- Interview team members
- Complete observations and FBA’s
- Answer any questions
- Set goals for school for each learner
- Implement data collection systems
- Assess possible treatment barriers so solutions are practical for implementation and will transfer across environments (home to school, school to home).
**Individual Behavior Assessments**

**FBA:** Functional Behavior Assessments on all learners. Need school to obtain consent from guardians. The FBA is essential to determine the function of maladaptive behaviors, which is essential to treatment by eliminating the barriers that could impede learning. Common examples of an FBA include, but are not limited to: MBA, GABF, SIT Scale, ABC data, direct observation and data collection.

**Informal types:** Team and family interviews, questionnaires

**Behavioral Data Collection Systems:**

Individualized data collection systems created and put into place for each learner, based on specific skills and target behaviors. Includes classroom wide data collection systems for practical, effective, and efficient monitoring systems to assess classroom wide goals.

**School Team Training**

**Formal Training of principles of ABA:** Classroom-style training with educators. Instruction by Lindsay, Stephanie, and any additional team members as necessary. Proficiency based exams per unit of training; must pass to advance to applied training. Typical format of: Lesson unit presented and discussed – proficiency exam – hand back exams – group review & additional instruction as needed – study for exam – retakes – retakes as necessary, 2-4 units per day of training typically (6-8 hrs per day)

**Training Units:**
- Professional Behavior
- Behavior Management Strategies
- Intro to ABA
- Instructional Control and Pairing
- Functions of Behavior
- Motivation
- Antecedent Strategies
- Reinforcement
- Punishment
- Token Economy Systems

- How to Utilize Break Time
- Errorless Instruction
- Prompting and Fading » Shaping
- Data Collection
- Stimulus Variance & Generalization
- NET (Natural Environment Training)
- Fluency
- Behavioral Contrast
- Training units subject to change if time constraints arise.

**Applied Training** (completed after educators pass all Training Units and Proficiency Exams):

Starting First day of school:

Classroom team implements and works with each learner while BCBA’s model appropriate implementation when necessary and provide observation and feedback to each individual, teacher and aide while they rotate to practice skills with various learners. Instruction consists of simple demands and tasks to focus on behavior management and shaping necessary skills initially. Once all team members are fluent with behavior management strategies, applied training on implementation of IEP Goals and data collection systems will follow.

**Peer Performance Evaluations & Data Collection:**

Developed and individualized to your team. All team members will be taught to regularly evaluate and collect data on one another for quality assurance of all behavior management implementation and programming. This will arm your team with an effective way to maintain consistency and teamwork, as all team members are equal and need to be able to constructively support one another. Both BCBA’s review the data and evaluations. This analysis allows us to evaluate and provide refresher instruction and/or feedback as necessary.

**Educational Assessments VB-MAPP:**

Verbal Behavior Milestones Assessment and Placement Program, by Mark Sundberg, Ph.D. The purpose of this assessment is to provide a representative sample of a learner’s existing verbal and related skills, assess learning and language acquisition barriers, assess the skills necessary for learning in the least restrictive educational environment, assess the breakdown of over 900 skills needed for learning and language, and assess skills necessary for IEP goal development and placement recommendations. This assessment helps us to determine a baseline for each learner and track his or her progress continuously from that point.
ABLLS-R:
The Assessment of Basic Language and Learning Skills (Revised), by James Partington, Ph.D., BCBA-D.
The purpose of this assessment is to assess language and other critical skills necessary for a learner to learn from his or her everyday life experiences. This assessment also helps identify and break down skills in important areas such as academic, self-help, and motor skills. This information helps provide strategies for IEP development and programming. This assessment helps us to determine a baseline for each learner and track his or her progress continuously from that point.

School responsible for purchasing one of each of the above assessments per learner. As well as the necessary materials and or kit to implement the assessment.

IEP Development:
Based on both assessment results appropriate goals are determined, and written to stay within ISBE guidelines. A typical IEP has 20-25 goals per learner. This will be done in conjunction with your team.

IEP Programming Development
Individualized instruction and programming for each skill included in the IEP will be developed. A customized binder for each learner will be created based on both assessments results. This typically includes programming, suggested materials, necessary prerequisite skills, instructions, error correction procedures, prompt and fading procedures, plan for generalization, etc... The school will be responsible for purchasing programming materials (we will make suggestions).

Academic Data Collection Systems
Individualized to fit the needs of the academic programming binder, track academic progress, translate into visual analysis to ensure appropriate program adjustments are made consistently.

IEP Applied Training per Learner
Model, observe, feedback on individualized programming instruction protocol. Suggest materials to be used, ensure appropriate errorless correction procedures are utilized, planning for prompt fading, planned generalization, training on data collection, train on graphing, train on visual analysis and treatment decision making.

Classroom Maintenance
Typically occurs a minimum of one time per month unless otherwise specified or deemed necessary to increase by the district team and/or BCBA's

Staff Performance
Review peer evaluations and data to ensure appropriate and consistent instruction and behavior protocol are being implemented. Provide answers to and questions, refresher trainings if necessary, continually shape instructor skills, are programs being presented consistently and correctly

Learner Performance
Review data and graphs to ensure appropriate instruction is taking place and progress is consistent, adjust any programming, prompt fade protocol, generalization, etc... Probe assessments to ensure generalization of skills is occurring.

BCBA Consultations
DBC and ST will be available for consultation via phone and or email at the discretion of the districts approval. Regular billing rates apply to all correspondence.

Parent Workshops and Training (optional upon request)
How Do I Get Started?

For more information regarding a FREE CONSULTATION and/or a copy of our detailed description of services offered, please contact

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Program Description

Purpose
The Academy of Excellence in Learning is a non-public special education facility approved by the Illinois State Board of Education (ISBE). AEL's goal is to teach students to "learn how to learn" by focusing on the prerequisites to education so that students can return to their home districts as soon as possible. We aim to house students for fewer than three years and then provide a comprehensive transition and maintenance program to ensure that students continue to be successful as they transition back to their home districts with minimal to no supports. As part of our transition and maintenance program, we also offer unique individualized trainings for school clinicians and employees on our practices, as well as workshops on the principles of ABA.

The Academy of Excellence in Learning is designed to meet the individual needs of each student. Our educational program and curriculum are designed from the Illinois State Learning Standards and are taught using the principles of applied behavior analysis (ABA). We first teach each student the reinforcing value of learning, so that the individual can "learn how to learn." From there, we begin to teach the skills necessary to function as independently as possible in the natural environment, with the goal of transitioning back to the home district as soon as possible and appropriate. Our primary focus is teaching functional communication skills, social skills, daily living and self help skills, and academic skills (pre-academic and academic skills necessary to meet grade level). Within these four areas, behavior management is addressed as needed, with a focus on reducing any inappropriate behaviors and replacing these behaviors with functionally equivalent and appropriate replacement behaviors.

Our staff includes four Board Certified Behavior Analysts (BCBAs), and our education and methodologies are based on the principles of applied behavior analysis. Upon admission, a BCBA assesses each child's skill repertoire using the Assessment of Basic Language and Learning Revised (ABLLS-R) and the Verbal Behavior Milestones Assessment and Placement Program (VB-MAPP). Follow-up assessments are conducted no less than every six months. A BCBA then develops Individualized Education Plan (IEP) goals based on the results of these two assessments in order to ensure measurable and appropriate educational targets are in place. Learners at AEL may receive one-to-one instruction, small group instruction, and large group instruction, as deemed appropriate based on their current skill level. At least one BCBA oversees each classroom, ensuring the primary methods of teaching are based on the principles of applied behavior analysis.

In addition to the assessments listed above, if any child shows a delay in functional communication, speech, and/or language, no matter the diagnosis or diagnostic category listed in the IEP, services from a certified speech-language pathologist will be available. These services may include, but are not limited to:

- Screening, diagnosis and appraisal of specific speech and language impairments;
- Identification of children with speech and/or language impairments;
- Referral and follow-up for medical or other professional attention necessary for the habilitation of speech and language impairments;
- Planning and developing interventions and programs for children or youth with speech and language impairments;
- Provisions of services for the habilitation and prevention of speech and language impairments; and
- Counseling and guidance of parents, children, and teachers regarding speech and language impairments.

Along with intensive education for the students of the Academy of Excellence in Learning, our team also requires parent involvement to maximize consistency across the student's home and school environments. AEL requires that parents collect data on any inappropriate behaviors daily and return this data to school on a weekly basis. Parents are also required to attend monthly training sessions with our BCBAs that focus on their child's behavior plan and goals. Your child's lead BCBA schedules these monthly training sessions for days and times that work for your family. Siblings are also encouraged to attend these trainings.

AEL is a non-public, ISBE-approved special education facility. AEL is owned and operated by a team of BCBAs who design and implement appropriate IEP goals focused on measurable skill acquisition. We do not have 501(c)(3) status; we are a corporation whose purpose is to educate individuals who have significant gaps in education relative to their typically developing peers. We do accept monetary gifts and donations.

Description of our Learners
Currently the Academy of Excellence in Learning serves individuals in kindergarten through eighth grade at any level of development. Teaching students the skills they need to transition to a less restrictive environment is our top priority.

We serve learners who have a diagnosis of autism spectrum disorder (ASD), pervasive developmental disorder (PDD-NOS), conduct disorder (CD), oppositional defiant disorder (ODD), and other neurological and/or developmental disorders. AEL also serves individuals in need of immediate placement for behavioral concerns on a short-term basis.

The Academy for Excellence in Learning also accepts students, Kindergarten through 8th grade whose IEP's place them in the following ISBE categories:

Autism is a developmental disability that adversely affects a child's educational performance and manifests with skill deficits in verbal and nonverbal communication and social interaction. Children may also engage in repetitive activities or stereotyped movements, show resistance to change in environment or routine, and exhibit unusual responses to sensory stimuli.

Cognitive Disability refers to a significant delay in general intellectual functioning and adaptive behavior that affects a child's educational performance.

The category Specific Learning Disabilities refers to disorders related to the use of language, whether spoken or written, and may impact a student's listening, thinking, speaking, reading, writing, spelling, or math skills. This may include conditions such as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia but does not include problems that result from visual, hearing, or motor disabilities, mental retardation, emotional disturbance, or disadvantage.

Speech or Language Impairment refers to a communication disorder that affects a child's educational performance; this may include stuttering, impaired articulation, language impairment, or voice impairment.

Other Health Impairment includes limited strength, vitality, or alertness (including a heightened sensitivity to environmental stimuli) that adversely affects a child's educational performance. This may be due to a variety of chronic or acute health problems, including asthma, attention deficit disorder (ADD) or attention deficit hyperactivity disorder (ADHD), diabetes, epilepsy, a heart condition, hemophilia, lead poisoning, leukemia, nephritis, rheumatic fever, or sickle cell anemia.
Program Outcomes and Measurement

1. A primary reason students are not successful in less restrictive educational environments is due to the student not having acquired the necessary prerequisites to listening. At AEL, our goal is to teach our students the below listed skills and motivation to emit these skills on a daily basis:

   - Sitting without prompts for appropriate durations (up to 10 minutes without prompts).  
     Measure: Duration of in-seat behavior

   - Attending and listening to the appropriate instructor with out prompts to do so.  
     Measure: Number of correct responses of mastered/maintenance targets in 30 and/or 60 second timings (Aim will be determined on an individual basis).

   - Looking at instructor when appropriate, without additional prompts, with the exception of the verbal instruction "Look".  
     Measure: Frequency data, across teachers (including novel) and peers. Criteria will differ per student.

   - Generalized imitation repertoire. Sd: "Do This".  
     Measure: Frequency data across people, objects, gross and fine motor targets, oral and facial targets. Includes programming in front of learner, next to, and in a mirror. Criteria will differ per student.

2. Gaining and maintaining instructional control on an individual, small group and large group basis, in a timely manner. Instructional control is a key component to individual success. If the learner does not have the motivation to comply instructor, very little learning can take place. As a school, our goal is to ensure our staff are measuring and assessing their level of instructional control on a daily, weekly, monthly and annual basis. If the teacher has not paired with the learner and built instructional control, the student will show this in his/her data.

   Measure:
   a. Frequency of correct mastered/maintenance responses.  
   b. Maladaptive behaviors decrease to appropriate levels from baseline and remain at lowest appropriate level throughout day, week, month, and year.  
   c. Acquisition targets increase at appropriate levels across all domains of learning (percentage increase across day/week/month/year).  
   d. Replacement behaviors and skills acquired generalize across teachers, peers, and settings.

3. All learners must have a functional method to communicate with members of their environment. Teaching functional communication is crucial for every individual. AEL's goal is to provide all learners with a functional and meaningful repertoire to communicate with known and novel individuals in their environment. At AEL, a vocal repertoire is always of top priority and focus, but if medical or historical variables are too strong of barriers, other means of communication are considered (sign, augmentative communication, etc).

   Measure: Skills acquired across the receptive language, imitation, echoic, mand, tact, intraverbal, and spontaneous vocalisation domains of the ABLLS assessment as well as the ESSA assessment of the VB-MAPP as compared to baseline.
Mission Statement

Academy of Excellence in Learning (AEL) is dedicated to the education of children who have been diagnosed with autism spectrum disorder, other neurological, developmental, and behavioral disorders, or who display challenging or inappropriate behaviors that impede their ability to learn. AEL utilizes the principles of applied behavior analysis (ABA) and believes that all children can learn if given the proper tools and teaching methods. AEL individualizes the education of each child and makes educational decisions based on accurate and valid data. AEL's goal is to teach a child to "learn how to learn" while creating an environment that provides the necessary tools for the child to become independent with a functional repertoire of skills.
AEL Policy and Procedure Quiz
Revised: April 18, 2012

Name: ____________________________
Date: ____________________________

1. What year was AEL founded? __________
2. What philosophy to teaching does AEL operate under? _______________________
3. List the 5 educational diagnosis AEL can accept
   ____________________________
5. What is your position at AEL? _______________________
6. What will occur if a staff member jeopardizes their own safety, the safety of students, or the safety of another staff member? ____________________________
7. When is staff permitted to access the building? ______________________________
8. What is your recommended staff attire?
   ____________________________
9. Are there limitations to accepting gifts from clients/students? ____________
10. Are you a mandated reporter? What does this mean? Describe what you need to do if you suspect abuse/neglect.
   ____________________________
11. Do we have a privacy and dignity policy? _____________
12. Describe the privacy and dignity policy and list examples of violations of this policy?
   ____________________________
13. What should you do if you see another employee violating the privacy and dignity policy?
   ____________________________
14. What is the proper restroom procedure?

15. Briefly describe the administration of medication policy.


17. Who is responsible for following the BIP?

18. Define the following:
   • IDT
   • BMC
   • HRC
   Which of these can you participate?

19. What is the purpose of a BIP?

20. When would a student require a BIP?

21. Who must follow the BIP?

22. Who can change a BIP?

23. What is a restrictive procedure? Describe.
24. When is it appropriate to use a restrictive procedure?


25. List:
   - 3 Level 1 Restrictive Procedures:
     
   - 3 Level 2 Restrictive Procedures:
     
   - 3 Level 3 Restrictive Procedures:
     
26. What are the guidelines for the use of physical restraint?

27. What is the name of the training AEL utilizes for physical restraint?

Employee Name

Date

Employee Signature
Program Description and Outcomes Quiz 1

Name: __________________________
Date: __________________________

1. List the 5 educational diagnosis AEL accepts:

2. What other students would be appropriate for AEL accept?

3. What is our school code? _________

4. What are the school hours each day for students? ________________________

5. What are the school hours each day for teachers? ________________________

6. What is the number one goal for our students when attending AEL?

7. How many program outcomes does AEL have? _____

8. What is Outcome #1 primary focus? List the 4 target behaviors that are measured in this outcome.

9. What is the focus of Outcome #2?

10. What is the focus of Outcome #3?

11. What grades is AEL approved to educate? __________________________

12. Who is your direct supervisor? __________________________
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## OPERATING POLICY AND PROCEDURES

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*Note: Appendix A-L are copies of required forms to be turned in to AEL prior to child's first day of school.
THE ACADEMY OF EXCELLENCE IN LEARNING

GENERAL INFORMATION
Founded in 2012, the Academy of Excellence in Learning (AEL) is a year-round, therapeutic day school approved by the Illinois State Board of Education (ISBE). AEL currently provides an individualized education program for children in kindergarten through eighth grade with moderate to profound learning and behavior disorders. AEL’s school day is from 8:30am - 2:30pm, Monday through Friday. At AEL, we encourage parents to be active participants in their child’s education and success. To accomplish this goal, AEL offers parent and family trainings, an open door policy, and many volunteer opportunities in the school and classrooms so family members can interact, observe, and be involved in their child’s progress.

AEL is located in Mokena, IL, just direction of 191st and LaGrange Road.

MISSION STATEMENT
Academy of Excellence in Learning (AEL) is dedicated to the education of children who have been diagnosed with autism spectrum disorders, other neurological, developmental, and behavioral disorders, and those students who display challenging or inappropriate behaviors that impede their ability to learn. AEL utilizes the principles of applied behavior analysis (ABA) and believes that all children can learn if provided the proper tools and teaching methods. AEL individualizes the education of each child and makes educational decisions based on accurate and valid data. AEL’s goal is to teach a child to “learn how to learn” while creating an environment that provides the necessary tools to teach independence and a functional repertoire of skills.

PURPOSE
The Academy of Excellence in Learning is a non-public special education facility approved by the Illinois State Board of Education (ISBE). AEL’s goal is to focus on the prerequisites to education so that students learn the necessary skills to return to their home districts as soon as possible. We aim to house students for fewer than three years and then provide a comprehensive transition and maintenance program to ensure that students continue to be successful as they transition back to their home districts with minimal to no supports. As part of our transition and maintenance program, we also offer unique individualized trainings for school clinicians and employees on our practices, as well as workshops on the principles of ABA.

The Academy of Excellence in Learning is designed to meet the individual needs of each student. Our educational program and curriculum are designed from the Illinois State Learning Standards and are taught using the principles of applied behavior analysis (ABA). We first teach each student the reinforcing value of learning, so that the individual can “learn how to learn.” From there, we begin to teach the skills necessary to function as independently as possible in the natural environment, with the goal of transitioning back to the home district as soon as possible and appropriate. Our primary focus is teaching functional communication skills, social skills, daily living and self help skills, and academic skills (pre-academic and academic skills necessary to meet grade level). Within these four areas, behavior management is addressed as needed, with a focus on reducing any inappropriate behaviors and replacing these behaviors with functionally equivalent and appropriate replacement behaviors.

Our staff includes four Board Certified Behavior Analysts (BCBAs), and our education and methodologies are based on the principles of applied behavior analysis. Upon admission, a BCBA assesses each child’s skill repertoire using the Assessment of Basic Language and Learning Skills — Revised (ABLLS-R) and the Verbal Behavior Milestones Assessment and Placement Program (VB-MAPP). Following the completion of these assessments, a BCBA develops Individualized Education Plan (IEP) goals with measurable and appropriate educational targets. Learners at AEL may receive one-to-one instruction, small group instruction, and large group instruction, as deemed appropriate based on their current skill level. At least one BCBA oversees each
classroom, ensuring the primary methods of teaching are based on the principles of applied behavior analysis.

Along with intensive education for the students of the Academy of Excellence in Learning, our team also requires parent involvement to maximize consistency across the student's home and school environments. AEL requires that parents collect data on any inappropriate behaviors daily and return this data to school on a weekly basis. Parents are also required to attend monthly training sessions with our BCBA s that focus on their child's behavior plan and goals. Your child's lead BCBA schedules these monthly training sessions for days and times that work for your family. Siblings are also encouraged to attend these trainings!

AEL is a non-public, ISBE-approved special education facility. AEL is owned and operated by Lindsay Rice and Stephanie Beaulieu, two BCBA s who oversee all classrooms and programming to ensure appropriate and effective teaching and treatment. We do not have 501(c)(3) status; we are a corporation whose purpose is to educate individuals who have significant gaps in education relative to their typically developing peers. We do accept monetary gifts and donations.

DESCRIPTION OF OUR LEARNERS
Currently the Academy of Excellence in Learning serves individuals in kindergarten through eighth grade at any level of development. Teaching students the skills they need to transition to a less restrictive environment is our top priority.

We serve learners who have diagnoses of autism spectrum disorder (ASD), pervasive developmental disorder (PDD-NOS), conduct disorder (CD), oppositional defiant disorder (ODD), and other neurological and/or developmental disorders. AEL also serves individuals in need of immediate placement for behavioral concerns on a short-term basis.

The Academy for Excellence in Learning also accepts students whose IEPs place them in the following ISBE categories:

**Autism** is a developmental disability that adversely affects a child's educational performance and manifests with skill deficits in verbal and nonverbal communication and social interaction. Children may also engage in repetitive activities or stereotyped movements, show resistance to change in environment or routine, and exhibit unusual responses to sensory stimuli.

**Cognitive Disability** refers to a significant delay in general intellectual functioning and adaptive behavior that affects a child's educational performance.

**Specific Learning Disabilities** refer to disorders related to the use of language, whether spoken or written, and may impact a student's listening, thinking, speaking, reading, writing, spelling, or math skills. This may include conditions such as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia but does not include problems that result from visual, hearing, or motor disabilities, mental retardation, emotional disturbance, or disadvantage.

**Speech or Language Impairment** refers to a communication disorder that affects a child's educational performance; this may include stuttering, impaired articulation, language impairment, or voice impairment.

**Other Health Impairment** includes limited strength, vitality, or alertness (including a heightened sensitivity to environmental stimuli) that adversely affects a child's educational performance. This may be due to a variety of chronic or acute health problems, including asthma, attention deficit disorder (ADD) or attention deficit hyperactivity disorder (ADHD), diabetes, epilepsy, a heart condition, hemophilia, lead poisoning, leukemia, nephritis, rheumatic fever, or sickle cell anemia.
PURPOSE OF POLICY
This policy manual has been established for the Academy of Excellence in Learning (AEL). This manual outlines the policy and procedures that all personnel, including all employees and contractors, are to know, understand and follow at all times while working for AEL and/or serving any of AEL’s clients, employees, contractors, and learners.

This manual is intended to be a reference for all personnel of AEL during training and employment, and as clarification for consistency in the implementation of the included policies and procedures.

The policies and procedures in this manual apply to all full-time and part-time contractors and employees of AEL, unless otherwise stated, documented, and agreed upon in writing.

This policy manual is not intended to be all-inclusive. We encourage all personnel to make suggestions and comments regarding the content of this manual to Lindsay Rice or Stephanie Beaulieu for discussion and clarification.

The policy and procedures in this manual comply with the state and federal laws, which prevail over any contrary provision contained in this manual.

AEL reserves the right to make any changes to this manual without reasonable notice. All changes will be made in writing and all personnel will be notified of the changes prior to implementation.
OPERATING POLICIES AND PROCEDURES

EQUAL EMPLOYMENT OPPORTUNITY
AEL shall provide equal employment opportunities to all persons if otherwise able to perform essential functions of the job with reasonable accommodations. Equal employment opportunities are provided to all individuals regardless of their race, color, religion, creed, national origin, sex, sexual orientation, age, ancestry, marital status, arrest record, military status, unfavorable military discharge, citizenship status (except as legally sanctioned), use of lawful products while not at work, being a victim of domestic or sexual violence, physical or mental handicap or disability, and other legally protected categories.

Persons who believe they have not received equal employment opportunities should report their claims to Lindsay Rice and Stephanie Beaulieu. No employee or applicant will be discriminated or retaliated against because he or she initiated a complaint, was a witness, supplied information, or otherwise participated in an investigation or proceeding involving an alleged violation of this policy or state or federal laws, rules or regulations, provided the employee or applicant did not make a knowingly false accusation nor provide knowingly false information.

Nondiscrimination will prevail throughout every aspect of the employment relationship including recruitment, selection, placement, training, compensation, promotion, transfer, layoff, and termination.

Discrimination, including but not limited to ethnic slurs, jokes, and puns, will not be tolerated and must be reported to an the direct supervisor immediately.

EQUAL EDUCATIONAL OPPORTUNITIES
Equal educational and extracurricular opportunities shall be available for all students without regard to race, color, national origin, sex, religious beliefs, physical and mental handicap or disability, or actual or potential marital or parental status. Further, AEL will not knowingly enter into agreements with any entity or any individual that discriminates against students on the basis of any protected status.

SEX EQUITY
No student shall, on the basis of sex, be denied equal access to programs, activities, services, or benefits or be limited in the exercise of any right, privilege, advantage, or denied equal access to educational and extracurricular programs and activities.

ADMINISTRATIVE IMPLEMENTATION
Any person (staff or student) who feels he/she has been discriminated against in any manner is to file a formal complaint with Lindsay Rice and Stephanie Beaulieu.
ETHICS POLICY
All AEL employees are expected to maintain high standards in their school relationships, to demonstrate integrity and honesty, to be considerate and cooperative, and to maintain professional relationships with students, parents, guardians, staff members, and others with whom they interact. All AEL personnel are expected to abide by and be fluent in the code of ethics adopted and established by the BACB.

INAPPROPRIATE CONDUCT

Workplace Harassment Prohibited
AEL expects the workplace environment to be productive, respectful and free of unlawful harassment. AEL employees shall not engage in harassment or abusive conduct on the basis of an individual's race, religion, national origin, sex, sexual orientation, age, citizenship status, disability or other protected status identified in this policy. Harassment of students, including but not limited to sexual harassment, is prohibited.

Sexual Harassment Prohibited
AEL shall provide employees an employment environment free of unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct, or communications constituting sexual harassment as defined and otherwise prohibited by state and federal law.

AEL employees shall not make unwelcome sexual advances or request sexual favors or engage in any unwelcome conduct of a sexual nature when (1) submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment; (2) submission to or rejection of such conduct by an individual is used as the basis for employment decisions affecting such individual; or (3) such conduct has the purpose or effect of substantially interfering with an individual's work performance or creating an intimidating, hostile, or offensive working environment. Sexual harassment prohibited by this policy includes verbal or physical conduct. The terms intimidating, hostile, or offensive include, but are not limited to, conduct which has the effect of humiliation, embarrassment, or discomfort. Sexual harassment will be evaluated in light of all the circumstances.

Making a Complaint and Enforcement
A violation of this policy may result in discipline, up to and including discharge. Any person making a knowingly false accusation regarding sexual harassment will likewise be subject to disciplinary action, up to and including discharge. An employee's employment, compensation or work assignment shall not be adversely affected by complaining or providing information about harassment. Retaliation against employees for bringing bona fide complaints or providing information about harassment is prohibited. Should aggrieved persons feel comfortable doing so, they should directly inform the person engaging in sexually harassing conduct or communication that such conduct or communication is offensive and must stop.

Employees should report claims of sexual harassment to Lindsay Rice or Stephanie Beaulieu. Employees may choose to report to a person of the employee's same sex. Absent willful false reporting, initiating a complaint of sexual harassment shall not adversely affect the complainant's employment, compensation, or work assignments.

Every effort should be made to file such complaints as soon as possible, while facts are known and potential witnesses are available.

Harassment of Students Prohibited
No person, including an employee, agent, or student of AEL shall harass or intimidate a student based upon a student's sex, color, race, religion, creed, ancestry, national origin, physical or mental disability, sexual orientation or other protected group status. AEL will not tolerate harassing, intimidating conduct, or bullying.
whether verbal, physical, or visual, that effects the tangible benefits of education, that unreasonably interferes with a student's educational performance, or that creates an intimidating, hostile, or offensive educational environment. Examples of prohibited conduct include name-calling, using derogatory slurs, causing psychological harm, threatening or causing purposeful physical harm, or wearing or possessing items depicting or implying hatred or prejudice of one of the characteristics stated above.

Complaints of harassment, intimidation, or bullying are handled according to the provisions on sexual harassment below. Lindsay Rice and Stephanie Beaulieu shall use reasonable measures to inform staff members and students that AEL will not tolerate harassment, such as by including this policy in the appropriate handbooks.

Sexual Harassment of Students Prohibited
Sexual harassment of students is prohibited. Any person, including an AEL employee, agent, or student, engages in sexual harassment whenever he or she makes sexual advances, requests sexual favors, and engages in other verbal or physical conduct of a sexual or sex-based nature, imposed on the basis of sex, that:

- Denies or limits the provision of educational aid, benefits, services, or treatment; or that makes such conduct a condition of a student's academic status; or
- Has the purpose or effect of: substantially interfering with a student's educational environment; creating an intimidating, hostile, or offensive educational environment; depriving a student of educational aid, benefits, services, or treatment; or making submission to or rejection of such conduct the basis for academic decisions affecting a student.

The terms "intimidating," "hostile," and "offensive" include conduct that has the effect of humiliation, embarrassment, or discomfort. Examples of sexual harassment include touching, crude jokes or pictures, discussions of sexual experiences, teasing related to sexual characteristics, and spreading rumors related to a person's alleged sexual activities.

Students, who believe they are victims of sexual harassment, or have witnessed sexual harassment, are encouraged to discuss the matter with the Lindsay Rice or Stephanie Beaulieu immediately. Students may choose to report to a person of the student's same sex. Complaints will be kept confidential to the extent possible given the need to investigate. Students who make good faith complaints will not be disciplined.

Lindsay Rice or Stephanie Beaulieu shall use reasonable measures to inform staff members and students that AEL will not tolerate sexual harassment, such as by including this policy in the appropriate handbooks.

Any employee who is determined, after an investigation, to have engaged in sexual harassment will be subject to disciplinary action up to and including discharge. Any student who is determined, after an investigation, to have engaged in purposeful or intentional sexual harassment will be subject to disciplinary action, including but not limited to, suspension and expulsion consistent with the discipline policy. Any person making a knowingly false accusation regarding sexual harassment will likewise be subject to disciplinary action up to and including discharge, with regard to employees, or suspension and expulsion, with regard to students.

Outside Employment and Conflict of Interest
Employees shall not engage in any other employment or in any private business during regular working hours or at such other times as are necessary to fulfill appropriate assigned duties.

All confidentially laws and standards apply to all personnel of AEL. Staff and contractors are not to discuss any part of a learner's programs, data, and success outside of AEL. Staff and contractors are further not permitted to discuss AEL staff, policy, and procedures outside of AEL without the previous written consent of
Lindsay Rice and Stephanie Beaulieu. If a guardian attempts to engage in conversation with personnel of AEL, outside of AEL, staff is to inform the guardian of this policy and request a meeting be scheduled to discuss the matter.

Staff are not permitted to work or contract with any student outside of AEL unless contracted to do so by Lindsay Rice and Stephanie Beaulieu. Staff are not permitted to work privately for any learner of AEL.

**Dual Relationships**

Employees and contractors are to maintain positive, respectful, and professional relationship with the students and families they serve. Employees and contractors will maintain a relationship that is strictly professional and therapeutic. Care must be taken to ensure that your relationship with the families stays professional. Contractors are not to engage in any form of dual relationships. Dual relationships include, but are not limited to:

- Babysitting or care-taking of client or family/friends of client,
- Unauthorized sessions outside of regularly scheduled session,
- Socializing or engaging in social activities with immediate family members outside of therapeutic sessions,
- Communication with clients unrelated to behavioral services including letters, emails, phone conversations, etc.
- Relationships of client or family/friends or client on any social network (e.g., Facebook, Twitter, MySpace, etc.). This is strictly prohibited.
EMPLOYMENT

HIRING PROCESS AND CRITERIA
All applicants must complete an AEL application form in order to be considered for employment.

All employees must submit their fingerprints for an Illinois State Police Criminal Background Check, as required under the Adam Walsh Child Protection and Safety Act. Continued employment will be contingent on the results of this investigation.

EMPLOYMENT AT-WILL
Unless otherwise specifically provided, AEL employment is at-will, meaning that employment may be terminated by AEL or employee at any time for any reason, other than a reason prohibited by law, or no reason at all. Nothing in AEL policy is intended or should be construed as altering the employment at-will relationship.

COMPENSATION
AEL will determine salary and wages for all personnel, including educational support personnel. Salary and wage increments are dependent on evidence of continuing satisfactory performance. An employee covered by the overtime provisions in state or federal law shall not work overtime without prior authorization from the employee’s immediate supervisor and Lindsay Rice or Stephanie Beaulieu. Employee checks are processed and mailed on the 5th and 20th of each month. If the 5th or 20th falls on a Saturday or Sunday, checks will be processed and mailed on the first business day after the 5th or 20th.

ASSIGNMENTS
Lindsay Rice and Stephanie Beaulieu are authorized to make assignments and transfers of educational support personnel.

JOB DESCRIPTIONS
Lindsay Rice and Stephanie Beaulieu shall develop and maintain a current, comprehensive job description for each position.

TRAINING AND IN-SERVICES
Employees agree that they may be required to attend trainings and in-services including but not limited to:
- Initial training
- Follow-up trainings
- Team meetings
- Family trainings
- Trainings supporting AEL’s outcomes and objectives
- Any other training requested by supervisor

PHYSICAL EXAMINATIONS
New employees must furnish evidence of physical fitness to perform assigned duties and evidence of freedom from communicable diseases, including tuberculosis. All physical fitness examinations and tests for tuberculosis must be performed by a physician licensed in Illinois, or any other state, to practice medicine and surgery in any of its branches. The physical examination and the tuberculin tests must be completed within 90 days of application for employment.

Any employee may be required to have an additional examination by a physician who is licensed in Illinois to practice medicine and surgery in all its branches if the examination is job-related and consistent with business necessity.
EMPLOYEE'S EMERGENCY CONTACT INFORMATION
All personnel of AEL are to complete and return "Employee: Emergency Contact Form" to Lindsay Rice and Stephanie Beaulieu prior to employment at AEL.

ORIENTATION PROGRAMS
AEL's staff will provide an orientation program for new employees to acquaint them with AEL's policies and procedures, the rules and regulations, and the responsibilities of their position.

RULES
All personnel and support staff must:
1. Meet qualifications specified in job descriptions.
2. Be able to perform the essential tasks listed and assigned.
3. Be subject to all AEL policies, even if changed at the sole discretion of Lindsay Rice and Stephanie Beaulieu.
4. Be ready for work at specified time.
5. Not work under the influence of drugs or alcohol, or the possession, consumption, sale, or transfer of such substances on AEL property or while performing services for AEL.
6. Not bring or be in possession of firearms, ammunition, or weapons of any kind on AEL property or while performing services for AEL.
7. Not fight or engage in any violent behavior or language on AEL property or while performing services for AEL.
8. Not intentionally destroy, damage or alter company, staff or client property.
9. Not falsify an employment application, health questionnaire, time records, or any other document required by company.
10. Not exhibit excessive or unexcused absences or tardiness
11. Not threaten, intimidate, coerce, harass, or interfere with fellow staff or supervisors
12. Not slander the company name, employees, or property
13. Not engage in any form of harassment, including sexual harassment
14. Not use profane, abusive, or threatening language toward fellow staff, clients, or supervisors
15. Follow supervisory instructions; insubordination is prohibited
16. Complete assigned paperwork, including but not limited to data, graphs, portfolios, and reports on time and in a timely manner
17. Not administer any medication of any kind to a student
18. Not use cell phones, pagers, and other personal electronic devices while engaging with students in sight of a student. These devices are only permitted while on break or for emergency or therapeutic purposes.

EMPLOYEE ABSENCES
Employees must have planned absence pre-approved by providing at least two weeks advance notice to Lindsay Rice, Stephanie Beaulieu, and a direct supervisor.

Notice must include:
• Reason for leave
• Dates of leave

Employee must to have single, unplanned absence approved, by giving 12 hours notice to Lindsay Rice and Stephanie Beaulieu and supervisor.
• In the case of unanticipated illness, the employee must contact the immediate supervisor as soon as possible, and the supervisor will notify Lindsay Rice and Stephanie Beaulieu.
TEACHER QUALIFICATIONS
Teacher, as the term is used in this policy, refers to an employee of AEL who is required to be certified under Illinois State Board of Education teacher certification laws.

The following qualifications apply:
- Have a valid Illinois LBS1 Type 03 or Type 10 teaching certificate that legally qualifies the teacher for the duties for which the teacher is employed.
- Provide Lindsay Rice and Stephanie Beaulieu with proof of certification by the end of the first week of each school year.
- Provide Lindsay Rice and Stephanie Beaulieu with a complete transcript of credits earned in institutions of higher education by the end of the first week of the first school year of employment. And, annually by July 1, provide Lindsay Rice and Stephanie Beaulieu with a transcript of any credits earned since the date the last transcript was filed.
- Notify Lindsay Rice and Stephanie Beaulieu of any change in the teacher's transcript or certification.

SUBSTITUTE TEACHERS
Lindsay Rice and Stephanie Beaulieu may employ substitute teachers as necessary to replace teachers who are temporarily absent.

A substitute teacher must hold a valid and current Illinois teaching or substitute certificate. Substitute teachers with a substitute certificate may teach only when an appropriate, fully certificated teacher is unavailable.

A substitute teacher may teach only for a period not to exceed 90 paid school days or 450 paid school hours at AEL in any one term.

AEL annually establishes a daily rate of pay for substitute teachers. No benefits are given to substitutes.

INTERNS
Opportunities will be provided for students from colleges and universities with approved ABA programs to complete practicum hours within AEL. Lindsay Rice and Stephanie Beaulieu or designee shall be responsible for screening applicant's qualifications and for their orientation, assignment, and training program.

All interns are required to follow AEL's policy and procedures.

All interns are required to complete a 240 hours (approximately 90 days) probationary training period, supervised by an AEL BCBA prior to employment. After the 240 hours is complete, Lindsay Rice and/or Stephanie Beaulieu with intern will determine if the relationship is going to be maintained and employment will begin.
TERMS AND CONDITIONS OF EMPLOYMENT

SCHOOL DAY
Teachers are required to work the school day adopted by AEL. AEL accommodates employees who are nursing mothers according to provisions in the Nursing Mothers in the Workplace Act. P.A. 92-0068.

SALARY
Teachers shall be paid according to the salary schedule adopted by AEL.

EVALUATIONS
Each employee's job performance shall be evaluated by the direct supervisor on quarterly basis.

Supervisors shall provide a copy of the completed evaluation to the employee and provide an opportunity to discuss the evaluation in person within one week of completion of evaluation. The original evaluation is to be signed by the employee, the supervisor, Lindsay Rice and Stephanie Beaulieu. The signed and completed original application is to be filed with Lindsay Rice and Stephanie Beaulieu.

STAFF DEVELOPMENT PROGRAMS
Lindsay Rice and Stephanie Beaulieu shall implement staff development programs.

The goal of such programs is to update and improve the skills and knowledge of staff members in order to achieve and maintain a high level of job performance and satisfaction. Additionally, the development program for certificated staff members shall be designated to effectuate AEL's improvement plan so that student learning objectives meet or exceed goals established by AEL and the state.

All staff members are encouraged to acquire, develop, and maintain the knowledge and skills necessary to properly administer life-saving techniques and first aid, including the Heimlich maneuver, in accordance with nationally recognized certifying organization. The staff development program may include training and services of experts in life-saving techniques to instruct teachers and other school personnel.
SCHEDULES OF EMPLOYMENT

**Employees**
Employees work daily, Monday-Friday, 8am-3pm.

**Custodians**
Custodians work daily, after school hours, and are responsible for the cleanliness of the school, its property, equipment, and belongings. Average custodial shift is 2-3 hours.

**Administrators**
Administrators work daily, Monday-Friday (except holidays and earned vacation time), 8am-6pm.

**Breaks**
Employees and administrators who work at least 7.5 hours shall receive a 30-minute, duty-free break. The employee is responsible for scheduling and taking this break, ensuring that floating staff to supervise employee's responsibilities while away at break.
TERMS AND CONDITIONS OF DISMISSAL AND TERMINATION

TERMINATION WITHOUT CAUSE
A termination without cause is a termination initiated by AEL when:
1. The situation reveals that the staff member was willing to work and was attempting to perform the job duties but was unable to perform satisfactorily and was not able to transfer to another job within AEL.
2. The staff member's termination is determined by Lindsay Rice and Stephanie Beaulieu to be in the best interest of AEL and its learners.

TERMINATION WITH CAUSE
A termination with cause is termination initiated by AEL for cause at common law. Some examples of conduct considered to constitute just cause are the following:
1. Insubordination
2. Excessive absenteeism or lateness
3. Falsification of records
4. Illegal acts
5. Violations of the terms of this policy manual
6. Violations of the BACB Code of Ethics
7. Violations of state or federal law
8. Repetition of behavior for which an oral or written warning was previously given.
9. Conduct that disrupts or may disrupt the educational program or process
10. Other sufficient causes

No notice, payment in lieu of notice, termination pay, severance pay, damages, or other compensation will be paid to the staff members who are terminated with or without cause.

SUSPENSION WITH PAY
The School Board, Lindsay Rice, Stephanie Beaulieu, or designee may suspend a professional employee with pay:
1. During an investigation into allegations of disobedience or misconduct whenever the employee's continued presence in his or her position would not be in the best interests of AEL
2. As a disciplinary measure for misconduct that is detrimental to the School District as defined above
3. Pending a Board hearing to suspend a teacher without pay.

Lindsay Rice OR Stephanie Beaulieu shall meet with the professional employee to present the allegations and give the professional employee an opportunity to refute the charges. The professional employee will be told the dates and times the suspension will begin and end.

PROBATIONARY PERIOD
All staff members are required to complete a 90-day probationary period. During this probationary period, an evaluation will be completed by a supervisor to assess the job performance and suitability for the staff member's continued relationship and affiliation with AEL. Your service may be terminated by AEL at any time during this period or upon its completion for any reason whatsoever, by providing you with one (1) weeks notice. Upon providing the notice as set out herein, it is specifically understood that AEL shall have no further obligation to the staff member for the payment of notice, payment in lieu thereof, damages, or compensation whether at common law, by statute, or otherwise.

DISCIPLINARY ACTION
For the safety of all personnel and learners at AEL this manual outlines specific rules that must be followed.
• Any staff that fails to comply with the rules set forth in this manual will be subject to disciplinary action.
• Pay may be deducted at any time if a breach in rules is observed.

Schedule of Action
1. Supervisor will provide training and guidance, point out areas of weakness, and strategies to overcome any areas of concern.
2. Written Warning 1: Supervisor, or any supervisors at a higher level than the supervisor, will document the warning and communicate this to the staff member. Training will be required to overcome this concern. This warning will be added to the staff member’s file.
3. Written Warning 2: Supervisor, or any supervisors at a higher level than the supervisor, will document the warning and communicate this to the staff member. Training will be required to overcome this concern. This warning will be added to the staff member’s file.
4. Written Warning 3: Supervisor, or any supervisors at a higher level than the supervisor, will document the warning and communicate this to the staff member. Training will be required to overcome this concern. This warning will be added to the staff member’s file.
5. Suspension without pay for duration to be determined by Lindsay Rice and Stephanie Beaulieu.
6. Termination without cause.
7. Termination with cause (and without notice or payment in lieu thereof, severance, or termination pay).
EMPLOYEE PROFESSIONAL BEHAVIOR POLICY

COMMUNICATION AMONGST EMPLOYEES
In general, personnel should direct all concerns to the persons involved prior to involving their supervisors and prior to consulting Lindsay Rice and Stephanie Beaulieu. The avenue of communication for all personnel is through their direct supervisors. The supervisor is responsible for ensuring this policy manual is respected and implemented, ethical codes are followed, and all personnel are aware of their job descriptions and duties. If any personnel are dissatisfied or have questions or comments regarding any statements, explanations, or requirements from their supervisor, those personnel should consult Lindsay Rice and Stephanie Beaulieu. Lindsay Rice and Stephanie Beaulieu will do what is necessary to resolve any issues.

SUPERVISION HIERARCHY
• CEO Consultant and Clinical/Behavior Consultant
• Principal
• Business Administrator
• BCBA
• Assistant Behavior Analysts
• Teachers, Paraprofessionals, Interns, and Specials

All other positions' (ie: custodian, substitute teachers) direct supervisor is the Business Administrator.
Dress Code

Dress Code Expectations
The Academy of Excellence in Learning believes that student appearance reflects the student's preparation for learning, self-discipline, and respect for others. In order to promote a more conducive learning environment by limiting distractions, unnecessary peer pressure, and encouraging modesty, AEL has adopted a dress code.

This dress code directs students to what is considered appropriate attire at school. This dress code is designed to:
- Reduce the subjectivity of enforcing a dress code, allowing for more consistent enforcement by staff.
- Reduce distractions so that students can better focus on learning and improve school unity and pride.
- Ensure more modest dress, which can reduce inappropriate comments or harassing situations.
- Improve safety by limiting gang related clothing and attire.
- Allow for individual student expression by allowing multiple color choices and clothing options.
- Enhance community image of students and district.

In order to achieve the goals outlined above, students and staff are expected to comply with the following guidelines:

Rules and Requirements of Attire and Dress
The following rules outline the minimum expectations of dress and attire for all staff and learners. Staff may also choose to follow the dress code under "Recommended Staff Attire" on a daily basis. The dress code under "Recommended Staff Attire" is required for staff members under certain conditions and in specific situations, as described below.

Shirts and Tops
- Must have a collar with buttons, be crew neck, mock turtleneck or turtleneck style with sleeves at least 1 inch thick.
- Must be loose fitting and cover the top of the pants.
- Must be free of any statements but may have brand logos without marketing statements.

Pants, Shorts, and Skirts/Dresses
- Jeans, twill, woven or corduroy pants of any color are preferred.
- Must be worn at waistline and stay in position with or without a belt or suspenders.
- Spandex or flannel pants and shorts should not be worn to school.
- No sweatpants may be worn at anytime.
- Skirts, shorts, and Capri-style pants are allowed but they must not be shorter than 4 inches above the knee.
- No pants with words or decorations across the buttocks are to be worn.

Footwear
- Comfortable/moveable shoes must be worn at all times.
- Shoes must fully enclose the foot, and may be athletic, casual or dress type shoes.
- No heels higher than 2" may be worn. Heels are not permitted during direct involvement with students.
- Students should not wear flip-flops or open toe shoes to school.
- Socks should be worn at all times for safety and hygienic purposes.
Grooming
- Students are expected to be properly groomed daily.
- Students should not wear jewelry or other dress accessories due to safety hazard.
- Students should comply with staff requests to remove jewelry or accessories, if worn to school.
- Undergarments/underwear must be covered at all times and should not be visible under see-through garments.

Other
- Outerwear such as coats, jackets, gloves, backpacks, sunglasses, hats, and other headwear are not permitted during the school day unless the student has a medical condition that requires these types of outerwear. Parents should contact the building principal if the student needs to wear one or more of these types of outerwear.
- Clothing, accessories, jewelry, emblems, badges, symbols, signs or other items which are evidence of membership in or affiliation with any gang, secret society or unauthorized organization are not permitted.
- When a student is not properly dressed or is wearing accessories that are not in compliance with the guidelines above, the student will be asked to adjust the clothing and may be sent to the office to borrow more appropriate clothing.
- No midriffs, thongs, or undergarments may be exposed at any time.
- Teachers and administrators will do their best to limit loss of instructional time when handling dress code violations. As such, students may be asked to put on one of their extra changes of clothing or a school-issued item or to fix the clothing items to quickly remediate the dress code violation. The student may be excluded from classes until arrangements for acceptable attire can be made. These arrangements may include requiring the parent to bring appropriate clothing to school for the student.

Please note that compliance with the student dress code is required for students while in attendance at all AEL events.

RECOMMENDED STAFF ATTIRE
In order to facilitate a professional image, AEL recommends that staff abide by the following dress code during the school day. This dress code is required during all meetings, IEPs, observations, consultations with guardians, meetings with administration, meetings with supervisor, and other events as prescribed.

*If you are unsure of the appropriateness of your attire, consult your supervisor.*

**Male Staff Members**
Khaki pants, dress pants, or clean, dark colored jeans. Polo shirts, button down shirts, or collared shirts.

**Female Staff Members**
Khaki pants, dress pants, or clean, dark colored jeans. Blouses, sweaters, button down shirts, or collared shirts.
All AEL workplaces are drug- and alcohol-free workplaces. All employees are prohibited from:

- Unlawful manufacture, dispensing, distribution, possession, use, or being under the influence of a controlled substance while on AEL premises or while performing work for AEL.
- Distribution, consumption, use, possession, or being under the influence of alcohol while on AEL premises or while performing work for AEL.

For purposes of this policy a controlled substance is one that is:
1. Not legally obtainable;
2. Being used in a manner different than prescribed;
3. Legally obtainable, but has not been legally obtained; or
4. Referenced in federal or state controlled substance acts.

As a condition of employment, each employee/staff member shall:
1. Abide by the terms of AEL policy respecting a drug- and alcohol-free workplace; and
2. Notify his or her supervisor of his or her conviction under any criminal drug statute for a violation occurring on AEL's premises or while performing work.

Action upon Violation of Policy
An employee who violates this policy may be subject to disciplinary action, including termination. Alternatively, AEL may require an employee to successfully complete an appropriate drug- or alcohol-abuse, employee-assistance rehabilitation program.
RELIGIOUS HOLIDAYS
Supervisors shall grant an employee's request for time off to observe a religious holiday if the employee gives at least 5 days prior notice and the absence does not cause an undue hardship.

Employees may use earned vacation time, or personal leave to make up the absence, provided such time is consistent with AEL's operational needs.

A per diem deduction may also be requested by the employee if vacation time is unavailable.
LIMITATIONS ON ACCEPTING GIFTS

GIFTS TO AEL
Lindsay Rice and Stephanie Beaulieu may accept gifts from any education foundation and/or any entity or individual, provided the gift can be used in a manner compatible with AEL’s educational objectives and policies. While AEL encourages unrestricted gifts, donations to fund specific projects are acceptable if the project is approved by Lindsay Rice and Stephanie Beaulieu. All gifts received become property of AEL.

GIFTS TO EMPLOYEES/PERSOENNEL
No employee shall solicit or accept a gift that he or she has reason to believe is offered in an effort to influence his or her position or employment. This ban applies to spouses of, and immediate family members living with, an AEL employee.

The following are examples of acceptable gifts:
• Gifts from relatives or personal friends;
• Gifts from an employee to an employee;
• Gifts from students to teachers that have nominal value;
• Food, lodging, transportation, and other benefits:
  ○ Resulting from outside business or employment activities, or
  ○ Customarily provided by a prospective employee;
• Information or communication materials, such as books, articles, periodicals, audiotapes, or videotapes;
• Training (including food and refreshments);
• Personal hospitality;
• Free attendance at a widely attended forum, dinner, reception, or similar event if attendance is related to the individual’s office or job;
• Commemorative items;
• Golf or tennis, food or refreshments of nominal value, and catered food or refreshments;
• Meals or beverages consumed on the premises from which they were purchased; and
• Items of nominal value (such as T-shirts, mugs, candy, crafts, or greeting cards).

Lindsay Rice and Stephanie Beaulieu shall serve as a resource to employees regarding this policy. Anyone believing that this policy is or was violated is encouraged to file a complaint with Lindsay Rice and Stephanie Beaulieu.

CONFLICT OF INTEREST
All personnel have the duty and responsibility to conduct business solely for the benefit of AEL. All personnel are required to sign a non-disclosure statement of agreement prior to affiliation with AEL. Violations of this policy will be treated with disciplinary action up to and including termination.

USE OF COMPANY NAME
AEL has invested significant time, energy, and money building equity and goodwill in the company name (Academy of Excellence in Learning; AEL). For this reason, AEL reserves the right to determine when, where, and how the company name can be used in public. AEL’s personnel are not permitted to use the company name in public without written consent and approval from Lindsay Rice and Stephanie Beaulieu. In addition, AEL’s personnel are under a duty to refrain from using and to prevent others from using the company’s name or associating themselves with the company in the public promotion, political matters, social networking matters, commercial products and services, and any other matters as prescribed without the prior written approval of Lindsay Rice and Stephanie Beaulieu.
Staff and personnel of AEL are to immediately (within 24 hours) report any unauthorized use of the company's name by employees, staff, personnel, or other to Lindsay Rice or Stephanie Beaulieu.

COPYRIGHT FOR PUBLICATION OR SALE OF INSTRUCTIONAL MATERIALS DEVELOPED BY PERSONNEL
All instructional materials developed by an employee within the scope of employment with AEL shall be classified "works for hire" and are the property of AEL.

Staff must provide AEL with prior written notification of his or her intention to publish any instructional materials developed within the scope of employment or contraction. In no case shall notification be made any later than 20 business days prior to entering into a contract for publication with a publishing firm or with a manufacturer. AEL has the exclusive right to register the copyrights for such instructional materials. Unless the employee specifically states in writing to the contrary, the employee warrants that any instructional materials developed and submitted to AEL for publication are original.

COPYRIGHT COMPLIANCE
While staff members may use appropriate supplementary materials, it is each staff member's responsibility to abide by AEL's copyright compliance procedures and to obey the copyright laws. No staff member shall, without first obtaining the permission of Lindsay Rice, Stephanie Beaulieu, or designee, install or download any program on an AEL-owned computer. AEL is not responsible for any violations of the copyright laws by its staff or students. A staff member should contact Lindsay Rice or Stephanie Beaulieu whenever the staff member is uncertain about whether using or copying material complies with AEL's procedures; whether using or copying material is permissible under the law; or wants assistance on when and how to obtain proper authorization. At no time shall it be necessary for an AEL staff member to violate copyright laws in order to properly perform his or her duties.
PROFESSIONAL LIABILITY INSURANCE

All contractors of AEL are responsible for their own professional liability insurance and a copy must be provided to Lindsay Rice and Stephanie Beaulieu at least 7 days prior to start of contractual period. A professional liability insurance policy of $3 million-coverage minimum is required for all contractors. Contractors are free to use any provider that meets the required minimum coverage.

All incidents or accidents in which someone was or may have been harmed should be reported to Lindsay Rice or Stephanie Beaulieu immediately. Written documentation outlining the details of what occurred must be submitted within four (4) hours. Lindsay Rice or Stephanie Beaulieu will notify all members involved, including parents or guardians.
BUILDING ACCESS

AEL is located at:
Office phone number:

ACCESS
Only authorized personnel shall have access to the building, including but not limited to the building's keys and alarm code.

No personnel are to access AEL outside of business hours unless prior permission has been approved in writing by Lindsay Rice or Stephanie Beaulieu.

In the event that non-permitted personnel access the building without written permission by Lindsay Rice or Stephanie Beaulieu, disciplinary action will be taken on personnel providing access as well as personnel accessing the building. Disciplinary action could include termination of employment/contractual relationship as well as legal involvement.

VISITORS
During business hours, any visitor, meaning any non-personnel, is to sign in with building supervisor upon entering the building. If visitor requests to observe any classroom or learner, prior permission must be granted and an observation agreement must be completed.

See Appendix N
STUDENT'S RIGHTS

STUDENT RIGHTS AND RESPONSIBILITIES

All students are entitled to enjoy the rights protected by the U.S. and Illinois Constitutions and laws for persons of their age and maturity in a school setting. These rights include the right to voluntarily engage in individually initiated, non-disruptive prayer that, consistent with the Free Exercise and Establishment Clauses of the U.S. and Illinois Constitutions, is not sponsored, promoted, or endorsed in any manner by the school or any school employee. Students should exercise these rights reasonably and avoid violating the rights of others. Students who violate the rights of others or violate other AEL policies or rules will be subject to disciplinary measures.
STUDENT AND FAMILY PRIVACY POLICY AND STUDENT RECORDS

SURVEYS
All surveys requesting personal information from students, as well as any other instrument used to collect personal information from students, must advance or relate to AEL's educational objectives. This applies to all surveys, regardless of whether the student answering the questions can be identified and regardless of who created the survey.

The student's parents or guardians may:
1. Inspect the survey or evaluation, upon and within a reasonable time of their request, and
2. Refuse to allow their child or ward to participate in the activity described above. The school shall not penalize any student whose parents or guardians exercised this option.

INSTRUCTIONAL MATERIAL
A student's parent(s)/guardian(s) may inspect, upon and within a reasonable time of their request, any instructional material used as part of the educational curriculum of their child/ward.

The term "instructional material" means instructional content that is provided to a student, regardless of its format, printed or representational materials, audio-visual materials, and materials in electronic or digital formats (such as materials accessible through the Internet). The term does not include academic tests or academic assessments.

PHYSICAL EXAMS OR SCREENINGS
No school official or staff member shall subject a student to a non-emergency, invasive physical examination or screening as a condition of school attendance. The term "invasive physical examination" means any medical examination that involves the exposure of private body parts, or any act during such examination that includes incision, insertion, or injection into the body, but does not include a hearing, vision, or scoliosis screening.

The above paragraph does not apply to any physical examination or screening that:
1. Is permitted or required by an applicable State law, including physical examinations or screenings that are permitted without parental notification.
2. Is administered to a student in accordance with the Individuals with Disabilities Education Act.
3. Is otherwise authorized by AEL policy.

COLLECTION OF PERSONAL INFORMATION FROM STUDENTS FOR MARKETING PROHIBITED
The term "personal information" means individually identifiable information including:
1. A student or parent's first and last name,
2. A home or other physical address (including street name and the name of the city or town),
3. A telephone number, or
4. A Social Security Number or other identification number.

No school official or staff member shall administer or distribute to students a survey or other instrument for the purpose of collecting personal information for marketing or for selling that information (or otherwise providing that information to others for that purpose).

The above paragraph does not apply to the collection, disclosure, or use of personal information collected from students for the exclusive purpose of developing, evaluating or providing educational products or services for, or to, students or educational institutions, such as the following:
• Book clubs, magazines, and programs providing access to low-cost literary products.
• Curriculum and instructional materials used by elementary schools.
• Tests and assessments to provide cognitive, evaluative, diagnostic, clinical, aptitude, or achievement
information about students (or to generate other statistically useful data for the purpose of securing such tests and assessments) and the subsequent analysis and public release of the aggregate data from such tests and assessments.

- Student recognition programs.

STUDENT RECORDS
School student records are confidential and information from them shall not be released other than as provided by law. Any record that contains personally identifiable information or other information that would link the document to an individual student is a school student record if maintained by AEL, except:

1. Records that are kept in the sole possession of a school staff member, are destroyed not later than the student's graduation or permanent withdrawal, and are not accessible or revealed to any other person except a temporary substitute teacher, and

2. Records kept by law enforcement officials working in the school.

State and federal law grant students and parent(s)/guardian(s) certain rights, including the right to inspect, copy, and challenge school records. The information contained in school student records shall be kept current, accurate, clear and relevant. All information maintained concerning a student receiving special education services shall be directly related to the provision of services to that child. AEL may release directory information as permitted by law, but parent(s)/guardian(s) shall have the right to object to the release of information regarding their child. However, AEL will comply with an ex parte court order requiring it to permit the U.S. Attorney General or designee to have access to a student's school records without notice to, or the consent of, the students' parent(s)/guardian(s).

Lindsay Rice and Stephanie Beaulieu shall implement this policy with administrative procedures. Lindsay Rice and Stephanie Beaulieu shall also designate a records custodian who shall maintain student records. Lindsay Rice and Stephanie Beaulieu or designee shall inform staff members of this policy, and shall inform students and their parents or guardians of it, as well as their rights regarding student school records.
STUDENT PRIVACY AND DIGNITY

At all times, the privacy and dignity of each student is to be respected by all employees, personnel, and visitors of AEL. Disrespect of the privacy or dignity of students will not be tolerated and the individual displaying such disrespect will be immediately required to leave AEL property. Lindsay Rice and Stephanie Beaulieu will determine in their sole discretion what constitutes disrespect of privacy or dignity. A student’s privacy or dignity may be considered violated if an employee breaks any of AEL’s policies or procedures. At any time, if an employee feels the privacy or dignity of a student is at risk, the employee is to immediately report their observation to Lindsay Rice or Stephanie Beaulieu.

Examples include but are not necessarily limited to:

- Using vulgar or inappropriate language on AEL property or in front of AEL students
- Use of a student’s name in public locations/settings
- Discussing students in public locations/settings
- Violating any student’s rights
- Embarrassing a student (intentionally or not intentionally)
- Pressuring a student to make a decision he/she does not want to make
- Not utilizing motivating operations
- Failing to collect data on target behaviors or programs (as applicable/required)
- Not utilizing preventative measures appropriately
- Eliciting (intentionally or not intentionally) maladaptive behaviors
- Not following the individual behavior program

This list is not exhaustive and is only meant to be used as a reference. Lindsay Rice and Stephanie Beaulieu are responsible for determining if a student’s rights or dignity were violated.

RESTROOM PROCEDURES

The following is a list of required routine restroom procedures. This list may be changed or altered for a specific child if approved and implemented according to the individual’s behavioral intervention plan.

1. Learners needing assistance accessing the restroom require two adults present at all times when in the restroom. These adults are to respect the privacy and dignity of the student and be as minimally intrusive as possible. (e.g., if the student can independently use the toilet but may require assistance with specific hygiene, the adults face the wall/door while the student uses the toilet and then only intervene when necessary.)

2. The assigned staff (adult present) is responsible for disposing of hazardous waste/materials.

3. If a student is using diapers as a means of toileting, an assigned adult is to check the diaper, in a private location, at a specified interval (as outlined in the behavioral intervention plan). If the diaper is soiled or needs to be replaced, two adults are to escort the child to the restroom and properly change the individual’s diaper.

4. The learner is to be fully clothed prior to opening up and exiting the bathroom.

5. Assigned staff is responsible for documenting the learner’s use of the restroom, if specified in the student’s behavioral intervention plan.

SEARCH AND SEIZURE

To maintain order and security in the schools, school authorities are authorized to conduct reasonable searches of school property and equipment, as well as of students and their personal effects. “School authorities” include school liaison police officers.

School Property and Equipment

School authorities may inspect and search school property and equipment owned or controlled by the
school (such as lockers, desks, and parking lots), as well as personal effects left there by a student, without notice to or the consent of the student. Students have no reasonable expectation of privacy in these places or areas or in their personal effects left there.

Lindsay Rice or Stephanie Beaulieu may request the assistance of law enforcement officials to conduct inspections and searches of lockers, desks, parking lots, and other school property and equipment for illegal drugs, weapons, or other illegal or dangerous substances or materials, including searches conducted through the use of specially trained dogs.

**Students**

School authorities may search a student and/or personal effects in the student's possession (including but not limited to purses, wallets, knapsacks, book bags, and lunch boxes) when there is reasonable grounds for suspecting that the search will produce evidence the particular student has violated or is in violation of the law or AEL's student conduct rules. The search itself must be conducted in a manner that is reasonably related to its objectives and not excessively intrusive in light of the student's age and sex and the nature of the infraction.

When feasible, the search should be conducted as follows:
- Outside the view of others, including students;
- In the presence of a school administrator or adult witness; and
- By a certificated employee or liaison police officer of the same sex as the student.

Immediately following a search, a written report shall be made by the school authority that conducted the search, and given to the Superintendent.

**Seizure of Property**

If a search produces evidence that the student has violated or is violating either the law or AEL's policies or rules, such evidence may be seized and impounded by school authorities, and disciplinary action may be taken. When appropriate, such evidence may be transferred to law enforcement authorities.
REPORTING OF CHILD ABUSE AND NEGLECT

An AEL employee who has reasonable cause to suspect that a student may be abused or neglected shall report such a case within 4 hours to the Illinois Department of Children and Family Services. Immediately after notifying ILDCFS, the employee is to notify Lindsay Rice or Stephanie Beaulieu that the report was made. Employee must also fill out all necessary documentation within 4 hours of notification to ILDCFS.

Upon hire, all employees are to sign a statement to the effect that the employee has knowledge and understanding of the reporting requirements of Illinois Department of Child and Family Services Mandated Reporter requirements.
EDUCATION AND BEHAVIOR POLICY

CURRICULUM AND ASSESSMENTS

Using the principles of applied behavior analysis (ABA), the Academy of Excellence in Learning provides an individualized education to all students. AEL assesses each student upon admission using the Assessment of Basic Language and Learning Skills -- Revised (ABLLS-R) and the Verbal Behavior Milestones Assessment and Placement Program (VB-MAPP). Follow-up assessments are conducted no less than every six months.

AEL is staffed by four Board Certified Behavior Analysts (BCBAs) who observe each student and complete their individual assessments. Using the results from the student's assessment, the BCBAs develop an IEP (and behavioral intervention procedures, if necessary) specifically for that learner. Each student's IEP is based on the results of the ABLLS-R and VB-MAPP; the education programs and targets included in each IEP are developed from an ISBE approved curriculum incorporating Illinois Learning Standards.

Lindsay Rice and Stephanie Beaulieu reserve the right to administer and/or recommend any additional assessments that may be beneficial for the education of the student. Parent/guardian will be notified if any additional assessments are recommended.
IEP PROCESS AND PROCEDURES

Within 30 days of your child's admission at AEL, an IEP review meeting will be held to update the student's IEP goals. At this time, all assessments completed at AEL by BCBAs, SLPs, and OTs will be used to finalize their goals; allotted minutes and eligibility for extended school year will be amended in the IEP.

All IEP goals are written for one calendar year and divided into quarter-year milestones. IEPs are reviewed annually. Guardians, AEL, and the student's home district have the right to request additional IEP meetings at any time during the course of the school year. Contact Lindsay Rice or Stephanie Beaulieu to schedule this meeting. Additional IEP meetings may be called for a variety of reasons: to address current objectives or add additional goals; to modify transportation or supplemental special services; to discuss an inclusion program with a less restrictive placement; or any other reason requested by either party.

Prior to the annual IEP meeting, your child's teacher will draft recommended IEP goals and objectives based on your child's updated assessments, academic performance, and behavior concerns. All goals will focus on functional communication, social skills, daily living skills, and academic skills as outlined by the Illinois State Learning Standards.

A copy of the recommended IEP goals will be sent home with the student for guardian review within one week of the scheduled IEP meeting. The meeting will take place at AEL or the office of the student's home school district; the location will be specified on the meeting invitation. During the IEP meeting, your child's educational team will review his/her assessments and academic performance, as well as any behavior concerns. The students newly recommended IEP goals and objectives will be discussed and modified until everyone is in agreement that the IEP is the most appropriate educational plan for the student. Progress of the student's IEP goals are monitored on a daily, weekly, and monthly basis at AEL, and a monthly progress report showing the student's progress with his/her IEP goals will be sent home by the fifth day of each month.

A three-year re-evaluation meeting occurs every three years to determine the student's eligibility for special education. This will be a two-part meeting; first the educational team meets to coordinate areas of testing needed, how your child will be tested, and by whom your child will be tested. Areas of testing may include: medical (e.g. hearing/vision), psychological, social, academic, speech and language, and occupational therapies. During the second part of the meeting, the educational team reviews the results of the above tests and re-assesses your child's eligibility requirements.
CLASSROOM PLACEMENT POLICY

Upon admission at AEL, students are placed in classrooms with peers of similar age and reported performance. Within 30 days, a skills assessment, and, as needed, a functional behavior assessment, are completed to determine the current skills and behaviors displayed by the individual. At this time, a transition to a more appropriate classroom may be made. When performance and data show necessary, classroom transitions may be made to ensure the most appropriate placement for the individual. If this occurs, the guardian will be notified and all new educational staff will be trained on all programs and behavior intervention plans prior to the transition.
TYPICAL DAILY SCHEDULE

At AEL, every moment is used as a teaching moment. There is little to no down time for our students. We believe that to learn, a child must first "learn how to learn" and enjoy learning. Motivation is our key to success.

A typical school day is divided into individuated instruction, focusing on four major components to independence: 1) functional communication skills, 2) social skills, 3) daily living skills, and 4) academic skills. AEL incorporates individual one-to-one instruction, group instruction, natural environment training, playgroups, social groups, and any other form of instruction where an individual demonstrates learning success.

Classrooms at AEL are designed to be the least restrictive, yet most effective environment for each child to learn. At AEL, most classes have a one-to-one student to teacher/therapist ratio. All classrooms and therapists are supervised by a BCBA.

Speech and occupational therapy are provided to students who display a need for these services. Certified speech-language pathologists and certified occupational therapists provide services.
TEACHING STAFF

Each classroom has at least one certified special education teacher, an assistant behavior analyst, and necessary paraprofessionals. All of our classrooms have the capacity to provide a one-to-one student to staff ratio as needed. Every staff member is carefully selected to complement our team and is subjected to rigorous background checks. All teaching staff must also complete frequent in-house trainings by one of our four on-site BCBAs and are monitored and supervised by a BCBA on a daily basis.

BOARD CERTIFIED BEHAVIOR ANALYSTS

AFL is a school based on the philosophies of applied behavior analysis and employs Board Certified Behavior Analysts (BCBAs) to supervise and oversee all educational and behavioral programs. Lindsay Rice and Stephanie Beaule (owners) are both BCBAs and supervise, train, and oversee all employees of the school.

TEACHERS

All classroom teachers are special education teachers certified by the Illinois State Board of Education (ISBE). All teachers are supervised by a BCBA.

ASSISTANT BEHAVIOR ANALYSTS

Assistant behavior analysts provide support and training to classroom teachers and paraprofessionals with student programming and BIP implementation. All assistant behavior analysts have passed a “Behavior Boot Camp” with intensive individualized training. Assistant behavior analysts are closely supervised by a BCBA on a daily basis and complete regular follow-up training with one of four BCBAs on staff.

INSTRUCTORS/INTERNS/PARAPROFESSIONALS

Instructors provide one-to-one instruction to students in their assigned classroom and assist with small group teaching sessions. All instructors/interns/paraprofessionals are trained and supervised daily by the assistant behavior analyst and are certified paraprofessionals or teachers in the state of Illinois.
BEHAVIORAL INTERVENTION POLICY

PURPOSE
AEL is committed to using empirically based behavioral interventions shown to be effective for teaching proactive, adaptive behaviors to replace inappropriate behaviors. Behavioral intervention plans (BIPs) are developed for students whose inappropriate behaviors could cause harm to themselves or others or limit the students' ability to function in less restrictive environments.

AEL also recognizes that there are circumstances under which a decision must be made to use procedures that are restrictive in nature in order to protect a student displaying dangerous behaviors or other persons in the immediate environment. These circumstances occur when individuals display aggressive behaviors towards themselves or others, or when individuals are engaging in behaviors that are dangerous to themselves or others (e.g., running into the street). This policy attempts to address such emergency situations and outline approved techniques that may be used to maintain a safe environment. AEL also recognizes that these procedures must protect the human and legal rights of the individual, and ensure that the clinical practice of AEL is consistent with current federal and state laws.

POLICY
AEL is committed to providing an appropriate education to individuals in grades K-8 who have not shown success in their home district or who require a more intensive educational setting. In the spirit of this commitment, it is the policy of AEL to treat our learners, who may display behaviors that are potentially dangerous to themselves or others, with dignity and respect, as well as to address their peers' and others' safety and well-being.

Each student's behavioral interventions are implemented by teachers and behavior staff trained by a BCBA and skilled in behavior management and behavior de-escalation. Any staff member in contact with a student is also trained on that learner's specific behavioral intervention programs as outlined in that student's behavior plan. Other means of intervening (such as verbal de-escalation, moving other persons from the environment, or encouraging the student to leave an area where injury or harm is more likely) will be exhausted before any restrictive procedures are implemented.

Discipline of Special Education Students
AEL complies with the provisions of the Individuals With Disabilities Education Improvement Act of 2004 and the Illinois State Board of Education's Special Education rules when disciplining special education students. No special education student shall be expelled if the student's particular act of gross disobedience or misconduct is a manifestation of a disability.

Behavioral Intervention Overview
Behavioral interventions are used with students with disabilities to promote and strengthen desirable behaviors and reduce identified inappropriate behaviors. AEL authorizes Lindsay Rice and Stephanie Beaulieu to establish and maintain a committee to develop, implement, and monitor procedures on the use of behavioral interventions for children with disabilities. This committee, the Behavior Management Committee (BMC), with the Human Rights Committee (HRC), shall review the State Board of Education's guidelines on the use of behavioral interventions and use them as a non-binding reference. This policy and the behavioral intervention procedures shall be provided to the parent(s)/guardian(s) of all students with individual education plans within 15 days after their adoption or amendment, or at the time an individual education plan is first implemented for a student; all students and parent(s)/guardian(s) shall be informed annually of the existence of this policy and the procedures. At each student's annual individualized education plan review, a copy of this policy shall be given to the parent(s)/guardian(s) and the behavioral intervention procedures explained and made available to them on request.
“Behavioral interventions” refer to non-physical techniques used with certain students with disabilities to promote desirable student behaviors and reduce identified inappropriate behaviors. Staff may use behavioral interventions with students with disabilities as authorized by the Behavioral Intervention Plan (BIP) section of a student’s Individualized Education Program (IEP).

AEL will always utilize positive intervention strategies prior to any punishment procedures; AEL will always focus on increasing specific appropriate behaviors as a means to reduce inappropriate behavior. AEL focuses specifically on functional communication skills, daily living skills, social skills and academic skills, and these four areas are targeted in students’ behavioral intervention plans.

**Behavioral Intervention Plans**

In many cases learners enrolled at AEL will have a Behavioral Intervention Plan (BIP). A BIP is designed to outline specific proactive and reactive behavior management strategies that are not already embedded into the classroom management strategies used by individual classroom teachers. These strategies are based on the function of the specific behaviors targeted, as determined by completing a functional assessment. Behaviors are targeted for reduction or acquisition (increase some aspect of the behavior) based on the goal or plan for the learner. Behaviors targeted for reduction may include any behaviors that are dangerous to the student, others, or property; any behaviors that limit the student’s access to a wider range of reinforcers; and any behaviors that interfere with skill acquisition or education of self and/or others. Behaviors targeted for acquisition are behaviors that the student needs to learn in order for quality of life and educational attainment to improve.

**Determination of Behavioral Intervention Plans**

A functional assessment will be completed for each learner’s target behaviors. Once the function of each behavior is hypothesized, the BIP can be written. The response to all target behaviors is based on the function of the behavior. All plans are implemented by the designated and trained teachers and behavior staff in the assigned settings. Only individuals trained and fluent in the learner’s BIP are authorized to implement the plan. All individuals who come into contact with the learner are to be trained on the BIP within 7 days of completion and implementation.

Behavioral intervention plans proactively list a variety of preventative measures (antecedent strategies) and replacement behaviors as a means of increasing a student’s repertoire of skills. Behavior plans also list reactive strategies for inappropriate behaviors that are targeted for reduction. These reactive strategies are used to reduce the frequency, severity, and duration of the inappropriate behavior.

If a learner exhibits significant rates of inappropriate behavior, the learner’s BIP is to include provisions to (a) teach the individual the circumstances under which the behavior can be exhibited adaptively, if any; (b) teach the individual how to channel the behavior into similar, but adaptive behaviors, or (c) replace the behavior with a behavior that is adaptive. Each behavior management program is to describe methods for implementing the program procedures and how data are to be collected.

**Acquisition and Reinforcement of Appropriate and Adaptive Behavior**

Every behavioral intervention program for an individual who exhibits significant inappropriate behavior is to include provisions to increase pro-social (replacement) behaviors. These replacement behavior programs can take the form of teaching the person a functionally equivalent, but appropriate way of accessing the reinforcer(s) maintaining a problem behavior, may reinforce an alternative or incompatible behavior, or teach an appropriate way of coping with problematic situations. In those situations where the reinforcer itself is not socially acceptable (e.g., playing with matches), the behavioral intervention program focuses more on environmental enrichment in general (abolishing the reinforcing value of the socially unacceptable reinforcer) or reinforcing other behaviors, and less on communication training or “positive behavioral supports.”
Appropriate Use of Behavioral Interventions

Lindsay Rice and Stephanie Beaulieu shall develop procedures for the appropriate use of behavioral interventions with students with disabilities. These procedures shall: (1) include criteria for determining when a student with disabilities may require a behavioral intervention plan; (2) emphasize positive interventions that are designed to develop and strengthen desirable student behaviors; (3) incorporate procedures and methods consistent with generally accepted practices in the field of behavioral intervention; (4) include requirements for monitoring the use of behavioral interventions; and (5) be consistent with the Illinois State Board of Education's guidelines regarding Behavioral Interventions.

AEL is required to attempt no fewer than three reinforcement procedures (behavioral interventions) prior to the introduction of any punishment procedure. A punishment procedure is defined as any procedure that is implemented to directly reduce the frequency or severity of an inappropriate behavior. If a learner engages in any behavior that is of immediate danger to self or others, an exception may be made. If teachers and behavior staff judge a student's behavior to be of immediate danger, Lindsay Rice and Stephanie Beaulieu will be notified immediately and a 30-day emergency plan with a punishment procedure will be implemented to ensure safety.

OVERVIEW OF INTERVENTION LEVELS

Designation of Intervention Levels

Historically, interventions have been classified and selected according to their level of intrusiveness and assigned to levels of restrictiveness. These hierarchies have not been derived empirically, nor is there any scientific basis for their inclusion in any particular level of restriction. Rather, the determination of where a procedure lies on a continuum is based on the perceived intrusion into the person's life, the perceived risk involved, the nature of the restriction applied, or the sensitivities of those constructing the list. The restrictiveness hierarchy can be considered only in the context of behavior function, frequency, severity, and topography, and the research literature on treatment effectiveness.

Procedures are categorized according to a general restrictiveness hierarchy; a given procedure on the list at a given level may or may not be appropriate for an individual depending on the function of the behavior. Listed below are procedures divided into levels according to their degree of perceived intrusiveness on an individual.

Guidelines for Procedural Intervention Levels

Several behavioral interventions are included in each level of intervention. Each intervention within a level is to be considered equally restrictive. Interventions will be reviewed annually and updated as necessary by the Behavior Management Committee Chair and the Human Rights Committee Chair. Within each category, procedures will be listed that have been demonstrated to be effective in the research literature (e.g., reinforcement for appropriate behavior). The levels of intervention are intended as examples only; they do not represent an exhaustive list of every intervention authorized for use. This is due to the continuously evolving nature of the field.

An intervention procedure should never result in any harm to the individual. All restrictive procedures should be reviewed and approved by the Behavior Management Committee and Human Rights Committee.

The use of techniques from one level of intervention should not preclude the simultaneous use of techniques from other levels of intervention. For example, all behavior management programs should include positive reinforcement of appropriate behavior and many programs would include an escalation of interventions.
Continuous attempts should be made to use less restrictive techniques as the behavioral outcome is achieved.

Data should be taken on all target and replacement behaviors while the BIP is implemented.

RESTRICTIVE PROCEDURES

Use of Restricted Procedures
The use of restricted procedures that deny human rights or use aversive conditioning is forbidden on the premises. Examples of forbidden restricted procedures include: the use of noxious odors, aversive taste, manipulation of dietary needs, or restriction of recreational activities. AEL will not tolerate any employee or contractor that considers the use of these procedures.

Level I Procedures
These procedures do not involve restriction of rights. Programs in this level do not require prior approval or review by Behavior Management Committee (BMC) or Human Rights committees (HRC).

Benign response reduction techniques: Those techniques, such as verbal directives to cease engaging in a behavior, verbal feedback, or prompts to engage in another, more adaptive behavior, that are not intrusive and are typically used as the first level of intervention when a target behavior occurs.

Extinction: Withholding reinforcement from a previously reinforced behavior, resulting in a decrease in the probability of its occurrence over time. This procedure is extraordinarily difficult to implement correctly, and its use is not recommended by itself. Staff using this procedure should be taught about extinction bursts and spontaneous recovery, and the attendant risks of intermittent schedules of reinforcement. Individuals must never be allowed to injure themselves or others due to an intervention procedure.

Non-exclusionary time-out: Separating the individual in a manner that precludes reinforcement, yet affords the opportunity to observe others engaging in appropriate behavior and receiving positive reinforcement.

Restitution or restitutorial correction: Restoring the environment to the way it was before the target behavior occurred (e.g., picking up supplies thrown on the floor).

Token Economy: Reinforcement systems, where a consumer can earn reinforcers contingent on specific behaviors.

Level II Procedures
Level II procedures involve some restriction of rights, but do not involve controversial and/or noxious or painful stimulation. Behavioral intervention programs, which include Level II procedures, require review and approval by Behavior Management Chair, Behavior Management Committee and Human Rights Committee prior to implementation with subsequent re-review and approval at least annually or more as needed for continued program implementation.

Protective behavioral equipment: Any equipment approved by the BCBA and the student's physician that protects and prevents an individual from injury due to inappropriate behavior. This may includes helmets, mitts, and gloves.

Exclusionary time-out: Removing the individual from a reinforcing ongoing activity to a location where he/she is unable to participate or observe other individuals engaged in the activity. Exclusionary time-out includes: removal from room; removal to another room; non-locked timeout room.
Mobility restriction: A procedure in which the individual's movement inside or outside of the facility is restricted for a specified period of time contingent upon a maladaptive behavior. This procedure does not apply to mobility restrictions associated with the provision of supervision due to skill deficits, cognitive difficulties, and/or medical issues, nor to encouragement provided individuals to participate in an activity in a specific location.

One-to-one staff supervision: The assignment of a staff person to one individual for an extended period of time (beyond three weeks).

Line of sight supervision: Designated times and environments where the consumer must be within the line of sight of staff.

Restitutional overcorrection: A behavior reduction procedure that requires the individual to engage in behaviors contingent upon the inappropriate behavior, excluding forced exercise (e.g., picking up materials and wiping desks after only throwing supplies around the room.)

Positive practice overcorrection: A behavior reduction procedure that requires the individual to engage in an appropriate alternative behavior a specified number of times contingent upon the emission of an inappropriate behavior (e.g., requiring a student to complete two math worksheets appropriately after ripping the first one).

Required relaxation: A form of time-out wherein the individual is required to adopt a relaxed posture (sitting or lying) contingent on the target behavior. Required relaxation may involve exclusionary timeout or non-exclusionary time out.

Response cost: A procedure in which an item such as points or tokens are lost contingent upon the display of a maladaptive behavior.

Contingent task completion: A procedure which involves having the individual engage in tasks that require effort contingent on inappropriate behavior in order to regain access specific reinforcers that are not directly related to the behavior (e.g., completing a specific duration of appropriate peer interaction training before having access to privileges). To be included, time limits and examples of simple tasks are required. Tasks do not include forced exercise.

Restriction of personal property: The removal of an individual's personal property contingent on a target behavior. The restriction of personal property is to be time limited.

Search: An inspection of an individual or his or her property to ascertain the presence of and remove any items found to pose a risk of injury to that individual or others, or to return stolen property to its rightful owner.

Sensory screening: A procedure involving the temporary blocking of one or more of an individual's sensory modalities from receiving stimulation. Sensory screening procedures must ensure for adequate ventilation. Example: Using headphones to eliminate auditory stimuli.

Restriction of use of common items: Restricting access to common items due to potential danger to self or others. Examples include: scissors, knives, sharp pens/pencils, etc.

Physical restraint: Using a specific, planned physical hold (e.g., “basket hold” or “team control”) to restrict individual students with disabilities only if immediate safety of self or others is in danger. This procedure is
used only by assigned personnel who have been trained in Safety-Care™ Behavioral Safety Training by QBS, Inc. (Quality Behavioral Solutions).

**Guidelines for Use of Physical Restraint**

ONLY individuals trained and certified by a Safety-Care™ trainer are permitted to utilize Safety-Care™ strategies that include physical restraint. Individuals who meet these criteria will be required to wear a clearly visible, red nametag during school hours.

Requirements of utilizing physical restraint:

- Physical restraint must be authorized by, and included in, a student's IEP. Physical restraint will be included in the IEP only if deemed appropriate by the student's interdisciplinary team.
- Physical restraint shall be used in compliance with a student's IEP and Safety-Care™ Behavioral Safety Training by QBS, Inc. (Quality Behavioral Solutions).
- Physical restraint shall not be used as a means of punishment.
- The use of physical restraint is prohibited except when (i) authorized by the IEP, (ii) used by school staff trained in Safety-Care™ Behavioral Safety Training by QBS, Inc. (Quality Behavioral Solutions), (iii) a student poses a physical risk to himself, herself, staff or others, and (iv) use of the restraint is not known to be medically contraindicated. Only personnel who have been appropriately trained in the safe application of physical restraint may employ a physical restraint with a student.
- Lindsay Rice and Stephanie Beaulieu shall develop procedures and guidelines for the appropriate use of physical restraint and the reporting of incidents that comply with Illinois State Board of Education regulations and Safety-Care™ Behavioral Safety Training by QBS, Inc. (Quality Behavioral Solutions).
- Nothing herein prevents school personnel from employing a momentary physical intervention with a student with a disability in accordance with emergency procedures included.
- Physical restraint is only to be used as a last resort to protect the safety of the student and peers.

If you are NOT authorized to use physical restraint by completing Safety-Care™ Behavioral Safety Training by QBS, Inc. (Quality Behavioral Solutions) and you perform any form of physical restraint on a student (with the exception of emergency situations), disciplinary action may be taken.

**Level III Procedures**

These procedures involve the use of psychotropic medication. AEL is not permitted to recommend or refer any student for psychotropic medication.

**STANDARDS**

Behavior management procedures shall only be used in accordance with an individual's IEP or when an emergency situation necessitates. An emergency is defined as the occurrence of a behavior that places the learner or other learners in immediate danger or when a behavior poses a serious safety risk.

All Level II procedures used in the event of an emergency are to be documented on the Emergency Procedure Form (see Appendix R) within four hours. This form must be provided to the Human Rights Committee Chair and Co-chair for approval and signatures, and a copy of the form must be forwarded to the student's guardians. Any emergency use of a procedure must be reported to Lindsay Rice and Stephanie Beaulieu.

Any emergency use of Level II procedures is to be brought up for review at the next scheduled Behavior Management Committee meeting. If it is deemed appropriate for Level II procedures to be added to a
student's BIP, consent must be obtained from the student’s guardians. Guardians must be informed of the rationale for the procedures, the fading plan, training protocol, a plan to discontinue, a family training plan, and any potential harmful effects. Consent for use of Level II procedures must be obtained annually.

If there is documentation of the emergency use of a restrictive procedure more than three times in six months, the student’s BIP will be modified to include programmatic use of that procedure. (Aversive conditioning and level III procedures are never to be used on an emergency basis).

Level II procedures shall be used only after no fewer than three less restrictive procedures have been tried and have been documented as ineffective in the individual's BIP or when there is clear and convincing evidence that the proposed procedure is the most safe, effective, and desirable way to meet the individual's needs. The speed of behavior change will also be taken into consideration. In either event, the procedure must be the least restrictive but most effective procedure that will appropriately meet the learner's educational needs.

All behavioral intervention programs (Level I and II) require the approval of the individual’s interdisciplinary team prior to program implementation. Prior to implementation of Level II procedures, the informed consent of guardians, the written consent of Lindsay Rice and Stephanie Beaulieu, and the approval of the Behavior Management Committee and the Human Rights Committee. Use of Level II procedures for no more than 30 days may also be authorized by Lindsay Rice and Stephanie Beaulieu for the purposes of immediate reduction of dangerous behavior.

**PROHIBITIONS**
The use of a behavior reduction procedure is prohibited when:

A. It removes the individual's normal rights to:
   - A nutritious diet;
   - Adequate water;
   - Adequate ventilation;
   - Necessary or emergency medical care;
   - An adequate amount of sleep or a comfortable sleeping arrangement (if applicable);
   - Ordinary hygiene facilities; and
   - Necessary clothing.

B. It involves the use of seclusion, corporal punishment, psychological abuse or the use of consumer disciplining other consumer.

C. It is employed as retribution or for the convenience of staff.

**COMPLIANCE**
School staff shall employ behavioral interventions and physical restraints in accordance with the requirements of this Policy and the procedures and guidelines issued by Lindsay Rice and Stephanie Beaulieu.

Violations of this Policy, or the procedures and guidelines issued by Lindsay Rice and Stephanie Beaulieu, are subject to discipline, including termination of employment.
BEHAVIORAL INTERVENTION PLAN DEVELOPMENT AND IMPLEMENTATION

AEL authorizes Lindsay Rice and Stephanie Beaulieu to establish and maintain appropriate teams, and committees to develop, implement, and monitor procedures for behavioral intervention programs.

INTERDISCIPLINARY TEAM

Each student’s Interdisciplinary Team (IDT) approves the use of behavior management procedures for each individual student. The interdisciplinary team shall not approve the use of behavior management procedures unless it determines that all of the following applicable provisions have been met:

a) Potential hazards and risks have been examined;
b) The behavior intervention program is individualized;
c) All required elements of the behavior intervention program have been included;
d) An adequate functional analysis has been completed.

Specific qualifications and procedures for developing BIPs are determined by Lindsay Rice and Stephanie Beaulieu. Staff qualifications for designing and monitoring progress of behavior management programs that involve a Level I or Level II procedure are determined based on the interdisciplinary team's delegation of this responsibility to a professional member of the team.

Membership

The interdisciplinary team is comprised of at minimum the following members:

- The student with whom the procedure will be used.
- The student’s parents or guardians
- Behavior Analyst
  - A Board Certified Behavior Analyst with a master’s degree in psychology or a related field or
  - A student pursuing a master’s degree under the clinical supervision of a master’s level Board Certified Behavior Analyst

Additionally, Persons from other relevant professions, services, and disciplines may be included on a student’s IDT, as determined necessary (e.g., pharmacist, advocate, occupational therapist, speech, and language pathologist).

BEHAVIOR MANAGEMENT COMMITTEE

Lindsay Rice and Stephanie Beaulieu shall establish and maintain a committee to develop, implement, and monitor procedures on the use of behavioral interventions for children with disabilities. This committee, the Behavior Management Committee (BMC), with the Human Rights Committee (HRC), shall review the State Board of Education’s guidelines on the use of behavioral interventions and use them as a non-binding reference.

BMC is tentatively scheduled for the first and third Friday of the month from 9am-11am.

Membership

BMC Chair: Lindsay Rice
BMC Co-Chair: Stephanie Beaulieu
The Behavior Management Committee (BMC) is appointed by Lindsay Rice and Stephanie Beaulieu.

Membership of the Behavior Management Committee shall contain at least 5 members (included must be BCBA, two administrators, classroom teacher).

Current members of BMC include:
- CEO Consultant
- Clinical Behavior Consultant
- Business Administrator
- Principal
- BCBA 1
- BCBA 2
- Assistant BCBA 1
- Assistant BCBA 2
- Classroom Teacher
- Intern
- Paraprofessional
- Other:

HUMAN RIGHTS COMMITTEE
The Human Rights Committee (HRC), along with the Behavior Management Committee, shall review the State Board of Education's guidelines on the use of behavioral interventions and use them as a non-binding reference.

HRC is tentatively scheduled to meet the third Friday of the month at 11am.

Membership
HRC Chair: Lindsay Rice
HRC Co-Chair: Stephanie Beaulieu

The Human Rights Committee (HRC) is appointed by Lindsay Rice and Stephanie Beaulieu.

Membership of the Behavior Management Committee shall contain at least 5 members (included must be: BCBA, two administrators, classroom teacher, two guardians of students enrolled at AEL, and two members of the community).

Current members of HRC include:
- CEO Consultant
- Clinical Behavior Consultant
- Business Administrator
- Principal
- BCBA 1
- BCBA 2
- Assistant BCBA 1
- Assistant BCBA 2
- Classroom Teacher
- Intern
- Paraprofessional
REVIEW AND MONITORING

Specific Information Required
Specific information is required in order for a student's IDT to consider the use of a behavior intervention procedure with an individual:

1. Specification of Behavior:
   a. The target behavior must be operationally defined. In addition, data must be collected which specifies the nature and status of the target behavior (e.g., frequency, duration, intensity, and topography of the behavior).

2. Program Review and Functional Assessment or Functional Analysis:
   a. A review of previously documented programming efforts and baseline information.
   b. Completion of a functional assessment or functional analysis, which involves the following:
      i. Potential medical causes for a maladaptive behavior are identified and treatment provided.
      ii. The physical and social environments are analyzed to determine their role in contributing to the maladaptive behavior(s);
      iii. Data are collected on relevant antecedents and consequences.
      iv. Documentation is reviewed and analyzed to identify possible causes of maladaptive behavior that may be related to factors in the individual's life, such as the lack of exposure to positive models and teaching strategies, the lack of ability to communicate needs and desires, the lack of successful experiences, a history of sterile environments or punishing experiences, or a psychological or psychiatric condition;
      v. The necessary modifications are made to the environment, where feasible, when it is considered likely that a particular environment or environmental stimuli are contributing to or maintaining the maladaptive behavior based on the functional analysis.
      vi. Selection of a replacement behavior should be based on the functional analysis and relate to the function of the behavior.

3. Justification for proposed behavior management program must include:
   a. A rationale for proposed program that describes how the function matches the replacement behaviors.
   b. Citations of the current research that is in support of proposed intervention if the use of the proposed intervention procedure is not commonly known to be effective in reducing the behavior for which it is planned for use.

Elements Required
Certain elements are required in each behavior intervention program. Each program shall specify:
   a. The date;
   b. The program objective as developed by the interdisciplinary team;
c. The techniques that will be used to channel the maladaptive behavior into an adaptive function or to replace the behavior that is maladaptive with adaptive behaviors; techniques should relate to the function of the behavior;
d. The techniques that will be used to decrease the maladaptive behavior;
e. Specification of any apparatus or equipment to be used during the implementation of behavior intervention procedures;
f. The location(s) and time period(s) the procedure will be in effect;
g. Specification of data recording, monitoring, and review procedures;
h. Staff responsible for program implementation and program monitoring;
i. Staff qualifications for program design;

STAFF QUALIFICATION FOR PROGRAM IMPLEMENTATION

1. The assigned behavior analyst will ensure that all training in proper implementation of specified Level II procedures for direct contact and professional staff is documented and evidence is maintained.

2. The assigned behavior analyst is primarily responsible for monitoring the behavior management program on a day-to-day basis to ensure that the program is being consistently and appropriately implemented and data is being collected.

REVIEW PROCESS

Level I procedures may be implemented only when the interdisciplinary team has reviewed and approved the procedure's use. Signed consent from parents or guardians is not required.

Level II procedures may be implemented only when the Interdisciplinary Team, the Behavior Management Committee, and the Human Rights Committee have reviewed and approved the procedures in the behavior intervention program. Written consent from the parents or guardians is required.

DEFINITIONS

Behavior management - Efforts to modify maladaptive or problem behaviors and replace them with behaviors and skills that are adaptive and socially appropriate.

Data - Objective information collected systematically; may be represented numerically or graphically.

Functional assessment - An assessment of a behavior's controlling conditions. It includes the behavior's contingencies of reinforcement—the relevant antecedents and consequences that occasion and maintain a behavior, its context, possible communicative intent, reinforcement history, motivational and other variables that exert control over a behavior.

Functional analysis - An experimental analysis of a behavior's controlling conditions. It includes systematically assessing a behavior's contingencies of reinforcement—the relevant antecedents and consequences that occasion and maintain a behavior.

Function of behavior - The cause of the behavior (i.e., those reinforcers maintaining it).

Staffing - A structured set of services designed by an Interdisciplinary Team to achieve purposeful outcomes for an individual. This plan includes specific goals and objectives.
Interdisciplinary team - A group of persons, including the individual and his or her parents or guardians (as appropriate), whose participation is required in order to identify and meet the needs of the individual.

Operational definition - A description of a behavior that is observable, measurable, and can be described quantitatively.

Student/learner - An individual enrolled at AEL.

Parents or guardians - Any parent or guardian legally responsible for a student.

Target behavior - A behavior of sufficient frequency and severity to warrant formal reduction programming.
ATTENDANCE

AEL records attendance daily for all currently enrolled students. This information is mailed to districts monthly. Some school districts have an attendance policy that indicate students who have unexcused absences (e.g., not medical related) for 2 or more consecutive weeks as grounds for withdrawing your child from their current placement. Please review your child’s home district policy to ensure you are in compliance with their regulations.

SCHOOL HOURS

During the regular school year, students attend AEL from 8:30am - 2:30pm, Monday through Friday.

During the extended school year, students attend AEL from 8:30-1:30pm, Monday through Thursday.

RELEASE DURING SCHOOL HOURS

AEL staff may not release students from school at other than the regular dismissal times without prior approval of Lindsay Rice or Stephanie Beaulieu. No student will be released from school to any person other than the parents or guardians without the written permission of the parents or guardians.

ABSENCES / CANCELLATIONS

Please call and leave a message with the front office at ________ as soon as you know your child will be absent or if you need to cancel a scheduled meeting with the school. This information will be provided to your child’s classroom teacher.

ILLNESS POLICY

AEL must ensure the well being of staff and students as best as possible, and that may include sending a child home sick even if they do not have a fever. Please understand that AEL reserves the right to send a student home if we feel the student is too sick to be in school.

AEL’s sickness policy requires that students be excluded from school until they are symptom-free for 24 hours if they exhibit any of the following:

- Oral temperature above 99.6 degrees
- Conjunctivitis (pink eye), if considered contagious.
- Impetigo, until treatment has begun
- Scabies, until treated
- Head lice, until treatment has begun.
- Vomiting or diarrhea, with or without fever
- Ringworm, until treatment has begun
- Undiagnosed rash, if fever is present.
- Viral eye infections, until physician allows return to school (note from physician is required)
- Chicken pox, exclusion for seven days from appearance of vesicles or until all vesicles have scabbed
- A positive culture for Streptococcal throat infection (Strep Throat), exclusion until student has had at least 24 hours of appropriate treatment and is without fever

If a student is sick, the parents or guardians should email Stephanie Beaulieu or Lindsay Rice. The message will be conveyed to the child’s classroom teacher and recorded as an excused absence.
EMERGENCY AND SAFETY POLICIES

EMERGENCY TREATMENT

All staff members at AEL are certified in First Aid and CPR.

In the event of a medical emergency, we use the following procedure:

1. Administer first aid on the premises
2. Call 911 if necessary.
3. Call student’s parents, guardians, or emergency contact.

If parents should know of any specific instructions, allergies, or medications, please inform AEL on the “Student Information Packet” Form (See Appendix A).
ADMINISTRATION OF MEDICATION

Teachers and other non-administrative school employees, except nurses licensed by the State of Illinois, shall not be required to administer medication to students. Parents or guardians are responsible for administering medication to their children. Administering medication during school hours or during school-related activities is discouraged unless it is necessary for educational benefit or the critical health and well being of the student. Nothing in this policy shall prohibit any school employee from providing emergency assistance to students, including administering medication. With that said, all medications needed during school hours are administered by a designated staff member. A Permission to Administer Medication Form must be completed by the parents or guardians and be on file at AEL before any medication is administered to the student.

To safeguard our students:
1. All prescription and non-prescription medications given at school require a doctor’s order and parent permission. Parents or guardians must provide a completed “Physician’s Order for Administration of Medication in School” form each school year.
2. If there is a change in medication dosage during the year, the school must receive an updated physician’s order in writing before the new dosage can be given.
3. Medication must be provided in its original container labeled by the pharmacist with the student’s name, medication, and dosage as it is to be given at school.
4. Medications must be brought to school by a parent, guardian, or designated adult. No student shall be permitted to carry medication or drugs on their person. An exception is made for asthma medications self-carried and self-administered, provided that the student’s parents or guardians have completed and signed a “School Medication Authorization Form.”
5. Any unused medication that is unclaimed by the parent after “last dosage date,” no longer to be administered, or is unclaimed by the end of the school year will be destroyed by school personnel.

AEL shall incur no liability, except for willful and wanton conduct, as a result of any injury arising from a student’s self-administration of medication or the medication’s storage by school personnel. Parents or guardians must indemnify and hold harmless AEL and its employees and agents, against any claims, except a claim based on willful and wanton conduct, arising out of a student’s self-administration of medication or the storage of the medication by school personnel.

Nothing in this policy shall prohibit any school employee from providing emergency assistance to students, including administering medication.

AEL shall include this policy in the Student Handbook and shall provide a copy to the parents or guardians of students.

GUIDELINES FOR SELF-ADMINISTRATION OF ASTHMA MEDICATION
The student who participates in self-administration of asthma medication must demonstrate consistent responsibility regarding:
1. Show understanding when it would be medically appropriate to take medication
2. Knowing how to and demonstrating the ability to administer the medication and knowing how frequently the medication can be taken
3. Understand and be able to explain expected effects and possible side effects of the medication
4. Understanding that medication is not to be shared with anyone
5. Demonstrate how to seek additional help from the teacher or health office if symptoms persist or if student is experiencing side effects
6. The student’s name must be marked on the inhaler in case it is misplaced
7. The School will not keep a record of medication administration by the student
8. The privilege will be revoked for safety reasons if the student does not demonstrate appropriate responsibility.
FOOD AND ALLERGY MANAGEMENT PROGRAM

School attendance may increase a student's risk of exposure to food-born allergens that could trigger an allergic reaction. A food allergy is an adverse reaction to a food protein that is mediated by the immune system, which immediately reacts causing the release of histamine and other inflammatory chemicals. While it is not possible for AEL to completely eliminate the risk of exposure to allergens when a student is at school, a Food Allergy Management Program is in place at AEL to help reduce these risks.

GOALS OF FOOD ALLERGY MANAGEMENT PLAN

(a) Identify students with food allergies. Guardians must disclose any known food allergies immediately and on “Student Identification Form” (See Appendix C of Parent Handbook).
(b) Prevent individual students’ exposure to known allergens.
(c) Respond to allergic reactions with prompt recognition of symptoms and treatment.

REQUIREMENTS

All students are required to bring their own snacks and lunches to AEL. If a student attends school and does not have a lunch, the guardian will be contacted and held responsible for delivering a lunch to school prior to 11am. If the guardian cannot provide this lunch, the student will be dismissed from school. To prevent this from occurring, it is recommended that guardians provide their student’s classroom teacher with non-perishable lunches for use in emergency situations (e.g., box of microwaveable macaroni and cheese or a can of soup). It is also recommended that guardians provide classroom teachers with a labeled, box of snacks for the student to consume on a weekly basis.

Students are not authorized to willingly share their own food items with other students.

1. If a student takes/shares with another student, this will be documented in both students’ daily communication log. Preventative measures will immediately be put into place to prevent this from occurring in the future (e.g., move students to different positions during meals or snacks, closer supervision of either student during meals or snacks). If either of the students has a food allergy, emergency procedures will be implemented immediately.

2. AEL will educate and train all staff about management of food allergies in students and preventative measures to be taken. AEL will provide all classroom teachers and personnel with a list of all students with food allergies so these preventative measures can be implemented on a daily basis.

3. AEL will make efforts to educate students on the dangers of sharing food and teach students that this is not permitted at AEL.

4. AEL asks that guardians properly label all of their student's snacks and meals in order to make them easily identifiable to all students and staff.

5. Classroom teachers are required to keep snacks and meals in a locked cabinet to prevent students from accessing these foods unsupervised.

6. If necessary, no less than one staff member will be trained by a licensed individual on the administration of an epinephrine auto-injector.

7. AEL will educate and train staff on symptoms of possible allergic reaction in general and on specific symptoms of individual students.

Examples:

- Hives
- Itching (of any part of body)
- Runny nose
- Vomiting
- Diarrhea
- Stomach cramps
- Change of voice/hoarseness
- Coughing
- Wheezing
- Throat tightness or closing
- Swelling (of any body parts)
- Red, watery eyes
- Difficulty swallowing
- Difficulty breathing
- Sense of doom
DEVELOPING 504 PLAN OR INDIVIDUAL HEALTH CARE PLAN (IHCP)

When AEL receives notice that a student has a life-threatening food allergy, AEL will perform an investigation by gathering certain documents, information, and medications from the parents or guardians of the student in order to develop and implement the 504 Plan or the IHCP. The parents or guardians will provide the school with the information and completed forms listed below. Additional information may be required by AEL.

- EAP (Appendix B-5)
- Parent or guardian's signed consent to share information with other school staff.
- A minimum of one up-to-date epinephrine auto-injector is required. However, two or more epinephrine auto-injectors are suggested based on the student's activities and movement/travel throughout the school day.
- All other necessary medications for the student during the school day, including antihistamine and asthma medications.
- Description of the student's past allergic reactions, including triggers and warning signs. (Appendix B-6)
- A description of the student's emotional response to the condition and the need for intervention.
- Age-appropriate ways to include the student in planning for care and implementing the plan.
HEALTH EXAMINATION, IMMUNIZATION, AND EXCLUSION OF STUDENTS

STUDENT HEALTH FORM

A student's parents or guardians shall present proof that the student received a health examination and immunizations against and screenings for preventable communicable diseases, as required by the Department of Public Health, within one year prior to:

1. Entering kindergarten or the first grade;
2. Entering the sixth grade; and
3. Whenever a student first enrolls in school, regardless of the student's grade.

As required by state law:

1. A diabetes screening must be included as a required part of each health examination; diabetes testing is not required.
2. The required health examinations must be performed by a physician licensed to practice medicine in all of its branches, an advanced practice nurse who has a written collaborative agreement with a collaborating physician authorizing the advanced practice nurse to perform health examinations, or a physician assistant who has been delegated the performance of health examinations by a supervising physician.
3. Parents or guardians of children between the ages of 6 months and 6 years must provide a statement from a physician that their child was “risk-assessed” or screened for lead poisoning in accordance with state law.

Students must comply with these requirements by the first day of school. Students will not be admitted to school until there is compliance with this policy. If a medical reason prevents a student from receiving a required immunization by the first day of school, the student must present, by that time, an immunization schedule and a statement of the medical reasons causing the delay. The schedule and statement of medical reasons must be signed by the physician, registered nurse, or local health department responsible for administering the immunizations. All new students who are first-time registrants and are new to the district shall have 10 days following registration to comply with the health examination and immunization regulations.

Eye Examination

Parents or guardians are encouraged to have their child undergo a vision examination whenever health examinations are required.

Parents of students entering kindergarten or an Illinois school for the first time shall present proof before October 15th of the school year that the student received an eye examination within one year prior to entry of kindergarten or the school. A physician licensed to practice medicine in all of its branches or a licensed optometrist must perform the required eye examination.

If a student failed to present proof before October 15th of the school year, the school may hold the student's report card until the student presents proof: (1) of a completed eye examination or (2) that an eye examination will take place within 60 days after October 15th. The Superintendent or designee shall ensure that the parents are notified of this eye examination requirement in compliance with the rules of the Department of Public Health. Schools shall not exclude a student from attending school due to failure to obtain an eye examination.

Dental Examination

All students in kindergarten, 2nd grade, and 6th grade shall present proof of having been examined by a dentist before May 15 of the relevant school year.
If a child in 2nd or 6th grade fails to present proof by May 15, the school may hold the child's report card until the child presents proof: (1) of a completed dental examination or (2) that a dental examination will take place within 60 days after May 15. The Superintendent or designee shall ensure that parents are notified of this dental examination requirement at least 60 days before May 15 of each school year.

**Exemptions**

In accordance with rules adopted by the Illinois Department of Public Health, a student will be exempted from this policy's requirements for:

1. Religious or medical grounds if the student's parents present to the Superintendent a signed statement explaining the objection
2. Health examination or immunization requirement on medical grounds if a physician provides written verification;
3. Eye examination requirement if the student's parents show an undue burden or lack of access to a physician licensed to practice medicine in all of its branches who provides eye examinations or a licensed optometrist; or
4. Dental examination requirement if the student's parents show an undue burden or a lack of access to a dentist.
EMERGENCY AND SAFETY INFORMATION

SAFETY POLICY
It is the policy of AEL to provide safe working conditions for all staff members and students and to comply with all federal, state and local laws.

Any staff members who jeopardize their own safety or that of other staff or students will be subject to disciplinary action. Any staff member who jeopardizes their own safety or that of other staff or students will be personally liable for any and all harm and/or injury caused. That staff member will be held liable for any financial loss of AEL if proven to be at fault.

Staff members should immediately report all accidents, illnesses, and injuries, regardless of severity to their supervisor.

All injuries to staff or students, no matter how minor, must be reported on an incident report. This report must be given to Lindsay Rice or Stephanie Beaulieu within four hours of the incident and before the end of the school day.

SCHOOL CLOSINGS
AEL will not close school unless hazardous roads or other emergency conditions (including utility problems) necessitate a closing.

A decision to close is normally made by 5am and will be based upon road conditions, weather reports, and personal inspections of streets and facilities by Lindsay Rice and Stephanie Beaulieu.

When schools are to be closed, local media outlets will be notified between 5am and 6am. A school closing notice will be posted on the school website at www.academyofexcellenceinlearning.com

Parents are responsible for preparing individual contingency plans in the case of a school closing.

TORNADO AND FIRE DRILLS
Teachers, Lindsay Rice, and Stephanie Beaulieu will advise students during the first week of school regarding all procedures for tornado and fire drill. Each classroom will be provided with a map detailing evacuation routes for students and staff.

DISPOSAL OF HAZARDOUS MATERIALS
All hazardous materials such as Band-Aids, tampons, wipes, etc. must be placed in specified location and in trash receptor.

Soiled clothing must be washed immediately in a washing machine and sent home with the learner at the end of day.

All garbage must be removed and disposed of at the end of each school day.

Gloves will be worn when handling any bodily fluids such as vomit, mucus, excessive saliva, blood, feces, and urine.

All open wounds should be securely bandaged.

If any hazardous materials are released, all learners are to be immediately removed from the room or area, and the area is to be properly cleaned, disinfected and dried before staff and learners can return.
SECURITY
Access to the Academy of Excellence in Learning is restricted while class is in session. All doors are always locked; parents, guests, and children should enter through the designated doors. AEL requires that all visitors sign in before being accompanied to their destination.
GENERAL SCHOOL POLICIES

TREATMENT EXPECTATIONS

AEL relies solely on the principles of applied behavior analysis (ABA) to support our philosophy of creating motivating learning environments for our students. Although we welcome outside consultants to observe our program, AEL does not allow outside consultants to interact with our students using other therapies or methodologies within the building.

OTHER TREATMENTS

If other therapies or treatments are utilized outside of the normal sessions of AEL and these therapies interfere with a student's learning or are contraindicated as treatment or therapy (based upon ABA literature), a meeting will be held to discuss the possible suspension or termination of services. If other therapies or treatments (including medication) are being pursued, we ask that guardians notify their district consultant and Lindsay Rice or Stephanie Beaulieu immediately.
VISITORS AND REQUESTS FOR VISITING AND OBSERVING CLASSROOMS

AEL encourages observations from parents, district employees, and outside consultants. Visits are scheduled for a limited period of time to avoid impacting the educational environment of our students. All parents, visitors, and volunteers are required to report immediately to the main office upon entering the building to sign into the designated log. Visitors may be asked to show a photo ID.

If guardians wish to visit their child's classroom or complete an observation, AEL requests that the guardians provide a completed “Request for Visitation” form to their child's classroom teacher no fewer than three days prior to the visit. Forms are located in the “Appendix N of the Parent Handbook.” If an additional request form is needed, please contact the child's classroom teacher.

The following guidelines are in place:

1. Guardians are asked to limit observations to two visits per month.

2. Observations are limited to 60 minutes in duration, unless prior written approval is received from Lindsay Rice or Stephanie Beaulieu.

3. Lindsay Rice, Stephanie Beaulieu, or another assigned employee must be present during the observation at all times.

4. All comments or questions must be directed to the assigned employee outside of the classroom or instructional setting to avoid disruption of educational activities. Guardians are asked to schedule time immediately following the observation to review observations and ask any questions. This discussion must occur in a separate room. Speaking in front of students, regarding students, is not permitted.

5. If you are unable to make your scheduled observation time, please provide notice of the cancellation to Lindsay Rice, Stephanie Beaulieu, or other assigned employee as soon as possible. You will be asked to fill out another “Request for Visitation” Form to reschedule the visit/observation.
TRANSPORTATION

Transportation to and from AEL is arranged through the student's home school district.

If a student needs to leave early, arrive late, or be absent from school, parents are required to inform the transportation company of this information. Likewise, when AEL is closed for a holiday or school vacation, parents should confirm these details with their child's transportation company. Because AEL does not operate on the same school calendar as the home district, we may have different school closing dates and emergency closing dates.

Guardians must complete forms from the “Student Information Packet” to identify adults who are authorized to provide transportation for their student. If departure arrangements differ from a student's usual arrangements, the student's teacher should be notified in writing. Proof of identification may also be required before a student can be released.

RELEASE OF STUDENTS DURING SCHOOL HOURS

AEL staff may not release students from school at other than the regular dismissal times without prior approval of Lindsay Rice or Stephanie Beaulieu. No student will be released from school to any person other than the parents or guardians without the written permission of the parents or guardians.
PARENT/SCHOOL RELATIONSHIPS

ARRIVAL AND DEPARTURE
It is very important that children arrive and depart promptly. If there is a delay in your child's arrival or departure for any reason, please call the front office at __________ so that we may notify your child's instructor.

To avoid parking lot congestion:
- Buses are asked to _______ will be added after space is leased and parking lot has been determined for bus use
- Guardians/cars are asked to _______ will be added after space is leased and parking lot has been determined for guardian use

PERSONAL ITEMS
All items sent to school with your child should be clearly labeled with first name or first name and last initial, only. You may send preferred items with your child, but you must indicate which items you would like sent home at the end of the day. Otherwise, these items will be kept in your child's desk/cabinet.

COMMUNICATION
In an effort to foster home/school communication, you are encouraged to reach out to your child's teacher at any time. We ask for written communication in the form of email or through the daily communication log, if possible. Guardians are also welcome to contact the classroom teacher via phone if preferred.

Communication Folder
A communication folder will be sent home in each student's backpack daily. This folder may contain specific notices of special events in the near future and other important information. Please remove all notices and keep them for your reference. The folder will also contain a communication log; please fill out the "Parent/Guardian Section" and return the entire log with your child on the following school day.

APPROPRIATE DRESS
Please send your child to school in clothing appropriate for play, movement, comfort, and the weather. Please do not send your child in clothes that you are not comfortable with getting dirty or soiled. Please provide no fewer than two additional changes of clothes for your child and no fewer than two extra pairs of socks for your child.

PARENT TEACHER CONFERENCE
Parent Teacher Conferences are scheduled with your child's classroom teacher four times during the school year to discuss your child's progress and any questions you may have. These meetings are typically limited to 30 minutes to ensure school staff has availability to meet with all parents. Additional meetings may be requested by the parent and are subject to availability.

CELEBRATIONS
Parents or guardians are encouraged to send in special treats for peers and staff on their student's birthday. If treats are to be provided, please ensure the following:
1. Proper count of students so that no one is excluded
2. Item must be store-bought with nutrition label and ingredients label intact
3. Non-edible items are highly recommended (craft item, special music or game, etc).
If a student has a food allergy, the classroom teacher will provide one of the weekly snacks provided by that student's guardian during this celebration. When possible, the classroom teacher will notify parents of the upcoming birthday, so the student's parents or guardians may send a special treat for their child to enjoy during this celebration.
2012-2013: PERSONNEL POLICY AND PROCEDURE MANUAL ACKNOWLEDGEMENT

I acknowledge that I have received a copy of the Academy of Excellence in Learning's (AEL) 2012-2013 Personnel Policy and Procedure manual. I am aware that this handbook contains information and policies for AEL personnel to review. I am aware that AEL reserves the right at any time to amend or add to the policies and regulations contained or referenced in this handbook. I am also aware that any changes or updates to this handbook will be shared with me.

To ensure that all parties have read the policies and agree to abide by them, please sign below and return this page to your child’s teacher.

Name: ___________________________

Signature: ________________________

Title/Position: ____________________

Date: ____________________________
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### Nonpublic Program: Academy of Excellence In Learning

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**INDICATE**

- Regular Term - Full Student Attendance Days (Min. 5.0 clock Hrs)
- Regular Term - Half Student Attendance Days
- Summer Term - Full Student Attendance Days
- Summer Term - Half Student Attendance Days
- Recognized School Holidays
- Not in Attendance

**Proposed Calendar**

**Amended Calendar (by 6/1/13)**

**Signature of Preparer**

Stephanie Beaulieu

**(if submitted electronically, type in name)**

**Phone #**

513-485-8151

**FAX #**

773-405-5667

**Date**

4/10/2012

**RECOGNIZED SCHOOL HOLIDAYS**

- Labor Day: 09/03/12
- Columbus Day: 10/08/12
- Veterans Day: 11/11/12
- Thanksgiving Day: 11/22/12
- Christmas Day: 12/25/12
- New Year's Day: 01/01/13
- M.L. King's Birthday: 01/21/13
- Lincoln's Birthday: 02/12/13
- Caesar Pulaski Day: 03/04/13
- Memorial Day: 05/27/13
- Independence Day: 07/04/13

**COMPLETE THE FOLLOWING**

- Regular School Year Begins (Enter Date)
- Regular School Year Closes (Enter Date)
- Summer School Session Begins (Enter Date)
- Summer School Session Closes (Enter Date)
- Summer School Session Attendance Days
- School Holiday (HOL)
- Not in Attendance (NIA)