

AMITA Health Adventist GlenOaks Therapeutic Day Schools

PARENT AND STUDENT HANDBOOK



North Campus
135 North Brandon Drive
Glendale Heights, IL 60139
School Phone (630) 671-0383
School Fax (630) 671-0384

Attendance Line:
(630) 671-0383 ext. 2000



South Campus & Transition Program
1N450 Main Street
Glen Ellyn, IL 60137
School Phone (630) 469-3602
School Fax (630) 469-3897

Attendance Line:
(630) 469-3602 ext. 2100

West Campus
940 Mooseheart Road
North Aurora, IL 60542
School Phone (630) 966-1811
School Fax (630) 966-1816

Attendance Line:
(630) 966-1811 ext. 2200



Adventist
GlenOaks Hospital
Therapeutic Day School

**The Adventist GlenOaks Therapeutic Day School is a department owned and operated by Adventist GlenOaks Hospital
(AMITA Health Care Systems)**

AMITA Health Adventist GlenOaks Therapeutic Day School Mission Statement

A Nurturing Environment Where Students Learn and Thrive

The AMITA Health Adventist GlenOaks Therapeutic Day Schools strive to work in a multidisciplinary approach to provide appropriate education, as well as, multi-faceted therapeutic services, for at-risk adolescents and children in our community.

We will prepare students to:

- ✚ Work through their own specific, therapeutic issues in a safe environment
- ✚ Learn and achieve through appropriate modifications and diverse learning activities
- ✚ Make appropriate, informed decisions and take responsibility for their actions and decisions
- ✚ Experience a variety of different curricula to foster life-long learning
- ✚ Build self-esteem by structuring positive relationships with peers and staff
- ✚ Demonstrate improved communication skills to get their needs met in society
- ✚ Recognize, understand, and celebrate the unique differences between people and cultures

Table of Contents **PAGE #**

School Information	4	Searches/Police Involvement/ termination	14, 15
Transportation	4	Appearance/Dress Code	15
RenWeb Communications	5	Curriculum/Discovery assessments	16
Absences	5 - 6	Student progress/level system	16- 18
School Closings/Severe Weather/Safety	6	Student Records/graduation	17 - 18
Health/Medications/Emergency	7	Crisis Intervention Plan	19
Lunch/Special Treats/Kitchen use	7, 8	Parent and Guardian Contact	19
Optional Program Components	9	Therapeutic Services/ Field trip policy/CAAEL	20
Discipline/Contraband	9 - 15	Student activities /Character Counts	21

School Information

<i>North Campus (Main Campus)</i>	<i>South Campus</i>	<i>West Campus</i>
135 N. Brandon Dr. Glendale Heights, IL, 60139	1N450 N. Main St. Glen Ellyn, IL 60137	940 Mooseheart Rd. North Aurora, IL 60542
Phone: 630-671-0383 Fax: 630-671-0384	Phone: 630-469-3602 Fax: 630-469-3897	Phone: 630-966-1811 Fax: 630-966-1816
Office Hours: 7:30 am-3:30 pm Monday - Friday	Office Hours: 8:00 am-2:30 pm Monday - Friday	Office Hours: 7:30 am-3:30 pm Monday - Friday
LGC Student School Hours: 8:15 am - 2:45 pm Monday - Friday	Student School Hours: 8:15 am - 2:45 pm Monday - Friday	High School Student Hours 8:00 am - 3:15 pm Monday - Friday
High School Student Hours 8:00 am - 3:15 pm Monday - Friday		

Transportation

Each student's home school will determine transportation arrangements to and from the AMITA Health Adventist GlenOaks Therapeutic Day School. Transportation arrangements will be made at the student's IEP meeting. If the bus service is not going to be used, parents are responsible for calling and canceling bus service. Parents may arrange a family member over 18 to transport student with permission from Adventist GlenOaks TDS Administration.

Bus Rules for Students

- A. Changing weather and traffic conditions make it impossible for your bus to arrive at exactly the same time each day. Therefore, we recommend that you watch for the bus at least five (5) minutes early. While waiting for your bus, please have respect for other people's property and the roadway.
- B. Conduct while riding the bus:
 1. You may converse quietly with persons sitting near you, but must not annoy other bus riders.
 2. You must not change seats when the bus is in motion.
 3. Under no circumstances may you put your head or arms out of the windows. Windows must not be lowered below the mark shown on the bus.
 4. Treat bus equipment as you would valuable furniture in your home. Damages to bus seats, etc., must be paid for by the offender.
 5. In the case of a road emergency, remain in the bus until instructions are given by the driver.
 6. The use of profane or abusive language will not be tolerated on the bus.
 7. Students are not allowed to ride other student's buses or get off at unauthorized stops.
 8. Smoking or striking matches is not permitted on the bus.
 9. Unload by only the front door -the rear door is for emergency use only...
- C. Failure to comply with these rules may result in a school suspension or suspension of your bus riding privileges.

RenWeb Communications

RenWeb is an internet based program that allows parents to view student grades, progress updates, attendance, emergency alerts and school announcements from the convenience of your home using your personal technology at www.renweb.com. Your child's homeroom team at GlenOaks will continue to email or call you each month to discuss treatment and educational progress.

Absences

Please call the school before 8:00 a.m. on the morning your child will be absent. Indicate the student's name, date of absence and reason for absence on the appropriate school extension. Leave messages in the general delivery mailbox. Do not leave messages on the voicemails of administration as these may not be heard promptly. Our new RenWeb attendance system will identify whether your student is excused or unexcused by 8:00 a.m. Parents are still asked to provide a documented note from a physician if your student has a medical absence of more than three days. Please keep in mind our attendance policy to earn school credit for our high school students. All students must attend 75% of the class periods to receive course credit. Students with irregular attendance patterns, whether excused or unexcused, may find it difficult to be successful in specific classes and may be subject to loss of graduation credits. (See attendance policy).

Definitions of attendance terms

Excused Absence-Student misses entire school day with the approval of the school official. According to Section 26.2A of the Illinois School Code, the only legal reasons why a student may be absent from school are as follows:

- Illness (Temperature 99.9 or above or non self-induced vomiting)
- Death in the immediate family
- Observation of a religious holiday
- Family emergency

- Circumstances that cause reasonable concern to the parent(s)/guardian(s) for the safety or health of the student.
- Other situations beyond the control of the student as approved by the principal.

Tardy-Student arrives to class after bell rings. Students will not be penalized for late bus transportation.

Partial Day Attendance (Arriving Late/Leaving Early) - A student who arrives late to school must report to the main office. A parent or guardian should notify transportation and TDS when a student has arrived late or is leaving early to avoid pick-up errors.

If a student needs to leave school early for an excused appointment, he or she must bring a note from his or her parent(s)/guardian(s) stating the reason. All transportation for late arrival or early dismissal should be provided by the parent or guardian.

Unexcused Absences- Parents that do not call in with an appropriately defined absence will result in an unexcused absence for their child. Students who earn an unexcused absence will result in 0 points for the day and 0% on all class grades for the day.

Excessive Absences

To obtain academic credit students must be in attendance 75% of the scheduled classes for a quarter. Students who do not meet the attendance threshold (excused or unexcused) will require a doctor's note and consultation with your student's homeroom team to determine appropriate steps.

Summer School (ESY)

In order to earn full credit during ESY, high school students must be in regular attendance. Missing more than three days may result in a loss of credit.

On occasion, some students may require special accommodations. These accommodations would be a result of a special conference between parent(s) or guardian(s), GlenOaks treatment team and the student. Some students may require short-term accommodations for medication or treatment concerns. Students who exceed a short-term accommodation of partial attendance will result in a conference with the student's school district.

Absences - Phone Numbers

South Campus students - 630-469-3602 ext. 2100
North Campus students - 630-671-0383 ext. 2000
West Campus students - 630-966-1811 ext. 2200

Severe Weather and Safety

1. School Closings-GlenOaks Therapeutic Day School will typically follow the closing announcements of the local school districts. To receive updated information about the possibility of a school closing, the following options are available:
 - Look for announcements on the major AM and FM radio stations as well as local television stations.
 - GlenOaks Therapeutic Day School is part of the Emergency Closing Center's Information Phone Line or the internet. Parents/Guardians may check www.emergencyclosingcenter.com.
 - Students will be excused from school if the district that the student resides in is closed based on inclement weather. School district buses will not travel if the resident district is closed.
 - All **registered** parents/guardians will receive emergency alerts in case of school emergencies or school closing information. The alerts are also part of the parent notification system that will alert you to mandatory school announcements or events. We encourage all parents to register on RenWeb as the Parent Alert system will provide accurate notifications

via text messages to cell phones or PDAs, voice calls to home and cell as well as emails to multiple email addresses.

2. Tornado/Severe Weather-All campuses practice severe weather drills according to state board standards throughout the school year. All campuses are notified of severe weather via a National Weather Service weather receiver.
3. Lockdown-GlenOaks Therapeutic Day School may initiate a code "Lockdown" for the following reasons:
 - Assault
 - Intruder
 - Local, regional or national emergency when deemed appropriate
 - Missing Child/Kidnapping
 - Weapons

"Lockdown" procedures include:

- a. Notify 911
 - b. Code Lockdown announced
 - c. Students will move to secure area. If it is possible to safely evacuate, do so. Students should follow staff instructions.
 - d. No students walking in the halls and no dismissals until safe and "all clear" as deemed by the police.
4. Fire -GlenOaks practices fire drills on a quarterly basis throughout the year. When the alarm is sounded, students are moved to a safe zone outside of the school while staff assesses attendance and follows the fire safety policy. If the alarm is sounded other than practice, the fire department responds within minutes.

Health

A signed medical release will need to be on file prior to the student's starting date. The registered nurses at GlenOaks Therapeutic Day School will require updates on pertinent medical history and will check with the student's home school to acquire immunization records.

Medications at School - The following refers to all medication, both prescription and "over the counter."

- A medication release form must be completed by your physician and the parent or guardian for each medication prescribed.
- All medication must be brought to the school nurse's office in its original container.
- All permission forms must be updated annually.
- Any changes in medications, whether the student takes them at school or not, should be reported to the nurse.
- Administration of medication- Upon admission to the GlenOaks Therapeutic Day School, students will bring a list of medications they are presently taking. This will be entered into the student's file. A registered nurse and/or psychiatrist will review the medication.
- Students may carry asthma inhalers if appropriate documentation from a doctor is on file at GlenOaks Therapeutic Day School.
- If a student needs monitoring for a particular reason (i.e. blood pressure) a registered nurse will see the student on a regular basis.
- Parents are responsible for transporting medication to school as needed.
- Please be aware that it is illegal for anyone to distribute medication prescribed to others. GlenOaks Therapeutic Day School strictly enforces this law. Students in possession of medications without appropriate documentation will result in a consequence, even if this is their own medication. At no time are students allowed to

be in personal possession of their medication in the school building or the bus.

Emergency Procedure

In case of a medical emergency, every effort will be made to reach the student's guardian. If this fails, we will use emergency facilities at the nearest local hospital. The signed medical release will insure that your child will receive prompt medical attention at the hospital.

It is imperative that the school be notified of any changes in home address, phone numbers or emergency numbers.

Religion

The AMITA Health Adventist GlenOaks Therapeutic Day School provides an environment consistent with the spiritual needs of all students. In the respectful spirit we owe and give to each child and adolescent, all religions, cultures, and national origins are protected and nurtured by the faculty with the same interest given to any other aspect of your child's development.

Student Dignity

All students will receive their basic needs that include opportunity for adequate bathroom breaks, access to snacks and lunch. Students are supervised throughout the building, and are asked to refrain from entering any classroom without a staff member. GlenOaks staff are CPI (Crisis Prevention Intervention) trained for the safety and security of all students and staff.

Lunch

Students need to bring a lunch on a daily basis. We encourage students to bring lunches that promote nutritional health and well-being. Vending machines or food carts may be available for students to use during their lunch hour. In addition, our school offers a subsidized school breakfast and lunch program for families facing financial hardship. Qualifying documentation of free lunch

status must be secured from the home school district and renewed annually. Please inform the school nurse of any special dietary concerns that your child has. This would include, but is not limited to, food allergies and eating disorders. The sharing of lunches or money between students is prohibited for a variety of reasons, including individual dietary needs. Parent or guardian should not deliver student lunches. Students are not allowed to bring open drink containers into the building.

Lunch (Lower Grade Center)

All students will proceed to the lunch area together. Time limits will be placed on kitchen/vending time. Once lunch materials have been gathered, students will go to their clubs for lunch. Students on levels 3 & 4 may bring their own CD's and video games if approved by staff.

Clean-up will be the responsibility of each student. Jobs will include washing all tables, chairs, making sure chairs are pushed in and garbage is disposed of properly.

Lunch (High School)

All students will proceed with staff supervision from their club or study hall to the lunch area. Each group gets ten minutes to prepare their lunch in the kitchen. The ratio of students to staff must be 5:1, or smaller. Students will be monitored closely in the lunchroom. Those who do not act in an appropriate manner may lose lunchroom privileges for a period of time. Parents will be contacted if this occurs.

- Students are prohibited from sharing lunches.
- Students are prohibited from borrowing money from other students.

Clean up will be the responsibility of each student. Jobs will include washing tables and chairs, microwave and making sure chairs are pushed in and garbage is disposed of properly. In all instances, point deductions may occur when students do not follow the clean up routine.

Vending Machines

All students may use vending machines during their lunchtime (the school does not have the capability of making change for students). Vending machines are not to be used during class time.

Students are prohibited from loaning money to peers. Students should have no more than \$10 on them at any given time.

Kitchen Use

A staff member will monitor students at all times. For those students that are part of the free lunch program, they will receive an entrée item or soup, fruit or juice, yogurt or milk, and a bag of chips. Free lunch program students found to be giving away their lunch to other students may lose their privilege of this program.

Students are responsible for the cleaning of the microwave they use and the surrounding counter space.

Students may not take anything out of the refrigerator or cabinets such as milk, juice or free lunch items without permission from staff.

Special Treats/Party Invitations

Special treats brought in for birthdays and other occasions must be store bought. All food and beverages should be sealed or wrapped. Students must get permission from their homeroom teacher prior to bringing in treats to accommodate special dietary concerns or food allergies.

Students are not allowed to bring in invitations to outside parties to share with their peers. This can lead to hurt feelings on the part of students who are not invited to the parties.

Optional Program Components

- Level of care assessments/psychological assessments by a licensed professional social worker or clinical psychologist.
- Our certified staff provides consultation and specific training to school districts and community stakeholders.
- Parents will be notified of educational opportunities in RenWeb.
- **The Learning Center** is for students within and outside our school who need additional tutoring in specific subject areas, or training in areas of learning disabilities, school phobia, attention deficit disorder, etc.
- **Transition Program** for young adults who need continued therapeutic intervention, academic support and vocational skills. This program helps students ages 17-21 gain the skills they need to live, work and function successfully as independent young adults. It resides at our South Campus.
- GlenOaks Therapeutic Day School has a subprogram at the entitled the **Social Therapy Education Program (STEP Program)**. The STEP program was developed to address students who have struggled with socialization skills, inflexible thinking, and organizational difficulties. These students have often had diagnoses or features of autism with their emotional disorder. We were particularly concerned with these students isolating and not developing fundamental social skills. The program focuses on the Social Thinking Curriculum by Michelle Garcia Winner. Students developing social skills, more flexible thinking and organizational competencies will integrate into Therapeutic Day School programming.
- The **Intervention Room** at the North Campus high school was developed to address a growing number of students who were

not attending school, highly anxious, hypersensitive to others, struggling with transitions; and having difficulty reintegrating into school after a hospitalization or significant medication changes. Therefore, we developed a classroom to accommodate for these concerns. There are fewer transitions, a mastery model (work at your own speed), less stimulation (exposure to a fewer number of students and staff), and expressive therapy interventions to develop affect regulation and distress tolerance skills. As students develop and rehearse these skills in the Intervention classroom, they will gradually integrate into the GlenOaks Therapeutic Day School programming.

Student Discipline

At GlenOaks Therapeutic Day School, students are rewarded for pro-academic and prosocial behavior. There are consequences for disruptive behavior which materially and substantially threatens to or actually disrupts the educational process or interferes with the liberty, property, or other rights of a school employee, student, or person on school premises or off-site field trip activity. While at the same time the treatment team works to identify skill deficits underlying disruptive and/or disengaging behavior interfering with ability to meet prosocial and pro-academic expectations.

Discipline may be imposed for any of the prohibited behavior which is described in this handbook and which occurs on school grounds, at school-sponsored activities, in connection with student transportation or at any place where the misconduct has a reasonable relationship to school.

Prohibited Student conduct:

- A. Alcohol, drugs and other substances: Use, possession, transfer, arranging to transfer, sale, purchase or being under the influence of:
- Any illegal or controlled substance, including prescription medications;
 - Alcohol;
 - Unlawful drugs;
 - "Look-alike" drugs; or
 - Any other substance not prescribed for the student that is used or typically intended to be used to achieve a high or altered mental or physical state. Being under the influence includes, but is not limited to, the emission of the odor of any of these substances, such as alcohol on the breath, or any impairment of normal functioning, such as slurred speech, inability to walk properly or dilated pupils.
- B. Academic dishonesty includes cheating, plagiarism or any form of academic dishonesty.
- C. Tobacco: possession, sale, purchase, use of tobacco. Offenses will include contact with the local police department/sheriff department. A fine between \$125.00 and \$500.00 could be given according to certain jurisdictions.
- D. Contraband items disruptive to the educational process and security of the safety and security of all who participate in the GlenOaks Therapeutic Day School. This list is not exclusive but includes general information:
- Weapons of any kind or look alike weapons
 - Books, *magazines*, folders, tablets, computers, cases, etc. which endorse gang membership or gang life, violence, substance abuse, sexual behavior, or criminal involvement.
- The use of photography or video equipment is prohibited unless consent is given from all parties involved.
- E. Skateboards, roller blades and scooters are not allowed on school grounds unless authorized in advance.
- F. Cellphone/iPod and Other Electronic Policy The policy is meant to help maintain an educational focus and respect the needs of our students to have reasonable access to their phones and other electronic devices. GlenOaks recognizes that this is the age of instant communication, yet we need to maintain a proper environment for students, faculty and the educational process.
- **When not being used as defined below, these electronic devices must remain OFF during school hours, not on silent or vibrate.** The student must store the device in a locker, backpack, purse, pocket, or may surrender the devices to their homeroom teams upon arrival.
 - GlenOaks will not be held liable for the loss or theft of these devices on school property, or school transportation
 - The use of camera phones or personal cameras is prohibited in any area of the school at any time during the school day, including the bus ride. Such use may also be in violation of the criminal code.
 - Parents should continue to call the school's main office when communicating home or emergency situations. We will then contact your son/daughter. If student contacts their parents during the school day on their cell phone without staff permission students will earn the appropriate consequence.
 - Students on levels 3 and 4, or based on approved individual treatment plans **MAY ACCESS** their device with permission of supervising staff. Approved academic "applications" may

be used at the discretion of supervising staff. At no time are students allowed to text or make phone calls with these devices. Devices can only be used at supervising staff discretion.

The consequences for breaking the electronic device rules:

First Offense: student given a break, electronic device turned in to staff, returned to student at the end of the school day.

Second Offense: student given a break, electronic device turned in to staff, parent contacted and returned to student at the end of the school day.

Third Offense or more: student given a break, electronic device turned in to staff, Parent/Guardian must pick up device in Office during school hours. Student will receive a consequence that will range from withholding of privileges, including participation in extracurricular activities (CAAEL, field trips and level incentives), to Suspension from school. Students refusing to turn in electronic devices will earn additional consequences. Any further offenses could result in a loss of electronic communication devices for a designated length of time, parent meeting, behavior contract and suspensions. All consequences are effective within the school calendar year, including summer school.

- G. Computer Use - Students must sign a computer use policy prior to usage. General guidelines of this policy include use of school resources, copying software, privacy, vandalism, care of equipment, and Internet usage. Computer use is a privilege and if students do not follow the guidelines presented, this privilege will be revoked. Unauthorized use of the Internet or abuse of the computer will result in a disciplinary procedure. Individual student personal computer use will be based on treatment team recommendations.

Access to Internet via personal computer/electronic devices will not be allowed.

- H. Stealing school, other student or staff property is a major offense. Consequences can be as severe as police contact and removal from the program.
- I. Vandalism to school property, the property of school personnel or the property of other students is forbidden. The penalty may be restitution, police involvement, and/or removal from the school.
- J. Leaving the school building will result in a school consequence, police contact and possible dismissal from the program.
- K. Verbally aggressive, aggressive or suggestive acts are not tolerated at GlenOaks Therapeutic Day School and consequences will be reviewed thoroughly before admission.
 - Disputes between members of the school community that result in verbal threats or arguments will result in the student being referred to the discipline process.
 - Students who engage in physical aggression will result in suspension and possible dismissal from the program. Students who engage in pushing, shoving, wrestling, etc. will be considered fighting regardless of the intent.
- L. Harassment - No person shall harass, bully or intimidate another student. This includes the use of electronic harassment or cyber-bullying. The school will not tolerate harassing, bullying or intimidating conduct, whether verbal, physical, or visual, that affects tangible benefits of education, that unreasonably interferes with a student's educational performance, or that creates an intimidating, hostile, or offensive educational environment. GlenOaks TDS will adhere to the current laws. Cyber stalking is a felony (720 ILCS 5/12 - 7.5). Cyber-bullying and

harassment are class A misdemeanors (720 ILCS 135/1-2). Incidents of harassment, bullying or intimidation occurring outside of school should be reported by parents to local police departments as appropriate.

- M. Boundaries - A boundary is the way students let themselves know where they end and where someone else begins. If a student's boundary is too open or too closed, the student will have problems setting, maintaining, or dissolving relationships. Student's physical boundaries set the limits of physical space that they keep between themselves and others. Student's emotional boundaries encompass their needs for and rights to internal safety. As a student at GlenOaks Therapeutic Day Schools, we expect our students to maintain healthy physical and emotional boundaries.
- N. Touching - Inappropriate touching is prohibited by our handbook. This includes hugging, kissing, or touching in any provocative or aggressive way. Inappropriate physical contact is a zero-tolerance policy that results in progressive consequences that could include a given break, SPD, OSS and possible police involvement expulsion.
- O. Cyber-bullying - GlenOaks has a zero-tolerance bullying policy and adheres to local laws and regulations regarding electronic bullying. Cyber-bullying includes any type of electronic messages via cell phone, email, or social networking sites, such as Twitter or Facebook, that intimidate or harass another student or staff. Please be aware that students not only bully through social media, but through online games, texting and instant messaging as well.

Depending on the level of severity and created disruption to the school environment, consequences may include therapeutic assignments, parent/guardian notification, parent/guardian conference, given breaks, withholding of privileges, including participation in extracurricular activities(CAAEL, field trips and

level incentives), seizure of contraband, SPM, SPD, OSS, possible expulsion or police contact through the local police department.

1. In the event that social interactions outside of school becomes disruptive to the educational process, or falls under the school policy on bullying, cyber-bullying or harassment, school administration will determine consequences based on school policy.
2. In the event that social interactions outside of school violate Illinois law, but do not impact the educational process, or has not taken place at school, this becomes a police matter and parents should contact their local police department to determine next steps.
3. Students and families should always make the school administration aware of any type of bullying or harassment.
4. Students are not allowed to send "friend requests" or "follow" GlenOaks staff members on social media. GlenOaks faculty is not allowed to "friend" or "follow" students on social media and will not respond to any student "friend" or "follow" requests. Staff members will report these requests to their administrator. Students are not allowed to access any personal information on a staff member's social media page, including photos.
5. All communication between staff and students should take place in person during the school day. There may be instances where a student may need to email an assignment to a teacher or staff member. In those cases students may email the staff member at their school email address, but all email interactions must be appropriate and related to school activities. Students should refrain from sending personal emails to any staff member. Students should use their personal "drop boxes" to save assignments when possible. All staff personal information should be maintained as personal and private.

Students and staff are expected to maintain appropriate boundaries which include no disclosure of personal or private information.

As stated earlier in this section, the consequences for these behaviors may range from SPD (special programming for disciplinary reasons) to possible expulsion depending on the level of severity and disruption to the school environment.

- P. Photos - Photography will only be used as part of designed curriculum. No personal photography equipment, including those on cellular devices or camera, is allowed during the school day. Certain events, such as specific field trips and graduation, may allow the use of personal photography equipment. Students may not photograph other students with their cell phones or camera equipment due to confidentiality reasons.
- Q. Dating/Relationships - Dating and relationships between students outside of school have at times proven to be disruptive to the treatment of students. We realize we cannot prohibit students from dating and/or friendships outside of our setting. Parents are encouraged to monitor ALL interactions between their child and other students in the program if they allow them to socialize outside of school. Sometimes one or both students may be unstable, and these interactions can exacerbate their conditions. We have also noted many positive relationships that our students have cultivated with their peers outside of school. Parents are asked to monitor all relationships outside of school to properly gauge the health of these relationships, as we would recommend a parent would do in any setting. Our students have the opportunity to work on developing their social skills through our weekly lunch clubs and social outings. To the best of our ability we monitor all communication in our building between students and determine the health and safety of these communications.

- R. CONFIDENTIALITY NOTE: In regards to the above, staff members at our schools are **not allowed** to give out any information on other students, including contact information. For this reason we **cannot advise** parents on the appropriateness of students to socialize with outside of our settings.

The consequences for prohibited behaviors will range on a continuum of loss of points to possible expulsion. Also, at times, in this handbook, specific penalties are specified for certain types of misconduct. These penalties will generally be followed, but in appropriate circumstances any violation of any of the rules described in this handbook may be considered gross disobedience or misconduct. The consequence is contingent on severity, frequency of the offense, student's acceptance of responsibility, and plan to remedy the risk for a recurrence. Repeated violations of the rules described in this handbook may be considered gross disobedience or misconduct for which a student may be suspended or expelled, even though any particular violation by itself might not warrant suspension or expulsion.

Given Breaks: Breaks may range from five minutes to one block period. Behaviors that disrupt the learning of others or the general milieu/operation of the school will result in a given break. Some examples include: repeated talking out after cued, swearing, and not following staff directions. Students should process with the staff member who removed them from class if possible. Students should follow break guidelines:

- Empty pockets
- Remain in quiet room
- No unnecessary talking/interacting with peers or staff
- Answer questions appropriately

Students in the quiet room longer than 30 minutes will be referred to their treatment team. Special programming deemed appropriate by treatment team and administrative staff

Self Breaks: On occasion students may feel the need to remove themselves from the classroom with staff permission due to their personal level of emotional intensity. Students will follow the same procedures as the given break process identified above. Students will be allowed to utilize a variety of coping tools during the self break process such as: journals, drawing pads, IPod's (if approved by the treatment team), stress balls or tangles and other treatment team approved items.

Students in the quiet room longer than 30 minutes will be referred to their treatment team. Special programming deemed appropriate by treatment team and administrative staff.

SPD: Special Program Discipline should be used for students who are not capable of returning to class due to aggressive feelings or verbalization, unauthorized departure from school, and other provocative behavior. Students will work on essays, class work, community service and therapeutic assignments. Students will have a non-verbal lunch and bathroom breaks. Academic assignments are to be completed for credit during an SPD. Students earn 0% on the point system while on SPD.

SPM: Special Program Modified refers to situations in which students need to be removed from typical programming for an extended period of time due to psychiatric or medical reasons, such as significant anxiety, physical pain, or difficulty coping with emotional dysregulation. A student's need for SPM is determined by their treatment team in consultation with the clinical psychologist and administrator on-call. Upon placement on SPM, the clinical therapist will determine an appropriate plan and maintain regular assessment of the student until they return to normal programming.

OSS: Out-of-school suspensions will be determined after a student is physically or verbally aggressive toward staff or peers. This includes physical damage to property or verbal remarks that are threatening. This also includes any arrest made on the premises for having illegal contraband. A safety evaluation, parent meeting, or

behavioral contract may be required if warranted by behavior. Students earn 0% on the point system and 0% on all academic work while on OSS. Students returning from OSS are required to process incident prior to returning to regular programming.

CIS: The Crisis Intervention Service (CIS) refers to situations in which a student leaves school with staff approval due to a psychiatric or medical crisis that cannot be managed in the school building. By definition, this is a crisis situation, not an ongoing schedule change, and should occur infrequently. For example, severe anxiety attack, psychotic behaviors, or severe emotional dysregulation. CIS should be initiated under the direction and supervision of the Clinical Psychologist in combination with building Administrator. CIS does not refer to situation or circumstances that are defined as Out of School Suspension (OSS)

OSS: OUT-OF SCHOOL SUSPENSIONS

OSS may result in early dismissal with the parents picking up their student. Students can earn up to 10 full school days of OSS. The home school and parents will be contacted upon the initiation of any discipline referral of OSS.

Search and Seizure

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 the student, without notice to or the consent of the student. Students have no reasonable expectations of privacy in these places or areas or in their personal effects left there. These searches may be conducted without notice to or consent of the student or the student's parents, without suspicion of wrongdoing, and without a search warrant. Searches may include law enforcement and specially trained dogs. School officials may turn over items obtained to law enforcement officials.

Police Involvement

AMITA Health Adventist GlenOaks Therapeutic Day School works very closely with the Glendale Heights, North Aurora Police Departments and the DuPage County Sheriff department and follows all village ordinances on the above items. Students found with illegal contraband, the Police Department/Sheriff Department will be contacted. Confiscated contraband will remain in possession of Adventist GlenOaks Therapeutic Day School. The student's parents may pick up any legal contraband. Possessions not picked up by the school year end will be disposed of.

Termination

The AMITA Health Adventist GlenOaks Therapeutic Day Schools shall notify in writing the student's public school district and the parent or legal entity responsible for the student if it is the desire of the AMITA Health Adventist GlenOaks Therapeutic Day School to terminate the placement contract. Such notice shall be made at least 30 calendar days in advance of the proposed termination.

Appearance

Program participants are expected to be dressed appropriately for co-ed activities. Clothing and hair are to be kept clean and neat. Poor hygiene that affects the classroom or other students/staff will result in the student losing points and removal from the classroom routine. A parent will be contacted and the student will be sent home until appropriate care has been taken.

Coats, gloves and garments designed as cold weather outerwear should be placed in the lockers upon arrival at school. In addition, head coverings, hats, bandannas (unless for religious or medical reasons) are to be removed as well. Head coverings are allowed for religious purposes only, otherwise head coverings are not to be worn in the building at any time including afternoon and evening events. Head coverings of any kind worn on campus or during school field trips must be worn as intended and may not reflect gang affiliation. Coats should remain in lockers until the end of the day. We recommend students keep a sweater or sweatshirt in their locker in

case the classroom is cool. With staff approval students will be allowed to wear coats in classrooms.

Attire is to be conservative and plain in appearance. Polo style shirts with collars or T - Shirts in solid colors are preferred. Appropriate undergarments, socks and sensible footwear are to be worn (no high heels with the exception of special events). Pajamas or slippers are unacceptable clothing for school. Clothing with holes, midriff tops, short shorts and skirts and extremely tight shirts or pants are unacceptable at GlenOaks Therapeutic Day Schools. Clothing that is see through, cut low, reveals torso or lower torso, or is provocative in any way is not allowed. Sleeveless tops may be worn however, tank tops, tops with spaghetti straps, or straps narrower than three (3) finger widths and halter tops are inappropriate to wear to school. Undergarments, bras or bra straps, thongs or boxer shorts are not to be exposed. Inappropriate T-shirts with references to alcohol, tobacco, death, drugs, gang anarchy, violence or profanity are unacceptable. Clothing that contains messages that are vulgar, offensive and that denigrate others on the basis of race, and color, religion, creed national origin, gender, sexual orientation or disability is unacceptable.

Large chains that disconnect from clothing or any accessories that can be used as a weapon will be confiscated at staff discretion and will be returned to a parent. Students wearing baggy pants must wear a belt to secure pants to their hips. If a student does not have a belt, staff will provide options as possible.

An additional set of clothing should be on hand at school. If a student is wearing unacceptable clothing upon arrival to school, parents will be contacted to bring in appropriate garments. If appropriate clothing is not immediately available to the student, the student will remain isolated from the student body until appropriate clothing is provided.

Body piercings, with the exception of the ears and two allowable facial piercing, are to be covered or removed upon arrival to school. If the student has one to two facial piercing, they must not create a distraction during the classroom routine.

Tattoos that, by their content, violate any of the provisions of the Student Dress Code must be covered at all times while students are on school property and/or in attendance at school sponsored activities.

Jewelry shall be plain and minimal, and must not be distracting. There shall be no bangle bracelets, feathers, long or large necklaces, hoop or large earrings, rings with large stones, jewelry depicting death, skulls, sex, or profanity is not allowed. Sunglasses may not be worn while inside the building.

Makeup must be light and in natural colors. Dark or heavy eyeliner, false eyelashes, and dark eyebrow color are not allowed, eyeliner and eyebrow color must be natural colored. Lightly applied eye shadow must be in natural colors such as beige, light taupe, and light brown. Bright blue, purple, green, pink, or shimmery eye shadow is unacceptable. Foundation should be lightly applied and close to natural skin tone. Blush must be natural and minimal. Lipstick must be in neutral or clear shades - bright red, orange, pink, or black are not acceptable.

All questionable clothing/jewelry will be evaluated at the discretion of administration. Students are not allowed to share clothing.

CURRICULUM

The curriculum of the AdvancEd accredited AMITA Health Adventist GlenOaks Therapeutic Day School is aligned with the Common Core standards. For more information please go to isbe.state.il.us/common_core. Courses taken at GlenOaks Therapeutic Day School will be forwarded to a student's home school district. Report cards are sent to district personnel to ensure proper alignment to each school's graduation requirements. Students

take their required courses as prescribed by their school district and as high school students are allowed to select electives that further edify their skills for independent living and functioning.

Discovery Assessment Testing

As part of our attempt to understand the challenging academic needs of our students, we have an objective assessment. Students are assessed with the Discovery Assessment regularly each year to ensure proper class placement and determine each student's appropriate grade level in mathematics and English courses. All documented IEP accommodations and modifications are available for each student on these tests. To further assess progress on tested skills, our teachers will continue to examine and strengthen skills throughout the course of the year. This information will be shared with parents and school districts at each annual review.

Monitoring Student Progress

1. **Points:** Students earn points based on behavioral expectations in the classroom. The expectations are based on the six pillars of the Character Counts Program (Caring, Citizenship, Fairness, Respect, Responsibility, and Trustworthiness). There will be a deduction of points when the student is not participating in class or following directions. If disruption affects the learning of others, the student will receive a time-out. Examples of point deductions:
 - Class tardiness
 - One time incidents of minor negative behavior
 - Minor provocative behavior
 - Being unprepared for class

Level System

Emotions and relationships affect how and what we learn and how we use what we learn in work, family, and community contexts. The ability to recognize and manage emotions and establish and maintain positive relationships impact both preparation for learning and the ability to benefit from learning opportunities. According to research, socially and emotionally competent children and youth are skilled in five core areas: self-aware (know strengths and weaknesses); manage their emotions and behavior (manage stress, organized, set goals); socially aware (take the perspective of others); relationship skills (conflict management); and responsible decision making (consider social norms and respect for others). The research also indicates that these skills are best learned through interactive rather than purely knowledge-based instructional methods. So, students at GlenOaks Therapeutic Day Schools are on a level system that provides feedback on a student's initiation and acquisition of these skills across the day. The system also provides feedback for individual target behaviors identified in a student's IEP. Students achieving level 4 performance reflecting consistency in these skills tend to have the confidence and the ability to generalize these skills to other contexts (e.g., main stream school, college or jobs).

Students participating in the program are required to carry a daily point sheet. Point sheet data is used in conjunction with break logs, functional analysis, and many other data collection tools in order to provide a true picture of a student's needs. A student's daily percentage is logged and averaged for a weekly total. The student's weekly totals determine the progression up or down the level system.

The categories for the daily point sheets are:

- Prompt and Ready for class: on-time, prepared
- Appropriate Interactions: uses positive language
- Handling Conflict: uses control, shows respect
- Positive Attitude: cooperative behavior
- Academic Work: does classwork and homework; given more weight than the other categories.

- Target Behavior: each student has a specific target behavior driven by their IEPs listed on their point sheet each day.

There are four levels and the expectations increase as the student progresses up to level four.

Level One	Level Two	Level Three	Level Four
Pass Orientation Quiz	65% or higher	75% or higher	85% or higher
	Four consecutive weeks on level one followed by →	Six consecutive weeks on level two followed by →	Eight consecutive weeks on level three to earn level four

Students that move up the level system achieve more privileges. A student invested in the program works to earn higher points and progress up the level system.

Level 1

Criteria: All students of Level 1 must complete the program quiz, and orientation.

Privileges: Daily incentives for reaching 65% each day include having access to free time games and equipment.

Level 2

Criteria: Students must earn a 65% average per week for four consecutive weeks.

Privileges:

- Daily incentives described in Level 1 privileges.
- Level Incentive Clubs once per month.

Level 3

Criteria: Students must earn a 75% average per week for six **consecutive** weeks while on Level 2.

Privileges:

- Outings on social awareness and social skills with ET staff.
- Use of personal electronics during lunch/study hall/ET (music choices must be approved by supervising lunch staff).

Level 4

Criteria: Students must earn an 85% average for eight **consecutive** weeks while on Level 3.

Privileges: Same as Levels 1, 2 & 3 and includes:

- Consideration for mainstreaming back to home school.
- Outings on social awareness and social skills

Dropping Levels

If a student falls below his/her level average for two (2) consecutive weeks, that student will drop a level. Students may progress downward until they reach Level 1. Students must follow the specified level time increment to earn the level back.

Example: A student is on Level 3 and drops below 75% for two (2) consecutive weeks. The student is then dropped to Level 2. To earn back Level 3 status, he/she must earn a 75% average for the specified six (6) consecutive weeks.

Student Records

The AMITA Health Adventist GlenOaks Therapeutic Day Schools will maintain a student file for each participant enrolled under section 14.7.02 of the school code in a private, locked file. Enclosed in this file will be the following information:

1. Documentation of date and enrollment.
2. Report of the placement staffing.
3. The school district contract including:
 - a. The educational program goals to be accomplished for the participating student.
 - b. The IEP (Individualized Educational Plan)
4. Accurate, current attendance records.
5. Documentation of truancy.
6. Documentation of all reviews including diagnostic updates.
7. All progress reports to the school district and the parents.
8. All confidential medical, school, psychological and academic material provided by the participating student's school district.
9. Termination records, if applicable.

Graduation

All students are currently enrolled at their home school while placed at GlenOaks Therapeutic Day School. If the student meets their home school graduation requirements, they may be eligible to participate in graduation ceremonies at the home school. This will be determined on a case-by-case basis.

Crisis Intervention Plan

GlenOaks Therapeutic Day School will implement its crisis intervention plan if the student's behavior is deemed to be harmful to the student, school environment, or other students and staff.

In order to ensure the physical and emotional safety of the student body and staff members, the local police/sheriff's department and/or Paramedics will be called by school staff, in response to the following emergency situations:

1. Unexcused departure from school by the student.
2. Student involved in aggressive and/or assaultive behavior, which cannot be safely contained by on-site staff and/or presents potentially dangerous situations for students, staff and GlenOaks Therapeutic Day School property.
3. Student engaged in behavior that results in injury to self, others or property. This includes, but not limited to, incidents of severe self-injury, suspected or confirmed overdose of medication and vandalism.
4. Student incurs injury/harm as a result of the actions of others while at the facility.
5. Staff judges that the safety of the student body is threatened.
6. Student is in possession or under the influence of illegal drugs, harmful substances, or weapons.
7. Unexpected medical crisis.

Notification of Parents/Guardians

A student's parents or guardian will be notified by program staff in the event of the following situations:

1. All incidents requiring involvement of Police and/or Paramedics (listed opposite page).
2. Disclosure by student of incident(s) of physical and/or sexual abuse. It is required by law to report all such disclosures to the Department of Children and Family Services (DCFS).

Parents will be notified prior to contact with DCFS, if deemed appropriate. If the student's safety is judged to be compromised by immediate notification of parents, a professional, clinical decision by staff may delay notification.

3. Knowledge or strong suspicion that a student, while at the facility, is under the influence of alcohol or drugs.
4. Student has a temperature above 99.6 and/or experiencing non- self-induced vomiting.
5. Student is late by 30 minutes after their expected arrival time.

Parent Communication

Each homeroom team reviews each student's progress at least monthly. Parents will have access to progress information each month and communication with staff to discuss interventions and therapeutic information. Parents are welcome to email staff and schedule after school meetings with the homeroom team as needed to attend these after school meetings.

Daily communication is provided by way of the Home Feedback Sheet for the Lower Grade Center students and assignment notebooks with the high school students. This tool allows for daily communication between the parents and the students teachers. Parents can take this opportunity to put concerns they may have, in writing. The appropriate staff member can then address these concerns. Additionally, parents can access information via an Internet portal on the RenWeb system. Parents will be issued a personal password/code to access their student's information.

Therapeutic Services Offered

Group and Individual Counseling: A licensed social worker, psychologist or counselor will meet individually with the student during a prescribed time each week based on the student's IEP. The therapist also facilitates group therapy and participates in treatment planning.

Psychiatrist: The psychiatrist will be available to students for consultation and/or medication management at the parent's request.

Psychologist: The psychologist will be available to student for consultation at the parent's request.

Nurse: A registered nurse is present to administer medication, monitor possible side effects and participate in treatment planning.

Expressive Therapy: This educational and therapeutic modality utilizes recreation, animal assisted, movement, music, and art activities with certified therapists. These activities are to facilitate the development of responsibility, effective decision-making, assertiveness, sportsmanship, and positive self-expression as well as physical, social and emotional growth. Expressive therapy includes active games and sports, games, crafts, exercise, leisure counseling, pet therapy, assertiveness training, out trips, drawing, clay, ceramics, music appreciation, improvisation, lyric analysis, group singing, movement relaxation techniques and song writing.

Classroom Staff

Each classroom consists of no more than ten to twelve students. The teachers are certified LBS1 (Learning Behavior Specialist 1). A behavior health counselor or trained instructional aide is also present in any class with more than five to seven students. The BHC serves as an emotional, behavioral and academic support in the classroom. AMITA Health Adventist GlenOaks Therapeutic Day School follows the state curriculum standards determined by the Illinois State Board of Education.

Field Trip Policy

GlenOaks Therapeutic Day Schools' students participate in class field trips, choir concerts, CAAEL games, club outings, and Level Incentive Outings during the school year that correlate with teaching units that meet specific curricular goals including social emotional learning goals.

Eligibility rules are the same as those mentioned above in the CAAEL section. Student must have appropriate outerwear to attend off campus events. Other criteria are maintaining positive interactions with peers and staff by having no behavioral incidents. A history of poor displayed behaviors on past outings and trips may also preclude future participation in outings and trips.

CAAEL (Chicago Area Alternative Education League):

CAAEL organizes athletic and academic competition among area alternative schools in flag football, soccer, basketball, bowling, volleyball, softball, academic and spelling bowls and chess. All students are eligible to participate in CAAEL. This organization is designed to develop and promote sportsmanship, team cooperation and individual responsibility.

Students must earn the privilege of attending games and scholastic events by maintaining weekly eligibility. Students must be passing their classes, have 75% of their academic work completed and turned in, as well as 75% high school/70% Lower Grade Center of their weekly points in order to play in the weekly game.

Spectator attendance is prohibited by CAAEL rules with the lone exception of our school's homecoming football game.

Student Activities

Clubs: Students are given the opportunity to participate in numerous activities outside of their academic program. Clubs meet three times per week during lunch. Club time allows students to participate in activities without missing any academic classes. Some of the club choices include:

- CAAEL (sports league)
- Art Club
- Performing Arts (choir, drama)
- Poetry
- Sign Language
- Knitting Club
- Bowling (Charge is based on bowling alley)
- Chess
- Community Outreach
- Study Hall
- Specialty Interest Life Skills
- Technology Club
- Movie Club
- Book Club
- Boys/Girls Group
- Fishing Club
- Quiet Club
- Yoga Club
- Movement Club
- Video Games Club
- Music Club
- Anime/Yu-gi-oh/Cards Club
- Creative Expression Club
- Pool Club

* Club choices may change from semester to semester and may be offered only at certain campuses.

School Mascot and Colors

The AMITA Health Adventist GlenOaks Therapeutic Day School North & South Campus mascot is a wolf and the school colors are red and grey. We encourage our students to identify with these symbols as a representation of our school pride and spirit.

The AMITA Health Adventist GlenOaks Therapeutic Day School West Campus mascot is a mustang and the school colors are royal blue and white. We encourage our students to identify with these symbols as a representation of our school pride and spirit.

Character Counts! Program

The GlenOaks Therapeutic Day School proudly uses the Character Counts! Program to build a positive school culture. Students are reinforced with positive tickets to be turned in for weekly reinforcers for the following behaviors:

- Responsibility
- Respect
- Trustworthiness
- Caring
- Citizenship
- Fairness