The Adventist GlenOaks Therapeutic Day School is a department owned and operated by AMITA Adventist GlenOaks Medical Center, an affiliate of 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
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School Information

The AMITA GlenOaks Therapeutic Day School opened its doors in 1995. The AMITA Glen-Oaks Therapeutic Day School has expanded over the years and blends academic and therapeutic activities for students in grades 3-young adult. Our current school locations are:

<table>
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<tr>
<td>135 N. Brandon Dr.</td>
<td>1N450 N. Main St.</td>
<td>940 Mooseheart Rd.</td>
<td>1N450 N. Main Street</td>
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<tr>
<td>Glen Ellyn, IL 60139</td>
<td>Glen Ellyn, IL 60137</td>
<td>North Aurora, IL 60542</td>
<td>Glen Ellyn, IL 60137</td>
</tr>
<tr>
<td>Phone: 630-671-0383</td>
<td>Phone: 630-469-3602</td>
<td>Phone: 630-966-1811</td>
<td>Phone: 630-469-3602 ext. 2112</td>
</tr>
<tr>
<td>Fax: 630-671-0384</td>
<td>Fax: 630-469-3897</td>
<td>Fax: 630-966-1816</td>
<td>Fax: 630-469-3897</td>
</tr>
<tr>
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<td>Office Hours:</td>
<td>Office Hours:</td>
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Program Description

GlenOaks is a non-public 401 Illinois State Board of Education regulated school for student’s grades 3rd - 12th. GlenOaks also hosts a young adult program identified as the GlenOaks Transition Program for ages 17-21. GlenOaks has been approved as an AdvancEd accredited school since its development in 1995. The school blends academic and extracurricular activities with therapies that nurture students’ emotional growth and independence. All of our staff members are licensed and highly trained in the field of special education and/or clinical therapies in their respective fields.

Students who hold an IEP (Individual Education Program) identified with Social Emotional, Other Health Impairment or Autism may be served at GlenOaks Therapeutic Day School following agreement with district and guardians. These participants make decisions through a Multi-Disciplinary Team meeting. GlenOaks also treats students with a secondary classification of Learning Disorders.
**Visitor Policy and Building Security**

School safety is everyone’s responsibility. All full-time enrolled students will be greeted at the door upon arrival and escorted to their transportation upon departure by a staff member. All enrolled students with irregular arrival or departure times will be monitored through security cameras and allowed entry through the main secured entrance by the office staff. All students and/or visitors will report directly to the office to sign in at the office visitor log. All students will have an ID photo within the school RenWeb system for identification. Visitors will receive an ID badge during the duration of their visit.

For the privacy of our students, visitors are not allowed in the building for class observation unless escorted by an authorized staff member or authorized by their college/university/clinic. Student teachers and university faculty will be required to provide adequate consent and clearance as authorized by AMITA Health HIPPA standards to be allowed in the classroom. All university students will be under the direction and supervision of an authorized GlenOaks staff member when students are present.

All campuses have a direct relationship with their local police and sheriff’s departments. The local fire and police officials practice regular emergency drills and evacuation procedures in accordance to ISBE requirements. AMITA GlenOaks Director of Security also provides the schools with regular support. The director of security works alongside school officials in providing regular building inspections, approval of safety policy and observance of evacuation drills.

**Character Counts! Program**

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

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

**Admission to Program**

Admission is determined following a record review, interview and tour with the student, parents, GlenOaks administrator and clinician. Students who are best matched with GlenOaks tend to be students with more internalizing disorders that respond best to clinical therapies.
Program Components

Academics

Curriculum and Instructional Techniques

The highly structured setting offers daily instruction in Common Core curricular standards, including a full range of required courses and electives. All courses match district offerings, allowing students to earn all graduation requirements. Offerings range from remedial to college-bound coursework. For more information please go to https://www.isbe.net/Pages/Learning-Standards.aspx. Course progress reports and report cards will be forwarded to a student’s home school district quarterly. GlenOaks works closely with district personnel to ensure proper alignment to each school’s graduation requirements.

Curriculum is evaluated by faculty committees throughout the year following the standards of our accrediting body, AdvancEd. APEX on-line software is used as a supplement or alternative for some students requiring differentiated learning modules or Advanced Placement coursework. All students take the required coursework as prescribed by their school district in addition to electives that further edify their skills for independent living and functioning.

Instructional Methods Used to Address Disabilities Served

Emotional Disabilities/Other Health Impaired

- Emotional support from a Behavioral Health Associate (BHA) in the classroom to provide alternative coping strategies, calming techniques, academic supports. BHAs are Bachelor’s or Master’s level staff with degrees in psychology/counseling/etc.
- Use of a token economy/point system to reinforce expected classroom behaviors including feedback each class period
- Use of technology including Smart Boards and Chromebooks to engage reluctant learners
- Differentiated small group instruction in a classroom setting with a 5:1 ratio of student/staff
- Identifying triggers/antecedents to emotional dysregulation in order to maintain class attendance
- Consistent structure and classroom expectations in each classroom
- Extend the amount of time that a student is given to complete a particular task
- Break down assignments into smaller ones. As students finish each mini-assignment, build in reinforcement for task completion. Wait to distribute the next assignment until students have been successful with the current one
- Reduce the number of practice items that a student must complete, once the student has demonstrated mastery
- Follow low-interest activities with high interest activities so that students get breaks from difficult or less interesting activities from time to time
- Plan short review lessons or readiness activities to help orient the student to a particular learning task
- Daily group (42 minutes) and expressive (42 minutes including art/music/recreation/animal assisted) therapy with certified therapists to teach coping strategies, social skills, appropriate peer interactions, etc.
- Weekly individual therapy (minimum 20 minutes per week) with a certified therapist
• Opportunities for self-paced, individualized instruction from a certified teacher in an intervention room
• Gradual exposure to academic setting to reduce anxiety of highly anxious students
• Written feedback from staff each class period on behaviors
• Alternate quiet space to allow for students to regulate as needed
• Additional related services as indicated by IEP including possible speech language or occupational therapy

Autism

• Instructional methods as listed above in addition to below
• STEP (Social Therapeutic Education Program) classroom that provides less movement between classrooms with one consistent teacher
• Use of common verbiage (i.e. Michelle Garcia-Winner “social thinking” curriculum) by all staff members in STEP classroom
• Daily group and expressive therapy using “Social Thinking” curriculum
• Use of written instructions or “written menus” to assist with transitions
• More frequent breaks and reinforcements (Character Counts tickets/movement breaks)

Learning Disability (secondary only)

• Instructional methods as listed above in ED/OHI in addition to below
• Weekly zero period time allowing additional individual instruction and measurement of IEP benchmarks
• Use of SRA Corrective Reading instruction/curriculum

Classroom Teacher

Teachers provide a range of traditional and non-traditional instructional methods in a small class setting. Students receive hands-on experiential curricular delivery in a technology-rich environment

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.

The AMITA GlenOaks Therapeutic Day School makes every attempt to meet students’ unique learning needs. Specialty tracks assist with some additional student needs.
**STEP Classroom**

**STEP (Social Therapeutic Education Program) classrooms are specifically designed to help students with autism and spectrum disorders. Students in the STEP classrooms are understood and supported where they are uniquely at in their treatments.**

**Intervention Classroom**

The **intervention classroom** is used for students who might become overwhelmed with traditional classes. Intervention classes are self-paced using a mastery approach to learning. Instruction is presented through individual teacher support and use of technology. When the students are feeling less stressed and more confident, they can reintegrate into their regularly scheduled classes at GlenOaks. The intervention classroom may also allow some students the opportunity to take Advanced Placement coursework or independent classes through APEX software.

**Academic Progress Monitoring**

**Student Records/Grading**

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.
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.
Grading

Attendance, grade assessment and homework are integral to the student’s acquisition of credit and student success within this therapeutic setting.

Coursework is graded on a traditional scale. Students are also assessed according to the Illinois Learning Standards. Students/Parents and Districts in our lower grades (3rd-8th) will receive two types of assessment that include traditional grades and Common Core achievement rubrics. (see grading policy located on the parent web on RenWeb)

Standardized Student Assessment

I.S.B.E. (Illinois State Board of Education) required assessment 2019-20

State standardized testing is administered online for all students in grades 3 through 8 in the areas of Mathematics and English Language Arts. GlenOaks Therapeutic Day School administers the state assessments in the spring semester.

All juniors in high school will take the SAT test in the spring semester. All Freshman and Sophomores will take the PSAT. GlenOaks Therapeutic Day School is a college board approved testing site. GlenOaks will apply for all I.E.P. approved student testing accommodations through our SSD (Services for Students with Disabilities) portal.

All fifth, eighth, and high school students enrolled in a Biology class at GlenOaks Therapeutic Day School will take the I.S.A. (Illinois Science Assessment) online assessment in the spring semester.

Google Suite

All students will be assigned a google account upon admittance. This will allow students to access the all of the resources available in the google suite for education. Some classrooms will require student use of google classroom. This google account is to be used solely for classroom use while attending classes at GlenOaks Therapeutic Day School.

NWEA MAP

GlenOaks Therapeutic Day School is proud to partner with NWEA in order to offer our students grade level MAP testing in both English Language Arts and Mathematics. Students will take these benchmark assessments twice a school year. This performance assessment data will help identify student strengths, areas of needed improvement, and help to drive our curriculum and instruction in our classrooms.
Zero period

All students will have one class period per week referred to as Zero period with their homeroom team. Remaining class periods for high school students will be adjusted for time to accommodate zero period. Zero period will be used for the following:

1) measure/evaluate student IEP goals and benchmarks
2) instruction on recognition and prevention of bullying/cyberbullying
3) homeroom team building activities/organized club activities
4) instruction on digital citizenship

Clinical Components

Therapies

A variety of therapies are offered students through group, individual and expressive therapies. Students work on self-awareness, social skills and coping skills based on their individual IEP goals and needs. Therapists utilize a variety of different techniques including Social Thinking, Dialectical Behavioral Therapies (DBT) Cognitive Behavioral Therapies (CBT) and interpersonal therapy. Expressive therapies offer unique groups and courses in music, art, animal, movement and recreational therapies.

Programmatic therapies include group therapy, expressive therapies (art, music, recreation, animal-assisted) and individual counseling. In addition, BHA (Behavioral Health Associates) are classrooms to help students manage academic and emotional needs.

Therapeutic Progress Monitoring

Student progress monitoring is done through a variety of methods including a level system, data collection methods, IEP goal measurement and therapeutic target goals. 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: being self-aware (know strengths and weaknesses); manage their emotions and behavior (manage stress, organized, set goals); being socially aware (take the perspective of others); relationship skills (conflict management); and responsible decision making (consider social norms and respect for others).

1. Data Collection Tools
Students will be measured through clinical observation and data collection tools such as the BIMAS. Students are assessed on interpersonal skills, self-management skills, decision making skills, responsible behaviors, self, and social awareness. Progress is compared over time and across several different classrooms and settings.

2. The IEP (Individual Education Plan) measures goals established by the multidisciplinary team.

3. Clinical Treatment Goals are reviewed and measured with the student, guardians and student’s individual therapist along with his/her homeroom team. Students are expected to maintain a level of stability that allows success returning back to their home school and community.

4. Point and Level System
   The point and level system reinforces the student’s efforts and positive gains made in class and therapies. All students are reinforced with Character Counts! Initiatives and rewarded daily with a positive reinforcement point system. Students achieving level four performance reflect consistency in these skills tend to have the confidence and the ability to generalize these skills to other contexts (e.g., mainstream 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:

- Positive Interactions: uses positive language
- Expected behaviors: cooperative behavior, and shows respect
- Academic Engaged: Prompt and ready for class: on-time, prepared does classwork and homework
- 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 1, 2, 3 Outings:** All students on all levels will experience a variety of incentives and outings. Outings promote social awareness and social skills. Students are celebrated for meeting individual target goals and increasing levels.

**Level 4 -** Consideration for mainstreaming back to home school.
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.

Outcome Data

1. Attendance: Excessive absences interfere with student achievement and therapeutic progress. GlenOaks Therapeutic Day School measure each student’s progress against ISBE attendance standards. Outcome data is measured using the following information:
   a) ISBE standards include a rate of 90% attendance or better
   b) GlenOaks awards high school credit for 80% attendance or better.

2. BIMAS2

3. Clinical Outcome

4. MAP/SAT/PSAT

5. Transition Program - Employability or Volunteerism/Education measures

Faculty and Communication

Psychiatrist: The psychiatrist will be available to students for consultation and/or medication management as reviewed case by case. Most students receive care through their outpatient psychiatrist. GlenOaks will collaborate care plans with permission of the student and parent (release of information)

Therapists: 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. They provide individual and group therapies during the school day. Therapists are key in case-managing the emotional needs of their assigned students.
**Teacher:** All classroom teachers are certified through the Illinois State Board of Education as Learning Behavioral Specialist 1 (LBS1). Each student is assigned to a homeroom teacher. The homeroom teacher is the primary teacher for students in grades 3-8. High school students rotate to different teachers for individual classes with the homeroom teacher managing contact between home and school. Homeroom teachers attend students IEP meetings.

**Behavioral Health Associate:** A behavior health associate or trained instructional aide is also present in any class with more than five students. Behavioral Health Associates provide classroom interventions, collect data and provide emotional and academic supports.

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

**Expressive Therapist:** 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.

**Administration:** Each homeroom team also includes an administrator who serves as a liaison between GlenOaks and the student’s public school district. This administrator participates in IEP meetings and manages any needed communication between parents, public school and the homeroom team at GlenOaks.

**Parent/Guardian Communication**

Parents are an important part of the academic and therapeutic process at GlenOaks Therapeutic Day School. We encourage communication with the homeroom team on a regular basis. Parents may request a preferred method of contact which include email, phone conference or in-person meetings. Each homeroom team reviews student’s progress monthly. Parents will have access to progress information each month and communication with staff to discuss interventions and therapeutic information.

All parents or guardians will be given email and phone numbers for use during business hours. For urgent matters or day-to-day concerns, parents are welcome to contact homeroom team members. The faculty will make every attempt to respond to these requests within a 48 hour period of time. Urgent requests should be made through the office.

**FACTS SIS (formerly 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 https://logins2.renweb.com/logins/ParentsWeb-Login.aspx. Your child’s homeroom team at GlenOaks will continue to email or call you each month to discuss treatment and educational progress.

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. Your child’s homeroom team at GlenOaks will continue to email or call you each month to discuss treatment and educational progress.

**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 is experiencing non-self-induced vomiting.

5. Student is late by 30 minutes after their expected arrival time.

**Student Policies**

**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
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 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 consecutive days. Please keep in mind our attendance policy to earn school credit for our high school students. All students must attend 80% 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).

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 Absence

To obtain academic credit students must be in attendance 80% 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.
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.

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 pre-determined therapeutic reasons as approved by clinical psychologist or other designee) 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 piercings, 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.

**Culture and 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 Institute) trained for the safety and security of all students and staff.

Every homeroom has student representation within Student Council. Student-body representatives regularly assess student feedback through the homeroom meetings and survey process. They also identify agenda items that reflect the culture of the building. Students regularly have communication and initiate changes in building governance involving overall student culture including safety, academic, therapeutic and extra-curricular needs or concerns.
Parent and district stakeholders provide feedback regularly through a biannual on-line survey. Parent representation is also elected to a Parent Ambassador group that meets on a quarterly basis. This parent group seeks feedback for school communication, quality indicators and school fund-raising efforts.

**Emergency Drills**

1. **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:
   1) Notify 911
   2) Code Lockdown announced
   3) Students will move to secure area. If it is possible to safely evacuate, do so. Students should follow staff instructions.
   4) No students walking in the halls and no dismissals until safe and “all clear” as deemed by the police.

2. **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.

3. **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.

4. **Bus evacuation**—Students will practice bus emergency procedures with GlenOaks and district transportation.
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.*

Dismissal from program

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.

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 in the CAAEL (Chicago Area Alternative Education League) section. The 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 behaviors on past outings and trips may also preclude future participation in outings and trips until student meets appropriate field trip requirements. Field trips are often planned months in advance. Individual student behavior is assessed until the last day leading to the field trip. Every effort will be given to allow student attendance on the field trip. Students exhibiting concerns with safety or behavior before the trip will be held back from attending. Communication resulting in changes of field trip will be given to the student and the parent as soon as possible. The staff will make every attempt to reimburse payment of pre-paid field trips to the parents in the event a student is held back. Please reference Behavioral Contract located on RenWeb.

Health

A signed medical release will need to be on file prior to the student’s starting date. The registered nurses at AMITA 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 GlenOaks, 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.
• 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 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.

**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.

**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 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 cleanup routine.

All students may use vending machines during their lunchtime (the school does not have the capability of making change for students). Vending is not considered a substitute for healthy lunches. All students are encouraged to bring a healthy bag lunch. 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.

**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.
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.

Reintegration (Mainstreaming) Procedure:

GlenOaks Therapeutic Day Schools evaluate readiness to transition to a less restrictive placement based on the following factors:

1) **Therapeutic stability** – students will demonstrate consistent stability for a minimum of one semester. This will be measured by mastery of acceptable behaviors in a public school setting by being on level 4 of behavior system, out of class/school data including any hospitalizations for behavioral health reasons and clinical measures including BIMAS II behavior rating scale improvements.

2) **Attendance** – students will demonstrate 80% or better within a full schedule of classes at our highest level of program (students in the Intervention Room or Learning Community classroom will be expected to transition into the general GlenOaks milieu prior to reintegration consideration.

3) **Academic:** It is recommended students pass all scheduled classes one or more semesters prior to reintegration back to their home school. C’s or better are highly recommended as that better ensures students have the study skills and consistent classroom behaviors to maintain passing coursework within the general public school setting.

4) **IEP Goals:** GlenOaks manages all IEP progress goals for full-time students. Progress is shared with the IEP team quarterly. Although goal completion is not necessary for reintegration, adequate and agreed upon progress must be made on those goals that are integral to the student referral into GlenOaks.

Reintegration is determined in a student’s IEP meeting. Supports needed in the process are individualized to the student. Typical supports would include:

- Specific support staff are arranged at home school to provide student assistance as needed
- Individual staff members are coordinated at GlenOaks and student’s home school to communicate on-going progress and any needs with each other and to parent/guardian
- Timeline of initiation, progress review and further reintegration plans are discussed in the IEP meeting as well as on-going

Severe Weather and Safety

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.emergencyclosingscenter.com .
• Students will be excused from school if the district that the student resides in is closed based on inclement weather. Some 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.

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.

Suicide and Depression Awareness and Prevention

Youth suicide impacts the safety of the school environment. It also affects the school community, diminishing the ability of surviving students to learn and the school’s ability to educate. Suicide and depression awareness and prevention are important goals of the school. The school maintains student and parent resources on suicide and depression awareness and prevention.

Transgender and Gender Conforming Students

Treatment for transgender and gender conforming (TGNC) students at Glen Oaks Therapeutic Day School follows the American Psychological Association Task force Guidelines for Psychological Practice with Transgender and Gender Nonconforming People (2015). In general, interventions will model an acceptance of ambiguity as TGNC students develop and explore aspects of their gender. A non-judgmental stance towards gender nonconformity can help to counteract the pervasive stigma faced by many TGNC students and will provide a safe environment to explore gender identity and make informed decisions about gender expression.
The goal of our program is to allow transgender, gender non-conforming, and gender questioning students to equally participate in educational opportunities. The right of transgender student to accommodations is generally found in legislation (Illinois Human Rights Act and Title IX), but has not been fully interpreted by the courts.

A student’s request for accommodations can include, but not be limited to, the following list of concerns. Accommodations will be determined after collaborating with student, student’s treatment team, outpatient treatment providers, and family. Consideration will also be given to mental health issues. “Mental health problems experienced by a TGNC person may or may not be related to that person’s gender identity and/or may complicate assessment and intervention of gender-related concerns” (APA Guidelines for Psychological Practice with Transgender and Gender Nonconforming People, 2015).

- Name and pronouns
- Bathroom use
- Dress code
- Documentation of name on school records

### Student Behavioral Interventions

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. Any OSS (Out of School Suspension), SPD (Special Programming-Discipline) or SPM (Special Programming –Medical) students will have an opportunity to make up all assignments that they missed while absent from class.

### 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.

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. **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.

D. **Bullying**- Engaging in hazing or any kind of bullying or aggressive behavior that does physical or psychological harm to a staff person or another student, or urging other students to engage in such conduct. Prohibited conduct specifically includes, without limitation, any use of violence, intimidation, force,
noise, coercion, threats, stalking, harassment, sexual harassment, public humiliation, theft or destruction of property, retaliation, hazing, bullying, bullying using a school computer or a school computer network, or other comparable conduct.

Bullying Prevention and Response Plan

The director or designee shall develop and maintain a bullying prevention and response plan that advances the school’s goal of providing all students with a safe learning environment free of bullying and harassment. This plan must be consistent with the requirements listed below.

Students are encouraged to immediately report bullying. A report may be made orally or in writing to the building principal or any staff member with whom the student is comfortable speaking. Anyone, including staff members and parents/guardians, who has information about actual or threatened bullying is encouraged to report it to the building principal or any staff member.

A student will not be punished for reporting bullying or supplying information, even if the school’s investigation concludes that no bullying occurred. However, knowingly making a false accusation or providing knowingly false information will be treated as bullying for purposes of determining any consequences or other appropriate remedial actions. Students that present information implicating themselves will earn an appropriate consequence.

1. Staff 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.

2. 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.

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

   ii. 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.

   iii. 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/appropriate personnel should contact their local police department to determine next steps.

   iv. Students and families should always make the school administration aware of any type of bullying or harassment. Anonymous reporting forms will be available both on-line and within the designated areas within the school buildings.
Cyber-bullying - GlenOaks has a 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.

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.

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.

Cell Phone/Electronic Device Policy

Students may possess or use personal electronic devices on school property, on school buses, or at school-sponsored events according to the following guidelines:

- Before school until the beginning of the school day (8:25 a.m.) as approved by staff.
- During a student’s lunch period as approved by staff, or approved time by staff in a classroom
- After school as signaled by the second bell tone ending the school day.

Personal electronic devices are not to be used in areas of the school campus that are designated as “Red Times.” Red Times include all rooms (classrooms, hallways, gymnasiums, restrooms and locker rooms) except the cafeteria. Cell phones should be on silent or vibrate, or preferably turned off, whenever a student is in a Red Time.

Personal electronic devices may be used in areas of the school campus that are designated as “Green Times.” Before school and during student lunch periods the cafeteria is designated as a Green Time, as well as all other areas of campus except inside the rooms other than the cafeteria. Phones may be charged during
the “Green Time” in a designated area in the classroom. Students are responsible for monitoring the safekeeping of their electronic device. Phones should not be left unattended by the student. Other than “Green Times” cell phones or electronic devices should not be seen or heard in RED Times at any time during the school day.

- Students may not access social media, personal email/texting, take videos or photos at any time during the school day
- Students that refuse to turn in devices to designated staff may not participate in regular programming

Students in violation of cell phone/technology policy could face various consequences ranging from point loss, loss of phone privileges, and or special program disciplines.

**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.

**Harassment** - No person shall harass, bully or intimidate another student on the basis of actual or perceived race, color, national origin, immigration status, military status, unfavorable discharge status from the military service, sex, sexual orientation, gender identity, gender-related identity or expression, ancestry, age, religion, physical or mental disability, order of protection status, status of being homeless, or actual or potential marital or parental status, including pregnancy, association with a person or group with one or more of the aforementioned actual or perceived characteristics, or any other distinguishing characteristics. 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.
Skateboards, roller blades and scooters are not allowed on school grounds unless authorized in advance.

Stealing school, other student or staff property is a major offense. Consequences can be as severe as police contact and removal from the program.

Unauthorized departure from the building will result in a school consequence, police contact and possible dismissal from the program. Parents who intend to pick up students prior to dismissal should contact the school by 8am for pick up time, appointment and return times. Unauthorized appointments may result in the student being unexcused during that absence. Students requesting to go home due to illness are required to make home calls through the nurse or therapist. Students who call parents on personal cell phones to be picked up from school prior to dismissal will result in a school consequence.

Verbally aggressive, physically aggressive or provocative 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.

Touching - Inappropriate touching is prohibited by our handbook. This includes hugging, kissing, or touching in any provocative or aggressive way. GlenOaks require students to maintain these guidelines in recognition of therapeutic boundaries. Inappropriate physical contact results in progressive consequences that could include a given break, SPD, OSS, possible police involvement and/or expulsion.

Tobacco/vaping: possession, sale, purchase, use of tobacco or vaping products. Offenses will include contact with the local police department/sheriff department.

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.

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.
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.

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

Response to Discipline Issues

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.

Given Breaks: Breaks may range from five minutes to one class 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 while on OSS. Students will still have the opportunity earn full credit for academic work. Students returning from OSS are required to process incident prior to returning to regular programing.

An 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.
**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)

**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. School officials may conduct an investigation or require a student to cooperate in an investigation if there is specific information about activity on the student’s account on a social networking website that violates a school disciplinary rule or policy. In the course of an investigation, the student may be required to share the content that is reported in order to allow school officials to make a factual determination.

**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 or behavior, the Police Department/Sheriff Department will be contacted. Confiscated contraband will remain in possession of Adventist GlenOaks Therapeutic Day School or the local police departments. The student’s parents may pick up any legal contraband. Possessions not picked up by the school year end will be disposed of.

**Transportation and Bus Safety**

Each student’s home school will determine transportation arrangements to and from the AMITA 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 AMITA Adventist GlenOaks TDS Administration.
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.

Extracurricular Activities

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.
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.

Student Activities

Leisure activities are integrated during designated times throughout the school day to develop holistic health and well-being. Some possible options include:

<table>
<thead>
<tr>
<th>CAAEL (sports league)</th>
<th>Specialty Interest Life Skills</th>
<th>Video Games</th>
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</thead>
<tbody>
<tr>
<td>Art</td>
<td>Technology</td>
<td>Music</td>
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<tr>
<td>Performing Arts (choir, drama)</td>
<td>Movie</td>
<td>Anime/Yu-gi-oh/Cards</td>
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<tr>
<td>Poetry</td>
<td>Book</td>
<td>Creative Expression</td>
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<tr>
<td>Sign Language</td>
<td>Fishing</td>
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<tr>
<td>Knitting</td>
<td>Yoga</td>
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<tr>
<td>Bowling (Charge is based on bowling alley)</td>
<td>Community Outreach</td>
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<tr>
<td>Chess</td>
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Optional Program Components

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. 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.

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.