

Innovations Academy Therapeutic Day
School Programs
High School – Vocational Education Program

Student and Parent Handbook



School Year 2020-2021

APPROVED BY / APROBADO POR
THE ILLINOIS STATE BOARD OF EDUCATION

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Mission Statement

The Innovations Academy Therapeutic Day School programs

REACH, SERVE and PROVIDE HOPE

To students, parents, guardians, school districts and employees through Service Excellence, innovative Academic, Therapeutic, and Vocational programming, and a consumer and community driven focus.

Our Value Statements

We strive for all individuals to reach their highest **potential**.

We challenge each individual to become **active learners** and **productive citizens**.

Within the Innovations Academy Therapeutic Day School programs, we treat each other with **RESPECT**, take **RESPONSIBILITY** for our learning, and strive for a **SAFE** and Positive school for all!

We are dedicated to meeting the needs of each individual student. Our services are designed to:

- Help students enhance their problem-solving skills
- Increase student self-awareness in regards to strengths, challenges, and goals for future academic and emotional growth
- Support continuing student social and vocational development with transitional reintegration to home school, community and post-secondary education and training

The Innovations Academy mission allows our High School / Vocational Education learning teams to incorporate teaching and therapy within a full range of services, including:

- ISBE (IL School Board of Ed) standards based academic courses
- Physical education classes and sports
- Integrated fine arts opportunities in affiliation with expressive therapy (music therapy and art therapy)

INTRODUCTION

The Innovations Academy – High School/Vocational Education program is a twelve-month alternative educational setting intended to provide individualized care within the framework of both an academic and therapeutic milieu. The Innovations Academy – High School/Vocational Education program offers academic and therapeutic services, provided by licensed teachers and therapists to students aged 14 through 21. Students within The Innovations Academy – High School/Vocational Education program are referred by public school districts after a case study has determined that the student is eligible for special education services.

The fundamental purpose of the program is for students to utilize their resources, integrate abilities, and, if possible, to return to their home school system with enhanced interpersonal and adaptive skills.

Programs are developed according to an Individualized Educational Program (IEP). This IEP is written jointly by the school staff, the referring school district, parent(s) or guardian(s), and the student. The Principal, the student's individual therapist, clinical staff, teaching staff, teacher assistant, and crisis interventionists work together as a team to set goals in order to improve the quality of the student's overall social and emotional functioning. Students are evaluated both on academic achievement and progress toward IEP goals.

We believe that each of our students are unique and bring a special set of talents and potential when they join us at Innovations. In addition, our students are looking for our team to be able to bring educational services to them in a new and fresh way. We have chosen to meet this exciting challenge through the use of **Trauma Informed Care** practices and philosophy.

As seen through the lens of **Trauma Informed Care** this approach is delivered by our interactions with our students. We have found that with this formula, we are able to achieve our goal of meeting each student at their current functioning level and tailor an individual program that will best help them to meet their educational milestones. Over time, we have been able to gather substantial data that underscores this belief and drives us forward in our treatment for all our students.

STAFF ROLES

PRINCIPAL

The Principal is responsible for overseeing all administrative school functions. The Principal supervises all staff. When determining possible out-of-school suspension, the Principal may confer with the Clinical Coordinator, Teacher, Therapist and School Nurse.

The Principal oversees the curriculum, classroom and school wide instruction, and school assessments as well as standardized testing. In addition, the Principal is responsible for ensuring that educational services are in compliance with the IEP of each student. The Principal works to make sure The Innovations Academy – High School/Vocational Education program is in compliance with Illinois State Board of Education (ISBE) standards.

The Principal ensures that special education students within the High School / Vocational Education program have access to vocational and transitional programs which assess skills, interests and preferences and provide opportunities for on-campus job training and shadowing graduating towards off-campus job training, shadowing and employment. The Principal also works with teachers and therapists to modify the educational programming to meet vocational and transitional goals; set up work training programs, facilitate job placement and access community based resources. This type of individualized programming allows students to develop self-determination skills that will increase success in school and life.

CLINICAL COORDINATOR

The Clinical Coordinator is responsible for all therapeutic services provided in the school, including the ongoing evaluation and implementation of the therapeutic milieu services, supervision of therapists and crisis intervention specialists. The Clinical Coordinator oversees a “Push-In” model of therapeutic services that includes various levels of therapist-student contact in the school milieu in addition to individual therapy that includes classroom observation, individualized classroom support, psycho-educational groups, and crisis response. The Clinical Coordinator reports to the Principal.

TEACHERS/EDUCATIONAL CASE MANAGERS

Teachers are responsible for the direct education of all students. Teachers provide learning materials and instruction targeted to the individual needs of each student. In addition, they address comprehension difficulties, establish and maintain classroom discipline, report academic and behavioral progress to parents and legal guardians, and participate in IEP development. The Teacher is also considered the Educational Case Manager. Within this role the Teacher maintains the educational documentation and comprehensive file for each student on his or her case load, assuring the appropriate academic and therapeutic progress towards IEP related goals and graduation.

SCHOOL NURSE

The School Nurse is responsible for the medical needs, health, and well-being of all students. The School Nurse will make medical assessments for early release in the event

of illness. Students should request medical services from the School Nurse through their Teacher or Teaching Assistant. The Teacher or Teaching Assistant will then contact the School Nurse, and he or she will assess the student's medical status in the classroom.

THERAPISTS

The Therapists are responsible for the emotional needs, mental health, and well-being of all students. The Therapists provide a "Push-In" model of therapeutic services that includes various levels of therapist-student contact in the school milieu in addition to individual therapy that includes classroom observation, individualized classroom support, psycho-educational groups, and crisis response. As part of the school program, these "Push-In" or comprehensive therapy minutes constitute a minimum of 60 minutes per week. The therapist will make emotional assessments and direct crisis intervention in conjunction with the educational team (Teachers, Teacher Assistants, and Crisis Intervention Specialist) in order to meet a student where he or she is emotionally and behaviorally and best develop a therapeutic program that meets each individual student's needs.

The therapists will schedule planned sessions with those students on their caseload. However, should a student request counseling services at other times, need additional individual therapy, or not "need" the scheduled session, he or she should work through their teacher or teaching assistant to address their specific needs with their Therapist. The teacher or teaching assistant will then contact the crisis intervention specialist to determine the best manner in communicating the necessary information to the therapist. If any situation requires immediate assistance, there is an on-call therapist who can respond immediately. If the situation is not urgent, the therapist will best coordinate their schedule to accommodate the student and his or her needs.

CRISIS INTERVENTION SPECIALISTS

The Crisis Intervention Specialist (CIS) is, by default, the leader of the crisis intervention within the school milieu. All staff defer to the CIS in terms of talking to a student while in a crisis, clearing the area of additional students and/or staff, resolution of the crisis, and the behavioral consequences. All actions of the CIS should be consistent with the overall therapeutic milieu. When determining consequences, the CIS confers with the Principal and Clinical Director.

TEACHING ASSISTANTS

Teaching Assistants (TA'S or Paraprofessionals) are primarily responsible for maintaining classroom behavior, thus enabling the teacher to be able to teach. TA's are also called upon to work one-on-one with students to address specific behavioral or academic

deficits, and may be called upon to teach a class in the event of a teacher absence. TA's will support and reinforce positive behavioral functioning while in school.

ACADEMIC PROGRAMS

CLASSROOM SETTING

All classrooms are subject based and are taught with a specialized schedule to meet the needs of all individual students and in alignment and coordination with their specific home districts requirements toward graduation. The curriculum is focused on practical applications to academic subjects, and utilizes online and community resources to apply knowledge learned in class.

VOCATIONAL PROGRAM

A significant component of our 9th through 12th + grade program will be focused on Vocational and Transitional skill building and development. Students will participate in semester long Vocational Education classes that will increase awareness of successful job and social skills for future employment and integration into one's community. The Vocational Education classes and specific categories of training are:

NUTRITION AND FOOD PREP

- Culinary Skills
- Lunch/ Breakfast Service
- Catering

THE ARTS

- Integrated Fine Arts
- Music therapy
- Art therapy

TECHNOLOGY

- Keyboarding
- Office Suite Applications
- Internet Research Apps

● **LIFE & PERSONAL SKILLS**

- Independent Living
- Family /Community Living

●

● **PERSONAL FINANCE/ CONSUMER ED**

- Managing Information
- Using Numbers – Tax preparation
- Problem Solving- wages, purchase decisions
- Personal Management Skills- budgets

CAREEERS/EMPLOYABILTY

- Career Exploration
- Career Mapping – short and long term plans
- Resumes and references
- Networking and resources for job search
- Applications
- Interviews
- Workplace social skills
- Employment expectations and problem solving
- Employee Reviews and Raises

THERAPEUTIC PROGRAM

Therapists work collaboratively with teachers to address a wide variety of emotional and behavioral issues. Therapeutic services are provided with the goal to help each student find hope for healing and achieve greater personal growth and wholeness.

Each student receives 60 minutes per week in a combination of individual, group and crisis therapy within the Innovations Academy as part of the therapeutic program.

Therapy services are provided to students in two equal components at Innovations. In the first component, each student is given a base of 30 minutes, in-office time with their assigned therapist. During this time, the therapist first focuses on working with the student to develop rapport and a positive working relationship. As this relationship is developed, the therapist is beginning to assess what the individual student's needs and strengths are, as well as what modalities might be most appropriate.

A variety of treatment methods including: behavioral and cognitive therapy, dialectical behavioral therapy and psycho-dynamic interventions are used. In-office therapy time is used as a safe and comfortable place for the student to identify, express and better understand their unique functioning. As the therapy progresses, the student will be challenged to identify current coping skills and work on replacing or re-framing current beliefs and coping skills that may no longer be useful, to an improved and more effective skill set. Guardians are an important part of this process and there is frequent communication with the student's home. These interactions help educate the therapist on how the student is doing in the home and community environment, parental concerns/goals, etc.

The second part of this process involves the student taking their newly developed coping skills and practicing these skills in the classroom. At Innovations, this is referred to as the "push-in" process. The therapist becomes a part of the classroom where the student is and observes and coaches the student to work on incorporating newly developed skills into their daily behaviors within the classroom. The therapist also works with the teaching staff to create opportunities for the student to use newly acquired skills and give helpful feedback.

Students may request extra therapy time. Often this request is a positive choice the student is making, in order to gain support for a stressor being experienced, (either in the classroom or a life circumstance outside of school). The therapist will often work with the student and teaching staff to accommodate these requests in a way that does not interfere with important academic time. These requests can also be a time for the therapist to work with the student in helping them to access their coping skills and utilize these while remaining in the classroom.

THERAPEUTIC INTERVENTIONS

The overall goal of the therapeutic program is to instill in each student a positive-peer environment that is welcoming and supportive. Students are encouraged to assist each other in making correct decisions and taking positive steps towards calm and collaborative problem solving. Teachers, teaching assistants, therapists, and CIS's assist in the encouragement of positive behavior without resorting to threat of discipline.

When possible, students should be encouraged to resolve their difficulties with minimal staff involvement. If unable to verbally process, a student should be encouraged to take a pause or moment in place or utilizing coping strategies. If this is not sufficient, then they can request to speak with a therapist to cope with a difficult situation/environment. If a student is unwilling to resolve the issue through verbal processing or moment in place with coping strategies, then more staff involvement is required and the therapist should be notified.

Through the lens of Trauma Informed Care we believe that staff interactions are crucial! A guiding principle for trauma-informed services is that healing happens in relationships and we are living this out when we build rapport. We cannot fix everything or remove the pain of the past, but every positive encounter develops skills and maintains hope. These interactions over time can also help the student change brain thought patterns that can ultimately lead to improved functioning.

The Innovations Academy team works to provide therapeutic interventions that utilize Verbal De-escalation and Active Listening, focus on the reinforcement of positive behaviors, and avoid a focus on negative behaviors and punishments.

1. In the event that a student is behaving in a manner that is disruptive or dangerous to the class and cannot be redirected by classroom staff:
 - a) The Crisis Intervention Specialist will be notified immediately to directly intervene. During the intervention, the CIS will lead the intervention and determine the response.
 - b) Through the lens of Trauma Informed Care about being safe: when a traumatized youth begins to demonstrate behaviors that garner more focused staff attention, they generally have 1 goal in mind: to get back to their baseline where they feel more stable. Whatever internal or external situation has occurred or is occurring, the student is now operating in an elevated realm and maybe quite anxious or upset about this situation. You may see a variety of behaviors, (everything from getting anxious/agitated to crying, making threats, leaving the classroom), and

safety is always our goal. Use the staff around you to help you assess the situation and decide what safety features/staff may need to be put into place.

- c) Through the lens of Trauma Informed Care about being understanding: you can always demonstrate compassion and caring. If appropriate, let the student know that you want to listen to their words and will do what you can to help. If safety is not an immediate concern, you may offer to speak 1:1 with them, take them for a walk, utilize sensory program options in the hallways and calming spaces, offer water, and utilize our other trauma informed care interventions. Ask the staff around you for alternative coping strategies that can also be put into place.
- d) Through the lens of Trauma Informed Care about being realistic: as a staff we can offer listening, coping skills and possibly a change of venue temporarily. We can't promise to solve the issue, remove the cause or bring about a 100% satisfactory solution. Certainly long-term solutions are possible later on, but in the moment the staff's focus needs to be on helping the student get back to their baseline.
- e) Through the lens of Trauma Informed Care about being communicative: tell the student's teacher &/or therapist about any situations that have arisen with any concerning behavior. The more information that is passed on, the more cohesive our treatment becomes.

2. Should a physical restraint be necessary, the CIS will lead the restraint and process the event with the student once the student has calmed and feels emotionally prepared.

School staff will physically restrain a student only if the student is being physically aggressive (e.g. kicking, punching, biting), destroying school property, or attempting to harm himself or herself and after all other interventions have been exhausted.

3. The Principal, Clinical Coordinator and therapist will be notified of any crisis event immediately.

4. After the crisis event, an incident report is completed immediately by the CIS and any staff who witnessed the incident. Each report is reviewed daily by the Principal and crisis events are debriefed with all involved staff to review current safety status, student status, and develop plans to appropriately support the student in the future.

5. Students are encouraged to process each incident so that they can return to the classroom as soon as they are safe.

OUT OF SCHOOL SUSPENSION

If it is determined that a student has committed a rule infraction that requires him or her to be separated from the student body for reasons of safety, and the severity requires additional safety precautions, as determined by the Principal, the student is suspended out of school. If deliberate acts of violence become repetitive, a student will be suspended out of school pending a parent conference. The parent conference is to include the student, parents, teacher, therapist, Clinical Coordinator, and Principal. District personnel may be included if deemed necessary.

RULES AND REGULATIONS

SCHOOL HOURS

The school is open daily from 8:00 am to 4:00 pm. Students are admitted to the school at 8:30 am and will dismiss by 3:00 pm daily (Monday through Friday).

SCHOOL CALENDAR

Innovations Academy – High School and Vocational Education program will send a school-year calendar and Student Data Packet home at the beginning of the new school year. This will contain the following information:

- ❖ Policies and Releases to be returned (The Student Data Packet must be completed every year)
- ❖ First day of school
- ❖ Days off / Holidays
- ❖ Parent/Teacher Conference Date
- ❖ Open House Date
- ❖ End of the quarters/semesters
- ❖ Summer school start day

EXPECTATIONS FOR PREVENTIVE MEASURES FOR ILLNESS

It is every parents/guardians responsibility to monitor their children's symptoms and temperatures on a **daily basis**. **Parents cannot send their children to school knowingly of any symptoms or temperature.**

ATTENDANCE

Daily attendance within the Innovations Academy – High School and Vocational Education program is very important. **A significant number of unexcused absences will jeopardize your placement as well as your progress towards completion of classes toward earning high school credit for graduation requirements.** If a

student is going to be absent from school, a parent or legal guardian is to call the school before the school day begins to inform the school of their son or daughter's absence. Absent students who are not called in before the school day begins will be recorded as unexcused. The school is open from 8:00 A.M. to 4:00 P.M. The office phone number is (630) 540-3900. Messages may be left on voice mail when the school is closed.

REMEMBER: Parents/guardians are responsibility for monitoring their children's symptoms and temperatures on a daily basis. Parents cannot send their children to school knowingly of any symptoms or temperature.

Please note: If this is not an immediate emergency and you would like guidance regarding your current situation, please feel free to call the Streamwood Behavioral Healthcare System Assessment and Referral Department at (630) 540-3700.

Please be aware that our facility has the following options to support your student's distress or other concerns. Families should contact our Outpatient Program at: (630) 837-9000 hospital's main number, ask for Outpatient Program, and can specify IOP or PHP if desired.

Excused Absences or Tardiness	Unexcused Absences or Tardiness
<ul style="list-style-type: none"> ➤ Court dates ➤ Death in the family ➤ Doctor's appointment ➤ Hospitalization ➤ Illness (If absent 3 days you must have a doctor's note stating the nature of the illness, and the date on which the student may return to school) ➤ Vacation (Only if a student vacation request form has been submitted and approved prior to the vacation) ➤ Criminal Detention (depending on the school district policy) 	<ul style="list-style-type: none"> ➤ Missed bus ➤ No phone call from parent or guardian before 8:30 am ➤ Overslept ➤ School refusal <p>NOTE: An unexcused absence can only be changed if a physician's note is brought to school.</p>

SYMPTOM SCREENING DURING COVID-19 PROTOCOLS

In accordance with ISBE standards, all students will enter the building through the screening tent on a daily basis. In the tent, they will be asked screening questions and have their temperature taken. Any student who has a temperature greater than 100.4 degrees Fahrenheit/38 degrees Celsius or currently known symptoms of **COVID-19**; such as, but not limited to, fever, cough, shortness of breath or difficulty breathing, chills fatigue, muscle and body aches, headache, sore throat, new loss of taste or smell, congestion or runny nose, nausea, vomiting or diarrhea may NOT enter the building.

(<https://www.isbe.net/Documents/Part-3-Transition-Planning-Phase-4.pdf>) **THIS**

CONSENT IS MANDATORY FOR ENROLLMENT AT INNOVATIONS ACADEMY

Parents/guardians of individuals who exhibit symptoms will be required to see a medical provider for evaluation, treatment and information about when their children are able to return to school.

CLOSE CONTACT PROTOCOL for Covid-19

Innovations Academy's top priority is to ensure the safety of staff and students while taking every precaution necessary during this challenging time as we continue to navigate the evolving circumstances related to the Coronavirus (COVID-19) pandemic. In case close contact with an individual that has tested positive for COVID-19 occurs on campus, Innovations will be following the appropriate ISBE guidelines. ISBE defines close contact as, "the individual was within 6 feet of the individual who tested positive for COVID-19 or is suspected of having COVID-19 infection for more than 15 minutes."

In cases of potential close contact exposure, ISBE requires students to remain home for 14 days (absences will be excused). ISBE further recommends the following:

- Monitor your child for symptoms
- Consult with your health care physician
- Continue encouraging additional hand hygiene and use of face coverings when outside the home

If your child has tested positive for COVID-19, they must receive a negative result on another COVID-19 test before returning to campus.

SBHS Nursing leadership has been identified as point of contact to communicate and collaborate with public health authorities regarding individuals who have been identified as COVID-19 positive and/or possible exposure.

Innovations Academy, along with SBHS, has established a process to notify the Illinois Department of Public Health (IDPH) about suspected and confirmed cases of COVID-19. Leadership will continue to investigate the source of exposure and complete contact tracing through a review of staff and student schedules. All students and families who may have been exposed will be contacted via telephone and letter. Contact tracing will follow applicable laws and regulations, to ensure confidentiality.

All Innovations Academy staff and students who may have been exposed will be required to self-quarantine for 14 days prior to returning to the school. All Innovations Academy staff and students who experience symptoms will be required to receive medical clearance from their Primary Care Physician (PCP) prior to returning to the school.

SEARCHES

Searches are conducted daily within the Innovations Academy Therapeutic Day School programs for every student. In all cases, searches are conducted with staff members of the same gender as the student. Police may be involved in a search if the Principal feels it is warranted.

CONTRABAND

To protect and insure the safety of all students and staff members within the Innovations Academy Therapeutic Day School programs, several items are not allowed in school. These items are considered “contraband.”

Any item that may be considered a weapon is contraband. Police may be called if the Principal determines that the threat merits police involvement. Due to the nature of contraband, the following list is not exhaustive. If a staff member determines that an item not found on this list fits the criteria of contraband, then it is contraband and must be addressed immediately with the Principal or identified administrator.

- Aerosol cans or hair spray
- Alcohol
- Audio/visual recording devices, or blue tooth devices
- Cell phones
- Cigarettes, lighters or matches or vapes
- Drugs and drug paraphernalia
- Firecrackers, smoke bombs, or any flammable materials
- Firearms
- Gang related items
- Glass bottles/containers
- Any open containers, bags or bottles
- Pocket knives, tools, or other sharp objects
- Pornographic materials or devices of a sexual nature
- Any illegal items
- Any outside food or drinks {During COVID19 restrictions}
 - Lunches brought in closed lunch containers allowed with prior authorization. NOTE: no heating available for meals or snacks

If any of the above mentioned contraband is brought to school, it will be confiscated. **Only cell phones will be returned upon dismissal.** Legal items exceeding \$10 in value will be kept in a locked contraband box in a secure location until the parent or guardian can pick up such items as deemed by the principal.

Caffeinated beverages **may** be considered contraband if a student is taking psychoactive medications. If this is the case, a doctor’s note may be required to allow a student to bring in a caffeinated beverage. If caffeinated beverages become a point of conflict with a student, he or she will not be allowed to bring them to school. **No outside beverages or food unless specified in IEP or by a doctor’s note.**

In addition to contraband, some items are not allowed in the classroom due to their disruptive nature. These items are simply kept with the contraband, but returned to students at dismissal. These items include, but are not limited to:

- Toys from home, unless they are being used for an individualized program as incentives. These items then must be approved before bringing them to school.
- iPods, mp3 players, radio or tape players, DVD or CD players, portable or console electronic toys and devices
- Hats
- Blankets and Pillows
- Trading cards or dice of any kind

Please note: Parents/guardians may choose to allow students to take certain electronic items to school with them, (cell phone, video games, etc.), for use while on transportation or to communicate with the guardian post-school day. In order to maintain a consistent and safe environment, these items will be put in the crisis office until the end of the school day and will then be returned to the students as they exit the building. Every effort will be made to keep these items safe but the school is not responsible in any way for these items. If the student refuses to give a particular item to the staff at the onset of a school day, or the student is later found in possession of contraband, school administration will be notified and the situation will be evaluated, with safety being paramount. The item may possibly be kept by school staff and the guardian requested to come and retrieve the item.

MEDICATION

All medication is kept in a locked medicine cabinet. No student is to possess any medication, either prescription or over-the-counter, at any time. All medication that is dispensed at school must be in a properly labeled prescription bottle and accompanied by a Medication Permission and Physician's Instruction Form which is located in the Student Data Packet. All medication is to be brought to school turned into the office. When a student is running low on medication, the parent will be notified at least three (3) days before the medicine will run out. This should allow for enough time to refill the prescription and bring the new medication in to the school in approved packaging. (see below)

It is our practice that all parents personally deliver all medications to the Innovations Academy school nurse; however, there are times when parents are unable to do so. In our ongoing commitment to the safety of our students, we would like to take this opportunity to communicate some changes regarding medication drop-off procedures and to review our medication policy. We want to make you aware of our new hand-off policy for medication that is brought to the school. It is always our goal to make sure that each student has access to their medications in a safe and direct way, minimizing risk factors.

The following is our medication drop-off procedures:

1. The parent will communicate with Innovations Academy's staff that their child has a medication to be brought to the school. The medication will need to meet the above policy requirements, (date of birth, licensed prescriber, etc.)
2. The school will send home a 1-use, sealable bag for the medication(s) to be placed in and the bag sealed. On the outside of the bag the parent will clearly write the following information:
 - a. Student's name
 - b. Name of medication(s)

- c. Number of pills in container
3. The parent will then personally hand the sealed medication bag to the student's driver (bus, van, cab, service, etc.).
4. When the student arrives at Innovations Academy, the driver will hand the sealed bag to an Innovation Academy's staff member. The staff member will then hand the sealed bag to the RN.

Below is an example of the bag:



Protak Poly Mailers 2.5mil Self Adhesive Sealing Mailing Envelopes, Waterproof Tamper Evident Tear Proof Plastic Shipping Bags, 12 x 15.5 Inch

To implement our new policy regarding adult-to-adult medication hand off for our students; we will implement the following steps:

1. The parent /district letter will be sent to all sending districts and all current parents.
2. A phone call or email will also be sent by the case manager of each student, alerting the parent to the changes forth coming and helping to field any immediate questions.
3. Innovation's administration will reach out to each district and inform the district personnel of the new policy.
4. Case managers will speak with students in their homeroom about this new component to the medication policy.
5. Innovation's staff in conjunction with S. York will develop a PowerPoint presentation on substance abuse to inform and educate students on the dangers of using/abusing illicit or prescribed medication.
6. Attached you will find our new medication management policy and in particular the process for medication drop-off. It remains our privilege to work with districts and families in providing the best educational experience for all our students. Please let us know if there are any questions in regards to this policy.

PREVENTION AND RESPONSE TO BULLYING, INTIMIDATION, AND HARASSMENT

Innovations Academy will not tolerate harassing, intimidating conduct, or bullying whether verbal physical, cyber-bullying or visual, that affects the tangible benefits of education, that unreasonably interferes with a student's educational performance, or that creates an intimidating, hostile, or offensive educational environment. Examples of prohibited conduct include but are not limited to name-calling, using derogatory slurs, stalking, causing psychological harm, threatening or causing physical harm, threatened or actual destruction of property, or wearing or possessing items depicting or implying hatred or prejudice of one of the characteristics stated above.

Bullying, intimidation, and harassment diminish a student's ability to learn and a school's ability to educate. Preventing students from engaging in these disruptive behaviors and providing all students equal access to a safe, non-hostile learning environment are important organizational goals.

Bullying/cyberbullying/sexual harassment on the basis of actual or perceived race, color, national origin, military status, unfavorable discharge status from the military service, sex, sexual orientation, gender identity, gender-related identity or expression, ancestry, age, religion, physical or mental disability, order of protection status, status of being homeless, or actual or potential marital or parental status, including pregnancy, association with a person or group with one or more of the aforementioned actual or perceived characteristics, or any other distinguishing characteristic is prohibited in each of the following situations:

1. During any school-sponsored education program or activity.
2. While in school, on school property, on school buses or other school vehicles, at designated school bus stops waiting for the school bus, or at school-sponsored or school-sanctioned events or activities.
3. Through the transmission of information from a school computer, a school computer network, or other similar electronic school equipment.
4. Through the transmission of information from a computer that is accessed at a non-school related location, activity, function, or program or from the use of technology or an electronic device that is not owned, leased, or used by the School District or school if the bullying causes a substantial disruption to the educational process or orderly operation of a school. This paragraph (item #4) applies only when a school administrator or teacher receives a report that bullying through this means has occurred; it does not require staff members to monitor any non-school related activity, function, or program.
5. The terms "intimidating," "hostile," and "offensive" include conduct that has the effect of humiliation, embarrassment, or discomfort. Examples of sexual harassment include

touching, crude jokes or pictures, discussions of sexual experiences, teasing related to sexual characteristics, and spreading rumors related to a person's alleged sexual activities.

Restorative Measures

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

Bullying Prevention and Response Plan

1. Students are encouraged to immediately report bullying. A report may be made orally or in writing to the SBHS Director of Education 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 Director of Education or any staff member. Anonymous reports are also accepted at extension 2762 by either dialing the school general phone number (630) 540-3900 ext. 2762 or by dialing the hospital general phone number (630) 837-9000 ext. 2762 or via email to Streamwood.ReportBullying@uhsinc.com.

2. Any student who feels that he or she has been the victim of harassment or who has witnessed harassment should notify a school employee or the Director of Education/Principal. Any complaint or investigation will be treated with confidentiality to protect the privacy rights of the student involved. Students who make good faith complaints will not be disciplined. Any employee receiving a harassment complaint from a student is required to report it to the Director of Education/Principal. The Director of Education/Principal will report all claims to the SBHS

3. Consistent with Federal and State laws and rules governing student privacy rights, the Director of Education/designee shall promptly inform the parent(s)/guardian(s) of every student involved in an alleged incident of bullying and discuss, as appropriate, the availability of social work services, counseling, other interventions, and restorative measures.

The Director of Education/designee shall promptly investigate and address reports of bullying, by, among other things:

- a. Making all reasonable efforts to complete the investigation within 10 school days after the date the report of a bullying incident was received and taking into consideration additional relevant information received during the course of the investigation about the reported bullying incident.
 - b. Involving appropriate school support personnel and other staff persons with knowledge, experience, and training on bullying prevention, as deemed appropriate, in the investigation process.
4. The Director of Education/designee shall use interventions to address bullying, that may include, but are not limited to, school social work services, restorative measures, social-emotional skill building, counseling, and community-based services.
5. Any Innovations Academy student who is determined, after an investigation, to have engaged in harassment will be subject to disciplinary action, including but not limited to, suspension and expulsion consistent with the discipline policy.
6. Any person making a knowingly false accusation regarding harassment will likewise be subject to disciplinary action up to and including discharge, suspension and expulsion, with regards to students.

EXPECTATIONS FOR STUDENTS

- Students are expected to follow instructions given by a staff member the first time given without arguing or complaining.
- Students must have permission to leave any room at any time of the day. Students must be accompanied by staff **at all times**.
- When in class, students must remain seated and raise their hand to ask permission to leave their seat for any reason.
- Students are required to be supervised by staff at all times.
- Students are not allowed to leave school areas unattended or without permission.
- Students are not allowed to enter the main office or staff offices without permission and a staff member.

RESPECTING BOUNDARIES

Through the lens of Trauma Informed Care maintaining appropriate boundaries is always important, as it contributes to a sense of safety. At Innovations, these boundaries include physical, verbal boundaries as well as boundaries put in place for safety.

All students are expected to respect the rights of fellow students by:

- Refraining from name-calling, insulting, threatening, and using physical aggression.

- Using appropriate language and voice tone.

ADDITIONAL EXPECTATIONS DUE TO COVID-19

- Students must be screened for symptoms, prior to entering the building.
- Students are required to wear masks at all times while inside the building, except when eating.
- Students are required to maintain appropriate social distancing {6 feet physical distance} whenever possible.
- Students must refrain from any physical contact.
- Students are required to use frequent and proper handwashing procedures; hands should be washed 20 seconds with soap and water.
- Students are not allowed to borrow, loan or share any items or food.
- Students are provided with a personal container for their school supplies.
- Students are not allowed to bring in outside food with the exception of a cold lunch or single-serving prepackaged snacks in a wipeable lunchbox like container for sanitizing purposes.

RESPECTING PROPERTY

All students are expected to respect personal and school property by:

- Carefully using and returning all materials and equipment.
- Refraining from taking property not belonging to them without permission.
- Refraining from writing on furniture, posters bulletin boards, school folders or books.
- Refraining from selling or trading any items with each other at school. The school is not responsible for lost or stolen items brought to school.

REQUIRED CLASSROOM MATERIALS

School will provide all necessary academic materials pertaining to each subject matter. Students will be responsible for the care and preservation of all school materials when in their possession. However, students are able to bringing their supplies unique to their needs with prior staff approval, to be kept at school.

All school materials and property damaged by a student is subject to restitution or restorative measures.

ADMINISTRATIVE REQUESTS

Please contact the Principal at the main school number for any of the following items:

- To excuse or unexcused your child from school. Any absent student who is not called in to the office by 8:00 am will be considered unexcused.

- To set an appointment for a family therapy session.
- To arrange a time to bring in refills of medication.
- To request copies of report cards, IEPs, or other documentation. Note that official transcripts can only be provided by the registrar of the student's home school, not the Innovations Academy Therapeutic Day School programs.
- To request student vacation forms. Any student who is going on vacation must have a completed vacation form on file prior to vacation.

VACATION

The Innovations Academy Therapeutic Day School programs are considered **year-round schools**, with minimum number of vacation days. This is designed to provide students with the opportunity to advance in their studies and continue to develop emotional stability. Due to the highly structured nature of the school, year-round attendance is mandatory for all students. A school calendar, which reflects school vacations, is given to each student when they enroll within Innovations Academy Therapeutic Day School programs. Extra copies are always available upon request.

Occasionally, a family wishes to go on vacation when school is still in session. If this should occur, a Vacation Request form must be obtained from the school office and returned to the Principal for approval. Vacation requests will be approved if the student is passing all classes at the time and holds a good attendance record. Final approval must be given by your child's school district. ‘

NOTE: Per ISBE and IDPH recommendations, students and families that travel out of the state or the country to locations with a Travel Warning of Level 3 “**should not attend school for 14 days after the return date.**” For more information on current Travel Warnings please visit the following link: <https://www.cdc.gov/coronavirus/2019-ncov/travelers/index.html>

REPORT CARDS

Report cards are issued four (4) times during the regular school year (November, January, April and June) and once (1) during the summer program (July). All report cards are to be signed by a parent/legal guardian. Copies of signed report cards are sent to the school districts and home schools at the end of each semester (January and June). The school districts will then transfer grades into credits on official transcripts.

Any student deficit in credits has opportunities to access credit recovery through our Extended School Year (summer school) or during the regular academic year utilizing our remote learning platform or face to face instruction.

REMOTE LEARNING

In addition to face to face instruction or in the event of a school closing, students will have access to electronic learning options such as OdysseyWare, Zoom video conferencing or IXL. The expectations include:

- completing all assigned work in a timely fashion
- Logging in for no less than 2 hours per day for instruction to count as attendance.
- Participation in all scheduled zoom conferencing lessons or meetings required.
- Days when no work or zoom participation is completed for each subject will be considered an unexcused absence

DRESS CODE

All students within Innovations Academy Therapeutic Day School programs are required to dress appropriately for school each day. The Innovations Academy Therapeutic Day School programs have developed a dress code that has taken into consideration the use of physical management. Many items that are not to be worn during school hours are simply for the safety of both students and staff. In addition, students in the High School and Vocational Education program must be aware of successful attire for the workplace and their specific area of vocational focus. The student dress code is as follows:

- All students are to refrain from wearing any clothing, jewelry, buttons, or any other items with words, phrases, symbols, drawings, or pictures pertaining to drugs, alcohol, street gangs, sexual activity, or profanity. Gang-related colors, attire, and paraphernalia are also not allowed.
- Students are not permitted to wear hats, bandannas, do-rags, hoodies, sunglasses, or any other head coverings while in the building.
- Students are permitted to wear jewelry to school, but the school is not responsible for injury or damage resulting from the wearing of jewelry.

Footwear policy: Flip-flops, slippers, shower thongs, and other open footwear are not permitted. Combat, construction, or hiking boots and spiked high heels are similarly not allowed. Snow boots may be worn to school during bad weather conditions; however, they must be placed in the classroom closet or school storage room upon arrival and replaced with appropriate footwear for the school day. **Shoes worn to school must be appropriate for physical education, or the student will receive a failing grade for that day.**

Shirts must have sleeves and cover the student's entire torso and midriff. Tank-tops are not allowed, basketball jersey must be worn with a tee shirt underneath See-through or fishnet clothing are not allowed.

- Pants must be worn at the waist. Students will be allowed to change to shorts for physical education if they desire.

- Clothing must be in good repair: no significant rips or tears, no safety pins.
- Any clothing that exposes parts of a student's body, undergarments, or in any other way is deemed inappropriate will not be allowed.
- Students who arrive wearing inappropriate clothing will be asked to remove it, turn the inappropriate attire inside-out, or wear a plain tee-shirt over their clothing, whichever is most appropriate. Students will be removed from the academic setting until compliant or a parent can bring appropriate clothing to change into. If a student refuses to comply, parents will be asked to take the student home for the remainder of the school day.

FIRE AND TORNADO DRILLS

Fire and tornado drills are held on a regular basis. Students are expected to follow exit routes designated by staff members. All students are required to remain quiet during all drills.

FIELD TRIPS

Field trips are scheduled and implemented by classroom teachers and therapists as a part of the curriculum and vocational program, and may also use as rewards for achievement and pro-social behavior. Examples of field trips include library visits to expand literacy and knowledge base, trips to grocery and department stores to build real-world economic skills, as well as visits to local historical landmarks and museums.

EXTRAMURAL SPORTS

Innovations Academy Therapeutic Day School programs participate in a sports league for special education programs, PRO League. Basketball, flag football, volleyball, and soccer are the four sport areas in which Innovations Academy can participate. Students must have all signed releases (Student Data Packet) completed to participate in these opportunities and must meet weekly criteria in order to be eligible for games and tournaments.

LUNCH

Our Vocational Dietary program will provide a lunch, free of charge, to all Innovations Academy Therapeutic Day School program students. In accordance with ISBE standards, individual packaged meals will be provided for students by Innovations Academy. Areas where students consume meals will be thoroughly cleaned and disinfected before and after meals. Students will not be allowed to share food/food products. (<https://www.isbe.net/Documents/Part-3-Transition-Planning-Phase-4.pdf>)

Outside food /food products are not to be brought from home without prior administrative approval. However, no open containers may be brought to school. Any open containers will be

confiscated during morning searches. All food and drinks will be stored in a refrigerator until appropriate meal times.

MONEY

The Innovations Academy Therapeutic Day School programs strongly recommend that students not bring money to school, and if they do, should never have more than five (5) dollars in cash with them at school. **Students will never be asked to bring money from home for field trips without a note from one of the Innovations Academy Therapeutic Day School programs.** The Innovations Academy Therapeutic Day School programs are not responsible for lost or stolen money.

PERSONAL PROPERTY

Innovations Academy Therapeutic Day School programs are not responsible for any lost, stolen, or damaged items that are brought to school. All electronic devices are secured at the beginning of the day and returned to students at dismissal. In order to avoid loss, theft, or damage, the **Innovations Academy Therapeutic Day School programs strongly recommends that student not bring electronic devices to school, including cell phones, iPods, mp3 players, portable DVD/CD players, and video games.**

If students refuse to relinquish their electronic device, or hide them on their person in such a way that it cannot be found during a search, the device will be confiscated if used within the school. The device will be held in the office for three (3) days before being returned to the student. A second infraction will result in the device being held for (7) days. Alternatively, the parent or guardian may pick up the device in person from the Innovations Academy office.

PHONE

Students needing to contact family during the day will work through either the school nurse or their therapist to ensure fidelity in this process. If a phone call is required, the student will use a school phone. In some cases, the phone call may be made with the family member, etc. on speakerphone. This will be at the discretion of the school staff. Guardians are always encouraged to prepare ahead of time for any changes in the daily school routine, (pick up, etc.), in order to minimize any disruptions to the school day.

STUDENTS' RIGHTS

Through Trauma-Informed Care, students have the rights to the following guiding principles: Safety, Trustworthiness & Transparency, Peer Support, Collaboration & Mutuality, Empowerment & Choice, and the understanding of Cultural, Historical, & Gender Issues that may impact an individual. With that in mind:

- You will be taught by competent, well-prepared teachers and receive guidance and counseling services from competent, well-prepared therapists.
- You will be informed of your teacher's academic expectations and their relationship to your grades to maintain transparency.
- You will be informed both of school and individual teacher rules, behavioral expectations and any consequences for negative behavior to ensure your safety.
- You will be treated firmly and fairly in the event that your behavior necessitates intervention to maintain safety and facilitate opportunities for peer support and mutuality.
- You will not be discriminated against in ANY way because of race, creed, religion, sex, national origin, sexual orientation, or disability in alliance with the principles of safety, trustworthiness, and the understanding of cultural, historical, & gender issues' impacts on you.
- You will be empowered to express your thoughts and feelings verbally or otherwise in collaboration and mutuality with staff as long as others rights are not violated in the process and that you do so without destruction to school activities, the educational process, or the routine operation of the school.

PARENTS' RIGHTS

- Academic expectations will be clearly communicated to your child at the beginning of their enrollment.
- Your child will be under the guidance of professional, competent and well-prepared teachers, clinical staff and administrators.
- School personnel will be willing to communicate relative to the progress of your child upon your request, during weekly communication, and/or at scheduled parent/teacher conferences.
- You will be contacted by school staff when problems arise other than those considered to be minor or routine.
- You will have calls returned as soon as possible after receipt. (Within 24 hours).
- Your child will attend school in a safe, well-controlled settings.
- Should it become necessary to discipline your child, the situation will be handled in a fair, firm and caring manner.
- You will be provided the opportunity for involvement in school-parent meetings and/or activities.
- You will receive periodic communication relative to school programs and policies of rule changes.
- Every attempt possible will be made to notify you by phone if your child required physical management during the school day.

PHILOSOPHY

Every human has basic needs...to love and to be loved, and to feel worthwhile. These needs can be fulfilled if one acts in a responsible manner. A child learns responsibility by means of a strong, positive, emotional involvement with a responsible person, whether parent, therapist or teacher. This person helps the child learn that he can plan responsible solutions to his problems and make commitments to carry out these plans. No excuses are accepted for the child not meeting the commitments. If the plans fall, new plans are made. The process continues without excuses until a plan succeeds. Through this procedure, the student learns to act responsibly. If he does not, he must suffer the natural (not punitive) consequences. The child is led to decide what he did to contribute to the undesirable outcome and what he does to improve.

The Innovations Academy Therapeutic Day School programs involve children in learning to make responsible decisions about their lives and education. To achieve a child's involvement, teachers must themselves become involved. Involvement starts with a one-to-one relationship, child to teacher, therapist or administrator, then with groups of children. A teacher must be warm, personal and interested in all children, but it takes extra skill and patience to act this way with those who have problems of the present. The child's past should be utilized only as it relates to previous successes, never to rehash failures.

Once involvement is achieved, the teacher helps the child make a value judgment about what he is doing. Only when the child realizes that he is in control of himself, can they start to change. If the child misbehaves, he must suffer the natural consequences. The child's world should never be manipulated so that he does not suffer the reasonable consequences of his behavior.

Carefully explained and understood rules are firmly enforced in classrooms. Thus, we prove to the child that we care that he becomes responsible, a care that he interprets as love. However, enforcement is not punishment, sarcasm or ridicule; we encourage change only by reasoning, removal of privileges and ultimately by separation from the group for short periods of time during which plans can be made to correct the problem. We never give up. Neither teacher nor child can accept failure as a reasonable consequence. If necessary, the child must be asked again and again to defend his value judgment; until he is sure what he is defending is best for him.

The teacher asks, "What are you doing? Is your behavior helping you, me, the class, and the school?" The next question, "What can you do different?" puts the responsibility on the child.

Teachers don't accept excuses. When the teacher accepts an excuse, involvement diminishes or ceases entirely because the child knows the teacher is letting him harm himself. He concludes the teacher does not really care. This is the real meaning of discipline-not accepting excuses for not fulfilling a commitment*

- From William Glasser's *Schools Without Failure*.

