



Allendale

Hope and healing start here.

Allendale School

**PARENT – STUDENT
HANDBOOK**

2022-2023

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Allendale Association School Handbook 2022-2023

MISSION

Founded in 1897, The Allendale Association is a private, not-for-profit organization dedicated to excellence and innovation in the care, treatment, education and advocacy for children and youth with serious emotional, mental and behavioral health challenges.

Administrative Team

Jennifer Stiemsma, Senior Vice President of Educational Services
Darrick 'Rico' Ellis, Director of Educational Services
Tonya Henley, Director of Curriculum and Instruction
Jennifer Mendoza, Senior Director of Career and Technical Education
Lorine Schaar, Director of Stepping Stone and LINC Therapeutic Day School Programs
Dr. Sandra Clavelli, Therapeutic Day School Clinical Consultant – Stepping Stone - Lake Villa Campus

LOCATIONS

Elizabeth Morse School

600 West Grand Avenue
Lake Villa, IL 60046
847-356-3334
FAX: 847-356-0455

LINC

1055 Lake Avenue
Woodstock, IL 60098
815-206-5725
FAX: 815-206-5724

North Chicago School

1920 Sherman Avenue
North Chicago, IL 60064
847-693-2060
FAX: 847-693-2062

www.allendale4kids.org

*****Notice: All families will receive a copy of the parent-student handbook. Receipt of this handbook is notification to parents and students of school procedures. Parents are responsible for assuring that their children are knowledgeable of the expectations and procedures at the Allendale School. This handbook is a summary of the school's rules and expectations and is NOT a comprehensive statement of school procedures.***

2022-2023 Allendale School Calendar

Aug-22						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	TI	16^	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			
TOTAL						12
Cumulative						12

Nov-22						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	NIA	H	NIA	26
27	28	29	30			
TOTAL						19
Cumulative						71

Feb-23						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	H	21	22	23	24	25
26	27	28				
TOTAL						19
Cumulative						122

May-23						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24g}	TI	26	27
28	H	30	31			
TOTAL						18
Cumulative						176

Sep-22						
S	M	T	W	T	F	S
				1	2	3
4	H	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	
TOTAL						21
Cumulative						33

Dec-22						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21]	WB	WB	24
H	WB	WB	WB	WB	WB	31
TOTAL						15
Cumulative						86

Mar-23						
S	M	T	W	T	F	S
			1	2	3	4
5	H	7	8	9	10]	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	SB	SB	SB	SB	SB	
TOTAL						17
Cumulative						139

Jun-23						
S	M	T	W	T	F	S
				1	2	3
4	5s	6s	7s	8s	9	10
11	12s	13s	14s	15s	16	17
18	19s	20s	21s	22s	23	24
25	26s	27s	28s	29s	30	
TOTAL						16
Cumulative						16

Oct-22						
S	M	T	W	T	F	S
						1
2	3	4	5	6	TI	8
9	H	11	12	13	14]	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					
TOTAL						19
Cumulative						52

Jan-23						
S	M	T	W	T	F	S
H	WB	WB	WB	5^	6	7
8	9	10	11	12	TI	14
15	H	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				
TOTAL						17
Cumulative						103

Apr-23						
S	M	T	W	T	F	S
						1
2	3^	4	5	6	H	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						
TOTAL						19
Cumulative						158

Jul-23						
S	M	T	W	T	F	S
						1
2	NIA	H	5s	6s	7	8
9	10s	11s	12s	13s	14	15
16	17s	18s	19s	20s	21	22
23	24s	25s	26s	27s	28	29
30	31					
TOTAL						14
Cumulative						30

Legal School Holidays	
Labor Day	9/5/2022
Columbus Day	10/10/2022
Thanksgiving Day	11/24/2022
M.L. King Jr. Day	1/16/2023
President's Day	2/20/2023
Casimir Pulaski Day	3/6/2023
Good Friday	4/7/2023
Independence Day	7/4/2023

Emergency Days
5/26/2023
2/20/2023
3/6/2023

Calendar Legend	
School Begins	^
Legal School Holiday	H
Teacher Institute	TI
Winter Break	WB
Classes Resume	^
Spring Break	SB
Not in Attendance	NIA
End of Quarter]
Emergency Days	X
Last Day of School	}
Summer School	s
Graduation	g
Emergency Day	ED

*School hours: 9:00am-3:00pm - Residential, 9:00am-3:30pm - Stepping Stone Day School
 8:00am-3:00pm - LINC Day School
 (Early Dismissal EVERY Thursday at 2:00pm also 12/21/22 & Graduation Day)
 Summer School Residential Monday-Thursday 8:30am-12:30pm
 Summer School Therapeutic Day School: Grades 8-12 8:30 AM – 12:30PM; Grades K-7 8:30AM – 2:00PM
 1st Quarter Ends **10/14/22** (41d)
 2nd Quarter Ends **12/21/22** (45d)
 3rd Quarter Ends **03/10/23** (43d)
 4th Quarter Ends **05/24/23** (47d)

PO Box 1088 Lake Villa, IL 60046-1088
 Phone: (847) 356-3334 FAX: (847) 356-0455
www.allendale4kids.org



SCHOOL CALENDAR 2022-2023

****School dismisses at 2:00 P.M. EVERY Thursday****

August 15, 2022	Teacher Institute – No Student Attendance
August 16, 2022	First Day of School
September 5, 2022	No School – Labor Day
October 7, 2022	Teacher Institute – No Student Attendance
October 10 2022	No School
October 14, 2022	End of 1 st Quarter
November 23-25, 2022	No School – Thanksgiving Break
December 21, 2022	End of 1 st Semester Early Dismissal – 2 PM
December 22, 2022-January 4, 2023	Winter Break
January 5, 2023	Classes Resume
January 13, 2023	Teacher Institute – No Student Attendance
January 16, 2023	No School – Martin Luther King, Jr Day
February 20, 2023	No School - President’s Day <i>(may be used as an emergency make up day)</i>
March 6, 2023	No School – Casimir Pulaski Day <i>(may be used as an emergency make up day)</i>
March 10, 2023	End of 3 rd Quarter
March 27-March 31, 2023	Spring Break
April 7, 2023	No School – Good Friday
May 24, 2023	Graduation (6PM) Last Day School <i>(Unless make-up days required)</i> End of 2 nd Semester Early Dismissal – 2 PM
May 25, 2023	Teacher Institute – No Student Attendance
June 5, 2023	Summer School Begins
July 3-4, 2023	No School - Independence Day
July 27, 2023	Last Day of Summer School

*School hours: 9:00 AM - 3:00 PM (Day School hours 9:00 AM - 3:30 PM)
 (Early Dismissal **EVERY** Thursday at 2:00 PM also **12/21/22, Graduation Day [05/24/23]**)
 (Summer School Residential: Monday - Thursday 8:30 AM – 12:30 PM)
 (Summer School Therapeutic Day School: Grades 8-12 8:30 AM – 12:30PM
 Grades K-7 8:30AM – 2:00PM)

ALLENDALE SCHOOL INFORMATION

Allendale School is a private therapeutic day school for students in grades K-12+. We offer educational and therapeutic services to assist students in achieving their goals. We work with students and families to promote learning opportunities suited to each student's individual needs. We provide a wide range of services including counseling, clinical consultation, speech/language therapy, occupational therapy, vocational preparation, and psychiatric consultation based on individual student needs.

REGULAR SCHOOL YEAR HOURS

- Hours 9:00 am - 3:30 pm (3:00 pm is residential dismissal)
- School dismisses **every** Thursday at 2:00 pm.
- Students are expected to go directly to their classroom upon arrival.
- Lunch is served in our dining hall, 'Shelter Club Commons', between the hours of 11:00 am - 1:00 pm.
- Each classroom will have a schedule which meets the academic, social, and emotional needs of each student.
- Elective and enrichment curriculum areas include: Art, Music, Work Experience, Greenhouse, Silk Screening and Embroidery, Building Trades/Woodshop, and Automotive classes.

IMPORTANT PHONE NUMBERS

Phone Numbers

School Office
(847) 356-3334
Bradley Counseling Center
(847) 356-3322
Bradley Counseling Hot Line - (Therapist after Hours)
(847) 356-3322
Nurses' Office
(847) 245-6237 or 6262
Jennifer Stiemsma, Senior Vice President of Educational Services
(847) 245-6426
Lorine Schaar, Director of Stepping Stone & LINC Day School Programs
(847) 245-6405
Jennifer Mendoza, Senior Director of Career and Technical Education
(847) 245-6429
Tonya Henley, Director of Curriculum and Instruction
(847) 245-6427

Darrick 'Rico' Ellis, Director of Educational Services
(847) 245-6355
Susan Buehlman, Operations Manager
(847) 245-6401
Celeste Fuentes, Senior Administrative Assistant – Stepping Stone Day School
(847) 245-6403
Mary Parisek, Senior Administrative Assistant – LINC Day School
(815) 206-5725
DCFS Hotline
(800) 25-ABUSE (22873)

SCHOOL CLOSINGS

If the school will be closed for any reason, School closing information is available at **www.emergencyclosing.com** or on the WGN website.

For school district students, if the school district is closed, those students will not have transportation. On these days, the students will be excused, or parents can transport, if Allendale School remains open.

If you have any questions or are unsure of a closing day, contact the school office at (847) 356-3334.

2023 SUMMER SCHOOL CALENDAR

Extended School Year (ESY)/Summer School is an essential part of our program. Summer school allows the students to continue earning academic credit while maintaining structure and helping to prevent academic and behavioral regression. Students whose IEP reflects the need for Extended School Year and who do not attend risk being discharged from the program.

Summer School includes both recreational and vocational programs. Students 14-years-old and older can participate in the vocational program. High School students will receive credit for the work as well as training pay. Students are paid on a sliding scale based on productivity, cooperation, and attitude.

IMPORTANT SUMMER SCHOOL DATES

Monday, June 5	Summer School Begins
Friday, June 9	No School
Friday, June 16	No School
Friday, June 23	No School
Friday, June 30	No School
Monday, July 3	No School
Tuesday, July 4	No School
Friday, July 7	No School
Friday, July 14	No School
Friday, July 21	No School
Thursday, July 27	Summer School Ends

Summer School Hours:
 8:30am-12:30pm - academics
 12:30pm-2:00pm - recreation for SS students K-7

TRANSPORTATION

Transportation is arranged by individual school districts. In the event of an absence or if you are bringing the student to school, please call the transportation company and cancel services for that day. It is also helpful to call after an absence of more than 2-days to let them know that your child will need bus service reinstated. Students are not permitted to drive to school.

Transportation Numbers

Axess Transportation	(847) 223-2424
Charity	(779) 770-4051
Citicare Cab	(847) 509-2281
Durham	(847) 356-6990
First Student	(847) 634-0868
IL Central Bus Co	(847) 249-4100
Lakeside	(847) 263-7619
Ride On Transit	(224) 225-1673
Safeway Cab	(847) 599-1085
Topline	(847) 244-8700
Universal Taxi	(630) 617-5400
Zion 126	(847) 731-9731
Transportation	(847) 731-9732

DISTRICT CHANGE

If you move districts, **it is the responsibility of the parent/guardian to register your student with the new district within 10 school days.** Failure to do so may result in discontinued transportation and discharge from the program.

ALLENDALE THERAPEUTIC SERVICES

Clinical Consultation is the primary service that the therapist and teacher provide. This involves a regularly scheduled time (usually via phone) in which the teacher, therapist, and parent/guardian, and student have a chance to communicate and develop a working alliance for the purpose of establishing an agreed-upon 'Life Plan' with the student.

Therapeutic services are an integral part of the Allendale school program. All students have *individual counseling* once a week. Stepping Stone students also participate in a *Life Plan Group* and a *Community Group* that are co-led by the therapist and the classroom teacher.

Family therapy is another service that can be provided at the request of the family.

REStArT:

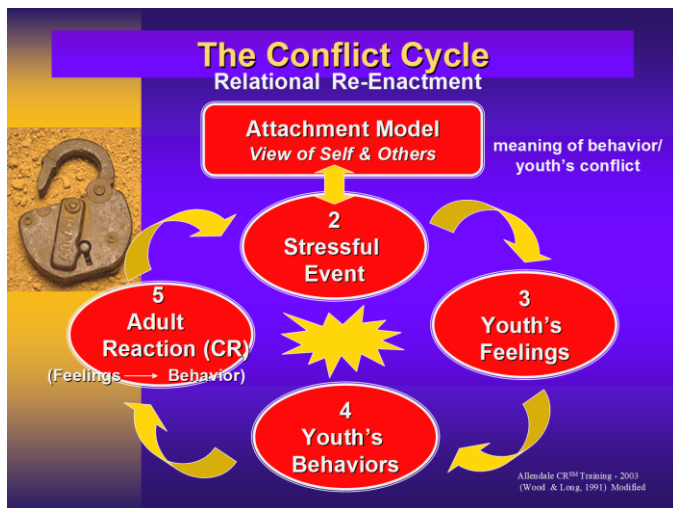
The REStArT (Relational Re-Enactment Systems Approach to Treatment) model created at Allendale is the therapeutic model that is used throughout the agency. This model involves mapping out the youth's "conflict cycle." The conflict cycle identifies the youth's stressor(s), feelings triggered by the stressor(s), and subsequent behavior, but the key component is the "adult's reaction," that is, how the youth pulls adults into his/her cycle. As the Allendale staff members who work with the youth are able to identify their reactions (i.e., their counter-response) and how they may be inadvertently keeping the conflict cycle going, they target this reaction as a place to intervene. By interrupting the youth's conflict cycle, staff provide the youth with an opportunity to learn more adaptive ways of behaving and coping with his/her identified stressors.

Clinical Consultation:

Allendale School believes that treatment should be youth and family centered, that is, based on the youth's strengths and what the youth and family want to achieve by the youth's participation in the program. The family is a vital part of the school team that is working together to help the youth make academic gains and improve adaptive functioning. Thus, the family's input and knowledge of the youth are seen as valuable contributions.

Clinical consultation sessions provide the framework to allow for regular communication, to develop a good working alliance between the family, youth and treatment team, and to promote a shared understanding of the youth.

During clinical consultation, the team (including teacher, therapist, parent(s), and student will work to establish an agreed-upon 'Life Plan' with the student. The teacher and therapist (and other specified core team members) will work with the family to set up a time to call on a regular basis. The youth's primary caregivers are expected to participate in clinical consultation sessions together, even if they may be from separate households. During these clinical consultation phone calls, the team will talk with the family about how the family wants to use this time. Using their own examples with the youth, the teacher and therapist will provide information to the family about the youth's conflict cycle and how the youth tends to pull adults into this cycle, which inadvertently keeps the cycle going. The staff will share information about any ways in which they have been able to interrupt this cycle effectively.



ALLENDALE UNIVERSAL RULES

Allendale's Universal Rules provide a structure for behavioral expectations with identified consequences for rule infractions. These guidelines provide students with both consistency and predictability within our therapeutic school environment. Students are provided the opportunity for decision-making

and connecting their choices to consequences within the program.

Guidelines

Point Loss for behaviors which are disruptive/inappropriate to others.

Open PL (privilege loss):

Open PL cycle is temporary privilege loss until the task is completed or until the end of the day. This consequence is given when a youth does not complete an expected task that he/she can later choose to complete.

- **Task Refusal:** i.e. school assignments. Before receiving Open PL the youth is given a re-direct. Youth is off PL when they complete an assigned task that was being refused or until the end of the day.
- **Creating Mess in the Classroom:** Acting-out is not directed at an individual (does not involve direct provocation of another's property or person). Youth is off Open PL when they clean up the mess that was made or until the end of the day.
 - Other areas on campus (where youth go for a defined/shorter period of time, such as cafeteria for lunch, vocational class, etc.) Student is redirected and provided a 10-minute opportunity to clean up. (No consequences are given if youth cleans up mess within the 10-minute time span.) Otherwise, open PL is issued until the end of the day.

Minor Incident

Behaviors That Lead Directly To a Minor:

Minor Theft: Items not of a significant value (develop restitution agreement with youth).

Minor Property Destruction: Items not of a significant value (develop restitution agreement with youth).

Out of Program: Not being in program for more than 10 minutes but location is known.

Note Passing: Passing or in possession of a note.

Horseplay/Boundary Violations: Violation of others' boundaries (including verbal violations) and/or physical contact without intent to harm.

Lending/Borrowing/Gift Giving: Items include youths' personal property and money. Consequences apply for both lender and borrower.

Behaviors That Require One Prompt for Correction – Then Lead To Minor if Ignored:

Provoking: Occurs when a youth targets another peer despite one directive to stop the behavior.

Dress Code Violations: Occurs when a youth refuses to correct the dress code violation after one prompt.

Consequences for a Minor = PL for 24 hours.

Dangerous Behavior Incident (DBI)

DBI's are given when a youth engages in dangerous behavior.

Dangerous Behaviors: At times if a student presents a danger to the safety and well-being of himself, herself, or another person and is likely to cause immediate physical harm, the following interventions may be utilized: physical restraint (small child hold, standing hold, seated hold). These interventions will only be used when there is an imminent danger of serious physical harm and other less restrictive measures are ineffective and will follow ISBE regulations (23 IAC 1.285). Guardians will be notified by the end of the school day and will be emailed a copy of the ISBE incident form within 24 hours.

Allendale staff are trained and certified in the use of Therapeutic Crisis Intervention (TCI).

Physical Aggression against others.

Major Property Destruction that could result in injury to self/others or seriously disrupt the safety of the environment: Youth are held accountable for damage caused through an agreement that is worked out with the youth to make restitution.

Major Theft (includes any theft off campus): Youth are held accountable for any loss caused through an agreement that is worked out with the youth to make restitution.

Incitement: Individual or group activity with a specific intent to create a dangerous environment.

Eloperment: Leaving an area without permission and being out of staff eyesight – location is not known; or off campus without permission.

Contraband: Tobacco, drugs (including illegal, prescribed, CBD, and over-the-counter), alcohol, cell phones, cameras (HIPAA concerns), pornography, and potentially dangerous objects (i.e., scissors, razors, lighters, shanks, pocket knives).

Intimidation of a Peer: Behavior designed to cause fear in another youth, to impose one's will, and/or to exploit another youth. This does not include remarks made in response to verbal provocation.

Intimidating Behavior toward a Staff/Adult

Consequences for a DBI = PL for 48 hours

Transportation for Students in Crisis: Students who are in crisis at dismissal time may be kept off the transportation. Transportation will then be arranged with the parent/guardian.

Police Contact: The police may be contacted for any illegal behavior or dangerous/potentially dangerous situation. Attempts will be made to contact the parent/guardian before the police are contacted.

Additional Programmatic Terms

Physical Restraint: Restrictive intervention adhering to Rule 384 and ISBE regulations which follow Therapeutic Crisis Intervention (TCI) for managing student's behavior that poses an imminent danger to self or others.

Time-Out: A student is directed by staff and removes a youth from program area which does not involve a locked or restricted exit and is supervised by staff.

Sensory Break/Student Initiated Break: The student is separated from the area away from peers (e.g., to the hallway or side-room) to self-regulate and calm down, but does not present with an imminent danger of harm to self or others.

PL – Privilege Loss: A period of restricted privileges due to behavior or failure to complete consequences.

Precaution: Students are placed on precautions due to either the threat of or actual display of potentially dangerous behavior. Some examples of precautions are AWOL, Harm to Others, and Self-Directed Violence precautions. Students on any precautions will be supervised closely and may be restricted from environments or situations in which they could be at risk.

Rule 384: Rules outlined by DCFS for Behavior Treatment.

ALLENDALE CLASSROOM PROGRAM

Domain Areas

A student will receive a score by school staff in the domains A thru E listed below.

- A. Responsibilities/schoolwork – Did client complete all of their duties/school responsibilities for the day?
- B. Interactions with peers – Did the client interact appropriately with peers (i.e.: respect personal boundaries, interact without provocation)?
- C. Interactions with adults – Did the client interact appropriately with adults?
- D. Time management – Did the client use time wisely? For example, were they where they were supposed to be when they were supposed to be there? Did they require redirection to remain on task?
- E. Emotional control – Was the client able to react in an appropriate manner to external stressors? For example, remain focused, be free of outbursts at inappropriate times, ignore provoking from others, vocalize that they are frustrated and act accordingly (take a self-directed time out).

GENERAL INFORMATION

Pandemic/Other Community Health Concerns

Allendale School will implement protocols based on guidance from the Illinois State Board of Education (ISBE), Centers for Disease and Control (CDC), and the Illinois Department of Public Health (IDPH). These protocols are subject to change in pursuant to updated public health guidance and changing public health conditions.

Any person who shows any signs or symptoms of illness should stay home. When reporting absences, specific symptoms, COVID-19 diagnoses, and COVID-19 exposures must be reported.

Return to school criteria will be identified using the IDPH document *Decision Tree for Symptomatic Individuals in K-12 Schools*.

Attendance Policy:

Students are expected to attend school daily as noted on the school calendar. **Absences must be reported on the morning of the absence by the parent/guardian to the school office (847) 356-3334 by 9:30 am. An absence will be considered unexcused if no call or follow-up is obtained from the parent/guardian.** Absences are excused in the event of illness, doctor appointment, court appointments, or death in the family. All other absences will be determined excused or unexcused on an individual basis. Chronic or habitual truancy is legally defined as 10 absences during a period of 40 consecutive school days without legitimate cause. In some cases, this includes excused absences. Action with individual school district authorities may be taken prior to the 10-day time period. It is the responsibility of the parent/guardian and the student to comply with the State of Illinois compulsory attendance laws. The student's home school may require documentation explaining the reason for student absences.

Any person who shows any signs or symptoms of illness should stay home. When reporting absences, specific symptoms, COVID-19 diagnoses, and COVID-19 exposures must be reported.

Visitors:

School visitors will report directly to the front office and sign in upon entry to the building. Approved visitors will receive a time-sensitive name tag identifying themselves as a visitor and place the name tag on their clothing in a visible location. School staff will escort visitors to their destination. If visiting your child's classroom, we ask that you arrange the visit with the classroom teacher in advance of your visit. Students will not be allowed to talk to or leave with anyone but the parent/guardian, unless prior permission is given.

A student who will be having someone other than their guardian pick them up from school will need to have that person report to the school office, provide a copy of their photo ID, and sign the student out from school. The person picking up the student must be 18 years of age or older. Guardians may be asked to provide a photo ID. Students under the age of 18 will need their guardian's permission to have someone other than their guardian pick them up from school. Unauthorized visitors are not allowed on Allendale property.

Lunch:

Anyone applying for free and reduced meals must complete an application and submit it to the school office by the start of each school year. A typical lunch menu includes an entrée, vegetable, fruit, and milk or water.

Lunch is available for all students for a reasonable fee, or a student may bring a sack lunch from home. A monthly bill will be mailed to parents. Free and reduced lunch is available for qualifying families.

DINING HALL RULES AND PROCEDURES

- Soda Pop or outside foods (except sack lunches from home) are not permitted in the dining hall. Kitchen workers are not permitted to handle any outside food (heating, wrapping, etc.).
- Students will sit down at their assigned table when entering the dining hall, until staff releases them to line up.
- Students should remain seated unless getting food or taking their tray to the dishwasher.

- Students are not allowed behind the counter or in the kitchen, unless they are working a scheduled shift.
- Students are expected to clean their area after eating.
- Students are expected to follow the Universal Rules while in the dining hall. Infractions will result in programmatic consequences.

Medication Administration:

Students are not permitted to have over-the-counter medications (e.g. cough drops, antacids, Visine, CBD, etc.) in their possession at school. Parent/guardian consent to give prescribed medication must also be signed and a copy in the student's file. Prescribed medication may be brought into school by the parent/guardian if the medication is to be taken during school hours, and it must be monitored by the nurse. All prescribed medication must be brought to school in the original prescription container with the doctor's prescription and note describing the reason for the medication, the type, the dosage, and the time to be given.

Physical and Dental Examinations:

According to *ISBE mandate*, children are required to have a physical exam including record of immunizations before entering K or 1st, 6th and 9th grades. Any child that had the physical before entering 5th grade will not have to get another physical for 6th grade. Any child entering kindergarten or any student enrolling for the first time in a public, private, or parochial school shall have an eye exam. All children entering kindergarten, second, and sixth grade must have an oral health examination by a licensed dentist. Students may be excluded from school if immunizations and physical/dental exams are not current. For any questions, please contact your home school district.

Supervision:

Students are not permitted in common areas (dining hall, playground, basketball area, etc.) without staff supervision.

Groups of students (two or more) should not be unsupervised or on a pass.

Students are not allowed to attend special functions or events without appropriate supervision.

Students are expected to go to class directly upon arrival at school.

Passes:

Passes must specify destination and specific time period. Students should not be on a pass for an unlimited amount of time. Passes are from point to point. Passes are only for students who have been approved by their core team. Please note: **girls** are issued passes on **even dates** and **boys** are issued passes on **odd dates**.

A pass is for one person only.

Students on a pass are expected to follow Allendale's Universal Rules in order to be allowed to maintain this privilege.

Search Procedures:

All students will be searched upon arriving to school for the purpose of ensuring a safe learning environment. Any items deemed unsafe by school personnel including open bottles of liquid (e.g. water bottles, soda, etc.) will not be returned to the child.

By law, possession of illegal substances, drug paraphernalia, and weapons will be reported to the local police department. Personal items will be collected by staff and placed in individual bags to be returned at the end of the day.

Arrangements will be made with parents to pick up contraband items.

Personal Items:

Students are highly encouraged to **leave valuable items at home**. Students who bring items (e.g. MP3 players, cell phones, iPads, hats, etc.) to school do so at their own risk. The school assumes no responsibility for lost, damaged, or stolen items. Any personal item that may be used to provoke, hurt, or distract may be taken away. It may be returned to the student (or parent/guardian) depending on the item and the situation.

Cell Phone Policy:

All cell phones must be turned off and turned in to staff during the morning search process. Students who fail to turn in their cell phone and/or have possession of a cell phone during school hours will receive a Dangerous Behavior Incident with corresponding consequences. Also, students who refuse to turn in their cell phone will go to a time out area determined by staff until they cooperate with

the cell phone policy. Students will be required to go through an additional search procedure if suspected of having a cell phone in their possession.

Repeated violations of the Cell Phone Policy will result in a meeting with the student, their parent, and school district.

Money:

The school is not responsible for lost or stolen money. All money should be turned in during the morning search and will be returned at the end of the day.

Smoking:

Smoking is not permitted anywhere on the Allendale campus. Students are not to have cigarettes, lighters, matches, vape pens, cannabis, or any other smoking/tobacco paraphernalia at school. Any of these items brought to school will be disposed of and appropriate discipline will be issued.

Weapons/Drugs/Alcohol:

All youth attending Allendale School have the right to feel and be safe while at school. Any student in possession of a weapon, or using an instrument as a weapon, is placing themselves and others in immediate danger. Likewise, if a student is in possession of alcohol or other drugs, or under the influence of them, it is considered an unsafe and potentially dangerous situation. Any form of alcohol or drugs, other than that which is both prescribed by a doctor and given to the school staff for dispensing, may be considered an illegal possession. Students may be subject to further search if there is suspicion of drug or alcohol use. Parent/guardian will be notified, as well as nursing for a well-being check. Police will be contacted for drugs or weapons violations.

Student Dress Code Policy:

Students are expected to dress in a manner that will not disrupt the educational environment. Based on this, staff reserves the right to prohibit clothing and personal possessions that are determined to present a risk or threat to the learning environment. The following serves as a guideline that is not considered to be all-inclusive and is in effect for Allendale Educational Programs:

1. Clothing will be neat and clean.

2. Hats, bandanas, or other head coverage not appropriate to the situation or prevailing weather are not allowed. Hats or bandanas may not be worn indoors on any part of the body in any program area (except for sanitary reasons or approval per the nursing department).
3. Gloves and sunglasses may not be worn indoors.
4. Clothing, jewelry, or tattoos which display profanity, sexually suggestive messages, obscenity, and slanderous or violent messages (e.g. weapons, gang representation, bulletproof vests) may not be worn.
5. Clothing cannot display or depict items referencing drugs, alcohol, or tobacco.
6. Students need to be covered from their shoulders to their mid-thigh. Transparent clothing or tank tops with straps thinner than 2 inches are prohibited.
7. Clothing intended for sleeping, such as slippers or pajamas, are not acceptable at school.
8. Shirts must be worn at all times.
9. Undergarments may not be exposed.
10. Appropriate footwear must be worn in all program area.
11. Swim attire: Girls must wear one piece suits and boys must wear swim shorts.

Violations of Dress Code:

A minor will be issued when a youth refuses to correct the dress code violation after one prompt. Repeated violations may require a conference with parents/guardians and school administration.

Mandated Reporters:

All school personnel are required by law to report any and all suspected cases of child abuse or neglect to Illinois Department of Children and Family Services (DCFS).

School Safety Drill Procedures:

During the school year, the school will conduct a minimum of 3 school evacuation drills to address and prepare students and staff for fire incidents, 1 severe weather drill to prepare for possible tornado incidents, and 1 enforcement drill (lockdown) to address a school intruder incident (students may or may not be present during this drill).

STUDENT ACTIVITIES

CAAEL:

Chicago Area Alternate Education League (CAAEL) is an intramural sports league made up of Alternate Schools throughout the Chicagoland area.

The CAAEL program may consist of the following activities:

High School: Flag Football, Volleyball, Basketball, Softball, Chess, and Art Fair

Jr. High School: Elementary Flag Football, Indoor Soccer, Basketball, Softball, Chess, and Art Fair

CAAEL Eligibility Requirements:

To be eligible to participate in CAAEL sports, games, and practices, the student must fulfill the following requirements for that week:

- Complete all school work
- Cannot be on PL (privilege loss status)
- Cannot be on any precautions
- No Dangerous Behavior Incident Reports within the last 48 hours.
- Participants are responsible for filling out the player eligibility form and turn form into the coach the morning of the event

LEARNING RESOURCE CENTER

To encourage reading, the following websites are free resources to promote online reading:

- <https://manybooks.net/>
- <https://stories.audible.com/discovery>
- <https://www.wnycstudios.org/podcasts/radiolab-kids>
- <https://etc.usf.edu/lit2go/>

Classroom Procedures for Checking out LRC books:

Keep shelves tidy in the LRC. You are encouraged to browse through the books, but please make sure that if you are not checking them out they are put neatly back in their correct spot on the shelf.

Keep books in good condition. Be careful not to tear, bend pages, or write in the books. If a book needs repair, let your teacher know.

Do not check-out Reference books. These books are for use in the LRC. Return them to the correct shelf when finished.

- Students can check-out 1-2 books at a time from the LRC. If you have 2 books checked out and not returned, you may not check-out additional books until those books are returned or replaced.
- When you have selected your books, ask your staff to complete a Borrower's Card. Staff should include the student's first and last name AND the teacher's first name. Include the date the book was checked out.
- If the book does not have a card, ask staff to complete a card using blank ones included in the classroom LRC check-out box.
- Return the completed card to the classroom LRC check-out box.
- Classroom staff will monitor the check-out and return of books.

Suggested check-out time is 2 weeks.

- Return your books to your classroom staff. Make sure your name gets crossed off the card and the card is put back in the book.
- Place the book(s) on the return cart in the LRC.
- Lost books need to be replaced. Students may pay for the lost book or work out an agreement with their teacher to get the book replaced. No further books can be checked out until the lost book is replaced.
- When leaving the LRC, make sure any garbage/paper is put in the trash/recycling. Push in all chairs. Check to make sure that the book shelves are neat. Take all personal belongings.

Student Computer and Internet Use Policy

Students assigned an Allendale issued Chromebook will be expected to read, understand, and sign a [Chromebook User Agreement](#). Students are responsible for the general care of the Chromebook which is issued to them. Students and families are responsible for the cost of damage or loss of the device due to neglect or misuse of the Chromebook.

Allendale Youth Electronic Devices, Media, and Internet Policy

Our policy has been created to promote the safety and well-being of the youth that we serve. We understand that our youth have been exposed to different forms of media prior to entering our agency and will continue to utilize media once they leave our care. Our goal for our youth is to have them exposed to various forms in order to experience the benefits of electronic media and the internet both educationally and recreationally in a safe and healthy manner.

As an agency, we realize the positive benefits various media outlets provide. Electronic media can enhance learning within the classroom, provide fun and recreation, assist in job searches, and provide connections and communication with family and friends. It is our intent to provide opportunities for youth to utilize various forms of media while in our care in order to promote, model, and teach youth how to utilize and navigate it in a responsible and appropriate manner.

Utilization of electronic media and the internet is a privilege. Youth are expected to follow the policy outlined below. If youth are not following the policy or are utilizing electronic media or the internet in a manner that disrupts the classroom or is deemed offensive, dangerous or illegal, consequences will be given and usage may be revoked.

Youth may have access to personal electronic devices, but due to privacy concerns, youth are **not allowed to have any device that has recording or picture taking capabilities.**

Allendale is not responsible for the loss, theft or damage to any personal electronic device.

Internet and other electronic media may be monitored to ensure safety as well as compliance with policy.

Electronic Devices

It is the responsibility of the youth to adhere to Universal Rules as it relates to electronic devices, MP3 players, IPADs, personal laptops, DVD players, etc. Devices are not permitted during classroom

lessons or other educational, vocational or programmatic activities unless otherwise instructed by staff. Devices may not have recording or picture taking capabilities.

Cell Phones

Youth are required to turn off and turn in cell phones upon entering the school building. Cell phones will be kept locked and provided to youth when they leave at the end of the school day.

Video Games

Youth are only permitted to have video games marked for **"E" (Everyone)** or **"T" (Teen)**. No games marked as **"M" (Mature)** or **"A" (Adult)** are permitted on campus, nor are any games that include realistic gun violence or shooting permitted.

Movies

Youth are permitted to watch movies **rated G and PG**, and if 13 years old or older, **PG-13**. Youth are not permitted to watch movies rated R or any illegally downloaded or recorded movies. Regardless of the rating, movies that trigger a negative response should not be viewed. Examples include horror, psychological thrillers, violence, sexual situations, etc. If a movie contains a controversial topic, approval needs to be received through established agency procedures in order to address the impact it may have on our youth.

Television

Regarding **television**, refer to parental ratings; television shows that depict horror, psychological thrillers, violence or sexual situations, even included in news media coverage, or other material are not appropriate for youth in care and are not permitted.



Directed to Older Children

This program is designed for children age 7 and above. It may be more appropriate for children who have acquired the developmental skills needed to distinguish between make-believe and reality. Themes and elements in this program may include mild fantasy violence or comedic violence, or may frighten children under the age of 7. Therefore, parents may wish to consider the suitability of this program for their very young children.



Directed to Older Children - Fantasy Violence

For those programs where fantasy violence may be more intense or more combative than other programs in this category, such programs will be designated TV-Y7-FV.



General Audience

Most parents would find this program suitable for all ages. Although this rating does not signify a program designed specifically for children, most parents may let younger children watch this program unattended. It contains little or no violence, no strong language and little or no sexual dialogue or situations.



Parental Guidance Suggested

This program contains material that parents may find unsuitable for younger children. Many parents may want to watch it with their younger children. The theme itself may call for parental guidance and/or the program may contain one or more of the following: some suggestive dialogue (D), infrequent coarse language (L), some sexual situations (S), or moderate violence (V).



Parents Strongly Cautioned

This program contains some material that many parents would find unsuitable for children under 14 years of age. Parents are strongly urged to exercise greater care in monitoring this program and are cautioned against letting children under the age of 14 watch unattended. This program may contain one or more of the following: intensely suggestive dialogue (D), strong coarse language (L), intense sexual situations (S), or intense violence (V).



Mature Audience Only

This program is specifically designed to be viewed by adults and therefore may be unsuitable for children under 17. This program may contain one or more of the following: crude indecent language (L), explicit sexual activity (S), or graphic violence (V).

Music

Music listened to by clients may not be rated **Explicit**. Youth should not listen to music lyrics that may trigger a negative response. Youth are not allowed to download music from internet sites using agency computers.

Computer Usage/Internet Access

Allendale does provide **computer access for youth to use for educational, vocational, and recreational purposes**. Access to computers, networks and the Internet is given as a privilege to youth who agree to act in an appropriate and responsible manner abiding by the Universal Rules and Media Policy. Youth may not have access to the Allendale Wi-Fi password for any reason. Youth should not access inappropriate or controversial web sites (i.e.: violent, of an adult nature, illegal, promotes hate or dangerous acts, etc.). Youth are not allowed to utilize social media sites without Clinical Consultation team approval. Youth must have permission by staff to use the computer and must use their own computer logins assigned by IT. Youth may not share personal logins with other youth. Youth are not allowed to utilize cell phones for hotspot internet access.

Allendale recognizes that students will be exposed to social media once out of our environment. For this reason, Allendale will offer an **Internet Safety unit** annually.

Internet Safety

Youth are required to complete an internet safety unit annually. This course will provide age-appropriate instruction on information that may include network etiquette, cyberbullying, identity/personal safety, privacy, and sexting.

Social Media

Regarding social media (Facebook, Twitter, Instagram, Snapchat, etc.), student access to social media during school is not permitted. Youth may request use of social media during their Clinical Consultation for recreational purposes during after school hours. If approved, utilization would be allowed during recreational times for connecting with family, discharge resources, or friends. Staff would have access to youth accounts and may monitor social media usage to ensure appropriate usage. If

youth are involved in conversation of an inappropriate or harmful nature, usage will be revoked.

Student Email/ Social Networking

Regarding email/social networking (LinkedIn, etc.), student access to email and social networking may be beneficial for youth and can provide treatment ownership opportunities. If youth feel they need an email or social networking account, the youth will bring their request to their Clinical Consultation to discuss with their team. Once the youth is permitted to utilize an email or social networking account, staff would have access to the account for monitoring purposes. If youth are involved in conversation of an inappropriate or harmful nature, usage will be revoked.

PARENT/GUARDIAN ACCESS TO STUDENTS RECORDS

Definitions:

Health-Related Information – medical documentation necessary for enrollment and proof of having certain examinations as may be required in the School Code. This includes health information not otherwise governed by the Mental Health and Developmental Disabilities Confidential Act (740 ILCS 11) or other privacy laws.

Student Permanent Record – consists of basic identifying information of student's and parent's names, addresses, student's date of birth and gender (i.e., discharge notice). It also may include: academic transcript or report cards, including grades, grade level achieved, state and/or college entrance exams, health records and requests for records with confirmation.

Student Temporary Record (maintained for 5 years after discharge) – consists of that which is in Permanent Record plus the following: last IEP (Individual Education Plan), last Reevaluation (if available), copies of birth certificate and social security card, guardianship papers, court order and transfer of records letter (if applicable).

Inspection of Student Records:

- 1) A parent or guardian has the right to inspect, review and copy their child's Student Records except:
 - a) no person prohibited by an order of protection from access to Student Records, will be allowed access;
 - b) communication otherwise protected by law as privileged or confidential shall be protected; and
 - c) the confidentiality of information communicated by a student or parent in confidence to district personnel.
- 2) Student Records will be made available to a parent within 15 school days from the time a written request is received.
- 3) When a parent/guardian inspects the Student Records, a qualified staff member will be present to interpret the information contained in these records.
- 4) Copies of Student Records will be provided to a parent upon written request or valid consent for release of records.

Access to Student Records:

No Student Record, or information in a Student Record, may be released except:

- 1) To a parent/guardian;
- 2) To any person for research, statistical reporting or planning, provided student and parent cannot be identified from the information released;
- 3) Pursuant to a court order;
- 4) To any person as specifically required by state or federal law;
- 5) Accrediting organizations in order to carry out their accrediting functions;
- 6) Illinois Department of Healthcare and Family Services for purposes of school breakfast and lunch programs;
- 7) In an emergency, to appropriate persons if the information is necessary to protect the health and/or safety of the student. Parents will be notified of the information released, the date of release, person, agency or organization receiving the information and purpose of release;

- 8) When relevant to court action, against a student or parent, initiated by district;
- 9) Upon receipt of written request from officials of another school district in which a student seeks to enroll, or is already enrolled if the disclosure is for purposes of the student's continued educational needs.

Any other release of information requires the prior written consent of the parent. The parent has the right to request a copy of any released records.

Amendment and Challenge Procedures:

- 1) A parent has the right to request an amendment to challenge the accuracy of any entry in his/her child's Student Records, exclusive of grades, as long as the records in question originated by the current school at the time in question.
- 2) A request must be made in writing and must state the specific entry/entries requested to be amended or challenged, and the basis of the proposed amendment or challenge.
- 3) The administrator will conduct an informal conference with the parent within 15 school days of receipt of request.
- 4) If request is not resolved by the informal conference, formal procedures shall be initiated in accordance with the Illinois Administrative Code governing student records challenge procedures.
- 5) A parent has the right to insert into the Student Records a statement declaring the parent's position on any disputed information in a record. A copy of the statement will be included in the record in any subsequent dissemination of the information.

PARENT/GUARDIAN MEETINGS & CONTACT

Parent/Guardian will be contacted for:

- Clinical Consultation
- Scheduling Meetings
- Physical Restraints

Dangerous Behavior Incidents (i.e. police contact, drug or alcohol suspicion)
Illness or Injury

In the event of emergencies every effort will be made to contact the parent/guardian or the emergency contact person.

Parent/Guardian will be notified of their child's educational and behavioral progress through:
Midterm Reports
Report Cards
Staffings/IEP Meetings

Staffings/IEP Meetings:

All educational and placement decisions must take place in an IEP staffing that includes the student, parent/guardian, school district representative, teacher, therapist, and when needed an administrator. Annual Review/IEP conferences are held every year to determine the appropriateness of the child's individual educational program and review progress towards goals and objectives. Additional staffing meetings may be requested throughout the year. Parent/Guardian attendance and participation in these IEP conferences is required by Illinois State Board of Education. We will coordinate the staffing time and date around parent/guardian and school district schedules. A staffing notification/invitation will be sent to all concerned parties.

CAREER AND TECHNICAL EDUCATION

Students have the option to participate in a variety of vocational training programs. These include high school classes in Art, Music, Greenhouse, Floral Design, Automotive Restoration, Small Engine Repair, Building Trades, and Wood Working. Students also have the opportunity, if they qualify, to attend the Lake County Technical High School and participate in many of the career building classes that are offered there.

Students also may participate in a work training program. Students earn a training rate based upon their work performance as measured in ten areas along with earning high school credit. The goal is to provide students with skills that will lead to their successful employment in independent community

jobs. Work training sites are located both on campus and in the community and are under the supervision as needed by an Allendale Job Coach/Instructor. Students 16 years of age and older may participate in the work training program for up to 90-days in order to develop job readiness skills prior to seeking competitive employment.

Requirements:

- Student must be at least 14 years old
- Copy of Social Security Card and Birth Certificate on file
- Guardian signature on STEP & Work, and DRS release on file
- Student completes Work Training Application
- Student participates in a job interview

Additional services available include vocational interest testing, and assisting students in job searches (filling out job applications, developing resumes, and practicing interview skills). The students also may participate in career awareness programs where speakers talk about different career opportunities. Students may also register with the State of Illinois, Department of Human Services, Division of Rehabilitation Services, through the STEP program and may be eligible to receive financial assistance for job training, as an adult.

Technology Campus Referral Procedure:

- Recommendation to attend the Tech Campus must be determined at an IEP staffing with School District and Tech Campus staff participation.
- The IEP must reflect participation in a general education setting.

Guidelines for Consideration:

- Attendance
- Recommendation by the IEP team
- Academic scores need to meet specific criteria of the program the student wishes to attend.
- Student exhibits the ability to complete homework.
- No planned discharge in that school year
- The student must be able to function in a general education setting. Students requiring a high level of behavioral intervention or supervision will not be considered.

ALLENDALE CURRICULUM CATALOG

K-8 Courses

- Language Arts (Non grade specific)
- Reading (Non grade specific)
- Math (Non grade specific)
- Science (Non grade specific)
- Social Studies (Non grade specific)
- Physical Education/Health
- Enrichment courses (i.e.: music, art, auto shop, woodshop) not for grade may be offered once weekly

High School Course Guide

Class Scheduling:

High School students will be expected to complete the graduation requirements of his/her home school district. Students are enrolled in 6 credit courses per semester. Whole group instruction courses are selected by the classroom teacher based on the needs of the current class of students. Due to the nature of the program and class size, it is not always possible to give students their requested course. When students enter the program in the middle of a term, every effort will be made to provide the classes they were taking at their previous school, although this is not always possible. Additional courses may be provided in consultation with the classroom teacher which could include independent study courses, on-line courses and/or credit recovery courses.

Credit Recovery:

High School students behind in credits have the option to develop a plan with their classroom teacher to complete credit recovery courses. Students enrolled in the extended school year (ESY-summer term) can earn additional credit beyond the regular school year. Student plans for credit recovery may be able to utilize current work experience, independent study classes, or on-line classes. Student participation in credit recovery requires motivation, the ability to work independently, and a willingness to spend additional time on school work.

Course List:

*Some courses may not be offered at Allendale Satellite Programs.

ENGLISH

- **English/Language Arts I** (2 semesters/1 credit)

01001A000 English/Language Arts I (9th grade) courses build upon students' prior knowledge of grammar, vocabulary, word usage, and the mechanics of writing and usually include the four aspects of language use: reading, writing, speaking, and listening. Typically, these courses introduce and define various genres of literature, with writing exercises often linked to reading selections.

- **English/Language Arts II** (2 semesters/1 credit)

01002A000 English/Language Arts II (10th grade) courses usually offer a balanced focus on composition and literature. Typically, students learn about the alternate aims and audiences of written compositions by writing persuasive, critical, and creative multi-paragraph essays and compositions. Through the study of various genres of literature, students can improve their reading rate and comprehension and develop the skills to determine the author's intent and theme and to recognize the techniques used by the author to deliver his or her message.

- **English/Language Arts III** (2 semesters/1 credit)

01003A000 English/Language Arts III (11th grade) courses continue to develop students' writing skills, emphasizing clear, logical writing patterns, word choice, and usage, as students write essays and begin to learn the techniques of writing research papers. Students continue to read works of literature, which often form the backbone of the writing assignments. Literary conventions and stylistic devices may receive greater emphasis than in previous courses.

- **English/Language Arts IV** (2 semesters/1 credit)

01004A000 English/Language Arts IV (12th grade) courses blend composition and literature into a cohesive whole as students write critical and comparative analyses of selected literature, continuing to develop their language arts skills. Typically, students primarily write multi-paragraph essays, but they may also write one or more major research papers.

- **Applied English and Communication** (Life Skills English) (2 semesters/1 credit)

01156A000 Applied English and Communication courses teach students communication skills - reading, writing, listening, speaking - concentrating on “real-world” applications. These courses usually emphasize the practical application of communication as a business tool - using technical reports and manuals, business letters, resumes, and applications as examples - rather than emphasize language arts skills as applied to scholarly and literary materials.

MATHEMATICS

- **General Math** (2 semesters/1 credit)

02002A000 General Math courses reinforce and expand students' foundational math skills, such as arithmetic operations using rational numbers; area, perimeter, and volume of geometric figures, congruence and similarity, angle relationships, the Pythagorean theorem, the rectangular coordinate system, sets and logic, ratio and proportion, estimation, formulas, solving and graphing simple equations and inequalities.

- **Pre-Algebra** (2 semesters/1 credit)

02051A000 Pre-Algebra courses increase students' foundational mathematics skills and prepare them for Algebra I by covering a variety of topics, such as properties of rational numbers (i.e., number theory), ratio, proportion, estimation, exponents and radicals, the rectangular coordinate system, sets and logic, formulas, and solving first-degree equations and inequalities.

- **Algebra 1** (2 semesters/1 credit)

02052A000 Algebra I courses includes the study of properties and operations of the real number system; evaluating rational algebraic expressions; solving and graphing first degree equations and inequalities; translating word problems into equations; operations with and factoring of polynomials; and solving simple quadratic equations.

- **Informal Geometry** (2 semesters/1 credit)

02071A000 Informal Geometry courses emphasize a practical approach to the study of geometry and deemphasize an abstract, formal approach. Topics typically include properties of and work with plane and solid figures; inductive methods of reasoning and use of logic; concepts of congruence, similarity, parallelism, perpendicularity, and proportion; and rules of angle measurement in triangles.

- **Algebra 2** (2 semesters/1 credit)

02056A000 Algebra II course topics typically include field properties and theorems; set theory; operations with rational and irrational expressions; factoring of rational expressions; in-depth study of linear equations and inequalities; quadratic equations; solving systems of linear and quadratic equations; graphing of constant, linear, and quadratic equations; properties of higher degree equations; and operations with rational and irrational exponents.

- **Consumer Mathematics** (2 semesters/1 credit)

02157A000 Consumer Math courses reinforce general math topics (such as arithmetic using rational numbers, measurement, ratio and proportion, and basic statistics) and apply these skills to consumer problems and situations. Applications typically include budgeting, taxation, credit, banking services, insurance, buying and selling products and services, home and/or car ownership and rental, managing personal income, and investment.

- **Occupationally Applied Math** (2 semesters/1 credit)

02152A000 Occupationally Applied Math courses reinforce general math skills, extend these skills to include some pre-algebra and algebra topics and use these skills primarily in occupational applications. Course topics typically include rational numbers, measurement, basic statistics, ratio and proportion, basic geometry, formulas, and simple equations.

SCIENCE

- **Biology** (2 semesters/1 credit)

03051A000 Biology courses are designed to provide information regarding the fundamental concepts of life and life processes. These courses include (but are not restricted to) such topics as cell structure and function, general plant and animal physiology, genetics, and taxonomy.

- **Environmental Science** (2 semesters/1 credit)

03003A000 Environmental Science courses examine the mutual relationships between organisms and their environment. In studying the interrelationships among plants, animals, and humans, these courses usually cover the following subjects: photosynthesis, recycling and regeneration, ecosystems, population and growth studies, pollution, and conservation of natural resources.

- **Earth Science** (2 semesters/1 credit)

03001A000 Earth Science courses offer insight into the environment on earth and the earth's environment in space. While presenting the concepts and principles essential to students' understanding of the dynamics and history of the earth, these courses usually explore oceanography, geology, astronomy, meteorology, and geography.

- **Physical Science** (2 semesters/1 credit)

03159A000 Physical Science courses involve study of the structures and states of matter. Typically (but not always) offered as introductory survey courses, they may include such topics as forms of energy, wave phenomenon, electromagnetism, and physical and chemical interactions.

SOCIAL STUDIES

- **World Geography** (2 semesters/1 credit)

04001A000 World Geography courses provide students with an overview of world geography, but may vary widely in the topics they cover. Topics typically include the physical environment; the political landscape; the relationship between people

and the land; economic production and development; and the movement of people, goods, and ideas.

- **World History** (2 semesters/1 credit)

04051A000 World History-Overview courses provide students with an overview of the history of human society from early civilization to the contemporary period, examining political, economic, social, religious, military, scientific, and cultural developments. World History-Overview courses may include geographical studies, but often these components are not as explicitly taught as geography.

- **U.S. History** (2 semesters/1 credit)

04101A000 U.S. History-Comprehensive courses provide students with an overview of the history of the United States, examining time periods from discovery or colonialism through World War II or after. These courses typically include a historical overview of political, military, scientific, and social developments. Course content may include a history of the North American peoples before European settlement.

- **U.S. Government** (1 semester/0.5 credit)

04151A000 U.S. Government-Comprehensive courses provide an overview of the structure and functions of the U.S. government and political institutions and examine constitutional principles, the concepts of rights and responsibilities, the role of political parties and interest groups, and the importance of civic participation in the democratic process. These courses may examine the structure and function of state and local governments and may cover certain economic and legal topics.

- **Psychology** (2 semesters/1 credit)

04254A000 Psychology courses introduce students to the study of individual human behavior. Course content typically includes (but is not limited to) an overview of the field of psychology, topics in human growth and development, personality and behavior, and abnormal psychology.

- **Sociology** (2 semesters/1 credit)

04258A000 Sociology courses introduce students to the study of human behavior in society. These courses provide an overview of sociology, generally including (but not limited to) topics such as social institutions and norms, socialization and social change, and the relationships among individuals and groups in society.

HEALTH, PE, TRAFFIC SAFETY

- **Health** (1 semester/0.5 credit)

08051A000 Topics covered within **Health Education** courses may vary widely, but typically include personal health (nutrition, mental health and stress management, drug/alcohol abuse prevention, disease prevention, and first aid) and consumer health issues. The courses may also include brief studies of environmental health, personal development, and/or community resources.

- **Physical Education** (1 semester/0.5 credits-repeated to fulfill PE graduation requirements)

08001A000 Physical Education courses provide students with knowledge, experience, and an opportunity to develop skills in more than one of the following sports or activities: team sports, individual/dual sports, recreational sports, and fitness/conditioning activities.

- **Traffic Safety** (1 semester/0.5 credit)

08151A000 Traffic Safety course provides students with the knowledge to become safe drivers on America's roadways. Topics in these courses include legal obligations and responsibility, rules of the road and traffic procedures, safe driving strategies and practices, and the physical and mental factors affecting the driver's capability (including alcohol and other drugs)

FAMILY AND CONSUMER EDUCATION

- **Family and Consumer Science** (Consumer Education) (1 semester/0.5 credit)

22201A000 Family and Consumer Science-Comprehensive courses help students to develop the knowledge and skills that are used to manage one's family and career efficiently and productively. Course topics typically include foods and nutrition; apparel; child care and development; housing, interior design, and maintenance; consumer decisions; personal financial management; interpersonal relationships; and careers available in family and consumer sciences.

- **Child Development** (2 semesters/1 credit)

19052A000 Child Development courses provide students with knowledge about the physical, mental, emotional, social, and moral growth and development of children from conception to pre-school age, emphasizing the application of this knowledge in child care settings and/or home environments. Brain development and current developmental research are addressed. These courses typically includes related topics such as the appropriate care of infants, toddlers, and young children.

- **Parenting** (2 semesters/1 credit)

22204A001 Child Development/Parenting courses provide students with knowledge about family systems and relationships and information about how parents can address the physical, mental, emotional, and social growth and development of children from conception to adolescence. In addition, these courses help students discover how parents should respond to the various stages of childhood. Course content typically includes topics such as prenatal development and birth processes, responsibilities and difficulties of parenthood, family structures, societal and cultural influences, fundamentals of children's emotional and physical development, and the appropriate care of infants, toddlers, and young and school-aged children. These courses may also cover topics specific to teen parenting.

- **Food Preparation and Health Management** (2 semesters/1 credit)

22202A000 Food Preparation and Health Management courses provide students with an

understanding of food's role in society, instruction in how to plan and prepare meals, and information about the nutritional and health benefits of minimizing processed and prepared food and prepackaged/prepared meals from one's diet. These courses not only build on the basic skills of food preparation but also address financial considerations and recipe conversion to make foods healthier. Some courses place a heavier emphasis on a balanced diet, while others concentrate on specific types of food preparation (such as low sodium, low fat, or increased whole foods). These courses will also address current issues such as organic foods and vegan cooking.

CAREER AND TECHNICAL EDUCATION

- **Automotive** (1 semester/0.5 credit-may be repeated for additional elective credit)
Courses offered each semester may include Small Engine Mechanics, Automotive Mechanics, or Automotive Service.

20110A000 Small Engine Mechanics courses provide students with the opportunity to learn how to service and recondition small engines, typically emphasizing two- and four-cycle engines. These courses provides students with opportunities to troubleshoot and repair speed controls, lubrication, ignition, fuel, power transfer, cooling, exhaust, and starting systems; use hand, power, and overhaul tools; and read and interpret service manuals and parts' catalogs. Applications may include lawn mowers, tractors, tillers, power tools, and so on.

20104A000 Automotive Mechanics—Comprehensive courses emphasize the diagnosis and repair of automobile engines and support systems such as brakes, cooling, drive trains, electrical/electronic components, emission, fuel, ignition, steering, suspension, and transmissions. Course topics often include the comprehension and use of repair manuals, safety, and employability skills (including shop management and entrepreneurship).

20106A000 Automotive Service courses emphasize preventative auto maintenance and automobile troubleshooting. Course content typically includes tune-up, oil change, and lubrication skills; tire replacement, alignment, and balancing; and basic

knowledge of brake, cooling, electrical, emission, fuel, ignition, steering, suspension, and transmission systems. These courses may also include public relations, sales techniques, and service station management.

- **Horticulture Science** (1 semester/0.5 credit-may be repeated for additional elective credit)

18052A000 Horticultural Science courses expose students to the art and science of growing plants, shrubs, trees, flowers, fruits, and vegetables. In doing so, they cover a wide variety of topics, including principles of plant science, greenhouse and nursery operations, soils and growing media mixtures, fruit and vegetable production, turf/golf course management interior and exterior plantscaping, irrigation systems, weed and pest control, and floral design.

- **Industrial Arts** (1 semester/0.5 credit-may be repeated for additional elective credit)

17006A000 Woodworking courses introduce students to the various kinds of woods used in industry and offer experience in using selected woodworking tools. Students design and construct one or more projects and may prepare a bill of materials. Correct and safe use of tools and equipment is emphasized. As students advance, they focus on learning the terminology necessary to use power tools successfully, developing skills to safely use these tools in the workshop and becoming familiar with various kinds of wood-finishing materials. Advanced students typically design a project, prepare bills of materials, construct, and finish proposed projects.

13054A000 Wood Processing/Production courses allow students to study the physical and chemical properties of woods and composites made from woods and to use these materials to construct usable products according to industry standards. These courses enable students to experience the process of translating an idea into a finished product, with instruction in planning, designing, selecting materials, and using tools and machines.

- **Workplace Experience** (1 semester/0.5 credit-may be repeated for additional elective credit)

22998A000 Miscellaneous-Workplace Experience courses provide students with work experience in a field related to their interests. Goals are typically set cooperatively by the student, teacher, and employer (although students are not necessarily paid). These courses may include classroom activities as well, involving further study of the field or discussion regarding experiences that students encounter in the workplace. If a student is competitively employed, after verifying 60 hours of work experience they may be issued credit.

- **Career Exploration** (2 semesters/1 credit)

22151A000 Career Exploration courses help students identify and evaluate personal goals, priorities, aptitudes, and interests with the goal of helping them make informed decisions about their careers. These courses expose students to various sources of information on career and training options and may also assist them in developing job search and employability skills.

- **Personal Development** (2 semesters/1 credit)

22209A000 Personal Development courses emphasize strengthening self-esteem, recognizing and resisting negative peer pressure, and developing coping skills for dealing with changes within one self and within others. These courses may also have a substance-abuse prevention component.

FINE ARTS

- **Music** (1 semester/0.5 credit-may be repeated)
Course offerings rotate each semester and may include Music Theory, Music Appreciation, or Theater Arts

05113A000 Music Theory courses provide students with an understanding of the fundamentals of music and include the following topics: composition, arranging, analysis, aural development, and sight reading.

05118A000 Music Appreciation courses provide students with an understanding of music and its importance in their lives. Course content focuses on how various styles of music apply musical elements to create an expressive or aesthetic impact. Students

also have the ability for informal music performance and creation within the classroom.

05052A000 Theatre Arts courses focus on the study and performance of drama in its many forms, including musical theater, drama, and comedy. These courses review a wide range of scripted materials (such as plays, screenplays, teleplays, readers' theater scripts); dramatic criticism; techniques for creating original dramatic works; and the role of dramatic arts in society. Theater Arts courses typically require students to perform collaboratively, be involved in the critique of dramatic works, and learn methods for self-expression.

- **Visual Art** (1 semester/0.5 credit-may be repeated)

05154A000 Visual Art—Comprehensive courses enable students to explore one or several art forms (e.g., drawing, painting, two- and three-dimensional design, and sculpture) and to create individual works of art. Initial courses emphasize observations, interpretation of the visual environment, visual communication, imagination, and symbolism. Courses cover the language, materials, media, and processes of a particular art form and the design elements used. Advanced courses encourage students to refine their skills while also developing their own artistic styles following and breaking from traditional conventions. Courses may also include the study of major artists, art movements, and styles.

Grades and Reporting

Grades: Student work is evaluated using the following grading system:

A = 90 – 100%	D = 60 – 69%
B = 80 - 89%	F = 59 and below
C = 70 – 79%	I = Incomplete

Grades are earned based on a combination of attendance, work completion, class participation, and mastery of subject matter.

Credit: Credit is awarded to secondary students. Students are required to follow their individual home school district graduation requirements. Credit is awarded per semester (0.50 credits) for all courses

completed with a passing grade of "D" or higher. Standard courses require 70 scheduled hours of class for each 0.50 credit earned.

High School Suggested Course Plan:

Freshman	Sophomore	Junior	Senior
English 1	English 2	English 3	English 4
PE/Health	PE	PE	PE
Math	Algebra	Geometry	Elective
Earth Science	Physical Science/ Biology	Science	Elective
Social Studies	U.S. History	Govt.	Elective
Elective	Elective	Elective	Elective

Incompletes:

If a student does not receive a passing grade for a course, they may be given the choice to receive an Incomplete in lieu of an "F". Together with the teacher a plan will be developed to complete the required work within a designated time frame not to exceed one quarter to earn a passing grade for the course. If a student is not able to fulfill the requirements within the designated time frame, the report card will be revised to reflect an "F".

Report Cards:

Report cards are issued by mail at the end of each quarter and extended school year term and will include progress notes on the goals identified in the student's IEP.

Transcripts:

Unofficial transcripts will be sent to each student's home school district at the end of second semester, and upon request. Students may receive official transcripts from their home school district.

Graduation:

Upon meeting home school district requirements for 8th grade and 12th grade which includes passing a Constitution test; students are invited to participate in Allendale's graduation ceremony at the end of second semester. Diplomas will be issued by students' home school districts. As determined by

the IEP team, a student may receive a Certificate of Completion.

Mainstreaming:

Students will be considered for a transition back to their home school when the IEP team (i.e.: parents/guardians, student, district, teacher, therapist, counselor) agree that the student has met the criteria as determined at an IEP staffing. There are several indicators of mainstream readiness, which are determined by your child's school district and will be discussed at a Mainstream staffing meeting. Some of the things that the team may look at are:

- Good attendance
- Maintaining appropriate behavior/domain scores per district requirement
- Passing all subjects
- Social/ Emotional well being

ALLENDALE SCHOOL WELLNESS POLICY (rev. 04/21)

Belief Statement

The Allendale School is committed to providing a learning environment that supports and promotes wellness, good nutrition, and an active lifestyle and recognizes the positive relationship between good nutrition, physical activity and the capacity of students to develop and learn. The entire school environment shall be aligned with healthy school goals to positively influence students' beliefs and habits and promote health and wellness, good nutrition and regular physical activity. In addition, school staff shall be encouraged to model healthy eating and physical activity as a valuable part of daily life.

Intent

The purpose of this policy is to ensure a total school environment that promotes and supports student health and wellness, helps to reduce childhood obesity and meets the requirements of the Healthy, Hunger-Free Kids Act of 2010, which was championed by the First Lady as part of her Let's Move! campaign and signed into law by President Obama, and the Illinois School Code, including, without limitation,

goals for nutrition education, and physical activity and other school-based activities designed to promote student wellness; nutrition guidelines for all foods available during the school day. This policy will be used as a tool in evaluating, establishing and maintaining healthy school environments, and to provide transparency to the public on key areas that affect the nutrition environment in each school.

Rationale

A disturbing number of children are inactive and do not eat well. According to the President's Council on Fitness, Sports & Nutrition 28.0% of Americans, or 80.2 million people, aged six and older are physically inactive. More than 80% of adolescents do not do enough aerobic physical activity to meet the guidelines for youth. Children now spend more than seven and a half hours a day in front of a screen (e.g., TV, videogames, computer) & nearly one-third of high school students play video or computer games for 3 or more hours on an average school day. The result is an alarming 19 percent of children and adolescents are overweight – a three-fold increase since 1980. In accordance with the Healthy, Hunger-Free Kids Act of 2010 the Allendale School has established a wellness policy to improve the health and nutrition of the students we serve. The objectives of the wellness policy are to improve the school nutrition environment, promote student health and reduce childhood obesity. In addition, Public Act 094-1099 amends the Illinois School Code, requiring the Illinois State Board of Education to establish a state goal that all districts have a wellness policy.

The link between nutrition and learning is well documented. Healthy eating patterns are essential for students to achieve their full academic potential, full physical and mental growth and lifelong health and well-being. Healthy eating is demonstrably linked to reduced risk for mortality and development of many chronic diseases. Schools and school communities have a responsibility to help students acquire the knowledge and skills necessary to establish and maintain lifelong healthy eating patterns. Well-planned and well-implemented wellness programs have been shown to positively influence children's health.

Schools also have a responsibility to help students establish and maintain lifelong habits of being

physically active. According to the U.S. Surgeon General, regular physical activity is one of the most important things people can do to maintain and improve their physical health, mental health, and overall well-being. Regular physical activity reduces the risk of premature death in general and of heart disease, high blood pressure, obesity, colon cancer, and diabetes. Over the course of a year, students will be presented with a developmentally appropriate curriculum which will include nutrition, exercise, physical and mental health.

Policy

Students are encouraged to eat well balanced meals. Each student will be offered all of the necessary components of a well-balanced meal. At a minimum, students will be offered a main entrée selection, starch, fruit and/or vegetable selections, and choice of milk. Sweets will be kept at a minimum.

Beyond structuring the environment, students will be educated on making healthy food choices through exposure to materials such as posters and literature. If identified by the interdisciplinary team as needing more education or closer monitoring of a dietary treatment issue, the student may also receive further education by a licensed dietician.

It is recognized that childhood obesity has had a significant impact on the health of children, which can result in life long consequences that impact their health. To address this issue students identified by the interdisciplinary team as "at risk of childhood obesity" (anyone who has a BMI of 30 or higher) may be placed on a restrictive or weight control meal plan with the approval of Allendale's dietician. This is done to promote healthy eating habits.

Due to the complexity of care provided at the Allendale Association, a coordinated effort is essential between the following departments: Food Services, Health Services, Nursing, Intake/Admissions, Residential, Education, Vocation, and Therapeutic Recreation.

Goals for School-Based Activities Designed To Promote Student Wellness

- It is recommended that food providers share information about the nutritional content of school meals and/or individually sold foods with students, family and school staff.
- School meals shall be served in clean, safe and pleasant settings with adequate time provided for students to eat, at a minimum, in accordance with state and federal standards and guidelines. The National Association of State Boards of Education recommends that students have adequate time to eat, relax and socialize: at least 10 minutes after sitting down for breakfast and 20 minutes after sitting down for lunch.
- All food service personnel shall have adequate pre-service training and regularly participate in professional development activities that provide strategies for providing tasty, appealing and healthy school meals; nutrition education strategies including coordination of classroom and cafeteria activities; and effective promotional techniques to encourage healthy eating habits.
- Food providers shall work with suppliers to obtain foods and beverages that meet the nutrition requirements of school meals and nutrition standards for those sold individually.
- Food providers shall work closely with school instructional staff to reinforce nutrition instruction and foster an environment where students can learn about and practice healthy eating.
- Food providers shall take every measure to ensure that student access to foods and beverages (including water with all meals) on school campuses meets federal, state and local laws and guidelines.
- Students, parents, school staff and community members bringing foods and beverages to school for parties/celebrations/meetings shall be encouraged to provide healthful options and shall be provided with a list of recommended food and beverage options.
- To reduce competition with nutritionally balanced school meals and enhance student safety, it is recommended that, to the extent practicable, students are not permitted to leave school grounds to purchase foods or beverages.

Wellness Promotion and Marketing

- Students shall not be required to engage in physical activity as punishment. For example, students may not be singled out to run extra laps, or perform other physical activities that the entire class is not engaged in, as a behavior consequence.
- Teachers wishing to consume snack or lunch alongside their students must ensure that only healthy food/beverages are present.
- The healthiest choices, such as salads and fruit, will be prominently displayed in the cafeterias to encourage students to make healthy choices.

Guidelines for School Meals

School meals served shall be consistent with the recommendations of the Dietary Guidelines for Americans and/or shall meet, at a minimum, the nutrition requirements and regulations for the National School Lunch Program and/or School Breakfast Program and all applicable state and local laws and regulations.

Goals for Nutrition Education

- Students shall receive nutrition education as part of a sequential program that is coordinated within a comprehensive health education curriculum. The program shall be designed to provide students with the knowledge and skills necessary to adopt healthy eating behaviors *and* aimed at influencing students' knowledge, attitudes and eating habits. The curriculum shall be consistent with and incorporate relevant Illinois Learning Standards.
- To maximize classroom time and to achieve positive changes in students' eating behaviors, nutrition education shall be integrated into the standards-based lesson plans of other school subjects like math, science, language arts, physical education, health, family and consumer science and social sciences.
- The nutrition education program shall include enjoyable interactive activities such as contests, promotions; taste testing, field trips and school gardens. In addition students will attend presentations from area professionals and educators.
- Students shall have the opportunity and are encouraged to meet with the agency's dietician for individualized nutrition counseling.

Goals For Physical Activity

- Physical education for grades K-12 is required to be taught by a certified/licensed teacher who is endorsed to teach physical education. Classes will have the same student/teacher ratios used in other classes. The school district shall provide all physical education teachers with annual professional development opportunities that are focused on physical education/physical activity topics and competencies specifically for physical education teachers.
- Students shall be provided daily opportunities for rigorous physical activity via structured physical education classes, sports league participation, and leisure time activities geared toward physical exercise. Students will also receive education that enables them to achieve and maintain a high level of personal fitness and is coordinated within a comprehensive health education curriculum. The curriculum shall be consistent with and incorporate relevant Illinois Learning Standards.
- The Physical Education curriculum includes several units in team sports as well as individual sports. Individuals will also have access to pedometers, spinning bikes, and treadmills in the PE cardio room as an alternative to the team sports. The program also includes non-competitive and nontraditional options that encourage participation by all students.
- Students will have the opportunity to participate in the Chicago Alternative Education League (CAEEL) program. Students can participate against other schools in various sports such as Flag Football, Indoor Soccer, Volleyball, Basketball, and Softball.
 - Special emphasis should be placed on promoting an active lifestyle. Accommodations shall be made for students with disabilities, 504 plans, and other limitations.
- Physical Education teachers will provide assessment procedures in physical education programs. The assessment includes a variety of health-related physical fitness tests that assess aerobic capacity; muscular strength, muscular endurance, and flexibility. Scores from these assessments are compared to Healthy Fitness Zone® standards to determine students' overall physical fitness and suggest areas for improvement.

- Physical Education teachers will use the Fitness gram Score Sheet and Calculator to record data required by the Public Act 98-0859. Students in grades 3-12 will be tested annually during the second semester. Data will be reported to ISBE for grades 5, 7 and 10.
- All Elementary Students participate in daily supervised recess for a minimum of 30 minutes during lunch period.
- Daily opportunities for both structured and unstructured physical exercise and play will be presented with the goal of pairing such efforts with positive social and solitary experiences.
- After School Fitness Club – organized by Therapeutic Recreation staff to include: basic fitness activities in fitness room and participating in community fitness facilities.
- Cooking groups to include basic skills of recipe reading, proper measuring, oven safety, healthy cooking and food budgeting.
- Daily active games, team building, cooperative games, and traditional sports.

Healthful Food and Beverage Options

School snacks will follow the Smart Snacks in School USDA's "all Foods Sold in Schools" Standards.

(Available:

http://www.fns.usda.gov/sites/default/files/allfoods_flyer.pdf)

Healthful food options should be made available to promote student, staff and community wellness. Examples of nutritious food and beverages that are consistent with the Dietary Guidelines for Americans are listed below.

- Raw vegetable sticks/slices with low-fat dressing or yogurt dip
- Fresh fruit wedges – cantaloupe, honey dew, watermelon, pineapple, oranges, etc.
- Sliced fruit – nectarines, peaches, kiwi, star fruit, plums, pears, mangos, apples, etc.
- Fruit salad
- Cereal and low-fat milk
- 100% fruit or vegetable juice
- Frozen fruit pops with fruit juice or fruit as the first ingredient available upon request
- Dried fruits – raisins
- Single serving canned fruit in juice
- Peanut butter with apple wedges or celery sticks
- Fruit smoothies made with fat-free or low-fat milk available upon request

- Trail mix (dried fruits and nuts) available upon request
- Dry roasted peanuts, tree nuts and soy nuts (not coconut or palm nuts) available upon request
- Lean meats and reduced fat cheese sandwiches (use light or reduced fat mayonnaise in chicken/tuna salads)
- Party mix (variety of cereals, nuts, pretzels, etc.)
- Pretzels or reduced fat crackers
- Baked chips with salsa or low-fat dip
- Low-fat muffins (small or mini), granola bars and cookies (graham crackers, fig bars)
- Mini bagels with whipped light or fat-free cream cheese available upon request
- Pasta salad
- Bread sticks with marinara
- Fat-free or low-fat flavored yogurt & fruit parfaits
- Fat-free or low-fat pudding cups
- Fat-free or low-fat milk and milk products (single serving cottage cheese, cheese cubes)
- Flavored soy milk fortified with calcium available upon request
- Pure ice cold water

**This list is not all inclusive and is meant only to provide parents and school staff with guidance for healthier food and beverage choices.*

Classroom Rewards

- A smile
- Going first
- Verbal praise
- Sit by friends
- Teaching the class
- Helping the teacher
- Enjoy class outdoors
- A field trip for the class
- Choosing a class activity
- Walk with a teacher during lunch
- Eat lunch outdoors with the class
- Eat lunch with a teacher or principal
- Extra credit or class participation points
- Taking care of the class animal for a day
- Have lunch or breakfast in the classroom
- A photo recognition board in a prominent location in the school
- A note from the teacher to the student commending his/her achievement

- A phone call, e-mail, or letter sent home to parents or guardians commending a child's accomplishment
- Recognition of a child's achievement on the school-wide morning announcements or school website
- Ribbon, certificate in recognition of achievement or a sticker with an affirming message (e.g. "Great job")
- Take a trip to the treasure box (filled with: stickers, temporary tattoos, pencils, pens, highlighters, sidewalk chalk, notepads, erasers, bookmarks, etc.)

Implementation

- Review the Wellness Policy at the Unit Coordinator Meeting and Residential Director's Meeting.
- Distribute in Stepping Stone Day Treatment Newsletter
- The policy will be included in the Allendale Board packet
- The Policy will be included in the Allendale Staff Handbook
- Present at fall teacher's meeting for residential and also for Stepping Stone
- Teachers will review the policy with their students/TAs
- The Wellness Committee is ongoing and meets each school year.
- Every two years, the wellness committee will undertake an evaluation of policy implementation.
- Every two years, the wellness committee will review the latest national recommendations pertaining to school health and will update the wellness policy accordingly.

ALLENDALE SCHOOL BULLYING PREVENTION POLICY (rev. 01/22)

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

Bullying is prohibited 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.

Bullying includes *cyber-bullying* (bullying through the use of technology or any electronic communication) and means any severe or pervasive physical or verbal act or conduct, including communications made in writing or electronically, directed toward a student or students that has or can be reasonably predicted to have the effect of one or more of the following:

- placing the student or students in reasonable fear of harm to the student's or students' person or property;
- causing a substantially detrimental effect on the student's or students' physical or mental health;
- substantially interfering with the student's or students' academic performance; or
- substantially interfering with the student's or students' ability to participate in or benefit from the services, activities, or privileges provided by the school.

Bullying may take various forms including, without limitation one or more of the following: name calling, using derogatory slurs, harassment, causing psychological harm, threats or causing physical harm, intimidation, stalking, sexual harassment, theft, destruction of property or wearing or possessing items depicting or implying hatred or prejudice of one of the characteristics stated above and is prohibited in each of the following situation:

1. During any school-sponsored education program or activity.
2. While on school property, on school transportation, or at a school bus stop.
3. Through the transmission of information from a school computer or computer

network, or other electronic school equipment.

4. When the behavior occurs outside school and/or using non-school technology or electronic devices if the bullying causes a substantial disruption to the educational environment and or orderly operation of the school.

A reprisal or retaliation against any person who reports an act of bullying is prohibited. A student's act of reprisal or retaliation will be treated as bullying for purposes of determining any consequences or other appropriate disciplinary actions.

A student will not be disciplined for reporting bullying or supplying information, even if the 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 disciplinary actions.

Reporting

Bullying is contrary to State law and the policy of the school. Students who believe they are victims of bullying or have witnessed such activities are encouraged to immediately report the incident orally or in writing to a classroom teacher, school administrator, or any staff member. All staff members are available for help with a bully or to make a report. The main school line can be used to report any incidents via phone at 847-245-6400. Anonymous reports may be written and put into a classroom grievance box or made by phone call. A school administrator will be notified of any incident of bullying as soon as possible after being reported. The Sr. Vice President of Educational Services will review all reports:

Jennifer Stiemsma, Sr. Vice President of Educational Services
jstiemsma@allendale4kids.org
847-245-6400

Investigations of Allegations

Reports will be investigated promptly and efforts will be made to complete the investigation within 10 school days from the reported date taking into consideration additional relevant information received during the course of the investigation. Appropriate school personnel with knowledge, experience and training will be assigned to investigate the allegation of bullying. Complaints will be kept confidential to the extent possible given the need to investigate.

School personnel will determine if the reported act took place within or outside of the school's scope of jurisdiction by identifying the location and time of incident, persons involved, means in which the alleged act occurred, and if there is a substantial impact on the educational environment of the school. If the incident is outside of the school's area of responsibility, the student will be provided with community resources.

Consistent with federal and state laws and rules governing student privacy rights, parents and/or guardians of all students involved in the incident will be notified of the alleged incident. They will be provided relevant information and the opportunity to meet with a school administrator or designee to further discuss the incident, findings and actions taken to address the situation. Services within the school program and community will be provided to the student and family (i.e.: counseling, support services). As a therapeutic day school, Allendale has highly trained special education teachers, paraprofessionals, and counselors to help respond to incidents of bullying and provide support. Additional interventions may include a social worker, restorative measures, social-emotional skill building, school psychological services, additional counseling, and community-based services.

Any student who is determined, after an investigation, to have engaged in bullying will be subject to disciplinary consequences and safety plans as determined by their team. Clinical teams meet regularly to evaluate plans, interventions, and consider appropriate restorative measures for the situation.

Policy Review

The effectiveness of the school's policy will be reviewed every two years by feedback from all stakeholders including students, parents, and guardians and updated in the school handbook and posted on Allendale's website at www.allendale4kids.org.

<https://allendale4kids.org/wp-content/uploads/2021/12/Allendale-Bullying-Policy12.20.21.pdf>

The school handbook is distributed annually to parents/guardians, students, school staff as well as provided to all new school employees.

The policy review will be based upon but not limited to the following factors:

1. The frequency of victimization.
2. Student, staff, and family observations of safety at school.
3. Identification of areas of school where bullying occurs.
4. The types of bullying that are common or occurring.
5. Bystander intervention or participation.

The evaluation process may use relevant data and information that Allendale already collects for other purposes.

This policy is consistent with Allendale School's other policies.