

213930 W. Lockport Street
Plainfield, IL 60544
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The provisions of this publication are not to be regarded as an irrevocable contract. The Board of Education of the Plainfield School District reserves the right to modify, to revoke, or to add any and all regulations at any time. Among other things, this includes the right to change credit for any course, fees, graduation requirements, and any regulations affecting students whether they be academic or pertain to student life.

Plainfield Academy requires all students to acknowledge, in writing that they have received a copy of the Student Handbook containing the disciplinary policy.

“This document and the sections contained herein are specifically intended to supersede any similar or like sections covered by students’ home school handbook. Please refer to students home school handbook for any sections not covered specifically in this handbook”.

I have received the 2016-17 Program Handbook and have been given the opportunity to review the information contained within. I acknowledge that if I do not understand any provisions of this handbook it is my responsibility to seek out clarification from school administration.

Please circle your program - **TAP** **Turnabout** **PA** **P-Step**

Grade 06 07 08 09 10 11 12 P-Step
(Circle One)

Student Name _____ Student Signature _____
(Please Print)

Guardian Name _____ Guardian Signature _____
(Please Print)

Date _____

To access the handbook:

- **Go to the Plainfield Academy site**
- **Click on the tab “About Us”/**
- **From the drop down menu select “Forms & Documents”/**
- **From the drop down menu select the program your student is enrolled in.**



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http://paas.psd202.org/pages/Plainfield_Academy

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Mission Statement

Providing a supportive environment for student's academic, behavior, and transitional growth to develop independence and success through high individual expectations!

Crisis Management and School Safety

Plainfield CCSD #202 takes the management and prevention of crisis in our schools very seriously. The district has a plan which fully complies with state requirements. The district works directly with first responders and emergency management departments from the surrounding cities to ensure the best possible procedures are in place to keep students safe. Some of the different practice drills conducted at the schools include but may not be limited to: Fire/Evacuation Drills, Re-Location Drills, Tornado/Inclement Weather Drills, Lockdown Drills, and Building Emergency Drills. All buildings are secure throughout the school day and every individual entering the building is required to report to the office and show an ID.

Student Deliveries

On occasion guardians drop off items to be delivered to their students. Deliveries will be made to the front desk prior to lunch to avoid disrupting the learning environment. The following items will not be delivered to students: fast food/restaurant lunches, flowers, balloons, gifts of any kind, or anything that would be a distraction during the school day. Guardians may drop off a lunch for a student.

Telephones/Electronic Devices

All personal electronic devices must be locked-up at the beginning of the day. Personal electronics include and are not limited to cell phones, MP3 players and hand-held game devices. Larger electronic devices such as tablets and laptops are not permitted on school property. Students caught using personal electronics during the school day without staff permission will surrender the device immediately upon request.

A student may have limited access to headphones and a play-back device when it is prescribed by their personal physician as a coping strategy. The equipment will be stored and used in the social work office.

Courses

All TAP courses are offered to meet the needs of our student population as determined by their current transcript and requirement needs. Students' academic needs are the primary factor in determining the course offerings. Not all courses listed in the District curriculum guide are offered at TAP. Course offerings are affected by student requirement needs, by enrollment, by availability of staff, and by availability of facilities.

TAP Bell Schedules**2016-2017****TAP Middle School:**

Block 1	
Period 1 & 2	7:45-9:07
Block 2	
Period 3 & 4	9:09-10:31
Period 5	10:32-11:11
Lunch	11:13-11:33
Block 3	
Period 6 & 7	11:35-12:55
Period 8	12:55-1:35

TAP High School:

Period 1	7:45-8:35
Period 2	8:37-9:27
Period 3	9:29-10:19
Period 4	10:21-11:11
Period 5	11:13-11:33
Period 6	11:35-12:25
Period 7	12:27-1:17
Period 8	1:19-2:09

Learning Lab

Learning lab will be required for students who do not complete their assigned work during class time. This will be assigned at the teacher's discretion. Learning labs that are assigned by the student's teacher are not optional and are considered part of the school day. Students must report to the learning lab at the conclusion of their school day. A courtesy call will be made to the guardian to inform them that their child will be staying late, and that transportation will be provided. Students who leave school without permission, before completing the learning lab session, will be considered truant and subject to all truancy consequences. A student is expected to bring their progress card to the learning lab and will continue earning points on their progress card. . A student may earn a consequence for work avoidance or inappropriate behavior during learning lab time. Students may volunteer for

learning to receive additional assistance or complete any work due to absence. For more information, students and guardians may contact any teacher or administrator.

WILCO

Plainfield students enrolled at the WILCO Career Center are subject to the same regulations as all other Plainfield students. School bus transportation is required to and from WILCO Center. Students who are not transported on the WILCO bus will be disciplined per the unexcused absence policy. Any violations may result in the student being removed from the program. Students dropped from the WILCO program will be subject to discipline procedures and/or alternative placement.

Crisis Prevention Intervention MENTA (CPI) Scenarios

Along with the verbal de-escalation strategies used in Crisis Prevention Intervention (the integrated experience, setting limits, proximity/personal space, kinesics, and para-verbal communication) the Academy programs also apply the Well's strategies of verbal de-escalation (corrective teaching, verbal praise, rationales, empathy, specific instructions, coupling statements, and quiet and soft communication).

In working with severe behaviorally and emotionally disturbed students, situations become more escalated when students have an audience or are displaced and their daily routine is interrupted.

At times, due to the level of behavioral severity of the PA and TAP students, and our emphasis on the care, welfare, safety, and security of all of our students; the Academy programs will apply the following intervention when a student is out of instructional control in a classroom or common area.

1. **When a student is in a common area (hall or PE)** and is not responding to staff directives and verbal strategies, a Plainfield Academy crisis code will be called.
 2. When the Academy crisis team intervenes they will continue to apply verbal de-escalation strategies with the student. This intervention duration may vary depending on the student's severity of behavior, history, or time of day (prior to the next passing period).
 3. Crisis staff may utilize student relationships with this situation, allowing the staff member on the crisis team with the best relationship with the student to intervene.
 4. The final verbal strategy that will be used will be setting limits, in essence notifying the student that he/she will be transported to the nearest available safe area if they do not come willingly.
 5. After the student has had the opportunity to make a safe choice and all de-escalation strategies have been fully utilized, the crisis team will proceed to use a Hands On Transport, and escort the student to a safe location.
 6. If student resists in a manner which makes the current hold unsafe, the Standing Wrap, Seated Wrap, and/or Prone **positions** will be used.
 7. Therapeutic rapport will be used with the student by the clinical staff member after the MENTA Hold or Hands On Transport positions have been used. Depending on the severity of the situation, police intervention may be utilized. Students may also receive a therapeutic referral, a suspension of one to ten days from school, CIBS placement and/or possible IEP meeting to discuss placement.
-
1. **When a student is in a classroom** and is not responding to staff directives and verbal strategies, an Academy program crisis code will be called and the room will be evacuated leaving the non-responsive student in the room with no peers. The remaining students, the students not involved in the situation, will be taken to the nearest classroom or safe area.

2. When the Academy crisis team intervenes, they will continue to apply verbal de-escalation strategies with the student. This intervention duration may vary based on the student's severity of behavior, history, or time of day (prior to the next passing period).
3. Crisis staff may utilize student relationships with this situation, allowing the staff member on the crisis team with the best relationship with the student to intervene.
4. The final verbal strategy that will be used will be setting limits, in essence notifying the student that he/she will be transported to the nearest available safe area if they do not come willingly.
5. After the student has had the opportunity to make a safe choice and all de-escalation strategies have been fully utilized, the crisis team will proceed to use a Hands On Transport, and escort the student to a safe location.
6. If student resists in a manner which makes the current hold unsafe, the Standing Wrap, Seated Wrap, and/or Prone positions will be used.
7. Therapeutic rapport will be used with the student by the clinical staff member after the MENTA Hold or Hands On Transport positions have been used. Depending on the severity of the situation, police intervention may be utilized. Students may also receive a therapeutic referral, a suspension of one to ten days from school, CIBS placement and/or possible IEP meeting to discuss placement.

TAP POINT AND LEVEL SYSTEM

Level 1

Students on level 1 are escorted at all times within the building. Students need to get 90% of their points on their progress card each day in order to meet their daily goal. Students must meet their daily goal for 15 days cumulative and complete a paper explaining why they think they are ready for Level 2.

Level 2

At level 2 students are no longer escorted unless student safety issues require continued escort. The students will need to earn 90% of their points to meet their daily goal. Additionally, before moving to level 3 students should not be out of the classroom more than 10% of total program time daily. Students can request a conference with their TAP team (their teachers, social worker, and program director) to move to level 3, after they have met their daily goal for 20 cumulative days. Students are required to write a short paper explaining why they think they are ready for Level 3 and presents to the team.

Level 3

At level 3 students will have specific expectation determined by their conference meeting. They must accrue 95% of their points to make their day. To begin to transition to the Goal Card they must have 25 consecutive days of earning 95% of their points and cannot be out of the classroom more than 5% of total program time daily for each of the 30 consecutive days and complete a paper explaining why they think they are ready for the Goal Card. All final decisions to move from level 3 to the Goal Card are made by the team.

Goal Card

After accomplishing Level 3, students become eligible for the TAP Goal Card. Students will work on a weekly personal goal. Once students reach the goal card level, the progress card will no longer be a part of their coursework grade. A major incident or by administrative action can result in a student being removed from the goal card. To begin to transition to their home school the student must have 30 consecutive days of earning 95% of their points and cannot be out of the classroom more than 5% of total program time daily for each of the 30 consecutive days.

Transition

To begin to transition to their home school students will be required to meet the expectations of the Gold Card. In addition, students are expected to be making progress toward their Individualized Education Plan goals.

STUDENT NAME:		Date:									
HOMEROOM TEACHER:											
Level _____		Day _____		Students are evaluated on the TAP progress card on 15min. intervals. All points are earned as the card represents a true reflection of the student's academic and behavioral day.							
TAP PROGRESS CARD											
Students earn and write their +'s, teachers only Initial student +'s											
Goals	H	1st	2nd	3rd	4th	Lunch 5th	6th	7th	8th	H	Total
Goal 1 Follow Directions											
Goal 2 On Task											
Goal 3 Accept Correction											
Goal 4 Appropriate Language											
Total Points %											

TAP LEVEL GRID

	% to Make Day		Escorted	Exit
Level 1	90%		YES	Make 15 cumulative days and conference
Level 2	90%		NO	Make 20 cumulative days, Out of Program <=/ to 10% of program time
Level 3	95%		NO	Make 25 Consecutive days Out of Program </= 5% of program time

S=student directed, T=teacher directed, SW=SW directed Time Out

Time Outs

Comments/Hall Pass/Learning Lab

TAP Therapeutic Referral

TAP believes that our referral process is an educational and beneficial way of handling inappropriate student behaviors within the school setting. We believe that student discipline should focus on learning new ways to cope with feelings, and establishing new ways of dealing with problems in the school environment. During a TAP referral students will meet with a social worker or building administrator to process what has occurred and identify appropriate coping skills, students must apologize to the staff member and ask to be readmitted to the class. In addition the student will be expected to make up any missed work while they were out of the classroom in the after school learning lab. Students who fail or refuse to do so may be suspended pending further administrative action and a guardian/school meeting will be convened Guardians may not relieve their child of the referral completion requirement.

Tardy Procedure

Students who are tardy to school will receive a phone call home and will lose their progress card points for the time they are absent. Students who are tardy to class will lose their progress card points for the time they are absent.

Truancy Probation Contract

A student who reaches an attendance rate of 69% or below may be placed on a three week truancy probation contract. Students will be required to be in attendance 90% of the 15 consecutive school days following implementation of the contract. If the contract is not fulfilled, the student may be dropped from program and/or considered for other educational alternatives.

Truancy Consequences

Truancy is a major offense and may lead to significant disciplinary action ranging from guardian contact and attendance team interventions to a truancy petition being filed with the Will County Courts. District #202 is required to report attendance and truancy information to the Will County Regional Office of Education (ROE). A truant student will also be reported to the police liaison officer for appropriate police response. Please refer to the Village of Plainfield Municipal Code Section 6-229 for additional information. Chronic truancy may result in the ROE filing a truancy petition.

Make Up Work

Regardless of the reason for absence, students will be granted 1.5 days per number of days missed (i.e, out for 10 days student has 15 school days to make up work), starting the first day the student returns to school to make up missing work.. Student may earn full credit for work made up within the allotted time. Students are encouraged to take advantage of daily learning lab to assist them in making up missing work.

Tests/outcomes can be made up during learning lab or by appointment with the teacher.

*If a student is hospitalized they will accrue 1.5 days of makeup time until they are completely discharged from their program

TAP and Police Involvement

Plainfield Academy Administration will exercise the right at any time to search students' backpacks, purses, phones, electronic devices, or bags used to carry school or personal supplies in the interest of school safety. In the interest of school safety, back packs, bags, purses, satchels, etc. may not be carried by students during the school day. These items must be locked up with the student's homeroom teacher prior to the start of the school day and will be returned to the student at the end of the school day.

Students who violate the rules and expectations at Plainfield Academy may be required to undergo a search every morning to ensure the safety and security of the Plainfield Academy building. This includes students that violate the Plainfield Academy phone and digital equipment procedures and expectations. Students will remain on the morning search intervention list until it is determined by Administration that it is appropriate for them to be removed from the intervention

Severe Intimidation/Gross Disrespect and Verbal Threats Directed at a Staff Member

We take the safety and security of the school environment very seriously at Plainfield Academy. In instances of severe gross disrespect/intimidation by a student towards a staff member (severe verbal threats/profanity, intimidation, and/or threats of physical aggression), police involvement may occur.

Physical Violence

One to ten day school suspension & police involvement may occur.

Guardian/School Meeting- Defined:

When a Guardian/School Meeting is required, guardian & student will be required to discuss with school officials the incident(s) which required a suspension and/or guardian/school meeting. Guardians/students who refuse to accept the terms of the meeting may be subject to additional consequences including but not limited to additional suspension days, CIBS Placement, and IEP meeting.

Student Parking

Students will fill out the school driving form and provide a copy of their valid driver's license and proof of insurance. Approved drivers may park in the parking lot behind the school. Driving privileges may be revoked by Academy administration at any time.

Open Containers

Students will be expected to throw away or empty all open beverage containers prior to entering the building.

TAP Dress Code Procedures

Students' attire is expected to cover them from shoulder to mid-thigh. Arms may be exposed. Students' attire and their grooming should not be offensive; obscene; represent tobacco; alcohol, or drugs; disrupt the school; represent a gang; or endanger other students' health or safety. Clothing is to be worn as it was intended to be worn. Examples include, but are not limited to, shirts rolled up above the waist or pants rolled down below the waist to expose the midriff. No spaghetti strap tops, or tank tops that expose bra straps are to be worn.

Pants/shorts are to cover undergarments and stay above the hip at all times. Footwear must be worn at all times. Shoes with rollers are not allowed. Students must remove their head coverings, unless required for religious or medical reasons, upon entering the building during school hours and/or while attending school activities. All hats, caps, bandanas, and other headwear are to be removed immediately upon entering the building and must remain off until the student is out of the building unless approved for medical or religious reasons. The hat or cap will be placed in the student's homeroom locker and will remain there until the student leaves the building. Outerwear is not to be worn in school (e.g., winter coats and jackets).

Plainfield Academy dress code will be enforced at all times while a student is in attendance or on the bus.

Interventions for Dress Code Infractions:

Students who are in violation of dress code expectations will be required to meet with social worker and expected to correct the dress code violation. If student continues to disregard dress code expectations, a guardian/school meeting may be required.

HIGH SCHOOL GRADES

Grades are determined according to the following percentages:

- 5% Homework
- 10% Finals
- 20% Progress Card
- 40% Daily Class Work
- 25% Assessments

CAAEL

Plainfield Academy Membership to the Chicago Area Alternative Education League (CAAEL)

The Chicago Area Alternative Education League is a not-for-profit organization that provides a full spectrum of interscholastic, academic, and athletic programs for youth attending Illinois Alternative schools. CAAEL's mission is to motivate at-risk youth to stay in school and increase attendance through customized academic and athletic programs designed to build self-esteem, social skills, teamwork, and responsibility. Student participation in the Chicago Area Alternative Education League will be determined by the weekly eligibility rubric/requirements, and at the discretion of the Administration and staff of Plainfield Academy.

High school students can participate in the alternative sports league for volleyball, basketball and softball based on the following criteria:

- Must be earning a C or higher in all their classes.
- Must not have any missing assignments since the previous CAAEL game
- No unexcused absences or tardies to school since the previous CAAEL game
- No more than two excused absences since the previous CAAEL game
- No "Code Reds"/major incidents since the previous CAAEL game
- No bus write-ups since the previous CAAEL game
- Must meet their daily progress goal the day before the game
- No suspensions since the previous CAAEL game
- May be disqualified from the following CAAEL game due to their behavior or lack of participation at the previous CAAEL game

CAAEL eligibility will be determined on a weekly basis. Exceptions to eligibility requirements may be made on a case by case basis as determined by the TAP Clinical Director and Academy CAAEL Director.