

Hinsdale High School District 86

HAVEN Program

Handbook & Acknowledgement

2022-2023

Table of Contents

Our Students.....	Page 2
Our Mission.....	Page 2
Our Beliefs.....	Page 2
Our Goals.....	Page 3
Our Parents/Guardians.....	Page 3
Our Staff.....	Page 4
Our Program.....	Page 5-8
Student and Parent Acknowledgement.....	Page 9

Our Students

The Hinsdale High School District 86 self-contained therapeutic program has a commitment to providing quality special education services to students identified as being qualified under the category of emotional disability, and other select disability categories. Entrance into the program occurs as a result of thorough planning and consideration by the student's home school and IEP team, which includes parents/guardians. Hinsdale High School District 86 students will be recommended for this program if they demonstrate the need for additional academic, emotional and behavioral supports that cannot be provided in a traditional special education or general education setting.

Our Mission

Our program is designed to provide a positive learning environment where students can develop successful academic behaviors, increased self-awareness and attentional control, reduced impulsivity, increased emotional regulation, and improved interpersonal effectiveness. Mastery of these skills will lead to reintegration into the general education setting and will prepare students to achieve their postsecondary goals. Hinsdale High School District 86 will provide each student with an optimal learning experience that includes a well-structured, safe, engaging, and responsive environment with increased therapeutic support offered through a team of highly qualified individuals.

Our Beliefs

Hinsdale High School District 86 staff are committed to providing a positive and focused learning opportunity for students. The following beliefs guide staff efforts:

- Staff must be diligent and work toward every student's success.
- A well structured, engaging environment based on respect and open communication is essential for student growth.
- We must have high expectations for students while maintaining a highly structured environment.
- Consistency and predictability are vital for student improvement.
- We must hold students accountable for their behavior in order to teach the impact their choices have on relationships with others, as well as their long term goals.
- Parent/guardian involvement is fundamental to student success. The school must partner with parents/guardians and families in planning and supporting our students.
- Staff unity is essential. We must strive for consistency in procedures and tolerances, and work together to achieve positive outcomes for students.
- Dialectical Behavioral Therapy (DBT) approaches offer students opportunities to improve their emotional and behavioral control, which contributes to an adolescent's ability to establish a stable sense of self, form fulfilling relationships with others, and achieve post secondary aspirations.

Our Goals

To provide a highly structured environment which engages students' interests, validates their individual needs, and allows for their greatest possible academic success.

Student Outcome: Appropriate Education

To teach mindfulness skills to help students increase their self-awareness and attentional control.

Student Outcome: Increased Self-Awareness

To develop distress tolerance skills to reduce impulsivity, cope with powerful emotions, and build emotional regulation skills to increase positive emotions and reduce negative ones.

Student Outcome: Improved Emotional and Behavioral Control

To teach social and communication skills to help adolescents enhance and maintain relationships with others and build respect for themselves.

Student Outcome: Interpersonal Effectiveness

To develop a worldview that sees reality as continuous, dynamic, and holistic as a means of reducing interpersonal and internal conflict.

Student Outcome: Dialectical Worldview

To improve students' use of new skills, reduce dysfunctional behaviors, and identify and limit factors that contribute to problematic behavioral patterns.

Student Outcome: Generalization of Skills

Our Parents/Guardians

Parents have a significant impact on their students' success in school. Student achievement, attitudes and behavior can all be improved when parents/guardians, staff, and students work together. The staff at Hinsdale High School District 86 know that student success, in part, hinges on the collaboration between home and school. We are also aware that many families experience difficulties managing their students' behavior. Hinsdale High School District 86 strives to be supportive of parents, provide education on strategies that might work at home, and assist in locating and obtaining more specialized services which may alleviate family stress and contribute to students' progress. Parents of students in the program make a commitment to support their child's development by:

- Being knowledgeable and supporting the Hinsdale High School District 86 program and the students' behavioral expectations.
- Modeling and encouraging a positive attitude toward school, the staff, and learning.
- Ensuring regular school attendance.
- Regularly communicating with staff.
- Reviewing your student's behavior and academic performance frequently through checking grades and staff-parent communication.
- Attending meetings including parent teacher conferences and IEP meetings.
- Responding in a timely manner to school staff who are trying to assist with student success.

Our Staff

Matthew Swies, Clinical Coordinator, mswies@hinsdale86.org

- B.A. Psychology '04
- MSW, University of Illinois, Chicago, '07
- LSW '08
- Type 75, General Administrative & Director of Special Education Endorsements

Anthony Madonia, Special Education Teacher, amadonia@hinsdale86.org

- B.A. Special Education, Eastern Illinois University, '13
- M.A. Educational Administration/Leadership, Concordia, '19
- M.A. Kinesiology and Coaching Pedagogy, Southern Illinois University - Edwardsville, '22

Claudia Kelly, Social Worker, ckelly@hinsdale86.org

- B.A. Psychology, Eastern Illinois University '07
- MSW, University of Illinois, Urbana-Champaign, '09
- LCSW '14

Katie Havertape, Social Worker khaverta@hinsdale86.org

- B.A. Social Work, University of Wisconsin LaCrosse '94
- MSW, University of Illinois, Urbana-Champaign, '01
- LCSW '09

Kelly Andrews, Social Worker, kmcgarry@hinsdale86.org

- B.A. Family Studies, Miami University, '14
- MSW, Loyola University, Chicago, '17

Margaret Lydon, Special Education Teacher, mpircon@hinsdale86.org

- B.A. Special Education, Illinois State University, '12
- M.S. Special Education-LBS II, Northern Illinois University, '19
- Curriculum Adaptation Specialist and Behavior Intervention Specialist
- National Board Certified Teacher, '21

Michael Anderson, Special Education Teacher, manderso@hinsdale86.org

- B.A. History Education, Eastern Illinois University, '13
- LBS1 Endorsement, University of Saint Francis, '14
- Expected M.A. School and Counseling Psychology, University of Missouri, '20

Kristin Marks, Special Education Director, Hinsdale South High School, kmarks@hinsdale86.org,
630-468-4290

Our Program

We have created a unique environment designed to address academics and social emotional skills. The program components include:

- **Individual Education Plan:** Central to the program is individual planning with parents/guardians and students to set personalized learning and behavior goals. These goals are mutually determined to be those vital to immediate success for the student, not only in school, but in the home and community as well.
- **Meaningful Academic Instruction:** The self-contained educational program provides academic instruction that meets the individual needs of our students. We work in conjunction with regular education teachers to make sure our students are receiving an appropriate curriculum that aligns with mainstream students to make transitioning, when appropriate, smooth for students.
- **DBT Skills Instruction:** The program addresses students' emotional dysfunction through the teaching of DBT philosophy and skills in group and individual formats. Therapeutic instruction will aim to:
 - Decrease: dysregulation; Increase: mindfulness (focusing skills)
 - Decrease: impulsiveness; Increase: distress tolerance (crisis survival skills)
 - Decrease: volatile moods/emotions; Increase: emotional regulation (de-escalation skills)
 - Decrease: interpersonal challenges; Increase: interpersonal effectiveness (social skills)
- **Goal Setting and Progress Monitoring:** The program helps students focus on a set of successful academic, behavioral, and therapeutic skills that will be monitored by the student and by program staff. This system is designed to encourage and motivate students to improve their behavior, and also helps staff and parents know when students have made improvement.

Student Commitments

Be Respectful

Show respect for yourself through appropriate words, appearance, and actions. Share concerns and feedback for others in a caring and polite way. Take care of your property as well as the property of others. Keep an "I can" attitude. Continue to try even when the work is difficult. Take responsibility for your own behavior. Follow school procedures and expectations. Be trustworthy in your words and actions. Provide a helping hand. Be positive in a group setting.

Where to Be or Not to Be

The school day is from 8:00 AM to 2:55 PM. When I arrive I am to enter the building immediately. I demonstrate responsibility by being only where I am supposed to be. I understand that we have a closed campus and I will remain on campus during the school day or under the direct supervision of a

Hinsdale South High School staff member when walking off the school grounds. If I leave school without permission, the police may be contacted to assist in locating me, and I may be issued a ticket for truancy.

Attendance

At Hinsdale South High School, we value our learning time. I understand that attendance affects my learning and ultimately my ability to return to my home school or mainstream classes. I know I must attend school each and every day and be on time. When it is necessary to miss school, my parent/guardian must call the school on the day of my absence, or I must bring a note upon my return. All absences will be considered unexcused until notification. I am responsible for making up all missed work whether my absence is excused or unexcused. I also understand that if I have four consecutive sick absences, that a doctor's note is required to re-enter school. Excessive absences are automatically reported to the truancy officer. A student who is absent from class unexcused may receive a zero for work missed.

Grades

Learning and doing my best is everything at Hinsdale South High School. I make a commitment to do my best work, even when frustrated or the work is difficult. Every semester a report card and progress report will be sent home.

Edgenuity

Edgenuity allows for students to continue to meet their graduation requirements and recoup credits that have been failed. Students commit to following the same standards of academic honesty as the traditional classroom setting. Academic dishonesty will be addressed in a similar manner as in the traditional classroom setting. Access to edgenuity is a privilege, and may be affected by behaviors such as refusing to attend school, refusing to complete Edgenuity course work during the given class period(s), and academic dishonesty. Students are expected to complete all Edgenuity assessments in the presence of a HAVEN staff member. Students may request special accommodations for assessments with the program coordinator.

Be Prepared

A successful student is prepared. I will have the materials I need each day to tackle the assignments in my classes. If my family has difficulty supplying my materials, please communicate with HAVEN staff.

Cell Phone

Hinsdale South High School understands that there are times that communication with family is necessary. In an emergency, I can make a request to use the phone in the office and receive a pass from my teacher. If I have to use my cell phone during school hours, I will first receive permission from staff and will not distract my learning or the learning of those around me. If using my phone becomes a chronic problem, I know that a conference with HAVEN staff and my guardian will occur.

Substances

The HAVEN staff is concerned about my health and the laws are very clear about young people who possess or use alcohol/drugs/tobacco. I realize that I cannot be under the influence of, or possess any illegal substances in school or on school grounds. Any alcohol, drugs, tobacco products, vape pens or

lighters found in my possession will be disposed of and D86 policies pertaining to such substances will be followed.

Dress Code

How I dress sends a message to others. If I dress like a responsible student, I'll be treated respectfully. I should come to school well groomed and appropriately dressed. I understand that the HAVEN staff will help me to ensure that my dress is responsible.

Medication Policy

If I am sick and need a prescription medication during the school day, I must bring all medications to the School Nurse with a note signed by my parent and physician, per D86 policy. I am not allowed to have any drugs—prescription, over-the-counter medicines, or look alike—at school. If I am not feeling well and need an aspirin or Tylenol, it may be provided in the office if permission has been granted by my parents in writing. Headaches and other common aches and pains don't stop me! I will remain in school unless I have a fever of more than 100.4°; I'm vomiting, or have a chronic cough. If this occurs, my parents will be contacted for transportation home.

Treating Others As I Want to Be Treated

In the HAVEN Program we tolerate and appreciate differences in people. Everyone, myself included, has the right to be accepted for who they are and be free of ridicule or harassment. Treating others with kindness and respect is a critical part of my social development. If I feel I have been harassed or tormented, I will make a peer report to a staff member. All such concerns will be investigated and a report will be filed. I will strive at all times to treat others with respect.

Accessing Support

HAVEN staff recognizes that working hard for academic and behavioral success is difficult. Our staff is here to see that each student is successful. Our teachers, social workers, clinical coordinator, counselors, administrators, and para-educators want to listen to my concerns and help me find the best solutions. I will find someone who I can share my problems and concerns with constructively and seek help, even when things are tough and I am frustrated.

Making Positive Choices

HAVEN provides me with opportunities to show that I can be responsible and possibly return to my home school. Their focus is on learning, respect, responsibility, cooperation, and effort. I know I should have self-discipline. In the event that I need help in making positive choices, staff will give me feedback and assist me in making positive decisions that will shape my future. A discipline referral may be necessary for me to get the personalized help I need. I will receive consequences for my ineffective behavior and my parents will be notified. Students in HAVEN are expected to resolve their ineffective behavior at school.

Weapons Violations

I will not possess any known weapon or article for use as a weapon on school grounds. If I do any of the above, legal authorities will be notified. All D86 policies will be adhered to as it relates to weapons.

Save the Environment

As a student of HAVEN, I share responsibility for keeping the school building and equipment clean and in working order. If I lose, steal, damage or destroy property my parents and I assume responsibility for any such damage that occurs at Hinsdale South High School or on any school sponsored activity. All D86 policies will be adhered to as it relates to destruction of property.

Discipline Referral Process

When disciplinary incidents beyond the scope of the classroom teacher occur, or incidents are severe the student will conference with our HAVEN Clinical Coordinator, Mr. Matt Swies. The Hinsdale District 86 Student Handbook procedures will be followed and an appropriate intervention will occur. In addition the student can expect to process the behavior, the events leading up to the behavior and corrective/intensive teaching of effective behavior will occur. This processing and the teaching are essential to assisting the students in becoming successful students and community members.

Transitioning Out of the HAVEN Program to a MAINSTREAM SETTING

One of the first questions that many students and parents ask is, “When can I return to mainstream classes?” This decision is made through the IEP process and in conjunction with the IEP team. Through the use of the HAVEN Program’s Daily Point Sheet, classroom teams are regularly collecting data on both effective and ineffective behaviors in an effort to determine a student’s precise level of daily functioning in a variety of academically relevant domains. Effective behaviors are defined as: participation, listening, communication, skills application, and pro-social behaviors. Ineffective behaviors are defined as: verbal aggression, relational aggression, withdrawal, off-track behavior, and time out of class. Student’s performance on these domains determines placement on the HAVEN Program’s Level System. When a student is regularly meeting or exceeding Level 3 or Level 4 criteria, it is then that the IEP team will consider placement in one, or more (as the data indicates) mainstream classes. Additional data considered that pertains to placement include:

- 1) Social emotional aptitude - a student’s ability to identify and develop strategies that help them cope with their emotional challenges, ability to express what supports they will benefit from before transitioning to a less restrictive environment, etc.
- 2) Credits needed to graduate
- 3) Other considerations, as applicable

Transitioning Out of the HAVEN Program to a MORE RESTRICTIVE ENVIRONMENT

The HAVEN Program is only one step on the continuum of services that are offered to District 86 students and may not be an appropriate setting for every student whose data indicates that therapeutic support may be necessary. Similar to how the HAVEN Program’s Daily Point Sheet and thus the Level System are used to guide placement in a less restrictive environment, the same data is used to guide placement in a more restrictive environment. When a student is regularly not meeting Level 2 expectations, and is consistently performing at a Level 1 or below, the IEP team will meet to discuss the student’s response to HAVEN interventions and the appropriateness of the student’s placement in

the HAVEN Program. Again, all placement decisions are made through the IEP process and in conjunction with the IEP team.

Student & Parent Acknowledgement

We have read and discussed both the opportunities and expectations of students in the HAVEN Program. We are committed to this learning opportunity for our child, and will support the expectations for responsible student behavior.

Our signatures below communicate that we are committed to working together with HAVEN staff toward my/our student's personal, social, and academic goals.

We further understand that, as parent(s)/guardian(s), we play a vital role in making this a productive experience for our child. Therefore, we pledge our support to our student, HAVEN staff, and Hinsdale High School District 86.

Student

Date

Parent/Guardian

Date

****Please return this signed acknowledgement to your case manager****