

# Career College

## Parent - Student Handbook

### Dear Turning Pointe Families,

The Turning Pointe team is glad you are here. The Career College curriculum was developed just for you. In this handbook, you will find important policies and guidelines as you begin your journey with us.

The next nine months will be exciting and challenging for you. Your Turning Pointe Instructors, Clinicians, Mentors and Employment Partners are eager to help you grow personally and professionally to find a career you will enjoy. Be ready to learn and grow with us and we know it will be a rewarding experience.

Turning Pointe was founded and continues to strive to offer best practice programming for all students learning with autism spectrum disorder. As such, our programs evolve based on the research that continues in this field. If future program changes impact your experience or these policies, you will be notified. Otherwise, if you have any questions about the following, please ask Megan Covey, Adult Program Specialist.

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# Program Description

## History

In 2012, Turning Pointe Autism Foundation launched a pilot program called Career College. The focus of the pilot was to prepare students for independent employment. Through the support of initial partners Dan Wolf Automotive, Walgreens and OfficeMax; students were trained for positions prior to interviewing for the job. The model gives students a competitive edge in the job market - *improving the dire statistics of adults with autism typically under or unemployed*. Career College continues to evolve its curriculum to stay aligned to best practice in the field and expand its list of Employment Partners.

## Mission

Turning Pointe Autism Foundation creates opportunities and programs to educate individuals with autism through proven interventions to increase independence, encourage meaningful lifelong pursuits and enrich the community at large.

## Purpose and Scope

Our program is designed to teach and skills within the areas of independent living, social communication, and employability to individuals with autism spectrum disorder, social and communication challenges, and other learning differences. Students come from a wide range of backgrounds and ability levels.

Turning Pointe utilizes an interdisciplinary approach that supports the core deficits of autism spectrum disorder through Evidence-Based Practices (EBP) and assists students as they grow and learn to manage everyday challenges. Communication, socially appropriate behavior and functional living skills, with an emphasis on skill generalization to the work place, is our overall program model that guides student programming, data collection procedures and implementation of EBP's. This model uses the latest research and clinical expertise to help students develop new skills and enhance personal talents and strengths as they navigate towards independent thriving futures.

## General Program Overview

Turning Pointe Career College is an educational opportunity for individuals impacted by Autism Spectrum Disorder, social and communication challenges, and other learning differences. The program is open to post-secondary students. Students are seeking to improve their skills in the areas of independent living, social communication and employability skills. Turning Pointe partners with local employment partners to provide students access to hands on training opportunities in real and mock work settings.

Turning Pointe Career College operates from 9:00am–1:00pm Monday through Thursday from September to May.

## Admission Process

The Turning Pointe Career College Admissions Process is based on student specific needs and current skill set. Career college administration uses operational framework to assess student's wants and needs for clinical decision making and programming. Students and families tour the facility, are provided an overview of the program, and participate in a face-

to-face meeting with the Career College team. Those interested in admissions complete an online application. If the student is an appropriate fit for the Career College they receive an acceptance letter and complete the registration process.

## **Classroom Structure**

The Career College classroom is structured with a fluctuating staff to student ratio based on student needs and aligned with current research. This classroom structure fosters a learning environment conducive to individualized instruction for our students.

All staff are certified or licensed according to their position and highly trained. Our multi-disciplinary team approach includes the following qualified professionals:

- Special Education Teachers hold a Professional Educator License (PEL) and a Learning Behavior Specialist 1 (LBS1) endorsement
- Instructor/Trainer and Employment Partner Coordinator have extensive experience in this field and a degree in a related field
- Board Certified Behavior Analyst (BCBA)
- Administrator who hold a Master's degree in a clinical field related to autism
- Registered Nurse (RN) - consult
- Occupational Therapy - consult
- Speech and Language Therapist leads team

## **Related Services**

Therapeutic services at Turning Pointe can be provided directly from a provider, as consult services, as well as being woven into our program throughout the day. Programming is monitored for fidelity as students' progress through the Career College curriculum. The Career College has access to a full-time Board-Certified Behavior Analyst (BCBA) for both skill acquisition and behavior reduction programming and a Speech Language Pathologist (SLP) to target social communication.

## **Behavior Intervention**

Behavior Interventions are founded on the principles of Applied Behavior Analysis (ABA). ABA is a treatment approach that applies principles of learning theory to produce positive and meaningful changes in behavior. Board Certified Behavior Analysts (BCBAs) utilize function-based interventions to decrease maladaptive behaviors, increase socially appropriate behaviors and promote skill acquisition. Replacement behaviors are taught proactively to increase student success. Interventions are customized, adjusted as needed, and created in conjunction with evidenced-based practices.

## Speech and Language Services

A certified speech and language pathologist works to help students increase social communication and overcome other language barriers to actively participate in everyday life. Pragmatic social language assessments are conducted to determine appropriate programming related to communicative intent and self-expression. Targeted skills may include but are not limited to: initiating communication, conversation skills, topic maintenance, and social etiquette.

## Occupational Therapy - Consult

Our certified occupational therapists are available to the Career College team on a consultative status to provide insight and functional programming within all areas of functional/independent living, Activities of Daily Living (ADLs) and sensory regulation related to the work place and job readiness.

## Curriculum and Program

The following skill domains make up the Career College Curriculum. Content within each of these domains is modified to meet individual student needs. Each domain has prerequisite skills that are added to instruction when students display deficits in these areas. When students excel they are given enriched instruction to advance their current skill and knowledge base.

**Independent Living:** This skill domain promotes students' ability to live and function as independently as possible in the home and in employment settings. Students will develop skills in the areas of pre-employment hygiene, general housekeeping, laundry, time management, food preparation, transportation, money management, attire, prioritizing, and schedule flexibility. Students are exposed to behavior skills training both in mock environments and within naturalistic teaching environments to ensure skill generalization.

**Social Communication:** Students will develop skills in forming and maintaining appropriate relationships inside and outside of the workplace. This domain covers topics ranging from how to ask and answer questions in the workplace, make choices in the workplace, make a first impression in the workplace, use social etiquette in the workplace, collaborate in the workplace, accept feedback in the workplace, give feedback in the workplace, identify skills and interests in the workplace, and adapt conversation formality to communication partners. Students will have the opportunity to practice these social skills during pre-employment interview preparation and job exposure.

**Employability Skills:** This skill domain is designed to prepare students for independent employment. Students receive instruction to increase the following skills related to the workplace setting: on the job skills, job expectation, workplace safety, job accommodations, being prepared, self-advocacy, co-worker relationships, dependability and problem solving. Hands on training opportunities will be provided for students throughout the second semester in various settings within Turning Pointe enterprises as internship opportunities or in collaboration with corporate partners (i.e. food industry, retail, warehouse, etc.)

## Curriculum Resources & Assessments

Turning Pointe uses a wide variety of materials to accommodate every student's individualized needs. Materials, lesson plans, and community-based instruction are all adapted to fit the needs of each student.

- *Essentials for Living (EFL)* – The Essential for Living assessment tool and curriculum is one of the resources used to determine current levels in the areas of communication, behavior, and functional skills.

- *The Assessment of Basic Language and Learning Skills (ABLLS-R)* – This assessment tool and curriculum guide assists in identifying language and other critical skills that need intervention in order to develop an educational program that helps the acquisition of new skills.
- *The Assessment of Functional Living Skills (AFLS)* – The AFLS assists in evaluating, tracking, and teaching functional skills to help individuals become more independent at home, school, and in the community. This system assesses the following skills: basic living, home, community participation, school, vocational, and independent living.
- *PEERS for Young Adults (PEERS)* – Social skills training for adults with autism spectrum disorder and other social challenges. This is used as an evaluating and teaching tool for individuals in the areas of social communication. Teaching strategies and step by step guides for students are provided by PEERS.
- *PEERS Curriculum for School Based Professionals* – Social skills training for adolescents with autism spectrum disorder. This is used as an evaluating and teaching tool for individuals in the areas of social communication. Teaching strategies and step by step guides for students are provided by PEERS.
- *TEACCH Transition Assessment Profile (T-TAP)* – Comprehensive formal assessment that assesses strengths, interests, and abilities in the areas of: vocational skills and behaviors, independent functioning, leisure skills, functional communication, and interpersonal behavior both in the home and school environment.
- *Social Skill Checklist* – Qualitative checklist completed by multiple communication partners to help evaluate social skills, such as: conversation skills, problem solving, understanding emotions, complimenting, and flexibility. Functional Communication Profile (FCP-R)-Inventory of an individual's communication abilities, mode of communication (e.g., verbal, sign, nonverbal, augmentative), and degree of independence. Examiner assesses communication through direct observation, teacher/caregiver report, and one-on-one testing.
- *Autism: Attacking Social Interaction Problems: A Pre-Vocational Training Manual for Ages 17+ (AASIP)* – Program provides a comprehensive yet practical approach to teaching social communication skills across the life span incorporates current issues such as autism as a label, texting and social media, cyber dangers, personal safety, workplace culture, and idioms and conversations.
- *Interest Determination, Exploration and Assessment System® (IDEAS™)* – Self-scored inventory that helps students and adults develop an awareness of possible career choices.
- *Turning Skills and Strengths into Careers for Young Adults with Autism Spectrum Disorder* – Curriculum helps students with Autism Spectrum Disorder (ASD) to begin to make the transition to their career with detailed personality and skills profiling, job-hunting strategies, and interview preparation.
- *Brigance transition kit- Assess key transition skill areas* — Academic, post-secondary opportunities, independent living, and community participation
- *The DISABILITY EQUALITY INDEX® (DEI)* — Joint initiative of the American Association of People with Disabilities (AAPD) and Disability:IN™. The DEI is a national, transparent, annual benchmarking tool that offers businesses an opportunity to receive an objective score, on a scale of zero (0) to 100, on their disability inclusion policies and practices, and identify opportunities for continued improvement. Coursework is aligned to this benchmarking tool for ties to corporate businesses that strive for disability inclusion.

- *O\*Net Interest Profiler* —helps students decide what careers are appropriate to explore based on interests.
- *Job Search Attitude Inventory (JSAI)* —a brief, 32-item inventory designed to make job seekers more aware of their self-directed and other-directed attitudes about their search for employment. It compares the inventory takers attitudes about the job search process with those of professional counselors trained in teaching job search techniques.

## Evidence-Based Practices

Evidence-based practices (EBPs) include empirically supported techniques found within research journals, textbooks and accredited education programs. EBPs utilized by Turning Pointe may include but are not limited to:

- Antecedent-based
- Differential Reinforcement
- Communication Systems
- Task Analysis
- Visual Supports
- Prompting
- Video Modeling
- Precision Teaching
- Functional Communication Training
- Structured Teaching
- Behavior Skills Training
- Behavior Contracts
- Decision Tree

## Clinical Model

Turning Pointe utilizes an interdisciplinary approach that supports the core deficits of autism spectrum disorder through Evidence-Based Practices (EBP) and assists students as they grow and learn to manage everyday challenges.

Communication, functional living skills, and socially appropriate behavior, with an emphasis on skill generalization to the workplace, is our overall program model that guides student programming, data collection procedures and implements EBP's. This model uses the latest research and clinical expertise to help students develop new skills and enhance personal talents and strengths as they navigate towards independent thriving futures.

- *Communication* – A variety of communication skills are targeted to maximize student independence and social etiquette across all environments. Skills are taught within a 5-week unit and maintained using reoccurring generalization probes. Students will have the opportunity to practice social communication skills within the structured school environment, through community-based instruction, and during internship and employment opportunities throughout the year. Communication programming is driven by current research and interventions within the field of Speech Language Pathology.
- *Functional Living Skills* –This clinical domain covers skills that will promote and support functional living skills, independent living and Activities of Daily Living (ADLs) linked to independent employment. Skills are taught within a 2-3-week unit and maintained using reoccurring generalization probes. Functional living programming is driven by current research and interventions within the fields of Occupational Therapy and Applied Behavior Analysis.
- *Socially Appropriate Behavior* – Behavior analytic programming is utilized to impact skills and skill deficits within the area of socially appropriate behavior(s). Programming focuses on skills that directly affect the specific student, their families, and/or peer and employment relationships. Programming may focus on but is not limited to: accepting/giving feeding, self-advocacy, motivation, etc. To promote skill generalization, students are exposed to a variety of setting and situations in which to practice these skills in both structured settings and within a

naturalistic teaching environment. Socially appropriate behavior programming is driven by current research and interventions within the field of Applied Behavior Analysis.

## **Programmatic Outcomes**

All students that have attended Turning Pointe Career College for one year will maximize independence by mastering 80% of skills trained. Independence will be measured based on current level of performance and subsequent skill mastery in the following three areas: social communication, independent living, and employability skills based on Career College's Skill Bank. Student data will be collected bi-weekly and analyzed both program wide and per individual student quarterly.

## **Data Collection**

Continuous student specific data is taken for all Turning Pointe Career College students on program outcomes and skill domains. Data collection procedures may be outlined by specific curriculum resources and/or assessments or created by Turning Pointe specialists. Data collected in all area is analyzed regularly to maximize instruction and behavioral interventions and also used to adjust student programming as necessary.

## **Certificate of Completion**

Students will be enrolled for full-time coursework. Upon completion of all required coursework, students will have the opportunity to interview with an Employment Partner. Certified students will be eligible for Career Mentor Support.

## **Career Mentoring**

While enrolled in the Career College, career mentoring is designed to provide on-the-job support to students in their transition from classroom to career. The goal is to provide one-on-one support in the work environment while training and/or after the individual has been hired by a Turning Pointe approved employer. Students who have completed all required coursework and their tuition payments are in good standing are eligible to receive 10 hours of career mentoring following graduation. These hours are conducted based on student needs and assessment. Hours exceeding those already approved may be provided following assessment for an additional fee.

## **Family Partnership**

Family partnership is a key component of the Turning Pointe philosophy. The involvement of parents and families in the education process is critical to students' success. Parents are active participants in their student's education through meetings and student conferences, and on-going collaboration. Staff communicate with students and families via email and newsletters on a regular basis. Remaining connected is essential to maintain program consistency and work together towards student progress and accomplishments.

## **Code of Student Conduct**

Turning Pointe Autism Foundation maintains a Code of Student Conduct to provide fair and reasonable rules and procedures to promote the personal development of our students. Discrimination against, or harassment toward, another student on the basis of age, gender, religion, race, color, sexual orientation, gender identity, genetic information, disability

or any other unlawful basis will not be tolerated. The term “harassment” includes, but is not limited to slurs, jokes, and other verbal, graphic or physical conduct that annoys, bothers or intimidates another individual.

Individuals who violate this policy will be subject to disciplinary action, up to and including, expulsion from any Turning Pointe Adult Service program as determined by such administrative action as is required by Illinois law or by Board policy.

## Computer Use Expectations

- Students using computers must be in an area under supervision of a staff member.
- Students must only use the computer to which they are assigned.
- Computers are for SCHOOL USE only and should not be removed from the building.
- Students are only allowed to login with Turning Pointe credentials. Students must never login through a personal account.
- Food and beverages are not allowed in computer areas or where a laptop is in use.
- Passwords should always be kept on file with the Career College administrator and updated if changes are made. Passwords are not shared with other students.
- Computers are the property of Turning Pointe Autism Foundation and are available for academic purposes. Non-academic use, such as online games and social networking is prohibited.
- Students are expected to practice appropriate, responsible behavior with regards to technology use at all times.
- Personal Computers or other forms of technology brought from home are not the responsibility of Turning Pointe Autism Foundations. Specific electronics may be used on a student by student basis for communication, behavior intervention plans, etc.

\*\*See Internet Access: Terms and Conditions of Acceptable Use

## Cell Phone Usage

Student usage of personal cell phones is permitted before and after the start of the academic day (excluding cell phone usage related to communication and/or behavior support). Student’s phones should be silenced and put away in a locker or backpack during class time. Parents/guardians needing to reach their student during the school day are encouraged to call the main Turning Pointe phone line.

Limiting cell phone usage is intended to eliminate distractions and increase the student’s ability to focus and learn throughout the school day. Cell phone usage will be permitted as needed and will be identified by Adult Services staff.

## Drug and Alcohol Policy

Turning Pointe will not tolerate the use of illegal drugs or other mind-altering substances by any student. For purposes of this policy, “illegal drugs,” as defined by the Federal Government, means street drugs such as marijuana (this includes

medical marijuana and/or marijuana obtained legally under state law), cocaine, methamphetamines as well as prescription drugs used by a person who does not have a valid current prescription for such drug. We also do not tolerate any student reporting to school, consuming alcohol while at school or attending school with alcohol in his or her system. If a student is suspected to be under the influence of illegal drugs or alcohol, his or her emergency contact person will be contacted to pick up the student and take the home immediately. Further disciplinary action will be at the discretion of the Turning Pointe Administration team or Board of Directors.

Off-premises possession, use, sale or purchase of illegal drugs or mind-altering substances outside of working hours is also prohibited. This policy does not prohibit the proper use of medication including prescription drugs by a student under the direction of a physician. However, the misuse or abuse of a prescription drug, including sharing your prescription drug with another person and the use of a prescription drug prescribed for another person are violations of this policy.

In order to protect the safety and property of all students and staff and to effectively enforce this policy, we reserve the right to inspect students' lockers, and desks as well as motor vehicles and any other personal belongings brought onto Turning Pointe property. Failure to cooperate with such inspections is a violation of this policy.

## **Damage to Property**

Deliberate or careless damage to the Turning Pointe Autism Foundation property will not be tolerated under any circumstance.

## **Emergency Dismissal**

Under the direction of Turning Pointe's Executive Director and Leadership Team, in the exercise of prudent judgment, will arrive at a consensus in deciding to dismiss students in an emergency or to declare a day off because of an emergency.

The Adult Program Specialist, Program Director, and classroom teachers are required to develop emergency evacuation procedures. All Turning Pointe Programs may dismiss early when there is sufficient reason due to emergency, professional requirements, or civil necessity. Emergency evacuation and safety procedures are posted in each classroom.

All Turning Pointe programs will follow the action of the public schools in the area with regard to school closings and early dismissals due to hazardous weather conditions. Parents should listen to local radio and television stations. Turning Pointe Autism Foundation is not responsible for making up cancelled attendance days. The Adult Services staff will attempt to increase instructional time or provide alternative opportunities in lieu of make-up days. Students will be notified of any calendar changes as soon as possible following cancellations.

## **Fighting, Threats, and Weapons**

Turning Pointe Autism Foundation has a zero-tolerance policy regarding fighting or threatening words or conduct. We also do not allow the possession of weapons of any kind on Foundation premises. This may exclude specific maladaptive behavior(s) listed in a participant's Behavior Intervention Plan (BIP).

## **Hazing/Bullying/Harassment**

Turning Pointe Autism Foundation prohibits any type of hazing, bullying or harassment type activity among our students. The Organization is dedicated to fostering an environment that promotes kindness, acceptance, and embraces

differences among individuals. Hazing refers to any activity expected of a student to join or to continue membership or participation in any group where the activity produces or could be expected to produce mental, emotional or physical discomfort, humiliation, embarrassment, harassment, or ridicule to the student, regardless of the student's willingness to participate. Harassment includes, but is not limited to, slurs, jokes, and other verbal, graphic, or offensive conduct relating to race, religion, color, sex, sexual orientation, national origin, citizenship, or disability. Bullying includes, but is not limited to, physical or verbal aggression (hitting, kicking, taunting, teasing, threatening, ridiculing, etc.), relational aggression (harming or threatening to harm relationships or acceptance, friendship, or group inclusion), emotional aggression (teasing, threatening, intimidating others). The Organization also prohibits cyber-bullying (creating websites, instant messaging, e-mails, using camera phones, or other forms of technology to engage in harassment or bullying). Any of these types of offensive conduct can create an uncomfortable learning environment.

## **Inspection Policy**

Turning Pointe Autism Foundation property, including but not limited to, lockers, phones, computers, tablets, desks, work place areas, vehicles, or machinery, remains under the control of the Organization and is subject to inspection at any time, without notice to the student, and without the student's presence. Turning Pointe may search students, their work areas, lockers, personal vehicles if driven or parked on Turning Pointe property, and other personal items such as bags, purses, briefcases, backpacks, lunch boxes, and other containers. In requesting a search, Turning Pointe is by no means accusing anyone of theft, some other crime, or any other variety of improper conduct. Students should have no expectation of privacy in any of these areas. We assume no responsibility for the loss of, or damage to, any student property maintained on TPAF premises including that kept in lockers and desks.

## **Internet Access: Terms and Conditions of Acceptable Use**

All use of Turning Pointe Autism Foundation's connection to the Internet must be in support of education, research, for communication purposes and/or for student specific behavior supports, be consistent with the educational objectives, policies, rules, and regulations of the Career College, and be in compliance with and subject to the Foundation's code of acceptable conduct.

The use of the Foundation's Internet is a privilege, not a right, and inappropriate use will result in a cancellation of those privileges. The system administrator will make all decisions regarding whether or not a user has violated this permission and may deny, revoke, or suspend access at any time; his or her decision is final. Violations of the code of conduct or professional requirements may result in the loss of privileges and employee or student discipline.

The user is responsible for the user's actions and activities involving the network. Some examples of unacceptable uses are given below. The list is not intended to be exhaustive. The Foundation's Administrative team may periodically revise the concepts of acceptable and unacceptable use. These revisions will become part of this document:

- Using the network for any illegal activity, including violation of copyright or other contracts, or transmitting any material in violation of any U.S. or State regulation;
- Unauthorized access or downloading of software, electronic files, e-mail, or other data (commonly referred to as "hacking");
- Downloading copyrighted material for reasons other than legal personal or professional use;
- Gaining unauthorized access to resources or entities;

- Invading the privacy of individuals;
- Using another user's account or password;
- Posting material authored or created by another without his/her consent;
- Posting anonymous messages;
- Accessing, submitting, posting, publishing, or displaying any defamatory, inaccurate, abusive, obscene, profane, sexually oriented, threatening, racially offensive, harassing, or illegal material;
- Using the network while access privileges are suspended or revoked;
- Publishing or otherwise disseminating another person's identity, personal information, account, or password;
- Using the network for unauthorized product advertisement, political activity, promoting or encouraging the use of illegal or controlled substances;
- Forgery or alteration of e-mail;
- Unauthorized use of the network to play computer games, enroll in list serves, or participate in chat rooms.

You are expected to abide by the generally accepted rules of network etiquette. These include, but are not limited to, the following:

1. Be polite. Do not become abusive in your messages to others.
2. Use appropriate language. Do not swear, use vulgarities or any other inappropriate language.
3. Do not reveal the personal addresses or telephone numbers of students or staff.
4. Recognize that electronic mail (e-mail) is not private. People who operate the system have access to all mail. Messages relating to or in support of illegal activities may be reported to the authorities.
5. Do not use the network in any way that would disrupt its use by other users.
6. Consider all communications and information accessible via the network to be private property.

Turning Pointe Autism Foundation makes no warranties of any kind, whether expressed or implied, for the service it is providing. The Foundation will not be responsible for any damages you suffer. This includes loss of data resulting from delays, non-deliveries, missed-deliveries, or service interruptions caused by its negligence or your errors or omissions. Use of any information obtained via the Internet is at your own risk. The Foundation specifically denies any responsibility for the accuracy or quality of information obtained through its services.

The user agrees to indemnify Turning Pointe Autism Foundation for any losses, costs, or damages, including reasonable attorney fees, incurred by the Foundation relating to, or arising from any breach of this Authorization.

Network security is a high priority. If you identify a security problem on the Internet, you must notify a. Turning Pointe administrator. Do not show the problem to other students. Keep your account and password confidential. Do not use

another individual's account without written permission from that individual. Attempts to log-on to the Internet as a system administrator will result in cancellation of user privileges. Any user identified as a security risk may be denied access to network

## Smoking Policy

Turning Pointe Autism Foundation's Campus is SMOKE FREE as required by 105 ILCS 5/10-20. The use of tobacco on school property by any school personnel, student, visitor or other person is strictly prohibited without exception. Turning Pointe property includes buildings, sidewalks, lawn and parking lots. Smoking is not permitted in vehicles parked on Turning Pointe property. Tobacco includes cigarette, cigar, or tobacco in any other form, including e-cigarettes and smokeless tobacco which is any loose, cut, shredded, ground, powdered, compressed or leaf tobacco that is intended to be placed in the mouth without being smoked.

## Visitor Policy

To ensure safety of students and staff, Turning Pointe Autism Foundation is a secured building. All guests, including but not limited to: Parents, Guardians, Volunteers, Former Students, Contractors, etc. must have an appointment to enter the building. All visitors will check in with the receptionist upon arrival and will be escorted to the meeting place. Photo ID may be requested. No guests will be left alone and/or be allowed to wander through the facility without a member of Turning Pointe staff. If you are a student that needs to schedule a visitor, you must make this request to your instructor.

## Suicide Prevention Policy

The purpose of this policy is to protect the health and well-being of students and staff by having procedures in place to prevent, assess the risk of, intervene in, and respond to suicide. Turning Pointe recognizes that physical, behavioral, and emotional health is an integral component of a student's educational outcomes. Turning Pointe also recognizes that suicide is a leading cause of death among young people, and an ethical responsibility exists to take a proactive approach in preventing deaths by suicide, furthermore acknowledge our role in providing an environment which is sensitive to individual and societal factors that place youth at greater risk for suicide and one which helps to foster positive youth development.

This policy covers actions that take place in the organization, school, on school property, and at school-sponsored functions and activities where school and organizational staff are present.

### Suicide and Depression Awareness and Prevention Program

A designated prevention coordinator(s) will be responsible for planning and coordinating implementation of this policy for the organization. They shall implement and maintain a suicide and depression awareness and prevention program that advances the goals of increasing awareness and prevention of depression and suicide. The prevention coordinator(s) will also be the main contact for issues relating to suicide prevention and policy implementation. All staff members shall report staff or students they believe to be at elevated risk for suicide to the suicide prevention coordinator(s).

Bianca Frost, Program Director – for Adult Student Programs  
Megan Covey, Adult Program Specialist

*\*Any staff and any student can report to any of the prevention coordinators or any adult if needed.*

Staff will receive suicide prevention and awareness professional development and related topics will be included in

student curriculum. This program will be consistent with the requirements of Ann Marie's Law listed below; each listed requirement, 1-6, corresponds with the list of required policy components in the School Code Section 5/2-3.163(c)(2)-(7). The Program includes:

1. Protocols for administering youth suicide awareness and prevention education to students and staff.
  - a. For Day School students, implementation will incorporate curriculum content which implements 105 ILCS 5.2-3.139 and 105 ILCS 5/27-7, which requires education for students to develop a sound mind and a healthy body. The curriculum will include developmentally-appropriate, student-centered educational materials that will be integrated into all K-12 health classes. The content and objectives will lead to the development of self-awareness and self-management skills and cover the importance of healthy choices and coping strategies, recognizing risk factors and warning signs, and help-seeking strategies. Key concepts and objectives highlighted may include but are not limited to: understanding and identifying emotions, understanding one's own escalation cycle and identifying ways to calm yourself, recognizing how others feel around you, asking for help and identifying individuals who are helpers in the community, identify foods and behaviors that are healthy vs. unhealthy, and identify your own talents.
  - b. For Adult Services students, implementation will incorporate curriculum content which requires education for students to develop a sound mind and a healthy body. The curriculum will include developmentally-appropriate, student-centered educational materials that will be integrated into Adult Services courses. The content and objectives will lead to the development of self-awareness and self-management skills and cover the importance of healthy choices and coping strategies, recognizing risk factors and warning signs, and help-seeking strategies. Key concepts and objectives highlighted may include but are not limited to: identifying and managing one's emotions and behavior, recognizing the feelings and perspectives of others, recognizing personal qualities and talents, identifying external supports, demonstrate an ability to prevent, manage, and resolve interpersonal conflicts in constructive ways, and demonstrate healthy life style choices.
  - c. For staff, implementation will incorporate staff development under 105 ILCS 5/3-14.8 which requires training of the warning signs of suicidal behavior. Staff will complete a training that includes: the awareness and prevention by understanding and recognizing suicide risk factors and warning signs, referral, intervention and response, reporting, and have access to resources. Staff training will be required upon hire, and at least annually. See staff Suicide Policy Training document.
2. Procedures for methods of suicide prevention with the goal of early identification and referral of students possibly at risk of suicide.
  - a. For students in grades 7 through 12, implementation shall incorporate the training required by 105 ILCS 5/10-22.39 for school guidance counselors, teachers, school social workers, and other school personnel who work with students to identify the warning signs of suicidal behavior in adolescents and teens along with appropriate intervention and referral techniques, including methods of prevention, procedures for early identification, and referral of students at risk of suicide.
  - b. For all students, implementation shall incorporate Illinois State Board of Education (ISBE)-recommended guidelines and educational materials for staff training and professional development, along with ISBE-recommended resources for students containing age-appropriate educational materials on youth suicide and awareness, if available pursuant to Ann Marie's Law on ISBE's website.
3. Methods of intervention, including procedures that address an emotional or mental health safety plan for use during the school day and at school-sponsored events for a student identified as being at increased risk of suicide. Implementation will incorporate paragraph number 2, above, along with:

- a. Including and implementing Student Social and Emotional Development and the goals and benchmarks of the Ill. Learning Standards and 405 ILCS 49/15(b), requiring student social and emotional development in the organization's educational programming;
  - b. Implementing guidance and counseling program(s) for students, and 105 ILCS 5/10-22.24a and 22.24b, which allow a qualified guidance specialist or any licensed staff member to provide school counseling services. Guidance and counseling programs can be available.
  - c. Implementing the Children's Mental Health Act of 2003, 405 ILCS 49, requiring protocols for responding to students with social, emotional, or mental health issues that impact learning ability; and
  - d. Including state and/or federal resources that address emotional or mental health safety plans for students who are possibly at an increased risk for suicide, if available on the ISBE's website pursuant to Ann Marie's Law.
4. Methods of responding to a student or staff suicide or suicide attempt. Implementation of this requirement shall incorporate building-level Student Support Services.
  5. Reporting procedures will include paragraph 4 above and the implementation of guidance and counseling program and student support services in addition to other State and/or federal resources that address reporting procedures.
  6. A process to incorporate ISBE-recommend resources on youth suicide awareness and prevention programs, including current contact information for such programs in the Organization's Suicide and Depression Awareness and Prevention Program.

#### Illinois Suicide Prevention Strategic Planning Committee

The Executive Director or designee shall attempt to develop a relationship between the Organization and the Illinois Suicide Prevention Strategic Planning Committee, the Illinois Suicide Prevention Coalition Alliance, and/or a community mental health agency. The purpose of the relationship is to discuss how to incorporate the goals and objectives of the Illinois Suicide Prevention Strategic Plan into the Organization's Suicide Prevention and Depression Awareness Program.

#### Monitoring

The Board or appointed member(s) of the Organization will review and update this policy pursuant to Ann Marie's Law and Board policy 2:240.

#### Information to Staff, Parents/Guardians, and Students

The Executive Director or designee shall inform each employee about this policy and ensure its posting on the Organization's website and/or the distribution of this policy to the parent or legal guardian of each student enrolled in the Organization.

#### Implementation

This policy shall be implemented in a manner consistent with State and federal laws, including the Children's Mental Health Act of 2003, 405 ILCS 49/, Mental Health and Developmental Disabilities Confidentiality Act, 740 ILCS 110/, and the Individuals with Disabilities Education Act, 42 U.S.C. §12101 *et seq.*

The Organization, Board, and its staff are protected from liability by the Local Governmental and Governmental Employees Tort Immunity Act. Services provided pursuant to this policy: (1) do not replace the care of a physician licensed to practice medicine in all of its branches or a licensed medical practitioner or professional trained in suicide prevention, assessments and counseling services, (2) are strictly limited to the available resources within the Organization, (3) do not extend beyond the school day and/or school-sponsored events, and (4) cannot guarantee or ensure the safety of a student or the student body.