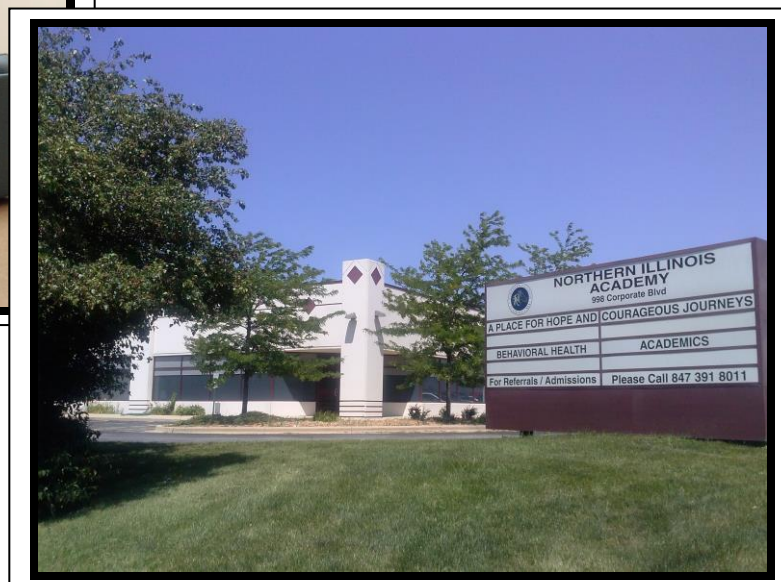




Northern Illinois Academy Handbook for Residents and Guardians



Welcome to Northern Illinois Academy!

This handbook helps explain many practices at Northern Illinois Academy. As a resident at Northern Illinois Academy, we expect you to follow the guidelines contained in this handbook. This handbook is designed to assist you not only on your treatment and goals, but help guide you through your stay with us to help you become a positive member of the community. If you have any questions about any components of this document please ask staff.

We are looking forward to working with you and your family!

**Carolyn Willandt
Executive Director**

Contact Information

Contact Numbers

Northern Illinois Academy - Main Office: (630)952-2266

Main Office Fax: (847) 391-8001

Executive Director:

Carolyn Willandt (630) 952-2214

Clinical Director:

Wally Hamlin, LCPC (630) 952-2270

Admission Coordinator:

Amanda Heitzman (630) 952-2211

Director of Nursing:

Suzanne Butler, RN (630) 952-2219

School Principal:

Jennifer Marriott (630) 952-2208

Group Living Director:

Sheree Isom (630) 952-2222

Program Numbers

Each unit has a direct phone number which is answered directly when the staff and residents are in the unit:

Bears: 630-952-2275

Cubs: 630-952-2274

Program Manager: Ossy Simmons - 630-952-2252

Blackhawks: 630-952-2228

Program Manager: Zach Meers - 630-952-2237

Bulls: 630-952-2210

Wolves: 630-952-2204

Program Manager: Erin Shaw - 630-952-2258

NIA's Seven Basic Behavior Norms

At NIA, we:

Help

We help ourselves and each other every day

Safety

We keep ourselves and each other safe

Respect

We treat each other with kindness and respect

Pride

We take pride in ourselves and Northern Illinois Academy

Improvement

We strive to make ourselves and Northern Illinois Academy better each day

Education

We believe education is the key to our future

Responsibility

We grow from our positive choices and learn from our mistakes



Program Goals

To provide a safe and therapeutic environment for the treatment of children and adolescents suffering from psychiatric, alcohol/drug related problems, autism spectrum and developmental disorders.

To provide a strong academic program based on each child's individual needs.

To educate and support our resident's families and to facilitate their participation in treatment and discharge planning.

To assure that the transition from treatment to the home and community shall be accomplished with optimal consideration of the resident's needs.

To provide education and resources that will facilitate a healthier style of living.

Program Services

- Individual, Family, and Group Therapy
- Art Therapy
- Recreational Therapy
- Personal Counseling
- Educational Services
- Vocational Services
- Diagnostic Evaluation Services
- Social and Life Skill Development
- Medical Services
- Transportation Services

Helpful Information

During your child/young adult's stay, you can expect:

- Your rights and those of your child to be respected as outlined in our Resident Rights Statement
- Contact with unit staff at least twice a week
- Individual therapy between your child and the assigned therapist on a weekly basis
- Family therapy with you, your child, and the assigned therapist on a weekly basis
- Group therapy conducted by a therapist twice weekly.
- 24 hour supportive, safe, therapeutic, structured living environment

As a parent/guardian you have the following responsibilities:

- Help staff gather the most accurate information they can about the family by providing all requested information necessary for assessment, diagnosis, and treatment, and follow up
- Understand your part in the treatment process
- Communication with treatment team if you do not understand or are confused about your child's treatment and/or progress
- Identify your strengths and challenges and how those can affect your child's overall progress and functioning
- Participate in family Therapy and monthly treatment teams

Other information which you may find helpful:

- Northern Illinois Academy clinicians' schedules vary in an effort to accommodate families for family therapy. Clinicians attempt to be available to begin sessions as early as 8am once weekly and as late as 8pm once weekly, Monday thru Friday. Weekend sessions are available, depending on the clinician. We understand that many parents work and scheduling family therapy can be difficult. We also believe that family therapy is a key component of treatment and ask the parents and guardians make every effort to work with the therapist and view family therapy as a priority in their own schedules.
- A treatment team comprised of the various professionals working with each child meets and reviews the progress of each child monthly. These meetings are held on Monday's, Tuesday's and Thursday's beginning at 9am. Your participation in these meetings is highly encouraged.

Typical Resident Schedule

(unit schedules may vary)

Monday thru Friday:

7:00 – 8:00	Wake-up and Activities of Daily Living
7:30 – 8:30	Breakfast
8:30	Transition to School
8:45	Morning Townhouse
9:00 – 2:30	School
11:30 – 12:30	Lunch
2:30	Afternoon Townhouse Meeting
2:45	Transition to Unit
3:15	GGI (Group Guided Intervention)
3:30	Snack
4:00	Social Activity/Therapy/Recreation
5:00 – 6:00	Dinner and Activities of Daily Living
6:00	Quiet Time/Phone Calls/Evening Hygiene/Chores
7:00	Evening Townhouse Meeting and Snack
7:30	Social and Relaxation Activity
8:30	Bedtime Routines (pending status)
9:30	Bedtime (pending status)

Weekend/Holiday:

7:00 – 8:00	Sleep in/Structured Quiet Independent time in room
8:00 – 9:00	Hygiene/Breakfast
9:00	Morning Townhouse Meeting/Deep Cleaning Unit
10:00	Social Group/Recreation Activity/Outing pending status and rating
12:00 – 1:00	Lunch
1:00 – 2:45	Social Activity
2:45	Transition
3:15	GGI (Group Guided Intervention)/ Snack
4:00	Recreational Activity/ Outing pending status and rating
5:00 – 6:00	Dinner
6:00	Quiet Time/Hygiene/Phone Calls/Chores
7:00	Evening Townhouse Meeting/Snack
7:30	Social Activity
8:30	Bedtime Routine (pending status)
9:30	Bedtime (pending status)

Education

Monday – Friday 8:30am to 2:30pm

Our therapeutic school is approved by the Illinois State Board of Education as a non-public special education facility. There are seven special education teachers on staff, along with one P.E. teacher. Each student receives educational services as required by their Individualized Education Program (IEP). Classrooms are broken down by age, ability level and disability category. Our school is approved for children with the following diagnoses:

- Intellectual Disabilities
- Orthopedic Impairment
- Specific Learning Disability
- Speech Language Impairment
- Emotional Disturbance
- Other Health Impairment
- Autism
- Traumatic Brain Injury
- Multiple Disabilities



Our highly trained and specialized faculty designs an educational program unique to each student. Some students remain in self-contained classrooms while others transition to various classes throughout the day. Upon turning 14 years of age, each student and their family participates in the creation of a transition plan. This plan becomes the basis for what is to be accomplished during the remainder of their years in school. For college bound students, graduation and college requirements are the focus. For students with vocational assistance needs, our vocational program works to provide opportunities to explore interests as well as to gain work experience. We also provide transition assistance to our lower functioning students who work on piece work and day training skills.

The NIA therapeutic school also provides higher level and gifted student programming, as well as credit recovery services through our online schooling program called Extra Learning. This computer based course work can be customized for the individual needs of each student.

At the core of the NIA therapeutic school is our teamwork with the NIA clinical department. The two departments work closely together to provide seamless interventions between school and residential. Each student/resident has a therapist

who is intimately involved in all areas of the child's treatment and education. The therapist is responsible for clinical treatment as well as the therapeutic components of each student's IEP. Classroom teachers and therapists work closely together to ensure that the two programs are consistent in their expectations and expected outcomes. An occupational therapist and speech pathologist are also available to fulfill the needs of the IEP.

The behavior management plan of the therapeutic school is the same as the plan used in the residential programming.

Special Events and Programs

During the school year, there are many special events in which residents participate. Some of these include a CAAEL Sports Program, Special Olympics, talent show, Wolf Induction ceremonies, Graduation, end of school year Field Day, School Open House, and fall event. These and other ceremonies are hosted and developed by our staff and residents.

Weekend/Holiday Activities

During weekend and holiday schedules, many on and off campus events are scheduled to provide residents the opportunity to enjoy extracurricular activities. These are designed to foster growth of pro-social behavior while offering rest and recreation. Some of these activities are trips to the YMCA, movies, barbeques, museum trips, and many more.

Cognitive Behavioral Therapy **Individual Therapy**

Cognitive Behavioral Therapy (CBT) is a proven way to help NIA students placed in our Social-Emotional Disabilities Program (SED) and most in our Multi-Needs Program (MN) learn to make healthy choices and successfully self- manage their often powerful, intense & disruptive emotions. Simply put our clinical therapists gently but persistently confront the way the student thinks about problems and what they believe about themselves, their parents, teachers and other authorities in their lives. They often learn that there are errors in how they have thought about their lives and that they can correct those errors and not only feel better but relate more effectively and find success at home, school and in the community.

Our students' NIA treatment team implements the concepts of CBT in all of our treatment "environments" including clinical therapy sessions, their group living units and at our therapeutic school. They practice critical thinking and emotional self- management skills of CBT in real life situations in peer problem solving groups, in the classroom and during family visits and family therapy sessions. As the student achieves goals in their treatment plan and becomes ready to return home, they know how to examine their thinking and make decisions about how to behave appropriately in any given situation.

Needs Based Peer Group Therapy **Clinical Group Dynamic Therapy**

One of our most important and helpful forms of treatment is needs based, clinical group dynamic therapy. Each NIA student is required to participate in at least one clinical peer group therapy session per week. Such groups are organized by the clinical team to respond to a host of problems or "needs" that our students have in common. Clinician led groups with such themes as "anger management", "non-violent problem solving", "social skill development" and "emotional self-regulation when under stress" are required of students through their individualized treatment plans. The clinical group therapy session is an effective way for students to learn new methods of solving problems in a way that will improve their family, school and social relationships. They can practice skill building within their peer group and transfer those important new skills into the classroom during the school day and into their families during family therapy and family visits.

Group Living Problem Solving Counseling Groups

Everyday every SED and MN student is required to participate in a number of group counseling sessions. Every morning and evening those students attend “Townhouse”. Townhouse is a group meeting led by senior group living and school staff with assistance from members of the NIA student government “Wolf Club”. The Townhouse agenda always includes receipting the Pledge of Allegiance, reviewing all of the NIA Core Norms (for positive behavior) and learning about one of those Norms in-depth every month. Norms include: Help, Safety, Responsibility, Respect, Pride, Education, & Improvement. Students learn, together, how to make those positive social behaviors part of their everyday lives and to extend those behaviors into their family, school and community.

Also each day each student is required to attend Group Guided Intervention (GGI) groups with their group living program peers. GGI is led by senior residential counseling staff and consist of reviewing within the group setting each student’s progress in applying our pro-social Norms reviewed in Townhouse meetings to every treatment environment. Students are given group praise and encouragement for successful efforts, encouraged to do better and, when necessary are required to “take accountability” for their mistakes & dysfunctional decisions. Whenever a student is required to be accountable for mistakes and poor decisions help is always given and a plan created for how to make amends and do better in the future.

Finally, each student is required to participate in a Group Living Counseling Group. Themes for these Residential Counselor led groups vary and are directly relevant to the needs of the students living on the unit. For example, many of our MN students need to learn about how to take better care of themselves. Learning the importance of age appropriate dress and grooming is crucial as is how to share their feelings, both pleasant and unpleasant without cursing. Most of our students simply need to learn the importance of wearing clean cloths. Other groups focus upon such important values as “no one has the right to hurt another person” and how to be “effective self- advocates”.

Clinical Family Therapy

Every NIA student and their family (parent or guardian) are encouraged, if not required, to participate in weekly therapist conducted clinical family therapy. Proven and practical methods such as Structural and Strategic Family Therapies are used to help families how to meet their often complex special needs. Through family therapy parents & guardians are empowered to lead their family through the process of establishing realistic and enforceable limits, teaching their children helpful problem solving and negotiation skills and navigating the often complicated and frustrating system of services that are required to ensure post discharge success for their NIA student. At NIA, family therapy is a core service and the most exciting and potentially rewarding components to our students’ treatment plans.

P.A.S.S.

The NIA Parent Advisory and Support Services program is an exciting opportunity for all NIA parents, guardians and families to participate in a number of services designed to promote post discharge success for their students. Such things as multi-family support group, monthly speakers from the community on relevant topics such as Individual Care Grants, Social Security, Guardianship and the like are provided. Also planned are events during which our students' families, guardians, and others are encouraged to come for special sessions with our nurses, psychiatrist, therapists, residential counselors, teachers and senior administrators. Sibling groups and fun activities are also planned for the entire family so that they can have fun together in a safe and secure setting.

Townhouse Meetings

Townhouse Meetings are a formal group process that utilizes positive peer group pressure to change behavior. It is held every day at 8:45am, 3:15pm, and 7:00pm. During the school day, morning townhouses consist of the entire school community recognizing positive achievements within the community. PM meetings consist of every resident living in the same unit along with trained staff members who facilitate the group process. The goal of townhouse is to change behavior through increased awareness of individual strengths and needs. This is accomplished by peers providing feedback, intervention, and support for each other.

Townhouse Meetings are also a tool used by staff to share information and expectations pertinent to life in the residential units.

Recreational Therapy

Recreational therapy provides recreational resources and opportunities to improve health and well-being for residents of all ages. The Activities Coordinator plans and implements recreational activities to meet the needs of the residents. Residents learn skills such as team building, independence, socialization, and daily living skills to use as building blocks as they become young adults. The benefits are endless and the residents will learn to apply them as they reintegrate into the community.

The Activities Coordinator provides activities such as sports/games, arts/crafts/hobbies, expressive arts/relaxation, adventure therapy, and social activities. Program goals are formed in conjunction with treatment goals for residents to achieve their full potential through services.

Recreational Areas

Our facility has an indoor gymnasium with adjustable basketball hoops and large area for physical education and recreational activities. Additionally, each unit has a “Wolf” room equipped with a flat-screen television, DVD player, and gaming console which are exclusively for Wolf Club members only.

For outdoor recreation, Northern Illinois Academy utilizes local park districts in Aurora and also has an outside recreational area that includes a basketball hoop, swings, playground and large field for a variety of sports and activities.

Core Group Ratings and Status

Core Group Ratings are performed each week during the core group meetings. The core group, which is comprised of clinical, school, and unit counselors, discusses each resident and determines, through consensus, where each one fits based on his/her approach to treatment and impact in the milieu. When complete, each resident will receive a rating of positive or neutral.

As a resident gains status in the group, he/she will be rewarded with more privileges and more responsibilities. The following is a list of the different status levels within the resident group from highest status to lowest status:

Executive

Wolf

Pledge

Basic

Concern

A resident receives a positive rating when: he/she actively participates in his treatment; he/she consistently behaves in a pro-social manner; and he/she develops trusting relationships with peers and staff members. These are residents that are striving to reach their individual goals that have been established.

A resident receives a neutral rating when: he/she fails to actively participate in his treatment; he/she behaves in an inconsistent manner; and he/she does not attempt to form trusting relationships with peers and staff members. A resident who is neutral is not striving to improve his/her place in treatment or in the peer group. As a result, he/she will not gain status in the group.

A resident may receive a negative or needs improvement rating based on behavior or actions. The resident receives a needs improvement rating when: he/she behaves in an aggressive or dangerous manner; and he/she is untrustworthy. When a resident is rated on needs improvement, he/she is considered to need to immediately improve behavior and/or trust and will keep this rating until demonstrating improvements in this regard. As a result, the resident will not gain status in the group. A resident on needs improvement is similar to a resident on Concern Status, however once the needs improvement rating has been removed they will return to their original status.

The Wolves Club

The Wolves Club is an important part of the Northern Illinois Academy program. This club exemplifies the philosophy of Northern Illinois Academy by providing opportunities for residents to use positive peer pressure in helping himself/herself and their peers to develop and maintain the positive campus normative culture. The purpose of this club is to support pro-social behavior, encourage responsibility and facilitate therapeutic growth. All residents are eligible to become members of this club and must complete a pledge packet, which will be provided to them by the unit once eligible. To become a member of the Wolves Club, residents must demonstrate positive behavior which includes the ability to make appropriate interventions with peers, to accept intervention/feedback, and to be a positive role model. Members of this club are the resident leaders for the campus and can participate in on and off campus social activities and may provide peer mentoring.

The Wolves Club is our resident government at Northern Illinois Academy. This group is responsible for the development of positive leadership, the support of positive norms, and provides residents with the opportunity for the recognition of positive behavior. Executive Officers in the Wolves Club are elected by the resident body and serve as the Student Council. These officers are representatives of the residents who assist in coordinating unit and campus activities.

Interventions

Northern Illinois Academy implements Safety Plans for each of its residents as a baseline for crisis intervention. These plans include individualized strategies to help prevent, de-escalate, and manage high risk behaviors. Staff members are trained in Therapeutic Crisis Intervention (TCI) developed by Cornell University which teaches the soft skills that can be utilized for crisis de-escalation and prevention. The program teaches the importance of knowing the resident as well as yourself in order to have effective communication.

Designed on a pyramid approach, TCI builds first upon Self-Awareness and the importance of Active Listening. Nonverbal cues are discussed – recognition of body language in the resident that may indicate heightened tension; also, how the way one stands or looks at a resident can trigger different responses.

Through TCI training, staff can learn how to help and support a resident to reduce emotional intensity and resolve a crisis, to help keep a resident in program. By allowing a resident to talk through powerful emotion, by adding clarity to a situation, and by reminding residents of the expectations, crisis can often be mitigated.

A major component of TCI is the life-space interview. Once a resident returns to baseline behavior, staff and resident can process the event through the steps of IESCAPE:

- Isolate the conversation
- Explore the resident's point of view
- Summarize the feelings and content
- Alternative behaviors discussed
- Plan developed/Practice the new behavior
- Enter the young person back into the routine

Through the process a resident can identify the emotions that were generated – not just feeling 'overwhelmed' or 'angry'. By discussing other means of handling the situation, or the emotional context, by practicing what that behavior will look like, a resident can acquire new abilities to use in future situations. TCI is built upon the premise of 'teaching' moments – a premise that Northern Illinois Academy endorses.

Northern Illinois Academy also practices "time away" as a means of self-de-escalation and to facilitate the processing of any problematic behaviors. "Discipline" and "punishment" are inconsistent with our treatment philosophies. Rather, realistic, meaningful consequences to behavior are practiced through a process of internal rather than external control.

After all other interventions have failed, Northern Illinois Academy practices the use of physical restraints in the event of an emergency safety situation, in which the resident demonstrates imminent danger towards himself/herself and/or others. These conditions are determined to be present or absent by the judgment of the staff. The physical restraint techniques are based on the training from TCI designated trainers.

Physical restraint is the physical holding of the resident by professionally trained and supervised staff with the sole intent of providing safety. During the course of a physical restraint, there are numerous mechanisms (i.e. contact with clinical staff, supervision by nursing staff) to ensure that the restraint is conducted in line with the highest of professional standards.

Once the resident is not an imminent danger to themselves or others, the physical restraint is terminated. The restraint, the actions leading up to it, and the moments during the restraint are thoroughly documented. Northern Illinois Academy does not practice chemical restraints or seclusion.

In the event that a physical restraint is used, Northern Illinois Academy will notify the parent/guardian within 24 hours of the incident through the contact information that is supplied by the parent/guardian.

NIA follows all guidelines as set forth by the Centers for Medicare and Medicaid Services guideline Part 483 Subpart G "Condition of Participation for the Use of Restraint or Seclusion in Psychiatric Residential Treatment Facilities Providing Inpatient Psychiatric Services for Individuals under Age 21". Please note that NIA does not utilize seclusion.

Health Services

Nursing Department:

The Northern Illinois Academy nursing department is staffed 24 hours a day, seven days a week and is located in the center of the building. The Nursing Department is always available for medical emergencies. On the occasion that our facility is unable to provide necessary treatment, our residents will receive those services at Presence Mercy Medical Hospital which is located a few miles from campus. All prescription medications are administered by our nursing professionals as directed by a physician.

Psychiatric Services:

Northern Illinois Academy ensures that any resident requiring psychiatric services or experiences a psychiatric emergency is promptly provided all necessary treatment. Residents in need of such services will be offered a coordinated

treatment regimen that includes cognitive behavioral therapy facilitated by our clinical team and monthly medication consultations with board certified psychiatrists. Northern Illinois Academy has a psychiatrist on staff with regular office hours on the campus.

Pediatric Services:

Northern Illinois Academy utilizes the services of a local, board certified pediatrician to meet the general medical needs of our residents. All new residents will be seen by the pediatrician within 72 hours of admission and then as needed after that.

Dental Services:

Residents will be provided an annual visit and cleaning at Premier Dental Services located in Aurora. Emergency dental needs will be treated promptly.

Lab work:

All ordered lab work will be performed by NICL laboratory on premises. Please check if they are in your network.

Treatment Planning

An initial Individual Service Plan, with individual goals and objectives, will be developed for each resident within 14 days of admission. Each resident will participate in the development of this plan with his/her clinician and Parents/Guardians.

A multi-disciplinary treatment team meeting (MDT), including Director of Nursing, resident's therapist, Clinical Director, Psychiatrist, Program manager, teacher, and other team members involved in your care is conducted every thirty days. The resident and parents/guardians are strongly encouraged to participate.

Discharge Planning

At Northern Illinois Academy, discharge planning starts at admission. Prior to planned discharge from placement at Northern Illinois Academy, a resident's clinician will prepare a summary of his placement and specific recommendations relating to his discharge. The clinician will assist the family with locating outpatient services prior to discharge.

Non-Discrimination of Services

Admissions, the provisions of services, and referrals of clients shall be made without regard to race, color, religious creed, disability, ancestry, national origin, sexual orientation, or English Limited Proficiency.

Program services shall be made accessible to eligible handicapped persons through the most practical and economically feasible methods available. These methods include, but are not limited to, equipment redesign, the provision of aids and the use of alternative service delivery locations. Structural modification shall be considered only as a last resort among available methods.

Resident Rights

To ensure that a resident's rights are protected and that all services provided to residents comply with the law, NIA will confirm that:

- A resident's right will be protected in accordance with Chapter 2 of the Illinois Mental Health and Developmental Disabilities Code [405 ILCS 5].
- The right to confidentiality will be governed by the Security and Privacy Rules under Health Insurance Portability and Accountability Act (HIPAA).
- Justification for restriction of any resident's rights will be documented in the resident's clinical record and a copy kept in a central location for review by the state appointed advocacy agency.
- A resident has the rights:
 - To be free from abuse, neglect, and exploitation;
 - To be treated with dignity and respect in an environment that contributes to a positive self-image;
 - To an individual treatment plan and to participate in creating and updating that plan;
 - To have a parents/guardians participate in their treatment;
 - To be informed by medical personnel of the benefits, risks, and side effects of all prescribed medications;
 - To refuse medication to the extent permitted by law;
 - To not be denied, suspended, or terminated from services or have services reduced for exercising any rights;
 - To be informed about the circumstances that could lead to the use of physical restraints and the type of restraints utilized;
 - To receive mail, private phone calls, and visitors unless contraindicated by the treatment team;

- To have personal property items while in residence at NIA with the exception of contraband items;
- To present grievances up to and including NIA's Executive Director. The resident will be informed how those grievances are handled. A record of those grievances and the responses will be maintained for a period of three years;
- To attend religious services to meet spiritual needs;
- To refuse to work for NIA with the exception of assigned routine duties on the milieu;
- To have disabilities accommodated as required by the American with Disabilities Act, section 504 of the Rehabilitation Act and the Human Rights Acts [775 ILCS 5].
- These rights will be explained using the language or method of communication that the resident (and resident's parents/guardians) understands.
- If you feel your rights are violated, you have the right to contact the state appointed advocacy agency, Equip for Equality, 20 N. Michigan Ave., Suite 300, Chicago, IL 60602, 312-341-0022, as well as other advocacy groups. You have the right to be offered assistance in contacting these organizations.

Confidentiality and Privacy During Toileting

- Students are protected from unwanted public view whenever appropriate.
- Students should be encouraged to raise concerns about privacy and dignity to staff.
- When a person lacks capacity, a care plan detailing the nature of the care should be drawn up for all those requiring intimate personal care.
- Personal preferences, cultural needs and the concerns of those caring for the student in these situations should be taken into account.
- Personal and private space is respected and protected for individuals and privacy is effectively maintained.
- More than one adult will be in proximity of child needing assistance during toileting, diapering, or even minimal assistance of pulling up pants or zippering zipper. This is for the safety of both the child and attending adult.

Resident Grievance Process

It is the policy of NIA to resolve all resident's grievances/allegations in a fair and equitable manner up to and including prompt investigations:

- Grievance/allegation forms are available on each unit. If a form is not found, a resident can ask for a copy from any member of staff.
- The form is completed by the resident and/or family. If the resident requires help filling out the form, an available staff member will assist.

- If the resident verbally communicates the grievance/allegation to a member of staff, that staff will notify the shift supervisor.
- The resident has the choice to place the grievance/allegation form under the door of Risk Management, Room 103, or to give to a trusted member of staff.
- When a member of staff receives a grievance/allegation form from a resident they are to contact the shift supervisor/program manager and give them the form.
- The shift supervisor/program manager should note the date and time of receipt and ensure there are no current safety issues to either the resident or to a member of staff.
- The shift supervisor/program manager will inform the Group Living Director that a grievance was made. If the Group Living Director is not available, the Executive Director is to be informed of the grievance. If neither the GLD nor the ExD are available, the Administrator On-Call is to be informed.
- At that point, the shift supervisor/program manager will place the form under the door of Risk Management, Room 103.
- Grievances will be resolved or investigated dependent upon issue.
- If a resident and/or family are not satisfied with the resolution, they can appeal to the Executive Director.
- If the resident is still not satisfied, they can contact the IL State Advocacy Committee, Equip for Equality. (Contact information posted on all units.)
- There will be no retaliation, formal or informal, against a grievant.
- Records of the grievances and their resolutions will be retained by Risk Management for a period of three years.

Smoking

Northern Illinois Academy is a tobacco free campus. Residents and visitors, including those who are eighteen years of age, are prohibited from using any tobacco products on the campus and while being transported by Northern Illinois Academy. All tobacco products including cigarettes, smokeless tobacco products, cigars, etc. are prohibited.

Money

The food, shelter, and clothing needs for all residents are provided by Northern Illinois Academy in coordination with various government agencies and guardians. Weekly allowances are set by the units and distributed as needed. With the guidance of the resident's clinician and unit staff he/she will learn to manage their account and spend money responsibly. Money is also allotted to the units for outings and activities for the residents. Residents on the appropriate status can earn allowance and spend their money for appropriate desired items. Parents/Guardians can leave money with the unit program manager for the resident to access if desired.

Mail

Each resident at Northern Illinois Academy may receive and send mail. Residents at Northern Illinois Academy are provided with writing materials and free postage. The practice of collecting student letters for mailing and the practice for delivery of arriving mail varies from unit to unit. If you have any questions, please talk with the unit program manager or supervisor.

All letters and packages are opened by the resident in the presence of Northern Illinois Academy staff.

Mailing Address: Northern Illinois Academy
 998 Corporate Blvd.
 Aurora, IL 60502

When writing to a resident at Northern Illinois Academy, please make sure the address includes the resident's name, living unit and a return address.

Telephone Usage

All residents will be allowed a certain number of phone calls a week which depends on each child's treatment plan and is arranged by the therapist in coordination with the program manager. The resident will be provided with adequate privacy for phone calls; however, staff members will be observing the resident in order to monitor his/her reactions. These calls will only be made to those on a pre-approved list. Phone calls will only be made on unit phones.

THE USE OF CELL PHONES IS STRICTLY PROHIBITED.

Visitation and Therapeutic Leaves of Absence

Visitation at Northern Illinois Academy is coordinated through each resident's clinician in conjunction with the resident's family and/or guardian and includes on and off campus visits. The clinician will work with the unit team leaders to arrange the appropriate level of supervision needed for the visit as well as assistance with transportation if needed. Visits can only occur when a resident demonstrates the necessary level of self-control and safety to interact with persons he/she is visiting. Northern Illinois Academy reserves the right to terminate an authorized visit at any time if the resident's behavior or the visitor's behavior is deemed to jeopardize the well-being of others or adversely affect the resident's progress in treatment. On campus visits should be scheduled 48 hours in advance with the child's therapist and may be reconsidered at any time due to consideration of the child's safety concerns. Off grounds visits will be considered when deemed appropriate by the resident's clinician, doctor and within the guidelines of the funding source.

Search and Seizure

Residents will be expected to produce any contraband in their possession when requested by a Northern Illinois Academy staff member. Contraband includes unauthorized property, stolen property, items otherwise obtained illegally, or items not allowed at NIA.

On the occasion that the standard of reasonable suspicion is met, and a staff member perceives that a resident is in possession of contraband, the resident will be expected to turn over the items at staff's request. If this request is denied, the resident will be subject to a room search which entails a pat down of the outer surface of the resident's clothing, shoes taken off, pockets turned inside out, etc. Room searches or pat searches may also be used on the occasion when the standard of reasonable suspicion is met, or when designated in the resident's treatment plan.

"General Practice Searches" are conducted on residents upon entering the facility after events that required little or no supervision by staff members (i.e. TLOA return or return from school). On these occasions, residents are asked to empty their pockets and their belongings are also checked.

Secured Items Include (but not limited to):

(Locked up and only used with staff supervision)

- | | |
|---|---|
| <ul style="list-style-type: none"> • Belts and Scarves • Markers • Tweezers, Trimmers, and
Clippers • Jewelry • Sporting equipment | <ul style="list-style-type: none"> • Makeup • Garbage/Plastic Bags • Razors • Hand Mirrors • CD's and Radios |
|---|---|

**Any Other Items Deemed by Staff to be Potentially Hazardous*

Contraband Items Include (but not limited to):

I. WEAPONS, OBJECTS POTENTIALLY HARMFUL TO OTHERS OR ONESELF AND DANGEROUS MATERIALS

- Guns
- Num Chucks
- Ammunition
- Flammable Liquids
- Fireworks
- Brass Knuckles
- Antipersonnel Sprays
- Sling Shots
- Knives
- (including pocket knives)
- Clubs
- Jewelry that can be used as a weapon
- All Hand Weapons

II. DRUGS (INCLUDING TOBACCO AND OVER THE COUNTER) AND PARAPHANALIA

- Cigarettes
- Rolling Papers
- Dip/ Chewing Tobacco
- Jewelry That Is Drug Related
- Lighters/ Matches
- Drugs (over the counter or illegal)
- Alcohol
- Pipes/Bowls (including hand made)

III. PORNOGRAPHY AND SEXUALLY EXPLICIT MATERIALS

- Pornographic Literature, Pictures and Drawings. Etc...
- Rated "R" Movies
- Burned CD's (unless staff approved)
- Jewelry That Pornographic

IV. GANG RELATED MATERIAL OR MATERIAL WHICH ADVOCATES VIOLENCE OR ILLEGAL ACTIVITY

- Gang/ Drug Related Clothing
- Jewelry That Is Gang Related

V. PERSONAL COMMUNICATION DEVICES

- Cell Phones, Pagers
- Personal Computers
- Two-Way Radios, iPod, mp3 players

VI. ILLEGAL MATERIALS

- Stolen Objects
- Materials in Violation of Copyright Law
- Fraudulently or Illegal Obtained Confidential Information

Emergency Evacuation and Fire Drill Procedures

The Emergency Evacuation Plan of Northern Illinois Academy provides for the safety and protection of residents and staff. Please read and review this plan with your clinician and/or unit staff and make sure that you understand:

1. At the sound of an alarm all occupants, residents, and staff are to immediately exit in an orderly fashion through the nearest emergency exit, to a pre-determined assembly location to wait for an immediate head count to be followed by a role call. Diagrams for emergency evacuation, which shows exits, are displayed in appropriate, prominent places in each residential unit and building.
2. At the pre-determined assembly location, role call is taken. In the event that a resident does not answer to the role call, an accountability check will be instituted to determine the location of that resident.
3. After all residents have been accounted for, staff will give verbal instructions and directions as are appropriate for the situation.
4. In the event of a catastrophic emergency necessitating campus evacuation, administrators will implement a campus evacuation, in consultation with local law and or disaster coordination officials.

Required Reporting of Suspected Child Abuse or Neglect

All employees of Northern Illinois Academy are required by state and federal law to report any situation where they have reasonable suspicion that a resident known to them in their professional or official capacity may be abused or neglected. This notice would be made, as required, to the local child welfare office, and may result in an investigation involving the parent and the resident. In the event that a report is made, understand that it will be at the sole discretion of the child welfare office personnel as to whether an investigation is necessary.

Illinois Department of Children and Family Services

(800) 25- ABUSE

Office of Inspector General (for residents who are 18 and older)

(888) 261-2734