EDUCATION is the most powerful weapon we can use to change the world.
– Nelson Mandela
ACADEMIC EDUCATION

The Glen Mills Schools provides a year-round education model. We are an open-entrance school, which means each student’s instructional program begins upon his admission to the school and continues until his discharge.

What does education at Glen Mills look like?
We utilize a blended learning approach to instruction that incorporates the Plato® Learning Environment computer software, allowing for individualized academic coursework. There are more than 500 computers available for student use.

Instructional programs are provided during morning, afternoon and evening sessions.

What happens after a student leaves Glen Mills?
Students can earn their GED or high school diploma at Glen Mills, or transfer credits back to their home high school. About 30-35 students go to college each year from Glen Mills, many on scholarship funds provided by the school.

Focused on Competencies:
This program seeks to expand and enrich the knowledge base of our students.

Educational Placement
We utilize a multi-tiered approach to determine a student’s education programming needs:
- Previous educational records, such as transcripts, report cards, special education records, etc.
- Assessments administered by Glen Mills
- Assessment of post-discharge goals

Upon review of the evaluation, an educational plan is designed to help each student meet their educational goals and prepare them for a successful transition back to their home community/school. This plan is reviewed regularly and revised, if needed.

Grads Going Places
Glen Mills students have attended Penn State University, the Community College of Philadelphia, Indiana University of Pennsylvania and more! Visit our website for a complete list.
Join the TEAM.
The athletic programs at Glen Mills are a tremendous source of pride for all of our students and staff. Students who participate in our athletic program learn the invaluable lessons of sportsmanship, teamwork, perseverance, unselfishness and character building.

### Sports

The school is a member of the Pennsylvania Interscholastic Athletic Association (PIAA) and Delaware Valley Athletic Association (DVAA). Glen Mills fields varsity and junior varsity teams in the following 15 sports:

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<th>Fall</th>
<th>Winter</th>
<th>Spring</th>
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<tr>
<td>Football</td>
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<td>Cross Country</td>
<td>Wrestling</td>
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<td>Golf</td>
<td>Indoor Track</td>
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<td>Soccer</td>
<td>Powerlifting</td>
<td>Outdoor Track &amp; Field</td>
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### Facilities

Glen Mills has the Hayes Recreational Center, a football stadium with an outdoor track and field, 4 multipurpose fields, 2 baseball diamonds, a gymnasium with an Olympic size indoor swimming pool, a state of the art weight room and a roller hockey rink.

Our athletic training facility includes many state-of-the-art features designed to cater to the injury treatment and rehabilitation needs of our students.

### Championships

In the past 30 years, the teams have won 88 League, 17 County/Section, 18 District, 46 State and 18 National Championships in many of our sports. Students have also received many individual honors at each of these levels.
GLEN MILLS SCHOOLS

BOTVIN LIFESKILLS®
EVIDENCE-BASED INTERVENTION

PREVENTING
risky behaviors.
Trained staff facilitators lead Botwin LifeSkills® Training, which enhances skills in decision making, communications and managing emotions. This life skills problem-solving method aims to prevent “at risk” behaviors by targeting the major social and psychological factors that precede the actual action.

How does it work?
Facilitated discussion, structured group discussion and role playing scenarios are used to stimulate participation and promote the acquisition of skills.

What are the six skill-enhancement areas?
- Decision Making
- Risk Reduction
- Stress Management
- Managing Emotions
- Communications
- Assertiveness Training

FOCUSED ON BEHAVIORS:
Evidence-based programs like Botwin LifeSkills® Training (LST) have been shown to reduce the rate of recidivism.

A Prevention Approach
LST is one of the most widely used evidence-based tobacco, alcohol, drug abuse and violence prevention programs available. Studies testing its effectiveness have found that LST can reduce the prevalence of tobacco, alcohol and illicit drug use by as much as 80 percent.
The **Battling Bulls Club** is Glen Mills’ student government. It supports the development of positive student leadership, the growth of the pro-social normative culture and presents an opportunity for students to be recognized for their positive behavior and personal growth.

Club members coordinate numerous activities on campus, hold club and leadership meetings, take responsibility for monitoring campus activities and coordinate student work study positions.

**Benefits of Membership**

Membership is a benchmark of behavior reserved for high status students and all are encouraged to work towards becoming a Bull.

Every student is eligible based on their behavior and on recommendation of their peers and unit staff. Eligibility for home passes and greater independence on campus are just a few privileges of being a Bull.

**FOR MORE INFORMATION:**

Admissions
610-459-8100, Ext. 215
admissions@glenmillsschools.org

**GLEN MILLS SCHOOLS:**

P.O. Box 5001
Concordville, PA 19331
www.glenmillsschools.org

**FOCUSED ON LEADERSHIP:**

**Membership Levels**

The Campus Executive Officers in the Bulls Club are elected by the student body and serve as the Student Council at Glen Mills. There are four levels of membership in the Battling Bulls Club:

- Pledge status
- Unit member
- Unit executive member
- Campus executive member

**Bulls for Life**

Former Glen Mills students are invited to join this unique alumni club. Membership provides alumni the chance to display shared pride in their alma mater and network with peers as they move through their lives and careers, while also serving as role models for current Glen Mills students.

**Sadiq McGill**

“This school presents the opportunities, I took advantage of them.”

**BATTLING BULLS CLUB PRESIDENT**

**COLLEGE BOUND**
SPARKING career interests.
Students gain hands-on training with industry-specific curriculum in one or more of the 25 CTE programs.

**Programs:**

**If you are artistic:**
- Art and Design
- Graphic Arts and Offset Printing
- Journalism
- Photography
- Radio Broadcasting
- Video Productions

**If you like working with others:**
- Barbering
- Culinary Arts
- Golf Course Management
- Retail Services

**If you like working outside:**
- Golf Course Maintenance
- Landscaping

**If you like to help others:**
- Dental Assistant
- Medical Office Assistant
- Opticianry

**If you like working with your hands:**
- Auto Body Repair
- Automotive Technology
- Building Trades
- Indoor/Outdoor Maintenance
- Masonry
- Paint
- Residential Carpentry
- Small Engine Repair
- Turf Equipment Repair
- Welding

**Certifications:**
In our Career Readiness course, students will have the opportunity to earn certifications, such as:
- OSHA 10 Hours Standards of General Industry
- Red Cross CPR/AED
- First Aid
- ServSafe (Culinary Arts)

**Career Day**
Career Day, held annually on the last Thursday in April, exposes students to various career opportunities while providing the opportunity to ask questions of working professionals in areas of their choice.
MORE THAN JUST A GUEST SPEAKER.
Character is the foundation of all worthwhile success, and that is exactly what the Character & Leadership Development Program (CLDP) seeks to build by connecting students with mentors. The goal is to positively impact the lives of students by providing them with role models with whom they can identify.

“He inspired me,” student Quentin Hall said of Philadelphia District Attorney, Seth Williams. “He just reinforced everything that Glen Mills tries to teach us.”

Testimonials from Students

“They helped us set goals that will help us take care of our schoolwork responsibilities.” - Karim Grant

“He was great and very inspiring.” - Terrence Davis

“I can relate to everything he said.” - Khalil Small

WORDS OF WISDOM:

“Don’t be afraid to ask for help,” - Adam Taliaferro, former football player who recovered from a paralyzing spinal cord injury

“These guys can do anything they want to do, they just have to believe it.” - Rob Claiborne, Good Morning America anchor

“I couldn’t be any of those things if I would have listened to the guys on the corner when I was younger.” - Seth Williams, with regard to his long and successful career as the first African American District Attorney in the City of Philadelphia

“I decided that I was going to take all of the negative and turn it into a positive.” - Jon Dorenbos, veteran of the Philadelphia Eagles

“If you only work when you feel like it, you will never accomplish much.” - Dr. John Gianni, La Salle University men’s head basketball coach
ACTIVE SUPPORT without leaving home.
COMMUNITY BASED PROGRAMS

The Community Based Program model offers a variety of non-residential services for males and females:

GPS/Electronic Monitoring
An alternative to secure detention, students remain in their home while being accountable electronically. Features daily, face-to-face contact with an assigned CMS worker.

Career & Technical Education (CTE)
Students are exposed to nine CTE offerings at GMS.

Weekend Respite:
Graduated sanction for those experiencing non-compliance issues in the regular CMS program. Students spend a weekend living on the Glen Mills campus (separate facility for females).

Community Service and Restitution
Students earn court-determined hours by completing meaningful work assignments.

Truancy Diversion Program (TDP)
Recognizing that truancy is often a gateway to delinquency, TDP facilitates a client’s attendance, engagement, and achievement in schools and their extracurricular activities. Glen Mills utilizes a daily contact model to ensure the goals of the program are achieved.

Who would benefit from our programming?
Available to JPO and Children & Youth Services
- Aftercare option for post-residential placement
- Pre-adjudicated or pre-dispositional status cases awaiting further court processing
- Probation cases identified as “at risk” for further delinquency

Features
Our model features daily contact, face-to-face contact and supervision, in addition to 24/7 emergency intervention in the home community.

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COMMUNITY SERVICE
BALANCED & RESTORATIVE JUSTICE

GLEN MILLS SCHOOLS

GIVING back.
COMMUNITY SERVICE

Students give back to the community by completing meaningful work assignments as a condition of the Balanced and Restorative Justice (BARJ) program.

In one year alone, Glen Mills students completed nearly 87,000 hours of community service.

Fast Facts About Community Service:
- Facilitates completion of court-appointed hours
- Promotes a sense of individual effectiveness
- Develops critical thinking and problem solving skills

Where do Glen Mills students complete community service?
- Toys for Tots
- Wounded Warriors Walk
- Special Olympics
- Haverford College
- Newlin Grist Mill
- Thornbury Park
- Fair Acres Geriatric Center
- Tinnicum Wildlife Refuge
- Salvation Army
- Safe Harbor House
- Boothwyn
- Glenolden Firehouse

I think it’s a great opportunity for students to learn what it is like to give back to others while they are doing their community service.”

– PETE FORJOHN, Athletic Director

“Community services provides a chance for us to show kids how beneficial it can be in their lives to give back to their community, and to feel like they are contributing to something that is a greater cause.”

– JEFF HILL, Program Development Coordinator
Facilitating BEHAVIOR CHANGE.
The Glen Mills Schools offers both individual and group counseling. The goal is to develop competencies that will positively impact short-term and long-term behavior change, while also providing youth with the supports necessary to sustain that change upon reintegration into the community.

**Individual Counseling**

The entire Glen Mills team, not just the youth’s personal worker, provides individual counseling as the situation demands, in keeping with our focus on the “here and now” aspects of behaviors. Active supervision facilitates counseling opportunities, and these are provided along with confrontation and feedback regarding behavior.

The primary focus is to develop cognitive skills and address issues such as:

- Anger control
- Problem solving skills
- Conflict resolution
- Decision making skills

**Group Counseling**

Guided Group Interaction (GGI) utilizes a skilled facilitator to focus on personal issues, as well as peer interactions within residential unit life. These meetings are held five times per week for a minimum of one hour per day.

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**Focused On Building Skills:**

**“Here and Now”:**

The Glen Mills Schools takes a “here and now” approach in its strategies for behavior change. This means that opportunities for individual counseling are acted upon as the situation demands. These efforts provide for both reward and sanction systems, but are particularly focused on reinforcing positive, pro-social behavior.

**Benefit of Counseling**

High emphasis is placed on accountability and responsibility for personal behavior both in the “here and now” and for future reintegration into the community.

**Long Term Outcomes**

Counseling calls attention to issues such as:

- Remaining crime free
- Abiding by the conditions of supervision upon release
- Participating in structured, productive community activities
- Development of new peer and organizational relationships within the community
GLEN MILLS SCHOOLS

IN PARTNERSHIP WITH

DRUG AND ALCOHOL
A CO-OCCURRING SUBSTANCE ABUSE PROGRAM

COMPASSIONATE support for recovery.
FIRST STEP TO RECOVERY:

The relationship between substance abuse and juvenile crime is troubling. We believe that students begin a journey of recovery when they step foot on our campus. Onward Behavioral Health at GMS seeks to guide the pursuit of a healthier lifestyle, one that is free of substance abuse and addiction.

What are the program’s features?

- Licensed, co-occurring substance abuse program
- Intensive outpatient programs
- Co-occurring group therapy & individual sessions
- Parent groups
- Clinical evaluations & drug screenings
- Addiction awareness programming

OBH offers a safe and supportive environment for GMS students, working to ensure their long-term success and happiness.

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Onward Behavioral Health

Onward Behavioral Health is a family of mental health, substance abuse and eating disorder treatment centers with over 25 locations in New Jersey, Pennsylvania and Alabama. The organization prides itself in delivering the finest clinical care to their clients. OBH believes that every one of our clients deserves to be treated with compassion, respect and dignity.

FIRST STEP TO RECOVERY:

The relationship between substance abuse and juvenile crime is troubling. We believe that students begin a journey of recovery when they step foot on our campus. Onward Behavioral Health at GMS seeks to guide the pursuit of a healthier lifestyle, one that is free of substance abuse and addiction.

The program accommodates students who have been stipulated by court order to receive co-occurring substance abuse treatment.

GMS0316002
How to make SMART CHOICES.
Drug and Alcohol Education

Substance abuse plays a role in juvenile delinquency, and the number of drug-related crimes is growing. Drug and Alcohol Education aims to educate youth as a preventative measure.

The program accommodates youth who have been stipulated by court order to receive drug and alcohol education and counseling. The goal is for participants to become more responsible and productive members of society when they leave the Glen Mills Schools.

How does it work?
The curriculum is a 24-lesson program presented twice monthly. Students engage in discussions and trained staff evaluate their understanding of the program’s objectives.

What topics does the program cover?
- Alcohol
- Tobacco
- Prescription Drugs
- Illegal Drugs
- Drug Dealing

Focused on Competencies:
This program seeks to expand and enrich the knowledge base of our students. The Drug and Alcohol Education program is designed according to the principles of Balanced and Restorative Justice.

Skill Development
Participants learn how to take responsibility, set goals and develop leadership skills.
GUN VIOLENCE PREVENTION
DEVELOPING COMPETENCIES

PREVENTION
through education.
In recent years, gun violence among young men has increased at alarming rates. It is likely a high percentage of youth have been impacted in some way, either directly or indirectly. **Gun Violence Prevention** provides youth with practice in making meaningful choices.

**How does it work?**
The program is based on the Gun Violence Prevention Workbook compiled by the Department of Public Welfare’s Bureau of Juvenile Justice Services.

**What topics does the program cover?**
- Impact of gun violence on individual, family, communal and societal levels
- What contributes to the problem of gun violence
- Factors that leave youth vulnerable to becoming a victim, or even a perpetrator, of gun violence
- What they personally can do to prevent gun violence

**Focused on Competencies:**
This program seeks to expand and enrich the knowledge base of our students. The Gun Violence Prevention program is designed according to the principles of Balanced and Restorative Justice.

**Skill Development**
Students learn to accept responsibility for their actions, acknowledge the harm they have caused to a victim and their community as well as take steps to restore the victim and the community.

**Classroom Discussion**
A significant portion of class time will be set aside for students to discuss incidents of gun violence and share their feelings as they interact. The goal will be to discuss how incidents may have been prevented.

It is hoped that by making positive choices in a classroom setting, students will be able to transfer this learning and make similar choices in the community.
Tools for the FUTURE.
All students participate in the Independent Living Skills program. It assesses the behaviors and competencies that youth need to achieve their long-term goals, while providing strategies to be successful in 25 areas.

**How does it work?**
The Independent Living Skills program is designed according to the principles of Balanced and Restorative Justice. It is based on the Casey Life Skills® curriculum.

**What topics does the program cover?**

- Money Management
- Home Management
- Food Management
- Personal Care
- Health Care
- Safety Skills
- Social Skills
- Education
- Job Seeking Skills
- Job Maintenance
- Housing
- Transportation
- Community Resources

**Focused on competencies:**
This program seeks to expand and enrich the knowledge base of our students.

**Positive Impact on Reintegration**
By developing the independent living skills needed to be successful after placement, students are more likely to experience a smoother return into their community.
TAPPING into moral reasoning.
Trained staff facilitators lead Moral Reconciliation Therapy® (MRT®), a cognitive-behavioral counseling program that combines education, group and individual counseling and structured exercises. It is designed to reduce anti-social behavior by developing moral reasoning skills.

**How does it work?**
If a student’s judgments about right and wrong are made from low levels of moral reasoning, they must be confronted with the consequences of their behavior and its effects on their family, friends and community.

*MRT® has shown to reduce the recidivism rate of offenders.*

**What are the seven basic treatment issues?**
- Confrontation of beliefs, attitudes and behaviors
- Assessment of current relationships
- Reinforcement of positive behaviors and habits
- Positive identity formation
- Enhancement of self-concept
- Decrease in hedonism and development of frustration tolerance
- Development of higher stages of moral reasoning

**FOCUSED ON BEHAVIORS:**
We offer two adaptations of the MRT® system:

- **Coping with Anger®**
  Comprehensively targets youth who have problems managing feelings of anger and frustration in an appropriate way. It is designed to help participants deal with their individual challenges and learn how to manage stress, why they should control their anger and the benefits of anger control.

- **Parenting & Family Values®**
  Many of our students are adolescent parents themselves. The objective is to change thinking and behavior about parenting while also teaching positive parenting skills and attitudes.

Specific issues for our students who are parents include:
- Accepting paternity of the child
- Understanding the father’s role in his child’s life
- Financial responsibilities
- Relationship with the birth mother
- Dealing with being an absentee father
GLEN MILLS SCHOOLS

SCHOOL WIDE POSITIVE BEHAVIOR INTERVENTION AND SUPPORT

Ready. Responsible. RESPECTFUL.
School Wide Positive Behavior Intervention and Support (PBIS) is a research and evidenced based educational model that helps to encourage behavioral change in students by using a positive and proactive approach to change behavior. The inclusion of a school wide program at GMS encourages appropriate behaviors with students individually, in the classroom and throughout campus.

**How does it work?**

PBIS is a proactive approach to establishing behavioral support and social culture needs for all students in a school to achieve social, emotional and academic success. Attention is focused on creating and sustaining multi level systems of support that improve lifestyle results for all youth. PBIS makes targeted misbehavior less effective and desired behavior more functional. Due to its residential nature, GMS utilizes PBIS techniques 24 hours a day, seven days a week.

**Recommended BEST PRACTICE:**

PBIS is recommended by both the US Department of Education and the Pennsylvania Department of Education.

**Training that works!**

GMS has trained staff on the techniques needed to help students develop social, emotional and conflict resolution skills.
GLEN MILLS SCHOOLS

SAFE ENVIRONMENT
for adolescents.
The Glen Mills Shelter Care unit offers a safe, protected environment for those adolescents needing temporary housing arrangements. Located on the grounds of the Glen Mills Schools (GMS) campus in Delaware County, the program is operated with all the supports of the overall GMS programming.

Fast Facts About Shelter Care:
- Community residential licensed
- 24/7 hours of operation
- Safe, stable environment

Program Services:
- Meals
- Clothing
- Transportation
- Health Services
- Assessments
- Recreation
- Counseling
- Visitation

Admissions Criteria:
The GMS Shelter Care unit recognizes that students in need of emergency shelter care undergo a great deal of stress in their current lives. The program seeks to be as inclusive as possible. However, we do reserve the right to preclude the following behaviors:
- History of arson or attempted suicide
- History of sexual offenses
- Severe impairment due to drug or alcohol abuse
- Severe psychiatric or psychological problems

Facilities
The unit is operated at a remote location on our campus and youth reside only with other shelter care adolescents.
IMPACT of crime.
All students participate in the **Victim Awareness** program, which aims to increase awareness not only of a crime’s impact on the victim, but on the community as a whole.

Students will write an authentic apology letter to the victim, and perform mandatory community service and restitution.

**How does it work?**
The Victim Awareness program utilizes an approved curriculum developed at the Center for Juvenile Justice Training and Research (CJTRR) at Shippensburg University. It is a combination of lecture, interactive discussions, demonstrations and group exercises.

**What topics does the program cover?**
- Victim empathy
- Restitution
- Community service
- Impact of crime on the individual, the family of the victim and the offender and the community as a whole

**FOCUSED ON COMPETENCIES:**
This program seeks to expand and enrich the knowledge base of our students. It was designed according to the principles of Balanced and Restorative Justice.

**Reducing future crime**
By increasing their awareness of the negative impact of crimes on their victims and others, the program encourages participants to accept responsibility for past criminal actions. In doing so, the program aims to decrease the likelihood of crime in the future.
LEADING a healthy lifestyle.
All students participate in the Wellness and Nutrition program. It provides students the opportunity to experience a higher quality of life through the use of a proper diet, nutrition and exercise.

**How does it work?**
The program uses a multi-disciplinary approach which enables our students to make good choices regarding health issues and provides them with the skills to integrate this information into a long-term healthy lifestyle.

Students will have a thorough physical examination, weekly gym class and daily exercise opportunities.

**What topics does the program cover?**
- Nutrition and diet
- Weight management
- Creating a healthy lifestyle

**FOCUSED ON COMPETENCIES:**
This program seeks to expand and enrich the knowledge base of our students. It is designed according to the principles of Balanced and Restorative Justice.

**Individualized Program**
Students with a body mass index (BMI) above 30 are offered a structured, supervised program with daily exercise and portion control eating.

**Get Active**
Our students are encouraged to be active. They can participate in one of our 15 Varsity or Junior Varsity sports, join the weekly intramural program or take advantage of daily exercise opportunities in our recreation center, weight lifting room or Olympic swimming pool.