QJHS

Student Handbook

2026-2027

Quincy Junior High School • 100 South 14th Street • Quincy, Illinois • 62301
Phone: 217.222.3073 • Fax: 217. 228. 7185

QPS MISSION STATEMENT

Educate students and teachers to achieve personal excellence.

QPS SUPERINTENDENT

Dr. Larry D. Gray II – 217-223-8700

QPS WEBSITE

www.qps.org

DISTRICT NO. 172 BOARD MEMBERS

Shelley Arns, President
LaTonya Brock
Tim Davis
Damion Dodd
Rachael Petty
Curtis Sethaler
Jim Whitfield
Kim Wert, Board Secretary

QJHS MISSION STATEMENT

Empowering students and staff to become innovative learners and compassionate leaders by **pursuing excellence, honoring diversity, and cultivating inspiration.**

CORE VALUES

Respectful • Responsible • Inspired

QJHS ADMINISTRATION

Brenda Fleer, Principal (**fleerbr@qps.org**)
Brett Ufkes, AP for Student Services & Athletic Director (**ufkesbr@qps.org**)
Caitlin Munguia, AP for Teaching & Learning (**munguica@qps.org**)
Andy Hoskins, AP for School Management (**hoskinan@qps.org**)

SCHOOL SONG

Come on let's sing,
And give a cheer for dear old Junior High
We'll raise her colors bright;
We'll shout with all our might; Rah! Rah! Rah!

Here's to our team,
And here's to all our students loyal true
We'll do our best;
We'll always work with zest For Quincy Junior High.

SCHOOL COLORS

Royal Blue and Yellow

SCHOOL MASCOT

Comets

QJHS WEBSITE
https://www.qps.org/schools/qjhs

QJHS FACEBOOK PAGE
https://www.facebook.com/qjhscomets

QJHS FACEBOOK ATHLETIC PAGE
https://www.facebook.com/qjhsathletics

QJHS TIK TOK PAGE
https://www.tiktok.com/@quincycomets

PTO BOARD MEMBERS
President – Sayeed Ali
Vice President – Kristen Meyer
Secretary – Julie Konrad
Treasurer – Holly Hlubek
6th Grade Rep – Holly Hlubek
7th Grade Rep – Nicole Osborne-McGough
8th Grade Rep – Dawn Gamble

HISTORY OF OUR SCHOOL

On August 30, 1937, Quincy Junior High School began its existence. The organization of the new school had been worked out during the preceding spring and summer by Ronald W. Clark, principal of Webster Elementary and Junior High School, during the preceding ten years. All the eighth and ninth grade boys and girls from Quincy were included in the new school. The Junior High School was assigned quarters in the Webster School building, the then-new Senior High School Building, at 14th and Maine Streets, and the old Senior High School building at 12th and Maine, which was razed in1967. The school opened with 1,100 pupils and thirty-six teachers.

From 1937 to 1957 our school included grades eight and nine. Since September 1957, tenth, eleventh, and twelfth graders occupied the new Senior High School building (which is now Baldwin Elementary School) at 30th and Maine Streets. Upon the departure of those students, seventh-grade students were included in Junior High School.

Since the 2016-17 school year, QJHS serves grades 6, 7, and 8 with inter-disciplinary teaming, and ninth-grade students are enrolled at QHS.

OFFICE DIRECTORY

MAIN OFFICE **HOURS: 6:30 a.m. - 3:30 p.m.** **PHONE: 217-222-3073** -emergency messages -educational fees -student information center -work permits	**Leigh Mummey-Stotts - Administrative Assistant** mummeyle@qps.org **Stevee Sohn - Sub Coordinator/Receptionist** sohnst@qps.org **Heather Starr - Secretary/Bookkeeper** starrhe@qps.org
ATTENDANCE/DISCIPLINE OFFICE **HOURS: 6:45 a.m. - 3:30 p.m.** **PHONE: 217-228-7130** -absences -discipline -bus information -athletics -IEPs, Special Education questions	**Gianna Maggio-Attendance Secretary** maggiogi@qps.org **Rita Carper – Attendance Secretary** carperri@qps.org **Amber Bordewick – P/T Athletic Secretary** bordewam@qps.org **Tina Birck-Special Education Coordinator** birckti@qps.org
GUIDANCE OFFICE **HOURS: 7:00 a.m. - 3:30 p.m.** **PHONE: 217-222-4334** -grades/report cards -homework requests for extended absences -registration -withdrawals	**Caitlyn Adams – Secretary** adamsca@qps.org **Lori Teel – TAOEP (Truancy Support)** teello@qps.org
NURSE'S OFFICE **HOURS: 7:00 a.m. - 3:00 p.m.** **PHONE: 217-228-7132** -medications -medical 504s -PE excusals -elevator keys (students who are injured)	**Keyonee Jackson - RN, BSN** jacksoke@qps.org **Melissa Neisen – RN, ADN** neisenme@qps.org **Kendra Harbin – RN, BSN** harbinke@qps.org
DEANS **HOURS: 7:25 a.m. - 3:00 p.m.** **PHONE: 217-222-3073** -discipline -bullying -social-emotional support	**Andrea Heiden – 6th Grade Dean** heidenan@qps.org **TBA – 7th Grade Dean** **Julie Marshall – 8th Grade Dean** marshaju@qps.org
COUNSELORS **HOURS: 7:25 a.m. - 3:00 p.m.** **PHONE: 217-222-4334** -scheduling support -social emotional support -academic support/organizational -504 coordinators	**Greta Heck – 6th Grade Counselor** heckgr@qps.org **Jackie Martin – 7th Grade Counselor** martinja@qps.org **Ashley Wilson – 8th Grade Counselor** wilsonash@qps.org
STUDENT SUPPORT FAMILY LIAISONS **District Family Liason** **HOURS: 7:00 a.m. - 3:30 p.m.** **PHONE: 217-222-3073** -student support -social emotional support -family support -attendance	**Jessica Bridal (SSFL)** bridalje@qps.org **Chris Turner (DFL)** turnerch@qps.org **Stephanie White (SSFL)** whitest@qps.org

PART I – WELCOME TO MIDDLE SCHOOL

THE MIDDLE SCHOOL YEARS

The middle school years are an exciting time, as young adolescents are amid profound personal change and identity development. They are growing physically, intellectually, morally, psychologically, and socioemotionally. Every day, these diverse middle schoolers develop as they engage with the world around them. The quality of students' middle school experience substantially affects their overall sense of wellbeing and, in particular, their later chances for high school completion and post-secondary success (*The Successful Middle School: This We Believe*).

Creating a successful middle school experience for our 6th-8th graders is a priority at Quincy Junior High School. We believe that education for young adolescents must be responsive, challenging, empowering, equitable, and engaging. We have high expectations for student behavior. We look forward to partnering with students and parents so that a safe and secure learning environment is provided for all.

This handbook contains useful information for both students and parents. We ask that you read this handbook in its entirety and use it to help guide your child through the expectations and procedures contained within it. There is a section of the handbook that deals with discipline. Please read this section carefully and do not hesitate to reach out to us if you have questions or need clarification. QJHS is *our* school, and we must work together to continue to make it great.

PARENT INVOLVEMENT COMPACT (TITLE 1)

Quincy Junior High is a Title 1 school. Our annual Comet Kickoff will take place on Thursday, August takes place on Thursday, August 27, 2026, starting at 5:00 p.m. This is an opportunity for parents to meet their child's/children's teachers and learn about all the opportunities and programming available for their child/children while attending QJHS. There will be more information about this night available closer to the event.

QJHS administration, faculty and staff provide several opportunities to collaborate with parents/guardians, including in-person conferences, at flexible times, to accommodate a variety of parent/guardian schedules. Parents/Guardians will be given notice of meeting availability at the beginning of each year, and at least two weeks before student-led conferences or other regularly scheduled meetings, to provide sufficient opportunity to schedule and attend meetings with faculty and staff. Additionally, teachers who are on teams are available regularly to meet with parents/guardians to discuss the success of their child.

Parents/Guardians are encouraged to inquire about available meeting times and to work with their child's team of teachers. Parents/Guardians will be involved in an organized and timely way when any programs are created, considered, or altered, and will be continually involved in the ongoing development of programming, curriculum, and policy. The school provides parents/guardians with access to:

1. School performance profiles required by Federal law and their child's individual student assessment results, including an interpretation of such results;
2. A description and explanation of the curriculum in use at the school, the forms of assessment used to measure student progress, and the proficiency levels students are expected to meet;
3. Opportunities for regular meetings to formulate suggestions, share experiences with other Parents/Guardians, and participate as appropriate in decisions relating to the education of their children if such Parents/Guardians so desire; and

4. Timely responses to suggestions.

Everyone is responsible for the success of the students at the school. While the school provides the best education we can, it is critical to the success of students that parents assist us in meeting the goals of education set forth by the state, the federal government, and ourselves.

To better assist in educating our students, we need the help of all parents and guardians. We ask that you help us educate children by monitoring attendance, homework completion, and social media; by volunteering in your child's classroom; and participating, as appropriate, in decisions relating to the education of children and positive use of extracurricular time.

The school endeavors to do its best to provide all information in the language best understood by parents and guardians. Questions about language alternatives should be directed to the principal or her designee. Parents/Guardians of participating children have a right to appeal the contents of this policy. The district will submit any parent comments when this plan is submitted to the State. Any questions or concerns should be directed to the principal or her designee.

The state's resources on parental involvement can be located at http://illinoisparents.org/. The state's website on parental involvement provides information, training, and support for parents and schools on various websites which may be useful or interesting to parents and students and provides advice and information about how to get involved and participate in the educational process. Resources are provided by search, by county, and by categorical query.

QUINCY JUNIOR HIGH SCHOOL TEAMING

Quincy Junior High School is a 6th-8th grade middle school with an enrollment of approximately 1350-1400 students. Due to its size, QJHS utilizes a teaming model designed to foster a more personalized learning experience for students and to ensure each student is well known by the adults in the building.

The transition to middle school requires students to adjust to a larger setting, new administration, teachers, and staff, as well as increased expectations, a more complex schedule, and greater independence. The teaming structure provides students with a consistent "home base," creating a smaller school feel and promoting a strong sense of connection and belonging.

Teams at Quincy Junior High School are organized around the school colors: Blue, White, and Yellow. Students are generally assigned to teams through a random placement process to promote balance and equity. However, some student placements are determined by instructional needs, including enrollment in honors math, reading, or science (8th grade only) courses, as well as participation in co-taught classes. While these specialized courses are

housed within specific teams, all teams provide access to general education classes and are intentionally structured to ensure equitable learning opportunities for all students.

In addition, QJHS offers specialized programming to meet diverse student needs, including Cross Categorical, Emotional Disability (ED), and Autism programs, ensuring a continuum of support and targeted instruction across the building.

BELL SCHEDULE

Early Bird Breakfast	7:15 AM	7:30 AM
Enter Building Regular Breakfast	7:25 AM	7:40 AM
1st Hour	7:45 AM	8:28 AM
2nd Hour	8:32 AM	9:15 AM
3rd Hour	9:19 AM	10:02 AM
4Th Hour	10:06 AM	10:49 AM
5th Hour	10:53 AM	11:35 AM
6th Grade Advisory	10:53 AM	11:05 AM
6th Grade Lunch	11:05 AM	11:35 AM
6th Hour	11:39 AM	12:21 PM
7th Grade Advisory	11:39 AM	11:51 AM
7th Grade Lunch	11:51 AM	12:21 PM
7th Hour	12:25 PM	1:07 PM
8th Grade Advisory	12:25 PM	12:37 PM
8th Grade Lunch	12:37 PM	1:07 PM
8th Hour	1:11 PM	1:54 PM
9th Hour	1:58 PM	2:41 PM
BUS BELL	2:48 PM	

DROP OFF

Early Bird breakfast will be available to all students from 7:15 a.m. until 7:30 a.m. Students who come for breakfast for Early Bird breakfast must enter through the main entrance on 14th street, go through OPENGATE, and then go directly to the cafeteria. Students may not leave the cafeteria before being dismissed by the dean or the supervisor between 7:25 a.m. or 7:30 a.m. At this time, students should go to their lockers and prepare for their first hour class.

Regular breakfast will be available to all other students entering the building from buses and car drop-off beginning at 7:25 a.m. Regular breakfast will run from 7:25 a.m. to 7:40 a.m. Student must finish eating by 7:40 a.m. and are expected to be at their first hour class on time. If students choose to ignore these expectations, we will help problem-solve the issue. However, if this continues, they may not be allowed to be involved in the breakfast program.

*All lunchroom expectations apply at breakfast. Please see these expectations later under Lunchroom

Students walking or being dropped off will enter the building through the northeast doors on Maine Street or the southwest doors on Jersey Street. Bus riders will enter the building through the main entrance doors on 14th Street. Special Education busing and drop-off will be in the Morrison Parking Lot on the west side of the building. When dropping your child off in the "car line", please be sure that you pull up all the way and are ready to drop your child off immediately so that others can pull up as well.

Students arriving after 7:45 a.m. will need to enter the building through the main entrance doors on 14th Street. If it is before 8:00 a.m., students will go directly to class, and the teacher will mark the student tardy. If it is after 8:00 a.m., the student will need to go to check in at the Attendance Office to get a pass from the tardy kiosk in order to enter class.

OPENGATE

Security and Bag Searches

All students will go through our OPENGATE security system daily. Students should have their bags prepared daily before entering the building to make this process go quickly and smoothly. The following must be removed from backpacks and handed off to staff before passing through the system: 3-ring binders, notebooks with metal rings, umbrellas, eye lash curlers, laptops, iPads, metal eating utensils, aluminum cans, water bottles, eyeglass cases, or any metal case. All cell phones should be placed in the center of the student's chest and all backpacks should be placed in front of the student so all materials handed off can easily be placed back into the backpack, keeping the line moving forward.

PICK UP/DISMISSAL

Students may leave out of any of the doors (Maine St., 14th St. or Jersey St.). Parent pick up is designated to Maine Street, the Board Office Parking Lot, or a designated area you and your child have chosen as bus pickup is on Maine and Jersey in the afternoon. Students are to leave the building and proceed home as soon as school is out unless they are participating in a supervised activity or meeting with a staff member. If you choose to pick up your child in the Board Office Parking Lot (south end), please leave from the southeast exit, closest to the Athletic Field.

SAFETY OF OUR STUDENTS

Quincy Junior High School is the only school that does not have on-campus pick-up and drop-off due to our location. That is why it is imperative that our students and motorists are extra vigilant.

When dropping your children off across the street from our school, we do ask that you teach your children to use the crosswalks. We also ask that you not drop your children off in the middle of the street.

Illinois School Zone Laws
The speed limit for a school zone is 20 mph when children are present or when flashing lights on school zone signs are activated. Active hours are in effect from 7:00 a.m. to 4:00 p.m. on school days or when children are present.

Penalties for Speeding
Speeding in an active school zone in Illinois is a strict, mandatory-fine offense that does not typically qualify for court supervision.

- **First Offense:** Mandatory minimum fine of **$150** plus court costs, and a conviction on your driving record.
- **Second or Subsequent Offense:** Mandatory minimum fine of **$300** plus court costs.
- Maximum fines can reach up to **$1,000** depending on the severity of the violation and prior record.

School Bus Laws
The laws regarding vehicles stopping for school buses can be found in the Illinois Vehicle Code under sections 625 ILCS 5/11-1414, 5/11-1415, 5/12-803, 5/12-805 and 5/12-807.2. These laws apply to all drivers, including those on school property, who meet or overtake a school bus that is operating all of the appropriate warning signals indicating that pupils are exiting or boarding the school bus and may be crossing the roadway.

Penalties for Illegally Passing a School Bus

- **First offense** - mandatory minimum fine of $300 and 3-month suspension of driver's license.
- **Second offense or subsequent conviction within five years** - mandatory minimum fine of $1,000 and one year suspension of driver's license. A motorist cited for illegally passing a school bus is not eligible for court supervision.

PART II – QJHS GENERAL INFORMATION

ADMISSION/WITHDRAWL PROCEDURES

When enrolling a student in Quincy Public Schools for the first time please have the following:

- Parent/Guardian Driver's license or State ID
- Certified birth certificate
- Proof of residency *(e.g., house contract, deed, utility bill, lease agreement, etc.)*
- Physical Exam and proper proof of immunizations

***** If a child does not have the health examination and immunization(s), he/she will be excluded from school by state law.

When Withdrawing a student from Quincy Public Schools please do the following:

- Parents should notify the school prior to a student leaving the district.
- This allows time to prepare student records, determine refunds, etc.
- The student's records will be forwarded at the request of the school personnel in the district where your child is transferring.
- Parents should contact the Guidance Office to arrange for cleaning out lockers and gathering personal belongings.

ANIMALS ON SCHOOL PROPERTY

To ensure student health and safety, animals are not allowed on school property, except in the case of a service animal accompanying a student or other individual with a documented disability. This rule may be temporarily waived by the building principal or her designee in the case of an educational opportunity for students, provided that (a) the animal is appropriately housed, humanely cared for, and properly handled, and (b) students will not be exposed to a dangerous animal or an unhealthy environment.

QJHS does have a therapy dog, Bunny Patricia Martin. Bunny's handler is Jackie Martin, one of our school counselors. Bunny will be with Ms. Martin at all times. Bunny is a six-year-old Bernedoodle who is required to fill out an application and be screened by the district yearly.

BICYLCLES/SKATEBOARDS/SCOOTERS

Students may ride bicycles, skateboards, or scooters to school. Bicycle racks are available on the Maine Street side of the building and at the corner of 14th and Jersey. All bicycles must be secured with an individual lock when placed on the racks as the school assumes no responsibility for loss, theft, or damage. For safety reasons, bicycles, skateboards, and scooters may not be ridden on the grass, playground areas, or sidewalks. Students are expected to walk these items to and from the designated racks or the school building. Students who ride skateboards or scooters to school must store these items in their hallway lockers. If the item does not fit in a locker, students should report to the Attendance Office for further instructions on appropriate storage.

BOOK BAGS/BACKPACKS/PURSES

Students **are not allowed to carry book bags, backpacks, or purses throughout the school day due to safety concerns**. Book bags may be brought to school but must always be kept in the student's locker. Students should not keep anything that is illegal or against school rules in their book bags. Any bags, including book bags and purses are subject to be searched.

BREAKFAST/LUNCH

Schools offer breakfast and lunch each school day. The meals follow the nutritional guidelines set by the U.S. Department of Agriculture for the National School lunch and breakfast program. Guidelines are set by the federal government to determine what a student must pay for the meals depending on the household income of the family. An application is available in the school office, as well as on Skyward

Family Access for those who wish to apply for free or reduced lunches and breakfasts. Meal prices are:

Full Pay Breakfast: $1.75
Full Pay Lunch: $3.40
Reduced Rate Breakfast: $0.30
Reduced Rate Lunch: $0.40

Students bringing a sack lunch may choose to purchase milk or juice for $0.50. Additional milk or juice may be purchased by hot lunch students as well. ***Please be advised, students without money in their meal account or cash in hand to purchase additional milk or milk to have with a sack lunch will be offered water to drink (not bottled water). This includes students that qualify for free or reduced meals as only a complete meal is reimbursable through the National School Meals Program***. If you have any questions, please call Jean Kinder, QPS Food Service Director, at 228-7158, ext. 2261.

FREE AND REDUCED-PRICE FOOD SERVICES; MEAL CHARGE NOTIFICATION

The following notification is provided to all households of students at the beginning of each school year as federally required notification regarding eligibility requirements and the application process for the free and reduced-price food services that are listed in Board policy 4:130, Free and Reduced-Price Food Services, and 4:140, Waiver of Student Fees. This notification is also provided to households of students transferring to the District during the school year. For more information, see www.fns.usda.gov/schoolmeals/unpaid-meal-charges, and/or contact the Building Principal or designee.

Free and Reduced-Price Food Services Eligibility

When the parents/guardians of students are unable to pay for their child(ren)'s meal services, meal charges will apply per a student's eligibility category and will be processed by the District accordingly. A student's eligibility for free and reduced-price food services shall be determined by the income eligibility guidelines, family-size income standards, set annually by the U.S. Dept. of Agriculture, and distributed by the Ill. State Board of Education.

Meal Charges for Meals Provided by the District

Unpaid meal charges are considered delinquent debt when payment is overdue as defined by Board policy 4:45, Insufficient Fund Checks and Debt Recovery and the Hunger-Free Students' Bill of Rights Act (105 ILCS 123/). The District will make reasonable efforts to collect charges classified as delinquent debt, including repeated contacts to collect the amounts and, when necessary, requesting that the student's parent(s)/guardian(s) apply for meal benefits to determine if the student qualifies for such benefits under Board policy 4:130, Free and Reduced-Price Food Services. The District will provide a federally reimbursable meal or snack to a student who requests one, regardless of the student's ability to pay or negative account balance.

When a student's funds are low and when there is a negative balance, reminders will be provided to the staff, students, and their parent(s)/guardian(s) at regular intervals during the school year. State law allows the Building Principal to contact parents(s)/guardian(s) to attempt collection of the owed money when the amount owed is more than the amount of five lunches. If a parent/guardian regularly fails to provide meal money for the child(ren) that he/she is responsible for in the District and does not qualify for free meal benefits or refuses to apply for such benefits, the Building Principal or designee will direct the next course of action. Continual failure to provide meal money may require the District to notify the Ill. Dept. of Children and Family Services (DCFS) and/or take legal steps to recover the unpaid meal charges, up to and including seeking an offset under the State Comptroller Act, if applicable.

BREAKFAST

(See page 6 Drop Off)

AL-A-CARTE ITEMS

Students have an opportunity to purchase snacks in both of our eating areas: the Cafeteria and Annex. Students may not purchase snacks if they do not have cash or do not have money in their account. Students who have a negative balance may not purchase snacks. ***Parents, you do have the ability to place a limit on the amount of money your child is able to spend on snacks daily or if you want them to have snacks at all! Please do not hesitate to reach out to us if you need help figuring out this feature!***

DEPOSITING FUNDS INTO YOUR CHILD'S MEAL ACCOUNT

There are a couple of different ways you can pay for your child's meals:

- Place a check or cash into an envelope with your child's name, ID#, and the amount of money being deposited. This can be placed in the wooden box in the Main Office labeled *lunch deposits*.
- Pay for meals online at QPS website: **www.qps.org** Click *DEPARTMENTS → FOOD SERVICE*→PAYMENTS→ENTER LUNCH PAYMENTS ONLINE

QJHS LUNCH

QJHS has a closed campus lunch. Parents may pick up their child and take them to lunch, but students must return on time. Tardy procedures will apply to students returning late.

Outside food may not be delivered to QJHS for students to eat during lunch.

- Students **may not DoorDash or have food delivered** to QJHS for their lunch.
- Parents may not pick up outside food and deliver it to QJHS for their students to eat for lunch. If a parent is bringing a student back from an appointment and a student has food from an outside restaurant, he or she will be asked to eat it in an office before returning to lunch or class.

QJHS has two eating areas: the Cafeteria and the Annex. Students may purchase their food in either area and sit in either area or bring their lunch.

Lunch Expectations:

- Students are to walk to and from lunch.
- There is no cutting in line or saving places in line.
- Once students choose an eating area, they need to remain in that area and seated unless given permission by a supervisor.
- Students must gain permission and a pass from a supervisor to use the restroom during lunch.
- Students are not to leave the 1st floor during their lunch period unless they have been given permission and have a pass from a staff member.
- **Beverages marketed and sold as "energy drinks" are prohibited. Please do not send these to school with your children as they will be confiscated.**
- Students need to use appropriate voice levels and appropriate language during lunchtime.
- Students will be asked to clean their table area and throw away all trash before leaving the lunch area.

Eating in the Cafeteria or Annex is a privilege. Students who abuse this privilege will be assigned lunch detention or specific seating by the lunchroom supervisors. If problems persist, expect a phone call to help problem-solve these issues.

BUS TRANSPORTATION

According to state law, a sixth-eighth grade student must live 1 ½ miles from the educational site or must cross a hazardous area (hazardous areas are determined by state authorities) before they can ride the school bus. Students who qualify for transportation are expected to be orderly and well-behaved at both the bus stop and on the bus.

BUS CONDUCT

While on the bus, students are expected to follow the rules given by individual bus drivers. Any student who chooses to disregard these guidelines may lose his/her privilege of riding the bus for

a period of up to ten school days. If this occurs, the school or transportation disciplinary coordinator will notify the parents. School discipline may be administered, as well, for students not following bus procedures.

Students are expected to follow all school rules when riding the school bus. A student may be suspended from riding the bus for up to 10 consecutive school days for engaging in disobedience or misconduct, including but not limited to, the following:

- Violating any school/bus rules or school district policy.
- Willful injury or threat of injury to a bus driver or to another rider.
- Willful defacement of the bus.
- Use of profanity.
- Willful disobedience of a directive from a bus driver or other supervisor.

Such other behavior as the building principal and/or Department of Transportation Director or their designee deems to threaten the safe operation of the bus and/or its occupants.

If a student is suspended from riding the bus for disobedience or misconduct on a bus, the School Board may suspend the student from riding the school bus for a period of10 days for safety reasons. A student suspended from riding the bus who does not have alternate transportation to school shall have the opportunity to complete or make up work for equivalent academic credit. It shall be the responsibility of the student's parent or guardian to notify the school that the student does not have alternate transportation.

Regulations for acceptable student conduct are in the interest of student safety. The school bus and bus stop areas are regarded as an extension of the school environment, and students are expected to maintain the same standards of behavior as appropriate in other school environments.

School bus rules and procedures are posted on the bus and will be discussed by the bus driver. **For questions regarding school transportation, call 217-224-5910.**

BUS PASSES

Students are allowed to ride their assigned bus only. Students may only ride another bus with a pass from the Attendance Office. To receive a pass, students must bring in a note signed by his/her/their parent/guardian and present it to the secretary BEFORE SCHOOL on the day the pass is needed.

BUS SAFETY RULES

- Be aware of moving traffic and pay attention to your surroundings.
- Dress properly for the weather. Make sure all drawstrings, ties, straps, etc. on all clothing, backpacks and other items, are shortened or removed to lessen the likelihood of them getting caught in bus doors, railings or aisles.
- Arrive on time at the bus stop and stay away from the street while waiting for the bus.
- Stay away from the bus until it stops completely, and the driver signals you to board. Enter in single file without pushing. Always use the handrail.
- Take a seat right away and remain seated facing forward. Keep your hands, arms, and head inside the bus.
- Talk quietly on the bus. No shouting or creating loud noises that may distract the driver. Tablets, computers, smart phones, smart watches, and other electronic devices must be silenced on the bus unless a student uses headphones.

- Help keep the bus neat and clean. Keep belongings out of the aisle and away from emergency exits. Eating and drinking are not allowed on the bus.
- Always listen to the driver's instructions. Be courteous to the driver and other students. Sit with your hands to yourself and avoid making noises that would distract the driver or bother other passengers.
- Wait until the bus pulls to a complete stop before standing up. Use the handrail when exiting the bus.
- Stay out of the danger zone next to the bus where the driver may have difficulty seeing you. Take at least five giant steps (10 feet) away from the bus and out of the danger zone, until you can see the driver and the driver sees you. Never crawl under a bus.
- If you must cross the street after you get off the bus, wait for the driver's signal and then cross in front of the bus. Cross the street only after checking both ways for traffic, even after the driver's signal.
- Never run back to the bus, even if you dropped or forgot something.

Additional resources to follow:
National Highway Traffic Safety Administration - School Bus Safety
https://one.nhtsa.gov/people/injury/buses/getting_to_school/schoolbus2.html
U.S. Department of Transportation - School Bus Safety Campaign Material
www.trafficsafetymarketing.gov/get-materials/school-bus-safety/evergreen-campaign-material
National Safety Council - Tips for a Safe Ride www.nsc.org/home-safety/tools-resources/seasonal-safety/back-to-school/bus
Ill. State Police - School Bus Safety https://isp.illinois.gov/StaticFiles/docs/TrafficResources/5-542.pdf
Ill. State Board of Education - School Bus Safety What Parents Should Know
www.isbe.net/Documents/bus_safety_parents.pdf
Ill. State Board of Education - Instructions To School Bus Riders
www.isbe.net/Documents/bus_ride_instruct.pdf
Ill. State Board of Education – School Bus Safety Guidance
www.isbe.net/Documents/Bus-Safety-Guidance-June-2025.pdf

BUS STOPS

Students must be at their designated bus stop on time and wait in an orderly manner. If students choose to engage in dangerous activities at or near the bus stop, such as pushing, shoving, or running around, they will lose their privilege of riding the bus. The school bus and bus stop areas are regarded as an extension of the school environment, and students are expected to maintain the same standards of behavior as appropriate in other school environments.

ELECTRONIC RECORDINGS ON SCHOOL BUSES

Electronic visual and audio recordings may be used on school buses to monitor conduct and to promote and maintain a safe environment for students and employees when transportation is provided for any school related activity. Notice of electronic recordings shall be displayed on the exterior of the vehicle's entrance door and front interior bulkhead in compliance with state law and the rules of the Illinois Department of Transportation, Division of Traffic Safety.

Students are prohibited from tampering with electronic recording devices. Students who violate this policy shall be disciplined in accordance with the Board's discipline policy and shall reimburse the School District for any necessary repairs or replacement.

The content of the electronic recordings are student records and are subject to District policy and procedure concerning school student records; such recordings are exempt from the Eavesdropping Act. Only those people with a legitimate educational or administrative purpose may view and/or listen to electronic video and/or audio recordings. If the content of an

electronic recording becomes the subject of a student disciplinary hearing, it will be treated like other evidence in the proceeding.

CARE OF BUILDING AND GROUNDS

Every student should demonstrate an interest and pride in the cleanliness and appearance of our school and grounds. Our custodians, staff, and teachers work hard to keep our school clean, but they cannot do this work alone. By working together, we can keep our school clean. Vandalizing school property diminishes educational experience. School officials will thoroughly investigate acts of vandalism. Those who are caught vandalizing school property will face school consequences and potential reparation for property and staff resources.

CELL PHONES & OTHER ELECTRONIC DEVICES INCLUDING AIRPODS (earbuds) & HEADPHONES

Cellular phones or other personal electronic entertainment devices as well as Airpods, earbuds, or other headphones are not to be used or worn during regular school hours. A staff member must give permission for a student to use their AirPods, earbuds, or headphones during class. Students must keep them cased and put away until they are to be used in class. They should not be in the students' ears or around the students' necks anytime during the school day. Regular school hours are defined as entering the building to dismissal bell. ***If electronic devices are brought to school, they are to be turned off and kept in the student's locker during school hours.*** Any student who chooses to bring these types of devices to school is doing so at his/her own risk. QPS #172 assumes no responsibility for lost, damaged, or stolen items. If a student misuses a cell phone or electronic device, he/she/they may be subject to the discipline policy, which may result in the item being confiscated from the student, having to turn in the device to an office daily, or not being allowed to bring the device to school. ***Parents should not contact their child's cell phone during school hours.*** Messages should be minimal; however, if an emergency arises, parents should contact the school, and school officials will get the message to the child.

CHAIN OF COMMAND- PARENT/GUARDIAN/STUDENT CONCERNS

The Quincy Public School District takes pride in its communication efforts with all stakeholders of the district. To ensure that concerns and/or issues are heard by the appropriate individual(s) and discussed at the point of origin and directly, the Board of Education asks that persons with concerns follow the District's Chain of Command outlined below. The Chain of Command is in place to discuss concerns and issues during the earliest steps with the individual(s) directly involved.

Step 1 In the event of a concern, the person with the concern should contact the teacher, supervisor, coach, or staff member who is directly involved with the situation.
Step 2 If the person with the concern has completed Step 1 and feels that the issue/concern was not remedied, they should contact the principal, director of the program, or the athletic director.
Step 3 If the person with the concern has completed Step 1 and Step 2 and still feels that the issue/concern warrants yet further discussion, they should contact the Superintendent.
Step 4 If the issue/concern remains after Steps 1, 2, and 3, the person with the concern should contact a Board of Education member. The Board of Education member in consultation with the Board of Education President and Superintendent will re-direct the individual back to the appropriate level or request that the concern be placed on the Board of Education agenda for full Board discussion. (School Board members oversee the policies and the operations of the school district and do not resolve daily concerns. They are available when steps 1 – 3 have not produced a resolution).

CHANGE IN ADDRESS/PHONE NUMBER

It is important that the school be notified immediately when a student's address/or telephone number changes.

DANCES/REC NIGHTS

Only QJHS students in the appropriate grades are eligible to attend dances or REC nights. Specific guidelines for the dances or REC nights will be given prior to the event. All normal school rules apply at the events. Students who have developed ***poor attendance patterns, who have had discipline issues, or who have failing grades may not be allowed to attend these functions.*** Students must be in attendance on the day of the function. Unusual absenteeism or excused absenteeism may be considered but must be pre-approved by the Administration.

Students must be picked up promptly at the conclusion of the activity. Arrangements for rides must be made prior to coming to the activity as telephones may not be available. Any student who is not picked up on time may not be allowed to attend future events. These situations will be dealt with on an individual basis.

DRESS CODE

Sometimes the question arises regarding what is or is not permissible to wear at school. A student's appearance, including dress and hygiene, must not disrupt the educational process or compromise standards of health and safety. The school does not prohibit hairstyles historically associated with race, ethnicity, or hair texture, including but not limited to, protective hairstyles such as braids, locks, and twists. Students who disrupt the educational process or compromise standards of health and safety must modify their appearance. While we rely on the good judgement of parents/guardians, students will not be allowed to wear apparel that is offensive to others or interferes with the educational process. The following are dress guidelines:

- Winter coats/jackets/blankets are designed for outdoor temperatures and are not to be worn in the building except to and from outside. A light jacket may be acceptable.
- Hats and hoods are not permitted inside the school building.
- Shoes are to be worn at all times. Slippers are not acceptable.
- Clothing and accessories which are suggestive, include obscenities, inappropriate language or pictures, depict hate messages (including but not limited to images of the Confederate Flag), and/or contain references to or depictions of alcohol, tobacco, drugs, firearms, or depicting violence are not to be worn at school.
- Halter tops, midriff tops, strapless dresses/tops, spaghetti straps, and/or low-cut shirts that are revealing are not to be worn.
- Shirts or pants that are ripped or have holes that show excessive exposure are not acceptable.
- All clothing must fit properly. Shorts must be of reasonable length.
- Clothing must cover undergarments at all times. Undergarments may not be visible or showing any time.

If a student's attire is questionable, he/she will be referred to a dean, administrator or SSFL who will decide if the student is dressed appropriately for school. Students who are not dressed appropriately will be required to contact their parents for a change of clothing or be given school-issued clothing. We ask that parents/guardians keep a close check on weather conditions and ensure that students are dressed appropriately for conditions. Please mark clothing items clearly in case they are lost.

DRINKS/FOOD

Students must finish all drinks and/or food before entering the building for the day. Students are not allowed to carry coffee, soda, or other drinks, other than water. Students will be asked to step aside and finish the drink before entering the building or simply throw away the drink before entering the building. Please ensure students do not have full drinks (other than water) when entering QJHS. Students may bring other drinks in their lunch, but the can or bottle must be sealed until the student's lunch hour. Students may not order or "Door Dash" food to be delivered to them. Outside food will not be allowed in our eating areas.

ENTERING THE BUILDING

All students entering the building will be asked to go through our OPENGATE security system. Any student who sets off our system will be subjected to a search of his/her person and bags.

HALLWAY PASSES

Students will be issued hallway passes if it is necessary for them to leave the room for any reason. Students who do not have a pass will be escorted back to the room from which they came. Only two students at a time will be allowed to leave the room. Students are encouraged to use the restroom or take care of business during their passing time so as to avoid disrupting their learning time during class. Students will be asked not to leave the classroom during the first or last ten minutes of class unless it is an emergency.

LOCKS AND LOCKERS

Each student is assigned a hall locker for the storage of books, school supplies, and other personal belongings. Locks are attached to the locker, and each student must assume responsibility to see that his/her locker is always kept locked and in order. Students should not share their combinations with others.

All school property, including, but not limited to desks and lockers, is owned and controlled by the school district and may be searched by school authorities at any time. School authorities are authorized to conduct area-wide general administrative inspections of school property (e.g., searches of all student lockers) without notice to or consent of the student and without a search warrant. The school district participates in a program, with law enforcement officials, which provides for unannounced dog searches of student lockers for illegal materials. Students should have absolutely no expectation whatsoever of privacy for student lockers.

LOST AND FOUND

Lost and found items are kept in the Main Office. Please be sure students put their names on their items for easier identification.

MONEY IN SCHOOL

Students should not bring large sums of money to school. QJHS assumes NO RESPONSIBILITY for the loss of money at school.

POSTERS AND FLYERS

All posters and flyers must be approved by the principal or her designee before being displayed or distributed. Once approved, posters and flyers must be located only in designated areas.

SELLING ITEMS

Individual students are not to sell items in the QJHS building without administrative approval. This includes gum, candy, or personal items brought from home.

TEAM CELEBRATIONS
Many teams create goals and celebrate successes and accomplishments with their students. Students who have not met attendance, academic, or behavioral standards may not be allowed to participate in these celebrations.

TELEPHONE AND MESSAGES TO STUDENTS
There is a telephone available in the Attendance Office which students may use in cases of an emergency. Students should not be called during school hours unless it is an emergency. We do not make a practice of disturbing students in their classroom to answer the telephone. In case of a real necessity, please call the school and we will deliver a message to your child.

PART III – NOTIFICATIONS & RIGHTS

AMERICANS WITH DISABILITIES ACT
The Quincy Public School District No. 172 does not discriminate on the basis of disability in admission to, access to or operations of its programs, services, or activities. School District No. 172 does not discriminate on the basis of disability in its hiring or employment practices.

This notice is provided as required by Title II of the Americans with Disabilities Act of 1990. Questions, concerns, complaints, or requests for additional information regarding the ADA may be forwarded to the District's designated ADA Compliance Coordinator:

Name: Eryn Beswick
Title: Director of Special Education
Office: 1416 Maine St., Quincy, IL 62301
Phone: Voice: (217) 223-8700 TDD: (217) 223-8700

Days/Hours Available: Monday - Friday 7:30 a.m. - 4:30 p.m.
Individuals who need auxiliary aids for effective communication in programs and services of the public schools are invited to make their needs and preferences known to the ADA Compliance Coordinator. This notice can be made available in large print, on audio tape and in Braille from the ADA Compliance Coordinator.

DISCRIMINATION AND HARRASSMENT ON THE BASIS OF RACE, COLOR, AND NATIONAL ORIGIN PROHIBITED
Discrimination and harassment on the basis of race, color, or national origin negatively affects a student's ability to learn and an employee's ability to work. Providing an educational and workplace environment free from such discrimination and harassment is an important District and School goal. The District and School do not discriminate on the basis of actual or perceived race, color, or national origin in any of its education programs or activities and comply with federal and State non-discrimination laws.

Examples of Prohibited Conduct
Examples of conduct that may constitute discrimination on the basis of race, color, or national origin include: disciplining students more harshly and frequently because of their race, color, or national origin; denying students access to high-rigor academic courses, extracurricular activities, or other educational opportunities based on their race, color, or national origin; denying language services or other educational opportunities to English learners; and assigning students special education services based on a student's race, color, or national origin. Harassment is a form of prohibited discrimination. Examples of conduct that may constitute harassment on the basis of race, color, or national origin include: the use of racial, ethnic or

ancestral slurs or stereotypes; taunts; name-calling; offensive or derogatory remarks about a person's actual or perceived race, color, or national origin; the display of racially offensive symbols; racially-motivated physical threats and attacks; or other hateful conduct.

Making a Report or Complaint; Investigation Process
Individuals are encouraged to promptly report claims or incidences of discrimination or harassment based on race, color, or national origin to the Nondiscrimination Coordinator, a Complaint Manager, or any employee with whom the student is comfortable speaking. Reports will be processed under the District's Uniform Grievance Procedure. Reports and complaints of discrimination or harassment will be confidential to the greatest extent practicable, subject to the District's duty to investigate and maintain an educational environment that is productive, respectful, and free of unlawful discrimination, including harassment.

Federal and State Agencies
If the District fails to take necessary corrective action to stop harassment based on race, color, or national origin, further relief may be available through the Illinois Dept. of Human Rights (IDHR) or the U.S. Dept. of Education's Office for Civil Rights. To contact IDHR, go to: https://dhr.illinois.gov/about-us/contactidhr.html or call (312) 814-6200 (Chicago) or (217) 785-5100 (Springfield).

Prevention and Response Program
The District maintains a prevention and response program to respond to complaints of discrimination based on race, color, and national origin, including harassment, and retaliation. The program includes procedures for responding to complaints which:

1. Reduce or remove, to the extent practicable, barriers to reporting discrimination, harassment, and retaliation;
2. Permit any person who reports or is the victim of an incident of alleged discrimination, harassment, or retaliation to be accompanied when making a report by a support individual of the person's choice who complies with the District's policies and rules;
3. Permit anonymous reporting, except that an anonymous report may not be the sole basis of any disciplinary action;
4. Offer remedial interventions or take such disciplinary action as may be appropriate on a case-by-case basis;
5. Offer, but do not require or unduly influence, a person who reports or is the victim of an incident of harassment or retaliation, the option to resolve allegations directly with the accused; and
6. Protects a person who reports or is the victim of an incident of harassment or retaliation from suffering adverse consequences as a result of a report of, investigation of, or a response to the incident.

Enforcement
Any District employee who is determined, after an investigation, to have engaged in conduct prohibited by this policy will be subject to remedial action and/or disciplinary action, up to and including discharge.

Any District student who is determined, after an investigation, to have engaged in conduct prohibited by this policy will be subject to remedial action and/or disciplinary action, including but not limited to, suspension and expulsion, consistent with the student discipline information in this handbook.

Any third party who is determined, after an investigation, to have engaged in conduct prohibited by this policy will be addressed in accordance with the authority of the Board in the context of the relationship of the third party to the District, e.g., vendor, parent, invitee, etc. Any person making a knowingly false accusation regarding prohibited conduct will likewise be subject to remedial and/or disciplinary action.

Retaliation Prohibited
Retaliation against any person for bringing complaints, participating in the complaint process, or otherwise providing information about discrimination or harassment based on race, color, or national origin is prohibited. Individuals should report allegations of retaliation to the Building Principal, an administrator, the Nondiscrimination Coordinator, and/or a Complaint Manager.

EDUCATION OF CHILDREN WITH DISABILITIES- SECTION 504

It is the intent of the district to ensure that students who are disabled within the definition of Section 504 of the Rehabilitation Act of 1973 or the Individuals with Disabilities Education Act are identified, evaluated, and provided with appropriate educational services.

QPS provides a free appropriate public education in the least restrictive environment and necessary related services to all children with disabilities enrolled in the school. The term "children with disabilities" means children between ages 3 and the day before their 22nd birthday for whom it is determined that special education services are needed, except those children with disabilities who turn 22 years of age during the school year are eligible for special education services through the end of the school year. It is the intent of the school to ensure that students with disabilities are identified, evaluated, and provided with appropriate educational services.

A copy of the publication "Explanation of Procedural Safeguards Available to Parents of Students with Disabilities" may be obtained from the school district office.

Students with disabilities who do not qualify for an individualized education program, as required by the federal Individuals with Disabilities Education Act and implementing provisions of this Illinois law, may qualify for services under Section 504 of the federal Rehabilitation Act of 1973 if the student (i) has a physical or mental impairment that substantially limits one or more major life activities, (ii) has a record of a physical or mental impairment, or (iii) is regarded as having a physical or mental impairment.

For further information, please contact:
Eryn Beswick, QPS Director of Special Education QPS Board of Education Office 1416 Maine Street, Quincy IL 217-223-8700 beswicer@qps.org

ENGLISH LANGUAGE LEARNERS

The school offers opportunities for English Language Learners to develop high levels of academic attainment in English and to meet the same academic content and student academic achievement standards that all children are expected to attain. Parents/guardians of English Language Learners will be: (1) given an opportunity to provide input to the program, and (2) provided notification regarding their child's placement in, and information about, the District's English Language Learners program; and (3) participate and serve on the District's Transitional Bilingual Education Programs Parent Advisory Committee. For questions related to this program or to express input in the school's English Language Learners program, contact Kim Dinkheller, Director of Teaching and Learning, at 217-223-8700.

ERIN'S LAW

"Erin's Law" requires that all public schools in the state to implement a prevention-oriented child sexual abuse program. Students in kindergarten and first grade are required to participate in "Happy Bear". Students in second and third grade are required to participate in "PS, It's My Body". "Happy Bear" and "PS, It's My Body" are educational programs that teach children about appropriate and inappropriate touch. Both programs are provided by the Adams County Health Department, Advocacy Network and Quanada. Parents and guardians who do not want their child to participate in these educational programs need to submit a written objection to the building administrator prior to the educational lesson. Parents or guardians may examine the instructional materials to be used for the lesson. Lessons are provided annually to all students in kindergarten through third grade.

EQUAL EDUCATIONAL OPPORTUNITIES AND SEX EQUITY

Equal educational and extracurricular opportunities are available to all students without regard to race, color, national origin, sex, sexual orientation, gender, identity, ancestry, age, religion, physical or mental disability, status as homeless, immigration status, order of protection status, military status, unfavorable military discharge, reproductive health decisions, or actual or potential marital or parental status, including pregnancy. No student shall, based on sex, be denied equal access to programs, activities, services, or benefits or be limited in the exercise of any right, privilege, advantage, or denied equal access to educational and extracurricular programs and activities. Any student may file a sex equity complaint by contacting his/her principal or the Secretary of the Board of Education (223-8700). Any student may file a sex discrimination complaint under the District's Title IX Grievance Procedure. Any student may file a sex equity complaint under the District's Uniform Grievance Procedure. Any student may appeal the Board's decision to the Regional Superintendent and, thereafter, to the State Superintendent of Education.

FAITH'S LAW

School districts are required to include in their student handbook the District's Employee Code of Professional Conduct. These standards, in part, define appropriate conduct between school employees and students. A copy of these standards can be found on the District's website or requested from the Superintendent's office.

HARASSMENT AND TEEN DATING VIOLENCE

No person, including a school district employee, agent, or student, shall harass, intimidate, or bully a student on the basis of actual or perceived race; color; national origin; military status; unfavorable discharge status from military service; sex; sexual orientation; gender identity1; gender-related identity or expression; ancestry; age; religion; physical or mental disability; order of protection status; status of being homeless; actual or potential marital or parental status, including pregnancy; physical appearance; socioeconomic status; academic status; association with a person or group with one or more of the aforementioned actual or perceived characteristics; or any other distinguishing characteristic. The District will not tolerate harassing, intimidating conduct, or bullying whether verbal, physical, sexual, or visual, that affects the tangible benefits of education, that unreasonably interferes with a student's educational performance, or that creates an intimidating, hostile, or offensive educational environment. Examples of prohibited conduct include name-calling, using derogatory slurs, stalking, sexual violence, causing psychological harm, threatening or causing physical harm, threatened or actual destruction of property, or wearing or possessing items depicting or implying hatred or prejudice of one of the characteristics stated above.

Sexual Harassment Prohibited (Title IX)

Sexual harassment as defined in Title IX (Title IX Sexual Harassment) is prohibited. Any person, including a District employee or agent, or student, engages in Title IX Sexual Harassment when that person engages in conduct on the basis of an individual's sex that satisfies one or more of the following:

1. A District employee conditions the provision of an aid, benefit, or service on an individual's participation in unwelcome sexual conduct; or
2. Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the District's educational program or activity; or
3. Sexual assault as defined in or stalking as defined in District policy and federal law.

Examples of sexual harassment include, but are not limited to, touching, rape, sexual battery, sexual abuse, sexual coercion, crude jokes or pictures, discussions of sexual experiences, teasing related to sexual characteristics, and spreading rumors related to a person's alleged sexual activities.

Teen Dating Violence Prohibited

Engaging in teen dating violence that takes place at school, on school property, at school-sponsored activities, or in vehicles used for school-provided transportation is prohibited. For purposes of this policy, the term *teen dating violence* occurs whenever a student who is 13 to 19 years of age uses or threatens to use physical, mental, or emotional abuse to control an individual in the dating relationship; or uses or threatens to use sexual violence in the dating relationship.

Making a Report or Complaint

Students are encouraged to promptly report claims or incidences of bullying, intimidation, harassment, sexual harassment, or any other prohibited conduct to the Nondiscrimination Coordinator, Title IX Coordinator, Building Principal, Assistant Building Principal, Dean of Students, a Complaint Manager, or any employee with whom the student is comfortable speaking.

Nondiscrimination Coordinator (Title IX Coordinator)
Lisa Otten
1416 Maine Street
217-228-8700
ottenli@qps.org

District Complaint Managers:

Ryan Whicker	Penny Little
1416 Maine Street	1416 Maine Street
217-223-8700	217-223-8700
whickery@qps.org	littlepe@qps.org

Any person making a knowingly false accusation regarding prohibited conduct will likewise be subject to discipline.

Investigation Process

All complaints will be investigated by the District in accordance with state and federal law and corresponding District policies.

Enforcement
Any District employee who is determined, after an investigation, to have engaged in conduct prohibited by this policy will be subject to remedial action and/or disciplinary action, up to and including discharge. Any District student who is determined, after an investigation, to have engaged in conduct prohibited by this policy will be subject to remedial action and/or disciplinary action, including but not limited to, suspension and expulsion, consistent with the student discipline information in this handbook.
Any third party who is determined, after an investigation, to have engaged in conduct prohibited by this policy will be addressed in accordance with the authority of the Board in the context of the relationship of the third party to the District, e.g., vendor, parent, invitee, etc. Any person making a knowingly false accusation regarding prohibited conduct will likewise be subject to remedial and/or disciplinary action.

Retaliation Prohibited
Retaliation against any person for bringing complaints, participating in the complaint process, or otherwise providing information about discrimination or harassment based on race, color, or national origin is prohibited. Individuals should report allegations of retaliation to the Building Principal, an administrator, the Nondiscrimination Coordinator, and/or a Complaint Manager.

HOMELESS CHILD'S RIGHT TO EDUCATION

When a child loses permanent housing and becomes a homeless person as defined at law, or when a homeless child changes his or her temporary living arrangements, the parent or guardian of the homeless child has the option to either:

(1)continuing the child's education in the school of origin for as long as the child remains homeless or, if the child becomes permanently housed, until the end of the academic year during which the housing is acquired; or
(2)enrolling the child in any school that non-homeless students who live in the attendance area in which the child or youth is actually living are eligible to attend.

INCLEMENT WEATHER

Because of weather or other emergency conditions, it may be necessary to dismiss earlier in the day than usual. If this occurs, local radio and TV stations will broadcast the information. An emergency plan should be prepared, whereby, in the event of a parent's absence from home at the time of an early dismissal; a student could be instructed to go to the home of someone (relative, neighbor, etc.) who could be responsible until the parent returns home or school starts. All extra-curricular and after-school events will generally be cancelled.

Proper Dress**:** We ask that parents keep a close check on weather conditions and have dress students appropriately.

MANDATED REPORTER

School personnel are required by law to report cases of suspected child abuse or neglect to the Department of Children and Family Services and/or the State of Illinois Child Abuse Hotline.

MEDICAID REIMBURSEMENT FOR ELIGIBLE PARENTS/STUDENTS

Medicaid reimbursement is a source of Federal Funds approved by Congress to help school districts maintain and improve Special Education services. Therapy and diagnostic services provided to your child are partially reimbursable. Unless you object in writing, the Special Education Association of Adams County will claim Medicaid reimbursement for services provided. These claims will have no impact on a parent's ability to receive Medicaid funding either now or any time in the future.

NOTIFICATION TO PUBLIC CONCERNING ASBESTOS

In accordance with the Asbestos Hazard Emergency Response Act (AHERA) all building occupants, staff members, students, parents, and legal guardians of students are hereby notified that plans for our school buildings are on file in the Office of the Principal and are available for inspection during regular office hours.

PARENT RIGHTS AND RESPONSIBILITIES

Parents play a crucial role in supporting their children's education by actively participating in their learning process, both at home and at school. Studies show a strong correlation between parental involvement and student success. Active parent involvement can foster a sense of security and belonging, leading to improved social skills and emotional well-being. Open communication between parents and teachers can create a supportive learning environment for their children. In addition, being involved in your child's education can enhance a parent's understanding of their child's learning needs, boost confidence, and foster a connection with the school community.

PARENTS HAVE THE RIGHT TO:

- Expect a classroom atmosphere, or climate that allows good education to take place.
- See your child's school records.
- Be told of your child's attendance, learning, or behavior problems.
- Share in Parent Teacher Organization (PTO)/Parent Teacher Association (PTA) and other school activities.
- Receive trimester reports on your child's progress in learning.
- Be included in decisions involving your children at school.

PARENTS HAVE THE RESPONSIBILITY TO:

- See that their children attend school regularly and are not tardy.
- Understand the responsibilities of the teacher who takes the place of the parents during the school day.
- Support the rules of the school, the district, and community.
- Communicate respectfully with school staff.
- Safeguard your child(ren)'s health by making sure that they go to the doctor and dentist regularly.
- Attend school conferences. Also, attend other school activities, when possible.
- Plan a time and place, with supervision, for their child(ren) to do homework.
- Talk with your child(ren) and the teacher about school and report cards.
- Cooperate with the school regarding the discipline code.

PESTICIDE APPLICATION NOTICE

The district maintains a registry of parents/guardians of students who have registered to receive written or telephone notification prior to the application of pesticides to school grounds. To be added to the list, contact Maintenance at (217) 228-7140.

PREVENTION OF CHILD SEXUAL ABUSE, GROOMING BEHAVIORS, & BOUNDARY VIOLATIONS

Child sexual abuse, grooming behaviors, and boundary violations harm students, their parent/guardian, the District's environment, its school communities, and the community at large, while diminishing a student's ability to learn.

Warning Signs of Child Sexual Abuse: Warning signs of child sexual abuse include the following.

Physical signs: (1) Sexually transmitted infections (STIs) or other genital infections; (2) Signs of trauma to the genital area, such as unexplained bleeding, bruising, or blood on the sheets, underwear, or other clothing; (3) Unusual weight gain or loss

Behavioral signs: (1) Excessive talk about or knowledge of sexual topics; (2) Keeping secrets; (3) Not talking as much as usual; (4) Not wanting to be left alone with certain people or being afraid to be away from primary caregivers; (5) Regressive behaviors or resuming behaviors that the child had grown out of, such as thumb sucking or bedwetting; (6) Overly compliant behavior; (7) Sexual behavior that is inappropriate for the child's age; (8) Spending an unusual amount of time alone; (9) Trying to avoid removing clothing to change or bath.

Emotional signs: (1) Change in eating habits or unhealthy eating patterns, like loss of appetite or excessive eating.; (2) Signs of depression, such as persistent sadness, lack of energy, changes in sleep or appetite, withdrawing from normal activities, or feeling "down"; (3) Change in mood or personality, such as increased aggression; (4) Decrease in confidence or self-image; (5) Anxiety, excessive worry, or fearfulness; (6) Increase in unexplained health problems such as stomach aches and headaches; (7) Loss or decrease in interest in school, activities, and friends; (8) Nightmares or fear of being alone at night; (9) Self-harming behaviors or expressing thoughts of suicide or suicidal behavior; (10) Failing grades; (11) Drug or alcohol use

Warning Signs of Grooming Behaviors: School and District employees are expected to maintain professional and appropriate relationships with students based upon students' ages, grade levels, and developmental levels. Prohibited grooming is defined as (i) any act, including but not limited to, any verbal, nonverbal, written, or electronic communication or physical activity, (ii) by an employee with direct contact with a student, (iii) that is directed toward or with a student to establish a romantic or sexual relationship with the student. Examples of grooming behaviors include, but are not limited to, the following behaviors: (1) Sexual or romantic invitations to a student; (2) Dating or soliciting a date from a student; (3) Engaging in sexualized or romantic dialog with a student; (4) Making sexually suggestive comments that are directed toward or with a student; (5) Self-disclosure or physical exposure of a sexual, romantic, or erotic nature; (6) Sexual, indecent, romantic, or erotic contact with a student; (7) Failing to respect boundaries or listening when a student says "no"; (8) Engaging in touching that a student or student's parents/guardians have indicated as unwanted; (9) Trying to be a student's friend rather than filling an adult role in the student's life; (10) Failing to maintain age-appropriate relationships with students; (11) Talking with students about personal problems or relationships; (12) Spending time alone with a student outside of their role in the student's life or making up excuses to be alone with a student; (13) Expressing unusual interest in a student's sexual development, such as commenting on sexual characteristics or sexualizing normal behaviors; (14) Giving a student gifts without occasion or reason; (15) Spending a lot of time with a student; (16) Restricting a student's access to other adults

Warning Signs of Boundary Violations

School and District employees breach employee-student boundaries when they misuse their position of power over a student in a way that compromises the student's health, safety, or general welfare. Examples of boundary violations include:
(1) Favoring a certain student by inviting the student to "hang out" or by granting special privileges; (2) Engaging in peer-like behavior with a student; (3) Discussing personal issues with a student; (4) Meeting with a student off-campus without parent/guardian knowledge and/or permission; (5) Dating, requesting, or participating in a private meeting with a student (in person or virtually) outside of a professional role; (6) Transporting a student in a school or private vehicle

without administrative authorization; (7) Giving gifts, money, or treats to an individual student; (8) Sending a student on personal errands; (9) Intervening in a serious student problem instead of referring the student to an appropriately trained professional; (10) Sexual or romantic invitations toward or from a student; (11) Taking and using photos/videos of students for non-educational purposes; (12) Initiating or extending contact with a student beyond the school day in a one-on-one or non-group setting; (13) Inviting a student to an employee's home; (14) Adding a student on personal social networking sites as contacts when unrelated to a legitimate educational purpose; (15) Privately messaging a student; (16) Maintaining intense eye contact with a student; (17) Making comments about a student's physical attributes, including excessively flattering comments; (18) Engaging in sexualized or romantic dialog; (19) Making sexually suggestive comments directed toward or with a student; (20) Disclosing confidential information; (21) Self-disclosure of a sexual, romantic, or erotic nature; (22) Full frontal hugs; (23)Invading personal space

If you believe you are a victim of child sexual abuse, grooming behaviors, or boundary violations, or you believe that your child is a victim, you should immediately contact the Building Principal, a school counselor, or another trusted adult employee of the school.

Additional Resources include:
National Sexual Assault Hotline at 800.656.HOPE (4673)
National Sexual Abuse Chatline at online.rainn.org
Illinois Department of Children and Family Services Hotline at 1.800.25.ABUSE (2873)

PUNS (PRIORITIZATION OF URGENCY AND NEED FOR SERVICES) DATABASE INFORMATION FOR STUDENTS AND PARENTS OR GUARDIANS

The Illinois Department of Human Services (IDHS) maintains a statewide database known as the PUNS database (Prioritization of Urgency of Need for Services) that records information about individuals with intellectual disabilities or developmental disabilities who are potentially in need of services.

IDHS uses the data on PUNS to select individuals for services as funding becomes available, to develop proposals and materials for budgeting, and to plan for future needs. The PUNS database is available for children with intellectual disabilities or developmental disabilities with unmet service needs.

Registration to be included on the PUNS database is the first step toward receiving developmental disabilities services in this State. A child who is not on the PUNS database will not be in the queue for State developmental disabilities services.

For more information and to sign up for PUNS, see the Illinois Department of Human Services PUNS information page at https://www.dhs.state.il.us/page.aspx?item=41131.

You may also contact the following District employee for assistance:
Eryn Beswick, QPS Director of Special Education
1416 Maine Street, Quincy IL 62301
217-223-8700, ext. 2250 beswicer@qps.org

SAFETY DRILLS

Safety drills will occur at times established by the school board. Students are required to be silent and shall comply with the directives of school officials during emergency drills. There will be a minimum of three (3) evacuation drills, a minimum of one (1) severe weather (shelter-in-place)

drill, a minimum of one (1) law enforcement drill to address a school shooting incident, and a minimum of one (1) bus evacuation drill each school year. There may be other drills at the direction of the administration. The law enforcement lockdown drill will be announced in advance, and a student's parent/guardian may elect to exclude their child from participating in this drill. All other drills will not be preceded by a warning to the students.

SCHOOL OPERATIONS DURING A PANDEMIC OR OTHER HEALTH EMERGENCY

A pandemic is a global outbreak of disease. Pandemics happen when a new virus emerges to infect individuals and, because there is little to no pre-existing immunity against the new virus, it spreads sustainably. Your child's school and district play an essential role, along with the local health department and emergency management agencies, in protecting the public's health and safety during a pandemic or other health emergency.

During a pandemic or other health emergency, you will be notified in a timely manner of all changes to the school environment and schedule that impact on your child. Please be assured that even if school is not physically in session, it is the goal of the school and district to provide your child with the best educational opportunities possible.

Additionally, please note the following:

- All decisions regarding changes to the school environment and schedule, including a possible interruption of in-person learning, will be made by the superintendent in consultation with and, if necessary, at the direction of the Governor, Illinois Department of Public Health, local health department, emergency management agencies, and/or Regional Office of Education.
- Available learning opportunities may include remote and/or blended learning. Blended learning may require your child to attend school on a modified schedule.
- Students will be expected to participate in blended and remote instruction as required by the school and district. Parents are responsible for ensuring the participation of their child. Students who do not participate in blended or remote learning will be considered truant.
- All school disciplinary rules remain in effect during the interruption of in-person learning. Students are subject to discipline for disrupting the remote learning environment to the same extent that discipline would be imposed for disruption of the traditional classroom.
- Students and parents will be required to observe all public health and safety measures implemented by the school and district in conjunction with state and local requirements.
- During a pandemic or other health emergency, the school and district will ensure that educational opportunities are available to all students.
- School personnel will work closely with students with disabilities and other vulnerable student populations to minimize the impact of any educational disruption.
- Students who have a compromised immune system, live with an individual with a compromised immune system, or have a medical condition that may impact their ability to attend school during a pandemic or other public health emergency should contact school officials.

- During a pandemic or other health emergency, teachers and school staff will receive additional training on health and safety measures.
- In accordance with school district or state mandates, the school may need to conduct a daily health assessment of your child. Parents and students will be notified of the exact assessment procedures if this becomes necessary.
- Parents should not send their child to school if their child exhibits any symptoms consistent with the pandemic or other health emergency.
- Please do not hesitate to contact school or district officials if you have any concerns regarding your child's education, health, or safety.

SCHOOL RECORDS

A school student record is any writing or other recorded information concerning a student and by which a student may be identified individually that is maintained by a school or at its direction or by a school employee, regardless of how or where the information is stored, except for certain records kept in a staff member's sole possession; records maintained by law enforcement officers working in the school; video and other electronic recordings (including electronic recordings made on school busses) that are created in part for law enforcement, security, or safety reasons or purposes, though such electronic recordings may become a student record if the content is used for disciplinary or special education purposes regarding a particular student.

The Family Educational Rights and Privacy Act (FERPA) and the Illinois Student Records Act afford parents/guardians and students over the age of ("eligible students") certain rights with respect to the student's school records. They are:

1. **The right to inspect and copy the student's education records within 10 business days of the day the District receives a request for access.** The degree of access a student has to his or her records depends on the student's age. Students less than 18 years of age have the right to inspect and copy only their permanent record. Students 18 years of age or older have access and copyrights to both permanent and temporary records. A parent/guardian or student should submit to the building principal a written request that identifies the record(s) he or she wishes to inspect. Within 10 business days, the building principal will make arrangements for access and notify the parent/guardian or student of the time and place where the records may be inspected. In certain circumstances, the District may request an additional 5 business days in which to grant access. The District charges $.35 per page for copying but no one will be denied their right to copies of their records for inability to pay this cost. These rights are denied to any person against whom an order of protection has been entered concerning the student.
2. **The right to have one or more scores received on college entrance examinations included on the student's academic transcript.** [1]
   Parents/guardians or eligible students may have one or more scores on college entrance examinations included on the student's academic transcript. The District will include scores on college entrance examinations upon the written request of the parent/guardian or eligible student stating the name of each college entrance examination that is the subject of the request and the dates of the scores that are to be included.

3. **The right to request the amendment of the student's education records that the parent/ guardian or eligible student believes are inaccurate, irrelevant, or improper.** A parent/guardian or eligible student may ask the District to amend a record that is believed to be inaccurate, irrelevant, or improper. Requests should be sent to the building principal and should clearly identify the record the parent/guardian or eligible student wants changed and the specific reason a change is being sought. If the District decides not to amend the record, the District will notify the parent/guardian or eligible student of the decision and advise him or her of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent/guardian or eligible student when notified of the right to a hearing.
4. **The right to permit disclosure of personally identifiable information contained in the student's education records, except to the extent that the FERPA or Illinois School Student Records Act authorizes disclosure without consent.** Disclosure without consent is permitted to school officials with legitimate educational or administrative interests. A school official is a person employed by the District as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the School Board. A school official may also include a volunteer, contractor, or consultant who, while not employed by the school, performs an institutional service or function for which the school would otherwise use its own employees and who is under the direct control of the school with respect to the use and maintenance of personally identifiable information from education records (such as an attorney, auditor, medical consultant, therapist, or educational technology vendor); or any parent/guardian or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility or contractual obligation with the district.

   Upon request, the District discloses education records without consent to officials of another school district in which a student has enrolled or intends to enroll, as well as to any person as specifically required by State or Federal law. Before information is released to these individuals, the parents/guardians or eligible student will receive prior written notice of the nature and substance of the information, and an opportunity to inspect, copy, and challenge such records.

   Academic grades and references to expulsions or out-of-school suspensions cannot be challenged at the time a student's records are being forwarded to another school to which the student is transferring.

   Disclosure is also permitted without consent to: any person for research, statistical reporting or planning, provided that no student or parent/guardian can be identified; to another school district that overlaps attendance boundaries with the District, if the District has entered into an intergovernmental agreement that allows for sharing of student records and information with the other district,[2] any person named in a court order; appropriate persons if the knowledge of such information is necessary to protect the health or safety of the student or other persons; to the Ill. Department of Human Services (DHS) for the sole purpose of assessing or evaluating the student's eligibility for Medicaid waiver benefits consistent with the rules adopted by the DHS; and juvenile authorities

when necessary for the discharge of their official duties who request information before adjudication of the student.

5. **The right to a copy of any school student record proposed to be destroyed or deleted.** The permanent record is maintained for at least 60 years after the student transfers, graduates, or permanently withdraws. The temporary record is maintained for at least 5 years after the student transfers, graduates, or permanently withdraws. Temporary records that may be of assistance to a student with a disability who graduates or permanently withdraws, may, after 5 years, be transferred to the parent/guardian or to the student, if the student has succeeded to the rights of the parent/guardian. Student temporary records are reviewed every 4 years or upon a student's change in attendance centers, whichever occurs first.
6. **The right to prohibit the release of directory information.** Throughout the school year, the District may release directory information regarding students, limited to:

    - Name
    - Address
    - Grade level
    - Birth date and place
    - Parent/guardian names, addresses, electronic mail addresses, and telephone numbers
    - Photographs, videos, or digital images used for informational or news-related purposes (whether by a media outlet or by the school) of a student participating in school or school-sponsored activities, organizations, and athletics that have appeared in school publications, such as yearbooks, newspapers, or sporting or fine arts programs
    - Academic awards, degrees, and honors
    - Information in relation to school-sponsored activities, organizations, and athletics
    - Major field of study
    - Period of attendance in school

Any parent/guardian or eligible student may prohibit the release of any or all of the above information by delivering a written objection to the building principal within 30 days of the date of this notice.

7. **The right to request that military recruiters or institutions of higher learning, and the Illinois Student Assistance Commission not be granted access to your student's information without your prior written consent.**[3] Federal law requires a secondary school to grant military recruiters and institutions of higher learning, upon their request, access to secondary school students' names, addresses, and telephone numbers, unless the student's parent/guardian, or student who is 18 years of age or older, submits a written request that the information not be released without the prior written consent of the parent/guardian or eligible student. Similarly, State law requires a secondary school to provide to military recruiters, public institutions of higher education, and the Illinois Student Assistance Commission access to the same types of information, in addition to a secondary student's birth date, unless the student's parent/guardian submits a written request before the end of the student's sophomore year (or if the student is a transfer student, by another time set by the District) that such

information not be released. If you wish to opt your child out of the release of this information so that it is not released without your prior written consent, notify the building principal where your student is enrolled for further instructions. Students age 18 and older may also opt out by contacting the building principal for further instructions.

8. **The right contained in this statement: No person may condition the granting or withholding of any right, privilege or benefits or make as a condition of employment, credit, or insurance the securing by any individual of any information from a student's temporary record which such individual may obtain through the exercise of any right secured under State law.**
9. **The right to file a complaint with the U.S. Department of Education concerning alleged failures by the District to comply with the requirements of FERPA.**

The name and address of the Office that administers FERPA is:
U.S. Department of Education
Student Privacy Policy Office
400 Maryland Avenue, SW
Washington DC 20202-8520

SCHOOL VISITATION RIGHTS

The School Visitation Rights Act permits employed parents/guardians, who are unable to meet with educators because of a work conflict, the right to time off from work under certain conditions to attend necessary school functions such as parent-teacher conferences, academic meetings, and behavioral meetings. Letters verifying participation in this program are available from the school office upon request.

SEX EQUITY

Equal educational and extracurricular opportunities are available to all students without regard to race, color, nationality, sex, sexual orientation, gender, identity, ancestry, age, religion, physical or mental disability, status as homeless, immigration status, order of protection status, or actual or potential marital or parental status, including pregnancy.

No student shall, based on sex, be denied equal access to programs, activities, services, or benefits or be limited in the exercise of any right, privilege, advantage, or denied equal access to educational and extracurricular programs and activities. Any student may file a sex equity complaint by contacting his/her principal or the Secretary of the Board of Education (223-8700).

SEX OFFENDER & VIOLENT OFFENDER COMMUNITY NOTIFICATION LAW

State law prohibits a convicted child sex offender from being present on school property when children under the age of 18 are present, except for the following circumstances as they relate to the individual's child(ren).

1. To attend a conference at the school with school personnel to discuss the progress of their child.
2. To participate in a conference in which evaluation and placement decisions may be made with respect to their child's special education services.
3. To attend conferences to discuss issues concerning their child such as retention or promotion.

In all other cases, convicted child sex offenders are prohibited from being present on school property unless they obtain written permission from the superintendent or school board.

Anytime that a convicted child sex offender is present on school property – including the three reasons above - he/she is responsible for notifying the principal's office upon arrival on school property and upon departure from school property. It is the responsibility of the convicted child sex offender to remain under the direct supervision of a school official at all times he/she is in the presence or vicinity of children.

A violation of this law is a Class 4 felony.

Information about sex offenders or violent offenders against youth is available to the public on the Illinois State Police (ISP) website. The ISP website contains the following:

- Illinois Sex Offender Registry, **https://isp.illinois.gov/Sor/Disclaimer**
- **https://www2.illinois.gov/idoc/Offender/Pages/ParoleeSexRegistrantSearch.aspx**
- Illinois Murderer and Violent Offender Against Youth Registry, **www.isp.state.il.us/cmvo/**
- Frequently Asked Questions Concerning Sex Offenders, **www.isp.state.il.us/sor/faq.cfm**

SOCIAL NETWORKING PASSWORDS & WEBSITES

The Superintendent or designee shall notify students and their parents/guardians of each of the following in accordance with the Right to Privacy in the School Setting Act, 105 ILCS 75/:
School officials may not request or require a student or his or her parent/guardian to provide a password or other related account information to gain access to the student's account or profile on a social networking website.

School officials may conduct an investigation or require a student to cooperate in an investigation if there is specific information about activity on the student's account on a social networking website that violates a school disciplinary rule or policy. In the course of an investigation, the student may be required to share the content that is reported in order to allow school officials to make a factual determination.

SPECIAL EDUCATION RELATED SERVICE LOG – ILLINOIS SCHOOL CODE (105 ILCS 5/14-8.02f)

(d) Local education agencies must make logs that record the delivery of related services administered under the child's individualized education program and the minutes of each type of related service that has been administered available to the child's parent or guardian at any time upon request of the child's parent or guardian. For purposes of this subsection (d), related services for which a log must be made are: speech and language services, occupational therapy services, physical therapy services, school social work services, school counseling services, school psychology services, and school nursing services. The local education agency must inform the child's parent or guardian within 20 school days from the beginning of the school year or upon establishment of an individualized education program of his or her ability to request those related service logs.

STUDENT RIGHTS AND RESPONSIBILITIES

One of the most important responsibilities you have as a student in your school is good behavior. Without good behavior, you do not learn what you should be learning, you make it hard for other students to learn, and you make it difficult for the teachers to teach. To make sure that you and other students know how to behave in school, discipline code has been written. A discipline code tells you the rules of the school, the kind of behavior that is expected of students, and also the kind of behavior that will not be permitted at school. If you do not behave as you should, the discipline code tells the action(s) that will be taken by your teacher, Principal, Academic Leader, Social Emotional Leader or School Support Family Liaison (SSFL).

All provisions of the special education laws, including P.L. 94-142, are considered to govern the administration of discipline in District 172. Consequently, some provisions of this handbook may not apply in some cases where a student's program is determined by an approved Individual Education Plan (IEP). It is the responsibility of each student in attendance at all Quincy Public Schools to be aware of and to follow the Board of Education adopted discipline policies and procedures.

ALL STUDENTS HAVE A RIGHT TO:

1. Learn in a safe environment.
2. Protection from physical or verbal abuse.
3. Receive help with academics.
4. Share their point of view as long as it does not harm the rights of others.
5. Learn to make decisions.
6. Know the reasons for any discipline and have adults available to help you when your ideas and those of the school do not agree.
7. Know the School Discipline Code.

ALL STUDENTS HAVE A RESPONSIBILITY TO:

1. Come to school every day and be on time for school and classes.
2. Attend all classes, participate, and complete all class work.
3. Ask teachers or other staff members for help if/when needed.
4. Care for books, supplies, and all school property
5. Follow all school rules
6. Follow all requests by staff*
7. Be polite to all teachers and staff*
8. Use appropriate language
9. Use language that is inspiring and uplifting, not hurtful to others
10. Ensure good hygiene
11. Respect others and their viewpoints (as long as it does not harm the rights of others)
12. Engage in safe behavior (do not engage in physical altercations or harm others)

**Staff includes bus drivers, cooks, custodians, library personnel, lunchroom supervisors, secretaries, etc.*

STUDENT COMPLAINTS AND GRIEVANCES

Students have both the right and the responsibility to express school-related concerns and grievances to the administration. For the discussion and consideration of any grievance, any student or group of students should request a meeting time and place with the building principal. One faculty member of the student's choice may be present at such meeting(s). Such time and place will be designated upon request and follow the chain of command set forth in this handbook.

STUDENT SURVEYS

The Board Policy No. 748 Survey of Students provides in part: Accordingly, it is the policy of the Board of Education that no survey shall be given to students unless the Board of Education has approved such participation. Such approval will normally be based upon Board committee recommendation but may be based upon recommendation of the Superintendent or other entity as the Board of Education deems appropriate.
When approving a survey, the Board of Education shall designate the conditions of the survey, to wit:

(a) parental consent required, or
(b) parent may opt out student. Notice of opt-out may be given to parent by delivery of notice to student for delivery to parent.

SUICIDE AND DEPRESSION AWARENESS & PREVENTION

Youth suicide impacts the safety of the school environment. It also affects the school community, diminishing the ability of surviving students to learn and the school's ability to educate. Suicide and depression awareness and prevention are important goals of the school district.

The school district maintains student and parent resources on suicide and depression awareness and prevention. Much of this information, including a copy of the school district's policy, is posted on the school district website. Information can also be obtained from the school office.

If you need assistance, help is also available from the following organizations:

- National Suicide Prevention Lifeline: Call or Text 988
- Crisis Text Line: Text HOME to 741741
- Safe2Help Illinois: Call 844-4-SAFEIL (723345) or Text SAFE2 (72332)

TARGETED SCHOOL VIOLENCE PREVENTION PROGRAM

Threats and acts of targeted school violence harm the District's environment and school community, diminishing students' ability to learn and a school's ability to educate. Providing students and staff with access to a safe and secure environment is an important goal of the School and District. While it is not possible to completely eliminate threats, the School and District maintain a Targeted School Violence Prevention Program and a Threat Assessment Team to reduce these risks to its environment.

Parents/guardians and students are encouraged to report any expressed threats or behaviors that may represent a threat to the community, School, or self. Reports can be made to any school administrator, law enforcement authorities, or the Safe2Help Illinois helpline (www.safe2helpil.com/).

Students and parents are urged to participate in behavioral threat assessment and intervention programs if the Behavioral Threat Assessment Team believes that intervention is necessary to prevent a student from harming themselves or others. However, if for some reason there is a reluctance to participate in the process by the threat maker(s) or parent/guardian(s), the threat assessment process will continue in order to ensure a safe and caring learning environment for all. For further information, please contact the Building Principal.

Targeted School Violence Prevention and Threat Assessment Education Student safety is our District's top priority. To maximize safety, the District uses a threat assessment process to identify threats and prevent targeted school violence. This process is part of the Targeted School Violence Prevention Program (Program). For more information, see Board policy 4:190, Targeted School Violence Prevention Program. The Program is part of the preparedness and response phases of the School Emergency Operations and Crisis Response Plan, which in turn is part of the District's Comprehensive Safety and Security Plan.

The District wishes to create a climate that encourages sharing any information about a safety concern with a trusted adult who can help. Sharing information about threats and safety concerns is everyone's responsibility: students, parents/guardians, staff, and community members. The question-and-answer section below is designed to help students,

parents/guardians, and staff understand when school officials want individuals to share information about a safety concern.

What Is a Threat?

A threat is a concerning communication or behavior that indicates that an individual may pose a danger to the safety of school staff or students through acts of violence or other behavior that could cause harm to self or others. It may be expressed/communicated behaviorally, orally, visually, in writing, electronically, or in another way. Threats may be direct ("I'm going to beat you up" or "I'm going to blow this place up!") or indirect ("Come and watch what I am going to do to her."). A threat can be vague ("I'm going to hurt him.") or implied ("You better watch out."). Any possession of a weapon or mention of one is a possible threat.

A threat is a threat regardless of whether it is observed by or communicated directly to the target of the threat or is observed by or communicated to a third party; and regardless of whether the target of the threat is aware of the threat.

Sometimes students make threats that may seem funny or "joking," but sometimes a threat is very serious and/or criminal. When you are in doubt as to whether the statement is kidding or serious, the responsible thing to do is to tell the Principal or other responsible staff member.

What Is Targeted School Violence?

Targeted School Violence includes school shootings and other school-based attacks where the school was deliberately selected as the location for the attack and was not simply a random site of opportunity. Individuals who have committed targeted violence did not "just snap," but engaged in a process of thought and escalation of action over days, weeks, months, and even years.

In the majority of incidents of targeted violence, perpetrators did not directly threaten their targets, but they did communicate their intent and/or plans to others before the violence. This indirect expression or third-party communication of intent to cause harm is often referred to as leakage. Reporting leakage is key to preventing targeted school violence.

Who Is Required to Report Threats?

All District staff, volunteers, and contractors are required to report any expressed threats or behaviors that may represent a threat to the community, school, or self to the Building Principal. Parents/guardians and students are also encouraged to report any such threats to the Building Principal.

Reported threats are assessed by the school's Threat Assessment Team (TAT). Each TAT includes people with expertise in counseling, instruction, school administration, and law enforcement. The goal of the threat assessment process is to take appropriate preventive or corrective measures to maintain a safe and secure school environment, to protect and support potential victims, and to provide assistance, as needed, to the individual being assessed.

*The threat assessment process does not preclude anyone from acting immediately to address an imminent threat.

What Can Staff and Parents/Guardians Do?

The Threat Assessment Team will provide guidance to students and staff regarding recognizing concerning, aberrant, threatening, and prohibited behaviors to be reported. While there is no one list of behaviors that may cause concern, examples include, but are not limited to:

- Threatening statements or gestures
- Persons with ongoing, unresolved grievances with members of the school community
- Atypical, unusual, or bizarre communications or behavior
- Significant changes in behavior
- Increased focus or fixation on aspects of violence, harm, or death
- Information about someone expressing thoughts, plans, or preparations for violence
- Concerns that someone may harm themselves
- Behavior that significantly disrupts the learning or working environment
- Behavior that seems troubling or disturbing
- Persons seeming isolated and alienated from others
- Anyone unknown to the school

Staff and parents/guardians can reinforce this guidance by discussing with students what a threat is, encouraging students not to make threats or "joking" statements in the first place, and reiterating that seeking help to prevent someone from getting hurt or hurting another by reporting threats is appropriate.

TEACHER QUALIFICATIONS

QJHS is a Title I school. As a result, parents may request information about the qualifications of their child's teacher(s). If you would like to receive any of this information, please contact your child's principal or designee.

VISITORS

All visitors are required to enter through min Entrance (14th Street) and check in with Security. Approved visitors must take a tag identifying themselves as a guest and place the tag on their outer clothing in a clearly visible location. Visitors are required to proceed immediately to their location in a quiet manner. Visitors may not go anywhere else in the building. All visitors must return to Security and check out from there. Any person wishing to confer with a staff member should contact that staff member to make an appointment. Conferences with teachers are held, to the extent possible, outside school hours or during the teacher's preparation period or RtI team time.

Visitors are expected to abide by all school rules during their time on school property. A visitor who fails to conduct himself or herself in a manner that is appropriate will be asked to leave and may be subject to criminal penalties for trespassing and/or disruptive behavior.

No person on school property or at a school event shall perform any of the following acts:

1. Strike, injure, threaten, harass, or intimidate a staff member, board member, sports official or coach, or any other person.
2. Behave in an unsportsmanlike manner or use vulgar or obscene language.
3. Unless specifically permitted by State law, possess a weapon, any object that can reasonably be considered a weapon or looks like a weapon, or any dangerous device.
4. Damage or threaten to damage another's property.
5. Damage or deface school property.
6. Violate any Illinois law or municipal, local, or county ordinance.
7. Smoke or otherwise use tobacco products.
8. Distribute, consume, use, possess, or be impaired by or under the influence of an alcoholic beverage, cannabis, other lawful product, or illegal drug.

9. Be present when the person's alcoholic beverage, cannabis, other lawful product, or illegal drug consumption is detectible, regardless of when and/or where the use occurred.
10. Use or possess medical cannabis unless he or she has complied Illinois' Compassionate Use of Medical Cannabis Act and district policies.
11. Impede, delay, disrupt, or otherwise interfere with any school activity or function (including using cellular phones in a disruptive manner).
12. Enter upon any portion of school premises at any time for purposes other than those that are lawful and authorized by the board.
13. Operate a motor vehicle: (a) in a risky manner, (b) in excess of 20 miles per hour, or (c) in violation of an authorized district employee's directive.
14. Engage in any risky behavior, including rollerblading, roller-skating, or skateboarding.
15. Violate other district policies or regulations, or a directive from an authorized security officer or district employee.
16. Engage in any conduct that interferes with, disrupts, or adversely affects the district or a school function.

All non-QJHS students wishing to visit must receive permission to do so prior to the visit.

Any person who engages in prohibited conduct may be ejected from or denied admission to school property in accordance with State law. The person may also be subject to being denied admission to school athletic or extracurricular events for up to one calendar year.

VOLUNTEERS

Volunteers are very valuable to our school. Volunteers from the neighborhood and community are used in a variety of ways to support the many activities of the school. Some teachers utilize parent volunteers in the classroom. The individual teachers make this decision. Teachers who desire parent volunteers will notify parents. If you are interested in volunteering, please contact the principal.

PART IV – STUDENT ATTENDANCE

ATTENDANCE POLICY

Illinois law requires that whoever has custody or control of any child between six (by September 1st) and seventeen years of age shall assure that the child attends school in the district in which he or she resides, during the entire time school is in session (unless the child has already graduated from high school). Illinois law also requires that whoever has custody or control of a child who is enrolled in the school, regardless of the child's age, shall ensure that the child attends school during the entire time school is in session.

ABSENCE (PRE-ARRANGED)

An absence may be prearranged with the school officials by parents for reasons other than personal illness, and emergencies will be handled on an individual basis by the school's attendance personnel. All requests for a prearranged absence form must be phoned in or requested in writing by a parent or guardian. **The prearranged absence form must be obtained from the principal's office 5 days prior to the absence and taken to all the student's teachers, then home to be signed by a parent, and brought back to the principal's office for final approval.**

STUDENT ABSENCES

Subject to specific requirements in State law, the following children are not required to attend

public school: (1) any child attending a private school (including a home school) or parochial school, (2) any child who is physically or mentally unable to attend school (including a pregnant student suffering medical complications as certified by her physician), (3) any child lawfully and necessarily employed, (4) any child over 12 and under 14 years of age while in confirmation classes, (5) any child absent because of religious reasons, including to observe a religious holiday, for religious instruction, or because his or her religion forbids secular activity on a particular day(s) or time of day, and (6) any child 16 years of age or older who is employed and is enrolled in a graduation incentives program.

There are two types of absences: excused and unexcused. Excused absences include illness (including up to 5 days per school year for mental or behavioral health of the student), attendance at a verified medical or therapeutic appointment (including victim services provider), observance of a religious holiday or event, death in the immediate family, family emergency, situations beyond the control of the student, circumstances that cause reasonable concern to the parent/guardian for the student's mental, emotional, or physical health or safety, attending a military honors funeral to sound TAPS[1], attend a civic event, or other reason as approved by the building principal. For students who are parents, expectant parents, or victims of domestic or sexual violence, an excused absence includes the fulfillment of parenting responsibility and addressing circumstances resulting from domestic or sexual violence.

Additionally, a student will be excused for up to 5 days in cases where the student's parent/guardian is an active-duty member of the uniformed services and has been called to duty for, is on leave from, or has immediately returned from deployment to a combat zone or combat-support postings. The Board of Education, in its discretion, may excuse a student for additional days relative to such leave or deployment. A student and the student's parent/guardian are responsible for obtaining assignments from the student's teachers prior to any excused absences and for ensuring that such assignments are completed by the student prior to his or her return to school.

Students who are excused from school will be given a reasonable timeframe to make up for missed homework and classwork assignments. All other absences are considered unexcused. Pre-arranged excused absences must be approved by the building principal. The school may require documentation explaining the reason for the student's absence.

In the event of any absence, the student's parent/guardian is required to call the school at [217.228.7130] before 9:00 a.m. to explain the reason for the absence. If a call has not been made to the school by 9:00 a.m. on the day of a student's absence, contact will be pursued. If the parent/guardian cannot be contacted, the student will be required to submit a signed note from the parent/guardian explaining the reason for the absence. Failure to do so shall result in an unexcused absence. Upon the request of the parent/guardian, the reason for an absence will be kept confidential. Please note that you must call on the day of each absence, even on consecutive days, if an illness continues. This is a safety issue, not just an attendance issue.

HOME AND HOSPITAL INSTRUCTION

A student who is absent from school, or whose physician, physician assistant or licensed advance practice registered nurse anticipates his or her absence from school, because of a medical condition may be eligible for instruction in the student's home or hospital. Appropriate educational services from qualified staff will begin no later than five school days after receiving a written statement from a physician, physician assistant, or licensed advanced practice

registered nurse. Instructional or related services for a student receiving special education services will be determined by the student's individualized education program. A student who is unable to attend school because of pregnancy or pregnancy-related conditions, the fulfillment of parenting obligations related to the health of the child, or health and safety concerns arising from domestic or sexual violence will be provided with home instruction under the following circumstances:

1. Before the birth of the child when the student's physician, physician assistant, or advanced practice registered nurse indicates, in writing, that she is medically unable to attend regular classroom instruction.
2. For up to three months after the child's birth or a miscarriage.
3. when a student must care for his or his ill child if: a.) the child's physician, physician assistant, or advanced practice registered nurse informs the school, in writing, that the child has a serious health condition that would require the student to be absent from school for two or more consecutive weeks; and b.) the student or the student's parent/guardian informs the school, in writing, that the student needs to care for the child during this period.
4. the student must treat physical or mental health complications or address safety concerns arising from domestic or sexual violence, when a health care provider or an employee of the student's domestic or sexual violence organization informs the school in writing that the care is needed by the student and will cause the student's absence from school for two or more consecutive weeks.
5. The school may reassess home instruction provided to a student under No. 3 or No. 4 every two months to determine the student's continuing need for home instruction. Periodic conferences will be held between appropriate school personnel, parent(s)/guardians(s), and hospital staff to coordinate course work and facilitate a student's return to school.

For information on home or hospital instruction, contact: Eryn Beswick, Director of Special Education, at 217-223-8700.

HOMEWORK REQUESTS

Most teachers place homework on Microsoft Teams. Please check this platform when your child is ill. You may also email your child's teachers. If your child is absent for an extended period, please call the Guidance Office by 8:00 a.m. to request homework. Homework may be picked up between 3:00 and 3:30 in the Main Office. Parents may visit their child's locker at this time to pick up any other materials needed.

IDENTIFYING STUDENT ABSENCES & SUPPORT SERVICES TO TRUANT OR CHRONICALLY TRUANT STUDENTS

State law requires every school district to collect and review its chronic absence data and determine what systems of support and resources are needed to engage chronically absent students and their families to encourage the habit of daily attendance and promote success. This review must include an analysis of chronic absence data from each attendance center.

Furthermore, State law provides that school districts are encouraged to provide a system of support to students who are at risk of reaching or exceeding chronic absence levels with strategies and are also encouraged to make resources available to families such as those available through the State Board of
Education's Family Engagement Framework to support and engage students and their families to encourage heightened school engagement and improved daily school attendance.

"Chronic absence" means absences that total 10% or more of school days of the most recent academic school year, including absences with and without valid cause, and out-of-school suspensions. Quincy Public Schools uses the following procedures for identifying the causes of

unexcused student absences: Interviews with the student, his or her parent/guardian and any school officials who may have information about the reasons for the student's attendance problems. Supportive services to truant or chronically truant students include, but are not limited to: parent conferences, student counseling, attendance contracts, interventions through a Multi-Tiered System of Support (MTSS), family counseling, and support from the Regional Office of Education Truancy Officer, support from the School Resource Officer, and information about existing community services.

MISSED CLASSWORK/HOMEWORK AFTER AN ABSENCE

Valuable learning experiences which determine student proficiency in a subject are missed when a student is absent. Students are responsible for the instruction missed during their absence. It is the responsibility of the student to contact each teacher and arrange to make up assignments missed during an absence. Teachers will inform students of completion deadlines and other requirements for make-up work. All students are expected to make up (for credit) any work missed for an absence. Students who are excused from school will be given a reasonable timeframe to make-up for missed homework and classwork assignments during an absence.

Teachers may decide that alternative assignments are the most effective means of minimizing the disruptiveness of absences. They may prefer that the alternative assignment be completed after the student returns to school.

TARDY

It is very important for all students to arrive at school on time every day. Arriving tardy to class is not acceptable. First hour teachers will address students arriving between 7:45 and 8:00 a.m. Any student arriving after 8:00 a.m. must sign in and get a pass from the attendance office. The student can expect to receive a consequence from his/her teacher or dean. Warnings will be issued the first time and detention will be served for repeated tardies. If tardies become excessive, the student will be considered truant and will be handled according to the truancy policy.

TRUANCY

Student attendance is critical to the learning process. Truancy is, therefore, a serious issue and will be dealt with in a serious manner by the school and district. Students who miss more than 1 % but less than 5% of the prior 180 regular school days without valid cause (a recognized excuse) are truant. Students who miss 5% or more of the prior 180 regular school days without valid cause are chronic truants. Students who are chronic truants will be offered support services and resources aimed at correcting the truancy issue. If chronic truancy persists after support services and other resources are made available, the school and district will take further action, including:

- Referral to the Regional Office of Education Truancy Officer
- Reporting to officials under the Juvenile Court Act
- Referral to the State's Attorney
- Appropriate school discipline

Addressing unexcused and/or excessive absences includes one or more of the following:

- Letters sent home to update parents on their child's attendance and possible ramifications.
- Conferences by phone or in person
- Doctor's verification of illnesses when child returns
- Home visits

- Meeting with the principal, counselor, police liaison office and/or regional truant officer

A student who misses 15 consecutive days of school without valid cause and who cannot be located or, after exhausting all available support services, cannot be compelled to return to school may be removed from the school's enrollment roster. A parent or guardian who knowingly and willfully permits a child to be truant is in violation of State law.

OTHER ATTENDANCE SITUATIONS

If an absence is known ahead of time, please let the Attendance Office and your child's teachers know as soon as possible.

- If a parent is ill or requires a hospital stay, the law requires that plans be made for your child to attend school. If you cannot make arrangements with family or friends, please call the school office, as we may be able to assist you through one of our community agencies.

- Routine trips to the doctor should be made outside of school hours. If this is not possible, minimize the amount of time away from school. A full day's absence for a routine physical examination is unnecessary. Students leaving the building will be issued a ***leave the building pass***. Upon returning from the appointment, students must check back in through Security and the Attendance Office. Any student not following this procedure will be considered truant.

PART V – SCHOOL DISICPLINE

DISCIPLINE POLICIES AND PROCEDURES

At Quincy Public Schools we strive to take a preventative approach to discipline whenever possible. We take deliberate steps to create a learning environment where all students can engage in learning while feeling safe, welcome, and supported. While we expect students to follow school rules, we recognize that student misbehaviors at school will occur. As a result, we respond to misbehavior with both disciplinary consequences and behavioral interventions to understand and address the root cause(s) of the misbehavior. Disciplinary consequences are to help students understand the impact of their behavior both on themselves and on others. In conjunction with disciplinary consequences, we use behavioral interventions to help students build and learn social and emotional skills including self-awareness, self-management, and social awareness. The goal of our student discipline system is to resolve conflict in a timely manner, restore relationships between peers when conflict arises, and encourage students to take responsibility for their behavior while maintaining a secure, healthy, and productive learning environment for all. Parental support of school discipline procedures is imperative.

SCHOOL'S AUTHORITY

Illinois School Code, 105 -5/24-24- Maintenance of Discipline states: Teachers, other licenses educational employees, and any other person, whether or not a licensed employee, providing a related service for or with respect to a student shall maintain discipline in the schools, including school grounds which are owned or leased by the Board and used for school purposes and activities. In all matters relating to the discipline in and conduct of the schools and the school children, they stand in the relation of parents and guardians to the pupils. This relationship shall extend to all activities connected with the school program, including all athletic and extracurricular programs, and may be exercised at any time for the safety and supervision of the pupils in the absence of their parents or guardians.

RIGHTS AND RESPONSIBILITIES

Education is a right extended to those who use it properly. Students attend school for the primary purpose of gaining usable knowledge and skills. They are expected to strive for achievement equal to their abilities. When a student commits an act of gross disobedience or misconduct (as defined by the school board), or engages in habitual disruptive behavior, the student's right to an education may be withheld. The Board of Education has the authority to expel a student for up to two calendar years from the date of the offense.

WHEN AND WHERE SCHOOL CONDUCT RULES APPLY

The grounds for disciplinary action also apply whenever the student's conduct is reasonably related to school or school activities, including but not limited to:

- On, or within sight of, school grounds before, during, or after school hours or at any time.
- Off school grounds at a school-sponsored activity or event, or any activity or event that bears a reasonable relationship to school.
- Traveling to or from school or a school activity, function, or event; or
- Anywhere, if the conduct interferes with, disrupts, or adversely affects the school environment, school operations, or an educational function, including but not limited to, conduct that may reasonably be considered to: (a) be a threat or an attempted intimidation of a staff member; or (b) endanger the health or safety of students, staff, or school property.
- During periods of remote learning.

CONSIDERATIONS AFTER A BEHAVIOR INCIDENT

The following factors are considered in analyzing the root cause of an incident to determine disciplinary consequences and behavior intervention levels.

- Duration of the incident (e.g., repeated minors)
- Intensity of the student actions (e.g., student found in possession of a vape pen vs. a student who is selling/distributing vapes)
- Student use of social media or technology contributed to the incident.
- Student response to staff intervention prior to, during, and after the incident.
- Outcome of harm caused, damage, injury to others, and the impact of the disruption of the learning environment.
- Age/grade/development level
- Health (mental and/or physical)
- Prior experiences and exposure to trauma
- Family situations (e.g., homelessness, domestic violence, history of abuse)
- Substance abuse or addiction.

PROCEDURES FOR RESPONDING TO DISCIPLINE REFERRALS- DUE PROCESS

To ensure compliance with due process rights of students, the following steps are utilized with all disciplinary referrals and offenses to ensure a fair and equitable process districtwide.

1. **Investigation:** Behavior incidents are investigated to gather evidence to determine what happened prior to making disciplinary decisions.

2. **Student Meeting:** After a referral is made, school staff meet with the student and inform the student of why they're being interviewed and the offense the student is alleged to have committed. (a) School staff must give the student involved an opportunity to speak on their own behalf before making disciplinary decisions. (b) Students have the right to speak with their parents/guardians before making a statement.

3. **Disciplinary Action:** Disciplinary action must be documented in the QPS Student Information System (Skyward). If it is a suspension, a PEDA, or expulsion, the district form letter should be completed and provided to parents (in person or by mail).

4. **Notice to Student:** School staff must inform the student of the specific part of the disciplinary code they have violated, the disciplinary measures the school will take, and the future expectations for the student regarding school behavior. (e.g., re-entry meeting for students who have been excluded from the classroom or school- ISS/OSS).

5. **Notice to Parent/Guardian:** School staff must contact parent/guardian to communicate the behavior event, disciplinary consequences, and/or behavior interventions.

ACCOUNTABILITY FOR ACTS OF ANOTHER STUDENT

A student is accountable for and may be disciplined for the conduct of another student when, either before or during the commission of an act in violation of student disciplinary rules and with the intent to promote or facilitate the commission of such violation, the student knowingly solicits, aids, abets, agrees to aid, or attempts to aid, or actively encourages the other student in the planning or commission of the violation.

ACCESS TO NON-SCHOOL SPONSORED PUBLICATIONS

Non-School Sponsored Publications Accessed or Distributed On Campus
Creating, distributing, and/or accessing non-school sponsored publications shall occur at a time and place and in a manner that will not cause disruption, be coercive, or result in the perception that the distribution or the publication is endorsed by the School District.

Students are prohibited from creating, distributing, and/or accessing at school any publication that:

1. Will cause a material and substantial disruption of the proper and orderly operation and discipline of the school or school activities;
2. Violates the rights of others, including but not limited to material that is libelous, slanderous or obscene, invades the privacy of others, or infringes on a copyright;
3. Is socially inappropriate or inappropriate due to maturity level of the students, including but not limited to material that is obscene, pornographic, or pervasively lewd and vulgar, contains indecent and vulgar language, or sexting as defined by School Board policy and the Student Handbook;
4. Is reasonably viewed as promoting illegal drug use;
5. Is distributed in kindergarten through eighth grade and is primarily prepared by non-students, unless it is being used for school purposes. However, material from outside sources or the citation to such sources may be allowed, as long as the material to be distributed or accessed is primarily prepared by students1; or
6. Encourages or incites students to violate any Board policies.

Accessing or distributing on-campus includes accessing or distributing on school property or at school-related activities. A student engages in gross disobedience and misconduct and may be disciplined for: (1) accessing or distributing forbidden material, or (2) for writing, creating, or publishing such material intending for it to be accessed or distributed at school.

Non-School Sponsored Publications Accessed or Distributed Off-Campus
A student engages in gross disobedience and misconduct and may be disciplined for creating and/or distributing a publication that: (1) causes a substantial disruption or a foreseeable risk of a substantial disruption to school operations, or (2) interferes with the rights of other students or staff members.

BULLYING, INTIMIDATION, & HARRASSMENT

Bullying, intimidation, and harassment diminish a student's ability to learn and a school's ability to educate. Preventing students from engaging in these disruptive behaviors and providing all students equal access to a safe, non-hostile learning environment are important school goals.

Bullying on the basis of actual or perceived race, color, national origin, military status, unfavorable discharge from military service, sex, sexual orientation, gender orientation, gender-

related identity or expression, ancestry, age, religion, physical or mental disability, order of protection status, homelessness, or actual or marital status, parenting status, pregnancy, association with a person or group with one or more of the aforementioned actual or perceived characteristics, or any other distinguishing characteristic is prohibited in each of the following situations:

1. During any school-sponsored education program or activity.
2. While in school, on school property, on school buses or other school vehicles, at designated school bus stops waiting for the school bus, or at school-sponsored or school-sanctioned events or activities.
3. Through the transmission of information from a school computer, a school computer network, or other similar electronic school equipment.
4. Through the transmission of information from a computer that is accessed at a non-school-related location, activity, function, or program or from the use of technology or an electronic device that is not owned, leased, or used by the school district or school if the bullying causes a substantial disruption to the educational process or orderly operation of a school.

Bullying includes cyber-bullying (bullying through the use of technology or any electronic communication) and means any severe or pervasive physical or verbal act or conduct, including communications made in writing or electronically, directed toward a student or students that has or can be reasonably predicted to have the effect of one or more of the following:

1. Placing the student or students in reasonable fear of harm to the student's or students' person or property;
2. Causing a substantially detrimental effect on the student's or students' physical or mental health;
3. Substantially interfering with the student's or students' academic performance; or
4. Substantially interfering with the student's or students' ability to participate in or benefit from the services, activities, or privileges provided by a school.

Cyberbullying means bullying through the use of technology or any electronic communication, including without limitation any transfer of signs, signals, writing, images, sounds, data, or intelligence of any nature transmitted in whole or in part by a wire, radio, electromagnetic system, photo-electronic system, or photo optical system, including without limitation electronic mail, Internet communications, instant messaging, or facsimile communications. Cyberbullying includes: (1) the creation of a webpage or weblog in which the creator assumes the identity of another person or the knowing impersonation of another person as the author of posted content or messages if the creation or impersonation creates any effects enumerated in the definition of bullying; ~~Cyberbullying also includes~~ (2) the distribution by electronic means of a communication to more than one person or the posting of material on an electronic medium that may be accessed by one or more persons if the distribution or posting creates any of the effects enumerated in the definition of bullying; and (3) the posting or distribution of an unauthorized digital replica by electronic means if the posting or distribution creates any of the effects enumerated in the definition of bullying. Examples of prohibited conduct include name-calling, using derogatory slurs, stalking, sexual violence, causing psychological harm, threatening, or causing physical harm, threatened or actual destruction of property, or wearing or possessing items depicting or implying hatred or prejudice of one of the characteristics stated above. Bullying may take various forms, including without limitation one or more of the following: harassment, threats, intimidation, stalking, physical violence, sexual harassment, sexual violence, posting or distributing sexually explicit images, theft, public humiliation, destruction of property, or retaliation for asserting or alleging an act of bullying. This list is meant to be illustrative and non-exhaustive. Students are

encouraged to immediately report bullying. A report may be made orally or in writing to the building principal, district complaint manager or any staff member with whom the student is comfortable speaking. Anyone, including staff members and parents/guardians, who has information about actual or threatened bullying is encouraged to report it to the district complaint manager or any staff member. Anonymous reports are also accepted by phone call or in writing.

Nondiscrimination Coordinator (Title IX Coordinator)
Lisa Otten
1416 Maine Street 217-223-8700
ottenli@qps.org

District Complaint Managers:

Ryan Whicker	Penny Little
1416 Maine Street	1416 Maine Street
217-223-8700	217-223-8700
whickery@qps.org	littlepe@qps.org

Reprisal or retaliation against any person who reports an act of bullying is prohibited. A student's act of reprisal or retaliation will be treated as bullying for purposes of determining any consequences or other appropriate remedial actions. A student will not be punished for reporting bullying or supplying information, even if the school's investigation concludes that no bullying occurred. However, knowingly making a false accusation or providing knowingly false information will be treated as bullying for purposes of determining any consequences or other appropriate remedial actions.

CORPORAL PUNISHMENT

Corporal punishment is prohibited in all circumstances. Corporal punishment is defined as a discipline method in which a person deliberately inflicts pain upon a student in response to the student's unacceptable behavior or inappropriate language, with an aim or set an example for others. It includes slapping, paddling, prolonged maintenance of students in physically painful positions, or intentional infliction of bodily harm. Corporal punishment does not include reasonable force as permitted by State law.

DISRUPTIVE STUDENT ACTIVITY

Prohibited Student Conduct: Students may be disciplined for gross disobedience or misconduct, including but not limited to the following:

1. Engaging in any activity, on or off campus, that interferes with, disrupts, or adversely affects the school environment, school operations, or an educational function, including but not limited to, conduct that may reasonably be considered to: (a) be a threat or an attempted intimidation of a staff member; or (b) endanger the health or safety of students, staff, or school property.
2. Using or possessing a laser pointer unless under a staff member's direct supervision and in the context of instruction.
3. Engaging in any sexual activity, including without limitation, offensive touching, sexual harassment, indecent exposure (including mooning) and sexual assault.
4. Being involved with any public-school fraternity, sorority, or secret society.
5. Violating any criminal law, including but not limited to, assault, battery, arson, theft, gambling, eavesdropping, vandalism and hazing
6. Entering school property or a school facility without proper authorization.
7. Any act, comment, remark, or statement by a student, either verbal, nonverbal or written, which could in any way be interpreted as a threat to the safety of any person shall subject that student to disciplinary action up to and including expulsion. This includes all such acts, comments,

statements, or remarks. Lack of intent *(e.g., "It was a joke")* shall not be a defense to disciplinary action.

8. Engaging in any sexual activity, including without limitation, offensive touching, sexual harassment, indecent exposure (including mooning) and sexual assault.
9. Causing or attempting to cause damage to, stealing, or attempting to steal, school property or another person's personal property.
10. In the absence of a reasonable belief that an emergency exists, calling emergency responders (calling 9-1-1); signaling or setting off alarms or signals indicating the presence of an emergency; or indicating the presence of a bomb or explosive device on school grounds, school bus or at any school activity.

ELECTRONIC DEVICES

Prohibited Student Conduct: Students may be disciplined for gross disobedience or misconduct, including but not limited to the following:

1. Using or possessing an electronic paging device.
2. Using a cellular telephone, smartphone, video recording device, personal digital assistant (PDA), or similar electronic device in any manner that disrupts the educational environment or violates the rights of others, including using the device to take photographs in locker rooms or bathrooms, cheat, or otherwise violate student conduct rules. Prohibited conduct specifically includes, without limitation, creating and sending, sharing, viewing, receiving or possessing an indecent visual depiction of oneself or another person through the use of a computer, electronic communication device or cellular telephone, commonly known as "sexting." Unless otherwise banned under this policy or by the building principal, all cellular phones, smartphones and other electronic devices must be kept powered-off and out-of-sight during the regular school day unless: (a) the supervising teacher grants permission; (b) use of the device is provided in a student's individualized education program (IEP); (c) it is used during the student's lunch period; or (d) it is needed in an emergency that threatens the safety of students, staff, or other individuals.

GANG & GANG ACTIVITY PROHIBITED

"Gang" is defined as any group, club or organization of two or more persons whose purposes include the commission of illegal acts. No student on or about school property or at any school activity or whenever the student's conduct is reasonably related to a school activity, shall:

1. wear, possess, use, distribute, display, or sell any clothing, jewelry, paraphernalia or other items which reasonably could be regarded as gang symbols; commit any act or omission, or use either verbal or non-verbal gestures, or handshakes showing membership or affiliation in a gang; or
2. use any speech or commit any act or omission in furtherance of the interest of any gang or gang activity, including, but not limited to, soliciting others for membership in any gangs;
3. request any person to pay protection or otherwise intimidate, harass or threaten any person;
4. commit any other illegal act or other violation of district policies,
5. or incite other students to act with physical violence upon any other person.

Any student who is determined, after an investigation, to be participating in gang activity on school premises may be subject to disciplinary consequences including but not limited to, in or out of school suspension, recommendation for expulsion and/or referral to the police. Parents of students who engage in the above behavior will be notified.

HATE SPEECH

Quincy Public Schools will not tolerate words, language or actions that lessen the dignity of any individual regardless of the intent or purpose. Offensive words, language or actions can demean an individual and deteriorate an organization or school. This includes offensive words, language, or actions referring to, but not limited to, age, sex, race, physical or mental disabilities, religion, and sexual orientation.

Language & Words & Actions If offensive or demeaning words or actions are used, they must be met with swift and caring education, learning, re-direction, and discipline. The user of such language shall be required to go through an element of restorative justice. They shall be educated on why we do not allow this type of discussion, or why these words are not allowed anywhere in our schools. It should be clear to the individual that this is a priority to eliminate this language from our schools. The person the words are directed toward shall feel supported and cared for.

ONLINE (INTERNET) THREATS

Prohibited Student Conduct Making an explicit threat online/an Internet website against a school employee, a student, or any school- related personnel if the Internet website through which the threat was made is a site that is accessible within school time the threat was made or was available to third parties who worked or studied within the school grounds at the time the threat is made, and the threat can be reasonably interpreted as threatening to the safety and security of the threatened individual because of his or her duties or employment status or status as a student of the school.

POSITIVE BEHAVIOR INTERVENTION AND SUPPORTS

PBIS is a process for creating safer and more effective schools. PBIS includes school-wide procedures and processes intended for all students and staff in all settings. PBIS is not a program or a curriculum. It is a team-based process for systemic problem solving, planning, and evaluation. It is an approach to creating a safe and productive learning environment where teachers can teach, and all students can learn. We have adopted a unified set of expectations for QJHS. You will see these rules posted throughout the school and your child will be learning them during his or her first days at school. Our unified expectations found in every classroom and non-classroom setting in the school are as follows:

- Be Respectful
- Be Responsible
- Be Inspired

SEXTING

Prohibited Student Conduct: Students may be disciplined for gross disobedience or misconduct, including but not limited to the following:

1. Creating, sending, sharing, viewing, receiving, or possessing sexually explicit messages, images, or videos electronically, regardless of whether they are authentic or computer generated, through the use of a computer, electronic communication device, or cellular phone. Sexting also includes creating, sending, sharing, viewing, receiving, or possessing indecent visual depictions, non-consensual dissemination of private sexual images, and non-consensual dissemination of sexually explicit digitized depictions, as defined in State law.

SMOKING-TOBACCO PRODUCTS, VAPING, DRUGS AND ALCOHOL

Prohibited Student Conduct Students may be disciplined for disobedience or misconduct, including but not limited to the following:

1. Using, possessing[1], distributing, purchasing, selling, or offering for sale tobacco or nicotine materials, including electronic cigarettes, e-cigarettes, vapes, vape pens or other vaping-related products. Including "look alike" products.

[1] **"Possessing"** includes having control, custody, or care, currently or in the past, of an object or substance, including situations in which the item is: (a)on the student's person; (b)contained in another item belonging to, or under the control of the student such as in the student's clothing, backpack, or

2. Using, possessing, distributing, purchasing, or selling alcoholic beverages. Students who are under the influence of an alcoholic beverage are not permitted to attend school or school functions and are treated as though they had alcohol in their possession.
3. Using, possessing, distributing, purchasing, selling, or offering for sale:
   - **a.** Any illegal drug, controlled substance, or cannabis (including marijuana, hashish, and medical cannabis unless the student is authorized to be administered a medical cannabis infused product under *Ashley's Law*).
   - **b.** Any anabolic steroid unless it is being administered in accordance with a physician's or licensed practitioner's prescription.
   - **c.** Any performance-enhancing substance on the Illinois High School Association's most current banned substance list unless administered in accordance with a physician's or licensed practitioner's prescription.
   - **d.** Any prescription drug when not prescribed for the student by a physician or licensed practitioner, or when used in a manner inconsistent with the prescription or prescribing physician's or licensed practitioner's instructions. The use or possession of medical cannabis, even by a student for whom medical cannabis has been prescribed, is prohibited unless the student is authorized to be administered a medical cannabis infused product under *Ashley's Law*.
   - **e.** Any inhalant, regardless of whether it contains an illegal drug or controlled substance: (a) that a student believes is, or represents to be capable of, causing intoxication, hallucination, excitement, or dulling of the brain or nervous system; or (b) about which the student engaged in behavior that would lead a reasonable person to believe that the student intended the inhalant to cause intoxication, hallucination, excitement, or dulling of the brain or nervous system. The prohibition in this section does not apply to a student's use of asthma or other legally prescribed inhalant medications.
   - **f.** "Look-alike" or counterfeit drugs, including a substance that is not prohibited by this policy, but one: (a) that a student believes to be, or represents to be, an illegal drug, controlled substance, or other substance that is prohibited by this policy; or (b) about which a student engaged in behavior that would lead a reasonable person to believe that the student expressly or impliedly represented to be an illegal drug, controlled substance or other substance that is prohibited by this policy.
   - **g.** Drug paraphernalia, including devices that are or can be used to: (a) ingest, inhale, or inject cannabis or controlled substances into the body; and (b) grow, process, store, or conceal cannabis or controlled substances.
   - **h.** Any substance inhaled, injected, smoked, consumed, or otherwise ingested or absorbed with the intention of causing a physiological or psychological change in the body, including without limitation, pure caffeine in a tablet or powdered form.

Students who are under the influence of any prohibited substance are not permitted to attend school or school functions and are treated as though they have the prohibited substance, as applicable, in their possession. Any student who is determined, after an investigation, to be under the influence or in possession of alcohol, tobacco, tobacco products or other drugs will be subject to disciplinary consequences, including but not limited to, suspension and expulsion consistent with the school and district's discipline policy. The student may also be recommended for arrest, and/or participation in a program for substance abuse. Should the student continue to choose to ignore the rules concerning alcohol, tobacco, or drug use, the result may be a recommendation of expulsion. In addition to the prohibition against smoking on school grounds, students shall not use or possess tobacco products at any time or place where any school-related

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automobile; (c) in a school's student locker, desk or other school property; (d)at any location on school property or at a school-sponsored event; (e)or in the case of drugs and alcohol, substances ingested by the person.

activity is occurring. Students who violate this rule may be disciplined as if the use or alcohol, tobacco, or drugs had occurred at school. Examples of school activities are field, athletics, and music trips, whether held before or after school, evenings or on weekends, and regardless of location.

Parents of students who have engaged in the above behavior will be notified.

UNARMED AIRCRAFT (DRONES)

Prohibited Student Conduct Operating an unarmed aircraft (AUS) or drone for any purpose on school grounds or at any school event unless granted permission by the building principal.

WEAPONS PROHIBITION

Prohibited Student Conduct Using, possessing, controlling, or transferring a "weapon".

A student who is determined to have brought one of the following objects to school, any school sponsored activity or event, or any activity or event that bears a reasonable relationship to school shall be expelled for a period of not less than one year but not more than 2 calendar years:

1. A firearm, meaning any gun, rifle, shotgun, weapon as defined by Section 921 of Title 18 of the Unites States Code, firearm as defined in Section 1.1 of the Firearm Owners Identification Card Act, or firearm as defined in Section 24-1 of the Criminal Code of 1961.
2. A knife, brass knuckles or other knuckle weapon regardless of its composition, a billy club, or any other object if used or attempted to be used to cause bodily harm, including "look alikes" of any firearm as defined above.

The expulsion requirement may be modified by the superintendent, and the superintendent's determination may be modified by the board on a case-by-case basis.

PART VI- DISCIPLINE FRAMEWORK, PROCEDURES, AND DUE PROCESS

School staff must exercise informed judgement when determining whether a student has violated the school and/or district discipline code. The behavior event types and levels shown on the following pages guide administrators and support staff to use progressive disciplinary actions and interventions to help a student become more successful.

The four levels below provide clarity and guidance on typical actions *(consequences or interventions*) for students based on the behavior incident/event. This guidance is not all inclusive and depending on the behavior incident/event's evaluation, the response level may increase or decrease accordingly. In accordance with IL school code, In accordance with IL school code, QPS does not utilize zero tolerance policies, works to limit the number and duration of expulsions and out-of-school suspensions to the greatest extent practicable, and, where practicable and reasonable, shall consider forms of non-exclusionary discipline before using out-of-school suspensions or expulsions and does not advise or encourage students to drop out of school voluntarily due to behavioral or academic difficulties

**Note:*

- *Repeated, chronic, or cumulative offenses may require higher levels of consequences/interventions.*
- *For more serious violations, consequences/interventions will begin at a higher level.*

BEHAVIOR INCIDENT/EVENT AND LEVELS
Level 1: Teacher Managed Behavior: *behavior that disrupts the classroom learning environment and is managed at the classroom level by the teacher through a classroom management plan/procedure. Classroom teachers may utilize support staff (Dean, SE SAM, SSFL), teacher mentor, colleague and/or administration for consultation if guidance is needed on responding to a Level 1 offense. Parent/Guardian contact is required for Level 1.* **Levels 2-4: Office Managed Behavior**- *Behavior that disrupts the learning environment and is serious enough to warrant office management of the behavior. This includes behaviors that are either referred by the teacher to the office or behaviors that are handled by the office due to the serious nature of the behavior. Parent/Guardian contact is required for levels 2-4.*

LEVEL 1

Level 1 includes minor misbehaviors which impede and/or disrupt orderly classroom procedures and learning. Level 1 offenses are managed at the classroom level by the teacher/staff member and are documented. Classroom teachers/staff may consult with support staff (Dean, SSFL), teacher mentor, colleague, and/or administrator for consultation if guidance is needed on how to respond to Level 1 offenses.

Level 1 actions may use a combination of the following consequences/interventions as part of a classroom management plan for addressing student misbehaviors. If the assigned action(s) are successful, a referral to the office is not necessary. If the action(s) are unsuccessful, a referral to the office may be necessary.

Level 1 Actions	
Apology- (written or verbal)	Parent/Guardian Conference
Buddy Seat	5- minute break
Teacher assigned detention	Home contact
Student/Staff conference	Assigned seat
Loss of privileges	Restorative Peer Conference (Problem Solving)
Classroom contract	Other: *determined by teacher & documented in Skyward*

LEVEL 2

Level 2 involves misbehaviors whose frequency or seriousness tends to disrupt the learning climate and overall culture of the classroom. Included in this level are misbehaviors that DO NOT represent a direct threat to the health and safety of others.

Level 2 offenses require the intervention of support staff and/or administration. Level 2 offenses also include misbehaviors that despite consequences and intervention at the classroom level, have not resulted in improved behavior. Level 2 actions are determined by the discipline officer or administrator and should be documented as such.

Level 2 offenses require an office referral. Parent/Guardian notification by the disciplinary officer or administrator is required.

Level 2 Actions

Parent/Guardian Conference	Social, Emotional, and Behavior Groups (SEB Groups)
Administrative conference with student	Check-In/Check-Out (CICO)
In School Suspension (1-3 days)	Individualized Instruction-SEL
Out of School suspension (1-3 days)	Functional Behavioral Analysis (FBA)/ Behavior Intervention Plan (BIP)
After School Detention	Class change/schedule change
Bus Suspension	Alternate Recess (K-5)
Home Contact	Loss of Privileges
Time in Office	Lunch Detention (K-12)
Individualized Support Plan	QPD Issued Warning Ticket (*School Resource Officer Initiated)*
Restorative Conference with Peers and/or staff	Other: *determined by support staff and/or administration and documented*

LEVEL 3

Level 3 offenses require the intervention of support staff and/or administration due to the serious nature of the offense. Level 3 offenses also include misbehaviors that despite consequences and intervention at Level 2, have not resulted in improved behavior. Level 3 actions are determined by the discipline officer or administrator and should be documented as such.

Level 3 offenses require an office referral. Parent/Guardian notification by the discipline officer or administrator is required. Level 3 consequences can be combined with Level 2 consequences and interventions as appropriate for students.

Level 3 Actions

In-School Suspension (1-3 days)	Out of School Suspension (1-3 days)
Threat Assessment	Functional Behavioral Analysis (FBA)/ Behavior Intervention Plan (BIP)
Safety Plan	WRAP Plan
School-Based Counseling (Community Partnership)	Referral to Outside Agency
High School Focused Person-Centered Planning *(formerly RENEW-High School level only)*	QPD Issued Ticket *(School Resource Officer Initiated)*
Parent/Guardian Meeting with Support Staff/Administration	Schedule Change (Requires Principal Approval)
Pre-Expulsion Agreement (PEDA)	Other: *determined by support staff and/or administration and documented.*

LEVEL 4

Level 4 involved misbehaviors that either (1) pose a threat to the safety of other students, staff, or members of the school community or (2) substantially disrupt, impede, or interfere with the operation of the school learning environment.

Level 4 offenses require the intervention of support staff and/or administration and may include local law enforcement. Level 4 offenses also include misbehaviors that despite consequences and/or interventions at Level 3, have not resulted in improved behavior. Level 4 actions are determined by the school administrator and should be documented in Skyward as such.

Level 4 offenses may result in temporary removal from school, restitution, and/or prosecution, and possible recommendation to the Board of Education for alternative school placement, pre-expulsion agreement, or expulsion.

Level 4 behaviors are serious and warrant administrative management. Level 4 consequences can be combined with Level 2 or 3 consequences and/or interventions as appropriate for students.

Level 4 Actions

Out of School Suspension (4-10 days)	Alternative Placement
Expulsion	Referral to Outside Agency
Threat Assessment	QPD issued Ticket *(School Resource Officer initiated)*
Pre-Expulsion Agreement (PEDA)	

GLOSSARY OF TERMS – Disciplinary Actions

ADMINISTRATIVE CONFERENCE: a problem-solving conference that includes the student, school administrator or leader. May include parent/guardian.	**ASSIGNED SEATING:** Student provided with assigned seating in the classroom, lunchroom, or other school setting.
BEHAVIOR CONTRACT: A behavior contract is a written agreement between a student, parent, and a school official indicating behaviors for which there will be specific disciplinary consequences. The behaviors and possible consequences will be: (1) Verbally agreed upon by both the student and a member of the school's intervention team; (2) Written in contract form; (3) Signed by the student, student's parent/guardian, and a member of the school's intervention team.	**CHECK IN/CHECK OUT:** Check-In/Check-Out (CICO) is a behavioral intervention that is designed to provide students with immediate feedback and promote positive behavior within PBIS. Students check-in with a mentor each day and receive feedback on their behavioral goals. This helps gives students clear expectations and incentives as they work to reach their goals while also laying the foundation for a supportive relationship with a trusted adult.
CLASSROOM CONTRACT: a collaboratively created agreement between the classroom teacher and student that outlines norms, rules, and consequences. This can be utilized for one or more students- individualized to meet the needs of specific student.	**CRIMINAL CONDUCT:** A student whose conduct is subject to the jurisdiction of the Quincy Public Schools who engages in conduct which is in violation of any criminal statute in the State of Illinois, or the United States of America is subject to expulsion
DETENTION (AFTER SCHOOL): Detention may be assigned to students who refuse to follow school or class guidelines or to those who need to finish incomplete or missing assignments.	**DETENTION (LUNCH):** Lunch detention may be assigned to a student who refuses to follow school, class, or lunchroom expectations, Students will be allowed to eat but will be separated from other students and eat lunch in a designated area with a staff member supervising.
DUE PROCESS: All students are afforded due process rights prior to any disciplinary action taken. These rights are afforded at each step of any disciplinary action such as removal from class by a classroom teacher (one day only); informal hearings with the Dean or other school administrator; and formal hearings with the Board of Education.	**EXPULSION:** Expulsion is the most severe penalty administered by the Quincy Public School District #172. Only the School Board of District #172 may expel a student. If a student is involved in a serious disciplinary situation that the administration feels requires separation for longer than ten days, the principal will recommend the student to the Board of Education for expulsion.
FUNCTIONAL BEHAVIOR ANALYSIS (FBA): A systematic process of gathering information/data around an identified problematic behavior to discover the function of that behavior. The results are used to guide the development of a behavior intervention plan.	**BEHAVIOR INTERVENTION PLAN (BIP):** A formal written document developed following the completion of a Functional Behavior Analysis (FBA). The plan addresses the individual behavior needs for an individual student whose behavior interferes with his/her learning or the learning of others.

IN-SCHOOL SUSPENSION (ISS): In-School Suspension is an all-day or partial day supervised detention room. Students who have ISS will report directly to ISS when they arrive at school and will be dismissed on the regular dismissal bells. Students will complete assigned work in ISS for credit. Assignments are due back no later than the first day back in class, or if other arrangements are made by the classroom teacher. A student may not participate in or attend any Quincy Public School event activity, including school-sponsored athletics and/or music while suspended in school. Students who are uncooperative or fail to follow the posted ISS expectations may receive an extended time in ISS or OSS suspension from school for 1 – 10 day(s).	**INVOLVEMENT OF PARENTS AND POLICE DEPARTMENT:** School officials recognize that parents usually want to know when their children have been misbehaving at school. Therefore, when deemed appropriate, school personnel will notify parents to obtain their help in solving discipline problems. In doing so, parents may be asked to come to school to discuss such problems. School officials are obligated to notify the police department, as well as parents, whenever students have committed crimes in or on school property.

ISOLATED TIME OUT, TIME OUT, AND PHYSICAL RESTRAINT: Isolated time out, time out, and physical restraint shall only be used if the student's behavior presents an imminent danger of serious physical harm to the student or others and other less restrictive and intrusive measures were tried and proven ineffective in stopping it. The school may not use isolated time out, time out, or physical restraint as discipline or punishment, convenience for staff, retaliation, a substitute for appropriate educational or behavioral support, a routine safety matter, or to prevent property damage in the absence of imminent danger of serious physical harm to the student or others. The use of prone restraint is prohibited.	**OUT OF SCHOOL SUSPENSION (OSS):** Out-of-school suspension is a major consequence for a single major act of misconduct or multiple acts of misconduct. If a student is suspended out of school, that student may not be on any school grounds or attend any school- or district-sponsored extracurricular activities. An out-of-school suspension is for a period not to exceed ten days. Students who exhibit behaviors that result in numerous out-of-school suspensions may be considered for alternative educational programs, a Pre-Expulsions Disciplinary Agreement (PEDA) or expulsion.
PRE-EXPULSION DISCIPLINARY AGREEMENT (PEDA): A Pre-Expulsion Discipline Agreement may be used for a single act of misconduct or multiple acts of misconduct by a student. A PEDA is a behavior agreement between Quincy Public Schools and the student, and parent/guardian that provides the student with an opportunity to avoid possible expulsion. The length of a PEDA is typically 24 months and must be approved by the Board of Education. If the student does not adhere to the conditions outlined in the PEDA or engages in activities which are a violation of the District rules, the District's mission, state laws or federal laws, the District may immediately seek an expulsion.	**OUTSIDE REFERRALS:** School Counselors may make referrals when necessary or appropriate to outside resources for student and/or family support. Appropriate referrals may necessitate informing both parents/guardians and students of applicable resources and making proper plans for transitions with minimal interruption of services. Students retain the right to discontinue the counseling relationship at any time.
	HIGH SCHOOL FOCUSED PERSON-CENTERED PLANNING: a plan and process designed for older, transition-aged youth, who are at the greatest risk of alternative placement and/or drop out.

PROGRESSIVE DISCIPLINE: Progressive discipline uses incremental interventions and consequences to address inappropriate behavior with the goal of concurrent accountability and a change in behavior. The end goal(s) in using a progressive discipline process is to help student who have engaged in unacceptable school behavior to: Understand what they could have done differently in the same situation. Understand why the behavior is unacceptable and the harm it may have caused. Understand the impact the behavior has on others. Take responsibility for their actions. Be given the opportunity to learn strategies and skills to use in the future to avoid inappropriate behavior. Understand the progression of more stringent consequences if the behavior recurs.	**RESTORATIVE PRACTICES:** strategies and practices designed to prevent conflict and reaction to misconduct. These practices and strategies promote and encourage students to accept responsibility and rebuild relationships affected by disciplinary offense. (e.g., conversation circles, restorative conferences, etc.) **School-Based Health Care:** is a partnership with Centerstone Healthcare and Quincy Public Schools. The program provides services directly in the school (school-based services) to eliminate barriers for parents and guardians. The program includes a Substance Use Disorder (SUD) counselor and a Behavioral Therapist/Interventionist hired by Centerstone. School counselors and administrators refer students to these programs. Once referred, parents sign a consent for these services.
SAFETY PLAN: an individual student plan designed to provide special supervision to individual students. The plan includes specific interventions which target severe or potentially severe behavior. The goal of the plan is to minimize the risk of harm to the individual student or others.	**SEB GROUPS:** evidence-based intervention (instruction) designed to support and respond to student **S**ocial, **E**motional, and **B**ehavioral needs. Typically, instruction is delivered to students in small groups. Instruction is targeted to meet the needs of students. (e.g., Problem Solving Group, Academic Behavior Skills Group, Pro-Social/Coping Skills Group
THREAT ASSESSMENT: A proactive and preventative measure to assess the safety of students and the school/district. A multi-disciplinary threat assessment team comes together to investigate, evaluate, and address potential threats with the intention of thwarting school violence. The process results in a determination of the threat level from low risk to high risk. The team then determines a response/course of action.	**WRAP PLAN:** A comprehensive, holistic, youth and family driven way of responding when children or youth experience serious mental health or behavioral changes. A team including the school, family and student develop a creative and individualized action plan that will help the student achieve their goals.

ISOLATED TIME OUT AND PHYSICAL RESTRAINT

Isolated time out, time out, and physical restraint shall only be used if the student's behavior presents an imminent danger of serious physical harm to the student or others and other less restrictive and intrusive measures were tried and proven ineffective in stopping it. The school may not use isolated time out, time out, and physical restraint as discipline or punishment, convenience for staff, retaliation, a substitute for appropriate educational or behavioral support, a routine safety matter, or to prevent property damage in the absence of imminent danger of serious physical harm to the student or others. The use of prone restraint is prohibited.

RECIPROCAL REPORTING GUIDELINES OR CRIMINAL OFFENSES COMMITTED BY STUDENTS

1. The school principal and/or the Police Department School Liaison Officer will arrange meetings as needed between school officials and individuals representing law enforcement to share information.

2. The Police Department School Liaison Officer and the school principal will verbally report to each other the following activities when committed by a student enrolled in the Principal's school:
    - All cases involving illegal or controlled substances.
    - All cases involving weapons of any type.
    - All cases involving gang activity.
    - All cases involving a serious crime or felony.
    - Any other case for which the reporting may be beneficial.
        a. The reporter should identify the student by name and describe the circumstances of the alleged criminal activity.
        b. The report should be made as soon as possible after the Liaison Officer or principal reasonably suspects that a student is involved in such activity.
        c. The school principal's duty to report such activity arises only when the activity occurs on school property or off school grounds at a school-related function.

3. The State's Attorney shall provide the school principal with a copy of any delinquency dispositional order where the crime would be a felony if committed by an adult or was Class A misdemeanor in violation of Section 24-1, 24-3, 24-3.1 or 24.5 of the Criminal Code (weapons offenses).

4. Local law enforcement shall provide a copy of all arrest records, and the State's Attorney shall provide a copy of all conviction records, to the school principal if the record involves a student who is arrested or taken into custody after his or her 17th birthday.

RE-ENGAGEMENT OF RETURNING STUDENTS

The building principal or designee shall meet with a student returning to school from an out-of-school suspension, expulsion, or alternative school setting. The goal of this meeting shall be to support the student's ability to be successful in school following a period of exclusion and shall include an opportunity for students who have been suspended to complete or make-up missed work for equivalent academic credit. This may include ISS.

SCHOOL RESOURCE OFFICER (SRO)

QJHS has the services of a Police School Resource Officer (SRO). The goal of the SRO is to assist students and staff with law enforcement/community issues and to be a liaison between the Quincy Public Schools and the Quincy Police Department. In general, the SRO will:

1. Make presentations to Quincy Public School classes.
2. Make presentations at adult meetings.
3. Work with identifying and assisting students who are showing signs of becoming delinquent.
4. Work with and assist the parents of those students who are showing signs of becoming delinquent.
5. Develop communication with Junior High School students on a formal and informal basis.

6. Have contact with students and the parents of those students who are identified as being involved in illegal acts such as truancy, tobacco offenses, fighting, or theft.
7. Work to improve communication with community agencies, i.e., the probation office, DCFS, etc.

In summary, the SRO is a resource person for the education of all students and parents, and a support person for high-risk students.

STUDENT SEARCH AND SEIZURE

To maintain order, safety, and security in the schools, school authorities are authorized to conduct reasonable searches of school property and equipment, as well as of students and their personal effects.
"School authorities" includes school liaison police officers.

School Property and Equipment as well as Personal Effects Left There by Students

School authorities may inspect, and search school property and equipment owned or controlled by the school (such as, lockers, desks, and parking lots), as well as personal effects left there by a student, without notice to or the consent of the student. Students have no reasonable expectation of privacy in these places or areas or in their personal effects left there. The building principal may request the assistance of law enforcement officials to conduct inspections and searches of lockers, desks, parking lots, and other school property and equipment for illegal drugs, weapons, or other illegal or dangerous substances or materials, including searches conducted through the use of specially trained dogs.

Students Searches

School authorities may search a student and/or the student's personal effects in the student's possession (such as, purses, wallets, knapsacks, book bags, lunch boxes, etc.) when there is a reasonable ground for suspecting that the search will produce evidence the particular student has violated or is violating either the law or the school or district's student rules and policies. The search will be conducted in a manner that is reasonably related to its objective of the search and not excessively intrusive in light of the student's age and sex, and the nature of the infraction.

School officials may require a student to cooperate in an investigation if there is specific information about activity on the student's account on a social networking website that violates the school's disciplinary rules or school district policy. In the course of the investigation, the student may be required to share the content that is reported in order for the school to make a factual determination. School officials may not request or require a student or his or her parent/guardian to provide a password or other related account information to gain access to the student's account or profile on a social networking website.

Seizure of Property

If a search produces evidence that the student has violated or is violating either the law or the school or district's policies or rules, evidence may be seized and impounded by school authorities, and disciplinary action may be taken. When appropriate, evidence may be transferred to law enforcement authorities.

Questioning of Students Suspected of Committing Criminal Activity
Before a law enforcement officer, school resource officer, or other school security person detains and questions on school grounds a student under 18 years of age who is suspected of committing a criminal act, the building principal or designee will: (a) Notify or attempt to notify the student's parent/guardian and document the time and manner in writing; (b) Make reasonable efforts to ensure the student's parent/guardian is present during questioning or, if they are not present, ensure that a school employee (including, but not limited to, a social worker, psychologist, nurse, guidance counselor, or any other mental health professional) is present during the questioning; and (c) If practicable, make reasonable efforts to ensure that a law enforcement officer trained in promoting safe interactions and communications with youth is present during the questioning.

STUDENTS WITH DISABILITIES- DISCIPLINE

Behavioral interventions shall be used with students with disabilities to promote and strengthen desirable behaviors and reduce identified inappropriate behaviors. The School Board will establish and maintain a committee to develop, implement and monitor procedures on the use of behavioral interventions.

The District shall comply with the Individuals With Disabilities Education Improvement Act of 2004 and the Illinois State Board of Education's Special Education rules when disciplining special education students. No special education student shall be expelled if the student's particular act of disobedience or misconduct is a manifestation of his or her disability.

SUSPENSION AND EXPULSION PROCEDURES

A. **Suspension** – A suspension is for a period not to exceed 10 school days.
The following are suspension procedures:

1. Before suspension, the student shall be provided with a conference in which the charges will be explained, and the student will be given an opportunity to respond to the charges.
2. A pre-suspension conference is not required, and the student can be immediately suspended when the student's presence poses a continuing danger to persons or property or an ongoing threat of disruption to the educational process. In such cases, the notice and conference shall follow as soon as practical.
3. Any suspension shall be reported immediately to the student's parent(s)/guardian(s). A written notice of the suspension shall state the reasons for the suspension, including any school rule which was violated, and a notice to the parent(s)/guardian(s) of their rights to a review of the suspension. A copy of the notice shall be given to the School Board.
4. Upon request of the parent(s)/guardian(s), a review of the suspension shall be conducted by the School Board, or a hearing officer appointed by the Board. At the review, the student's parent(s)/guardian(s) may appear and discuss the suspension with the Board or its hearing officer and may be represented by counsel. After presentation of the evidence or receipt of the hearing officer's report, the Board shall take such action as it finds appropriate.

A. **Expulsion** – An expulsion is for a definite period of time exceeding 10 school days but not to exceed 2 calendar years.
The following are expulsion procedures:

1. Before expulsion, the student and parent(s)/guardian(s) shall be provided with written notice of the time, place, and purpose of a hearing by registered or certified mail requesting the appearance of the parent(s)/guardian(s). If requested, the student shall have a hearing, at the time and place designated in the notice, conducted by the

Board or a hearing officer appointed by it. If a hearing officer is appointed by the Board, he or she shall report to the
Board the evidence presented at the hearing and the Board shall take such final action as it finds appropriate.

2. During the expulsion hearing, the student and his or her parent(s)/guardian(s) may be represented by counsel, present witnesses, and other evidence and cross-examine witnesses. At the expulsion hearing, the Board or hearing officer shall hear evidence of whether the student is guilty of the disobedience or misconduct as charged. After presentation of the evidence or receipt of the hearing officer's report, the Board shall decide the issue of guilt and take such action as it finds appropriate.

PART VII- CURRICULUM & INSTRUCTION

INSTRUCTIONAL PROGRAM

All staff are dedicated to offering children a well-balanced educational program that covers core subjects as well as other differentiated experiences. English Language Arts (reading, writing, spelling, language, speaking and listening), Mathematics, Science, and Social Studies are core subjects. In addition, Physical Education, Music, Art, and Social Emotional learning are provided. We also expose students to a rotation of elective opportunities, such as COMET Life Skills, Robotics, Medical Detectives, Computers, and others. Field trips, use of community speakers, and audio-visual aids along with educational games help make learning interesting and motivating. Technology plays an ever-increasing role in each student's education. The K-12 Illinois Learning Standards were created for the next generation of K-12 standards. These standards are to help ensure that all students are college and career ready in Literacy, Mathematics and Science by the end of their high school career.

STUDENT PLACEMENT

ACCELERATED PLACEMENT

The District provides for an Accelerated Placement Program (APP) for qualified students. It provides students with an educational setting with curriculum options that are usually reserved for students who are older or in higher grades than the student. Accelerated placement includes but may not be limited to early entrance to kindergarten or first grade, accelerating a student in a single subject and grade acceleration. Participation is open to all students who demonstrate high ability and who may benefit from accelerated placement. It is not limited to students who have been identified as gifted or talented. Please contact the building principal or Assistant Principal for Curriculum and Instruction for additional information.

HONORS PLACEMENT

Fifth to sixth grade honors placements are determined by an initial screening of NWEA MAP scores. We look at the past three scores but *may* also look at historical scores and/or refer to the previous year's teacher and his or her knowledge of the student. Our goal is to challenge all students, regardless of their placement.

Our dedicated staff members monitor students throughout the year to ensure students are being challenged or to provide support if a student is struggling. If a teacher has data which indicates a student should be moved to an honors placement, he or she will fill out the proper paperwork and final recommendations will be made by the QJHS administration.

HONORS EXPECTATIONS

All honors courses, except for math, are enriched and may come with higher workloads. Curriculum in math honors is one grade level above, while curriculum in math high honors is two grade level above. Taking advanced math means that your child will be following a rigorous junior high and high school math track. It is expected that all students enrolled in honors-level courses **will maintain at least a 70% (C-) average** in the honors course. If your child falls below 70% (C-), you will be contacted by the classroom teacher who will partner with you to create a plan to address concerns. If the grade does not improve, your child may be dropped from the honors class and placed in a grade-level corresponding course.

HONORS COURSES OFFERED

The following honors courses are currently offered at QJHS:

- ELA (English-Language Arts)
- Math
- Science (8th grade and by invitation only)
- Advanced Art (by invitation only)

MUSIC PLACEMENT

Students new to QJHS must seek approval from the ensemble director and the Director of Music and Fine Arts to be placed in Band, Orchestra, and Chorus.

For questions regarding music placements, please call the Music Office at 217-224-3774.

ACADEMIC HONESTY

Academic honesty is expected of all students in all classes. Engaging in academic dishonesty, including cheating, intentionally plagiarizing, using AI as your own work, wrongfully giving or receiving help during an academic examination, altering report cards, and wrongfully obtaining test copies or scores is prohibited and subject to school level disciplinary action.

- Any form of cheating ***may*** result in a student earning a failing grade of zero for the assignment, test, quiz, or activity in question. We would like to see learning take place at this age when the stakes are much lower. The student's parents will be notified by the teacher of low-level acts of cheating. (Looking at someone else's test answer, copying an assignment, etc.)
- The student may also be subject to one or more days of In- or Out-of-school suspension for those acts of cheating considered egregious (copying and handing out a test; sending answers over text, etc.) The grade-level dean will notify parents of all egregious acts of cheating which would involve discipline office- issued consequences.

ANNUAL SCHOOL REPORT CARD

Each year, the District is required to disseminate an annual report card that includes information on the District as a whole and each school served by the District, with aggregate and disaggregated information for each required subgroup of students including: student achievement on academic assessments (designated by category), graduation rates, district performance, teacher qualifications, and certain other information required by federal law. The Illinois School Report Card is reviewed annually at the District Improvement Team meeting and a link to the report card is placed on the QPS website: https://www.qps.org/departments/cia/curriculum/district-improvement-team/

ASSESSMENT

Quincy Public Schools administers standardized assessments as required by the state of Illinois annually. Results from these tests automatically become part of the student permanent record when we receive the scores. If you do not want scores to appear on the student's permanent record, please contact your child's counselor. More information about the specific assessments required at QJHS is available on the QPS website. https://www.qps.org/departments/cia/assessment/

Parents/Guardians are encouraged to cooperate in preparing students for the standardized testing, because the quality of the education the school can provide is partially dependent upon the school's ability to continue to prove its success in the state's standardized tests. Parents/Guardians can assist their students to achieve their best performance by doing the following:

1. Encourage students to work hard and study throughout the year;
2. Ensure students get a good night's sleep during the night before exams;
3. Ensure students eat well the morning of the exam, particularly ensuring they eat sufficient protein;
4. Remind students and emphasize the importance of good performance on standardized testing;
5. Ensure students are on time and prepared for tests, with appropriate materials;
6. Teach students the importance of honesty and ethics during the performance of these and other tests;
7. Encourage students to relax on testing day

QUARTERLY/SEMESTERLY RECOGNITION

Below is a list of awards presented to students quarterly or semesterly. **A student must be a full-time student at QJHS to be eligible for honor roll or attendance recognition**.

ATTENDNACE

Students who attend 90% or more of each quarter will have their name entered into a drawing for a prize and have their name displayed in the main lobby and on social media.

HIGH HONOR ROLL

The High Honor Roll award is presented to each full-time student who earns a minimum grade point average of 3.75 and has no grades of F, D, I, or U. Each quarter, students who qualify will receive a ribbon, which will be distributed during advisory class.

HONOR ROLL

The Honor Roll award is presented to each full-time student who earns a minimum grade point average of 3.0 to 3.749 and has no grades of F, D, I, or U. Each quarter, students who qualify will receive a certificate of award, which will be distributed during advisory class.

*Each quarter High Honor Roll and Honor Roll names will be displayed in the Main Lobby and on social media and students will be entered into a drawing for a prize.

QJHS SHOOTING STARS

Each semester, staff members nominate a student for living out our core values: respectful, responsible, and inspired. These students are then recognized on stage at an all-school assembly and given a certificate of award along with a chance to win a prize.

END OF THE YEAR AWARDS
Below is a list of awards presented to students at the end of the year. A student must be **a full-time student at QJHS to be eligible for all academic and attendance awards.**

ATTENDANCE AWARD
Students who attend 90% or more for the entire school year will receive a certificate of award at the end of the year.

EDUCATIONAL EXCELLENCE
The Educational Excellence Award is presented to 6th and 7th-grade students who have earned a 3.75 or higher GPA on a 4.0 system each quarter for the first three quarters of the school year. A student must also have a score of "exceeds" in reading and math on the most current Measure of Academic Performance Test (MAP) or comparable standardized test. Students who qualify for the Educational Excellence Award will be presented with an education medal and certificate at the end of the year.

PRESIDENTIAL EDUCATIONAL EXCELLENCE
The Presidential Educational Excellence Award is presented to 8th-grade students who have earned a 3.5 or higher GPA on a 4.0 system each quarter for the first three quarters of the school year. A student must also have a score of "exceeds" in reading and math on the most current Measure of Academic Performance Test (MAP) or comparable standardized test. Students who qualify for the Presidential Educational Excellence Award will be presented with an education medal, a letter from the President, and a certificate at the end of the year.

ROBERT E. MEYER AWARD
The Robert E. Meyer Award is presented to the top male and top female in the 8th grade. A special committee of former distinguished educators selects these students. The committee considers not only 4.0 students, but also school and non-school activities, leadership, and other personal strengths. The 5 finalists from each group are interviewed to determine the overall winner of the award. The finalist and winners will each receive an engraved trophy and certificate, and the two winners' names will be engraved on a large plaque in the lobby area outside the QJHS auditorium.

DEPARTMENT AND TEAM AWARDS
In addition to the awards above, each subject area department and the interdisciplinary team may choose to distribute awards at the end of the school year honoring students for subject area awards and/or team awards.

EVALUATION AND GRADING
Report cards are distributed quarterly to communicate student learning and achievement. The report card also helps identify areas of strength and guidance for improvement. First quarter report cards will be handed out during Student-Led Conferences in the fall. Report cards not picked up at the end of conferences will be mailed home.

Second, third, and fourth quarter report cards will be mailed home. If you do not receive a copy of your child's report card, please contact your child's school counselor to request a copy.

All students are given a username and password to monitor their grades on Skyward. Parents may also view student grades using Skyward Family Access. **Students and parents are encouraged to check grades once a week as grades are not updated daily.**

Please see the grading scale below. If you have a question regarding a specific grade your child has earned, please reach out to the specific teacher.

A+	**99 – 100**	**C+**	**78 – 79**
A	**94 – 98**	**C**	**74 – 77**
A-	**90 – 93**	**C-**	**70 – 73**
B+	**88 – 89**	**D+**	**68 – 69**
B	**84 – 87**	**D**	**64 – 67**
B-	**80 – 83**	**D-**	**60 – 63**
F Below 60			

PRACTICE VS PERFORMANCE
At QJHS, a student's grade is compiled using the following **guidelines**:

PRACTICE (40%)
Homework
Formative assessments

PERFORMANCE (60%)
Summative assessments (end of the unit tests; chapter tests)
Quizzes
Projects
Essays
Labs

MULTIPLE ATTEMPTS AT MASTERY
To differentiate instruction and to ensure learning is taking place, a student may be allowed to retake two performance-based assessments per quarter, per course, provided that the following conditions have been met:

1. The student has arranged the retake with the teacher within five school days once the assessment has been entered into Skyward (gradebook) by the teacher.
2. The student has completed all assignments that are considered practice toward mastery prior to the original assessment date.
3. The student has completed any re-learning activity at the discretion of the teacher.
4. The student has made a good-faith effort on the first assessment.

EXEMPTION FROM PHYSICAL EDUCATION REQUIREMENT GRADES K-8

In order to be excused from participation in physical education, a student must present an appropriate excuse from his or her parent/guardian or from a person licensed under the Medical Practice Act. The excuse may be based on medical or religious prohibitions. An excuse because of medical reasons must include a signed statement from a person licensed under the Medical Practice Act that corroborates the medical reason for the request. An excuse based on religious reasons must include a signed statement from a member of the clergy that corroborates the religious reason for the request. Upon written notice from a student's parent/guardian, a student will be excused from engaging in the physical activity components of the physical education during a period of religious fasting.

Students with an Individualized Education Program may also be excused from physical education courses in either of the following situations:

1. He or she (a) is in grades 3-12 , (b) his or her IEP required that special education support and services be provided during physical education time, and (c) the parent/guardian agrees or the IEP team makes a determination; or
2. He or she (a) has an IEP, (b) is participating in an adaptive athletic program outside of the school setting, and (c) the parents/guardian documents the student's participation as required by the Superintendent or designee.

A student requiring adapted physical education will receive that service in accordance with the student's Individualized Education Program.

Special activities in physical education will be provided for a student whose physical or emotional condition, as determined by a person licensed under the Medical Practices Act, prevents his or her participation in the physical education course.

State law prohibits the School District from honoring parental excuses based upon a student's participation in athletic training, activities, or competitions conducted outside the auspices of the School
District.

Students who have been excused from physical education shall return to the course as soon as practical. The following considerations will be used to determine when a student shall return to a physical education course:[2]

1. The time of year when the student's participation ceases; and
2. The student's class schedule.

FIELD TRIPS

Field trips are a privilege for students. Students must abide by all school policies during transportation and during field trip activities and shall treat all field trip locations as though they are school grounds. Failure to abide by school rules and/or location rules during a field trip may subject the student to discipline. If the field trip is scheduled outside the city, a special consent form will be obtained. A form will be electronically signed in Skyward upon enrolling in the fall. Students are required to ride the bus to and from all field trips. Parents who request to transport their own children may do so with a written request to the principal.

FINES, FEES, AND CHARGES; WAIVER OF STUDENT FEES

The school establishes fees and charges to fund certain school activities. Some students may be unable to pay these fees. Students will not be denied educational services or academic credit due to the inability of their parent or guardian to pay fees or certain charges. Students whose parent or guardian is unable to afford student fees may receive a fee waiver. A fee waiver does not exempt a student from charges for lost and damaged books, locks, materials, supplies, and/or equipment.

Applications for fee waivers may be submitted by a parent or guardian of a student who has been assessed a fee. A student is eligible for a fee waiver if at least one of the following prerequisites is met:

1. The student currently lives in a household that meets the free lunch or breakfast eligibility guidelines established by the federal government pursuant to the National School Lunch Act; or

2. The student or the student's family is currently receiving aid under Article IV of the Illinois Public Aid Code (Aid to Families of Dependent Children).

Questions regarding the fee waiver application process should be addressed to the building principal. Pursuant to the Hunger-Free Student's Bill of Rights Act, the school is required to provide a federally reimbursable meal or snack to a student who requests one, regardless of whether the student has the ability to pay for the meal or snack or owes money for earlier meals or snacks. Students may not be provided with an alternative meal or snack, and the school is prohibited from publicly identifying or stigmatizing a student who cannot pay for or owes money for a meal or snack.

HOMEWORK

The intention of homework is to practice the skills that students have learned. It is expected that students turn in homework on time so that teachers can assess where students are in their learning and use this information to guide their instruction.

If your child has excessive homework, it may be because the child is not doing his/her work during the allocated time. A conference with your child's teacher is recommended. If a student's absence is excused or if a student is suspended from school, he/she will be permitted to make up all missed work, including homework and tests, for equivalent academic credit.

INSTRUCTIONAL FEES

There is a $70.00 charge to Quincy Public School students in grades sixth through 8th grades. Those receiving a free lunch, owe no book fees. Those qualifying for reduced lunch owe half the regular fee. The intention of homework is to practice the skills that students have learned. It is expected that students turn in homework on time so that teachers can assess where students are in their learning and use this information to guide their instruction.

If your child has excessive homework, it may be because the child is not doing his/her work during the allocated time. A conference with your child's teacher is recommended. If a student's absence is excused or if a student is suspended from school, he/she will be permitted to make up all missed work, including homework and tests, for equivalent academic credit.

INSTRUCTIONAL MATERIALS

A student's parent/guardian may inspect, upon their request, any instructional material used as part of their child's educational curriculum within a reasonable time of their request. Requests should be made to the building principal or designee. The term "instructional material" means instructional content that is provided to a student, regardless of its format, printed or representational materials, audio-visual materials, and materials in electronic or digital formats (such as materials accessible through the Internet). The term does not include academic tests or academic assessments.

MULTI-TIERED SYSTYEMS OF SUPPORT (MTSS)

A Multi-Tiered System of Support (MTSS) is a framework that helps educators identify students' academic, behavioral, and social-emotional strengths and challenges and provide differentiated support for students based on their needs. MTSS is designed to help every student succeed and provide valuable information to educators to help them understand the learning needs of all their students. In addition, MTSS is a comprehensive system that places a strong

priority on prevention by identifying strengths and challenges in district and/or school level academic, behavior or social-emotional systems.

RESPONSE TO INTERVENTION

The Illinois State Board of Education (ISBE) believes that increased student learning requires the consistent practice of providing high quality instruction matched to student needs. Response to Intervention (RtI) is a general education initiative which requires collaborative efforts from all district staff, general educators, special educators, and bilingual/ELL staff. In a quality educational environment, student academic and behavioral needs must be identified and monitored continuously with documented student performance data used to make instructional decisions. Response to Intervention uses differentiated instructional strategies for all learners, providing all learners with scientific, research-based interventions, continuously measuring student performance using scientifically research-based progress monitoring instruments for all learners and making educational decisions based on a student's response to interventions. RtI has three essential components: 1) using a four-tier model of school supports, 2) utilizing a problem-solving method for decision-making, and 3) having an integrated data system that informs instruction.

POSITIVE BEHAVIOR INTERVENTION AND SUPPORTS

PBIS is a process for creating safer and more effective schools. PBIS includes school-wide procedures and processes intended for all students and staff in all settings. PBIS is not a program or a curriculum. It is a team-based process for systemic problem solving, planning, and evaluation. It is an approach to creating a safe and productive learning environment where teachers can teach, and all students can learn. We have adopted a unified set of expectations for QJHS. You will see these rules posted throughout the school, and your child will be learning them during his or her first days at school. Our unified expectations found in every classroom and non-classroom setting in the school are as follows:

- Be Respectful
- Be Responsible
- Be Inspired

PARENT CONFERENCES

Formal parent conferences will be held at the end of the first grading period. Fall conferences will be student-led conferences where students will share their successes and goals. A Spring Conference will be held with any parent/guardian of a child who is not meeting district learning standards. A parent-teacher conference is an opportunity for two-way communication. Parents can initiate a conference at any time.

RETENTION AND PROMOTION

The decision to promote a student to the next grade level is based on the successful completion of the curriculum, a student's attendance, and their performance on standardized tests. A student will not be promoted based upon age, or any other social reason not related to academic performance. Students who fail multiple courses throughout the year will be recommended for Summer Academy in order to be promoted to the next grade level.

SPECIAL EDUCATION SERVICES

Quincy Public Schools provide special education services to students who meet the criteria for the following eligibilities: autism, deaf-blindness, deafness, developmental delay, emotional disability, hearing impairment, intellectual disability, multiple disabilities, orthopedic impairment,

other health impairment, specific learning disability, speech and language impairment, traumatic brain injury, visual impairment including blindness.

The following is the process used to refer, evaluate, and place students in special education classes in Quincy schools. Notice that twice in the process parents must give their approval.

1. The school's intervention team screens all students to determine if interventions are necessary.
2. Interventions are provided to students who are not making adequate progress. A more intense and individualized intervention may be provided if a student is still not making the expected progress.
3. The intervention team, teacher, or parent may make a recommendation for special education testing.
4. The TIER 3 team reviews the request for special education services and determines if testing is appropriate at that time.
5. If the team determines that testing is appropriate the team meets with the parent to complete domain paperwork and obtain parental approval (signed consent). This form gives permission for psychologists to evaluate and diagnose the student.
6. Parental approval form and teacher referral form sent to Director of Special Education, 1416 Maine, Quincy.
7. A social history will be obtained from the parent through a meeting with the social worker and a health history may be obtained by the school nurse.
8. A conference will be held at the local school. Those present at the conference may include the teacher, principal, psychologist, social worker, nurse, special education coordinator, and the parent.
9. If the child is eligible for placement and the placement is approved, the entrance date and approval for placement will be determined through staff meeting.
10. Written parental approval must be secured prior to placement in special education. If you have any further questions or need further information, please call the Director of Special Education or the building principal.

STUDENT SUPPORT

EXTRA HELP

A teacher may request a student to come in at lunch or stay after school if the student is having difficulty with his/her work.

LIBRARY

The library is available after school until 3:30 to work on homework or prepare for tests/quizzes. Students are responsible for their own transportation home.

TEAM SUPPORT

QJHS teacher teams meet daily to monitor student progress. Teacher teams also meet with support staff (dean & counselor) once a week to give additional support. Team meetings focus on monitoring academic, attendance, and behavior data. Teams use data to recommend students for academic and/or social-emotional interventions and support and monitor progress to determine the level of success. Teams meet with parents/guardians and students when concerns arise and partner with teacher/support staff teams to plan for success. Do not hesitate to contact a teacher team and/or support staff if you would like to meet to discuss the success of your child during this time.

COMET CONNECTIONS AFTER SCHOOL PROGRAM

QJHS offers Comet Connections, an after-school program to help students with academic supports. Watch the bulletin, Facebook, and your email for information during the school year as to when this opportunity begins.

PART VIII – GUIDANCE OFFICE

SCHOOL COUNSELOR ROLE

Quincy Junior High School provides a guidance and counseling program for students. The school's counselors are available to those students who require additional assistance. Under Illinois law, any student 12 years of age or older may receive counseling services without consent of the student's parent/guardian. However, until the consent of the student's parent/guardian has been obtained, counseling services provided to a student under the age of 17 are generally limited to not more than eight 90-minute sessions.

QJHS school counselors provide a developmental guidance and counseling program for all students. The counselors assist students in meeting their academic, social-emotional, and personal goals.

- Counselors conduct structured, goal-oriented counseling sessions to meet the identified needs of individuals or groups of students. ·
- Session topics at the middle school level may include self-concept, self-identity, academic issues, attendance and behavior patterns, conflict resolution, peer mediation, family issues, substance abuse prevention, child abuse prevention, and suicide prevention and intervention.
- Counselors consult with administrators, teachers, parents, and others to enhance their work with students. When necessary, counselors refer students with critical needs to appropriate community resources. ·
- Counselors are case managers for all 504 plans. They help develop and monitor 504 plans to ensure any child with a diagnosed disability receives accommodations that will ensure the child's academic success and access to the learning environment.

CONFIDENTIALITY

The material revealed in counseling will remain strictly confidential except under the following circumstances in accordance with state law:

1. The student signs a written release of information indicating informed consent of such release.
2. The student expresses intent to harm him/herself or someone else.
3. There is a reasonable suspicion of abuse/neglect against a minor child, elderly person (60 or older), or a dependent adult; or
4. A court order is received directing the disclosure of information

It is our policy to assert privileged communication on behalf of the student and the right to consult with the student, if possible, except during an emergency, before mandated disclosure. Counselors will endeavor to apprise students of all mandated disclosures as conceivable. Any material obtained from a minor student may be shared with the student's parent or guardian at the counselor's discretion.

OUTSIDE REFERRALS

School Counselors may make referrals when necessary or appropriate to outside resources for student and/or family support. Appropriate referrals may necessitate informing both parents/guardians and students of applicable resources and making proper plans for transitions with minimal interruption of services. Students retain the right to discontinue the counseling relationship at any time.

SCHOOL-BASED HEALTH CARE

School-Based Health Care is a partnership between-Centerstone Healthcare and Quincy Public Schools. The program provides services directly in the school (school-based services) to eliminate barriers for parents and or guardians. The program includes a Substance Use Disorder (SUD) counselor and a Behavioral Health Therapist/Interventionist hired by Centerstone. School counselors and administrators refer students to these programs. Once referred, parents sign a consent for these services.

SCHEDULE CHANGES AND REQUESTS

Schedule changes are not always easy. Once a schedule is created, staff avoid making changes as it disrupts the stability for the students and teachers. There are times, however, when a schedule change is needed.

Examples of a valid schedule change request:

- Missing a period
- Scheduled for a duplicate class
- Enrolled in course by mistake
- Unmet prerequisite

Examples of invalid schedule change requests:

- Changing a teacher
- Changing to be with friends
- Changing to have class during a different time of the day
- Changing teams

Requests for specific teachers and/or teams cannot be granted due to the nature of the scheduling process. Students may be assigned to an intervention elective should a "needs assessment" determine that this would be in their best educational interest.

PART IX – STUDENT ACTIVITIES

ATHLETICS

The following athletic programs are available at Quincy Junior High School:

- 6th Grade Girls: tennis, cross country, golf*, basketball*, wrestling
- 6th Grade Boys: tennis, cross-country, golf*, wrestling
- 7th and 8th Grade Girls: tennis, cross-country, golf, softball, basketball, volleyball, cheerleading, track, trap
- 7th and 8th Grade Boys: tennis, cross-country, golf, baseball, football, basketball, wrestling, track, trap

**If numbers dictate, 6th grade students may be allowed to participate in 7th & 8th grade athletics.*

There will be a bus available for athletes going to Senior High or Flinn Stadium for practice each evening. The bus will leave from the 14th Street entrance, Stations 1 and 2, at a time which will be announced after school starts.

CLUBS & ORGANIZATIONS

Quincy Junior High School has many opportunities for students to get involved outside of athletics and music. Student Council and other clubs and opportunities will be available once school begins. Students should be on the lookout for these opportunities. Parents can often find this information on Skyward in the Weekly Bulletin.

EXTRA-CURRICULAR CODE OF CONDUCT- QPS DISTRICT #172

OVERVIEW

The Quincy Public Schools Code of Conduct reinforces the fact that participants in activities outside of and in addition to the school day are held to high standards, as they represent the community, the school district, their school, as well as their organization/team. The Code of Conduct applies to all members of an organization/team, including student team managers, student statisticians, and other support roles.

EXPECTATIONS

Participants in Quincy Public Schools extra-curricular activities represent QPS, their school, their team/organization and the community 24 hours a day and 365 days a year. Members must conduct themselves at all times, including after school and on days school is not in session, as good citizens and exemplars of their school - they must behave in ways that are consistent with good sportsmanship, leadership, and appropriate moral conduct. They are expected to demonstrate good citizenship and exemplary conduct in the classroom, in the community, and during all facets of the activity.

The Quincy Public Schools expect all students who are involved in extra-curricular activities to abide by the following (this includes representations of activity depicted in photos, videos and on the internet/social media):

1. To conduct themselves in a manner that reflects favorably upon the Quincy Public Schools, their school, their team/organization and the Quincy community;
2. To adhere to all rules set forth in the student handbook and those adopted by the coach/sponsor, including, but not limited to, the provisions of the student handbook relating to hazing, bullying, alcohol, tobacco and other drugs;
3. To meet the scholastic requirements of the Quincy Public Schools;
4. To attend school regularly;
5. To conduct themselves in a manner that demonstrates respect for people, property and public laws at all times.

CODE OF CONDUCT PROCESS

1. Participants violating the above expectations will be appropriately disciplined by the coach, sponsor, and/or athletic director. Minor infractions may be handled by the coach/sponsor.
2. Flagrant or egregious violations of the Code of Conduct and/or the Student Handbook may result in immediate dismissal from the extracurricular activity.
3. Violations of the Code of Conduct and/or Student Handbook will result in the following progression of consequences:
   a. **First Offense:** Suspension from the activity for ¼ of the activity season.

b. **Second Offense:** Suspension from the activity for ½ of the activity season.
c. **Third Offense:** Ineligible for all activities for one (1) calendar year from the date of the third infraction.
d. **Fourth Offense:** Ineligible for all activities for the remainder of high school career.

4. Suspensions will carry over seasons and/or years (if needed in order to fulfill the suspension requirement).

5. If a Code of Conduct violation and a suspension occurs, the participant may not substitute another activity to avoid the suspension. The student must have participated in the activity within the last 365 days.

6. While on Code suspension, students may be expected to practice and attend their school-sponsored team/activity events.

7. Any member of an extra-curricular activity who presents himself/herself to the athletic director, building principal or teacher/coach as having a substance abuse problem will not be subject to Code violation consequences provided:
a. Admission of said abuse is not initiated by the participant as a means of escaping disciplinary action.
b. Participant and parent(s) receive medical counseling and successfully complete medical counseling, the cost of which is to be paid solely by the participant and/or parent(s) at a recommended treatment center.
c. Participant does not have violations of the Code of Conduct after they admit abuse.

APPEAL PROCESS

The principal may review all decisions and/or consequences, and the principal shall endeavor to foster some reasonable uniformity of penalty among all activities. The decision and/or consequence may be reviewed by the superintendent as the superintendent deems appropriate. The decision of the superintendent may be reviewed by the Board of Education as it deems appropriate. The decision of the Board of Education is final, including the decision of the Board of Education not to review the decision of the superintendent

EXTRA-CURRICULAR ATHLETIC ACTIVITIES ELIGIBILITY AND PROCEDURES

Students Earning an "F" During Season:

- Teachers are to update the Skyward Gradebook weekly. Grades are pulled from teachers' Skyward gradebooks each Thursday at 8 a.m. Teachers should provide a weekly opportunity for students to improve their grades.
- The Athletic Secretary informs coaches via e-mail of failing grades each Thursday by the end of the school day.
- Coaches inform student/parent of failing grade.
- 7th and 8th grade, I.E.S.A. requires a student to be passing all classes at all times.
- Eligibility will be checked each week as mandated by the IESA. Students, who are declared ineligible will serve an ineligibility period of one week.
- Please contact the Assistant Principal for Student Services for any clarification regarding Athletic Eligibility.

Requirements for Participation in Extracurricular Athletic Activities: A student must have the following fully executed documents on file in the school office before being allowed to participate in any extracurricular athletic activity.

1. A current certificate of physical fitness issued by a licensed physician, advanced practice nurse, or physician assistant.

2. A permission slip to participate in the specific sport or activity signed by the student's parent/guardian.

3. Proof the student is covered by medical insurance.

4. A signed agreement by the student not to use any drugs on the IHSA's most current banned drug classes list and an agreement to take part in random testing for these substances.

5. A signed agreement by the student's parent/guardian authorizing random performance enhancing substance testing and recognizing the dangers of drug use.

6. Selection of members or participants in extracurricular athletic activities is at the discretion of the designated teachers, sponsors, and coaches.

7. IESA: Eligibility for athletics at QJHS is governed by the rules of the Illinois Elementary School Association. These rules will apply in addition to this Extracurricular Athletic Code.

8. Students and coaches are expected to comply with all IESA by-laws and rules. QJHS athletic programs do charge participation fees. However, students are provided with a fundraising opportunity to assist with this cost.

9. **Absence from School on Day of Activity:** A student who is absent from school after noon is ineligible for any sport or activity on that day unless the absence has been approved in writing by the principal or his/her designee. Exceptions may be made by the designated teacher, sponsor, or coach: 1) for a pre-arranged medical absence; or 2) for a death in the student's family. A student who has one or more truancies or who has been suspended from school may be suspended from participation in athletic activities by school officials. A student who is absent from school on Friday before a Saturday event may be withheld from Saturday sports and activities at the sole discretion of the designated teacher, sponsor, or coach.

10. **Travel:** All students must travel to sporting events and activities and return home from such events with the team on which the student participates by use of school-approved means of transportation. A written waiver of this rule may be issued by the teacher, sponsor, or coach in charge of the sport or activity upon advance written request of a student's parent/guardian and provided the parent/guardian appears and accepts custody of the student. Oral requests will not be honored, and oral permissions are not valid. Any student found to be in violation of this rule will be subject to discipline in accordance with the Extracurricular Athletic Code of Conduct.

11. **Concussions and Head Injuries:** Student-athletes must comply with Illinois' Youth Sports Concussion Safety Act and all protocols, policies, and bylaws of the Illinois Elementary School Association before being allowed to participate in any athletic activity, including practice or competition. A student who was removed from practice or competition because of a suspected concussion shall be allowed to return only after all statutory prerequisites are completed, including without limitation, the School District's return-to-play, and return-to-learn protocols. Information is available in the sports packets.

Any questions or concerns regarding athletic procedures should be directed to the Assistant Principal for Student Services.

CONCUSSIONS AND HEAD INJURIES

Student athletes must comply with Illinois' Youth Sports Concussion Safety Act and all protocols, policies, and bylaws of the Illinois High School Association before being allowed to participate in any athletic activity, including practice or competition.

A student who was removed from practice or competition because of a suspected concussion shall be allowed to return only after all statutory prerequisites are completed, including without limitation, the School District's return-to-play, and return-to-learn protocols.

DANCES/REC NIGHTS

Only QJHS students in the appropriate grades are eligible to attend dances or REC nights. Specific guidelines for the dances or REC nights will be given prior to the event. All normal school rules apply at the events. Students who have developed poor attendance patterns, who have had discipline issues, or who have failing grades may not be allowed to attend these functions. Students must be in attendance on the day of the function to attend. Unusual absenteeism or excused absenteeism may be considered but must be pre-approved through the Administration.

Students must be picked up promptly at the conclusion of the activity. Arrangements for rides must be made prior to coming to the activity as telephones may not be available. Any student who is not picked up on time may not be allowed to attend future events. These situations will be dealt with on an individual basis.

TEAM CELEBRATIONS

Many teams create goals and celebrate successes and accomplishments with their students. Students who have not met attendance, academic or behavioral standards may not be allowed to participate in these celebrations.

PART X - TECHNOLOGY

ACCEPTABLE USE PROCEDURE (AUP):

AUTHORIZATION FOR ELECTRONIC NETWORK ACCESS AND COMPUTER USAGE

'Electronic Network(s)' or 'Network(s)' is defined as the District's network (including the wireless network), servers, computer workstations, mobile technologies, peripherals, applications, databases, online resources, Internet access, email, digital accounts, and any other technology designated for use by students and staff, including all new technologies as they become available.

All use of Electronic Networks, including the Internet, shall be consistent with the District's goal of promoting educational excellence by facilitating resource sharing, innovation, and communication. These rules do not attempt to state all required or prohibited behavior by users. However, some specific examples are provided. **The failure of any user to follow the terms of the *Authorization for Electronic Network Access and Computer Usage* will result in the loss of privileges, disciplinary action, and/or appropriate legal action.** The signature(s) at the end of this document indicates the party who signed has read the terms and conditions carefully and understands their significance.

Terms and Conditions

1. Acceptable Use - Access to the District's network and Internet must be for the purpose of education or research and be consistent with the educational objectives of the District.

2. Privileges - The use of the District's network and Internet is a privilege, not a right, and inappropriate use will result in the loss of privileges, disciplinary action, and/or appropriate legal action. The Superintendent (or his/her designee) will make all decisions regarding whether or not a user has violated these rules and will make the appropriate recommendations. **Students and staff should have no expectations of privacy regarding use of the network. Intrinsic to network administration, system administrators have access to all information associated with electronic communication.**

3. Unacceptable Use – Users are responsible for their actions and activities involving the network. Some examples of unacceptable uses include but are not limited to the following:
    a. 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;
    b. Unauthorized uploading or downloading of software, regardless of whether it is copyrighted or devirused;
    c. Downloading copyrighted material for other than personal use;
    d. Using the computer system for private financial or commercial gain (this includes buying or selling on the Web);
    e. Wastefully using resources, such as file space, personal multimedia, chain letters, flaming, etc.
    f. Gaining unauthorized access to resources or entities;
    g. Trespassing in others' folders, work, files or changing computer files not belonging to the user;
    h. Invading the privacy of individuals;
    i. **Using another user's account or password or sharing passwords with others;**
    j. Posting material authored or created by another without his/her consent;
    k. Posting anonymous messages;
    l. Using the network for commercial or private advertising;
    m. **Accessing, submitting, posting, publishing, or displaying any defamatory, inaccurate, abusive, obscene, profane, sexually oriented, threatening (including weapons & bombs), racially offensive, harassing, or illegal messages, pictures, or other material;**
    n. Using the network or Internet while access privileges are suspended or revoked;
    o. Using chat rooms and/or social networking sites without permission.

4. Network Etiquette - Users are expected to abide by the generally accepted rules of network etiquette. These include, but are not limited to, the following:
    a. Being polite. Not becoming abusive in messages to others.
    b. Using appropriate language. Not swearing or using vulgarities or any other inappropriate language.
    c. **Not revealing ANY personal addresses or telephone numbers.**
    d. Recognizing that electronic mail (E-mail) is not private. Administrators of the system have access to all mail, files, and activity logs. Messages relating to or in support of illegal activities must be reported to the authorities.
    e. Not using the network in any way that would disrupt its use by other users.
    f. Considering all communications and information of others accessible via the network to be private property.

5. Digital Accounts - The District provides students with both Microsoft 365 and Google Workspace for Education accounts, including Outlook, Word, Teams, Gmail, Docs, Classroom, and other tools. These accounts help students complete assignments, communicate with teachers, and sign into devices. The District controls app access to ensure educational use. For details on Microsoft's data practices, review their Privacy Statement. For details on Google's data practices, review their Privacy Notice. By agreeing, you consent to your child's use of Microsoft 365 and Google Workspace for Education and their third-party services. Contact the district with any concerns before agreeing.

6. Instructional Resources - Users may be granted access to online instructional resources to create a collaborative online environment. The purpose of this access is to create an online environment where users can display and share what they have created. Users will have the opportunity to create websites, multimedia posters, podcasts (audio recording), and videos utilizing educational resources, including but not limited to, learning platforms, blogs, wikis, and podcasts. Users

understand that their work may be viewed by others as a public digital format; therefore, users will not reveal personal information. Participation in these resources may require individual digital accounts. Student accounts will be controlled by the district staff.

7. Bring Your Own Device - It is our goal that students and teachers will collaborate in rich, engaging learning experiences using technology. Students may bring their own technology and utilize personal electronic communication devices at school and at school activities. Students may use these devices in the classroom when the teacher deems them appropriate for educational purposes. All devices must remain silent or be put away unless being used within a lesson during class time. Devices should be clearly labeled with the student's full name. Students are responsible for personal property brought to school and should keep personal items with self or in a locked space. Devices should be charged prior to bringing them to school. In the event the technology is used inappropriately, disciplinary consequences may occur. The purpose of the District's BYOD program is to extend and enrich the learning environment. The following guidelines apply to students who participate in the program:
    a. Access only the District's Internet gateway. The District filters access to materials that may be defamatory, inaccurate, offensive, or otherwise inappropriate at school pursuant to policy 6:235, Access to Electronic Networks. Make no attempts to bypass the District's Internet gateway.
    b. Similar to when a filter is disabled or malfunctions, it is impossible to control all Internet material, and a BYOD participant may discover inappropriate material. It may also be discovered if and/or when sharing a BYOD device with another student. Report inappropriate content and conduct to your classroom teacher.
    c. Follow the standards of your parents/guardians. The District respects each family's right to decide whether or not to participate. District-provided technology may be an alternative.
    d. Access only authorized data or files on the computer or Internet sites that are relevant to the classroom curriculum and suggested by a teacher. Students are strictly prohibited from infecting the District's network(s) with a virus or malware program designed to damage, alter, or destroy the network, and hacking, altering, or bypassing security policies. Using anti-virus and anti-malware software on BYOD devices is encouraged. The District may examine any BYOD device that it suspects is causing network problems or may be the source of an attack or virus infection.
    e. Use of a BYOD device is subject to policy 7:190, Student Discipline. That means BYOD devices are for curriculum-based instruction only. Students must follow any additional guidelines a classroom teacher or the school might impose. The use of BYOD devices may in no way disturb the learning environment. Students are not allowed to use BYOD devices during test administration. When permitted by school rules, students may use BYOD devices before and after school, during lunch break, during after-school activities, and at school-related functions. BYOD devices may be used while riding to and from school on a school bus or on a school-sponsored activity, at the discretion of the bus driver, classroom teacher, or sponsor/advisor/coach.

    f. Transmit only appropriate content while using the District's electronic network. Students may not use BYOD devices to record, transmit, or post photos or audio/video recordings of any person on school property or school-sponsored events without express permission of a teacher or administrator. Any reasonable suspicion of an activity that violates law or Board policies will be treated according to policy 7:140, Search and Seizure. Bullying or sexual material will not be tolerated and will be managed pursuant to policy 7:180, Preventing Bullying, Intimidation, and Harassment. Retrieval of devices that become involved in a law enforcement investigation is the student and parent/guardian's responsibility.

g. Turn off and keep BYOD devices in the sight of the teacher during assessments, unless otherwise directed by a teacher. Immediately follow any teacher's instruction to shut down BYOD devices or close the screen. All BYOD devices must be in silent mode and put away when directed by teachers.

h. Charge all BYOD devices prior to school every day.

i. Sharing BYOD devices with other students is not a requirement for participation in the BYOD program. From time to time, an assignment may have a collaborative component in which students work together in partners or small groups. In this learning situation, students maintain individual control over their device.

8. No Warranties - The District makes no warranties of any kind, whether expressed or implied, for the service it is providing. The District will not be responsible for any damages suffered by the user. This includes loss of data resulting from delays, non-deliveries, missed deliveries, or service interruptions caused by its negligence or user errors or omissions**. Students and staff are responsible for backup of their personal files.** The District specifically denies any responsibility for the accuracy or quality of information obtained via the Internet.
9. Indemnification - To the extent permitted by law, the user agrees to indemnify the School District for any losses, costs, or damages, including reasonable attorney fees, incurred by the District relating to, or arising out of, any breach of these rules.
10. Security - Network security is a high priority. If the user can identify a security problem on the network or on the Internet, he/she must notify the system administrator, the building technology facilitator or building principal. The problem should not be described or demonstrated to other users. **Accounts and passwords should be kept confidential. Users should not use another individual's account.** Attempts to log-on to the network as a system administrator will result in cancellation of user privileges. Any user identified as a security risk may be denied access to the network.
11. Vandalism - Vandalism will result in cancellation of privileges and other disciplinary action. Vandalism is defined as any malicious attempt to harm or destroy hardware or data of another user, the Internet, or any computer system. This includes, but is not limited to, the uploading or creating of computer viruses and any attempts to disrupt network resources or communication.
12. Telephone Charges - The District assumes no responsibility for any unauthorized charges or fees, including telephone charges, long-distance charges, per-minute surcharges, and/or equipment or line costs.
13. **These rules may be amended from time to time by posting amendments in the main office of the school. Amendments become binding upon posting. No further signature is required.**

Students and employees need only sign this *Authorization for Electronic Network Access and Computer Usage* once while enrolled or employed by the School District.

Agreement to *Authorization for Electronic Network Access and Computer Usage:*
I understand and will abide by the above ***Authorization for Electronic Network Access and Computer Usage***. I further understand that should I commit any violation, my access privileges may be revoked, and school disciplinary action and/or appropriate legal action may be taken. In consideration for using the District's network and Internet connection and having access to public networks, I hereby release to the extent permitted by law the School District and its Board members, employees, and agents from any claims and damages arising from my use, or inability to use the network or the Internet.

DATE: _____, 20____

_____
USER NUMBER (Student id / Employee number)

_____

USERNAME (please print)

_____

SCHOOL / BUILDING

_____

USER SIGNATURE

PARENTAL CONSENT FOR STUDENTS

Please assist your child to read and comprehend the Quincy Public Schools Authorization for Electronic Network Access and Computer Usage. The purpose of the Authorization for Electronic Network Access and Computer Usage is to provide information on responsible use of technology.

Signing below indicates that I have read the Quincy Public Schools' Authorization for Electronic Network Access and Computer Usage and I understand the policies outlined in the document. Quincy Public Schools has my permission to allow my child to access the Quincy Public Schools networks and access technology for educational purposes, including the Internet. I authorize my student to participate in collaborative online environments that require individual digital accounts. I give permission for sharing of my student's works and performances on/with educational resources, including but not limited to learning platforms, blogs, wikis, and podcasts. I understand that there will be no identifying information (last names) posted. Work may be used by the teacher for future reference as examples of student work. I grant permission to the teacher to create an account for free educational related websites for students under 13 years of age. I have read and explained the Quincy Public Schools Acceptable Use Policy to my child.

I hereby release to the extent permitted by law the School District and its Board members, employees, and agents from any claims and damages arising from my use, or inability to use the network or the Internet. In addition, I will accept full responsibility and liability for the results of my child's actions with regard to the use of this technology. I release Quincy Public Schools and any related organizations from any liability relating to consequences resulting from my child's use of the technology.

DATE: _____, 20____

_____

PARENT/GUARDIAN NAME (please print)

_____

PARENT/GUARDIAN SIGNATURE

BRING YOUR OWN DEVICE (BYOD)

In order to participate in the Bring Your Own Device (BYOD) Program, certain authorizations and agreements need to be read and signed by the student and parent/guardian. These forms and documents are available online or you may request a hard copy from the Main Office. The purpose of the District's BYOD Program is to extend and enrich the learning environment. The following guidelines apply to students who participate in the program:

- Access only the District's Internet gateway. The District filters access to materials that may be defamatory, inaccurate, offensive, or otherwise inappropriate at school pursuant to Policy 6:235, *Access to Electronic Networks.* Make no attempts to bypass the District's Internet gateway. Similar to when a filter is disabled or malfunctions, it is impossible to control all Internet material, and a BYOD participant may discover inappropriate material. It may also be discovered if and/or when sharing a BYOD device with another student. Report inappropriate content and conduct to your classroom teacher.
- Follow the standards of your parents/guardians. The District respects each family's right to decide whether or not to participate. District-provided technology may be an alternative.
- Access only authorized data or files on the computer or Internet sites that are relevant to the classroom curriculum and suggested by a teacher. Students are strictly prohibited from infecting

the District's network(s) with a virus or malware program designed to damage, alter, or destroy the network, and hacking, altering, or bypassing security policies. Using anti-virus and anti- malware software on BYOD devices is encouraged. The District may examine any BYOD device that it suspects is causing network problems or may be the source of an attack or virus infection.

- Use of a BYOD device is subject to Policy 7:190, *Student Discipline.* That means BYOD devices are for curriculum-based instruction only. Students must follow any additional guidelines a classroom teacher or the school might impose. The use of BYOD devices may in no way disturb the learning environment. Students are not allowed to use BYOD devices during test administration. When permitted by school rules, students may use BYOD devices before and after school, during lunch break, during after-school activities, and at school-related functions. BYOD devices may be used while riding to and from school on a school bus or on a school- sponsored activity, at the discretion of the bus driver, classroom teacher, or sponsor/advisor/coach.
- Transmit only appropriate content while using the District's electronic network. Students may not use BYOD devices to record, transmit, or post photos or audio/video recordings of any person on school property or school-sponsored events without express permission of a teacher or administrator. Any reasonable suspicion of an activity that violates law or Board policies will be treated according to Policy 7:140, *Search and Seizure.* Bullying or sexual material will not be tolerated and will be managed pursuant to Policy 7:180, *Preventing Bullying, Intimidation, and Harassment.* Retrieval of devices that become involved in a law enforcement investigation is the student and parent/guardian's responsibility.
- Charge all BYOD devices prior to school every day.
- Turn off and keep BYOD devices in the sight of the teacher during assessments, unless otherwise directed by a teacher. Immediately follow any teacher's instruction to shut down BYOD devices or close the screen. All BYOD devices must be in the silent mode and put away when directed by teachers.
- Sharing BYOD devices with other students is not a requirement for participation in the BYOD Program. From time to time, an assignment may be a collaborative component in which students work together in partners or small groups. In this learning situation, students maintain individual control over their device.

CHILDREN'S ONLINE PRIVACY PROTECTION ACT (COPPA)

The Children's Online Privacy Protection Act gives parents control over what information websites can collect from their children. Many companies, however, are not providing information about what data a mobile app collects, who will have access to that data, and how it will be used. Allowing your child access to games and other seemingly harmless applications on a smartphone or computer risks his or her exposure to intrusive marketing and access to personal information.

A recent survey of apps for children by the Federal Trade Commission found that 10 percent of apps with social networking services did not disclose their presence; 17 percent of the apps allowed children to make purchases without parent/guardian consent; and 58 percent contained constant advertising, while less than 20 percent disclosed that advertising would appear.

The following suggestions may help keep children from being bombarded by unwanted advertising, from making unwanted purchases and from disclosing personal information and location:

- Be choosy about the applications that you let your child use. Try the app yourself to check for advertising messages and/or social networking and purchase options before allowing your child access.

- Select activities that do not require access to the Internet or an application, such as looking at family pictures or listening to preselected music, screened, and approved by you.
- Make certain that the ability to make purchases is password protected.
- Set up family rules and consequences explaining that all purchases made via a smartphone or computer must have parent/guardian consent.
- Caution children about the use of social networking and other sites and/or apps that can pinpoint locations.
- Monitor computer and smartphone use whenever and wherever possible.

For more information on the Children's Online Privacy Protection Act, please see the following links:
www.ftc.gov/opa/2012/12/kidsapp.shtm
www.ftc.gov/opa/reporter/privacy/coppa.shtml

INTERNET SAFETY

Keeping Yourself and Your Kids Safe on Social Networks

FOR STUDENTS

- Put everything behind password protected walls, where only friends can see.
- Protect your password and make sure you really know who someone is before you allow them onto your friend's list.
- Blur or morph your photos a bit so they will not be abused by cyberbullies or predators.
- Do not post anything your parents, principal or a predator could not see.
- What you post online stays online - forever!!!! So ThinkB4UClick!
- Do not do or say anything online you would not say offline.
- Protect your privacy and your friends' privacy too...get their okay before posting something about them or their pics online.
- Check what your friends are posting/saying about you. Even if you are careful, they may not be and may be putting you at risk.
- And, unless you are prepared to attach your blog to your college/job/internship/scholarship or sports team application…do not post it publicly!
- Stop, Block and Tell! (do not respond to any cyberbullying message, block the person sending it to you and tell a trusted adult).
- R-E-S-P-E-C-T! (use good netiquette and respect the feelings and bandwidth of others).
- Keep personal information private (the more information someone has about you, the more easily they can bully you).
- Google yourself! (conduct frequent searches for your own personal information online and set alerts to spot cyberbullying early).
- Take 5! (walk away from the computer for 5 minutes when something upsets you, so you do not do something you will later regret).

FOR PARENTS:

- Talk to your kids- ask questions (and then confirm to make sure they are telling the truth).
- Ask to see their social media profile page…. Tomorrow. (It gives them a chance to remove everything that is not appropriate or safe and it becomes a way to teach them what not to post instead of it being a gotcha moment).
- Do not panic…there are ways of keeping your kids safe online. It is easier than you think!
- Be involved and work with others in your community.

- Remember what you did that your parents would have been disappointed in you about when you were fifteen.
- This too shall pass! Most kids really do use social media to just simply communicate with their friends. Take a deep breath, gather your thoughts, and get help when you need it.
- It is not an invasion of their privacy if strangers can see it. There is a difference between reading their paper diary that is tucked away in a sock drawer and reading their blog. One is between them and the paper it is written on; the other is between them and potentially 700 million people online!
- Do not believe everything you read online- especially if your teen posts about it on their blog or social media page.

For more information, visit www.WiredSafety.org; www.stopcyberbulling.org.

Additional Resources for Parents and Students

Federal Trade Commission - Kids and Socializing Online
www.onguardonline.gov/articles/0012-kids-and-socializing-online Connect Safely – Parent Guides https://www.connectsafely.org/parentguides/

National Cyber Security Alliance- How to Stay Safe Online- https://staysafeonline.org/stay-safe-online/
Illinois Attorney General- Stay Connected/Stay Informed- https://illinoisattorneygeneral.gov/cyberbullying/

Engage your student and be involved! Parents are strongly encouraged to be aware of the programs and apps that their children are installing on their devices as well as the activities that they are engaged in when using the devices. The following are links to websites which provide you with information on responsible "Digital Citizenship."

http://www.digitalcitizenship.net/
https://www.commonsensemedia.org/

STUDENT DATA PRIVACY

ANNUAL NOTICE TO PARENTS ABOUT EDUCATIONAL TECHNOLOGY
School districts throughout the State of Illinois contract with different educational technology vendors for beneficial K-12 purposes such as providing personalized learning and innovative educational technologies and increasing efficiency in school operations.

Under Illinois' **Student Online Personal Protection Act, or SOPPA** (105 ILCS 85/), educational technology vendors and other entities that operate Internet websites, online services, online applications, or mobile applications that are designed, marketed, and primarily used for K-12 school purposes are referred to in SOPPA as operators. SOPPA is intended to ensure that student data collected by operators is protected, and it requires those vendors, as well as school districts and the Ill. State Board of Education, to take a number of actions to protect online student data.

Depending upon the particular educational technology being used, our District may need to collect different types of student data, which is then shared with educational technology vendors through their online sites, services, and/or applications. Under SOPPA, educational technology vendors are prohibited from selling or renting a student's information or from engaging in targeted advertising using a student's information. Such vendors may only disclose student data for K-12 school purposes and other limited purposes permitted under the law.

In general terms, the types of student data that may be collected and shared include personally identifiable information (PII) about students or information that can be linked to PII about students, such as:

- Basic identifying information, including student or parent/guardian name and student or parent/guardian contact information, username/password, student ID number.
- Demographic information
- Enrollment information
- Assessment data, grades, and transcripts
- Attendance and class schedule
- Academic/extracurricular activities
- Special indicators (e.g., disability information, English language learner, free/reduced meals, or homeless/foster care status)
- Conduct/behavioral data
- Health information
- Food purchases
- Transportation information
- In-application performance data
- Student-generated work
- Online communications
- Application metadata and application use statistics
- Permanent and temporary school student record information

Operators may collect and use student data only for K-12 purposes, which are purposes that aid in the administration of school activities, such as:

- Instruction in the classroom or at home (including remote learning)
- Administrative activities
- Collaboration between students, school personnel, and/or parents/guardians Other activities that are for the use and benefit of the school district.

PART XI- HEALTH AND SAFETY

3 Simple Steps you can take to prepare for a school emergency:

Communication is vital in any type of emergency. To be sure we can quickly contact you, please make certain that your child's Emergency Contact Card is accurate. Also, please remember to update your contact information whenever it changes.

Individuals listed on the Emergency Contact Card should:

1
- Know you are listing them on the Emergency Contact Card and agree to accept the responsibility of picking up your child, when necessary,
- Be readily available during the day,
- Have easily accessible transportation to pick up your child from school, and • Have a good relationship with your child.

2 **Talk with your child** about the importance of listening to school staff members and following directions during an emergency. Also, discuss the emergency training that is provided at school and ask them to explain their role during the various drills. If you have any further questions about your school's emergency procedures, please feel free to contact the principal for details.

3 **School Emergency Cards for Parents** are located on the third page of this guide. The School Emergency Cards for Parents have important instructions to follow during a school emergency. Cut them out and carry one in your wallet or purse.

Emergency Options during a school emergency:

Evacuation. Certain emergencies require everyone to leave the premises to keep safe. Each school has made arrangements for off-site evacuations. Evacuation during a fire may only require everyone to assemble in a field away from the building, while other emergencies may require relocating to another building. The other building may be a nearby shelter within walking distance or it may be another school building that requires busing to reach it. The type of crisis and the conditions outside the school will determine the response chosen.

Shelter-In-Place. Sometimes it is safer to remain inside the school building because conditions outside are less safe. During a tornado warning, students and staff may respond to a designated shelter/safe area of the building, if there is time to do so. During an earthquake, the best response is usually to remain in the classroom and take cover to avoid potentially falling debris.

Lockdown. During most violent intruder incidents, lockdown is the best response. Lockdown keeps students and staff in an area they know is safe at the time, while keeping violent intruders out of that area. Emergency responders will normally arrive quickly, so the more time spent in a safe area, the better. Although our drills end rather quickly, in a real event, students should prepare to remain quietly locked down for an extended period of time.

Lockout. If a potentially dangerous situation is in the area of a school, the school may decide to lockout. A lockout may be caused by police action in the area, a vicious dog near the playground, or some other threatening circumstance that might endanger someone outside the building. Actually, our schools operate in a near-lockout mode daily, as all incoming traffic is directed through the security entrance. In an actual lockout, any students who are outside would be brought back into the building, and no one would be allowed to leave until the lockout is lifted. Otherwise, it is "business as usual."

Student Reunification procedures following a school emergency:

After an emergency or crisis has caused one of the responses listed above, it is our goal to reunite you with your child as soon as the situation has stabilized. Quincy Public Schools created a Reunification Plan to assist in the safe return of your child to you or your designee. School administration will implement this plan at the earliest opportunity.

What to expect. If an emergency interrupts the school day, QPS will disseminate information as soon as possible. QPS will activate its Skylert message system with specific information and instructions for parents, and post information on www.qps.org as soon as possible, as well. If your child was harmed during the crisis, school personnel will personally contact you at the earliest possible time.

In most cases, students will either remain at their school or at the evacuation site until the regular end of the school day. The Skylert message will inform you as to their location and the appropriate place for you to respond if you plan to pick them up.

What you can do. Please listen to the full Skylert message and respond as requested. We can return your student to you sooner if everyone follows the established procedures.

If you are directed to the reunification site, please follow directions regarding parking and ***bring a government–issued photo ID***. This also applies if one of your previously approved contacts will pick up your child in your place. Students will not be released to anyone unless they are on your approved list, and they can prove that by presenting a government–issued photo ID. Students will only be released to parents or guardians who have presented acceptable identification and who are named on the student's Emergency Form.

What you should NOT do:

- Please, do NOT call the school. School staff will be busy assisting students during the emergency and preparing for reunification immediately afterwards. Calling the school will delay them and tie up phone lines that may be needed to communicate with emergency personnel.
- Please, do NOT immediately come to the school or evacuation site, unless instructed to do so. Traffic may already be impeded by emergency vehicles and adding more cars when no one is ready for release will only aggravate the situation. While parents' natural instinct in an emergency is to go to the school to safeguard their child, please understand that doing so may significantly reduce the school's ability to respond to the situation. In addition, going to the school may interfere with police or other emergency workers whose sole purpose is to assure the safety and well-being of students and staff.

Ensuring School Safety is everyone's responsibility!

Quincy Public Schools are committed to the safety of our students. Our staff works with public safety providers to maintain a safe environment for our students, staff, and visitors. Each summer, we meet with leaders from all local area first responder agencies to review and improve our Crisis Management Plan. As a parent, you should feel confident knowing that we provide emergency response training to school staff. The school's Crisis Management Plan is modeled from the National Incident Management System (NIMS) that has been developed by the Department of Homeland Security.

Throughout the school year, your child will be trained in emergency procedures and will be taught how to react, where to assemble, and what to expect in an emergency situation. This will be accomplished through fire drills, severe weather drills, and lockdown drills.- While it can be unsettling to think about situations that require an emergency response, frequent review and practice will help to reduce risk and help both staff and students prepare for an actual event.

Following an emergency scenario practice drill, your child may wish to share their experience with you. If so, this would be an excellent time to review the information and procedures as a family. We created this School Emergency Guide for Parents to help you better understand your important role in our Safe School Plans. Open communication between home and school is critical to the safety and well-being of your child.

Please let us know if you have concerns or questions about school policies or your child's safety. You can learn more about this at our website (www.qps.org).

Please cut out and carry these quick reference cards with you.

QUINCY PUBLIC SCHOOLS
SCHOOL EMERGENCY CARD FOR PARENTS

During an emergency, information will be provided in the following ways:

- Visit www.qps.org and click on Emergency Information.
- Wait for a call from the Skylert Messaging System. You will receive information and instructions on what to do during the emergency.
- Tune into local TV and radio stations for news alerts.
- The school may call the emergency phone numbers provided on your child's Emergency Contact Form.

QUINCY PUBLIC SCHOOLS
SCHOOL EMERGENCY CARD FOR PARENTS

During an emergency, information will be provided in the following ways:

- Visit www.qps.org and click on Emergency Information.
- Wait for a call from the Skylert Messaging System. You will receive information and instructions on what to do during the emergency.
- Tune into local TV and radio stations for news alerts.
- The school may call the emergency phone numbers provided on your child's Emergency Contact Form.

ACCIDENTS AND ILLNESS

Every accident in the school building, on the school grounds, or at school-related activities must be reported immediately to the teacher in charge. Teachers must fill out an accident report form secured from the Nurse's Office and return this completed form to the nurse by the end of the school day. The school will make every effort to inform the parents of any accident or illness occurring at school that may need care or observation at home. However, for safety reasons, no student will be sent home unless a responsible adult is contacted, and arrangements are made. If a serious injury or illness occurs at school, we will make all efforts to contact the parents. In extreme emergency situations, students would be taken to the emergency room for treatment.

SICK DAY GUIDELINES

Should I keep my child home or send him/her to school?

Keeping your child home is advised if he or she is having illness symptoms that would prevent him or her from participating in school. For additional information, please contact your school nurse. There may be times when a doctor's note is needed to return to school.

You should keep your child home from school if he or she:

- Has a **fever** of 100 degrees or higher.
- Has been **vomiting.**
- Has had **diarrhea.**
- Has very **red, irritated eyes** with drainage, crusting or pain.
- Has a **rash** of unknown origin that has not yet been evaluated by a medical provider.
- Has a severe **sore throat.**
- Has a constant or productive **cough** that may be accompanied by headache and body aches.

24 hour and Next Day Rule:

FEVER: Keep your child home until his/her fever has been gone **without the aid of fever-reducing medication** for 24 hours. If sent home from school for this, keep home the next school day.

VOMITING OR DIARRHEA: Keep your child home for 24 hours after the last time he or she has vomited or had diarrhea and is eating a normal diet. If sent home from school for this, keep home the next school day.

ANTIBIOTICS: Keep your child home at least 24 hours after the first dose of antibiotic.

Illness Prevention

- Hand washing prevents the spread of disease and illness. Wash hands frequently using soap and water, especially before eating, after using the bathroom and after handling pets.
- Keep your child's immunizations up to date.
- Make sure he/she has routine well-child exams.
- Flu vaccinations are recommended for everyone from children aged 6 months through adult.
- Teach your child to do the following when ill:
    - Cough and sneeze into their elbow.
    - Wash hands often with soap and water, especially after coughing or sneezing.
    - Avoid touching their eyes, nose, and mouth as that can spread germs.
    - Stay home until recovered to prevent exposure to others.

How can I help my child feel better?

- Encourage plenty of rest.
- Encourage increased fluids like water, soup, juice, and ice.
- Limit TV watching
- Returning to school too soon may delay recovery from illness and may potentially expose others.

Please consult with a health care provider or your school nurse for more information.

If a doctor's note contradicts our sick day guidelines, we will follow QPS sick day guidelines.

MEDICAL HISTORY

At the time of registration, the parent or legal guardian will be asked to complete pertinent medical history information on Skyward. Additional information may be required depending on the medical history.

MEDICAL MARIJUANA Public Act 98-0122

Compassionate Use of Medical Cannabis Pilot Program Act created a process by which persons suffering from any of the identified lists of health conditions could be permitted to use marijuana (cannabis). Effective August 1, 2018, Public **Act** 100-0660, also known as **Ashley's Law**, amends the School Code [105 ILCS 5/]. ... **Ashley's Law** only allows students who are registered qualifying patients under the MCPP to use these products and both the student, and the designated caregiver must have a registry identification card.

ADMINISTRATION OF MEDICATION IN SCHOOLS

The administration of medication or supervision of self-medication to students during regular school hours should be discouraged unless necessary for a student's health and well-being. A certificated school nurse or registered nurse must manage the medication administration program following the
Recommended Guidelines for Medication Administration in Schools developed by the Illinois Department of Human Services (IDHS) and the Illinois State Board of Education (ISBE), September 2000. A designated administrator will be responsible for medication administration or supervision of self-medication when a nurse is not available. Teachers or other employees cannot be required to administer medication or supervise self-medication although they may volunteer to do so.

When a student's licensed prescriber and parent/guardian believes that it is necessary for the student to take medication during school hours, the parent/guardian must request that the school administer the medication to the child and follow the District's "Guidelines for the Administration of Medication at School".

A licensed prescriber is defined as:

- Physician – a physician licensed to practice medicine in all its branches including Medical Doctors and Doctors of Osteopathy.
- Dentist – a person licensed to practice dentistry in any of its branches.
- Podiatrist – a physician licensed to practice podiatric medicine.
- Optometrist – a person licensed to practice optometry.
- Physician Assistant – a person licensed as a physician assistant in accordance with written guidelines required under the Physician Assistant Practice Act.
- Advanced Practice Nurse – an advanced practice nurse in accordance with written guidelines required under the Nurse Practice Act.

Medications stored and/or administered at school must be FDA approved pharmaceuticals prescribed within their therapeutic range and in compliance with accepted standards of safe treatment regimens. Medications must be stored in a separate locked drawer or cabinet. When the medication being stored is a controlled substance, the locked cabinet must be securely affixed to the wall. Medications requiring refrigeration must be kept in a refrigerator separate from food products.

STUDENT MEDICATION

Taking medication during school hours or during school-related activities is prohibited unless it is necessary for a student's health and well-being. When a student's licensed health care provider and parent/guardian believe that it is necessary for the student to take a medication during school hours or school-related activities, the parent/guardian must request that the school dispense the medication to the child by completing a "School Medication Authorization Form."

No school or district employee is allowed to administer to any student, or supervise a student's self-administration of, any prescription or non-prescription medication until a completed and signed School Medication Authorization Form is submitted by the student's parent/guardian. No student is allowed to possess or consume any prescription or non-prescription medication on school grounds or at a school lrelated function other than as provided for in this procedure.

Self-Administration of Medication

A student may possess and self-administer an epinephrine injector (e.g., EpiPen®) and/or an asthma inhaler or medication prescribed for use at the student's discretion, provided the student's parent/guardian has completed and signed a School Medication Authorization Form. Students who are diabetic may possess and/or self-administer diabetic testing supplies, equipment, and insulin if authorized by the student's diabetes care plan, which must be on file with the school.

Students with epilepsy may possess and/or self-administer supplies, equipment, and medication, if authorized by the student's seizure action plan, which must be on file with the school. Students may self-administer (but not possess on their person) other medications required under a qualified plan, provided the student's parent/guardian has completed and signed a School Medication Authorization Form.

The school district shall incur no liability, except for willful and wanton conduct, as a result of any injury arising from a student's self-administration of medication, including asthma medication or epinephrine injectors, or medication required under a qualifying plan. A student's parent/guardian must indemnify and hold harmless the school district and its employees and agents, against any claims, except a claim based on willful and wanton conduct, arising out of a student's self-administration of an epinephrine injector, asthma medication, and/or a medication required under a qualifying plan.

Emergency Aid to Students

Nothing in this policy shall prohibit any school employee from providing emergency assistance to students, including administering medication.

GUIDELINES FOR THE ADMINISTRATION OF MEDICATION AT SCHOOL

- Prior to prescription or non-prescription medication being administered to any student the "Authorization and Permission for Administration of Medication" form must be completed and signed by the licensed prescriber and the parent/guardian.
- Medication authorizations are effective for the current school year only.
- It is the parent/guardian's responsibility to ensure that the licensed prescriber's order, written request, and medication are brought to the school.
- The first dose of any new medication should be given at home whenever possible. The nurse may refuse to administer the first dose of a medication if in her clinical judgment it may compromise the safety of the child while attending school. In this instance, the parent would be notified.

- The school nurse shall review the written order and determine whether to accept the written order or seek further clarification of the order if necessary.
- Medication must be delivered to school by a parent/guardian or responsible adult. Medication may also be delivered to school by a pharmacy.
- Medication must be brought to the school in a container, labeled appropriately by the pharmacist or licensed prescriber.

PRESCRIPTION MEDICATION shall display:

- Student's name
- Prescription Number
- Medication Name and Dosage
- Administration route
- Time to be given and/or other direction
- Date of prescription and refill
- Licensed Prescriber's name
- Pharmacy name, address, phone number
- Name or initials of Pharmacist

Over the counter medication must be in the original unopened container with the label intact. No medication will be given past the expiration date on the container.

1. Each medication/time will have a separate labeled prescription bottle. For example, if the same medication is ordered for two separate times, a medication bottle for each time is requested.
2. Any changes in dose, time, or directions must be in writing from the parent/guardian and the licensed prescriber.
3. Students will be evaluated on an individual basis regarding the need to carry and self-administer an asthma inhaler/EpiPen®. Both the Physician and Parent Authorization and Request for self-administration of asthma inhaler/EpiPen® must be completed and signed. The parent/guardian must supply the appropriate medication. The student is encouraged to document the frequency of use while at school.
4. The parent/guardian will need to pick up the medication at the end of the school year or if the medication is discontinued or changed during the school year. If the medication is not picked up, it will be discarded.

PRE-K THRU 12TH GRADE HEALTH REQUIREMENTS

It is a state mandate that <u>all</u> students in District No. 172 meet the physical examination and immunization requirements as set down by the Illinois Department of Public Health. Please check with your family physician to see that your child's immunization schedule is up-to-date and on file in the Nurse's office.

Required examinations or immunizations must be obtained by October 15 of the school year. Students not having the examinations or immunizations by this date will be suspended from school until requirements are met.

PHYSICAL EXAMINATION

Required components of the health examination include the following: health history with parent signature, diabetes screening, lead risk assessment or testing, and complete physical Examination. Children must receive a physical examination. Students must receive a physical examination:

1. *Prior to entering Illinois Schools for the first time*
2. *Prior to the first entrance in Early Childhood **AND** yearly while enrolled in Early Childhood,*
3. *Prior to Kindergarten*

4. *Prior to 6th grade*
5. *Prior to 9th grade.*

A physical dated anytime within one year of the beginning school will be accepted. The examinations must be completed by an MD, DO, Nurse Practitioner, or Physician's Assistant and must be recorded on an Illinois School Physical form. The IHSA Pre-participation Examination (sports physical) form **is not** acceptable as the school physical.

THE LAW REQUIRES US TO EXCLUDE ALL STUDENTS WHO DO NOT MEET THIS HEALTH EXAM REQUIREMENT BY OCTOBER 15TH OF THE SCHOOL YEAR. Students who are transferring in after October 15th will have 30 days to turn in health requirements. *(77 Ill. Adm. Code 665)*

DENTAL EXAMINATIONS

Children must receive a dental examination. All children entering (1) Kindergarten, (2) Second Grade (3) Sixth Grade (4) Ninth Grade must present proof by May 15th of the current school year of having been examined by a licensed dentist within the last 18 months. The examination must be recorded on the State Dental Form. Please make an appointment with your family dentist. The Adams County Dental Clinic is also available to families who meet eligibility requirements. Contact the Adams County Dental Clinic for further information @ 223-5611 (Hours – Monday through Friday 7:00 a.m. –5:00 p.m. (last appointment time is 5:00 p.m.) (*77 Ill. Adm. Code 665-410)*

ALLERGY AWARENESS

QPS promotes a safe and inclusive "ALLERGY AWARE" environment for all students. We cannot guarantee that there will not be allergy items brought into school. We will educate and try our best to decrease allergy items in the school environment.

1. If your child is in a classroom with a child who has allergies, you might be asked to not bring certain items in for snacks.
2. Only non-food items or allergy free store-bought food will be used for classroom manipulatives, birthday recognitions, rewards, and party treats.
3. Parents should fill out proper paperwork for their child with allergies and return to the School Nurse.
4. Teachers should communicate with parents of students with food allergies or dietary restrictions, prior to parties and events with food to discuss safety concerns and review safe food choices before finalizing plans and sending out notifications.
5. If food is consumed in the classroom, the teacher will develop a plan to minimize the risk of allergen exposure and for cleaning surfaces after consuming food.
6. Proper hand washing by students and staff should be encouraged and reinforced before and after meals. Hand sanitizer kills germs but does not eliminate allergens.
7. If an animal (class pet) is present in the classroom, special attention must be paid to the ingredients in their food since many animal feeds contain allergens.

HEAD LICE

Evidence based practices from the Illinois Department of Public Health, Center for Disease Control and American Pediatric Association recommendations include:

- Screening of family members and close contacts
- Screening of family members upon request
    - No regular screenings or constant rechecks
    - No notification of classmate parents (if there are multiple cases in one classroom the nurse will determine if all students need to be checked)

- Notification of parent (of affected child) at the end of the day by phone or note indicating that prompt, proper treatment is in the best interest of the child and his/her classmates.
- Education to staff, parents, and students

Outdated practices that are no longer recommended

- Classroom wide screening if one student has head lice
- Immediate exclusion for infestation
- Nit-free policies

GENERAL INFORMATION

Head lice (pediculus humanus capitis) are a nuisance, but they have not been shown to spread disease. Research has shown that head lice do not survive for longer than 1 day when not on the head, and the eggs only hatch when they are incubated by body heat near the scalp. Transmission occurs primarily through head-to-head contact and infrequently through indirect contact with shared personal belongings. Contrary to popular belief, lice do not jump from one host to another, they crawl.

IDENTIFICATION

a Adult lice are gray, about 1/16 inch long.
b Nits are the lice eggs. Many nits are more than ¼ inch from the scalp and are usually not viable and very unlikely to hatch or may in fact be empty casings.
c Nits are cemented to the hair shaft and are unlikely to be transferred to other people.
d If a child is discovered to have live lice, they have likely had it for more than 1 month and do not pose a significant risk to others. Therefore, they should NOT be removed from the classroom.

TEACHER/SCHOOL RESPONSE

a If a teacher, teaching assistant, or other staff observe either nits (lice eggs) or live lice on a student, they notify the nurse, who will send home notification and treatment information with the student at the end of the school day.
b The student remains in the classroom and is NOT excluded from activities.
c Students are NOT rechecked by school staff.
d If observation of nits or live lice continues with that family, the nurse should review treatment options and provide 1% Permethrin shampoo recommended by APP (see below)

HOME TREATMENT

A. Shampoos
    a. Permethrin 1% (Recommended by AAP). Apply per package directions (may need to be reapplied 7-10 days later)
B. Remove all nits from hair with a nit comb or by picking them out one at a time.
C. Wash all clothes and bed linen with hot water, then dry on a hot cycle for 20 minutes.
D. Dry clean items that cannot be washed
E. Everyday cleaning methods are sufficient, there is no need for special treatment (Pesticide
F. Research Institute)
G. Boil combs, brushes, hair bands, and barrettes for 5 minutes
H. Check all members of the family and treat as needed.

*Some children may develop a resistant strain of head lice and require a more concentrated effort from a physician.
**Since lice cannot live on family pets, pets should not be treated.

PREVENTION

- The use of combs, brushes, or other grooming aids belonging to other persons should be discouraged.
- Individuals should not share hats, other headwear, or clothing, especially coats or sweaters.
- Parents should be encouraged to examine their children's hair periodically for nits.
- Classroom hooks should be individually assigned and spaced so clothing does not touch. If this is feasible, outerwear can be placed in plastic or paper bags and hung on hooks. Gym lockers or numbered hooks should be assigned to individual students.

IMMUNIZATION REQUIREMENTS

All students must present proof of having received immunizations in accordance with the law and the rules and regulations of the Illinois Department of Public Health. Proof of immunization must be presented to school authorities by the child's parent or legal guardian prior to or upon entrance to the school. THE LAW REQUIRES US TO EXCLUDE ALL STUDENTS WHO DO NOT MEET THE IMMUNIZATION **REQUIREMENTS.** *Health care providers may recommend other immunizations not listed* *(77 Ill. Adm. Code 665)*

	ENTERING EARLY CHILDHOOD	ENTERING KINDERGARTEN – 12th GRADE
POLIO:	3 or more doses	**Grades K-6:** 4 or more doses with the last dose received on/after the 4th birthday and at least 6 months after the latest previous dose. **Grades 7-12:** 3 or more doses with the last dose received on/after the 4th birthday and at least 6 months after the latest previous dose.
DTP/DTaP:	4 or more doses	4 or more doses with the last dose received on/after the 4th birthday (K & 1) 3 or more doses with the last dose received on/after the 4th birthday (2-12)
Tdap:		1 dose— all 6th-12th grades
MEASLES (Rubeola):	1 dose on/after the 1st birthday	2 doses—1st dose must be on/after 1st birthday
RUBELLA:	1 dose on/after the 1st birthday	2 doses—1st dose must be on/after 1st birthday
MUMPS:	1 dose on/after the 1st birthday	2 doses—1st dose must be on/after 1st birthday
HEPATITIS B:	3 doses (3rd dose/after 6 months of age)	3 doses—at recommended intervals
HIB:	Primary series or 1 full dose after 15 months of age	Not required for K-12th
VARICELLA (Chickenpox):	1 dose on/after 1st birthday	2 doses—1st dose must be on/after 1st birthday.

MENINGOCOCCAL (MCV4):	Not required for Pre-K	1 dose given on/after 11th birthday (6th-11th grade) 2 doses with the second dose given on/after 16th birthday with at least 8 weeks after the first dose. Only 1 dose required if 1st dose was received at age 16 or older (12th grade)
PNEUMOCOCCAL:	Primary series or 1 dose after 24 years of age	Not required for K-12

PREVENTION OF ANAPHYLAXIS

While it is not possible for the School or District to completely eliminate the risks of an anaphylactic emergency, the District maintains a comprehensive policy on anaphylaxis prevention, response, and management in order to reduce these risks and provide accommodations and proper treatment for anaphylactic reactions. Parent(s)/guardian(s) and students who desire more information or who want a copy of the District's policy may contact the Building Principal.

SCREENING FOR LEAD POISONING

Screening for lead poisoning is required to have been done at least once between the ages of six months and six years of age. Children who have attended state-approved licensed daycare centers or preschools, including school district programs, have already been screened as a requirement to attend. Screening for lead poisoning for children six years of age and older will be at the discretion of the child's health care provider. Lead poisoning screening is available from your doctor and can be done at the time of the physical examination. This screening is not available at the Adams County Health Department. THIS IS A REQUIREMENT OF THE LEAD POISONING PREVENTION ACT (410 ILCS 450) AND PUBLIC ACT 093-0104.

VISION EXAMINATIONS

Children enrolling in kindergarten and children enrolling in a public, private, or parochial school in Illinois for the first time must receive an eye exam before October 15 of the school year. The examination must be completed by a physician licensed to practice medicine in all its branches or a licensed optometrist and recorded on the State Vision Form. The vision exam must be performed within the previous year. **This is a requirement of Public Act 095-0671**.

VISION AND HEARING SCREENINGS

Vision and hearing screenings are provided annually to students at the state-mandated grade levels, as designated by the Illinois Department of Public Health. All students in special education programs, students transferring into the district, and students to be tested related to classroom teacher requests are screened during this annual program. Screenings are conducted by QPS district nurses certified in vision and hearing testing.

Scheduled intervals for Vision screenings are as follows: Preschool, kindergarten, 2nd grade, and 8th grade, Special Education students (includes students in speech), and transfer students. "Vision Screening is not a substitute for a complete eye and vision evaluation by an eye doctor. Your child is not required to undergo this vision screening if an optometrist or ophthalmologist has completed and signed a report form indicating that an examination has been administered within the previous 12 months." Public Act 093-0504.

Scheduled intervals for Hearing screenings are as follows: Preschool, kindergarten, 1st, 2nd, and 3rd grades, Special Education students (includes students in speech), transfer students, and students having known or suspected hearing loss.

Parents and teachers may request screenings of students related to specific concerns. Vision and hearing screenings are NOT diagnostic tests but are done to identify children who may have a vision or hearing issue. If your child is referred to a physician following a screening, forms for completion by the physician will be sent home. (77 IL Adm. Code 675.110 and 685.110)