



1416 Maine Street
Quincy , IL 62301
217-228-7175

Student/Parent Handbook

2025-2026

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PART I – WELCOME



Welcome to The Academy,

This handbook consists of requirements for the students placed at The Academy (Regional Safe School Program). It shall be posted online, and a hard copy shall be offered to the parents and student at the time of placement. Additional copies are available upon request. All State and Federal laws, rules, regulations, requirements, code of conduct, etc., in effect at the student's home school, will remain in effect during the student's enrollment in the alternative placement.

The Academy provides social emotional and academic curriculum that is delivered in a small, supportive, structured setting for students of Adams County.

Academic: The Academy utilizes alternative teaching strategies in a small environment with no more than a 10:1 student teacher ratio. Student's individual academic needs are addressed using teacher led instruction, on-line computer instruction or a combination of the two.

Social Emotional: We participate in PBIS (Positive Behavior Interventions and Supports). As a part of PBIS, The Academy will teach behavior expectations throughout the entire building and throughout the year while utilizing connect conversations and specific universal curriculum. The behavior expectations are as follows: "Be Respectful, Be Responsible, Be Engaged." PBIS provides positive acknowledgments of students displaying positive behavior.

The Academy staff members are dedicated to each student's academic and behavioral success, as well as each student's post-secondary success. We nurture a trauma informed environment for all who enter our school. Staff, parents, and community members will work together to provide the best educational opportunities for all students.

We strongly encourage you to read this student/parent handbook and become familiar with our programs and assistance offered. We ask that every student follow the rules, policies, and guidelines outlined in this handbook.

On behalf of our staff, we would like to extend a warm welcome to all students for the new school year. We look forward to an exciting year and for every student to achieve their goals.

Sincerely,

Ms. Marcey Wells, Director
Ms. Amy Leebold, Assistant Director

Vision Statement

Every Academy student will become a lifelong learner capable of achieving personal excellence.

Mission Statement

The Academy staff will nurture students to achieve personal excellence through individual, flexible, and structured educational experiences.

Website

<https://www.qps.org/schools/the-academy/>

Staff

ADMINISTRATION	TITLE	EMAIL
Marcey Wells	<i>Director</i>	wellsma@qps.org
Amy Leebold	<i>Assistant Director</i>	jamesam@qps.org
CERTIFIED	DEPARTMENT	EMAIL
Brian Lewton	<i>Dean</i>	lewtonbr@qps.org
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Sharon Ausmus	<i>Teacher</i>	ausmussh@qps.org
Sarah Brigman	<i>Social Worker</i>	brigmasa@qps.org
Laura Kelle	<i>Special Education Teacher</i>	kellela@qps.org
TBD	<i>Special Education Teacher</i>	
Dana Stafford	<i>Teacher</i>	staffoda@qps.org
John Vahlkamp	<i>Teacher</i>	vahlkajo@qps.org
Andrew Waggoner	<i>Teacher</i>	waggonan@qps.org
CLASSIFIED		EMAIL
Gaynell Ayo	<i>Secretary</i>	ayoga@qps.org
Brigham John	<i>Student Support Family Liaison</i>	johnc@qps.org
Javier Magallon	<i>Student Support Family Liaison</i>	todtenja@qps.org
Coty Smith	<i>Para-educator</i>	smithco@qps.org
David Kroner	<i>Para-educator</i>	kroeneda@qps.org
Tom Kennedy	<i>Security</i>	kennedth@qps.org

2025-2026 District Calendar

QUINCY PUBLIC SCHOOLS #172 JULY 2025 - JUNE 2026 DISTRICT CALENDAR



<div><div>August-2025</div><table><tr><th>S</th><th>M</th><th>T</th><th>W</th><th>T</th><th>F</th><th>S</th></tr><tr><td></td><td></td><td></td><td></td><td></td><td></td><td>1 2</td></tr><tr><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td></tr><tr><td>10</td><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td><td>16</td></tr><tr><td>17</td><td>18</td><td>19</td><td>20</td><td>21</td><td>22</td><td>23</td></tr><tr><td>24</td><td>25</td><td>26</td><td>27</td><td>28</td><td>29</td><td>30</td></tr><tr><td>31</td><td></td><td></td><td></td><td></td><td></td><td></td></tr></table><div>11-12 Teacher Institute-No School 13 First Student Day Aug. Atnd: 13 Accum: 13</div></div> <div><div>September-2025</div><table><tr><th>S</th><th>M</th><th>T</th><th>W</th><th>T</th><th>F</th><th>S</th></tr><tr><td></td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td></tr><tr><td>7</td><td>8</td><td>9</td><td>10</td><td>11</td><td>12</td><td>13</td></tr><tr><td>14</td><td>15</td><td>16</td><td>17</td><td>18</td><td>19</td><td>20</td></tr><tr><td>21</td><td>22</td><td>23</td><td>24</td><td>25</td><td>26</td><td>27</td></tr><tr><td>28</td><td>29</td><td>30</td><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr></table><div>1 Labor Day-No School Sept. Atnd: 21 Accum: 34</div></div> <div><div>October-2025</div><table><tr><th>S</th><th>M</th><th>T</th><th>W</th><th>T</th><th>F</th><th>S</th></tr><tr><td></td><td></td><td></td><td></td><td>1</td><td>2</td><td>3</td></tr><tr><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td></tr><tr><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td><td>16</td><td>17</td></tr><tr><td>18</td><td>19</td><td>20</td><td>21</td><td>22</td><td>23</td><td>24</td></tr><tr><td>25</td><td>26</td><td>27</td><td>28</td><td>29</td><td>30</td><td>31</td></tr><tr><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr></table><div>10 Half Day School Improvement 13 Columbus Day-No School 30 Parent Teacher Conf.-1/2 Day 31 Parent Teacher Conf.-No School Oct. Atnd: 22 Accum: 56</div></div> <div><div>November-2025</div><table><tr><th>S</th><th>M</th><th>T</th><th>W</th><th>T</th><th>F</th><th>S</th></tr><tr><td></td><td></td><td></td><td></td><td></td><td></td><td>1</td></tr><tr><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td></tr><tr><td>9</td><td>10</td><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td></tr><tr><td>16</td><td>17</td><td>18</td><td>19</td><td>20</td><td>21</td><td>22</td></tr><tr><td>23</td><td>24</td><td>25</td><td>26</td><td>27</td><td>28</td><td>29</td></tr><tr><td>30</td><td></td><td></td><td></td><td></td><td></td><td></td></tr></table><div>26-28 Thanksgiving Break-No School Nov. Atnd: 17 Accum: 73</div></div> <div><div>December-2025</div><table><tr><th>S</th><th>M</th><th>T</th><th>W</th><th>T</th><th>F</th><th>S</th></tr><tr><td></td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td></tr><tr><td>7</td><td>8</td><td>9</td><td>10</td><td>11</td><td>12</td><td>13</td></tr><tr><td>14</td><td>15</td><td>16</td><td>17</td><td>18</td><td>19</td><td>20</td></tr><tr><td>21</td><td>22</td><td>23</td><td>24</td><td>25</td><td>26</td><td>27</td></tr><tr><td>28</td><td>29</td><td>30</td><td>31</td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr></table><div>22-31 Winter Break-No School Dec. Atnd: 15 Accum: 88</div></div>	S	M	T	W	T	F	S							1 2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31							S	M	T	W	T	F	S		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30												S	M	T	W	T	F	S					1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31								S	M	T	W	T	F	S							1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30							S	M	T	W	T	F	S		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31																																																											
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KEY DATES

August 11.....	Teacher Institute
August 12.....	Teacher Institute
August 13.....	First Student Day
September 1.....	No School--Labor Day
October 10.....	1/2 Day School-1/2 Day School Improvement
October 13.....	No School--Columbus Day
October 30.....	1/2 Day School--Parent/Teacher Conference
October 31.....	No School--Parent/Teacher Conference
November 26.....	No School--Thanksgiving Break
November 27.....	No School--Thanksgiving Day
November 28.....	No School--Thanksgiving Break
December 22-January 2.....	No School--Winter Break
January 5.....	Teacher Institute Day
January 6.....	School Resumes for Students
January 19.....	No School--Martin Luther King Day
February 13.....	1/2 Day School--Parent/Teacher Conference
February 16.....	No School--Presidents' Day
March 30-April 6.....	No School--Spring Break
May 25.....	No School--Memorial Day
May 28.....	1/2 Day School-1/2 Day School Improvement
May 28.....	Last Day for Students
May 29.....	Teacher Institute
*** If no emergency days are used, students' last attendance day could be May 20 and Teacher Institute Day would be May 21.	

K-5 TRIMESTER REPORT CARD DISTRIBUTION DATES			
Trimester	Ends	Days	Distribution
1st	10/17/2025	46	10/30/25 & 10/31/25
2nd	02/06/2026	65	02/13/26
3rd	05/29/2026	66	06/01/26-06/05/26

6-8 QUARTER REPORT CARD DISTRIBUTION DATES			
Quarter	Ends	Days	Distribution
1st	10/17/2025	46	10/30/25 & 10/31/25
2nd	12/19/2025	42	01/09/26
3rd	03/13/2026	47	03/20/26
4th	05/29/2026	42	06/01/26-06/05/26

9-12 SEMESTER REPORT CARD DISTRIBUTION DATES			
Semester	Ends	Days	Distribution
1st	12/19/2025	88	01/09/26
2nd	05/29/2026	89	06/01/26-06/05/26

CALENDAR KEY	
	Students In School
	Students Out of School
	Teacher Institute Day (No School)
	Half Day for All Students
*	Parent/Teacher Conference Days

QPS MISSION STATEMENT

Educate students and teachers to achieve personal excellence.

QPS SUPERINTENDENT

Dr. Todd Pettit – 217-223-8700

DISTRICT NO. 172 BOARD MEMBERS

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

Acknowledgement & Pledge of The Academy Student/Parent Handbook

This handbook is a summary of the school's rules and expectations and is not a comprehensive statement of school procedures. The Board's comprehensive policy manual is available for public inspection through the district's website (www.qps.org) or at the Board Office.

Changes in Student Handbook

A director may amend the Student Handbook for the building by the hand delivery to students of written notice of such change(s). Such notice shall include verbal and written instructions to the student to deliver such notice to parent(s). Students in attendance on the date of distribution of notice are presumed to have received the notice. The director shall adopt procedures to ensure that absent students receive copies of the notice. For the latest updated information, please refer to the online version of the handbook at: www.qps.org on The Academy website.

Student Acknowledgement and Pledge

Name of Student: _____

I acknowledge receiving and/or being provided electronic access to the Student/Parent Handbook and School Board policy on student behavior. I have read these materials and understand all rules, responsibilities and expectations. In order to help keep my school safe, I pledge to adhere to all School and School District rules, policies and procedures.

I understand that the Student/Parent Handbook and School District policies may be amended during the year and that such changes are available on the School District website or in the school office.

Student Signature

Date

Parent/Guardian Acknowledgement

I acknowledge receiving and/or being provided electronic access to the Student/Parent Handbook and School Board policy on student behavior. I have read these materials and understand all rules, responsibilities, and expectations.

I understand that the Student/Parent Handbook and School District policies may be amended during the year and that such changes are available on the School District website or in the school office.

Parent/Guardian Signature

Date

PART II – GENERAL INFORMATION

ADMISSION PROCEDURES

REFERRAL & INTAKE PROCESS

All students must be referred by their home school team (special education coordinator, administrator, social worker, psychologist, etc.) using The Academy Student Referral including the Alternative Placement Worksheet. The referral is sent to The Academy director, and the home school arranges a change of placement IEP meeting or serving school placement meeting for the referred student. If the IEP team or placement team determines that The Academy is the most appropriate placement for the student, an intake meeting will be set up with the parent and student. Each new student is required to have an entrance interview with his or her parent/guardian and the director, assistant director, or SSFL prior to beginning the program.

AEP

AEP stands for Alternative Education Plan. Each student enrolled in a Regional Safe School Program throughout the State of Illinois is required to have an AEP. Since each student's placement eligibility is for different and various reasons, this plan specifies what the program will entail for each student. An intake planning and orientation meeting must occur before a student is enrolled at The Academy. The student, parent, and SSFL must be present. A member of administration may also be involved. Specific academic and behavioral goals are created for each student at this planning meeting. These goals are expected to be met while at The Academy. At the close of the planning meeting, the director, assistant director, SSFL, student, and parent will sign off on the AEP. This becomes the student's contract for the successful completion of the program. A SSFL will meet with all students quarterly to discuss progress and create goals for the new quarter. Quarterly reports will be shared with the student's home school in effort to track growth and progress toward a successful transition for possible future return. A new AEP will be written each year a student attends The Academy.

REGISTRATION

On-line registration for the 2025-2026 begins July 14, 2025. If you need the assistance of the school, our school secretary, Mrs. Ayo will be available beginning August 5, 2025.

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 principals 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.

The Academy has a therapy dog, Hadley. Hadley's handler is teacher, Erin Armbruster. Hadley will always be with Ms. Armbruster. Hadley is a 7-year-old Standard Poodle.

BELL SCHEDULES

BELL SCHEDULE (Students)

7:30-7:50	Breakfast	20 minutes
7:50-9:05	1 st Period	75 minutes
9:05-10:20	2 nd Period	75 minutes
10:20-11:30	3 rd Period Homeroom/Lunch	70 minutes (Lunch 30 minutes)
11:30-12:45	4 th Period	75 minutes
12:45-2:00	5 th Period	75 minutes

HALF DAY BELL SCHEDULE (Students)

7:30-7:50	Breakfast	20 minutes
7:50-8:30	1 st Period	40 minutes
8:30-9:15	2 nd Period	45 minutes
9:15-10:00	4 th Period	45 minutes
10:00-10:45	5 th Period	40 minutes

There will not be a 3rd block class and no lunch served on a 1/2 day.

BICYCLES/SKATEBOARDS/SCOOTERS

Students may ride bicycles, skateboards, or scooters to school. There is a bicycle rack located by the front entrance of the building. All bicycles and scooters should be secured with individual locks in the bicycle racks. The school assumes no responsibility for loss or damage. Bicycles or scooters should not be ridden on the grass or sidewalks. Students should walk bicycles and scooters to and from the racks. Students who ride skateboards to school should store these items by our coat rack during check-in.

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 on the coat racks. Students should not keep anything that is illegal or against school rules in their book bags. All items are searched daily as mentioned in the check-in.

BREAKFAST/LUNCH

Breakfast starts at 7:30 a.m. Breakfast is served until 7:50 am. Students will receive 30 minutes for lunch. Drinks may be brought into the building from the outside if they are unopened and/or sealed and consumed in the cafeteria. Water bottles are allowed in the classroom and can be refilled from the water stations. There will be two lunch periods provided. Students may bring in lunch from home. Students will not be allowed to call parents to bring in food during the school day. Students should remain in the cafeteria during lunch and breakfast.

The school 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. However, The Academy meals are covered by a grant, therefore students are not charged for their regular daily breakfast and lunch.

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 a cup for water to drink. 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.

The following expectations should be followed in the cafeteria:

Cafeteria	
Be Respectful	<ul style="list-style-type: none"> • Use appropriate language, conversations, and volume. • Follow staff directions • Be polite • With permission, only remove personal items from Rockstar (student) refrigerator • Sit 3 or less to a table, every other seat • Seat marked with an X is for staff only
Be Responsible	<ul style="list-style-type: none"> • Clean up after yourself • Keep all food and drink in cafeteria • Get full lunch first time through the line • Politely ask permission from the designated staff to leave the cafeteria for a reason (adult escort) • Once you pick your seat, remain seated • Games (ping pong, cards, board games, etc.) can be requested after the first 15 minutes have passed and all staff are correctly positioned for supervision • Use food share table with respect
Be Engaged	<ul style="list-style-type: none"> • Remain seated while eating • Respect personal space and property • Keep cafeteria clean • Regulate to transition to class when bell rings

DEPOSITING FUNDS INTO YOUR CHILD'S MEAL ACCOUNT

1. Place a check or money into an envelope with your child's name, ID#, and the amount of money being deposited. This can be given to our secretary in the main office.
2. Pay for food online at QPS website: www.qps.org, click *DEPARTMENTS, CAFETERIA*

BUS TRANSPORTATION

Bus transportation is provided to and from school for all students attending The Academy. Parents must select if transportation is needed when completing online registration. Students who receive special education services will receive either general education or special transportation based on an IEP decision. Students are not permitted to ride a bus other than the bus to which they are assigned unless pre-arranged.

BUS CONDUCT

While on the bus, students are expected to follow the rules given by the 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 in excess of 10 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 are 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 to their assigned bus stop only. Students may only ride to another stop with a pass from the Main 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.

School Bus Safety Rules

1. Be aware of moving traffic and pay attention to your surroundings.
2. 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.
3. Arrive on time at the bus stop and stay away from the street while waiting for the bus.
4. 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.
5. Take a seat right away and remain seated facing forward. Keep your hands, arms, and head inside the bus.
6. 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.

7. 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.
8. 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.
9. Wait until the bus pulls to a complete stop before standing up. Use the handrail when exiting the bus.
10. 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.
11. 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.
12. Never run back to the bus, even if you dropped or forgot something.

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 are appropriate in other school environments.

BUS ELECTRONIC RECORDINGS

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 the 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 of school property diminishes the 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/ELECTRONIC DEVICES

Students are not allowed to use or have cell phones/electronic devices during the regular school day. Students who choose to bring their cell phone/electronic device to school will be required to turn it into the security officer or designated staff upon entry into the building. Cell

phones/electronic devices will be placed in a locked cabinet and returned to the student at the end of the school day. In an emergency, parents/guardians will be able to reach students by contacting the office.

If these guidelines are not followed, school administration will confiscate such devices, and a parent/guardian may be required to pick them up from the office. **The school district is not responsible for the loss or theft of any electronic device brought to school.**

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 OF ADDRESS OR PHONE NUMBER

It is the responsibility of the student or parent/guardian to notify the office of any changes to contact information such as address or phone number.

CHILD LABOR PERMITS

Applications for child labor permits may be obtained in The Academy Office. Applications must be turned in to QHS and a meeting scheduled with Amy McCleary, QHS Secretary. Students under sixteen (16) years of age must have satisfactory grade average in order to be eligible. Any student requesting a work permit must have a job in place since an employer must fill out a section of the application form.

DRESS CODE/APPERANCE

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 permitted inside the school building, unless they cause an interruption or cover the student's face.
- ✓ 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 a reasonable length.
- ✓ Clothing must cover undergarments at all times. Bra straps and underwear may not be visible or showing any time.

If a student's attire is questionable, he/she will be referred to the dean, administrator or an 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.

The school will not prohibit students from wearing or accessorizing the student's graduation attire with items associated with the student's cultural, ethnic, or religious identity or any other protected characteristic or category identified in the Illinois Human Rights Act. Students who disrupt the educational process or compromise standards of health and safety must modify their appearance.

DRINKS/FOOD

Students must finish all drinks and/or food before entering the building for the day. Students are not allowed to carry around drinks, other than water (with a lid). Students may bring other drinks in their lunch, but the bottle or can 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.

ENTRY AND WAITING AREA PROCEDURES FOR STUDENTS

Students may only enter the building through The Academy entrance located in the lower level of the Board of Education building next to the parking lot. This is also the main entrance to the Board of Education Office. Doors at The Academy open at 7:30 am. Upon entry into the school all students will be required to follow this check-in process:

- Place coat/jacket, purses, and/or book bag on hooks provided for SSFL search (security officer if late arrival)
- Remove shoes to be searched by SSFL (security officer if late arrival)
- Place cell phone in bag provided
- Place electronic devices and other metal objects (belts, etc.) in the basket provided (Director or security officer will search items)
- Walk through metal detector
- Repeat walking through metal detector if detector alarm sounds
- Security Officer will use hand wand to determine any specific areas of possible concern
- Report to designated area after check-in process

The following expectations should be followed during Check-In and Check-Out:

The Academy/Check-In	
Be Respectful	<ul style="list-style-type: none"> • Enter the building regulated • Wait your turn • Use appropriate language and volume • Cooperate with adult staff • Respect others' property
Be Responsible	<ul style="list-style-type: none"> • Be on Time • Report to assigned area after check-in. • Turn off phone place phone and other valuables in individual envelopes to be secured • Sign-in on log sheet
Be Engaged	<ul style="list-style-type: none"> • Place belts and other metal objects in basket before walking through metal detector • Use appropriate conversation. • Take care of business quickly and go to assigned area. • Remove shoes to be checked by designated staff. • Hang personal items on provided hooks (coat, bookbag, etc.)

The Academy/Check-Out	
Be Respectful	<ul style="list-style-type: none"> • Wait your turn • Use appropriate language and volume • Cooperate with all adult staff • Respect others' property
Be Responsible	<ul style="list-style-type: none"> • Be patient while waiting to receive all personal property • Report to assigned check-out area • Check-out on log sheet with security if you leave before the end of day
Be Engaged	<ul style="list-style-type: none"> • Use appropriate conversation • Take care of business quickly • Leave the school district property

OFFICE HOURS

The Academy Main Office is located in the lower level of the Board of Education Office near the main entrance in room 100. The office is open from 7:00 am- 3:30 pm Monday through Friday. The secretary for The Academy is Gaynell Ayo. The office phone number is 217-228-7175.

POSTERS AND FLYERS

All posters and flyers must be approved by the director 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 Academy building or on school grounds. This includes gum, candy, or personal items brought from home.

TELEPHONE AND MESSAGES TO STUDENTS

There is a telephone available in the office, which students may use. Students are discouraged from using the telephone except 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 office and we will deliver a message to your child. Teachers will not be disturbed during class to answer telephone calls. Please call the office and the message will be given to your child and or to the teacher.

TRANSCRIPT REQUEST POLICY

High school students will be charged \$1.00 fee for any official transcript being sent to a college/university, etc. No charge will be assessed for the final transcript, or any transcript needed for a scholarship program.

VALUABLES BROUGHT TO SCHOOL

A student should not bring valuables or excessive amounts of money to school at any time. If it is absolutely necessary to bring anything of value, it should be checked in with security where it will be secured for the day. The school will not be responsible for any lost or stolen items/money brought on campus by students.

WITHDRAWING FROM THE ACADEMY

Parents should notify the school prior to a student leaving The Academy. 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 Main Office to arrange for gathering personal belongings.

PART III – NOTIFICATIONS & RIGHTS

AMERICANS WITH DISABILITIES ACT

The Quincy Public School District #172 does not discriminate on the basis of the 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 the hiring or employment practices.

This notice is provided as required by Title II of the Americans with Disabilities Act 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 Address: 1416 Maine St., Quincy IL 62301
Phone #: Voice or TDD 217/223-8700
Days/Hours Available: Monday-Friday 8:00 a.m.-4:30 p.m.

Individuals who need auxiliary aid 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 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/contact-idhr.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:

Reduce or remove, to the extent practicable, barriers to reporting discrimination, harassment, and retaliation;

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;

Permit anonymous reporting, except that an anonymous report may not be the sole basis of any disciplinary action;

Offer remedial interventions or take such disciplinary action as may be appropriate on a case-by-case basis;

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

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 QPS 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

ERIN’S LAW

“Erin’s Law” requires that all public schools in the state to implement a prevention-oriented child

sexual abuse program. Educational programs to meet this law may be provided by the Adams County Health Department, Advocacy Network and Quanada. Permission slips and information about the program presentation will be sent home prior to the lesson. Parents and guardians who do not want their child to participate in these educational programs will have the opportunity to “Opt Out” of their child engaging with the lesson

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)

The School and District shall provide an educational environment free of verbal, physical, or other conduct or communications constituting harassment on the basis of sex as defined and otherwise prohibited by State and federal law.

A District employee, agent, or student violates this prohibition whenever that person engages in conduct on the basis of sex that causes another person to be excluded from participation in, be denied the benefits of, or otherwise be subjected to discrimination under any education program or activity operated by the District. Sex discrimination includes discrimination on the basis of sex,

stereotypes, sex characteristics, pregnancy or related conditions, sexual orientation, and/or gender identity.

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
217-223-8700
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	<u>littlepe@qps.org</u>

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

Investigation Process

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.

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 of 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.

Proper Dress: We ask that parents keep a close check on weather conditions and dress students appropriately. Clothing items should be clearly marked in case they are lost.

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:

1. Expect a classroom atmosphere, or climate that allows good education to take place.
2. See your child's school records.
3. Be told of your child's attendance, learning, or behavior problems.

4. Share in Parent Teacher Organization (PTO)/Parent Teacher Association (PTA) and other school activities.
5. Receive quarterly reports on your child's progress in learning.
6. Be included in decisions involving your children at school.

PARENTS HAVE THE RESPONSIBILITY TO:

1. See that their children attend school regularly and are not tardy.
2. Understand the responsibilities of the teacher who takes the place of the parents during the school day.
3. Support the rules of the school, the district, and community.
4. Communicate respectfully with school staff.
5. Safeguard your child(ren)'s health by making sure that they go to the doctor and dentist regularly.
6. Attend school conferences. Also, attend other school activities, when possible.
7. Plan a time and place, with supervision, for their child(ren) to do homework.
8. Talk with your child(ren) and the teacher about school and report cards.
9. 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 OF NEED FOR SERVICES)

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, Director Special Education
217-223-8700, ext. 2250
beswicer@gps.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, and a minimum of one (1) bus evacuation drill each school year. There may be other drills at the direction of the administration. Safety drills may/may not be preceded by a warning to 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 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 18 years of age ("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 copy rights 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; 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; 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 not be granted access to your student's information without your prior written consent.²

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. If you wish to exercise this option, notify the building principal.

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 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/:

1. 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.
2. 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, Director, Assistant Director, Dean, 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:

Learn in a safe environment.

Protection from physical or verbal abuse.

Receive help with academics.

Share their point of view as long as it does not harm the rights of others.

Learn to make decisions.

Know the reasons for any discipline and have adults available to help you when your ideas and those of the school do not agree.

Know the School Discipline Code.

ALL STUDENTS HAVE A RESPONSIBILITY TO:

Come to school every day and be on time for school and classes.

Attend all classes, participate, and complete all class work.

Ask teachers or other staff members for help if/when needed.

Care for books, supplies, and all school property
Follow all school rules
Follow all requests by staff*
Be polite to all teachers and staff*
Use appropriate language
Use language that is inspiring and uplifting, not hurtful to others
Ensure good hygiene
Respect others and their viewpoints (as long as it does not harm the rights of others)
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 a 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.

STUDENT PARKING AND DRIVING REGULATIONS

Students who drive their own vehicle to school may park in the Board of Education parking lot. The school is not responsible for student vehicles, any possessions left in them, or anything attached to the vehicles. **STUDENTS PARK THEIR VEHICLES ON OR NEAR SCHOOL PROPERTY AT THEIR OWN RISK.** Students should be aware their vehicles are not protected in any way while in the parking lot, and items of value should not be left in or near the vehicle while unattended.

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 with:

- 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 AND 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 school district's policy, is posted on the school district website. Information can also be obtained from The Academy social worker.

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.

VISITORS

All visitors, including parents and siblings, are required to enter through the front door of the building, go through security protocol, and proceed immediately to the main office. Visitors should identify themselves and inform office personnel of their reason for being at school.

Visitors must sign in, identifying their name, the date and time of arrival, and the classroom or location they are visiting. 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 be escorted to their location in a quiet manner. All visitors must return to the main office and sign out before exiting the building.

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 teachers' conference/preparation period.

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 detectable, 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.

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.

All non- Academy students wishing to visit school must check in with the office and receive permission to do so. Permission should be prearranged.

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 assure that the child attends school during the entire time school is in session.

ABSENCE (REPORTING)

There are two types of absences: excused and unexcused. Excused absences include: illness (including 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], or other reason as approved by the Director. For students who are parents, expectant parents, or victims of domestic or sexual violence, and 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 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.

It is the responsibility of the parent to notify The Academy office by phone on the day of the absence or send a note upon the student's return. In the event the office is not notified by the parent; contact may be pursued. If contact is unsuccessful, the absence will be considered unexcused/truant, and the parent will have three days following the absence to clarify the situation. All absences are recorded as excused or unexcused. The director may use his/her discretion in all matters of attendance. **In the event of any absence, the student's parent or guardian is required to call the school by 8:00 a.m. to explain the reason for the absence. The number is 217-228-7175.** If a call has not been made to the school by 8:00 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.

Unexcused Absences:

Illinois state law mandates that parents shall require students under age 17 be in school. Students over 17 must either be in school attending regularly or choose to drop out. We recognize that emergency situations happen to all of us, and our intent is not to increase the stress of occasional crises or to be punitive when a negative response is not justified. However, when problems occur on a regular basis that interfere with regular school attendance or contribute to chronic tardiness or absenteeism, steps must be taken to limit interference with the process of education. The following are reasons that are not valid reasons to be absent from school and will not normally be considered excused absences:

- Work
- Oversleeping
- Car troubles
- No clean clothes
- Family vacation/out of town trips
- Truant – there is no contact from the parent and school is unable to make contact

Parents should expect to be notified daily, by phone or by mail, when students are absent. After 6 absences, an absence due to illness will be excused only if the school receives a doctor's note confirming the illness. Parents will be required to attend a conference when staff believe the student's absences interfere with success at school. Again, our purpose is to limit the effects absences have on school success, not to punish people who already are dealing with difficult situations. Should your student have a health problem that interferes with regular attendance, please contact the director, Ms. Wells.

Prearranged Excused Absence:

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 attendance personnel. All requests for a prearranged absence form must be phoned in or requested in writing by a parent or guardian.

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 after 4 absences

- 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 will be 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

- Parent meeting
- The development of a new schedule that will better meet the students' ability to achieve graduation from high school.
- The student choosing to pursue a G.E.D., if eligible to do so.
- Support services (as needed) to address the root problem.
- Meeting with the principal, counselor, police liaison office

Tardy:

Students entering the school after your school's start time are considered tardy. Students who are tardy to school will check-in with SSFL upon arrival to gain entrance into enter class. Students who arrive in the morning to eat breakfast are still responsible for being in class by the school's start time. Tardies count as ¼ day of absence and are unexcused unless otherwise noted. Unexcused tardy days can add up to full truant days. Four tardies equal one unexcused day of school

Other Attendance Considerations:

- Leaving School Campus During the Day: Students are not permitted to leave the school campus during the day without written or phoned permission from the parent to the school office. The student must obtain a Leave the Building Permit and sign out of the office BEFORE the student is fully authorized to leave the building.
- A student who becomes ill during the school day must report to the QJHS nurse's office for treatment or early dismissal. Students sent home by the nurse must always sign out at the Office or with his/her SSFL. When returning from an appointment during the school day, the student must report to Deans' Office to sign back into school and obtain an admit slip to class BEFORE reporting to class. Any student who leaves school at any time during the school day without prior parental permission and prior SSFL permission will be considered truant from the class or classes missed.
- If an absence is known ahead of time, please let the office know as soon as possible.
- If a parent is ill or requiring 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. Parents are to pick up children from the office and return the as soon as possible.

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.

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.

MAKE-UP WORK FOR 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 the absence. It is the sole responsibility of the student to contact each teacher and arrange to make up assignments, which will demonstrate proficiency of subject matter covered in the missed class.

Students will be informed 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.

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. In that case, the teacher will expect the student to make arrangements to complete the missing assignments.

PART V – SCHOOL DISCIPLINE

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. The use of corporal punishment is prohibited in all schools under Illinois law and Quincy Public School regulations.

SCHOOL'S AUTHORITY

Illinois School Code, 105 -5/24-24- Maintenance of Discipline states: Teachers, other licensed 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.

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:

1. On, or within sight of, school grounds before, during, or after school hours or at any time.
2. Off school grounds at a school-sponsored activity or event, or any activity or event that bears a reasonable relationship to school.
3. Traveling to or from school or a school activity, function, or event; or
4. 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.
5. During periods of remote learning.

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 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. Any incident involving drugs, weapons, or battery to staff/students will be reported to the police.

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 district wide.

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

Student Meeting: After a referral is made, school staff meets with the student and informs 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.

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

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*).

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.

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 status from the military service, sex, sexual orientation, gender identity, gender-related identity or expression, ancestry, age, religion, physical or mental disability, order of protection status, status of being homeless, or actual or potential marital or parental status, including 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 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 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 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. Bullying may take various forms, including without limitation one or more of the following: harassment, threats, intimidation, stalking, physical violence, sexual harassment, sexual violence,

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 school director, 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 Complain Managers:

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

Penny Little
1416 Maine Street
217-223-8700
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.

Students and parents/guardians are also encouraged to read the following school district policies: 7:20, *Harassment of Student Prohibited* and 7:180, *Prevention of and Response to Bullying, Intimidation, and Harassment*.

Consistent with federal and State laws and rules governing student privacy rights, the school shall make diligent efforts to notify a parent or guardian within 24-hours after the school's administration is made aware of a student's involvement in an alleged bullying incident. The term "bullying incident" includes individual instances of bullying, as well as all threats, suggestions, or instances of self-harm determined to be a result of bullying. Notification to a parent or guardian shall include, as appropriate, the availability of social work services, counseling, school psychological services, other interventions, and restorative measures.

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.

DANGEROUS WEAPONS

Possession or use of explosives, firearms, or other dangerous weapons or instruments shall be prohibited at all times on school buses, in school buildings or on school grounds, or at any school sponsored activity or event.

Items that must be brought to school for class demonstration or industrial arts are to be checked into the principal or dean's office until needed for class. Toy "look-alike" weapons will be considered "real" weapons. Students found to be in violation of this policy with the intent to harm, shall be disciplined by the administration on an individual basis. The district shall notify the parents of the action taken and notify law enforcement. In cases of suspension or expulsion, the district shall follow procedures required by state law and Board policy

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.

DUE PROCESS

Procedural due process will be provided to each student prior to any disciplinary action. This includes an explanation to the student of the rules or regulation violated and an opportunity for the student to deny or explain such actions.

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.

FALSE EMERGENCY REPORTING

Pulling a fire alarm unnecessarily, making a false fire report, contacting 911 in the absence of an emergency, or reporting a false bomb threat may result in a suspension and may result in recommendation for expulsion and arrest. The student is required to return to school with parent/guardian for a conference.

FALSIFICATION OF SCHOOL FORMS, PARENT NOTES, OR PARENT PHONE CALLS

Falsification of school forms, parent notes, or parent phone calls may result in parent conferences and/or suspension.

FIGHTING

When two students are making aggressive physical contact, it is considered a fight. Repeated or egregious acts may result in an alternative placement and/or recommendation for expulsion from Quincy Public Schools. When one student is making aggressive physical contact, it is battery, and that student can expect consequences that may include suspension, recommendation of expulsion, and arrest.

Students engaging in verbal fighting may be subject to a parent conference and out-of-school suspension. Repeated acts may be subject to arrest, as well as recommendation for expulsion.

FIRE RELATED

Tampering with fire extinguishers and alarms is against the Illinois State Fire Prevention Laws. Tampering with any fire extinguisher will result in parent contact and/or in or out of school suspension. Setting a fire, possessing or using fireworks, or possessing or using other explosives may result in a suspension, recommendation for expulsion, and/or arrest.

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;
- (2) commit any act or omission, or use either verbal or non-verbal gestures, or handshakes showing membership or affiliation in a gang; or 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 lessens 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.

INCITING A RIOT OR DISTURBANCE

Students who incite or encourage others to fight, or who behave so as to promote or bring about a mass disturbance, may be subject to in or out of school suspension and may be recommended for expulsion.

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 in order 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.

ONLINE (INTERNET) THREATS

Making an explicit threat online/an Internet website against a school employee, a student, or any school-related personnel may result in suspension, recommendation for a Safe School Evaluation, alternative placement, and/or expulsion. If the Internet website through which the threat was made is a site that is accessible within school time or is available to third parties who work or study within the school ground 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, the school may take disciplinary action.

PBIS (POSITIVE BEHAVIOR INTERVENTIONS AND SUPPORTS)

The Academy implements PBIS. PBIS is a proactive systems approach to establishing the behavioral supports needed for all students in a school to achieve social, emotional, and academic success. Schools identify academic and behavior targets that are priorities for our students, educators, administrators and all support personnel. Data is collected about needs within the school and instruction/curriculum is designed to teach expectations and offer interventions. As part of PBIS, we will teach behavior expectations throughout the entire building and throughout the year. Students will be introduced to these expectations at the beginning of the year during the required intake meeting that takes place at the beginning of each year, as well as, follow-up re-teaching in individual classrooms and in other social environments. The behavior expectations are as follows:

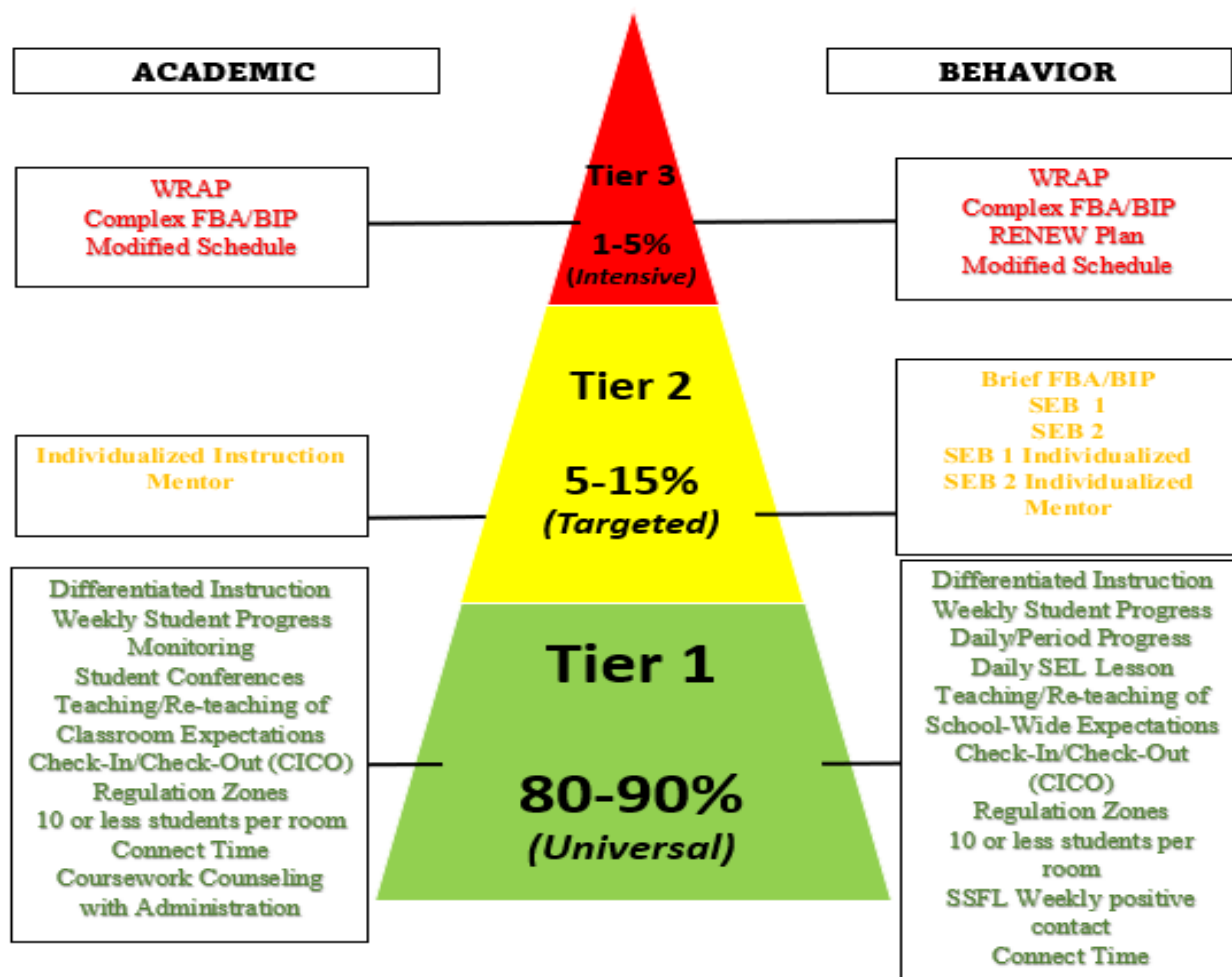
- Be Respectful
- Be Responsible
- Be Engaged

In addition, PBIS provides acknowledgements of students displaying positive behavior as well as supports for students who are struggling. Staff members acknowledge students who engage in following expectations by verbal praise, post cards home, and parent/guardian phone calls. Students are then recognized daily, weekly, monthly, and quarterly by receiving highly motivating reinforcers. PBIS has promoted a more positive school climate and a decrease in office discipline referrals.

Multi-Tiered Systems of Support (MTSS)

The MTSS Team meets once a month during the school year to monitor student progress. The team focuses on grades, attendance, and behavior. The team will recommend students for Tier 2 and 3 interventions (listed below) and monitor progress. Students and parents/guardians may also request intervention or extra support through the guidance office or administration.

The Academy Multi-Tiered Systems of Support



ADDITIONAL TIER 1 SUPPORTS AVAILABLE TO ALL STUDENTS:

Guaranteed Curriculum	Guided Notes	Collaborative Work
1:1 Conference with Student	Study Guides	Organizational Support
Parent Contact/Conference	Positive Pre-Correction	Adjusted Assignments
Problem-Solving Conference	Graphic Organizers	Adjusted Timelines
Team Collaboration	Progress Monitor Conferencing	Multiple Explanations of Concepts
SSFL Conference	Peer Support	Applications to "Real World"
Preferential & Flexible Seating	Frequent Formative Feedback	

Staff will use the following in all classes to help all students find success:

Tier 1 Academic Interventions

- Guaranteed Curriculum (Course Map/8-10 Big Ideas)
- Higher Level Questioning
- Critical Thinking components
- Collaborative Work
- Multiple representations/explanations of material
- Adjusted Assignments/Timelines
- Study Guides
- Graphic Organizers
- Differentiated Reading Materials
- Applications to “real world”
- Performance Opportunities
- Computer Based Learning (Edgenuity) — Credit Recovery program using Edgenuity (online learning system).
- Connect Circles (first 8 -10 minutes of each class period)
- Transition Circles (last 5 minutes of each class period)
- Check in/Check out academic conference each class period
- Weekly progress monitoring conference with homeroom teacher

Tier 1 Social Emotional Interventions

- Daily Social Emotional Learning Lessons
- Re-teaching of PBIS Expectations-Daily or as Needed
- Connect Time each period
- Check in/Check out regulation conference each class period
- Weekly progress monitoring conference with homeroom teacher & SSFL

Tier 2 Academic Interventions

- Reading Intervention
- SEB: Individual or small groups to work on academic skills, motivation, and/or problem-solving skills.
- Computer Based Learning (Edgenuity) — Credit Recovery program using Edgenuity (online learning system).

Tier 2 & 3 Social Emotional Interventions

- SEB 1: Individual or small groups to work on behavioral skills, motivation, and/or problem-solving skills from and SSFL or Dean.
- SEB 2: Additional social emotional lessons from the social worker will be given to students who are in the 7th & 8th grades.
- Functional Behavior Analysis: A team gathers information as a means of understanding the specific reason for the student’s problem behavior and how it relates to or is affected by his/her environment. A plan is made to assist the student in finding success in school.
- Individual Student Problem Solving: Meeting involving student, parents, teachers, administrators, counselor, social worker, and/or school psychologist to problem solve and place student in appropriate intervention.
- Mentoring Program: Program that pairs students with adult mentors from the community.
- Wraparound-Person (Family) centered planning that focuses on student and family needs across multiple life domains.
- RENEW-A process for developing student centered teams and plans that are strength and needs based to support students with complex needs.

SEXTING

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

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, possessing³, 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.
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,

³ **“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 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.

- 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 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 activity is occurring. Students who violate this rule may be disciplined as if the use of 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 Academy Director.

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:

A firearm, meaning any gun, rifle, shotgun, weapon as defined by Section 921 of Title 18 of the United 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.

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, QPS does not utilize zero-tolerance policies. 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
<p>Level 1: Teacher Managed Behavior: <i>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.</i></p> <p>Levels 2-4: Office Managed Behavior- <i>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.</i></p>

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: <i>determined by teacher & documented in Skyward</i>

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-8)
Individualized Support Plan	Saturday School (QHS)
Restorative Conference with Peers and/or staff	

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 (2-3 days)	Out of School Suspension (2-3 days)
Threat Assessment	Functional Behavioral Analysis (FBA)/ Behavior Intervention Plan (BIP)
Safety Plan	WRAP Plan
Thriving Minds Counseling (QJHS & QHS)	Referral to Outside Agency
High School Focused Person-Centered Planning (formerly RENEW-High School level only)	QPD Ticket
Parent/Guardian Meeting with Support Staff/Administration	Schedule Change (Requires Principal Approval)

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
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 parents/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 a PBIS. Students check-in with a mentor each day and receive feedback on their behavioral goals. This helps give 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	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

<p>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).</p>	<p>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.</p>
<p>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.</p>	<p>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.</p>
<p>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.</p>	<p>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.</p>
<p>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:</p> <p>Understand what they could have done differently in the same situation.</p> <ul style="list-style-type: none"> 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. 	<p>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.)</p>

✓ Understand the progression of more stringent consequences if the behavior recurs.	
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.	SATURDAY SCHOOL: Saturday School may be assigned to a student who refuses to follow school or class 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.
SEB GROUPS: evidence-based intervention (instruction) designed to support and respond to student <u>S</u> ocial, <u>E</u> motional, and <u>B</u> 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)	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
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.	THRIVING MINDS: is a partnership between Clarity Healthcare and Quincy Medical Group. The Thriving Minds 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 hired by Clarity Healthcare and a Behavioral Health Therapist/Interventionist hired by QMG. School counselors and administrators refer students to these programs. Once referred, parents sign a consent for these services.
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 / CRIMINAL OFFENSES COMMITTED BY STUDENTS

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

The Police Department School Liaison Officer and the School Director will verbally report to each other the following activities when committed by a student enrolled in the Director'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

All other cases for which the reporting may be beneficial

The report should identify the student by name and describe the circumstances of the alleged criminal activity. The report should be made as soon as possible after the Liaison Officer or Director reasonably suspects that a student is involved in such activity.

The School Director's duty is to report such activity only when the activity occurs on school property or off school grounds at a school-related function.

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

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 Director if the record involves a student who is arrested or taken into custody after his or her 17th birthday.

RE-ENGAGEMENT OF RETURNING STUDENTS

Students who have been issued an OSS day will be required to have a re-entry meeting with their parent/guardian and designated staff. A restorative behavior conference will be completed by the team. The conference includes description of behavior, reasons for behavior, consequences of behavior and plan for improvement. The re-entry restorative meeting is facilitated by staff but is student driven. The goal of this meeting shall be to support the student's ability to be successful in the school following a period of suspension. The meeting will also include an opportunity for students and parents to receive information regarding the completion of make-up work to regain academic credit.

SCHOOL RESOURCE OFFICER

A member of the police department has been assigned to work full-time at Quincy Junior High School and The Academy. The primary purposes of the presence of a plain-clothes police officer are:

- The promotion of better understanding between students and the police. She will be available to give informational talks to classes on such topics as students' rights and responsibilities under the law, and law enforcement careers. Through both formal presentations and informal discussions, he will help students become more knowledgeable about the law and their responsibilities to society.

- The prevention and investigation of delinquent behavior both in and out of school. She will be on campus while school is in session and will work closely with administrators, deans, and teachers in dealing with delinquent behavior. She will, on occasion, conduct interviews and investigate incidents involving students.
- The protection of the rights of the entire student body and the community in general.

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

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

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. 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.

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.

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.

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:

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.

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

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, Physical Education, and Social Emotional Learning are core subjects. We also expose students to a rotation of elective opportunities. 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.

ACADEMIC HONESTY

Academic honesty is expected of all students in all classes. Engaging in academic dishonesty, including cheating, intentionally plagiarizing, 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.

The student's parents will be notified by the teacher on low- level acts of cheating. ·

The student may also be subject to one or more days of out-of-school suspension for those acts of cheating considered egregious.

The dean will notify parents on all egregious acts of cheating which would involve discipline issued consequences.

ASSESSMENT/TESTING INFORMATION

Quincy Public Schools administers standardized assessments as required by the state of Illinois annually. Standardized tests such as ACT, IAR, and ISA may be administered by the school or on national testing dates at approved testing centers. Results from these tests automatically become part of the permanent record when we receive the scores. If you do not want scores to appear on the student's permanent record, you must notify the school, or the students homeschool of your decision in writing.

The Illinois Assessment of Readiness administered as the state assessment in the spring for 7th and 8th grade students. Students enrolled in courses assigned by the state for this assessment are required to participate.

CHILDREN'S ONLINE PRIVACY PROTECTION ACT & PARENT RESOURCES

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

CLASSROOM PARTICIPATION AND BEHAVIOR

Effective use of class time is critical to student learning. It is the responsibility of each student to respectfully participate and sincerely apply themselves in all activities and assigned work. Students who cooperate with the teacher help their classmates as well as themselves to learn as much as possible. Classroom participation may also positively and/or negatively affect grades. Since academic achievement is critical for all students, classroom distractions, disruptions, and lack of participation will not be tolerated.

The following is a PBIS classroom matrix outlining expectations in the classroom. This matrix could vary from teacher to teacher.

Classroom	
Be Respectful	<ul style="list-style-type: none">• Use appropriate language, volume, and conversation• Allow others to ask questions• Welcome differences and diversity• Be polite• Keep feet on the floor
Be Responsible	<ul style="list-style-type: none">• Be on time to Connect area• Bring your universal binder to each class• CICO with teacher each period (record progress)• Food and drink restricted unless provided by staff• Receive permission to use classroom restroom at appropriate times• Cooperate with staff directives• Use all materials and tools correctly• Return borrowed items
Be Engaged	<ul style="list-style-type: none">• Use regulation areas if necessary to be attentive and self-aware• Get involved• Complete assignments• Remain seated/engaged until dismissal bell

COMPLAINTS ABOUT CURRICULUM, INSTRUCTIONAL MATERIALS AND PROGRAMS

Parents or guardians have the right to inspect all instructional materials used as a part of their child's education. If you believe that curriculum, instructional materials, or programs violate rights guaranteed by any law or Board policy, you may file a complaint under the District's uniform grievance policy.

Parents or guardians with other suggestions or complaints about curriculum, instructional materials, or programs should complete a Curriculum Objection Form, which is available from the school office. A parent or guardian may also request that their child be exempt from using a particular instructional material or program by completing a Curriculum Objection Form.

COMPUTER USAGE AND COMPUTER EXPECTATIONS

All students will be allowed access to the Internet (and therefore subject to rules and regulations surrounding Internet usage) UNLESS a parent or guardian of the student files a written request with the principal that his/her student be denied Internet access. All users are responsible for knowing the rules and any changes in the rules. Inappropriate use of the Internet may result in a range of disciplinary actions up to and including expulsion.

The following is a PBIS computer matrix outlining computer expectations:

Computer Area	
Be Respectful	<ul style="list-style-type: none"> • Cooperate with staff directives. • Keep monitors and keyboards faced in the appropriate position and on a table or desk • Screen visible to staff • Return all technology and tools to proper space after use
Be Responsible	<ul style="list-style-type: none"> • Use classroom assigned technology • Sign in after Connect Time has concluded • Follow all QPS guidelines, including only use of your assigned account • Monitor & task bar must be visible at all times • Games, music, and other non-educational websites are restricted • Log off before leaving the computer area or returning computer to cart • Return all borrowed items to the designated space before leaving
Be Engaged	<ul style="list-style-type: none"> • Stay regulated • Use computers to complete academic assignments or Edgenuity coursework • Work on Edgenuity course assigned for the class period • Follow all district and school computer guidelines • Listen to all direct instruction videos • Work until the class period is over (no minimum %)

COMMUNITY OUTINGS

At times throughout the school year, The Academy may offer career, volunteer, or recreational exploration in our community to inform and educate students on possible career, employment, and post-secondary education/training opportunities. Students are also given opportunities to participate in various recreational activities. Students are expected to follow these expectations while on any community outing:

- Follow bus expectations to and from outing
- Use appropriate language
- Follow staff and community partner's directives
- Actively listen to presenter
- Focus attention on presenter
- Work cooperatively with staff, peers, and community partners
- Use manners

- Stay in assigned area
- Follow instructions

The following is a PBIS community matrix outlining expectations for community outings:

Community	
Be Respectful	<ul style="list-style-type: none"> • Be attentive • Allow others to ask questions • Use appropriate language, volume, and conversation • Treat others as you want to be treated • Be polite
Be Responsible	<ul style="list-style-type: none"> • Wear appropriate clothing • Follow all staff and community leaders' directives • Remain with the group • Report any concerns to an adult • Wear the necessary safety gear provided by community partner if necessary
Be Engaged	<ul style="list-style-type: none"> • Stay focused • Get involved

DRIVER EDUCATION ELIGIBILITY

Each student attending any public or non-public high school in the district must receive a passing grade in at least 8 courses during the previous 2 semesters prior to enrolling in a driver education course, or the student shall not be permitted to enroll in the course.

EDGENUITY

Edgenuity is an online learning platform used at The Academy as one way to offer a variety of courses, flexible scheduling, and credit recovery courses for students.

EDGENUITY EXPECTATIONS

1st Attempt Process
Students are required to complete the full course to 100% completion. (With exception of Health and Consumer Ed, where prescriptive testing is allowed, and students must receive a 90% to test out.)
Students will get 2 attempts on quizzes before they are required to keep their highest quiz score.
Note taking is strongly encouraged for all subjects and becomes mandatory after a failed test attempt.
Students are encouraged to review questions missed on the review and add missed items to notes before testing.
Testing must be supervised.
Retake Policy: Students must show additional notes to receive a second attempt.
Final exam required: only 1 attempt. (Exam waived for seniors and graduating juniors during last semester.)

Credit Recovery Course Process
A credit recovery course is assigned when a student's first attempt at a course was not successful.
Prescriptive testing allowed. (Must receive an 80% to test out.) A student who did not test out must complete the course to at least a relative grade of 59.5% or higher if they want to complete the course for full grade.
If a student has not made progress in 2 consecutive days, they must meet with their student support family liaison to plan for success.
Note taking is mandatory for math, and strongly encouraged for all other subjects and becomes mandatory in all subjects after a failed test attempt.
Students must conference with their teacher during pre-write and draft of essays. Plagiarism (including copy and paste) will not be tolerated; zeros will be given. Teacher may give a second attempt with their discretion.
Students will get 3 attempts on quizzes before they are required to keep their highest quiz score.
Test Review: Students need a 60% to unlock a test.
Testing must be supervised. After a 2 nd attempt on a test, students must go back and relearn and produce notes before a 3 rd attempt is given. Students must check in with their teacher before additional attempts, to see if additional relearning or support is needed.

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: 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 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.

GUIDANCE AND COUNSELING

The school director and assistant director provide ongoing guidance for students with the additional support of a high school guidance counselor from Quincy Senior High when needed. The Academy has a full-time social worker to provide additional social emotional assistance. The guidance program is available to assist students in identifying career options consistent with their abilities, interests, and personal values. Students meet with the director or assistant director a minimum of twice a quarter to develop class schedules that meet the student's career objectives. High school juniors and seniors have the opportunity to receive college and career-oriented information. Representatives from colleges and universities, occupational training institutions and career-oriented recruiters, including the military, may be given access to the school campus in order to provide students and parents/guardians with information.

GRADING SCALE

Letter Grade	Cutoff	Range	Letter Grade	Cutoff	Range
A+	98.5	99-100	C+	77.5	78-79
A	93.5	94-98	C	73.5	74-77
A-	89.5	90-93	C-	69.5	70-73
B+	87.5	88-89	D+	67.5	68-69
B	83.5	84-87	D	63.5	64-67
	79.5	80-83	D-	59.5	60-63

A	=	90-100%
B	=	80-89%
C	=	70-79%
D	=	60-69%
F	=	less than 60%

GRADUATION REQUIREMENTS

CR	COURSE
4	Credits of English
3	Credits of Mathematics
3	Credits of Science
2.5	Credits of Social Studies (IL and US Constitution Test required) & US Government Course
3.5	Credits of Physical Education, Health, Driver's Education, or Marching Band
0.5	Credit of Computers
0.25	Credit of Consumer Education
1	Credit of either Art, Foreign Language, Music, or Vocational Ed
5.25	Credits of electives
23	TOTAL CREDITS REQUIRED

CONSTITUTION TEST

Receiving a passing grade on the US and Illinois Constitution test is a graduation requirement for the State of Illinois. The constitution tests will be given in the Government course and the AP Government course.

PHYSICAL ED REQUIREMENTS (PE)

Students must be enrolled in a P.E. course throughout their high school career. Credits in Health, Driver Education, Marching Band, and Introduction to Military count as P.E. credit. Students may be excused from physical education for the following reasons: a) the student provides written evidence from an institution of higher education that a specific course not included in existing state or local school minimum graduation standard is required for admission. School district staff must verify that the student's present and proposed schedule will not permit completion of the needed course. Once the physical education course is waived, the school staff will make sure that the required course is taken, or b) the student lacks sufficient course credit in one or more courses required by state statute or local school board policies for graduation. Students who have failed required courses, transferred into the district with deficient credits, or who lack credits due to other causes may also be eligible for this exemption.

See your counselor for a P.E. waiver for additional information.

EARLY GRADUATION

Students who meet requirements may graduate at the end of First Semester during their Senior year or at the end of their Junior year. Every student requesting early graduation in fewer than four years (eight semesters) should see their counselor. While early graduation is permitted, each decision must be approved on an individual basis and graduation requirements must be met.

Additional Information about Early Graduation

- An early graduate's GPA and class rank will be determined using the last completed semester.
- Junior graduates are not eligible for an Honors designation at Graduation. Honors graduates must complete seven (7) semesters.
- Junior graduates will be eligible to walk at the Graduation ceremony during the year they complete requirements. Junior graduates will not be eligible to walk at the Graduation ceremony in the year following their completion of requirements.
- Midterm senior graduates are able to attend prom and participate in Graduation.

ANY COURSE REQUIRED FOR GRADUATION MUST BE TAKEN FOR A LETTER GRADE (A, B, C, D, F) AND CREDIT. STUDENTS WHO CHOOSE TO TAKE DRIVER ED IN THE SUMMER ARE REQUIRED TO TAKE PE DURING THE SCHOOL YEAR.

FREE APPLICATION FOR FEDERAL STUDENT AID (FAFSA)

The State of Illinois requires that all students complete the FAFSA or have a parent opt out letter on file in order to graduate from high school. The FAFSA may be accessed at <https://studentaid.gov/h/apply-for-aid/fafsa>.

HOMEWORK

Students should have plenty of time during each class period to complete schoolwork. If a student has homework, it is because class time was not used productively. 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 coursework is not being completed daily, 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

Instructional fees are grant funded for students attending The Academy. Students will still be responsible for any damaged or lost materials or items.

INSTRUCTIONAL MATERIAL

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.

INTERNET ACCESS

All students will be allowed access to the Internet (and therefore subject to rules and regulations surrounding Internet usage) UNLESS a parent or guardian of the student files a written request with the principal that his/her student be denied Internet access. All users are responsible to know the rules and any changes in the rules. Inappropriate use of the Internet may result in a range of disciplinary action up to and including expulsion. (*See Acceptable Use Policy in this handbook*)

LATE/MISSING WORK PRACTICE

Teachers will remind students that they may make up their late/missing assignments. Students may request work at appropriate times.

- After Connect Time (during CICO conferencing)
- End of class period (during CICO conferencing)
- During Weekly Progress Monitoring Teacher Conference
- During Weekly SSFL, AEP Progress Conference

Teachers will have a standard form that they will give students with their missing assignments.

Teachers will provide students with their work within three school days.

Teachers will only distribute requested late/missing work for the same assignment twice.

Tests will be completed at school.

MULTIPLE ATTEMPTS AT MASTERY

In order to differentiate instruction and to ensure learning, a student may be allowed to retake two (2) performance-based assessments per quarter per course, provided that the following conditions have been met:

- Student is responsible for making arrangements with teacher for the retake, including determination by teacher of the required relearning activity(ies), appointment(s), and/or tutoring session(s) in which the student will engage to increase his/her understanding or skill within two days of receiving the graded performance assessment.
- Student has demonstrated a good faith effort that warrants being allowed the retake opportunity. In this context, the term "good faith effort" means that the student:

1. If applicable, completed any required practice assessments/ assignments that were not completed prior to the original performance assessment; 2. Completed the required relearning activity(ies) designated in number 1 above; and, 3. Made a genuine attempt on the original assessment.

ONLINE PROGRAM

Overview

The Academy online program allows students to complete high school graduation requirements, mostly online. Edgenuity, a third-party software program, will be the primary method for students to take classes in The Academy Online Program. Students will be required to attend The Academy for an **assigned period, one day each week or through Microsoft Teams** to take assessments, complete work, or receive teacher assistance. Students will be eligible for extra-curriculars and all QHS events if they are in good standing.

Enrollment in The Academy Online Program is not guaranteed, and it will be The Academy's decision as to whether it is the right fit for the student. Student and parent feedback, teacher feedback, grades, credits, attendance, referrals, and individual student strengths and needs will all be considered in the decision-making process. Patterns of disengagement from school could result in a return to in-person enrollment or drop from The Academy enrollment.

Eligibility

- Student needs to be enrolled in The Academy and in good standing
- Students need to have basic technology skills (view videos, upload/download material, email, Schoology)
- Student and parent must have a conference with The Academy Director to discuss the individual situation, eligibility, and requirements of the program fidelity.

Requirements

- Access to a laptop or tablet. A smart phone is **not** recommended. A laptop may be borrowed from The Academy if eligible. If you have an outstanding balance from previous damages or lost items, you will not be eligible for technology check-out.
- Access to home or library Wi-Fi.
- If determined by the director, students may transition to The Academy Online Program at any time during the academic year. Students will only be allowed to transition back to in-person learning at the beginning of each school quarter **if space is available**.
- Assessments must be completed on site at The Academy or via Microsoft Teams at the designated once a week class period/time assigned.
- A **minimum of 5** hours for each school attendance day will be required to be considered in attendance for one day. Attendance will be taken from student login times and will not include idle time. Attendance will be documented each Monday prior to the week of attendance. This does count when considering Illinois school truancy laws.
- Students should complete 5 semester length courses each quarter to stay on track for graduation.
- If students are involved in extra-curricular activities, they must be enrolled and passing (Actual Score) in 5 courses to meet IESA/IHSA eligibility requirements.
- Pre-Testing will not be enabled for new courses.
- Students not making satisfactory progress mentioned:
 - Step One – Parent contact & meeting with student-SSFL/Dean
 - Step Two – Parent & student in person meeting with administration

- Step Three – Student will be removed from The Academy Online Program and placed in an in-person schedule (at Quarter only) or dropped from The Academy enrollment.

Enrollment Process

Parent(s)/Guardian(s) should contact the Director, Ms. Wells to initiate the process for online enrollment. The Academy will contact students and parents regarding status of enrollment after a complete review of current student data.

Is the Academy Online Program right for me?

- Are you organized and self-motivated?
- Do you operate better making your own schedule?
- Have you been successful in online courses in the past?
- Do you feel the traditional school slows you down?
- Do you want to have a job and complete high school Graduation requirements at the same time?
- Have you had success in previous online courses?
- Do you struggle keeping up with 6 or 7 courses at a time?
- Do you have access to a computer and Wi-Fi?
- Are you frustrated or overwhelmed by the number of students on campus?
- Do you have a medical condition that makes in-person attendance an issue?
- Do you have significant conflict with others enrolled at The Academy?

PROGRESS REPORTS

Progress Reports/Grades will be given/mailed to parents eight (8) times per year so that parents can monitor their student's progress. **IEP progress reports will also be mailed home with grade cards.** Parents are encouraged to use Skyward and Edgenuity emails to view their student's academic progress.

7th & 8th grade: DO NOT participate in final exams unless it is a credit-bearing course.

9th -12th Grades: The Academy has 4 semesters each year (each quarter is considered a semester). Teacher led courses will administer a final exam each quarter/semester. Grades are recorded on the student transcript of permanent record. The following explanation shows how these grades can be used.

These grades are all figured in with the student's grade point average (GPA):

- A** – Excellent
- B** – Above Average
- C** – Average
- D** – Below Average
- F** – Failure

With these grades the student receives credit for the course but not included into the GPA:

- CR** – Credit
- S** – Satisfactory

With these grades the student receives no credit for the course and not included into the GPA:

- NC** – No Credit
- U**—Unsatisfactory

Audit means no grade, no credit, but the course does appear on the transcript:

AU – Audit

This is a temporary grade. Course requirements are to be completed within two weeks following the end of the grading period, or it becomes an F:

I – Incomplete

SCHOOL SUPPLY LIST

Pens/Pencils

Kleenex

Optional: Headphones

PARENT/GUADIAN INVOLEMENT AND NOTIFICATION

We welcome the active involvement of the parents/guardians in their student's education. As a member of The Academy community, parents/guardians have many ways to be involved at school. These include donating time at school, attending IEP meetings, or attending community outing experiences. Parents/guardians are welcome in the building at any time. If you would like to speak to a teacher or other staff member, please call ahead to schedule an appointment.

Parent/Guardians will be notified by mail quarterly for grades, IEP progress and other school news and updates in our newsletter.

SOCIAL-EMOTIONAL SUPPORTS

Social-Emotional Screeners are given parents to complete for all 7th-12th graders as a part of registration. Students that enter school will also take a social-emotional screener as a part of the intake meeting.

School counselors may also be accessed for social emotional support and a school social worker is also available at The Academy.

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 expected progress.
3. The intervention team, teacher, or parent may make a recommendation for special education testing.
4. The school HELPs team reviews the request for special education services and determine 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 psychologist 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, director, 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 a staffing.
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 director.

USE OF ARTIFICIAL INTELLIGENCE

“Artificial intelligence” or “AI” is intelligence demonstrated by computers, as opposed to human intelligence. “Intelligence” encompasses the ability to learn, reason, generalize, and infer meaning. Examples of AI technology include ChatGPT and other chatbots and large language models. AI is not a substitute for schoolwork that requires original thought. Students may not claim AI generated content as their own work. The use of AI to take tests, complete assignments, create multimedia projects, write papers, or complete schoolwork without permission of a teacher or administrator is strictly prohibited. The use of AI for these purposes constitutes cheating or plagiarism.

In certain situations, AI may be used as a learning tool or a study aid. Students who wish to use AI for legitimate educational purposes must have permission from a teacher or an administrator. Students may use AI as authorized in their Individualized Education Program (IEP). Students may not use AI, including AI image or voice generator technology, to violate school rules or school district policies.

In order to ensure academic integrity, tests, assignments, projects, papers, and other schoolwork may be checked by AI content detectors and/or plagiarism recognition software.

VIDEOS / DVD’S USED IN INSTRUCTION

District 172 Administrative Procedure: Videos used in the instruction of students should be carefully selected to ensure that they are of high quality. All videos should be previewed by the teacher prior to use in classroom instruction. The use of a video must be for the purpose of teaching an instructional objective from the course curriculum and **not** for the purpose of entertainment.

PART VIII-STUDENT ACTIVITIES

ATHLETIC ELIGIBILITY (Grades 6-8)

Students Earning an “F” During Season:

- Teachers update Skyward Gradebook weekly. Grades are pulled from teachers’ Skyward gradebooks each Wednesday at 7 p.m. Teachers should provide a weekly opportunity for students to improve their grades.
- The student’s home school counseling office 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 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.

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, an 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
a. 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 truanies 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.

Any questions or concerns regarding athletic procedures should be directed to the Assistant Principal for Student Services at the student's home school.

ATHLETIC ELIGIBILITY (Grades 9-12)

1. Eligibility will be checked each week (as mandated by the IHSA)
2. All athletes must be enrolled in at least 6 credit-bearing courses

3. All athletes must have completed and passed 5 full semester courses of work the previous semester of school to be eligible for the following semester (i.e. two quarters would be equivalent to one semester course)
4. Athletes must be doing passing work in 5 credit-bearing courses per week (25 hours per week)
5. The ineligibility period begins the Monday following the eligibility checks and runs through the next Monday
6. The ineligibility period is one week in length. Athletes that are declared ineligible must sit out the entire week even if their grades come up during that week (as mandated by the IHSA)
7. Eligibility is determined by measuring a student's cumulative performance based on the beginning of the semester through the date on which the check is made (as mandated by the IHSA)

CODE OF CONDUCT FOR EXTRA CURRICULAR AND CO-CURRICULAR ACTIVITIES

Introduction: Participation in extra-curricular activities is a privilege – not a right. The constitution and the laws of this state and country guarantee students the right to an education. That right to an education cannot be taken away without due process of law. Due process protection does not apply to privileges.

Expectations: (This includes representations of activity depicted in photos, videos, and the Internet) The Quincy Public Schools expect students who participate in extra-curricular activities at all times (365 days a year).

- A. To conduct themselves in a manner that reflects favorably upon the Quincy Public Schools and the Quincy community.
- B. 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 alcohol, tobacco and other drugs.
- C. To meet the scholastic requirements of the Quincy Public Schools.
- D. To attend school, practices, and contests/performances; and
- E. To conduct themselves in a manner that demonstrates respect for people, property, and public laws at all times.

Consequences for Not Meeting Expectations:

Any conduct in violation of the expectations shall subject the participant to a range of consequences listed below:

1. Participants violating the Code of Conduct will be appropriately disciplined by the coach, sponsor, director of athletics, and/or building principal
2. Flagrant violations of the Code may result in immediate dismissal from the team or extra-curricular activity. The athlete may also be subject to the consequences outlined in #3 below.
3. Violations of the Code considered to be serious in nature typically result in the following progression of consequences:
 - a. First Offense: Suspension from the activity for 1/3 of the activity season (games, matches, contests, performances).
 - b. Second Offense: Ineligible for all activities for one calendar year from the date of the second infraction.
 - c. Third Offense: Ineligible for all activities for the remainder of the high school career.
4. Suspensions will carry over seasons and/or years (if needed in order to fulfill the suspension requirement).
5. While on Code suspension students may be expected to practice and attend their school-sponsored team/activity events.
6. 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 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 he/she admits 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.

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

The Academy students are eligible to attend dances held at their home school if meeting all expectations and have permission from the Director. The following are dance expectations.

- Only QHS (The Academy) students and their approved guests may attend QHS dances.
- QHS (The Academy) students and guests will be subject to all security measures.
- Guests may not be over 20 years of age or younger than 9th grade.
- Guests must provide a copy/picture I.D. to gain approval to attend the dance and purchase a ticket.
- Students/guests may be required to provide a picture I.D.
- Semi-formal or formal dances will have tickets sold in advance.
- Tickets are non-transferable.
- No tickets will be sold at the door for Homecoming or Prom.
- Appropriate attire must remain on for semi-formal or formal dances.
- Disruptive dress will not be permitted.
- Shirts may not be removed (cut-off t-shirts are inappropriate attire)
- Suggestive dancing will not be permitted.
- Physically aggressive dancing (which may cause injury) is not permitted.
- Public displays of affection are not appropriate.
- Canes or any other accessory that could cause harm will be held at the door.
- Anyone leaving the dance without permission will not be readmitted.
- Any changes from the above must be approved by the principal or director.

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, on the basis of sex or sexual orientation, 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)

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 IX-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 de-virused.
 - 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:
- b. Being polite. Not becoming abusive in messages to others.
 - c. Using appropriate language. Not swearing or using vulgarities or any other inappropriate language.
 - d. **Not revealing ANY personal addresses or telephone numbers.**
 - e. 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.
 - f. Not using the network in any way that would disrupt its use by other users.
 - g. 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 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 parent/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 the 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__

THE ACADEMY

USER NUMBER (Student id / Employee number)

USERNAME (please print)

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

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:

INTERNET SAFETY

Keeping Yourself and Your Kids Safe on Social Networks

For students:

1. Put everything behind password protected walls, where only friends can see.
2. Protect your password and make sure you really know who someone is before you allow them onto your friend's list.
3. Blur or morph your photos a bit so they won't be abused by cyberbullies or predators.
4. Don't post anything your parents, principal or a predator couldn't see.
5. What you post online stays online - forever!!!! So ThinkB4UClick!
6. Don't do or say anything online you wouldn't say offline.
7. Protect your privacy and your friends' privacy too...get their okay before posting something about them or their pics online.
8. 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.
9. That cute 14-year old boy may not be cute, may not be 14 and may not be a boy! You never know!
10. And, unless you're prepared to attach your blog to your college/job/internship/scholarship or sports team application...don't post it publicly!
11. Stop, Block and Tell! (don't respond to any cyberbullying message, block the person sending it to you and tell a trusted adult).
12. R-E-S-P-E-C-T! (use good netiquette and respect the feelings and bandwidth of others).
13. Keep personal information private (the more information someone has about you, the more easily they can bully you).
14. Google yourself! (conduct frequent searches for your own personal information online and set alerts ... to spot cyberbullying early).
15. Take 5! (walk away from the computer for 5 minutes when something upsets you, so you don't do something you will later regret).

And for parents:

1. Talk to your kids - ask questions (and then confirm to make sure they are telling you the truth!)
2. Ask to see their profile page (for the first time) ...tomorrow! (It gives them a chance to remove everything that isn't appropriate or safe...and it becomes a way to teach them what not to post instead of being a gotcha moment! Think of it as the loud announcement before walking downstairs to a teen party you're hosting.)
3. Don't panic...there are ways of keeping your kids safe online. It's easier than you think!
4. Be involved and work with others in your community. (Think about joining WiredSafety.org and help create a local cyber-neighborhood watch program in your community.)
5. Remember what you did that your parents would have killed you had they known, when you were fifteen.
6. This too will pass! Most kids really do use social networks just to communicate with their friends. Take a breath, gather your thoughts and get help when you need it. (You can reach out to WiredSafety.org.)
7. It's 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 their sock drawer...and reading their blog. One is between them and the paper it's written on; the other between them and 700 million people online!

Don't believe everything you read online - especially if your teen posts it on her blog!

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

Reprinted with permission from "Parry Aftab's Guide to Keeping Your Kids Safe Online, MySpace, Facebook and Xanga, Oh! My!" Parry Aftab, Esq., www.aftab.com.

Resources for Students and Parents

Resources for students:

Federal Trade Commission - Kids and Socializing Online www.onguardonline.gov/articles/0012-kids-and-socializing-online

Connect Safely - Social Web Tips for Teens www.connectsafely.com/Safety-Tips/social-web-tips-for-teens.html (2014).

Life online (Girls Scouts and Windows) - lmk.girlscouts.org/Online-Safety-Topics/Social-Networking/Is-It-Safe-/Test-Your-Knowledge-on-Social-Networking-Safety.aspx. Test for knowledge of networking safety. National Center for Missing and Exploited Children – Teens Talk Back, Social Networking www.netsmartz.org/TeensTalkBack/SocialNetworking.

Resources for parents:

National Crime Prevention Council – Social Networking Safety, Tips for Parents www.ncpc.org/topics/internet-safety/social-networking-safety. Great comprehensive article for parents.

Connect Safely - Social Web Tips for Parents www.connectsafely.com/Safety-Tips/social-web-tips-for-parents.html (2014).

National Cyber Security Alliance - Raising Digital Citizens www.staysafeonline.org/stay-safe-online/for-parents/raising-digital-citizens.

Illinois Attorney General Stay Connected Stay Informed www.illinoisattorneygeneral.gov/cyberbullying/.

DHS U.S. CERT - Socializing Securely: Using Social Networking Services www.us-cert.gov/sites/default/files/publications/safe_social_networking.pdf.

DHS U.S Computer Emergency Readiness Team - Staying Safe on Social Network Sites www.us-cert.gov/ncas/tips/ST06-003 (January 26, 2011).

Internet Safety: Social Networking Sites for Children blog.privatewifi.com/internet-safety-social-networking-sites-for-children/ (March 30, 2011).

8 Safe Social Networks for Kids kommein.com/8-safe-social-networks-for-kids/ (Jan. 5, 2011).

List of sites that are compliant with Children's Online Privacy Protection Act and have parental controls.

INTERNET SAFETY/CYBERBULLYING

You are encouraged to review the following material on Internet Safety and Cyberbullying with your students.

<http://www.ag.state.il.us/children/safetytips.html>

<http://illinoisattorneygeneral.gov/cyberbullying/index.html>

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 Citizenry"

<http://www.digitalcitizenship.net/>

<http://www.commonsensemedia.org/advice-for-parents/be-good-digital-citizen-tips-teens-and-parents>

<http://safely.yahoo.com/expert-advice/be-a-good-digital-citizen-tips-for-teens-and-parents/>

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 X-HEALTH AND SAFETY

ACCIDENTS AND ILLNESS

Every accident in the school building, on the school ground, 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.

ALCOHOL AND OTHER DRUGS

Students may be disciplined for misconduct, including but not limited to the following:

1. Using, possessing, distributing, purchasing, or selling tobacco materials: including electronic cigarettes or e-cigarettes.

2. Using, possessing, distributing, purchasing, or selling alcoholic beverages.

3. Using, possessing, distributing, purchasing, or selling:

Any illegal drug, controlled substance, or cannabis (including marijuana, medical marijuana, and hashish).

Any anabolic steroid or performance-enhancing substance not administered under a physician's care and supervision.

Any prescription drug when not prescribed for the student by a licensed health care provider or when not used in the manner prescribed.

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.

"Look-alike" or counterfeit drugs, including a substance not containing an illegal drug or controlled substance, but one: (a) that a student believes to be, or represents to be, an illegal drug or controlled substance; 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 or controlled substance.

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.

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 or other drugs will be subject to disciplinary consequences as provided in this handbook, 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. Parents of students who have engaged in the above behavior will be notified.

EMERGENCY GUIDE FOR PARENTS (QPS)

The purpose of this guide is to provide a quick reference for parents when there is a crisis at school, describe what parents can do to best help their children before and during the incident, and explain the process for the safe return of your child.

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

1. 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 on Skyward is accurate. Also, please remember to update your contact information whenever it changes.

Individuals listed as an emergency contact should:

- 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. Cut them out and carry one in your wallet or purse. The School Emergency Cards for Parents have important instructions to follow during a school emergency.

Emergency Options during a school emergency:

Evacuation. Certain emergencies require everyone to leave the premises to keep safe. Each school has 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' 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. 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 lockdown drill to address a school shooting incident, and a minimum of one (1)

bus evacuation drill each school year. There may be additional drills at the discretion 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 students. 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).

HEALTH REQUIREMENTS (PRE-K THRU 12TH GRADE)

It is a state mandate that all 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 Examinations:

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. (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)

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.

HEALTH SERVICES, FOOD ALLERGIES, DIABETES, & MEDICATION

The Academy utilizes nursing services located at Quincy Junior High School. The nurse is on duty from 7:15 am to 3:00 pm. The office is located in room 220 and the phone number is 217-222-3073. Any student who has medication prescribed by a physician, which needs to be taken during school hours, must follow the policy of the school district. Prior to medication being administered to any student in the Quincy Public Schools, Authorization for Administration of Medication form must be completed and returned to the nurse. This form must be completed in detail to comply with Illinois Office of Education and Illinois Department of Public Health guidelines. Forms are available in The Academy office, QJHS main office, or QJHS nurse's office. Medication must be brought to school in a container appropriately labeled by the pharmacy or physician including the name of the medication and the dosage. If there is a change in a student's dosage, a new authorization is required. Parents must notify the nurse when medication is discontinued. Nonprescription medication must come in the original container along with the completed authorization form indicating the amount and frequency of medication to be given. Nonprescription medication will not be given at school without an Authorization for Administration of Medication form signed by the physician and parent.

State law requires our school district to annually inform parents of students with life-threatening allergies or life-threatening chronic illnesses of the applicable provisions of Section 504 of the Rehabilitation Act of 1973 and other applicable federal statutes, state statutes, federal regulations and state rules.

If your student has a life-threatening allergy or life-threatening chronic illness, please notify the director at 217-228-7175.

Federal law protects students from discrimination due to a disability that substantially limits a major life activity. If your student has a qualifying disability, an individualized Section 504 Plan will be developed and implemented to provide the needed supports so that your student can access his or her education as effectively as students without disabilities.

Not all students with life-threatening allergies and life-threatening chronic illnesses may be eligible under Section 504. Our school district also may be able to appropriately meet a student's needs through other means.

If your child has diabetes and requires assistance with managing this condition while at school and school functions, a Diabetes Care Plan must be submitted to the building principal.

Parents/guardians are responsible for and must:

- Inform the school in a timely manner of any change which needs to be made to the Diabetes Care Plan on file with the school for their child.
- Inform the school in a timely manner of any changes to their emergency contact numbers or contact numbers of health care providers.
- Sign the Diabetes Care Plan.

- Grant consent for and authorize designated School District representatives to communicate directly with the health care provider whose instructions are included in the Diabetes Care Plan.

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 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.

Self-Administration of Medication: A student may possess an epinephrine auto-injector (EpiPen®) and/or medication pre-scribed for asthma for immediate 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.

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 or epinephrine auto-injector or the storage of any medication by school personnel. 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 auto-injector and/or medication, or the storage of any medication by school. Students at The Academy will be escorted by a staff member to the QJHS nurse in the case of illness, injury, or administration of medication.

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 will be provided home instruction, correspondence courses, or other courses of instruction before (1) the birth of the child when the student's physician, physician assistant, or licensed advanced practice nurse indicates, in writing, that she is medically unable to attend regular classroom instruction, and (2) for up to 3 months after the child's birth or a miscarriage. For more information on home or hospital instruction, contact Eryn Beswick, 217-223-8700.

IMMUNIZATIONS AND VISION AND HEARING SCREENINGS

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. (77 Ill. Adm. Code 665)

ENTERING KINDERGARTEN—12TH GRADE:

	ENTERING EARLY CHILDHOOD	ENTERING KINDERGARTEN – 12 th GRADE
POLIO:	3 or more doses	<p>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.</p> <p>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.</p>

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 1 st birthday	2 doses—1st dose must be on/after 1st birthday
RUBELLA:	1 dose on/after the 1 st birthday	2 doses—1st dose must be on/after 1st birthday
MUMPS:	1 dose on/after the 1 st birthday	2 doses—1st dose must be on/after 1st birthday
HEPATITIS B:	3 doses (3 rd 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 1 st birthday	2 doses—1st dose must be on/after 1st birthday.
MENINGO COCCAL (MCV4):	Not required for Pre-K	1 dose given on/after 11th birthday (6 th -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

Dental examinations: Children must receive a dental examination: Prior to first entrance in Early Childhood Program. Before May 15th of the school year for children in 1) Kindergarten 2) Second grade 3) Sixth grade and 4) **Ninth Grade (Addition to the dental requirement in 2019)**

The examination must be completed by a licensed dentist and recorded on the State Dental Form. Dental examinations that have been completed after November 15, 2018, will be accepted for the 2019-2020 school year. 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 – Tuesday through Friday 7:00am – 5:00pm) (77 Ill. Adm. Code 665-410)

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 day care 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 of 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 & 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.

Medical History: At the time of registration, the parent or legal guardian will be asked to complete pertinent medical history information on the electronic registration form named "Other Health Information". Additional information may be required dependent on the medical history.

Quincy Public Schools is an "Allergy Aware" District

1. QPS promotes a safe and inclusive "ALLERGY AWARE" environment for all students. We can't guarantee that there won't be allergy items brought into school. We will educate and try our best to decrease allergy items in the school environment.
2. 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.
3. Only non-food items or allergy free store-bought food will be used for classroom manipulatives, birthday recognitions, rewards and party treats.
4. Parents should fill out proper paperwork for their child with allergies and return to the School Nurse.
5. 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.
6. 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.
7. 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
8. 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.

QUINCY SCHOOL DISTRICT #172 UPDATED HEADLICE POLICY

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

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

Outdated practices no longer recommended:

- Classroom wide screening if one student has head lice
- Notes home to parents of classmates
- 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 AAP (see below).

HOME TREATMENT

- A. Shampoos
 - 1. 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 nit comb or by picking them out one at a time.
- C. Wash all clothes and bed linen in 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 chemical treatment (Pesticide Research Institute)
- F. Boil combs, brushes, hair bands and barrettes for 5 minutes.
- G. 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

- A. The use of combs, brushes or other grooming aids belonging to other persons should be discouraged.
- B. Individuals should not share caps, other headwear, or clothing, especially coats or sweaters.
- C. Parents should be encouraged to examine their children's hair periodically for nits.
- D. Cloakroom hooks should be individually assigned and spaced so clothing does not touch. If this is not 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.

References:

Centers for Disease Control and Prevention <https://www.cdc.gov/parasites/lice/head/index.html>

Devore, C. & Schutze, G. (2015) Head Lice, American Academy of Pediatrics

<https://publications.aap.org/pediatrics/article/135/5/e1355/33653/Head-Lice>

Illinois Department of Public Health <https://dph.illinois.gov/topics-services/diseases-and-conditions/diseases-a-z-list/head-lice.html>

National Association of School Nurses – <https://www.nasn.org/nasn/advocacy/professional-practice-documents/position-statements/ps-head-lice>

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.

PHYSICAL / VERBAL ABUSE OF SCHOOL STAFF

Any profanity or aggression directed towards a staff member may result in an in or out of school suspension. In addition, violations may result in a recommended for expulsion and/or an arrest.

SEXUAL ABUSE RESPONSE AND PREVENTION RESOURCE GUIDE

The Illinois State Board of Education (ISBE) maintains a resource guide on sexual abuse response and prevention. The guide contains information on and the location of children's advocacy centers, organizations that provide medical evaluations and treatment to victims of child sexual abuse, organizations that provide mental health evaluations and services to victims and families of victims of child sexual abuse, and organizations that offer legal assistance to and provide advocacy on behalf of victims of child sexual abuse. This guide can be accessed through the ISBE website at www.isbe.net or you may request a copy of this guide by contacting the school's office.

TEEN DATING VIOLENCE AND HARRASSMENT PROHIBITED**Harassment Prohibited**

No person, including a school or school district employee or 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

The School and District shall provide an educational environment free of verbal, physical, or other conduct or communications constituting harassment on the basis of sex as defined and otherwise prohibited by State and federal law.

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. For more information about this issue, please see the Centers for Disease Control and Prevention's educational materials at: www.cdc.gov/injury/features/dating-violence/index.html.

Students are encouraged to promptly report claims or incidences of bullying, intimidation, harassment, sexual harassment, or any other prohibited conduct to the Nondiscrimination Coordinator, Building Principal, Assistant Principal, Dean of Students, the QPS District Complaint Manager, or any employee with whom the student is comfortable speaking. The student may choose to report to an employee of the student's same gender.

Nondiscrimination Coordinator (Title IX Coordinator)

Lisa Otten

1416 Maine Street

217-223-8700

ottenli@qps.org

District Complain 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

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.

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.

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 are appropriate in other school environments.

Video and audio cameras may be active on buses to record student conduct and may be used for the purposes of investigation into misconduct or accidents on the bus. For questions regarding school transportation, contact 217-224-5910.

VEHICLE SEARCHES

Motor vehicles parked upon school property are subject to search by school authorities without notice 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 for illegal materials in motor vehicles parked on school property. Students should have absolutely no expectation whatsoever of the privacy of motor vehicles parked on school property. (*See Search & Seizure Policy*)

VIDEO & AUDIO MONITORING SYSTEMS

A video and/or audio monitoring system may be in use on school buses and a video monitoring system may be in use in public areas of the school building. These systems have been put in place to protect students, staff, visitors, and school property. If a discipline problem is captured on audiotape or videotape, these recordings may be used as the basis for imposing student discipline. If criminal actions are recorded, a copy of the tape may be provided to law enforcement personnel.

