

*Quincy Senior
High School*

STUDENT HANDBOOK
& PLANNER



2024-2025

3322 MAINE STREET, QUINCY, ILLINOIS

217-224-3770

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Quincy High School Student Handbook

2024-2025 School Year

QHS Main Office.....	217-224-3770
Attendance and Discipline Office.....	217-223-5550
Athletic Office.....	217-224-3771
QHS Counseling & Guidance Center.....	217-228-7169
QPS Music Office.....	217-224-3774
Quincy Area Vocational Technical Center (QAVTC).....	217-224-3775

2024-25 Counselor Distribution Phone: (217) 228-7169	
Students	Counselor
A – Cl	Sarah Hoebing
Cm – Fo	Ashley VanCamp
Fp – Jc	Donna Holtmeyer
Jd - Mc	Paige Owsley
Md – Ri	Chad Struck
Rj – S	Camille Donaldson
T – Z	Dan Buelt
Flex Program	Erica Huntley

This handbook is a summary of the school's rules and expectations and is not a comprehensive statement of school procedures. The QPS School Board Policy Manual is available for public inspection through the District's website (www.qps.org) or at the QPS Board of Education Office.

A building principal may amend the Student Handbook for the building by 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 principal 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 Senior High School website.

Dear Blue Devil Students and Families,

On behalf of the faculty and staff of Quincy Senior High School, I would like to welcome you to the 2024-25 school year. At QHS, the staff are ALL IN in helping each student be their best self, graduate, and prepare for the future - whether that is college, a trade school, the military, or the workforce. We will use engaging instructional activities, a guaranteed and viable curriculum, teamwork, collective responsibility, mutual accountability, and a fierce persistence to make sure we accomplish these objectives. We can't do this on our own, however, and ask that students and parents/families join us in being ALL IN.

Each and every day is important, and while the small numerous decisions students make each day do not seem consequential, those decisions have a cumulative impact on the future. The two most effective strategies to show that students are All IN are fairly simple: attend every day and engage in school. Daily attendance and engagement - not just going through the motions - make sure that students don't have to play catch up at the end of a grading period or when we are closing in on semester exams.

We also hope that parents/families will join us and be ALL IN. Simple questions each day will help you keep on top of what is going on and send the message that school is important. Questions such as "What did you do today?" and "Do you have your homework completed?" are simple ways to engage with your child and send the message that each day at QHS is important.

We look forward to this school year, and we are excited about the next step that it represents - one more step toward the future.

Are you ALL IN?

Go Devils!

Jody Steinke
QHS Principal

"Creating Opportunities, Inspiring Achievements, Celebrating Success"

QHS - ALL IN

Staff - ALL IN

- Be collectively responsible**
- Provide a guaranteed & viable curriculum**
- Utilize engaging instruction**
- Focus on critical thinking & problem solving**
- Hold each other to high standards**
- Respect differences**
- Communicate openly & honestly**
- Collaborate professionally**
- Stay involved**
- Show Blue Devil Pride**



Students - ALL IN

- Attend school every day**
- Advocate for yourself: ask questions, & seek help**
- Take responsibility for yourself, your actions, & your education**
- Respect differences**
- Get involved: make friends & positive connections**
- Communicate**
- Use Skyward & Schoology**
- Think about the future**
- Show Blue Devil Pride**

Are you ALL IN?

Parents/Families - ALL IN

- Collaborate with school & teachers**
- Ask questions & seek help**
- Communicate with child**
- Model respect & responsibility**
- Stay informed - Use Skyward & qps.org**
- Be involved**
- Talk about the future**
- Encourage daily attendance & work completion**
- Show Blue Devil Pride**

QHS Responsible
QHS Respectful
QHS Involved
QHS ALLIN



GENERAL STUDY TIPS

1. It is more effective to study in three or four short (10-20 minutes) sessions than to “cram” the night before.
2. Use a planner or calendar to keep track of assignments and due dates.
3. Be active not passive. The more you use and interact with new information, the more likely you will be to remember it.
4. Use charts, diagrams, lists, and graphic organizers to help make sense of complex ideas.
5. Vocabulary – Rewrite dictionary definitions in your own words.
6. Use flash cards to help with vocabulary and/or facts.
7. Make your own practice tests (websites such as easytestmaker.com make this easy).
8. Ask questions when you don't understand.

CONTENT AREA READING STRATEGIES

1. Predicting - Predict what a text may be about and monitor those predictions to see if they help comprehension
2. Summarizing - Summarize key points and main ideas
3. Connecting - Connect the text to past experience and previously learned concepts.
4. Questioning - Ask questions about the text (Who? What? When? Where? Why?) to help comprehension
5. Inferring - Make inferences about the text using both obvious and subtle clues.
6. Imaging - Create an image of what is happening in the text

MATH STRATEGIES

1. Make sense of problems and persevere in solving them
2. Reason abstractly and quantitatively
3. Construct viable arguments and critique the reasoning of others
4. Model with mathematics
5. Use appropriate tools strategically
6. Attend to precision
7. Look for and make use of structure
8. Look for and express regularity in repeated reasoning

TEST DATES FOR 2024-25

ACT Dates	SAT Dates	ACT Test
September 14, 2024	August 24, 2024	TBA
October 26, 2024	October 5, 2024	
December 14, 2024	November 2, 2024	PLAN 9/10
February 8, 2025	December 7, 2024	
April 5, 2025	May 3, 2025	TBA
June 14, 2025	June 7, 2025	
July 12, 2025		

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**ARMED SERVICES VOCATIONAL APTITUDE TEST**

The ASVAB test is offered throughout the year and will be announced when testing is available.

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PRELIMINARY SCHOLASTIC APTITUDE TEST/NATIONAL MERIT SCHOLAR TEST

TBA

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**2024-25 ADVANCED PLACEMENT (AP) TESTS**

| <b>Week 1</b> | <b>Morning – 8:00 am</b>                                    | <b>Afternoon – 12:00 noon</b>                                    |
|---------------|-------------------------------------------------------------|------------------------------------------------------------------|
| May 5, 2025   | Biology<br>Latin                                            | European History<br>Microeconomics                               |
| May 6, 2025   | Chemistry<br>Human Geography                                | United States Government & Politics                              |
| May 7, 2025   | English Literature & Composition                            | Comparative Government & Politics<br>Computer Science A          |
| May 8, 2025   | African American Studies<br>Statistics                      | Japanese Language & Culture<br>World History: Modern             |
| May 9, 2025   | Italian Language & Culture<br>United States History         | Chinese Language & Culture<br>Macroeconomics                     |
| <b>Week 2</b> | <b>Morning – 8:00 am</b>                                    | <b>Afternoon – 12:00 noon</b>                                    |
| May 12, 2025  | Calculus AB<br>Calculus BC                                  | Music Theory<br>Seminar                                          |
| May 13, 2025  | French Language & Culture<br>Precalculus                    | Environmental Science<br>Physics 2: Algebra-Based                |
| May 14, 2025  | English Language & Composition<br>German Language & Culture | Physics C: Mechanics                                             |
| May 15, 2025  | Art History<br>Spanish Language & Culture                   | Computer Science Principles<br>Physics C Electricity & Magnetism |
| May 16, 2025  | Physics 1: Algebra-Based<br>Spanish Literature & Culture    | Psychology                                                       |

# **QUINCY HIGH SCHOOL SONGS**

## **HAIL DEAR ALMA MATER**

Hail! Dear Alma Mater  
Praise we bring to thee  
High aims e'er upholding  
Truth and liberty  
Hail to Quincy High School  
Hail to White and Blue  
Grand old Alma Mater  
To you we'll be true

## **STAND UP AND CHEER**

Stand up and cheer  
Cheer loud and long for dear old High School For today we raise  
The White and Blue above all others.  
Our sturdy band now is fighting And we are sure to win the fray.  
We've got the vim (we've got the vim) We're sure to win (we're sure to win)  
For this is Quincy High School's day.  
Rah! Rah! Rah! (Repeat)

## **SCHOOL COLORS**

Blue and White

# QHS 2024 - 2025 CALENDAR

## AUGUST

- 12 ..... No School – Teacher Institute
- 13 ..... No School – Teacher Institute
- 14 ..... First Student Day – Freshman Only
- 15 ..... Second Student Day – All Students
- 28 ..... Meet the Teacher/Back to School Night

## SEPTEMBER

- 2 ..... No School – Labor Day
- 17 ..... School Pictures – 9<sup>th</sup> & 10<sup>th</sup> Grade
- 18 ..... School Pictures – 11<sup>th</sup> & 12<sup>th</sup> Grade
- 26 ..... Homecoming Parade and Pep Rally
- 27 ..... Homecoming Game
- 28 ..... Homecoming Dance

## OCTOBER

- 11 ..... ½ Day of School – SIP
- 14 ..... No School – Columbus Day
- 18 ..... End of 1<sup>st</sup> Quarter
- 19 ..... Octoberfest Parade and Field Competition
- 24 ..... Picture Retake Day

## NOVEMBER

- 1 ..... ½ Day of School – Parent Teacher Conferences
- 4 ..... No School – Parent Teacher Conferences
- 5 ..... No School – Election Day
- 6-10 ..... Musical (Hello Dolly)
- 15 ..... Sadie Hawkins Dance
- 27-29 ..... No School – Thanksgiving Break

## DECEMBER

- 11 ..... Vespers
- 20 ..... End of 2<sup>nd</sup> Quarter/1<sup>st</sup> Semester
- 23-31 ..... No School – Winter Break

## JANUARY

- 1-3 ..... No School – Winter Break
- 6 ..... No School – Teacher Institute
- 7 ..... School Resumes – Beginning of 2<sup>nd</sup> Semester
- 20 ..... No School – Martin Luther King Day

## FEBRUARY

- 6-8 ..... Winter Play
- 14 ..... ½ Day of School – Parent Teacher Conferences
- 17 ..... No School – President’s Day

## MARCH

- 8 ..... Showcase of Excellence
- 12 ..... End of 3<sup>rd</sup> Quarter
- 13-17 ..... No School - Spring Break
- 27-29 ..... New Faces Variety Show

## APRIL

- TBA ..... School Wide ACT Testing (9<sup>th</sup> – 11<sup>th</sup> Grades)
- TBA ..... Make Up ACT Testing
- 12 ..... Prom
- 18-21 ..... No School – Easter Break

## MAY

- 8-10 ..... Spring Play
- 13 ..... Awards Night
- 15 ..... Baccalaureate (7PM @ QHS Theatre)
- 15 ..... Graduation Practice (1PM @ Flinn Stadium)
- 18 ..... Graduation (4PM @ Flinn Stadium)
- 21 ..... ½ Day of School – Last Day for Students
- 22 ..... Teacher Institute Day
- 23-30 ..... Proposed Emergency Days
- 26 ..... No School – Memorial Day

### 2024-2025 QHS PTO OFFICERS

PRESIDENT .....Kirsten Hammock  
 VICE-PRESIDENT – Fundraising.... Lindsey Knudson  
 VICE-PRESIDENT – Membership.....Valerie Greving  
 TREASURER.....Rachael Petty  
 SECRETARY.....Julie Konrad



Please consider joining QHS PTO this year. Join the partnership that works for all students, both in Quincy and around the country. Dues are only \$10.00. Meetings are typically held the second Monday of the month at 12:00 p.m. at QHS in Room D137:

| PTO MEETING DATES |                     |                |
|-------------------|---------------------|----------------|
| September 9, 2024 | December-No Meeting | March 10, 2025 |
| October 21, 2024  | February 10, 2025   | April 14, 2025 |
| November 11, 2024 | March 10, 2025      | May 12, 2025   |

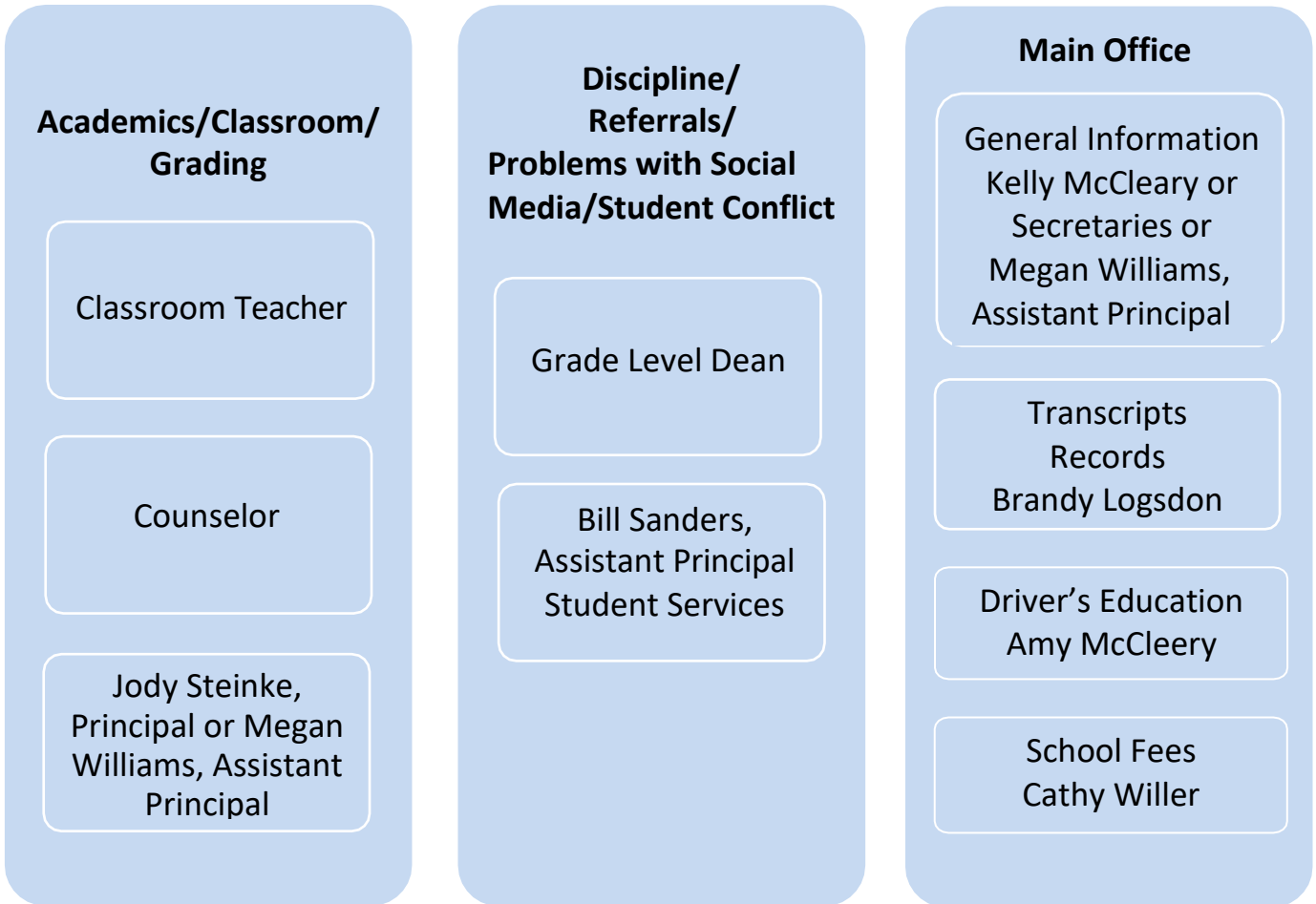
### Contact List (Parents/Guardians)

| Topic/Issue                                                                                                                                                                                                                                              | 1st Contact                                                                                                                                             | 2nd Contact                     |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------|
| <b>Main Office:</b>                                                                                                                                                                                                                                      | Kelly McCleery                                                                                                                                          |                                 |
| Driver Education                                                                                                                                                                                                                                         | Amy McCleery                                                                                                                                            |                                 |
| Lockers                                                                                                                                                                                                                                                  | Candice Bartley                                                                                                                                         |                                 |
| Transcripts/Records                                                                                                                                                                                                                                      | Brandy Logsdon                                                                                                                                          |                                 |
| Transportation                                                                                                                                                                                                                                           | Scott Douglas, Alex Tuley                                                                                                                               |                                 |
| <b>Grade Level Deans:</b> <ul style="list-style-type: none"> <li>• Classroom Support</li> <li>• Social/Emotional Problem Solving</li> <li>• Discipline Referrals/ Behavior Concerns</li> <li>• Student Conflicts</li> <li>• Attendance Issues</li> </ul> | <b>9th:</b> Dean: Christina Meyer<br><br><b>10th:</b> Dean: Rob Hernandez<br><br><b>11th:</b> Dean: Kelley Lawson<br><br><b>12th:</b> Dean: Rick Little |                                 |
| AP Testing                                                                                                                                                                                                                                               | Dan Buel                                                                                                                                                | Megan Williams                  |
| Athletics                                                                                                                                                                                                                                                | Matt McClelland                                                                                                                                         | Kyleen Hollensteiner            |
| Cafeteria                                                                                                                                                                                                                                                | Karla Rose                                                                                                                                              | Lorna Houghton                  |
| Course Content                                                                                                                                                                                                                                           | Classroom Teacher                                                                                                                                       | Jody Steinke                    |
| Culture & Climate Team                                                                                                                                                                                                                                   | John Lumpkin/Jared Holman                                                                                                                               | Bill Sanders                    |
| Curriculum/Instruction/Assessment                                                                                                                                                                                                                        | Classroom teacher or ACL                                                                                                                                | Jody Steinke                    |
| Dance (Tickets, Outside Guests)                                                                                                                                                                                                                          | Greg Wellman                                                                                                                                            | Bill Sanders                    |
| Enrollment                                                                                                                                                                                                                                               | Amy McCleery                                                                                                                                            | Megan Williams                  |
| Grading/Grades                                                                                                                                                                                                                                           | Teacher/Counselor                                                                                                                                       | Megan Williams                  |
| Graduate Assistance Program                                                                                                                                                                                                                              | Dana Ludwig                                                                                                                                             | Megan Williams                  |
| Guidance Office Secretary                                                                                                                                                                                                                                | Amy McCleery                                                                                                                                            | Jody Steinke                    |
| Intervention Coordination                                                                                                                                                                                                                                | Megan Williams                                                                                                                                          | Bill Sanders                    |
| Learning Center(s)                                                                                                                                                                                                                                       | Shelly Cobb                                                                                                                                             | Jody Steinke                    |
| MAP Testing                                                                                                                                                                                                                                              | Megan Williams                                                                                                                                          | Jody Steinke                    |
| Media Center                                                                                                                                                                                                                                             | Stacey Shepherd                                                                                                                                         | Heather Colombo                 |
| Music                                                                                                                                                                                                                                                    | Sarah Grawe                                                                                                                                             | Debbie Johnson                  |
| NCAA/NAIA Eligibility                                                                                                                                                                                                                                    | Counselors                                                                                                                                              | Kris Klingele                   |
| Open Learning Center                                                                                                                                                                                                                                     | Sharla Heightman                                                                                                                                        | Jody Steinke                    |
| Parking                                                                                                                                                                                                                                                  | Greg Wellman                                                                                                                                            | Bill Sanders                    |
| PTO                                                                                                                                                                                                                                                      | PTO President/Vice President<br>Jody Steinke                                                                                                            | Megan Williams                  |
| QAVTC                                                                                                                                                                                                                                                    | Evie Morrison/Matt McClelland                                                                                                                           | Carrie Nielsen                  |
| Quippi/School Pictures                                                                                                                                                                                                                                   | Stacie Niffen                                                                                                                                           |                                 |
| Safety/Security/Drills                                                                                                                                                                                                                                   | Bill Sanders                                                                                                                                            |                                 |
| SAT/PSAT                                                                                                                                                                                                                                                 | Megan Williams                                                                                                                                          |                                 |
| Skyward – Family Access                                                                                                                                                                                                                                  | Kelly McCleery                                                                                                                                          | Amy McCleery<br>Candice Bartley |
| Special Education                                                                                                                                                                                                                                        | Krista Kurfman                                                                                                                                          | Bill Sanders                    |
| Student Attendance A-K                                                                                                                                                                                                                                   | Stephanie Chandler                                                                                                                                      | Kindell Webster                 |
| Student Attendance L-Z                                                                                                                                                                                                                                   | Kindell Webster                                                                                                                                         | Stephanie Chandler              |
| Student Information Changes                                                                                                                                                                                                                              | Kelly McCleery                                                                                                                                          | Amy McCleery                    |
| Work Permits                                                                                                                                                                                                                                             | Amy McCleery                                                                                                                                            | Megan Williams                  |

**Contact List (Parents/Guardians)**

|                                              |                                  |               |
|----------------------------------------------|----------------------------------|---------------|
| <b>Clubs:</b>                                |                                  |               |
| Art Club                                     | Lexi Brumbaugh                   |               |
| Beta Club                                    | Michelle Deege                   |               |
| FFA                                          | Anna Shupe                       |               |
| German Club                                  | Tommy Hosteng                    |               |
| Health Occupation Students of America (HOSA) | Jill Failor                      |               |
| Key Club                                     | Kelly Curran                     |               |
| Math Club                                    | Corey Winking                    | Ben Dombroski |
| National Honor Society                       | Karen Agrimonti<br>Ben Dombroski | Corey Winking |
| National Technical Honor Society             | Kristy McKenna                   |               |
| Spanish Club                                 | Karen Agrimonti                  |               |
| Student Council                              | Stacie Niffen                    | Greg Wellman  |
| Theater Guild                                | Meghan Buckley                   |               |

**Who Should I Contact First?**





## **PART II – GENERAL INFORMATION**

### **ADMISSION PROCEDURES**

#### **Admission Practices**

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

- Parent/Guardian Driver's license or State ID
- certified birth certificate
- health card signed by a doctor.
- proof of residency (*e.g., house contract, deed, utility bill, lease agreement, etc.*)
- proper proof of immunizations \* If a child does not have the health examination and immunization(s), he/she will be excluded from school by state law.
- 

### **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.

### **BICYCLES/SKATEBOARDS**

Bicycle racks are located in front of the theatre for storage of bicycles during school hours. Skateboards should be stored in school lockers. Students should walk with equipment (instead of riding) once entering on to school property.

### **BREAKFAST AND LUNCH**

The cafeteria is open for breakfast from 7:00 to 7:25 a.m. daily and from 9:55 a.m. until 12:45 p.m. for lunch. Students should remain in the cafeteria during lunch. Students are not allowed to go to classroom areas during their lunch period without a pass from a teacher. Weather permitting, students may use the courtyard during the lunch period. Students are NOT to take food from the cafeteria to the hallway or classroom.

All food and drink must be consumed in the cafeteria or in the outside south mall. No food may be brought into the building from the outside with the exception being a sack or boxed lunch brought from home. Fast food containers must be disposed of when students enter the building. All students are responsible for their trash and should clean up their areas. If there are spills, see a custodian for help.

**Full Pay Breakfast:** \$1.50

**Reduced Rate Breakfast:** \$0.30

**Full Pay Lunch:** \$3.20

**Reduced Rate Lunch:** \$0.40

**Depositing Funds into your Lunch Account:** A computerized meal system is in place in the QHS Cafeteria. The students scan their ID card for their meal. Each student will have an account that parents can deposit money into. Students may deposit money into their account in the morning before breakfast. Locked boxes are also available for students to drop off a check. Cashiers will also accept money during the meals, either for purchase or for deposit. Quincy Public Schools offers a prepay system for students to purchase meals via the Internet by check or credit card. Find out how on Quincy Public School's website: [www.qps.org](http://www.qps.org) and click on the reference to School Lunches. All meals include one entrée. Additional entrées can be purchased at an additional cost. Once a student has paid for an item(s), he/she cannot exchange anything without approval from kitchen staff. We understand that from time to time, students may forget to bring in lunch money. Students will be able to charge meals.

## **FREE AND REDUCED-PRICE FOOD SERVICES; MEAL CHARGE NOTIFICATION**

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

### **Free and Reduced-Price Food Services Eligibility**

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

### **Meal Charges for Meals Provided by the District**

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

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

## **BUS TRANSPORTATION**

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

## **BUS CONDUCT**

While on the bus, students are expected to follow the rules given by 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:

1. Willful injury or threat of injury to a bus driver or to another rider.

2. Willful injury or threat of injury to a bus driver or to another rider.
3. Willful defacement of the bus.
4. Use of profanity.
5. Willful disobedience of a directive from a bus driver or other supervisor.
6. 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 their assigned bus only. Students may only ride another bus with a pass from the Attendance Office. To receive a pass, students must bring in a note signed by his/her/their parent/guardian and present it to the secretary BEFORE SCHOOL on the day the pass is needed.

## **BUS SAFETY RULES**

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.

## **ELECTRONIC RECORDINGS ON SCHOOL BUSES**

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

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

The content of the electronic recordings are student records and are subject to District policy and procedure concerning school student records; such recordings are exempt from the Eavesdropping Act. Only those people with a legitimate educational or administrative purpose may view and/or listen to electronic video and/or audio recordings. If the content of an electronic recording becomes the subject of a student disciplinary hearing, it will be treated like other evidence in the proceeding.

## **CARE OF BUILDING AND GROUNDS**

Every student should demonstrate an interest and pride in the cleanliness and appearance of our school and grounds. Our custodians, staff, and teachers work hard to keep our school clean, but they cannot do this work alone. By working together, we can keep our school clean. Vandalizing 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.

## **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.)

## **CHILD LABOR PERMITS**

Applications for child labor permits, which allow students to work prior to the age of 16, may be obtained in the Main Office. An appointment with the Administration is required to complete this process. 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 the employer must fill out a section of the application form.

## **CLIMATE AND CULTURE TEAM**

The QHS Climate and Culture Team focuses on making sure the educational and social environment at school are positive and supportive. The CCT will 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.

QHS 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 grade level assemblies as well as follow-up pre-teaching in individual classrooms and in other social environments. The CCT provides acknowledgements of students displaying positive behavior as well as supports for students who are struggling.

## **CLOSED CAMPUS**

Quincy High School has the policy of a closed campus. After students arrive at school in the morning, they are not normally excused to leave until the end of the day. Some exceptions are made for Juniors and Seniors to have early release or late arrival.

## **DAILY SCHEDULE**

Classes are 43-55 minutes in length with four-minute breaks between classes for passing. The regular school day begins at 7:30 a.m. and runs until 2:25 p.m. The last 10 minutes of 4th, 5th, and 6th hours are considered "flex time," and students will be able to use this for homework help, studying, and/or a cell phone break.

## **ENTERING THE BUILDING**

As students enter the building, they may be asked to display their student ID, walk through a metal detector, and/or have personal items such as backpacks, purses, sport bags, etc. searched. Multi-use water bottles are encouraged, and there are several filling stations at QHS.

## **HALLWAY PASSES**

Corridor passes are required of all students in the hall while classes are in session and must be shown when requested by adult personnel.

## **LOCKERS**

Students will only be assigned a locker upon request. Due to a limited number, they will be available on a first-come, first-serve basis. Students requesting a locker after all are assigned will be placed on a waiting list. Each student must assume the responsibility to see that his/her locker is always kept locked and in order. Students should not share their combination with others. After shutting the locker, spin the lock dial at least one complete circle and test the locker to see that it is locked. Any locker theft should be reported to the Dean's office as soon as possible. A student's locker is the property of the school and must be used for the purposes intended: a storage area for books, school supplies, and outdoor garments.

All school property, including, but not limited to, desks and lockers, is owned and controlled by the school district and may be searched by school authorities at any time. School authorities are authorized to conduct area-wide general

administrative inspections of school property (e.g., searches of all student lockers) without notice to or consent of the student and without a search warrant. The school district participates in a program, with law enforcement officials, which provides for unannounced dog searches of student lockers for illegal materials. Students should have absolutely no expectation whatsoever of privacy for student lockers.

## **LOST AND FOUND**

Lost and found centers are located in the Main Office and custodial area.

## **MONEY IN SCHOOL**

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

## **POSTERS AND FLYERS**

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

## **OFF LIMITS AREAS**

Some areas around the Quincy High School campus are off limits to Quincy High students. Students who park on streets in neighboring subdivisions should not cut through neighbors' yards to get to school. That is trespassing and may be dealt with by local law enforcement agencies as well as the school. The business properties surrounding the campus of Quincy Senior High School are also off limits to students unless a parking pass is purchased from the business. Students are not to loiter on those properties at any time. Vehicles parked illegally may be ticketed or towed at the owner's expense. Students are also not to gather on the north side of Maine Street or to gather on the corner of 33rd and Maine.

## **STUDENT ID CARDS**

Each student will be provided a photo ID. The ID card must be on the student's person at all times during school hours. The ID will be used for identification purposes, as well as for cafeteria access. Replacement ID will cost \$3.00.

## **STUDENT PARKING AND DRIVING REGULATIONS**

Students are encouraged to use school buses or public transportation. The rules of safe, defensive driving must apply when entering, departing, and driving in the school's parking lots. Parking on school property is a privilege, not a right.

Seniors will be sold stickers at a cost of \$60 for the Quincy High School lot based on the student-developed parking formula. A parking sticker will provide student access to one of the following parking lots: Main Lot (M), Upper Lot (U), or Lower Lot (L). There are no numbered spaces at either the QHS lots or the Flinn Stadium lot.

Parking stickers must be displayed on the lower right back window (passenger's side) of a car or where visible on a motorcycle.

Students wanting to purchase a parking permit will be provided with guidelines for the parking lot. These must be read before students purchase the permit. Students parking on the QHS lot are not allowed to back into stalls. Cars illegally parked on QHS property could result in school consequences, a ticket and/or the car being towed at the owner's expense.

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.



There is no student parking around the Vocational Center. Students having their cars worked on in a shop class must obtain written permission from the director of the vocational school to park their car in the vocational lot. Students who park in the vocational lot without permission are subject to fines and/or suspension or revocation of their parking permit. Repeat offenders are subject to having their cars towed at their expense.

School officials' right to search, given reasonable suspicion, extends to vehicles parked on school property. (*See Search & Seizure Policy*)

Parking privileges are contingent on acceptable attendance, academic and behavioral performance. Failure to maintain the appropriate academic status or failure to behave in an acceptable manner may result in the loss of a student's parking privilege. Student parking permits are non-transferable. Purchasing a sticker from another student does not entitle a student to a reserved spot on the QHS lot.

### **TELEPHONE AND MESSAGES TO STUDENTS**

Classroom telephones are for faculty use only. The Main Office phone is available to students for personal calls before and after school. This telephone should not be used during class unless the student has a corridor pass for telephone use. All personal calls coming into the school for students will be referred to the Attendance Office. Such calls **MUST** be urgent and from a parent or employer. Otherwise, no message will be relayed to the student.

### **WITHDRAWING FROM THE QPS DISTRICT**

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

## **PART III – NOTIFICATIONS & RIGHTS**

### **AMERICANS WITH DISABILITIES ACT**

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

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

**Name:** Eryn Beswick

**Title:** Director of Special Education

**Office:** 1416 Maine St., Quincy, IL 62301

**Phone:** Voice: (217) 223-8700 TDD: (217) 223-8700

**Days/Hours Available:** Monday - Friday 7:30 a.m. - 4:30 p.m.

Individuals who need auxiliary aids for effective communication in programs and services of the public schools are invited to make their needs and preferences known to the ADA Compliance Coordinator. This notice can be made available in large print, on audio tape and in Braille from the ADA Compliance Coordinator.

## **DISCRIMINATION AND HARRASSMENT ON THE BASIS OF RACE, COLOR, AND NATIONAL ORIGIN PROHIBITED**

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

### Examples of Prohibited Conduct

Examples of conduct that may constitute discrimination on the basis of race, color, or national origin include: disciplining students more harshly and frequently because of their race, color, or national origin; denying students access to high-rigor academic courses, extracurricular activities, or other educational opportunities based on their race, color, or national origin; denying language services or other educational opportunities to English learners; and assigning students special education services based on a student's race, color, or national origin. Harassment is a form of prohibited discrimination. Examples of conduct that may constitute harassment on the basis of race, color, or national origin include: the use of racial, ethnic or ancestral slurs or stereotypes; taunts; name-calling; offensive or derogatory remarks about a person's actual or perceived race, color, or national origin; the display of racially offensive symbols; racially-motivated physical threats and attacks; or other hateful conduct.

### Making a Report or Complaint; Investigation Process

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

### Federal and State Agencies

If the District fails to take necessary corrective action to stop harassment based on race, color, or national origin, further relief may be available through the Illinois Dept. of Human Rights (IDHR) or the U.S. Dept. of Education's Office for Civil Rights. To contact IDHR, go to: <https://dhr.illinois.gov/about-us/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;

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

### Enforcement

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

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

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

#### Retaliation Prohibited

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

### **EDUCATION OF CHILDREN WITH DISABILITIES**

It is the intent of the district to ensure that students who have a disability 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.

The School 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 turns 22 years of age during the school year are eligible for special education services through the end of the 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@gps.org](mailto:beswicer@gps.org)

### **ENGLISH LANGUAGE LEARNERS**

The school offers opportunities for English Language Learners to develop high levels of academic attainment in English and to meet the same academic content and student academic achievement standards that all children are expected to attain. Parents/guardians of English Language Learners will be: (1) given an opportunity to provide input to the program, and (2) provided notification regarding their child’s placement in, and information about, the District’s English Language Learners program; and (3) participate and serve on the District’s Transitional Bilingual Education Programs Parent

Advisory Committee. For questions related to this program or to express input in the school's English Language Learners program, contact Kim Dinkheller, Director of Teaching and Learning, at 217-223-8700.

### **ERIN'S LAW**

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

### **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.

### **HOMELESS CHILD'S RIGHT TO EDUCATION**

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

1. Continue 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. Enroll the child in any school that non-homeless students who live in the attendance area in which the child or youth is actually living are eligible to attend.

### **INCLEMENT WEATHER**

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

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

### **MANDATED REPORTER**

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

### **MEDICAID REIMBURSEMENT FOR ELIGIBLE PARENTS/STUDENTS**

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

## **NOTIFICATION TO PUBLIC CONCERNING ASBESTOS**

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

## **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

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**Warning Signs of Grooming Behaviors:** 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](http://online.rainn.org)

*Illinois Department of Children and Family Services Hotline at 1.800.25.ABUSE (2873)*

## **PUNS (PRIORITIZATION OF URGENCY AND NEED FOR SERVICES)**

### **DATABASE INFORMATION FOR STUDENTS AND PARENTS OR GUARDIANS**

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

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

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



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

You may also contact the following District employee for assistance:

Eryn Beswick, QPS Director of Special Education  
1416 Maine Street, Quincy IL 62301  
217-223-8700, ext. 2250  
beswicer@qps.org

## **SAFETY DRILLS**

Safety drills will occur at times established by the school board. Students are required to be silent and shall comply with the directives of school officials during emergency drills. There will be a minimum of three (3) evacuation drills, a minimum of one (1) severe weather (shelter-in-place) drill, a minimum of one (1) law enforcement drill to address a school shooting incident, and a minimum of one (1) bus evacuation drill each school year. There may be other drills at the direction of the administration. The law enforcement lockdown drill will be announced in advance and a student's parent/guardian may elect to exclude their child from participating in this drill. All other drills will not be preceded by a warning to the students.

## **SCHOOL OPERATIONS DURING A PANDEMIC OR OTHER HEALTH EMERGENCY**

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

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

Additionally, please note the following:

1. 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.
2. Available learning opportunities may include remote and/or blended learning. Blended learning may require your child to attend school on a modified schedule.
3. 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.
4. 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.
5. 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.
6. During a pandemic or other health emergency, the school and district will ensure that educational opportunities are available to all students.
7. School personnel will work closely with students with disabilities and other vulnerable student populations to minimize the impact of any educational disruption.

8. 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.
9. During a pandemic or other health emergency, teachers and school staff will receive additional training on health and safety measures.
10. 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.
11. Parents should not send their child to school if their child exhibits any symptoms consistent with the pandemic or other health emergency.
12. 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 education records. They are:

1. **The right to inspect and copy the student's education records within 10 school 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. Parents/guardians or students should submit to the Building Principal (or appropriate school official) a written request that identifies the record(s) they wish to inspect. The Principal will make arrangements for access and notify the parent(s)/guardian(s) or student of the time and place where the records may be inspected. 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 a student (105 ILCS 5/10-22.3c and 10/5a, and 750 ILCS 60/214(b)(15)).
2. **The right to request the amendment of the student's education records that the parent(s)/guardian(s) or eligible student believes are inaccurate, misleading, irrelevant, or improper.** Parents/guardians or eligible students may ask the District to amend a record that they believe is inaccurate, misleading, irrelevant, or improper. They should write the Building Principal or records custodian, clearly identify the record they want changed, and specify the reason. If the District decides not to amend the record as requested by the parents/guardians or eligible student, the District will notify the parents/guardians 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(s)/guardian(s) or eligible student when notified of the right to a hearing.
3. **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 is permitted without consent 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 person or company with whom the District has contracted to perform a special task (such as an attorney, auditor, medical consultant, or therapist); or any parent(s)/guardian(s) 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. 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 will receive prior written notice of the nature and substance of the information, and an opportunity to inspect, copy, and challenge such records. When a challenge is made at the time the student's records are being forwarded to another school to which the student is transferring, there is no right to challenge: (1) academic grades, or (2) references to expulsions or out-of-school suspensions. Disclosure is also permitted without consent to: any person for research, statistical reporting or planning, provided that no student or parent(s)/guardian(s) 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.

4. **The right to a copy of any school student record proposed to be destroyed or deleted.** Student records are reviewed every 4 years or upon a student's change in attendance centers, whichever occurs first.

5. **The right to prohibit the release of directory information concerning the parent's/ guardian's child.** Throughout the school year, the District may release directory information regarding students, limited to:

- ✓ Name
- ✓ Address
- ✓ Grade Level
- ✓ Birthdate and place
- ✓ Parent/guardian names, addresses, electronic email 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 the above information by delivering a written objection to the building principal within 30 days of the date of this notice.

6. **The right to request that military recruiters or institutions of higher learning not be granted access to your secondary school student's name, address, and telephone numbers without your prior written consent.** 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 parents/guardians request that the information not be disclosed without prior written consent. If you wish to exercise this option, notify the Building Principal where your student is enrolled for further instructions.

7. **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.

**8. 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:

Family Policy Compliance Office

U.S. Department of Education

400 Maryland Avenue, SW Washington DC 20202-4605

## **SCHOOL VISITATION RIGHTS**

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

## **SEX EQUITY**

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

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

## **SEX OFFENDER & VIOLENT OFFENDER COMMUNITY NOTIFICATION LAWS**

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/](http://www.isp.state.il.us/cmvo/)
- Frequently Asked Questions Concerning Sex Offenders, [www.isp.state.il.us/sor/faq.cfm](http://www.isp.state.il.us/sor/faq.cfm)

## **SEXUAL HARRASSMENT**

Sexual harassment of anyone is prohibited. Any tormenting, teasing, verbal remarks, or physical gestures of a sexual nature may constitute sexual harassment. Sexual harassment is defined as unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual or sex-based nature by anyone, imposed on the basis of sex, that has the purpose or effect of (a) substantially interfering with a student's educational environment; (b) creating an intimidating, hostile or offensive educational environment; (c) depriving a student of education aid, benefits, services, or treatment; or, (d) making submission to or rejection of such unwelcome conduct the basis for academic decisions affecting a student.

The terms intimidating, hostile, and offensive include conduct that has the effect of humiliation, embarrassment, or discomfort. Examples of sexual harassment include touching, crude jokes or pictures, discussions of sexual experiences, teasing related to sexual characteristics, and spreading rumors related to a person's alleged sexual activities. The term sexual violence includes a number of different acts. Examples of sexual violence include, but are not limited to, rape, sexual assault, sexual battery, sexual abuse, and sexual coercion.

Students are encouraged to report claims or incidents of sexual harassment to the principal, an assistant principal, counselor, dean, teacher, or staff member. Complaints will be kept confidential to the extent possible given the need to investigate. Students who make good faith complaints will not be disciplined. Students guilty of sexual harassment will be reprimanded, which may include suspension or expulsion.

## **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 SURVEYS**

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

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

## **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.

## **STUDENT COMPLAINTS AND GRIEVANCES**

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

## **SUICIDE AND DEPRESSION AWARENESS & PREVENTION**

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

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

## **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/](http://www.safe2helpil.com/)).

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

### Targeted School Violence Prevention and Threat Assessment Education

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

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

### **What Is a Threat?**

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

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

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

### **What Is Targeted School Violence?**

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

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

### **Who Is Required to Report Threats?**

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

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

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

### **What Can Staff and Parents/Guardians Do?**

The Threat Assessment Team will provide guidance to students and staff regarding recognizing concerning, aberrant,

threatening, and prohibited behaviors to be reported. While there is no one list of behaviors that may cause concern, examples include, but are not limited to:

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

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

## **TEACHER QUALIFICATIONS**

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

## **TEEN DATING VIOLENCE**

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](http://www.cdc.gov/injury/features/dating-violence/index.html).

### 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, Building Principal, Assistant Building Principal, Dean of Students, a Complaint Manager, or any employee with whom the student is comfortable speaking. A 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 Complaint Managers:**

Ryan Whicker                      Penny Little  
1416 Maine Street    1416 Maine Street



**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.

## **VISITORS**

All visitors are required to enter through Main Entrance (Maine Street) and check in with Security. Approved visitors must take a tag identifying themselves as a guest and place the tag on their outer clothing in a clearly visible location. Visitors are required to proceed immediately to their location in a quiet manner. Visitors may not go anywhere else in the building. All visitors must return to Security and check out from there. Any person wishing to confer with a staff member should contact that staff member to make an appointment. Conferences with teachers are held, to the extent possible, outside school hours or during the teacher's preparation period. Visitors are expected to abide by all school rules during their time on school property. A visitor who fails to conduct himself or herself in a manner that is appropriate will be asked to leave and may be subject to criminal penalties for trespassing and/or disruptive behavior.

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

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

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

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

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

## **VOLUNTEERS**

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

## **PART IV – ATTENDANCE POLICIES AND PROCEDURES**

### **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 the student 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), observance of a religious holiday or event, death in the immediate family, family emergency, situations beyond the control of the student, circumstances that cause reasonable concern to the parent/guardian for the student's mental, emotional, or physical health or safety, attending a military honors funeral to sound TAPS[1], attend a civic event, or other reason as approved by the building principal.

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

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

**In the event of any absence, the student's parent/guardian is required to call the school at [217.223.5550] before 9:00 a.m. to explain the reason for the absence. Attendance Office hours are 6:45 am- 3:15 pm.** If a call has not been made to the school by 9:00 a.m. on the day of a student's absence, contact will be pursued. If the parent/guardian cannot be contacted, the student will be required to submit a signed note from the parent/guardian explaining the reason for the absence. Failure to do so shall result in an unexcused absence. Upon the request of the parent/guardian, the reason for an absence will be kept confidential. Please note that you must call on the day of each absence, even on consecutive days if an illness continues. This is a safety issue not just an attendance issue.

Parents may also enter an absence in the Skyward Parent Portal. Instructions are below.

### **Skyward Family Access**

- 1) Login to Skyward Family Access.
- 2) Select Attendance.
- 3) Click on ENTER ABSENCE REQUEST.
- 4) Enter start/end date.
- 5) Choose a reason from the drop-down menu.
- 6) Add any additional comments for office staff.
- 7) Click SAVE.
- 8) You will receive a confirmation email and an additional email once the request has been processed.

### **Skyward App**

- 1) Login to/open Skyward App
- 2) Click on Menu option in upper right corner of the screen.
- 3) Choose ATTENDANCE
- 4) Select ADD ABSENCE REQUEST
- 5) Enter start/end date.
- 6) Choose a reason from the drop-down menu.
- 7) Add any additional comments for office staff.
- 8) Click SUBMIT

Illinois state law mandates that parents shall require students under the age of 18 be in school. Students under the age of 18 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. We know that emergencies and unforeseen accidents occasionally happen, and QHS will work with students and parents to help problem solve issues. In general, reasons that are not typically valid absences from being in school include but are not limited to the following:

- ✓ Work
- ✓ Oversleeping
- ✓ Car Trouble
- ✓ Out of Town Trips
- ✓ Family Vacation

## **HOME AND HOSPITAL INSTRUCTION**

A student who is absent from school, or whose physician, physician assistant or licensed advanced 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 information on home or hospital instruction, contact: Eryn Beswick, Director of Special Education.

## **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.

## **LEAVING SCHOOL CAMPUS DURING THE DAY**

Unless students are taking a course or courses at John Wood Community College or Quincy University, they are not permitted to leave the school campus during the day without written or phone permission from the parent to the Deans' Office. The student must obtain a Leave the Building Permit and sign out of the Deans' Office before the student is fully authorized to leave the building.

A student who becomes ill during the school day must report to the Nurse's Office for treatment or early dismissal. Students sent home by the nurse must always sign out at the Deans' Office. When returning from an appointment during the school day, the student must report to the 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 deans' permission will be considered truant from the class or classes missed. Upon return to campus, students need to meet with their grade level dean.

## **MISSED CLASSWORK/HOMERWORK AFTER AN ABSENCE**

Valuable learning experiences which determine student proficiency in a subject are missed when a student is absent. Students are responsible for the instruction missed during their absence. It is the sole responsibility of the student to contact each teacher and arrange to make up assignments, which will demonstrate proficiency in the 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. Students who are excused from school will be given a reasonable timeframe to make-up missed homework and classwork assignments.

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.

All assignments in each course will be posted in Schoology to assist with the make-up work process.

## **SKIPPING CLASS**

Students who are less than five (5) minutes late to any individual class will be marked "Tardy." Students who are more than five (5) minutes late to any individual class will be marked as "Skipping Class."

## **TARDY TO CLASS**

A student shall be considered tardy if not in the classroom when the bell stops ringing. It is important for all students to be in class on time. In an effort to accomplish this goal, the following policy is in place: If a student walks in to class after the bell rings, the teacher will mark the student as tardy in Skyward and inform the student. When a student reaches 5 total tardies, a warning alert is sent via Skyward to the grade level dean, student and parent. When a student reaches 10 tardies, an alert is sent via Skyward to the grade level dean, student and parent and consequences will be issued. Consequences could include but are not limited to time after school, lunch detention(s), Saturday School, and ISS time. Consequences will be assigned with increments of 5 tardies (example—10, 15, 20, etc.).

## **TARDY TO SCHOOL**

It is very important for all students to arrive at school on time every day. Arriving tardy to class is not acceptable. A warning bell will ring at 7:25 a.m., and students will pass to first period class. School will begin promptly at 7:30 a.m. Transportation to and from school is provided by the school district. Late arrival resulting from a student's choice to use private transportation will not be excused without parent contact with legitimate reason.

## **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. Partial hours of absence will accumulate and count toward the total number of days missed.

If chronic truancy persists after support services and other resources are made available, the school and district will take further action, including:

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

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

- Letters sent home to update parents on their child's attendance and possible ramifications.
- Contact/Conference with the Dean by phone or in person
- Doctor's verification of illnesses when child returns
- Home visits
- Meeting with the principal, counselor, police liaison office and/or regional truant officer
- The development of a new schedule that will better meet the students' ability to achieve graduation from high school.
- The student choosing to pursue G.E.D., if eligible to do so.
- Support services (as needed) to address the root problem.

A student who misses 15 consecutive days of school without valid cause and who cannot be located or, after exhausting all available support services, cannot be compelled to return to school is subject to expulsion from school.

### **OTHER ATTENDANCE SITUATIONS**

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

- If a parent is ill or requires a hospital stay, the law requires that plans be made for your child to attend school. If you cannot make arrangements with family or friends, please call the school office, as we may be able to assist you through one of our community agencies.
- Routine trips to the doctor should be made outside of school hours. If this is not possible, minimize the amount of time away from school. A full day's absence for a routine physical examination is unnecessary. Students leaving the building will be issued a **leave the building pass**. Upon returning from the appointment, students must check back in through Security and the Attendance Office. Any student not following this procedure will be considered truant.

## **PART V – SCHOOL DISCIPLINE**

*QHS discipline policies apply to both in-person and remote students (Quincy Online Academy).*

### **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.

## **DISCIPLINE CODE**

The following rules set forth the standards and procedures of the Board of Education of Quincy Public School District #172 regarding the discipline, suspension, and expulsion of students. The secretary of the Board of Education shall maintain a conveniently accessible copy of these rules in the office of the Board of Education and shall allow access to them by the public in accordance with *The Illinois Freedom of Information Act, 5 Illinois Compiled Statutes 140/1-11*. The School Principal shall make these rules known to students and their parents by appropriate means. References to "parent(s)" shall refer, where appropriate, to a student's legal guardian(s).

The QPS School Discipline Code, unless specifically indicated otherwise, apply to any student of the district who is:

1. on school property at any time,
2. in transit to or from school (walking or on a school bus),
3. engaged in or attending an activity publicly identified with Quincy Senior High School by name, even if not on school property (i.e., "away" sports activities), or
4. engaged in any conduct that substantially disrupts the educational environment, whether it occurs on or off school property. This includes the use of electronic devices and/or social media.

Disciplinary policies may include but not be limited to the following disciplinary measures:

- Denial of privileges
- Removal from the classroom
- Student/Parent Conference
- Detention
- Behavior Intervention Plan
- Suspension
- Expulsion

## **SCHOOL'S AUTHORITY**

*Illinois School Code, 105 Illinois Compiled Statutes 5/24-24. Maintenance of Discipline states:* **Teachers** and other certified educational employees 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 and may be exercised at any time for the safety and supervision of the pupils in the absence of their parents or guardians. Reasonable force may be needed to maintain safety for students, staff, or other persons, or for the purpose of self-defense or defense of property.

Nothing in this section affects the powers of the Board to establish rules with respect to discipline. The Board may make and enforce reasonable rules of conduct and sportsmanship for athletic and co-curricular school events. Any person who violates such rules may be denied admission to school events for not more than one year, provided that written 10 days' notice of the violation is given such person and a hearing had thereon by the Board pursuant to its rules and regulations. The administration of any school may file legal charges as agents of the school against persons committing any offense at school events. Any pupil who is guilty of disobedience or misconduct, emotionally disturbed, or is giving evidence of severe emotional disturbance, may be suspended by the principal. When students act irresponsibly, violate the rights of others, or present an actual or threatened danger to persons or property, they are subject to the loss of some of their rights. Attendance at extracurricular events is considered a privilege at which students must abide by the school rules and regulations.

## **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.

## **A SAFE AND SECURE ENVIRONMENT**

Quincy Public Schools require a safe and secure environment. 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. It is the responsibility of all Quincy Public Schools to assure that every student has the right to receive an education in a safe and secure environment.

## **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.

## **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.

**STUDENT RESPONSIBILITIES** One of the most important responsibilities you have as a student in your school is respectful, responsible, and inspired behavior. Without this type of 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, a discipline code has been written. A discipline code tells you the rules of the school, the kind of behavior that is expected of you, 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, administrators, deans, or School Support Family Liaisons (SSFL), or other staff members.

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).

## **ALL STUDENTS HAVE A RIGHT TO:**

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



## **WHAT YOU (STUDENT) SHOULD DO:**

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

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

**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.**

## **TEACHER RESPONSIBILITIES**

### **TEACHERS HAVE THE RIGHT TO:**

1. Expect proper behavior.
2. Be respected by students, parents, and other staff.
3. Protection from physical harm and from harm or theft of personal property.
4. Ask a student to leave a class when a student is misbehaving.
5. Call for a parent/teacher conference when a student breaks the discipline code.

### **TEACHERS SHOULD:**

1. Provide the best possible education through a good classroom climate, which allows for learning to take place.
2. Respect all students and parents.
3. Be available to talk with staff, parents, and students.
4. Enforce the rules of the school courteously, consistently, and fairly.
5. Deal with disciplinary problems quickly, firmly, and fairly.
6. Help with discipline outside of the classroom - in halls, the restrooms, and on the school grounds.
7. Teach respect for community property and good citizenship.

## **PARENT RESPONSIBILITIES**

### **PARENTS HAVE THE RIGHT TO:**

1. Expect a classroom atmosphere, or climate that allows a good education to take place.
2. See their child's school records.
3. Be told of their 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 their child's progress in learning.
6. Be included in decisions involving their child at school.

### **PARENTS SHOULD:**

1. See that their child(ren) 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. Communicate respectfully with school staff.
4. Support the rules of the school, the district, and community. Communicate respectfully with school staff.
5. Safeguard their child(ren)'s health by making sure that their child(ren) 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 their child(ren) and the teacher about school and report cards.
9. Cooperate with the school regarding the discipline code.

## **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.*

1. **Investigation:** Behavior incidents are investigated to gather evidence to determine what happened prior to making disciplinary decisions.
2. **Student Meeting:** After a referral is made, school staff 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.
3. **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).
4. **Notice to Student:** School staff must inform the student of the specific part of the disciplinary code they have violated, the disciplinary measures the school will take, and the future expectations for the student regarding school behavior. (e.g., re-entry meeting for students who have been excluded from the classroom or school-ISS/OSS).
5. **Notice to Parent/Guardian:** School staff must contact parent/guardian to communicate the behavior event, disciplinary consequences, and/or behavior interventions.

## **ACCOUNTABILITY FOR ACTS OF ANOTHER STUDENT**

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

## **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 (bullying through the use of technology or any electronic communication) and means any severe or pervasive physical or verbal act or conduct, including communications made in writing or electronically, directed toward a student or students that has or can be reasonably predicted to have the effect of one or more of the following: Placing the student or students in reasonable fear of harm to the student's or students' person or property;

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. Examples of prohibited conduct include name-calling, using derogatory slurs, stalking, sexual violence, causing psychological harm, threatening, or causing physical harm, threatened or actual destruction of property, or wearing or possessing items depicting or implying hatred or prejudice of one of the characteristics stated above. Bullying may take various forms, including without limitation one or more of the following: harassment, threats, intimidation, stalking, physical violence, sexual harassment, sexual violence, theft, public humiliation, destruction of property, or retaliation for asserting or alleging an act of bullying. This list is meant to be illustrative and non-exhaustive.

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

to report it to the district complaint manager or any staff member. Anonymous reports are also accepted by phone call or in writing.

**Nondiscrimination Coordinator (Title IX Coordinator)**

Lisa Otten  
1416 Maine Street  
217-223-8700  
ottenli@qps.org

**District Complaint Managers:**

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

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

**CELL PHONES & OTHER ELECTRONIC DEVICES**

The use of electronic devices and other technology at school is a privilege meant to enhance educational opportunities. Students are prohibited from using electronic devices, except as provided herein. An electronic device includes, but is not limited to, the following: cell phone, videorecording device, personal digital assistant (PDA), iPod®, pager, smart watch, ear buds, or other electronic device. Computers and/or tablets provided by the school and/or brought to school for learning purposes should be used for learning activities during instructional time.

**During instructional time, electronic devices must be kept silenced and out-of-sight. Exceptions are listed below:**

- A. Permission is granted by an administrator, teacher, or school staff member.
- B. Use of the device is provided in a student's individualized education program (IEP) or 504 Plan.
- C. It is needed in an emergency that threatens the safety of students, staff, or other individuals.

Students are allowed to use electronic devices during non-instructional time, which is defined as before and after school, passing periods, and during the student's Homeroom and lunch periods.

Electronic devices may never be used in any manner that disrupts the educational environment, violates student conduct rules, or violates the rights of others. This includes, but is not limited to, the following:

- 1. Using the device in locker rooms or bathrooms.
- 2. Using the device in in-school suspension where a storage location will be provided by the supervisor.
- 3. Cheating.
- 4. Creating, sending, sharing, viewing, receiving, or possessing an indecent visual depiction of oneself or another person through the use of a personal electronic device.

Some classrooms may have a secure cell phone locker or other procedure in place. In those classrooms, students should follow the classroom procedure as outlined by the teacher.

Students will be reminded one time to follow the Cell Phone Policy (off and out of sight and/or placed in the secure cell phone locker). After the first reminder, students will be sent to their grade level dean.

In the event of an emergency, students may ask permission to use the school phones located in the Main Office or Attendance Office to contact a parent/guardian. To help protect the instructional environment, parents are also asked to

relay messages via the Attendance Office rather than calling or text messaging their child during school hours (7:30 am—2:25 pm). When found in violation and asked to put the electronic device/cell phone away, the student will comply without incident. If refusal or insubordination ensues, the student will be sent to their grade level dean and possible disciplinary consequences may increase accordingly.

The school and school district are not responsible for the loss, theft or damage to any electronic device brought to school.

### **Procedures & Consequences:**

All staff will enforce the cell policy as written in the QHS Student Handbook. In addition, staff may request a secure cell phone locker to be used in their classrooms. This is not required. Each staff member would devise the classroom procedure for how this works in that specific classroom. If staff have students use cell phones as a part of instruction, procedures as to how this will operate in that classroom should be communicated clearly and often to students.

If a student has a cell phone or other device out during instructional time, they should be asked to put it away or place it in the secure cell phone locker. If the student does not comply or has a device out a second time in the same class period, they should be sent to their grade level dean. A referral should be entered in Skyward.

#### Consequences:

- **First Offense:** Two (2) lunch detentions; the Dean will contact home.
- **Second Offense:** one half (1/2) day of ISS. The Dean will confiscate the phone for the remainder of the day. The student may pick up the phone after their school day ends.
- **Third Offense:** One (1) day of ISS. The Dean will confiscate the phone for the remainder of the student's school day. Parent/guardian or adult family member must pick up the phone.
- **Fourth Offense:** The Dean will set up a HELPs meeting and the student will be required to turn in their phone to the Attendance Office at the beginning of the day for the duration of the Semester.

### **DANCE RULES**

- ✓ Only QHS students and their approved guests may attend QHS dances.
- ✓ QHS students and guests will be subject to all security measures, including but not limited to random breathalyzers.
- ✓ 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.

## **DRESS CODE**

Each student is expected to present an appearance that does not disrupt the educational environment or interfere with the maintenance of a positive teaching and learning climate. 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. Dress that is not in accordance with reasonable standards of health, safety, and decency will not be acceptable at school. Please use the following guidelines:

- ✓ Shoes must be worn.
- ✓ Clothing and accessories which are suggestive, include obscenities, depict hate messages (including but not limited to images of the Confederate Flag), and/or contain references to or depictions of alcohol, drugs, and/or tobacco are not to be worn at school.
- ✓ Undergarments should be worn as intended (underneath clothing).
- ✓ Prohibited items include sunglasses and metal hair picks.
- ✓ Clothing or accessories that present a potential safety factor for the wearer or others, or that could damage furniture or property should not be worn at school.
- ✓ Hats are allowed in the building. Each teacher has discretion as to whether to allow hats in the classroom.

Students who do not follow the guidelines above will be asked to change or modify their clothing.

## **EXTRA-CURRICULAR EVENT RULES**

All school rules and expectations apply during extra-curricular events.

## **GANGS & GANG RELATED ACTIVITY**

- **Fighting to Defend or Defending a Gang:**  
No student may engage in any activity for the purpose of defending any street gang on or about school premises or school grounds or any school-sponsored activity. The prohibited activities include, but are not limited to, a fight related to any gang activity.
- **Violence, Intimidation, or Coercion Related to Recruiting for Gang Membership:**  
No student may intimidate by violence or other means, or otherwise coerce any other person for the purpose of obtaining membership in a "street gang".
- **Recruiting for Gang Membership**  
No student may solicit any student, staff member or visitor, for membership in an organized group of youths or adults, commonly known as a "street gang" on or about school premises or school ground, or at any school-sponsored activity.
- **Displaying Gang Related Symbols:**  
No hats, jackets, or any item of clothing or jewelry containing the insignia of a street gang may be worn on or about the school premises, on school grounds, or to any school-sponsored activity. Non- Quincy students or adults will be required to leave school property.
- **Promoting Gangs, Drawing Gang Symbols, or "Representing":**  
No student may engage in any activity for the purpose of promoting any street gang on or about school or school grounds, or at any school-sponsored activity. The prohibited activities include, but are not limited to, drawing, or displaying gang symbols on any surface or teaching others to "represent" or act like a gang member. Non-Quincy students or adults will be required to leave school property.

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

## **HATE SPEECH**

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

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

## **ONLINE (INTERNET) THREATS**

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.

## **POSITIVE BEHAVIOR INTERVENTION AND SUPPORTS**

PBIS is a process for creating safer and more effective schools. PBIS includes school-wide procedures and processes intended for all students and all staff in all settings. PBIS is not a program or a curriculum. It is a team-based process for systemic problem solving, planning, and evaluation. It is an approach to creating a safe and productive learning environment where teachers can teach, and all students can learn.

We have adopted a unified set of expectations for QHS. You will see these rules posted throughout the school and your child will be learning them during his or her first days at school.

## **SEXTING**

Sending, receiving, or possessing sexually explicit or otherwise inappropriate pictures or images, commonly known as "sexting": Prohibited conduct specifically includes, without limitation, creating, sending, sharing, viewing, receiving, or possessing an indecent visual depiction of oneself or another person through the use of a computer, electronic device, or cellular phone

## **SMOKING-TOBACCO PRODUCTS, VAPING, DRUGS AND ALCOHOL**

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

1. Using, possessing<sup>3</sup>, 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, 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.
  - i. 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.

## **TRESPASSING**

A person or student who is found in a school building or on school grounds other than the one to which they are assigned may be considered trespassing unless they have legitimate business in the building and have followed proper procedure of obtaining a visitor's permit. Any unauthorized person will be warned one time to leave the building. If the unauthorized person does not leave or leaves and returns, a complaint may be signed for criminal trespass.

A student who has been suspended or expelled will be considered a trespasser unless asked to come to school by the administration. Any offender may be subject to an added suspension and may be recommended for expulsion and may have a criminal trespass ticket signed. The school may also consider suspension for any student of Quincy Public Schools who trespasses on private property near the school.



## **UNARMED AIRCRAFT (DRONES)**

Operating an unarmed aircraft (AUS) or drone for any purpose on school grounds or at any school event unless granted permission is prohibited.

## **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.

*\*Note:*

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

### **BEHAVIOR INCIDENT/EVENT AND LEVELS**

**Level 1: Teacher Managed Behavior:** *behavior that disrupts the classroom learning environment and is managed at the classroom level by the teacher through a classroom management plan/procedure. Classroom teachers may utilize support staff (Dean, SE SAM, SSFL), teacher mentor, colleague and/or administration for consultation if guidance is needed on responding to a Level 1 offense. Parent/Guardian contact is required for Level 1.*

**Levels 2-4: Office Managed Behavior:** *Behavior that disrupts the learning environment and is serious enough to warrant office management of the behavior. This includes behaviors that are either referred by the teacher to the office or behaviors that are handled by the office due to the serious nature of the behavior. Parent/Guardian contact is required for levels 2-4.*

# LEVEL 1

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

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

## Level 1 Actions

|                              |                                                                 |
|------------------------------|-----------------------------------------------------------------|
| Apology- (written or verbal) | Parent/Guardian Conference                                      |
| Buddy Seat                   | 5- minute break                                                 |
| Teacher assigned detention   | Home contact                                                    |
| Student/Staff conference     | Assigned seat                                                   |
| Loss of privileges           | Restorative Peer Conference (Problem Solving)                   |
| Classroom contract           | Other: <i>determined by teacher &amp; 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<br><i>(formerly RENEW-High School level only)</i> | 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- BEHAVIOR EVENTS

|                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>CHEATING/PLAGARISM/FORGERY</b> Student deliberately takes someone else’s work as their own or uses unauthorized materials.</p>                                                                                                                                                                                                                        | <p><b>CLASS DISRUPTION:</b> students engage in low-intensity behavior that causes an interruption in a class or activity (e.g., laying on the floor, leaving seat, making noises, talking to peers, tossing materials inappropriately).</p>                                                                                                                                                                                                                                            |
| <p><b>PHYSICAL CONTACT:</b> Student engages in non-serious, low risk but inappropriate physical contact (e.g., pushing in line, pinching, poking, elbowing, touching without permission).</p>                                                                                                                                                               | <p><b>DISRESPECT ADULTS:</b> Student delivers low-intensity, socially rude or dismissive message to an adult. (e.g., back talk or sass including the following: make me, shut up, whatever, what are you going to do about it?)</p>                                                                                                                                                                                                                                                    |
| <p><b>DISRUPTION (NON-CLASSROOM):</b> Hallway, cafeteria, restroom, etc. - student engages in low-intensity behavior that causes an interruption (e.g., throwing objects, wandering)</p>                                                                                                                                                                    | <p><b>DISRESPECT STUDENTS:</b> Student delivers low-intensity, socially rude or dismissive message to peers. (e.g., making fun of others, name-calling, teasing).</p>                                                                                                                                                                                                                                                                                                                  |
| <p><b>HORSEPLAY:</b> Non-malicious play that may or may not include minor physical contact but is inappropriate or distracting the class (e.g., student standing on table, bumping into others while waiting in line, swinging arms).</p>                                                                                                                   | <p><b>INAPPROPRIATE ITEMS:</b> Student uses non-instructional/inappropriate items while on campus or in the classroom (e.g., bringing toys from home and playing with them during class, bringing inappropriate books/media from home). This includes items such as laser pointers.</p>                                                                                                                                                                                                |
| <p><b>INSUBORDINATION/DISOBEDIENCE/DEFIANCE:</b> student engages in brief or low-intensity failure to follow directions (e.g., deliberate off task behavior, saying No, refusal after being asked 3 or fewer times).</p>                                                                                                                                    | <p><b>INAPPROPRIATE LANGUAGE:</b> Student engages in low-intensity instance of inappropriate language (e.g., cussing out of frustration, not toward anyone specifically, talking about private parts in a non-sexual manner)</p>                                                                                                                                                                                                                                                       |
| <p><b>PROPERTY MISUSE:</b> Student engages in low-intensity misuse of property (i.e., non-threatening) (e.g., drawing on desk)</p>                                                                                                                                                                                                                          | <p><b>OUT OF BOUNDS:</b> Student is in area outside of classroom boundaries (e.g., student hiding in classroom, at teacher’s desk without permission)</p>                                                                                                                                                                                                                                                                                                                              |
| <p><b>TECHNOLOGY VIOLATION:</b> Student engages in non-serious but inappropriate (as defined by school) use of phone, pager, music/video players, camera, computer, and/or headphones (e.g., using cell phone without permission)</p>                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| <p><b>ALCOHOL:</b> Student is in possession of or is using/consuming alcohol.</p>                                                                                                                                                                                                                                                                           | <p><b>ARSON/FIRE RELATED:</b> Tampering with fire extinguishers and alarms (against Illinois State Fire Prevention Laws). Student plans and/or participates in malicious burning of property.</p>                                                                                                                                                                                                                                                                                      |
| <p><b>BOMB THREAT:</b> Student delivers a message of possible explosive materials being on-campus, near campus, and/or pending expulsion.</p>                                                                                                                                                                                                               | <p><b>CLASS DISRUPTION (CLASS/ISS):</b> student engages in high-intensity behavior OR repeated low-intensity behavior within a short timeframe causing an interruption in a class or activity (e.g., loud talking, yelling, threatening, intimidating, screaming, noise with materials, horseplay, roughhousing, sustained out of seat behavior) that interferes with, disrupts, or adversely affects the classroom environment, classroom operations, or an educational function.</p> |
| <p><b>COMBUSTIBLE MATERIALS:</b> Student is/was in possession of substances/objects readily capable of causing bodily harm and/or property damage (e.g., matches, lighters, vape pens, firecrackers, gasoline, and lighter fluid)</p>                                                                                                                       | <p><b>PHYSICAL CONTACT:</b> student engages in non-serious, low-risk but inappropriate physical contact (e.g., pushing in line, pinching, poking, elbowing, touching without permission) <u>repeated</u> within a short-time frame (i.e., same day)</p>                                                                                                                                                                                                                                |
| <p><b>DISRESPECT ADULTS:</b> Student delivers high-intensity or repeated low intensity, socially rude or dismissive message to adults that includes profanity, yelling, screaming, or aggressive body language.</p>                                                                                                                                         | <p><b>DISRUPTION (NON-CLASSROOM):</b> (hallway, cafeteria, restroom, etc.) student(s) engage in high-intensity behavior causes an interruption that adversely affects the school environment, operations, or educational function. (e.g., yelling, a threat or intimidation, endangering the health or safety of students, staff, or school property) This includes strikes, walkouts, mass disturbance, riot, etc.</p>                                                                |
| <p><b>DRESS CODE VIOLATION:</b> Student repeatedly wears clothing that is distracting to the educational environment and/or does not fit within the dress code guidelines practiced by the school/district (e.g., drug/alcohol images on clothing, revealing clothing, shirts with inappropriate language/symbols, showing underwear, wearing slippers)</p> | <p><b>DRUG PARAPHERNALIA:</b> Student is in possession of drug paraphernalia.</p>                                                                                                                                                                                                                                                                                                                                                                                                      |
| <p><b>DRUGS:</b> Student is in possession of or is using illegal drugs/substance or imitations.</p>                                                                                                                                                                                                                                                         | <p><b>DISRESPECT STUDENTS:</b> student delivers high-intensity OR repeated low-intensity socially rude or dismissive message to students that includes profanity, yelling, screaming, or aggressive body language.</p>                                                                                                                                                                                                                                                                 |

|                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                |
| ELECTRONIC AGGRESSION: technology-based messages that involve intimidation, teasing, taunting, threats, or name-calling.                                                                                                                                               | FALSE ALARM/EMERGENCY REPORTING: pulling the fire-alarm unnecessarily, making a false report, contacting 911 in the absence of an emergency, or delivering a message of possible threats towards students, staff, or school. Also includes falsification of school forms, parent notes, or parent phone calls. |
| FIGHTING NO INJURY: the student is involved in mutual participation in an incident involving physical violence and injuries, if any, can be managed by school staff. Repeated or egregious acts may result in suspension, expulsion, arrest, or alternative placement. | FIGHTING WITH INJURY: the student is involved in mutual participation in an incident involving physical violence and outside treatment is sought out. Repeated or egregious acts may result in suspension, arrest, expulsion, or alternative placement.                                                        |
| GANG ACTIVITY, PARAPHERNALIA, ETC: student uses gestures, dress, and or speech to display affiliation with a gang.                                                                                                                                                     | HARASSMENT/BULLYING-NON-PHYSICAL: delivery of repeated direct messages that involve intimidation, teasing, taunting, threats, or name-calling.                                                                                                                                                                 |
| HARASSMENT- DISABILITY: delivery of disrespectful messages in any format related to disability.                                                                                                                                                                        | HARASSMENT BASED ON RACE: delivery of disrespectful messages in any format related to race.                                                                                                                                                                                                                    |
| HARASSMENT- RELIGION: delivery of disrespectful messages in any format related to religion.                                                                                                                                                                            | HARASSMENT SEXUAL ORIENTATION: The delivery of disrespectful messages in any format related to sexual orientation.                                                                                                                                                                                             |
| HARASSMENT BASED ON SEX: The delivery of disrespectful messages in any format related to gender.                                                                                                                                                                       | INSUBORDINATION/DISOBEDIENCE/DEFIANCE: Student engages in refusal to follow directions (e.g., repeated refusal after being asked more than 3 times).                                                                                                                                                           |
| OUT OF BOUNDS: Student is in area outside of school boundaries (e.g., running from the classroom/building, leaving teacher's supervision without permission, student is in an unauthorized area before/after school).                                                  | PUBLIC DISPLAY OF AFFECTION: Student engages in inappropriate, consensual verbal and/or physical gestures/contact, of a sexual nature to another student/adult.                                                                                                                                                |
| PHYSICAL AGRESSION WITH NO INJURY: Student engages in actions involving serious physical contact where injury may occur and can be managed by school staff. (e.g., hitting, punching, hitting with an object, kicking, hair pulling, scratching, etc.)                 | PHYSICAL AGRESSION WITH INJURY: Student engages in actions involving serious physical contact where injury may occur and outside treatment is sought out (e.g., hitting, punching, hitting with an object, kicking, hair pulling, scratching, etc.)                                                            |
| STOLEN PROPERTY/THEFT: Student is in possession of, having passed on, or being responsible for removing someone else's property without their permission (e.g., taking a physical object from someone else (student or staff)                                          | PROFANITY/ABUSIVE LANGUAGE: Student engages in high-intensity instance of inappropriate language, vulgarity, or indecent gesture (e.g., deliberately targeting others with their inappropriate language, cussing at student/adult, talking about private parts in a sexual manner                              |
| REPEATED MINORS: Student continues to engage in the same low-intensity behavior over a short time frame (i.e., within the same week) and documented classroom interventions have been ineffective.                                                                     | TECHNOLOGY VIOLATION: Student engages in serious inappropriate (as defined by school) use of phone, pager, music/video players, camera, computer, and/or headphones (e.g., downloading or looking up inappropriate content)                                                                                    |
| THREAT: VERBAL/NON-VERBAL: student delivers message (verbal or non-verbal) desiring to cause bodily harm to themselves or others (e.g., written note, text, verbal statement)                                                                                          | TOBACCO: Student is in possession of or is using tobacco (e.g., cigarettes, chewing tobacco)                                                                                                                                                                                                                   |
| TRESSPASSING: a person or student found in a school building or on school grounds other than the one they are assigned to, unless they have legitimate business in the building and have followed proper procedure for obtaining a visitor pass.                       | VANDALISM/PROPERTY DAMAGE: Student participates in an activity that results in destruction or disfigurement of property (e.g., throwing a laptop, carving into desk/wall, destroying a classroom with no physical contact on other students/staff)                                                             |
| VAPING/PARAPHERNALIA: Student is in possession of a vape or vaping. (if the vape is connected with an illegal substance such as THC, refer to DRUGS- above).                                                                                                           | WAEPON FIREARM- HANDGUN: Student is in possession of a handgun (real or look alike)                                                                                                                                                                                                                            |
| WEAPON: Student is in possession of an object (real or look alike) readily capable of causing bodily harm (e.g., knife, ordinary objects intended to be used as weapon)                                                                                                | WEAPON FIREARM-RIFLE: Student is in possession of rifle (real or look alike)                                                                                                                                                                                                                                   |
| WEAPON FIREARM-MULTIPLE: Student is in possession of multiple guns (real or look alike)                                                                                                                                                                                | WEAPON FIREARM-OTHER: Student is in possession of another firearm (real or look alike)                                                                                                                                                                                                                         |
| WEAPON FIREARM- SHOTGUN: Student is in possession of a shotgun (real or look alike)                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                |



# GLOSSARY OF TERMS – Disciplinary Actions

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
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| <p><b>ADMINISTRATIVE CONFERENCE:</b> a problem-solving conference that includes the student, school administrator or leader. May include parent/guardian.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | <p><b>ASSIGNED SEATING:</b> Student provided with assigned seating in the classroom, lunchroom, or other school setting.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| <p><b>BEHAVIOR CONTRACT:</b> 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.</p>                                                                                                                                                                                                                                                                                     | <p><b>CHECK IN/CHECK OUT:</b> 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.</p>                                                                                                                               |
| <p><b>CLASSROOM CONTRACT:</b> 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.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | <p><b>CRIMINAL CONDUCT</b> 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</p>                                                                                                                                                                                                                                                                                                                                   |
| <p><b>DETENTION (AFTER SCHOOL):</b> 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.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | <p><b>DETENTION (LUNCH):</b> 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.</p>                                                                                                                                                                                                                                                                                                                 |
| <p><b>DUE PROCESS:</b> 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.</p>                                                                                                                                                                                                                                                                                                                                                                                                                 | <p><b>EXPULSION:</b> 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.</p>                                                                                                                                                                                                |
| <p><b>FUNCTIONAL BEHAVIOR ANALYSIS (FBA):</b> 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.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | <p><b>BEHAVIOR INTERVENTION PLAN (BIP):</b> 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.</p>                                                                                                                                                                                                                                                                                                 |
| <p><b>IN-SCHOOL SUSPENSION (ISS):</b> In-School Suspension is an all-day or partial day supervised detention room. Students who have ISS will report directly to ISS when they arrive at school and will be dismissed on the regular dismissal bells. Students will complete assigned work in ISS for credit. Assignments are due back no later than the first day back in class, or if other arrangements are made by the classroom teacher. A student may not participate in or attend any Quincy Public School event activity, including school-sponsored athletics and/or music while suspended in school. Students who are uncooperative or fail to follow the posted ISS expectations may receive an extended time in ISS or OSS suspension from school for 1 – 10 day(s).</p> | <p><b>INVOLVEMENT OF PARENTS AND POLICE DEPARTMENT:</b> School officials recognize that parents usually want to know when their children have been misbehaving at school. Therefore, when deemed appropriate, school personnel will notify parents to obtain their help in solving discipline problems. In doing so, parents may be asked to come to school to discuss such problems. School officials are obligated to notify the police department, as well as parents, whenever students have committed crimes in or on school property.</p>                                                             |
| <p><b>ISOLATED TIME OUT, TIME OUT, AND PHYSICAL RESTRAINT:</b> 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><b>OUT OF SCHOOL SUSPENSION (OSS):</b> 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> |

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| <p><b>PRE-EXPULSION DISCIPLINARY AGREEMENT (PEDA):</b> 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><b>OUTSIDE REFERRALS:</b> 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><b>PROGRESSIVE DISCIPLINE:</b> 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> <ul style="list-style-type: none"> <li>Understand what they could have done differently in the same situation.</li> <li>Understand why the behavior is unacceptable and the harm it may have caused.</li> <li>Understand the impact the behavior has on others.</li> <li>Take responsibility for their actions.</li> <li>Be given the opportunity to learn strategies and skills to use in the future to avoid inappropriate behavior.</li> <li>Understand the progression of more stringent consequences if the behavior recurs.</li> </ul> | <p><b>RESTORATIVE PRACTICES:</b> 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>                                                                                                                                                                                                          |
| <p><b>SAFETY PLAN:</b> 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.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | <p><b>SATURDAY SCHOOL:</b> 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.</p>                                                                                                                                                                                                                                                                  |
| <p><b>SEB GROUPS:</b> 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)</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <p><b>HIGH SCHOOL FOCUSED PERSON-CENTERED PLANNING:</b> a plan and process designed for older, transition-aged youth, who are at the greatest risk of alternative placement and</p>                                                                                                                                                                                                                                                                                                                                                            |
| <p><b>THREAT ASSESSMENT:</b> 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.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                   | <p><b>THRIVING MINDS:</b> 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.</p> |
| <p><b>WRAP PLAN:</b> 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.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |

## **RECIPROCAL REPORTING GUIDELINES OR CRIMINAL OFFENSES COMMITTED BY STUDENTS**

1. The school principal and/or the Police Department School Liaison Officer will arrange meetings as needed between school officials and individuals representing law enforcement to share information.
2. The Police Department School Liaison Officer and the school principal will verbally report to each other the following activities when committed by a student enrolled in the Principal's school:
  - ✓ All cases involving illegal or controlled substances.
  - ✓ All cases involving weapons of any type.
  - ✓ All cases involving gang activity.
  - ✓ All cases involving a serious crime or felony.
  - ✓ Any other case for which the reporting may be beneficial.
  - a. The reporter should identify the student by name and describe the circumstances of the alleged criminal activity.
  - b. The report should be made as soon as possible after the Liaison Officer or principal reasonably suspects that a student is involved in such activity.
  - c. The school principal's duty to report such activity arises only when the activity occurs on school property or off school grounds at a school-related function.
3. The State's Attorney shall provide the school principal with a copy of any delinquency dispositional order where the crime would be a felony if committed by an adult or was Class A misdemeanor in violation of Section 24-1, 24-3, 24-3.1 or 24.5 of the Criminal Code (weapons offenses).
4. Local law enforcement shall provide a copy of all arrest records, and the State's Attorney shall provide a copy of all conviction records, to the school principal if the record involves a student who is arrested or taken into custody after his or her 17<sup>th</sup> birthday.

## **RE-ENGAGEMENT OF RETURNING STUDENTS**

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

## **SCHOOL RESOURCE OFFICER (SRO)**

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

1. Make presentations to Quincy Public School classes.
2. Make presentations at adult meetings.
3. Work with identifying and assisting students who are showing signs of becoming delinquent.
4. Work with and assist the parents of those students who are showing signs of becoming delinquent.
5. Develop communication with Junior High School students on a formal and informal basis.
6. Have contact with students and the parents of those students who are identified as being involved in illegal acts such as truancy, tobacco offenses, fighting, or theft.
7. Work to improve communication with community agencies, i.e., the probation office, DCFS, etc.

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

## **STUDENT SEARCH AND SEIZURE**

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

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

**Students Searches:** School authorities may search a student and/or the student's personal effects in the student's possession (such as, purses, wallets, knapsacks, book bags, lunch boxes, etc.) when there is a reasonable ground for suspecting that the search will produce evidence the 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.

**Student Automobiles:** 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 privacy of motor vehicles parked on school property.

**Dog Searches:** Dog Searches may be conducted throughout the building. This will include dogs going into (random) classrooms doing bag searches. This procedure will include classes moving to a different location until the search is concluded.

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

## **STUDENTS WITH DISABILITIES- DISCIPLINE**

Behavioral interventions shall be used with students with disabilities to promote and strengthen desirable behaviors and reduce identified inappropriate behaviors. The School Board will establish and maintain a committee to develop, implement and monitor procedures on the use of behavioral interventions. The District shall comply with the Individuals With Disabilities Education Improvement Act of 2004 and the Illinois State Board of Education's Special Education rules when disciplining special education students. No special education student shall be expelled if the student's particular act of disobedience or misconduct is a manifestation of his or her disability.

## **SUSPENSION AND EXPULSION PROCEDURES**

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

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

**B. Expulsion** – An expulsion is for a definite period of time exceeding 10 school days but not to exceed 2 calendar years.

The following are expulsion procedures:

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

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

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

## **PART VII- CURRICULUM & INSTRUCTION**

### **INSTRUCTIONAL PROGRAM**

All staff are dedicated to offering children a well-balanced educational program that covers core subjects as well as other differentiated learning experiences. English Language Arts (reading, writing, spelling, language, speaking and listening), Mathematics, Science, and Social Studies are core subjects. In addition, Physical Education, Elective Coursework, and Social Emotional learning are provided. Field trips, use of community speakers, and audio-visual aids along with educational games help make learning interesting and motivating. Technology plays an ever-increasing role in each student's education. The K-12 Illinois Learning Standards were created for the next generation of K-12 standards. These standards are to help ensure that all students are college, career, and life 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. Any form of academic dishonesty, including cheating, intentionally plagiarizing, wrongfully giving or receiving help during an academic examination, and/or wrongfully obtaining test copies or scores may result in a student receiving a failing grade of zero for the assignment, test, quiz, or activity in question. Depending on the severity of the conduct, it may also result in a student receiving a failing grade for the quarter or semester in question. The student's parents will be notified of any cheating by the teacher.

### **ASSESSMENT**

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

### **AUDIT POLICY**

Quincy High School does not encourage the use of an audit for any non-required courses. However, it may be an advantage for a very small number of students to take some non-required courses for an audit. Audit means no grade, no credit, but the course does appear on the permanent record card.

Final approval for an audit is made by the teacher. An audit for a course must be approved by the teacher and counselor early in the semester. (There is a deadline.) Auditing non-required courses can be beneficial to students with a present GPA or projected GPA of 4.00 or above. Please consult your counselor to discuss your individual situation.

## **COLLEGE COURSES**

Courses taken through John Wood Community College, Quincy University, or Western Illinois University may be taken for QHS credit toward graduation. Important information about this opportunity is included below:

1. Course(s) must be approved in advance.
2. Neither QHS nor the university can guarantee the transferability of courses to other high schools and/or universities.
3. It is the student's/family's responsibility to pay for all tuition, books, and other fees associated with taking a college course.
4. It is the student's/family's responsibility to have a transcript from the college sent to QHS for the course to be granted high school credit.
5. QHS teachers/staff have no way to monitor progress in courses taken through a college or university.
6. College courses are typically only two or three days a week. Students may access the Open Learning Center on days their college courses are not in session.

## **CREDIT FOR PROFICIENCY, NON-DISTRICT EXPERIENCES, COURSE SUBSTITUTIONS, AND ACCELERATED PLACEMENT**

### Credit for Non-District Experiences

A student may receive high school credit for successfully completing any of the listed courses or experiences even when it is not offered in or sponsored by the District:

1. Distance learning course, including a correspondence, virtual, or online course.
2. Courses in an accredited foreign exchange program.
3. Summer school or community college courses.
4. College or high school courses offering dual credit courses at both the college and high school level.
5. Work-related training at manufacturing facilities or agencies in a Tech Prep Youth Apprenticeship Vocational Education Program (Tech Prep).

Students must receive pre-approval from the building principal or designee to receive credit for any non-District course or experience. The building principal or designee will determine the amount of credit and whether a proficiency examination is required before the credit is awarded. Students assume responsibility for any fees, tuition, supplies, and other expenses. Students are responsible for (1) providing documents or transcripts that demonstrate successful completion of the experience, and (2) taking a proficiency examination, if requested. The building principal or designee shall determine which, if any, non-District courses or experiences, will count toward a student's grade point average, class rank, and eligibility for athletic and extracurricular activities.

### Proficiency Credit

Proficiency credit is available in limited subjects where a student demonstrates competency. Contact the building principal for details.

## **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.

## **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](mailto:beswicer@qps.org)

**EVALUATION AND GRADING**

Report cards are distributed each semester to communicate student learning and achievement. The report card also helps identify areas of strength and guidance for improvement. Report cards are mailed home.

If you do not receive a copy of your child’s report card, please contact your child’s school counselor to request a copy.

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

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

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



At Quincy Senior High School, a student's grade is calculated using the following practice:

|                                                                                                                                                                                     |                                                                                                                                                         |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Performance</b><br>80% in Non-grade-weighted courses<br>90% in grade-weighted courses                                                                                            | <b>Practice</b><br>20% in Non-grade-weighted courses<br>10% in grade-weighted courses                                                                   |
| <b>Assessments of learning</b> <ul style="list-style-type: none"> <li>• Test/Quizzes</li> <li>• Projects/Presentations</li> <li>• Labs</li> <li>• Speeches/Papers/Essays</li> </ul> | <b>Assessments for learning</b> <ul style="list-style-type: none"> <li>• Daily homework</li> <li>• Quizzes/activities to gauge understanding</li> </ul> |

### IS HOMEWORK WORTH IT?

Of course, it is! Just as athletes practice their skills, homework practice helps you learn. Here is how it can affect your final grade in a class.

Homework counts as 20% of your grade in non-grade-weighted classes.

| Performance Grade needed with 100% Practice: |                    | Performance Grade needed with 0% Practice: |                    |
|----------------------------------------------|--------------------|--------------------------------------------|--------------------|
| Grade                                        | Performance Points | Grade                                      | Performance Points |
| A                                            | 86.88%             | A                                          | Impossible         |
| B                                            | 74.38%             | B                                          | 99.38%             |
| C                                            | 61.88%             | C                                          | 86.88%             |
| D                                            | 49.38%             | D                                          | 74.38%             |

Homework counts as 10% of your grade in grade-weighted classes.

| Performance Grade needed with 100% Practice: |                    | Performance Grade needed with 0% Practice: |                    |
|----------------------------------------------|--------------------|--------------------------------------------|--------------------|
| Grade                                        | Performance Points | Grade                                      | Performance Points |
| A                                            | 88.34%             | A                                          | 99.45%             |
| B                                            | 77.23%             | B                                          | 88.34%             |
| C                                            | 66.12%             | C                                          | 77.32%             |
| D                                            | 55%                | D                                          | 66.12%             |

### Multiple Attempts at Mastery

In order to differentiate instruction and to ensure learning, a student may be allowed to retake four

(4) performance-based assessments per semester per course, provided that the following conditions have been met:

1. Student is responsible for making arrangements with teacher for the retake—including determination by teacher of the required relearning activity(ies), appointment(s), Extended Day instruction and/or tutoring session(s) in which the student will engage to increase understanding or skill—within two days of receiving the graded performance assessment.
2. 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.

**NOTE:**

- No penalty will occur for the performance retake; the grade awarded will be the higher of the two grades.
- At the teacher’s discretion and depending upon the needs of the student, the retake opportunity may involve only the portion of the performance assessment that the student has not mastered.
- The alternate performance assessment opportunity will be consistent with the first—not necessarily the same activity or assessment format, but it will measure the same learning goal(s). If the format of the original assessment was forced-choice (e.g., multiple choice, True/False, matching, fill-in-the-blank), the retake assessment will not be the identical task.
- A performance assessment completed during class time with teacher support and guidance (e.g., project, process writing piece) is not eligible for a retake opportunity.
- Depending upon a student’s individual needs and extenuating circumstances, a teacher— following consultation with administration and the HELPS/Intervention team—*may* allow an additional opportunity(ies) for a retake.

**FINES, FEES, AND CHARGES; WAIVER OF STUDENT FEES<sup>1</sup>**

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. A student is eligible for a fee waiver if at least one of the following prerequisites is met:

1. The student currently lives in a household that meets the free lunch or breakfast eligibility guidelines established by the federal government pursuant to the National School Lunch Act; or
1. 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 Jean Kinder, QPS Director of Food Service. 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.<sup>3</sup>

## GRADUATION REQUIREMENTS

|                                                               |              |                                                                                                                                                                                                       |
|---------------------------------------------------------------|--------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| English                                                       | 4 credits    |                                                                                                                                                                                                       |
| Social Studies                                                | 2.5 credits  | <i>Includes: 1 credit of World History; 1 credit of US History (AP US History may substitute); ½ Credit of US Government/Civics</i>                                                                   |
| Mathematics                                                   | 3 credits    |                                                                                                                                                                                                       |
| Science                                                       | 3 credits    |                                                                                                                                                                                                       |
| Physical Education, Health, Driver's Education, Marching Band | 3- ½ credits | <i>½ credit of Health Occupations I or II or I full credit of Careers in Health may substitute</i>                                                                                                    |
| Computers                                                     | ½ credit     |                                                                                                                                                                                                       |
| Consumer Education                                            | ¼ credit     | <i>Other courses that meet the Consumer Education requirement: Business Law, Business Management &amp; Marketing, Business &amp; Technology Concepts, Economics, Cooperative Vocational Education</i> |
| Art, Foreign Language, Music, or Vocational Education         | 1 credit     |                                                                                                                                                                                                       |
| Electives                                                     | 4 ¾ credits  |                                                                                                                                                                                                       |

### TOTAL CREDITS: 23

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's Education in the summer are required to take PE during the school year.

## HOMEWORK

The intention of homework is to practice the skills that students have learned. It is expected that students turn in homework on time so that teachers can assess where students are in their learning and use this information to guide their instruction. If your child has excessive homework, it may be because the child is not doing his/her work during the allocated time. 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.

## HONORS GRADUATES

A minimum of 23 credits is required for graduation. A student in the class of 2023 who meets the credit requirement and has maintained a grade point average of 4.25 or higher through the 7th semester of his/her high school career will be designated a Summa Cum Laude Graduate. A student who meets the credit requirement and has maintained a grade point average of 3.75 to 4.24 through the 7th semester of his/her high school career will be designated a Magna Cum Laude Graduate. A student who meets the credit requirement and has maintained a grade point average of 3.0 to 3.74 through the 7th semester of his/her high school career will be designated an Honors Graduate. An appropriate "Honor" seal will be affixed to the diploma of each qualifying student. Junior graduates do not qualify for Graduation Honors because they only complete 6 semesters.

## HONOR ROLL

- ✓ **High Honor Roll:** a minimum GPA of 3.750; no grades of F, D, I, or U; a minimum of 3 classes taken (2-hour blocks count as 2 classes)
- ✓ **Honor Roll:** A GPA of 3.000 to 3.749; No grades of F, D, I, or U; minimum of 3 classes taken (2- hour blocks count as 2 classes)

## **INSTRUCTIONAL FEES**

Please pay educational fees at the beginning of the school year or as soon as possible. Fees may be paid online through Skyward or by check. *Make checks payable to: Quincy High School.* Checks may be dropped off in the Main Office or mailed to QHS, 3322 Maine, Quincy, IL 62301.

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/reductions (the National School Lunch and School Breakfast Program Application) are available in the QHS Main Office or the Board of Education. This form 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 the student currently lives in a household that meets the income guidelines, with the same limits based on the household size, that are used for the federal free meals program.

## **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.

## **MEDIA CENTER/OPEN LEARNING CENTER**

The Media Center will be open at 7:00 a.m. and remain open until 3:30 p.m. on full school days. The resources and staff in the Media Center are there to assist you in succeeding academically. We encourage you to ask for help when you need it.

Students and staff are required to limit use of the computers and printers to school related activities and follow the Acceptable Use Policy for use of the electronic network and Internet at all times.

All students coming to the Media Center during class hours, without a teacher, are required to have a signed hall pass and an assignment. Students are expected to show respect in the Media Center by working quietly without disturbing others. All Media Center users are expected to treat Media Center resources with care and return materials on time and in good condition. Access to the Media Center card catalog is online at [www.qps.follettdestiny.com](http://www.qps.follettdestiny.com). Access to all Media Center resources is available on the QPS Media Center website at [qpslibrary.weebly.com](http://qpslibrary.weebly.com). Instructions for downloading the Follett Destiny Quest Media Center app for Quincy Public Schools can be found on the homepage of the Media Center website.

## **MULTI-TIERED SYSTEMS OF SUPPORT (MTSS)**

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

- **RESPONSE TO INTERVENTION**

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

- **POSITIVE BEHAVIOR INTERVENTION AND SUPPORTS**

PBIS is a process for creating safer and more effective schools. PBIS includes school-wide procedures and processes intended for all students and all staff in all settings. PBIS is not a program or a curriculum. It is a team-based process for systemic problem solving, planning, and evaluation. It is an approach to creating a safe and productive learning environment where teachers can teach, and all students can learn.

## **NATIONAL HONOR SOCIETY**

Description: The National Honor Society is part of a national organization that operates under the auspices of the National Association of Secondary School Principals. The intent of the organization is to recognize students who have distinguished themselves in the classroom and who have been involved in school and community activities. Criteria for membership include scholarship, character, leadership, and service. The officers meet weekly and the general membership meets monthly. Members are required to complete 10 service hours per academic year. Dues for newly inducted members during the 2022-2023 academic year are \$30.

**Selection Process:** Juniors and seniors with a 3.8 grade point average are eligible for membership in the National Honor Society. A junior must have this average based on four (4) semesters and a senior based on six (6). Seniors who are eligible scholastically shall be notified and invited in the fall to complete a membership information form for further consideration for selection. Leadership exists not only in holding an office or assuming a leadership role, but leadership can be established by a candidate's participation in activities. Therefore, in order to be considered for membership a minimum of two activities from each of the two years prior to the submission of the membership information form must be obtained with verification from a sponsor of that activity. A parent's signature will not be accepted as a replacement for a sponsor signature. Service is considered to be those actions undertaken by the student, which are done with or on behalf of others without any direct financial or material compensation to the individual performing the service. To meet the service requirement, the student must complete 20 hours over the course of the two years prior to the application date. This service, with no more than one activity to be affiliated with a school activity, must include a diverse grouping of activities. A signature is required attesting to the candidate's participation in the service projects. Character is measured in the terms of respect, responsibility, trustworthiness, fairness, caring and citizenship. A

minimum of two faculty signatures is needed on the membership information form to verify the candidate's character. In addition, a candidate may include letters of reference to attest to his/her character.

**Dismissal:** Members are liable for dismissal if they do not maintain the standards of scholarship, leadership, service and character that were used for the basis of their selection. Members are allowed a warning unless their behavior is a flagrant violation of school rules or civil laws. A student who is dismissed or who resigns may never again become an Honor Society member. If a member is dismissed, written notice of the decision will be sent to the member, his/her parents, and the principal. A complete list of chapter by-laws is available.

## **ONLINE COURSES**

QHS utilizes Edgenuity, an online learning system, and Schoology to deliver online content. Students may enroll in one of two Edgenuity Labs to recover courses previously failed. Students may also take the following courses online in the Open Learning Center: Consumer Education, Health, Computer Applications, ACT/SAT Prep, Intro to Communication, Speech and Digital Citizenship. Students may schedule an hour at the Open Learning Center to complete coursework. Students also may opt to attempt to test out of Consumer Education and Health. Test dates will be offered in August and throughout the year.

## **PARENT CONFERENCES**

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

## **PHYSICAL EDUCATION**

All students are required to take physical education by the State of Illinois, except when enrolled in Health, Driver Education, and/or Marching Band or excused by local policy. Only combination locks sold by the P.E. department are to be used. The P.E. lock costs \$5 each and may be kept by the students for all four high school years. Each student should keep his/her locker locked at all times and his/her combination secret.

A student must dress out daily for physical education class in required Quincy High School attire. Required P.E. t-shirts will be sold by the P.E. department at a cost of \$5 each. Students must wear appropriate shorts or sweatpants and one of the QHS P.E. t-shirts to be considered dressed out. Socks and gym shoes are required. No street clothes or street shoes are allowed.

### **Exemption from PE Requirement (PE Waiver)**

*Illinois School Code stipulates that students in grades nine through twelve must be enrolled in a physical education class that meets daily. Health classes and drivers education classes do count as physical education, consequently students do not have to be enrolled in physical education while they are attending either of these courses. In addition, Quincy Senior High School requires three and ½ (3.5) credits in Physical Education/Health Driver's Education for graduation. The physical education requirement may be waived if certain conditions are met (see below).*

1. Enrollment in academic classes that are required for admission to an institution of higher learning (11th/12th grade only).
2. Enrollment in academic classes that are required for graduation from high school, provided that failure to take such classes will result in the student being unable to graduate (11th/12th grade only).

3. Intervention (Focused Study Skills, Tutoring Center)
4. College and Career Readiness course, Leadership Course, and/or PALs
5. Enrollment in a block QAVTC course related to a future career or potential college major.
6. Enrollment in an Advanced Placement (AP) Course related to a future career or potential college major (must be taking a minimum of two AP courses).
7. Enrollment in a dual enrollment college course.
8. Medical. Note from physician required.

*\*PE Waiver Requests will only be granted if the student has a full schedule (i.e. no releases or TA classes).*

## **REPORT CARD**

Progress Reports/Grades (midterm, quarter, semester) will be available online through Skyward. Only semester grade cards will be mailed home. Parents are encouraged to use Skyward to view their student's academic progress. Semester grades are a cumulative total of assignments throughout the semester and equal 85% of the total semester grade. Final exam grades are calculated as 15% of the final grade. Semester grades are recorded on your 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 nothing is figured into the GPA:
  - CR** – Credit
  - S** – Satisfactory
- With these grades the student receives no credit for the course, and nothing is figured 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

## **SCHOLOGY**

Schoology is a powerful learning management that will be used in all classes at QHS. Schoology will be used for assignments and assessments, and students are expected to check their classes on Schoology daily. All assignments in every class will be uploaded into Schoology, and classroom schedules will be updated weekly.

## **SCHOOL-SPONSORED TRIPS**

When the school provides transportation to and from events and contests, students are required to travel both ways under school supervision unless other arrangements are made in writing between supervisor and parents. All school rules are in effect during the duration of school sponsored trips. All parent-permission forms and medical forms must be filled out and returned to the sponsor and on file with an administrator.

Supervised school bus transportation is used for all participants in school activities whenever feasible. In a situation where small groups of participants must travel by car to contest centers, a coach or supervisor, parents of students, or other adults must assume the responsibility of driving the car or cars. The parents must fill out a special form if they transport students to a contest. This form can be picked up from the Athletic Office.

## **SPECIAL EDUCATION SERVICES**

Quincy Public Schools provide special education services to students who meet the criteria for the following eligibilities: autism, deaf-blindness, deafness, developmental delay, emotional disability, hearing impairment, intellectual disability, multiple disabilities, orthopedic impairment, other health impairment, specific learning disability, speech and language impairment, traumatic brain injury, visual impairment including blindness.

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

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

## **TEXTBOOKS**

It is the responsibility of the students to keep textbooks in the same physical condition as when they were distributed. At the end of the year, students are expected to return the same book they were issued at the beginning of the year. Any books lost or damaged during the year must be paid for in the Main Office and students will be given a receipt. Students will then be issued another textbook. Textbook debts must be cleared by the end of the current school year.

## **VIDEOS / DVD'S USED IN INSTRUCTION**

Videos used in the instruction of students should be carefully selected to ensure that they are of high quality. All videos will 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.

On rare occasions, when a teacher wishes to use an R-rated video, the teacher must:

- Send home a parent permission letter one week prior to the viewing.



- Include the same information in the parent letter as was included in the written request to the principal.
- Request a signed permission slip returned to the teacher prior to the student's viewing (opt in).

### **QUINCY HIGH SCHOOL FLEX PROGRAM**

The QHS Flex Program is a "school within a school" concept for 10<sup>th</sup>, 11<sup>th</sup>, and 12<sup>th</sup> grades. The program is meant for students who are one or more of the following: 1) credit deficient, 2) chronically truant, 3) overwhelmed by the size of QHS, 4) have anxiety, 4) attend school but not class, 5) unengaged in regular classes, 6) have other factors that suggest the need for a smaller setting. Students may also be recommended by QHS staff for the program. The Flex Program features smaller class sizes, smaller area of the building, multiple instructional delivery methods, flexibility in daily and weekly schedule, and limited cell phone availability.

### **QUINCY HIGH SCHOOL ONLINE ACADEMY**

The QHS Online Academy is an online program that allows students to complete high school graduation requirements mostly online. Edgenuity, a third-party software program, and Schoology will be the primary methods for students to take classes in the QHS Online Academy. Students will be required to attend the Open Learning Center in the QHS Library to take tests and assessments. Students will be eligible for extra-curriculars and all QHS events. Enrollment in the QHS Online Academy is not guaranteed, and it will be a QHS decision as to whether the QHS Online Academy 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.

#### **Eligibility**

1. Student needs to be enrolled and in good standing at QHS.
2. Student needs to be on track to graduate on time.
3. Student needs to have completed a minimum of 3 credits on site/in-person at QHS to be eligible.
4. Student needs to have basic technology skills (view videos, upload/download material, email, Schoology)

#### **Requirements**

- Access to a laptop or tablet. A smart phone is **not** recommended. A laptop may be borrowed from QHS.
- Access to Wi-Fi
- Students may transition to the Online Academy at any time during the academic year. Students will only be allowed to transition back to in-person learning at the beginning of each Semester.
- Testing and assessments must be completed on site at QHS in Room F103 between the hours of 7:30 AM and 2:25 PM Monday-Friday. Assessments may not be started after 1:45 PM. Evening hours through the QHS Evening Academy may also be available.
- A minimum of 25 hours per week will be required. Attendance will be taken.
- Students should complete 5-6 semester length courses each semester to stay on track for Graduation.
- Pre-Testing will not be enabled for new courses.
- Students may test out of Consumer Education and Health.
- Weekly check-in with the QHS Online Academy Teacher (virtual or in-person).
- Most students will be enrolled in 2-3 courses at a time. If students are involved in extra-curricular activities, they may be enrolled in up to 5 courses at a time.
- Students not making satisfactory progress (see above requirements):
  - Step One – Phone call or meeting with student.
  - Step Two – Parent contact/HELPS meeting.
  - Step Three – Student may be required to attend the Online Academy for a set number of hours during the day.
  - Step Four – Student may be removed from the QHS Online Academy and placed in an in-person schedule (at Semester only).

### **Courses Not Offered through the QHS Online Academy**

Not all courses will be offered through the Online Academy and will need to be taken in-person and on-site at QHS. Hybrid/Partial scheduling is a possibility with permission from QHS administration. The following courses/programs will not be offered through the Online Academy: AP, Honors, or grade-weighted courses

- Music
- Hands on electives (Foods, Art, etc.)
- Hands on Vocational Courses
- Advanced Foreign Language. If you are planning on taking courses beyond Spanish or German II, foreign language courses should be taken in-person.

### **Enrollment Process:**

1. Complete the online application form at the following link:  
[https://docs.google.com/forms/d/e/1FAIpQLSd-UUYvNPRs5qiLK35xqF4eSewadE4FsRqSiD9Pnd4ApbTdjQ/viewform?usp=sf\\_link](https://docs.google.com/forms/d/e/1FAIpQLSd-UUYvNPRs5qiLK35xqF4eSewadE4FsRqSiD9Pnd4ApbTdjQ/viewform?usp=sf_link)
2. QHS counselor, dean, and/or administrator will contact students and parents regarding status of enrollment. Based upon the online application and a credit/transcript review, the students and parents may be asked to participate in an enrollment/placement meeting.
3. Complete QHS Online Academy Orientation at the following link.

### **Is the QHS Online Academy 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 at QHS?
- Do you have a medical condition that makes in-person attendance an issue

## **PART VII- QHS COUNSELING CENTER**

### **SCHOOL COUNSELING SERVICES**

QHS provides a counseling program for students. The school's counselors and social worker are available to those students who require additional assistance.

The counseling program is available to assist students in identifying career options consistent with their abilities, interests, and personal values. Students are encouraged to seek the help of counselors to develop class schedules that meet the student's career objectives. All high school students 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 to provide students and parents/guardians with information.

Students are free to see their counselor before or after school, during study hall, or by appointment. Students may schedule an appointment on the QHS website under School Counseling Cent

## **CONFIDENTIALITY**

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

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

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

## **FREE APPLICATION FOR FEDERAL STUDENT AID (FAFSA) GRADUATION REQUIREMENT**

As a prerequisite to receiving a high school diploma, the parent or guardian of each student or, if a student is at least 18 years of age or legally emancipated, the student must comply with either of the following:

File a FAFSA with the United States Department of Education or, if applicable, an application for State financial aid. File a waiver indicating that the parent or guardian or, if applicable, the student understands what the FAFSA and application for State financial aid are and has chosen not to file an application. Upon request, the school will provide a student and his or her parent or guardian any support or assistance necessary to comply with this requirement.

A school district may award a high school diploma to a student who is unable to meet this requirement due to extenuating circumstances, as determined by the school district, if (i) the student has met all other graduation requirements, and (ii) the principal attests that the school district has made a good faith effort to assist the student or, if applicable, his or her parent or guardian in filing an application or a waiver.

## **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.

- **THRIVING MINDS**

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 counselor (SUD) 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.

## **SCHEDULE CHANGES**

Schedules will not be changed for the following reasons:

- Lunch period change.
- Teacher change.
- Requesting a particular class during a particular period.
- Study hall requested during a certain period of the day.

Acceptable reasons for making a schedule change during the allotted time frame include:

- Incomplete schedule or more than one study hall in one semester.
- Unresolved class conflicts.
- Failure of a class or prerequisite.
- Moving from one weight of a course to a higher or lower weight of a course, i.e. Literature and Composition to AP Language and Composition.
- Recommendation of the HELP's/Intervention Team.

Students are allowed to drop a class with no penalty up until Midterm of First and Third Quarters. The only exception to this would be if the drop were teacher or administrator initiated.

## **SOCIAL-EMOTIONAL SUPPORTS**

Social-Emotional Screeners are given to all 10th graders as part of registration. 11th graders will complete screeners in health class. 9th graders are to be screened by their primary care providers as part of their required school physicals. School counselors may also be accessed for social emotional support and a school social worker is also available full-time at Quincy Senior High School.

## **TRANSCRIPT REQUEST POLICY**

Quincy High School students will be charged \$3.00 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.

## **TRANSFER CREDITS POLICY**

Students transferring from Accredited Institutions (an Accredited Institution is one that is accredited by a third party or is in the judgment of the Superintendent of Schools reasonably comparable to an accredited School).

1. Transfer students must earn a minimum of three (3) credits at QHS in the school year preceding graduation (as determined by the Principal) to be eligible for a QHS diploma.
  - A. Such students:
    - Will be given the course grade from the accredited institution.
    - Will be merged into QHS class rank at the beginning of the semester following enrollment.
2. Students transferring from Non-Accredited Institutions
  - A. The transfer students must earn a minimum of three (3) credits at QHS in the school year preceding graduation (as determined by the principal) to be eligible for a QHS diploma.
  - B. Non-Accredited Institution transfers will be given Credit (CR) but no grade if the student demonstrates proficiency in each course for which credit is given (as determined by the department chair and Principal).
  - C. Before receiving an official class rank, a transfer student must have earned 50% of QHS required graduation credits at QHS.
  - D. To be eligible for class honors or high honors, 50% of the number of credits required for class honor or high honors must be earned at QHS.
  - E. Students may be given an informal hypothetical rank upon request. The hypothetical rank shall be computed by using only courses taken at QHS. This hypothetical class rank shall be given to the student in writing with an explanation that it is not an official class rank. The principal shall interpret and administer the foregoing

provisions and shall have authority to grant exceptions as he sees fit with the approval of the Superintendent of Schools. Students involved may appeal judgmental determinations from Principal to Superintendent to Board of Education. The decision of the Board of Education shall be final.

Dual enrollment courses (classes taught by QHS instructors but awarded credit from JWCC) will be added to the high school transcript. Courses taken independently at a local college or university will not be added to the high school transcript unless approved by QHS administration in advance of course enrollment.

## **PART IX – ATHLETICS AND EXTRA CURRICULARS**

### **ATHLETICS**

Interscholastic athletics at QHS are part of the total educational program and contribute to the development of desirable learning habits, knowledge, skill, and emotional patterns. Our athletic program is governed by the rules and regulations established by the Illinois High School Athletic Association. The basic rule to determine eligibility is the following: Students must have completed and passed five (5) semester courses of work the previous semester of school to be eligible for the following semester. They must maintain good standing by passing 5 credit-bearing courses at all times during the season in which they are participating.

#### **QHS ATHLETICS**

| <b>BOYS</b>     | <b>GIRLS</b>    |
|-----------------|-----------------|
| Baseball        | Basketball      |
| Basketball      | Cheerleading    |
| Cross Country   | Cross Country   |
| Football        | Golf            |
| Golf            | Pom Pon         |
| Rifle           | Rifle           |
| Scholastic Bowl | Scholastic Bowl |
| Soccer          | Soccer          |
| Tennis          | Softball        |
| Track and Field | Tennis          |
| Wrestling       | Track and Field |
| Trap Shooting   | Trap Shooting   |
|                 | Volleyball      |
|                 | Wrestling       |

### **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.

## **IHSA ELIGIBILITY RULES FOR 2024-2025 SCHOOL TERM**

When you become a member of an interscholastic team at your high school, you will find that both your school and the IHSA will have rules you must follow to be eligible for interscholastic participation. The IHSA's rules have been adopted by the high schools which are members of IHSA as part of the Association's constitution and by-laws. They must be followed as minimum standards for all interscholastic athletic competition in any member high school. Your high school may have additional requirements, but they may not be less stringent than these statewide minimums. The principal/official representative of your school is responsible to see that only eligible students represent the school in interscholastic competition. Any question concerning your eligibility should be referred to your principal/official representative, who has a complete copy of all IHSA eligibility rules, including the Association's due process procedure. Only the IHSA Executive Director is authorized to make formal rulings on eligibility, so if your principal/official representative has questions or wishes assistance in answering your questions, the principal/official representative should contact the IHSA Office.

Information contained here highlights some of the most important features of the IHSA by-laws regarding interscholastic eligibility. It is designed to make you aware of major requirements you must meet to be eligible to compete in interscholastic competition. The information here is only a general description of major by-law provisions and does not contain the statement of the by-laws in their entirety. You can review the by-laws at [www.ihsa.org](http://www.ihsa.org). You may lose eligibility for interscholastic competition if you are not in compliance with IHSA by-laws. Remember, if you have any questions regarding IHSA rules, please contact your principal/official representative.

## **ATTENDANCE**

1. You may represent only the school you attend. Participation on a cooperative team of which your school is a member is acceptable.
2. You must be enrolled and attending classes in your high school no later than the beginning of the 11th school day of the semester.
3. If you attend school for ten (10) or more days during any one semester, it will count as one of the eight (8) semesters of high school attendance during which you may possibly have eligibility.
4. If you have a lapse in school connection for ten (10) or more consecutive school days during a semester, you are subject to ineligibility for the rest of the semester. The specific terms of your extended absence must be reviewed by the Executive Director to determine if it is "lapse in school connection" or not.

## **SCHOLASTIC STANDING**

- A. You must pass twenty-five (25) credit hours of high school work per week. Generally, twenty-five (25) credit hours is the equivalent of five (5) .5 credit courses (2.5 full credits).
- B. You must have passed and received credit toward graduation for twenty-five (25) credit hours of high school work for the entire previous semester to be eligible at all during the ensuing semester.

## RESIDENCE

Your eligibility is dependent on the location of the residence where you live full time with your parents, parent who has been assigned custody by the court, or court appointed legal guardian.

You may be eligible if you are entering high school as a freshman and:

- A. You attend the public high school in the district in which you live full time with both of your parents, custodial parent or court appointed guardian; or
- B. In the case of a multiple school district, you attend the public high school in the attendance area where you live full time with your parents, custodial parent or court appointed guardian; or
- C. You have paid tuition to attend a public school for a minimum of 7th and 8th grades in a district other than the one where you live with your parents, custodial parent or court appointed guardian and you continue to pay tuition as a high school student in that same district; or
- D. You attend a private/parochial school located within the boundaries of the public school district where you live with your parents, custodial parent or court appointed guardian; or
- E. You attend a private/parochial high school and have attended a private/parochial school for 7th and 8th grades, or for any four (4) grades from kindergarten through eighth grades; or
- F. You attend the private/parochial high school which one or both of your parents attended; or
- G. You attend a private/parochial high school located within a thirty (30) mile radius of the residence where you live with your parents, custodial parent, or court appointed guardian.

## TRANSFER

In all transfer cases, both the principal of the school from which you transfer and the principal of the school into which you transfer must concur with the transfer in writing on a form provided by the IHSA Office. ***You cannot be eligible when you transfer until this form is fully executed and on file in the school office.***

- A. If you transfer after classes begin for the current school term, you will definitely be ineligible for thirty days from the date you start attending classes at the new high school. In addition, you will be ineligible for that entire school term in any sport in which you engaged in any team activity, including but not limited to tryouts, drills, physical practice sessions, team meetings, playing in a contest, etc. at the school from which you transferred. For example, if you were out for cross country at the school from which you transfer and transfer after **the IHSA sport season has begun**, you will be ineligible for cross country that entire school term at the new school.
- B. If you transfer attendance from one high school to another high school, you will be ineligible unless:
  1. Your transfer is in conjunction with a change in residence by both you and your parents, custodial parent or court appointed guardian from one public school district to a different public school district;
  2. Your transfer is between high schools within a public school district and both you and your parents, custodial parent or court appointed guardian change residence to the district attendance area for the school to which you transfer;
  3. Your parents are divorced or legally separated; you transfer to a new school in conjunction with a modification or other change in legal custody between your parents by action of a judge; and required court documents are on file at the school into which you transfer;
- C. If you transfer in conjunction with a change in legal guardianship, a ruling on your eligibility must be obtained from the IHSA Office.
- D. If you transfer attendance from one school to another while you are ineligible for any reason, the period of ineligibility imposed prior to your transfer or the period of ineligibility that would have been imposed had you stayed at the school, will be enforced at the school to which you transfer, even if you are



otherwise in compliance with the by-laws.

- E. Any questions about your eligibility in any of these instances must be resolved by a formal ruling from the IHSA Executive Director.
- F. In all other transfer situations, a ruling by the IHSA Executive Director is necessary to determine your eligibility. This ruling must be obtained in writing by the principal/official representative of the school into which you transfer before you participate in an inter-scholastic athletic contest.
- G. The IHSA Executive Director may grant limited eligibility if you transfer schools prior to the start of your sophomore year and are not otherwise in compliance with the transfer eligibility by-laws.

## **AGE**

You will become ineligible on the date you become twenty (20) years of age, unless your twentieth (20th) birthday occurs during a sport season. In that case, you will become ineligible regarding age at the beginning of the sport season during which your twentieth (20th) birthday occurs.

## **PHYSICAL EXAMINATION**

You must have placed on file with your principal/official representative a certificate of physical fitness, signed by a licensed physician, physician's assistant, or nurse practitioner to practice or participate. Your physical examination is good for 395 days from the date of the exam. The physician's report must be on file with your high school principal/official representative.

## **AMATEUR STATUS**

- A. If you win or place in actual competition, you may accept a medal or trophy for that accomplishment, without limit to its cost. Your school may provide IHSA state champions with championship rings/mementoes.
- B. For participating in competition in an interscholastic sport, or for athletic honors or recognition in a sport, you may receive any type of award (except cash, check, or legal tender) that does not exceed \$75 fair market value. There is no limitation on the value of your school letter.
- C. The amateur rule does not prohibit you from being paid to referee, receiving pay for teaching lessons or coaching in a little kid's league, etc. It only applies to your own competition in an athletic contest.
- D. If you violate the amateur rule, you become ineligible in the sport in which you violate. You must be reinstated by the Executive Director before you may compete again.

## **RECRUITING OF ATHLETES**

- A. The by-laws prohibit recruiting of high school students for athletics. If you are solicited to enroll in or transfer to a school to participate in athletics, you are being illegally recruited and your eligibility is in jeopardy.
- B. You will lose your eligibility if you enroll in or transfer to a school in response to recruiting efforts by any person or group of persons, connected with, or not connected with the school, related to athletic participation.
- C. You will lose your eligibility if you receive special benefits or privileges as a prospective student-athlete which are not uniformly made available to all students who attend your school.
- D. You may not receive an "athletic scholarship" or any other special benefit from your school because you participate in athletics.
- E. It is a violation for any student-athlete to receive or be offered remuneration or any special inducement which is not made available to all applicants who apply to or enroll in the school.
- F. It is also a violation to induce or attempt to induce or encourage any prospective student to attend any member school for the purpose of participating in athletics, even when special remuneration or inducement is not given. Please remember that you may not be offered or receive any benefit, service, privilege, or opportunity which is not also provided or made available to all prospective students at that school.

Note: If you are interested in finding out more information about a school, contact the principal/official representative or an administrator at the school, not a member of the coaching staff.

## **SCHOOL TEAM SPORTS SEASON**

- A. Each sport conducted by IHSA member schools has a starting and ending date. Your school may not organize a team, begin practice or participate in contests in a given sport until the authorized starting date. Your school may not continue to practice or participate in contests after the authorized ending date. This means that:
  - 1. During the school year, you may not participate on a non-school team coached by any member of your school's coaching staff unless it meets specific criteria established by the by-laws.
  - 2. No school coach may require you to participate in an out-of-season sport program as a requirement for being a member of a school team.
- B. Violation of the sport season by-laws will result in penalty to you and/or to your school's coachin

## **PLAYING NON-SCHOOL COMPETITION**

- A. During the time you are participating on a school team in a sport at your high school, you may neither play on a non-school team nor compete in non-school competition as an individual in that same sport or in any skill of that sport.
- B. If you participate in non-school competition during a sport season and subsequently wish to join the school team in the same sport, you will not be eligible.
- C. If you wish to participate in a competition sanctioned by the National Governing Body of a sport, a junior affiliate of the National Governing Body of a sport or an official Illinois affiliate for the sport, your principal/official representative must request approval through the Schools Center prior to any such participation.
- D. You may try out for a non-school team while you are on your school's team in that same sport, but you may not practice, receive instruction, participate in workouts, or participate in competition with a non-school team in that same sport until you cease being a member of your school's team. You cease being a member of your school's team when the team(s) of which you are a member terminates for the school term.
- E. You will become ineligible if you participate on, practice with, or compete against any junior college, college, or university team during your high school career.

## **ALL STAR PARTICIPATION**

- A. After you have completed your high school eligibility in the sport of football, basketball, soccer, or volleyball, you may participate in three (3) all-star contests in any of these sports and still play for other school teams, provided the high school season in that sport has been completed. You may lose your eligibility for other interscholastic sports if you play in all-star competition in any of these sports under any other conditions.
- B. You are not restricted from participating in all-star competition in sports other than football, basketball, soccer, or volleyball, except that you may not do so during the school season for the sport.

## **MISBEHAVING DURING CONTESTS**

- A. If you violate the ethics of competition or the principles of good sportsmanship, you may be barred from interscholastic athletic contests, either as a participant or spectator or both.
- B. If you are ejected from a contest for unsportsmanlike conduct, you will be ineligible for your team's next contest. You are also subject to other penalties.

## **STUDENT ATHLETE DRESS**

The district allows a student to modify his or her athletic or team uniform for the purpose of modesty in clothing or attire that is in accordance with the requirements of his or her religion or his or her cultural values or modesty preferences. A student is not required to receive prior approval of the school board for such modification.

\*The complete set of IHSA By-laws and Policies is available at [www.ihsa.org](http://www.ihsa.org).

## **COLLEGE ATHLETIC ELIGIBILITY**

High school student athletes who want to play a sport in college need to meet certain academic requirements. These are listed below. Student athletes should talk to their school counselor to make sure they are eligible to participate in college athletics.

### **Division I requirements**

High school student athletes who want to play a sport in college need to meet certain academic requirements. These are listed below. Student athletes should talk to their school counselor to make sure they are eligible to participate in college athletics.

### **Division I requirements**

- Graduate high school
- Earn a core course GPA of 2.3 or higher
- Complete 16 core courses
  - 4 years of English
  - 3 years of math (Algebra 1 or higher)
  - 2 years of natural/physical science
  - 1 year must be lab science if your school offers it
  - 1 additional year of English, math or natural/physical science
  - 2 years of social science
  - 4 additional years of English, math, natural/physical science, social science, foreign language, comparative religion or philosophy
- You must complete 10 of the core courses by the end of your junior year (before the start of your seventh semester). Seven of the 10 core courses need to be in English, math or natural/physical science. The grades in these seven courses will be “locked in,” meaning you will not be allowed to retake them to improve your grades.

### **Division II requirements**

- Graduate high school
- Earn a core course GPA of 2.2 or higher
- Complete 16 core courses
  - 3 years of English
  - 2 years of math (Algebra 1 or higher)
  - 2 years of natural/physical science
  - 1 year must be lab science if your school offers it
  - 3 additional years of English, math or natural/physical science
  - 2 years of social science
  - 4 additional years of English, math, natural/physical science, social science, foreign language, comparative religion or philosophy
- religion or philosophy

## **PART X - TECHNOLOGY**

### **ACCEPTABLE USE PROCEDURE (AUP):**

#### *AUTHORIZATION FOR ELECTRONIC NETWORK ACCESS AND COMPUTER USAGE*

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

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

#### Terms and Conditions

1. *Acceptable Use - Access to the District's network and Internet must be for the purpose of education or research and be consistent with the educational objectives of the District.*
2. *Privileges - The use of the District's network and Internet is a privilege, not a right, and inappropriate use will result in the loss of privileges, disciplinary action, and/or appropriate legal action. The Superintendent (or his/her designee) will make all decisions regarding whether or not a user has violated these rules and will make the appropriate recommendations. **Students and staff should have no expectations of privacy regarding use of the network. Intrinsic to network administration, system administrators have access to all information associated with electronic communication.***
3. *Unacceptable Use – Users are responsible for their actions and activities involving the network. Some examples of unacceptable uses include but are not limited to the following:*
  - A. *Using the network for any illegal activity, including violation of copyright or other contracts, or transmitting any material in violation of any U.S. or State regulation;*
  - B. *Unauthorized uploading or downloading of software, regardless of whether it is copyrighted or devirused;*
  - C. *Downloading copyrighted material for other than personal use;*
  - D. *Using the computer system for private financial or commercial gain (this includes buying or selling on the Web);*
  - E. *Wastefully using resources, such as file space, personal multimedia, chain letters, flaming, etc.*
  - F. *Gaining unauthorized access to resources or entities;*
  - G. *Trespassing in others' folders, work, files or changing computer files not belonging to the user;*
  - H. *Invading the privacy of individuals;*
  - I. ***Using another user's account or password or sharing passwords with others;***
  - J. *Posting material authored or created by another without his/her consent;*
  - K. *Posting anonymous messages;*
  - L. *Using the network for commercial or private advertising;*
  - M. ***Accessing, submitting, posting, publishing, or displaying any defamatory, inaccurate, abusive, obscene, profane, sexually oriented, threatening (including weapons & bombs), racially offensive, harassing, or illegal messages, pictures, or other material;***
  - N. *Using the network or Internet while access privileges are suspended or revoked;*
  - O. *Using chat rooms and/or social networking sites without permission.*
4. *Network Etiquette - Users are expected to abide by the generally accepted rules of network etiquette. These include, but are not limited to, the following:*
  - a. *Being polite. Not becoming abusive in messages to others.*
  - b. *Using appropriate language. Not swearing or using vulgarities or any other inappropriate language.*
  - c. ***Not revealing ANY personal addresses or telephone numbers.***

- d. *Recognizing that electronic mail (E-mail) is not private. Administrators of the system have access to all mail, files, and activity logs. Messages relating to or in support of illegal activities must be reported to the authorities.*
  - e. *Not using the network in any way that would disrupt its use by other users.*
  - f. *Considering all communications and information of others accessible via the network to be private property.*
5. *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.*
6. *Bring Your Own Device - It is our goal that students and teachers will collaborate in rich, engaging learning experiences using technology. Students may bring their own technology and utilize personal electronic communication devices at school and at school activities. Students may use these devices in the classroom when the teacher deems them appropriate for educational purposes. All devices must remain silent or be put away unless being used within a lesson during class time. Devices should be clearly labeled with the student's full name. Students are responsible for personal property brought to school and should keep personal items with self or in a locked space. Devices should be charged prior to bringing them to school. In the event the technology is used inappropriately, disciplinary consequences may occur. The purpose of the District's BYOD program is to extend and enrich the learning environment. The following guidelines apply to students who participate in the program:*
- a. *Access only the District's Internet gateway. The District filters access to materials that may be defamatory, inaccurate, offensive, or otherwise inappropriate at school pursuant to policy 6:235, Access to Electronic Networks. Make no attempts to bypass the District's Internet gateway.*
  - b. *Similar to when a filter is disabled or malfunctions, it is impossible to control all Internet material, and a BYOD participant may discover inappropriate material. It may also be discovered if and/or when sharing a BYOD device with another student. Report inappropriate content and conduct to your classroom teacher.*
  - c. *Follow the standards of your parents/guardians. The District respects each family's right to decide whether or not to participate. District-provided technology may be an alternative.*
  - d. *Access only authorized data or files on the computer or Internet sites that are relevant to the classroom curriculum and suggested by a teacher. Students are strictly prohibited from infecting the District's network(s) with a virus or malware program designed to damage, alter, or destroy the network, and hacking, altering, or bypassing security policies. Using anti-virus and anti-malware software on BYOD devices is encouraged. The District may examine any BYOD device that it suspects is causing network problems or may be the source of an attack or virus infection.*
  - e. *Use of a BYOD device is subject to policy 7:190, Student Discipline. That means BYOD devices are for curriculum-based instruction only. Students must follow any additional guidelines a classroom teacher or the school might impose. The use of BYOD devices may in no way disturb the learning environment. Students are not allowed to use BYOD devices during test administration. When permitted by school rules, students may use BYOD devices before and after school, during lunch break, during after-school activities, and at school-related functions. BYOD devices may be used while riding to and from school on a school bus or on a school-*

sponsored activity, at the discretion of the bus driver, classroom teacher, or sponsor/advisor/coach.

- f. *Transmit only appropriate content while using the District's electronic network. Students may not use BYOD devices to record, transmit, or post photos or audio/video recordings of any person on school property or school-sponsored events without express permission of a teacher or administrator. Any reasonable suspicion of an activity that violates law or Board policies will be treated according to policy 7:140, Search and Seizure. Bullying or sexual material will not be tolerated and will be managed pursuant to policy 7:180, Preventing Bullying, Intimidation, and Harassment. Retrieval of devices that become involved in a law enforcement investigation is the student and parent/guardian's responsibility.*
  - g. *Turn off and keep BYOD devices in the sight of the teacher during assessments, unless otherwise directed by a teacher. Immediately follow any teacher's instruction to shut down BYOD devices or close the screen. All BYOD devices must be in silent mode and put away when directed by teachers.*
  - h. *Charge all BYOD devices prior to school every day.*
  - i. *Sharing BYOD devices with other students is not a requirement for participation in the BYOD program. From time to time, an assignment may have a collaborative component in which students work together in partners or small groups. In this learning situation, students maintain individual control over their device.*
7. *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.*
  8. *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.*
  9. *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.*
  10. *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.*
  11. *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.*
  12. ***These rules may be amended from time to time by posting amendments in the main office of the school. Amendments become binding upon posting. No further signature is required.***

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

**Agreement to *Authorization for Electronic Network Access and Computer Usage*:**

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

DATE: \_\_\_\_\_, 20\_\_\_\_

\_\_\_\_\_  
USER NUMBER (Student id / Employee number)

\_\_\_\_\_  
USERNAME (please print)

\_\_\_\_\_  
SCHOOL / BUILDING

\_\_\_\_\_  
USER SIGNATURE

**PARENTAL CONSENT FOR STUDENTS**

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

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

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

DATE: \_\_\_\_\_, 20\_\_\_\_

\_\_\_\_\_  
PARENT/GUARDIAN NAME (please print)

\_\_\_\_\_  
PARENT/GUARDIAN SIGNATURE

## **BRING YOUR OWN DEVICE (BYOD)**

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

- ✓ Access only the District's Internet gateway. The District filters access to materials that may be defamatory, inaccurate, offensive, or otherwise inappropriate at school pursuant to Policy 6:235, *Access to Electronic Networks*. Make no attempts to bypass the District's Internet gateway. Similar to when a filter is disabled or malfunctions, it is impossible to control all Internet material, and a BYOD participant may discover inappropriate material. It may also be discovered if and/or when sharing a BYOD device with another student. Report inappropriate content and conduct to your classroom teacher.
- ✓ Follow the standards of your parents/guardians. The District respects each family's right to decide whether or not to participate. District-provided technology may be an alternative.
- ✓ Access only authorized data or files on the computer or Internet sites that are relevant to the classroom curriculum and suggested by a teacher. Students are strictly prohibited from infecting the District's network(s) with a virus or malware program designed to damage, alter, or destroy the network, and hacking, altering, or bypassing security policies. Using anti-virus and anti-malware software on BYOD devices is encouraged. The District may examine any BYOD device that it suspects is causing network problems or may be the source of an attack or virus infection.
- ✓ Use of a BYOD device is subject to Policy 7:190, *Student Discipline*. That means BYOD devices are for curriculum-based instruction only. Students must follow any additional guidelines a classroom teacher or the school might impose. The use of BYOD devices may in no way disturb the learning environment. Students are not allowed to use BYOD devices during test administration. When permitted by school rules, students may use BYOD devices before and after school, during lunch break, during after-school activities, and at school-related functions. BYOD devices may be used while riding to and from school on a school bus or on a school-sponsored activity, at the discretion of the bus driver, classroom teacher, or sponsor/advisor/coach.
- ✓ Transmit only appropriate content while using the District's electronic network. Students may not use BYOD devices to record, transmit, or post photos or audio/video recordings of any person on school property or school-sponsored events without express permission of a teacher or administrator. Any reasonable suspicion of an activity that violates law or Board policies will be treated according to Policy 7:140, *Search and Seizure*. Bullying or sexual material will not be tolerated and will be managed pursuant to Policy 7:180, *Preventing Bullying, Intimidation, and Harassment*. Retrieval of devices that become involved in a law enforcement investigation is the student and parent/guardian's responsibility.
- ✓ Charge all BYOD devices prior to school every day.
- ✓ Turn off and keep BYOD devices in the sight of the teacher during assessments, unless otherwise directed by a teacher. Immediately follow any teacher's instruction to shut down BYOD devices or close the screen. All BYOD devices must be in the silent mode and put away when directed by teachers.
- ✓ Sharing BYOD devices with other students is not a requirement for participation in the BYOD Program. From time to time, an assignment may be a collaborative component in which students work together in partners or small groups. In this learning situation, students maintain individual control over their device.

## **CHILDREN'S ONLINE PRIVACY PROTECTION ACT (COPPA)**

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



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

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

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

For more information on the Children's Online Privacy Protection Act, please see the following links:

[www.ftc.gov/opa/2012/12/kidsapp.shtm](http://www.ftc.gov/opa/2012/12/kidsapp.shtm)

[www.ftc.gov/opa/reporter/privacy/coppa.shtml](http://www.ftc.gov/opa/reporter/privacy/coppa.shtml)

## **INTERNET SAFETY**

Keeping Yourself and Your Kids Safe on Social Networks

### **FOR STUDENTS:**

- ✓ Put everything behind password protected walls, where only friends can see.
- ✓ Protect your password and make sure you really know who someone is before you allow them onto your friend's list.
- ✓ Blur or morph your photos a bit so they will not be abused by cyberbullies or predators.
- ✓ Do not post anything your parents, principal or a predator could not see.
- ✓ What you post online stays online - forever!!!! So ThinkB4Uclick!
- ✓ Do not do or say anything online you would not say offline.
- ✓ Protect your privacy and your friends' privacy too...get their okay before posting something about them or their pics online.
- ✓ Check what your friends are posting/saying about you. Even if you are careful, they may not be and may be putting you at risk.
- ✓ And, unless you are prepared to attach your blog to your college/job/internship/scholarship or sports team application...do not post it publicly!
- ✓ Stop, Block and Tell! (do not respond to any cyberbullying message, block the person sending it to you and tell a trusted adult).
- ✓ R-E-S-P-E-C-T! (use good netiquette and respect the feelings and bandwidth of others).
- ✓ Keep personal information private (the more information someone has about you, the more easily they can bully you). Google yourself! (conduct frequent searches for your own personal information online and set alerts to spot cyberbullying early).
- ✓ Take 5! (walk away from the computer for 5 minutes when something upsets you, so you do not do something you will later regret).

## FOR PARENTS:

- ✓ Talk to your kids- ask questions (and then confirm to make sure they are telling the truth).
- ✓ Ask to see their social media profile page.... Tomorrow. (It gives them a chance to remove everything that is not appropriate or safe and it becomes a way to teach them what not to post instead of it being a gotcha moment).
- ✓ Do not panic...there are ways of keeping your kids safe online. It is easier than you think!
- ✓ Be involved and work with others in your community.
- ✓ Remember what you did that your parents would have been disappointed in you about when you were fifteen.
- ✓ This too shall pass! Most kids really do use social media to just simply communicate with their friends. Take a deep breath, gather your thoughts, and get help when you need it.
- ✓ It is not an invasion of their privacy if strangers can see it. There is a difference between reading their paper diary that is tucked away in a sock drawer and reading their blog. One is between them and the paper it is written on; the other is between them and potentially 700 million people online!
- ✓ Do not believe everything you read online- especially if your teen posts about it on their blog or social media page.

For more information, visit [www.WiredSafety.org](http://www.WiredSafety.org); [www.stopcyberbullying.org](http://www.stopcyberbullying.org).

### **Additional Resources for Parents and Students**

Federal Trade Commission - Kids and Socializing Online

[www.onguardonline.gov/articles/0012-kids-and-socializing-online](http://www.onguardonline.gov/articles/0012-kids-and-socializing-online)

Connect Safely – Parent Guides <https://www.connectsafely.org/parentguides/>

National Cyber Security Alliance- How to Stay Safe Online- <https://staysafeonline.org/stay-safe-online/>

Illinois Attorney General- Stay Connected/Stay Informed- <https://illinoisattorneygeneral.gov/cyberbullying/>

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

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

<https://www.commonsemmedia.org/>

### **LAPTOPS/TABLETS**

It is recommended that all QHS students bring a laptop or tablet to school daily. If this is not possible, QHS will loan laptops to students for the school year. Students are responsible for maintaining the school-issued laptops. Students may be charged for damage to laptops that goes beyond normal wear. Parents must complete the online registration process in order for a student to borrow a laptop for the school year.

## **STUDENT DATA PRIVACY**

### **ANNUAL NOTICE TO PARENTS ABOUT EDUCATIONAL TECHNOLOGY**

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

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

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

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

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

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

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

## PART XI – HEALTH AND SAFETY

### **QUINCY PUBLIC SCHOOLS SCHOOL EMERGENCY GUIDE FOR PARENTS**

The purpose of this guidance below is 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:

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

1 Individuals listed on the Emergency Contact Card 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 made arrangements for off-site evacuations. Evacuation during a fire may only require everyone to assemble in a field away from the building, while other emergencies may require relocating to another building. The other building may be a nearby shelter within walking distance or it may be another school building that requires busing to reach it. The type of crisis and the conditions outside the school will determine the response chosen.

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

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

**Lockout.** If a potentially dangerous situation is in the area of a school, the school may decide to lockout. A lockout may be caused by police action in the area, a vicious dog near the playground, or some other threatening circumstance that might endanger someone outside the building. Actually, our schools operate in

a near-lockout mode daily, as all incoming traffic is directed through the security entrance. In an actual lockout, any students who are outside would be brought back into the building, and no one would be allowed to leave until the lockout is lifted. Otherwise, it is "business as usual."

## *Student Reunification* procedures following a school emergency:

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

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

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

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

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

### **What you should NOT do:**

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

## *Ensuring School Safety* is everyone's responsibility!

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

Throughout the school year, your child will be trained in emergency procedures and will be taught how to react, where to assemble, and what to expect in an emergency situation. This will be accomplished through fire drills, severe weather drills, and lockdown drills.- While it can be unsettling to think about situations that require an

emergency response, frequent review and practice will help to reduce risk and help both staff and students prepare for an actual event.

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

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

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



**QUINCY PUBLIC SCHOOLS**  
**SCHOOL EMERGENCY CARD FOR PARENTS**

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

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

**QUINCY PUBLIC SCHOOLS**  
**SCHOOL EMERGENCY CARD FOR PARENTS**

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

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

## **ACCIDENTS AND ILLNESS**

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

## **SICK DAY GUIDELINES**

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

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

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

Has a **fever** of 100 degrees or higher

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

## 24 hour and Next Day Rule:

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

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

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

### Illness Prevention

1. Hand washing prevents the spread of disease and illness. Wash hands frequently using soap and water, especially before eating, after using the bathroom and after handling pets.
2. Keep your child's immunizations up to date.
3. Make sure he/she has routine well-child exams.
4. Flu vaccinations are recommended for everyone from children aged 6 months through adult.

### Teach your child to do the following when ill:

1. Cough and sneeze into their elbow.
2. Wash hands often with soap and water, especially after coughing or sneezing.
3. Avoid touching their eyes, nose, and mouth as that can spread germs.
4. Stay home until recovered to prevent exposure to others.

### How can I help my child feel better?

1. Encourage plenty of rest.
2. Encourage increased fluids like water, soup, juice, and ice.
3. Limit TV watching

Returning to school too soon may delay recovery from illness and may potentially expose others.

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

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

## MEDICAL HISTORY

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

## MEDICAL MARIJUANA: Public Act 98-0122

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

## ADMINISTRATION OF MEDICATION IN SCHOOLS

*The nurse is on duty from 7:15 a.m. until 2:45 p.m. The office is located in Room B161.*

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



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

A licensed prescriber is defined as:

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

Medications stored and/or administered at school must be FDA approved pharmaceuticals prescribed within their therapeutic range and in compliance with accepted standards of safe treatment regimens.

Medications must be stored in a separate locked drawer or cabinet. When the medication being stored is a controlled substance, the locked cabinet must be securely affixed to the wall. Medications requiring refrigeration must be kept in a refrigerator separate from food products.

## **STUDENT MEDICATION:**

Taking medication during school hours or during school-related activities is prohibited unless it is necessary for a student's health and well-being. When a student's licensed health care provider and parent/guardian believe that it is necessary for the student to take a medication during school hours or school-related activities, the parent/guardian must request that the school dispense the medication to the child by completing a "School Medication Authorization Form." No school or district employee is allowed to administer to any student, or supervise a student's self-administration of, any prescription or non-prescription medication until a completed and signed School Medication Authorization Form is submitted by the student's parent/guardian. No student is allowed to possess or consume any prescription or non-prescription medication on school grounds or at a school-related function other than as provided for in this procedure.

### Self-Administration of Medication

A student may possess and self-administer an epinephrine injector (e.g., EpiPen®) and/or an asthma inhaler or medication prescribed for use at the student's discretion, provided the student's parent/guardian has completed and signed a School Medication Authorization Form.

Students who are diabetic may possess and self-administer diabetic testing supplies and insulin if authorized by the student's diabetes care plan, which must be on file with the school.

Students with epilepsy may possess and self-administer supplies, equipment, and medication, if authorized by the student's seizure action plan, which must be on file with the school.

Students may self-administer (but not possess on their person) other medications required under a qualified plan, provided the student's parent/guardian has completed and signed a School Medication Authorization Form.

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

### Emergency Aid to Students

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



## **GUIDELINES FOR THE ADMINISTRATION OF MEDICATION AT SCHOOL**

- Prior to prescription or non-prescription medication being administered to any student the “Authorization and Permission for Administration of Medication” form must be completed and signed by the licensed prescriber and the parent/guardian.
- Medication authorizations are effective for the current school year only.
- It is the parent/guardian’s responsibility to ensure that the licensed prescriber’s order, written request, and medication are brought to the school.
- The first dose of any new medication should be given at home whenever possible. The nurse may refuse to administer the first dose of a medication if in her clinical judgment it may compromise the safety of the child while attending school. In this instance, the parent would be notified.
- The school nurse shall review the written order and determine whether to accept the written order or seek further clarification of the order if necessary.
- Medication must be delivered to school by a parent/guardian or responsible adult. Medication may also be delivered to school by a pharmacy.
- Medication must be brought to the school in a container, labeled appropriately by the pharmacist or licensed prescriber.

- **PRESCRIPTION MEDICATION** shall display:

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

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

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

## **PRE-K THRU 12<sup>TH</sup> GRADE HEALTH REQUIREMENTS**

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 EXAMINATION**

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

- 1) *Prior to entering Illinois Schools for the first time*
- 2) *Prior to the first entrance in Early Childhood **AND** yearly while enrolled in Early Childhood,*
- 3) *Prior to Kindergarten*
- 4) *Prior to 6<sup>th</sup> grade*
- 5) *Prior to 9<sup>th</sup> 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 15<sup>TH</sup> OF THE SCHOOL YEAR.** Students who are transferring in after October 15th will have 30 days to turn in health requirements. (*77 Ill. Adm. Code 665*)

- **DENTAL EXAMINATIONS**

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

## **ALLERGY AWARENESS**

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

1. If your child is in a classroom with a child who has allergies, you might be asked to not bring certain items in for snacks.
2. Only non-food items or allergy free store-bought food will be used for classroom manipulatives, birthday recognitions, rewards, and party treats.
3. Parents should fill out proper paperwork for their child with allergies and return to the School Nurse.
4. Teachers should communicate with parents of students with food allergies or dietary restrictions, prior to parties and events with food to discuss safety concerns and review safe food choices before finalizing plans and sending out notifications.

5. If food is consumed in the classroom, the teacher will develop a plan to minimize the risk of allergen exposure and for cleaning surfaces after consuming food.
6. Proper hand washing by students and staff should be encouraged and reinforced before and after meals. Hand sanitizer kills germs but does not eliminate allergens.
7. If an animal (class pet) is present in the classroom, special attention must be paid to the ingredients in their food since many animal feeds contain allergens.

## **HEAD LICE**

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

- ✓ Screening of family members and close contacts
- ✓ 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 to be checked)
- ✓ Notification of parent (of affected child) at the end of the day by phone or note indicating that prompt, proper treatment is in the best interest of the child and his/her classmates.

Outdated practices that are 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 APP (see below)

## HOME TREATMENT

- a. Shampoos
  - Permethrin 1% (Recommended by AAP). Apply per package directions (may need to be reapplied 7-10 days later)
- b. Remove all nits from hair with a nit comb or by picking them out one at a time.
- c. Wash all clothes and bed linen with hot water, then dry on a hot cycle for 20 minutes.
- d. Dry clean items that cannot be washed
- e. Everyday cleaning methods are sufficient, there is no need for special treatment (Pesticide 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 hats, other headwear, or clothing, especially coats or sweaters.
- c) Parents should be encouraged to examine their children's hair periodically for nits.
- d) Classroom hooks should be individually assigned and spaced so clothing does not touch. If this is feasible, outerwear can be placed in plastic or paper bags and hung on hooks. Gym lockers or numbered hooks should be assigned to individual students.

## IMMUNIZATION REQUIREMENTS

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

|                           | ENTERING EARLY CHILDHOOD                     | ENTERING KINDERGARTEN – 12 <sup>th</sup> GRADE                                                                                                                                                                                                                                                                                |
|---------------------------|----------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>POLIO:</b>             | 3 or more doses                              | <b>Grades K-6:</b> 4 or more doses with the last dose received on/after the 4 <sup>th</sup> birthday and at least 6 months after the latest previous dose.<br><br><b>Grades 7-12:</b> 3 or more doses with the last dose received on/after the 4 <sup>th</sup> birthday and at least 6 months after the latest previous dose. |
| <b>DTP/DTap:</b>          | 4 or more doses                              | 4 or more doses with the last dose received on/after the 4 <sup>th</sup> birthday (K & 1)<br><br>3 or more doses with the last dose received on/after the 4 <sup>th</sup> birthday (2-12)                                                                                                                                     |
| <b>Tdap:</b>              |                                              | 1 dose— all 6 <sup>th</sup> -12 <sup>th</sup> grades                                                                                                                                                                                                                                                                          |
| <b>MEASLES (Rubeola):</b> | 1 dose on/after the 1 <sup>st</sup> birthday | 2 doses—1 <sup>st</sup> dose must be on/after 1 <sup>st</sup> birthday                                                                                                                                                                                                                                                        |
| <b>RUBELLA:</b>           | 1 dose on/after the 1 <sup>st</sup> birthday | 2 doses—1 <sup>st</sup> dose must be on/after 1 <sup>st</sup> birthday                                                                                                                                                                                                                                                        |
| <b>MUMPS:</b>             | 1 dose on/after the 1 <sup>st</sup> birthday | 2 doses—1 <sup>st</sup> dose must be on/after 1 <sup>st</sup> birthday                                                                                                                                                                                                                                                        |

|                                |                                                      |                                                                                                                                                                                                                                                              |
|--------------------------------|------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>HEPATITIS B:</b>            | 3 doses (3 <sup>rd</sup> dose/after 6 months of age) | 3 doses—at recommended intervals                                                                                                                                                                                                                             |
| <b>HIB:</b>                    | Primary series or 1 full dose after 15 months of age | Not required for K-12th                                                                                                                                                                                                                                      |
| <b>VARICELLA (Chickenpox):</b> | 1 dose on/after 1 <sup>st</sup> birthday             | 2 doses—1st dose must be on/after 1st birthday                                                                                                                                                                                                               |
| <b>MENINGOCOCCAL (MCV4):</b>   | Not required for Pre-K                               | 1 dose given on/after 11th birthday (6 <sup>th</sup> -11th grade)<br><br>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) |
| <b>PNEUMOCOCCAL:</b>           | Primary series or 1 dose after 24 years of age       | Not required for K-12                                                                                                                                                                                                                                        |

### **PHYSICAL EDUCATION MEDICAL EXCUSES**

If a student needs to be excused for one day from P.E. class due to illness or injury, he/she should bring with him/her a written note from his/her parent/guardian authorizing this action. This note should be taken directly to the physical education instructor.

- To be excused from P.E. class 2 to 5 days a student must bring a written statement from his/her parent and/or doctor's verification to the physical education instructor.
- To be excused from P.E. class for more than 5 days a student is required to have a written medical excuse from the attending physician, which must be filed with physical education instructor and the Nurse's Office.

### **PREVENTION OF ANAPHYLAXIS**

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

### **SCREENING FOR LEAD POISONING**

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

### **VISION EXAMINATIONS**

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

## **VISION AND HEARING SCREENINGS**

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

Scheduled intervals for Vision screenings are as follows: Preschool, kindergarten, 2<sup>nd</sup> grade, and 8<sup>th</sup> grade, Special Education students (includes students in speech), and transfer students. "Vision Screening is not a substitute for a complete eye and vision evaluation by an eye doctor. Your child is not required to undergo this vision screening if an optometrist or ophthalmologist has completed and signed a report form indicating that an examination has been administered within the previous 12 months." Public Act 093-0504. Scheduled intervals for Hearing screenings are as follows: Preschool, kindergarten, 1<sup>st</sup>, 2<sup>nd</sup>, and 3<sup>rd</sup> grades, Special Education students (includes students in speech), transfer students, and students having known or suspected hearing loss.

Parents and teachers may request screenings of students related to specific concerns. Vision and hearing screenings are NOT diagnostic tests but are done to identify children who may have a vision or hearing issue. If your child is referred to a physician following a screening, forms for completion by the physician will be sent home. (77 IL Adm. Code 675.110 and 685.1