

Summit Academy Code of Conduct



2024-2025

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Summit Academy

2024 - 2025 School Calendar

August '24						
Su	M	Tu	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

11 days(students)/14 days(staff)

September '24						
Su	M	Tu	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

20 days(students)/20 days(staff)

October '24						
Su	M	Tu	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

21 days(students)/22 days(staff)

November '24						
Su	M	Tu	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

16 days(students)/16 days(staff)

December '24						
Su	M	Tu	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

15 days(students)/15 days(staff)

January '25						
Su	M	Tu	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

18 days(students)/19 days(staff)

February '25						
Su	M	Tu	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	

18 days(students)/19 days(staff)

March '25						
Su	M	Tu	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

13 days(students)/16 days(staff)

April '25						
Su	M	Tu	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

19 days(students)/20 days(staff)

May '25						
Su	M	Tu	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31
		1	2	3	4	5

19 days(students)/19 days(staff)

June '25						
Su	M	Tu	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

July '25						
Su	M	Tu	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

- School Closed/ Holidays
- In-Service - No Student Attendance
- First and Last Day
- School Improvement - No Student Attendance
- 1st Semester Ends
- Teacher Institute - No Student Attendance

Greetings, Summit Academy Learners and Families!



We are ready to take on a new and exciting path for our learners at Summit Academy. We know that navigating an alternative learning environment is new and can be overwhelming. Our mission is to combine students from 13 different school districts into one cohesive school community. We take immense pride in embracing this opportunity to reimagine and redesign our educational foundation to inspire our students to learn in ways that will support them beyond Summit Academy.

Summit Academy is an alternative learning placement for students who need support beyond what a traditional school may offer. The staff at Summit Academy understand there are many reasons why our students require an alternative education opportunity. Our trauma-informed approach focuses specifically on students' social and emotional needs. The students at Summit Academy have access to a school counselor, school social workers, and a full-time substance abuse counselor who provide whole class, small group, and individualized counseling services as well as career guidance and support. Students routinely participate in community-building circles with whole school community circle check-ins, classroom check-ins, and staff and student reflection time. Teachers take the opportunity to intentionally build relationships and community among students in their classrooms and instructional areas on a regular basis.

is our priority to provide the necessary support for our students to make a successful transition back to their home school or beyond graduation. Our school foundation functions under a leveled approach that provides students with daily/weekly goals based upon student attendance, mindset, and academic progress. The level system is designed for all of our students to experience the early ongoing success that builds the confidence and the skills necessary for their next steps in life.

To ensure that we successfully provide such a learning environment at Summit Academy, we have developed a Code of Conduct that provides the framework for our learners to thrive. Please take the time to review our policies concerning our learning environment so we can partner together in this endeavor.

Along with the fantastic team at Summit Academy, we welcome your questions, comments, and concerns. We strive to serve every student to the best of our professional ability. We are ready to assist you as you and your student navigate our school system and get the most of what we can offer.

Thank you for your partnership, as it is my honor to serve you as the Executive Director of Summit Academy.

In Partnership,

Meghan Hawkinson



Chris Collins



SUMMIT PHILOSOPHIES

VISION STATEMENT

Summit Academy envisions its school as a place where every learner will develop deep understanding of the knowledge and skills necessary to pursue higher education, obtain family-supporting employment, contribute to the civic well-being of the community, and have the opportunity for a rewarding and fulfilling life.

MISSION OF SUMMIT ACADEMY

The mission of Summit Academy is to achieve in a way that is unencumbered by excuses, our vision for education by ensuring that all learners benefit from teaching and learning. The school will do this through:

Inquiry-based instruction that involves active learning, and is project oriented, collaborative, learner centered and facilitated by meaningful professional development.

- Successful instructional settings where teachers continually coach each learner to develop deep understanding and educational proficiency, while meeting all adequate yearly progress goals.
- Cooperative planning among principals and teachers to ensure attainment of school goals.
- Substantial autonomy to each learning community.
- Accountability for executing and achieving the school's vision, goals and objectives articulated in the Accountability Plan.

EQUITY STATEMENT

Summit Academy acknowledges the history of racism, sexism and injustices that existed within the educational system. These discriminatory practices caused harm to students of color, students with disabilities, students in poverty, immigrant students and other marginalized groups for decades. Our aim is to ensure that each child is successful regardless of their external or internal, social, or cultural contexts. Summit Academy has set a goal to establish and maintain a safe school environment that challenges predictable exclusionary discipline practices. To achieve this goal, we are implementing the following strategies to ensure equity and fairness:

1. Mandating ethics training for all new employees as part of our onboarding system
2. Providing employees with culturally relevant educational tools to reduce implicit bias
3. Creating trauma-informed and social emotional learning practices in our classrooms to create a culture of communication and care
4. Enforce restorative discipline and behavior-change interventions
5. Promote reflective dialogues and opportunities for meaningful interactions to embrace individuals amongst staff and students

Additionally, we guarantee due process is provided to every student. The student will have an opportunity to hear the allegation of violations against him/her and to tell their side prior to a final decision being made. Each parent will then be notified both via phone call and in writing. The parent will be given an opportunity to request a conference with the school administrators. Summit Academy will continue to review our Code of Conduct on an ongoing basis to identify any associated barriers, or persistent disparities that interrupt the restoration process in the student life cycle. We are committed to providing an alternative community focused on building relationships that are inclusive, supportive, and diverse in the regions we serve.

GENERAL INFORMATION

REGIONAL OFFICE OF EDUCATION | SUMMIT ACADEMY GOVERNING BOARD

Board meetings are open to the public. The Summit Academy Board of Directors is comprised of eight superintendents from the Boone and Winnebago school districts represented within Summit Academy. Board meetings are held at the Regional Office of Education located at 300 Heart Boulevard, Loves Park, Illinois 61111.

RAS BOARD OF DIRECTORS

<u>Board Member</u>	<u>Contact</u>
Michael Greenlee, Board President	mgreenlee@nbcusd.org
Terrell Yarbrough	terrell.yarbrough@harlem122.org
Carl Carson	carlcarson@pecschools.com
Scott Fisher	sfisher@sb320.org
Cassandra Schug	cschug@district100.com
Ehren Jarrett	Ehren.jarrett@rps205.com
Michael Dugan	mdugan@hononegah.org
John Schwuchow	schwuchowj@winnebagoschools.org

SUMMIT ACADEMY ADMINISTRATION AND STAFF CONTACT LIST

STAFF	TITLE	Ext	EMAIL
Meghan Hawkinson	Executive Director	6026	mhawkinson@roe4.org
Chris Collins	Executive Director	6026	ccollins@roe4.org
Faith McNamee	Assistant Director	6026	fmcnamee@roe4.org
Kevin Anderson	Student Support/Dean of Student Behavior		kanderson@roe4.org
Viri Duron	Executive Administrative Assistant	6026	vduron@roe4.org
Melissa Resendez	Building Admin Assistant	6026	mresendez@roe4.org
Tasha Champion	Health Assistant	6036	tchampion@roe4.org
Kari Cullen	Social Worker		kcullen@roe4.org
Anna Murray	School Counselor		amurray@roe4.org
Jennifer Garcia	Substance Abuse Counselor		jgarcia@roe4.org
Rosa Sandoval	Counseling Assistant		rsandoval@roe4.org
Nicole Ali	School/Registrar		nali@roe4.org

HELPFUL RESOURCE INFORMATION

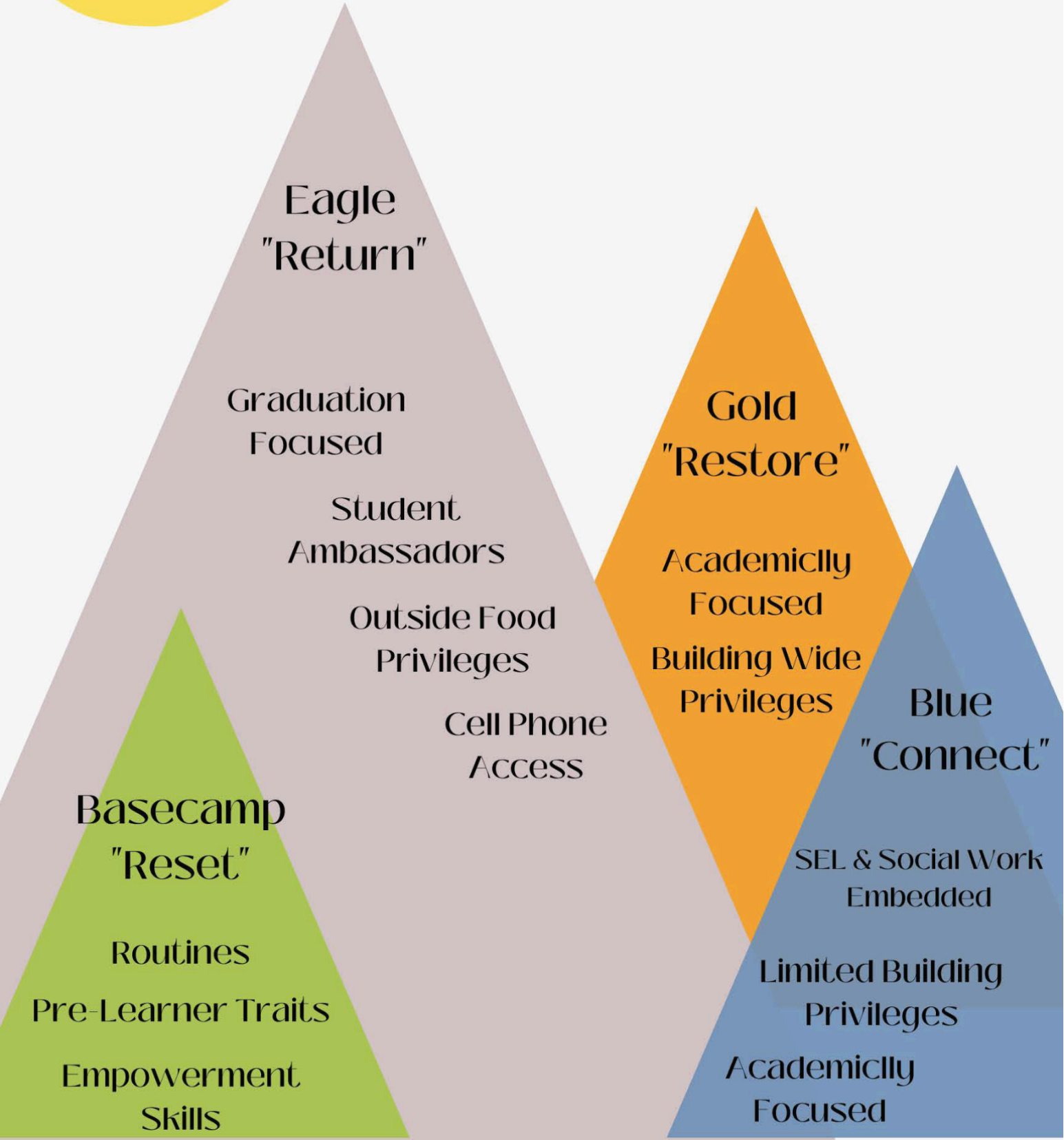
<u>EMERGENCY NUMBERS</u>	
Adult Protective Services Reporting Hotline	866-800-1409
Cares Line	800-345-9049
DCFS Child Abuse Hotline	800-252-2873
Remedies Renewing Lives - Domestic Violence	815-962-6102
Rockford Family Peace Center - Domestic Violence	779-348-7600
Rockford Sexual Assault Counseling	815-636-9811
<u>FOOD PANTRIES</u>	
Northern IL Food Bank	www.solvehungertoday.org and enter zip code to search for local food pantries
Cornucopia Food Pantry	815-962-1380
Emmanuel Lutheran Church	815-963-4815
God's Glory Food Pantry	815-580-8184
Helping Hands	815-633-4255
Life Church Assembly of God - Rockford	815-874-9042
Life Church Assembly of God - Roscoe	815-623-7625
Rock River Valley Pantry	815-965-2466
Salvation Army	815-972-1135
St. Bridget Catholic Church	815-877-1664
<u>HOTLINES</u>	
National Suicide Prevention Line	800-273-8255
Crisis Text Line	Text HOME to 741741
National Runaway Safe Line	800-786-2929
Trevor Helpline - Crisis Prevention for LGBTQ+ Youth	866-488-7386
United Way 211 Hotline	211
<u>INCOME ASSISTANCE</u>	
Cherry Valley Township (SE Rockford, Cherry Valley)	815-874-8100
Department of Human Services (TANF, SNAP)	815-987-7620
Harlem Township (Machesney Park, parts of Loves Park & Roscoe)	815-633-9382
Rockford Township	815-962-8855
Rockton Township (Rockton & parts of South Beloit)	815-624-7788
Roscoe Township (parts of Roscoe & South Beloit)	815-623-7323
Social Security Administration (SSI, SSDI)	877-628-6570
<u>RENT AND UTILITIES ASSISTANCE</u>	
City of Rockford Human Services Dept.	844-710-6919
ComEd Residential Special Hardship Program (Utility Assistance)	888-806-2273
Salvation Army (Utility Assistance)	815-972-1135
<u>HOUSING ASSISTANCE</u>	

Chance4Change - Homeless single point of entry	844-710-6919
Carpenter's Place (drop-in day center)	815-964-4105
Miss Carly's	815-275-9465
Motherhouse Crisis Nursery	815-962-4858
Rockford MELD (women/children)	815-963-3369
Rockford Rescue Mission (med/women/children)	815-965-5332
Shelter Care Ministries (drop-in day center)	815-964-5520
<u>SUBSTANCE ABUSE</u>	
Alano Club - 12 Step Support Groups	815-227-4633
Remedies Renewing Lives	815-962-0871
Rosecrance	815-391-1000

<u>MENTAL HEALTH/COUNSELING</u>	
Family Counseling Services	815-962-5585
Hope Counseling	815-601-4673
NAMI Northern IL	815-963-2470
Northern IL Hospice & Grief Counseling	815-398-0500
Rockford Sexual Assault Counseling	815-636-9811
Rosecrance	815-391-1000
Family Counseling Services	815-962-5585
Hope Counseling	815-601-4673
<u>DENTAL</u>	
Crusader Community Health	815-490-1600
Dental Dreams - Rockford	815-399-7777
Dental Dreams - Machesney Park	815-637-2800
Park City Dental	815-708-6556
Rock River Dental	815-965-5555
RVC Dental Hygiene Clinic	815-921-3235
<u>MEDICAL</u>	
The Bridge Clinic	815-494-1594
Center for Sight and Hearing (vision/hearing wellness)	815-332-6800
Crusader Community Health	815-490-1600
<u>COMMUNITY RESOURCES (Continued)</u>	
Catholic Charities	815-966-5300
Children's Home + Aid	815-962-1043
Easter Seals Teen Family Support Program	815-965-5069
Lutheran Social Services	815-969-8836
Pregnancy Care Center	815-997-1200
Winnebago County Health Dept.	815-720-4000

Note: For additional assistance contact your school to speak with a trauma sensitive clinician, school counselor or family liaison.

PROGRAM LEVEL STRUCTURE





BASECAMP AT SUMMIT ACADEMY

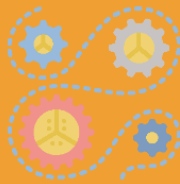
Intensive Integration for
Those that Need it the Most

ENVIRONMENTAL ORIENTATIONS



Get to know the spaces and places inside the building that you'll have access to and need.

SUMMIT PROCEDURES



How to be a student and have an identity at Summit. From bathrooms to lunches, arrival and the health aide. Every interaction has a norm or unspoken rule that we will uncover together.

ADULTS I CAN LEAN ON



Summit is filled with specialized experts and caring adults. Who works here? How will I know when I need additional support and what can I do to access other adults when I need them?

SUMMIT SUCCESS



Now that I know the basics, how can I maximize my potential at Summit? What goals can I set so I can be successful at the next level?



LEVELED SYSTEM of INTERVENTION

BLUE LEVEL: BASIC SKILLS

Students Entering Summit Academy Begin at the Blue Level: Basic Skills

- Limited Building Level Privileges
- Restricted: No cell phones, No hooded sweatshirts, Hallway Movement requires a chaperone, Summit issued clear backpack (No personal backpacks allowed), Lunch inside the classroom
- SEL Courses and Weekly Social Work/Counseling Services
- 1-2 Academic courses assigned
- Classroom mentor with Edgenuity as the teacher of record
- *Middle School students: Classroom teacher using Edgenuity scope and sequence

**Earn & Maintain 60 Points Rolling Average for 2 Weeks on System Matrix + Team Approval
= PROMOTION TO GOLD LEVEL: AMBASSADOR**

GOLD LEVEL: AMBASSADOR

Students Who Earn Gold Level: Ambassador Gain Building Level Classroom Privileges

- Building Level Privileges: Free/directed hallway movement and Lunch in the cafeteria
- Restricted: No cell phones, No hooded sweatshirts, Summit issued clear backpack (No personal backpacks allowed)
- Weekly SEL Courses and Social Work/Counseling Services (as needed)
- 1-2 Academic courses assigned
- Classroom mentor with Edgenuity as teacher of record
- *Middle School Students: Classroom teacher with Edgenuity scope and sequence

**Earn & Maintain 90 Points Rolling Average for 2 Weeks System Matrix + Team Approval
= PROMOTION TO SUMMIT EAGLES LEVEL**

SUMMIT EAGLES LEVEL

Students Who Earn Summit Eagles Level Are Actively Transitioning Back to Their Home School OR Are On Track to Graduate

- Full Building Privileges: Cell Phone Access (Meeting Cell Phone Norms of the Program), Free Hallway Movement, Lunch in the cafeteria
- Restricted: No hooded sweatshirts and Summit issued clear backpack (No personal backpacks allowed)
- No longer required to maintain point sheet for level system
- Social Work/Counseling Services as needed
- Flexible Work/School Scheduling
- 2-3 Academic courses (max 4) assigned
- Classroom mentor with Edgenuity as teacher of record
- Possible Early Exit When Student Meets ALL Criteria of Individual Learning Plan

**Earn & Maintain Summit Eagles Level
= TRANSITION BACK TO HOME SCHOOL OR GRADUATION**

Students Who Reach Summit Eagles Status Qualify to Schedule a Transition Meeting with Their Home School. The Transition Team Will Include the Student; Parent or Guardian; Representative from Home School; Summit Academy Counselor; Student Success Advocate; & Summit Academy Teacher

SECOND CHANCE AT

SUMMIT ACADEMY

Some students need a chance to slow down and focus on their mental health.

Introducing our *Second Chance Middle School Program*. Offering avoidant, school-refusing students the opportunity to restore and return to their home schools with the tools they need to succeed.

SECOND CHANCE PROGRAM FOUNDATIONS

1

FIRST WE FOCUS ON "ME"

With a primary focus on student's mental health, students participate in intuitive, responsive environments designed to personalize restorative journeys.



2

MINDFULNESS PRACTICES



Intentional rhythms allow our systems to reset and focus on healing and creating new patterns. We intentionally rewire our brains while listening to our body's needs.

3

3

INTEGRATIVE EXPERIENCES



Along with a hybrid of core academics, students participate in STEAM curriculum and passion-based projects through Genius Hour.

A STUDENT'S MENTAL HEALTH STATUS IS THE PRIMARY INDICATOR OF FUTURE ACADEMIC SUCCESS.



Enrollment determined through attendance intervention and site administration



PREPARING FOR SUCCESS

No matter how far along you are in your education, doing well in school can be a challenge. You can do your absolute best in school by developing strong study habits and keeping your time and supplies organized. It is also important to take care of yourself so that you feel your best and have all the energy you need!

- Wellness is a conscious, self-directed, and evolving process of achieving full potential
- Wellness is multi-dimensional (many different views) and holistic(full), encompassing lifestyle, mental and spiritual well-being, and the environment
- Wellness is positive and affirming

Here are ways to maximize wellness while preparing for success in school:

MINDFULNESS EXERCISES:

5, 4, 3, 2, 1 Grounding Activity: Look for 5 things you can see, 4 things you can feel, 3 things you can hear, 2 things you can smell, and 1 thing you can taste. As you go through this exercise, say these things quietly to yourself or write them down.

Progressive Muscle Relaxation: Start with your hands and squeeze them as hard as you can for 3 seconds, and slowly release. Do the same thing with your eyes, arms, legs, shoulders.

Breathing Exercises:

- Take at least three deep breaths to calm and shut off the “fight or flight” system of the brain
- S.T.A.R: Smile, Take a deep breath And Relax
- Drain: with arms out front as an extension of the breath with a simulated faucet
- Balloon: with arms over head that expands as you inhale and deflates to lower arms upon exhale
- Pretzel: twist arms together inward to the chest, with tongue on the roof of your mouth

POSITIVE AFFIRMATIONS:

- Today I choose to be confident.
- Today I choose to think and be positive.
- All of my problems have solutions.
- I believe in myself and my abilities.
- My mistakes help me learn and grow.

RIGHTS OF LEARNERS:

Learners at Summit Academy are protected to rights under federal and state law and shall not be discriminated against based on sex, race, religion, color, national origin, ancestry, age, disability, sexual orientation, gender identity or expression or any other factor prohibited by law in its programs and activities.

Learners have a right to:

- Be treated with fairness and equity.
- Access a quality education in a safe learning environment.
- Fair interventions and consequences.
- Safety and security, which includes protection from harassment and bullying.
- Be heard and treated with dignity.
- Be protected from retaliation for reports made in good faith.

CITIZENSHIP EXPECTATIONS

ACADEMIC INTEGRITY

Academic integrity is a focus on learning through positive values of honesty, trust, fairness, respect, responsibility, and courage driving learners intrinsically in ethical academic practice.

Ethical Academic Practice includes avoiding the following behaviors:

- **PLAGIARISM:** Please use only original and unique yet informed ideas, thoughts, works, or images when completing work. This includes when utilizing technology, completing conventional assignments, or accepting money to complete assignments for other individuals.
- **CHEATING:** You are capable! Utilize your teachers and resources to understand the material and be successful. An attempt to alter your grade by bringing answers into a testing area, copying others work or providing answers to other learners when prohibited can result in disciplinary action. In addition, this keeps you from reaching your true potential!
- **FORGERY/FALSIFYING DOCUMENTS:** If a document requires a signature or represents academics in any capacity, altering that document will result in disciplinary action and can affect your future academic career. Please practice our values of academic integrity and have the courage we know you do to act accordingly.

BUYING, SELLING, TRADING OF PRODUCTS

- Except for school-approved fundraisers, buying, selling, and trading items, including personal items, is not allowed.

Summit Academy is not responsible for reimbursement for the loss of personal items.

COLLEGE AND CAREER READINESS

Learners are encouraged to:

- Utilize all available school resources to ensure academic success
- Consistently check grades and transcripts to know where they stand related to next grade promotion or graduation.
- Develop their high school plan of study and make their course pathway selection based upon career interest and personal aptitude utilizing our Edgenuity® platform.
- Think about future college and career plans and enroll in courses that will cultivate the skills needed to be successful.

COMMON AREAS/CAFETERIA EXPECTATIONS

- Learners are to remain in the school building during their lunch periods.
- Learners are expected to go directly to the cafeteria during their lunch period unless they receive permission to be elsewhere.
- Learners are expected to remain in the cafeteria until they are dismissed, at which time learners are expected to go directly to their next class.
- Takeout food cannot be delivered to learners.

DRESS CODE

- No learner shall be discriminated against by dress code policies based on gender, gender identity, gender expression, race, religion, body size, body maturity or socioeconomic status.
- Private parts, including stomach areas and navel as well as undergarments must be covered by clothing with opaque fabric (i.e., no sheer/mesh).
- No students may not wear a hooded sweatshirt, coat or outerwear during the school day.
- Clothing and accessories that display statements, signs or pictures with alcohol, tobacco, drugs, weapons, sexual innuendos, gang insignia or paraphernalia, inappropriate language, or inappropriate slogans will not be permitted.
- Shoes must be worn at all times.

ELECTRONIC DEVICES

Summit Academy understands learners may have serious responsibilities outside of school that require cell phone use. Learners are expected to communicate these needs to administration with as much notice as possible and may make urgent phone calls from the front office.

SUMMIT ACADEMY CELL PHONE POLICY & PROCEDURE

Cell phones/electronic devices may serve as an outstanding instructional tool and learning resource if used appropriately. We encourage our staff members and our students to use electronics and other 21st century devices to supplement instruction and learning. However, it has been proven that students who are on cell phones or other electronic devices when it is not part of the instructional lesson are not fully engaged in learning. To preserve the teaching and learning environment, this document is to clarify the cell phone/electronic devices policy for Summit Academy. The policy is:

Student use of cell phones during the school day is a privilege of Eagle students only . Adherence to the guidelines below is essential to maintaining an environment and the integrity of the classroom. Abuse of this privilege will result in consequences beginning with confiscation of device, parent conference, or loss of other privileges.

Cell phones and all functions within the cell phone (i.e. cameras and all other applications) are prohibited dependent upon student identified level.

Students using cell phones or electronic devices in any manner that disrupts the educational environment, from within or from outside the classroom, or violates the rights of others, including, but not limited to, using the device in violation of our academic honesty policy, violating school conduct rules, harassing or bullying staff or students, photographing or video recording or using their device for unlawful purposes will be subject to more severe disciplinary action, and may, if applicable, be reported to the Machesney Park Police Department.

Cell Phone Rule: *The respectful, non-disruptive use of cell phones is permitted in the school cafeteria during lunch period for Eagle students, with permission from staff. At the conclusion of lunch, if student devices were permitted, cell phones need to be checked in with students' teachers and made undetectable (i.e., silenced without vibration). Violation of the cell phone rule as stated above will result in the confiscation of the device according to the following ladder of disciplinary action:*

First Offense: the device will be held in the main office until the end of the school day. Students may pick up their phone at the end of the school day.

Second Offense: the device will be held in the main office until a parent or guardian picks it up at the end of the school day.

Third Offense: the device will be held in the main office until a parent or guardian meets with an Administrator at the end of the school day, or as scheduled.

Policy Bullet Points:

- Cell phones are not to be used in the bathrooms.
- Headphones/Bluetooth are required when listening to audio.
- Cell phones should remain on silent and vibration off.
- Under no circumstance is photographing or video recording allowed anywhere on the school premise.
- All cell phone use must be respectful and non-disruptive to students and staff.

The staff of Summit Academy requests your FULL cooperation with our policy.

It should be noted that, the school nor any of its employees are responsible for the loss or damage to any student's phone or electronic device whether that device is in the student's possession or confiscated by the staff. It is the responsibility of the student to adhere to this policy and to always secure his or her belongings. Classes and or instruction will not be stopped to deal with or search for lost phones/devices.

BASECAMP, Blue and Gold	Eagle
No cell phone access	Full cell phone use
Cell phone check-in with the Teacher/Interventionist at the beginning of the day.	
No cell phone use at lunch	
Cell phone re-issued by the Teacher/Interventionist at the end of the day	

Cell Phone Turn-In Non-Compliance Process

Blue	Gold
Loss of points	Loss of points
Parent conference	Parent conference
Student may be placed on a search plan	Student may be placed on a search plan
	Demote to Blue

EXPECTED BEHAVIOR OF LEARNERS IN THE CLASSROOM

- When entering the classroom, learners are encouraged to find their seat and end conversations until directions are given.
- Learners are encouraged to have the necessary materials packed in their bag the night before school and let their teachers know which supplies they are missing.
- Learners are encouraged to be respectful of others while they are talking.
- Learners are asked to refrain from personal grooming in the classroom, and use provided restroom breaks instead.
- Learners are asked to make arrangements with teachers for any makeup work needed or tests that need to be made up due to an absence.
- Learners are asked to refrain from sharing their hard work with others; the work of an individual learner is their own.
- Learners are encouraged to limit distractions, including refraining from eating unless instructed to do so by the teacher, or with a note from the nurse. Keeping all food in the designated space will help eliminate unwanted visitors like insects and mice.
- Before being dismissed by the teacher, learners are encouraged to look around their area and help keep it tidy.
- If a learner needs to leave the classroom for any reason, they are encouraged to notify their teacher for arrangements to be made, learners are asked not to leave their classroom without approval.
- Learners are encouraged to refrain from physical displays of affection while on campus.

NETWORK ACCESS

All learners have a user ID and password that gives them access to the computer network. Learners are responsible for following Summit Academy's Technology Use Policy. All users must agree to follow Summit Academy's policies and procedures. A copy of the Summit Academy Technology Use Form is included in the appendix of this handbook.

RECORDING OF CLASSES

Creating a video or audio recording in the school setting is prohibited unless being done for specific curricular purposes as determined by school staff.

SOCIAL MEDIA USAGE

Learners are encouraged to always exercise the utmost caution when participating in any form of social media or online communications, both within the Summit Academy community and beyond. Learners who participate in online interactions must remember that their posts are subject to the same behavioral standards set forth in the Code of Conduct.

Since social media reaches audiences far beyond the community and can leave lasting impressions, learners must use social sites responsibly and be accountable for their actions. Learners should consider not posting or linking anything to social networking sites that they would not want peers, teachers, college admissions officers or future employers to access. Learners should be sure to utilize privacy settings to control access, never share personal information with unknown parties on unsecure sites and be protective of site passwords. Misrepresentation of someone else's identity is not allowed.

Learners should remember to be respectful to others when communicating online, and refrain from profane, obscene, or threatening language. Cyberbullying is considered an act of harassment. Cyberbullying is sending or posting harmful or cruel texts or images using the Internet or other digital communication devices, and includes but is not limited to all social media, such as Facebook, Twitter, Instagram, etc. Cyber threats are online materials that threaten or raise concerns about violence against others, suicide, or self-harm. Learners' involvement in cyberbullying or cyber-threats may result in disciplinary action as described in the Code of Conduct.

BULLYING

General

In order to promote a safe learning environment for all learners, Summit Academy strictly prohibits all forms of bullying and cyberbullying. The school also prohibits reprisal or retaliation against any person who reports an act of bullying among or against learners.

Definitions

Bullying: In accordance with state law, bullying is defined as intimidation, unwanted aggressive behavior or harassment that is repetitive or is substantially likely to be repeated and causes a reasonable learner to fear for their physical safety or property; that substantially interferes with the educational performance, opportunities, or benefits of any learner without exception; or that substantially disrupts the orderly operation of the school. Bullying includes, but is not limited to physical actions, including violence, gestures, theft, or property damage; oral, written, or electronic communication, including name-calling, put-downs, extortion or threats; or threats of reprisal or retaliation for reporting such acts.

Cyberbullying: A form of bullying committed by transmission of a communication including, but not limited to, a message, text, sound, or image by means of an electronic device including, but not limited to, a telephone, wireless telephone or other wireless communication device, computer, or pager. The school has jurisdiction over cyberbullying that uses the school's technology resources or that originates on school property, at a school activity or on district transportation. Even when cyberbullying does not involve school property, activities or technology resources, the district will impose interventions and discipline for those who engage in cyberbullying if there is sufficient nexus to the educational environment, the behavior materially and substantially disrupts the educational environment, the communication involves a threat as defined by law, or the school is otherwise allowed by law to address the behavior.

School Day: A day on the school calendar when learners are required to attend school.

Designated Officials

The Directors of Summit Academy are hereby designated as the individual to receive and investigate reports of bullying.

The Director of Summit Academy will serve as the school-wide anti-bullying coordinator. The anti-bullying coordinator will receive all completed investigative reports from all buildings and analyze the reports to identify any information that would inform the school's anti-discrimination and anti-bullying education and training programs. In addition, the anti-bullying coordinator will assist in making any relevant reports as required by state and federal law.

Reporting Bullying

School employees, substitutes or volunteers are expected to intervene to prevent learner bullying, appropriately discipline the perpetrator, assist the victim, and report the incident to the building Directors or designee for further investigation and action. Any school employee, substitute or volunteer who witnesses or has firsthand knowledge of bullying of a learner must report the incident to the building Directors or designee as soon as possible, but no later than two school days after the incident. Bullying can also be reported to bullyingreport@roe4.org.

Learners who have been subjected to bullying, or who have witnessed or have knowledge of bullying, are encouraged to promptly report such incidents to a school employee. Any school employee receiving such a report shall promptly transmit the report to the building Directors or designee.

If the bullying incident involves learners from more than one school, the report should be made to the Directors or designee of the building in which the incident took place or, if more appropriate, to the Directors or designee of the building attended by most of the participants in the incident.

Investigation

Within two school days of receiving a report of bullying, the Directors or designee will initiate an investigation of the incident. Reports that involve learners from multiple buildings will be investigated cooperatively by the principals of each building involved, or those principals may request that the district's compliance officer designated in policy AC conduct the investigation. If at any time during the investigation the Directors determines that the bullying involves illegal discrimination, harassment or retaliation as described in policy AC, the Directors will report the incident to the compliance officer designated in that policy, who will assist in the investigation. If the alleged bullying involves a special education learner or a learner with disabilities, the Directors will also notify the special education director.

The investigation shall be completed within ten school days of the date the report of bullying was received unless good cause exists to extend the investigation. Upon completion of the investigation, the Directors will decide whether bullying or harassment occurred and, if so, whether additional discipline is warranted in accordance with the school's learner discipline code. The Directors will generate a written report of the investigation and findings and send a copy of the completed report to the school's anti-bullying coordinator. The Directors or designee will document the report in the files of the victim and the alleged or actual perpetrator of bullying. All reports will be kept confidential in accordance with state and federal law.

The Directors or other appropriate school staff will work with victims and their families to access resources and services to help them deal with any negative effects that resulted from the incident.

Interventions

Bullying behavior in schools can cause harm to students' social and emotional well-being and be a significant barrier to learning. Bullying can be defined as a "physical, verbal or psychological attack or intimidation that is intended to cause fear, distress, or harm the victim" (Farrington and Ttofi, 2010). There is a perceived psychological or physical imbalance of power and often, incidents between the same students occur repeatedly. Bullying can occur during or after school hours. While most reported bullying happens in the school building, a significant percentage also happens in places like on the playground or the bus. It can also happen traveling to or from school, in the youth's neighborhood, or on the internet.

Some effective school practices to prevent bullying include:

- reduce conditions that contribute to bullying at school (e.g., unsupervised areas)
- pursue schoolwide approaches that establish a positive school culture and climate
- build on the foundation of schoolwide approaches in implementing classroom programs
- intervene to turn bullies around by directly addressing motivational and developmental concerns related to individuals who bully and those who support bullying; and
- respond to any problems experienced by those who are bullied and those who witness bullying.

Even in situations where the school does not have jurisdiction to discipline a learner for bullying, such as when the acts take place off campus and there is an insufficient nexus to the school, the Directors or designee will take appropriate actions to assist learner victims. Such actions may include, but are not limited to, contacting the parents/guardians of the victim and the alleged perpetrators, communicating that this behavior is not allowed on school ground or at district activities, notifying the appropriate school staff to assist the victim and taking additional action when appropriate, such as notifying law enforcement or social media companies of inappropriate online activity.

Policy Publication

Summit Academy shall annually notify learners, parents/guardians, school employees, substitutes and volunteers about this policy and the district's prohibition against bullying. A copy of this policy shall be included in learner handbooks and posted on the school's website.

INFORMATION REGARDING WEAPONS

CONCEAL AND CARRY FIREARMS LEGISLATION

Anyone carrying a firearm, including individuals with conceal and carry permit will not be allowed on any school property without the consent of a school official. This includes possession of a firearm in a vehicle on the premises of the school.

WEAPONS: Weapons, including guns, knives, mace, or any items designed to inflict injury to others are prohibited on school grounds. In compliance with the “Gun Free Schools Act” (Federal): If it is determined that any learner brought a weapon (as defined below) to school in violation of this policy, the learner shall be suspended for a period of not less than one year or be recommended for expulsion and referred to the appropriate legal authorities. The Executive Director will review every incident in which a learner brings a weapon to school.

ALTERNATIVE SCHOOL GUIDELINES

At Summit Academy any action from our learners will first and foremost be viewed through a lens of understanding underlying causes of resulting behavior, with an intention to focus on impact, restoration and repair, building awareness and identifying alternative coping strategies in preparation to support our learners for life beyond their time at Summit Academy.

RESPONSIBILITY OF DIRECTORS: Directors are charged with the basic responsibility for implementing the Code of Conduct with fidelity in accordance with regulations and guidelines established by the Regional Office of Education.

RESET ROOM PROCEDURES

The purpose of a recovery room is to keep learners engaged in school in situations which might otherwise result in an out-of-school suspension. The recovery room process is a highly structured class situation allowing learners an environment to recover from situations in which a learner’s presence in their classroom may not be appropriate, including, but not limited to, conflict, the influence of substances, or disruptive behavior.

THE SUMMIT ACADEMY TEMPORARY HOMEBOUND LEARNING PROGRAM

Purpose:

The purpose of the Summit Academy Temporary Homebound Learning Academy is to provide learning opportunities and support to Middle School and High School students who qualify for enrollment in our alternative learning environment.

Plan:

Students will independently engage in the Edgenuity Curriculum while licensed teachers and academic coach enrich and facilitate learning weekly through progress monitoring, mentoring, and small group instruction.

Eligibility:

Students who meet the following criteria will be eligible to participate in the Summit Academy Temporary Homebound Learning Academy:

- District Transportation
- Incarceration/Detention
- Medical Reasons/Illness
- Behavioral/Safety Concerns
- Administrative Approval

Expectations/Requirements

Class size: Up to 70 students 6-12

Curriculum: Edgenuity based upon individual student need

Progress Checks: Each student 3 times per week and drops to 2 meetings per week if progress is being documented: Teacher Discretion.

Communication: Weekly progress reports to Home School.

Success Criteria:

1. Attend all weekly check-ins
2. Passing grade
3. Attendance: Minimum of 150 minutes/week/class

Collective Commitments**Summit Academy will commit to the following:**

- Ensure students are enrolled and registered for classes in a timely manner
- Be the communication conduit between Edgenuity and the student's home school (attendance, grades, progress, etc...)
- Provide device (laptop, Chromebook, etc.) for the student to participate in remote learning
- Students must complete at least (70%) of the course to earn credit
- Monitoring thresholds are indicated in separate policy
- Ensure Edgenuity teachers are sending progress reports as required
- Monitor progress reports and communicate with school representative students' progress

Parents will commit to the following:

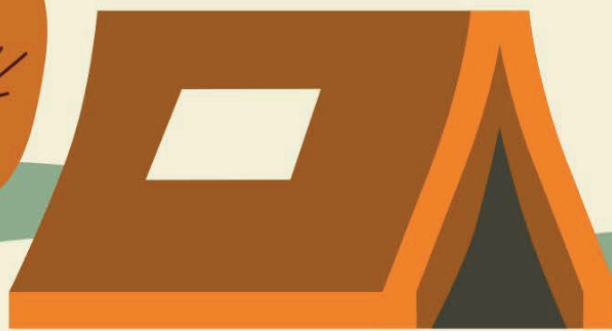
- Provide reliable internet connection (or contact home school for internet options) for students to successfully complete their remote learning courses
- Ensure students maintain progress on courses as assigned
- Report absences by calling the Absence Line if their student is sick or will be absent.
- Facilitate communication with the student's Edgenuity teacher if the student is struggling or needs other support.
- Communicate with home school for special education support as needed
- Commit to bringing your student to their home school for state testing
- Actively participate in all requested meetings and conferences to ensure adequate support and progress is being made.

Home School will commit to the following:

- Provide device (laptop, Chromebook, etc.) for the student to participate in remote learning
- Provide technical support to the student with the device as needed
- Identify a building administrator for all students from the home school to communicate with the Regional Program Monitor
- Accept transcript from Summit Academy in their home school
- Provide special education support and services not available through Summit Academy
- Schedule with parents when students are to take state assessments in home school
- Develop a plan to engage students and parents in home school activities or provide information to them about school events, etc.

SUMMIT RULES

- 1** Use welcoming, school appropriate language.
- 2** Keep personal boundaries.
What's yours is yours; what's mine is mine.
- 3** Seek staff permission to leave your spot/seat/area.
- 4** Be an active listener.
One Voice.
- 5** Show Pride.
Make a mess, do the rest and clean it up.





OUR MISSION RESETT. CONNECT. RESTORE .RETURN

NO OUTERWEAR OR HOODS

BE PRESENT

- Students and staff will be able to connect and restore free of physical barriers
- Students and staff will feel safer knowing that concealable items are not present in outerwear coats, or accessories
- Students can be identified easier as a means of connection and safety
- Alternative clothing will be provided to any student who chooses to wear anything

CELL PHONE-FREE

BE ON-TASK

- All but Eagle level students will check their cell phone in daily
- Cell phones will be stored individually and safely
- Emergency calls can be arranged through the front office
- Cell phones are returned at the end of the day

CLEAR BACKPACKS

BE YOUR BEST SELF

- Clear backpack or No backpack, this includes purses and large wallets
- All items placed in the clear backpack should be visible
- Unapproved, personal items brought to school will be stored in a safe space until the end of the day
- Summit Academy may search a student at any time, for any reason

CODE OF CONDUCT

INTRODUCTION TO THE CODE OF CONDUCT

The Code of Conduct is designed to encourage learners to accept responsibility for their actions, teach learners to respect the rights of others, facilitate learning and promote the orderly operation of all Summit Academy. It is composed of four groups of behaviors. A learner who engages in behavior which is not listed in the Code of Conduct but is detrimental to good order in the schools or which impairs the morale or good conduct of learners, will be subject to the authority of the classroom teacher and/or Directors.

Application of Disciplinary Interventions

School personnel will use their professional judgment to determine which disciplinary interventions for the listed behaviors will be most effective while considering the following factors:

- The learner's age
- The level of the infraction
- The learner's previous interventions
- Other culturally relevant factors

Learners with special needs (i.e., disabilities, IEPs or Section 504 Accommodation Plans) must be disciplined in accordance with federal and state law, as well as school policy.

SCOPE OF AUTHORITY

The provisions of this Code of Conduct apply in all situations in which learners are involved, including:

- Activities on school property
- Travel on school buses or in any vehicle when that vehicle is used to transport learners for the school
- Off-site school sponsored activities
- While walking to or from school, waiting for school-provided transportation or waiting for or riding on public transportation to and from school, if the learner's conduct is the result or cause of disruptive behavior on school grounds
- Acts or behavior, which occurs off school property and poses a threat to the safety of learners and faculty or disrupts the learning environment.
- Acts or behavior, which occurs on any social media site and poses a threat to the safety of learners and faculty or disrupts the learning environment.

Off-campus behaviors that are not school-related and adversely affect the educational climate will also be subject to school-related interventions. In addition, Summit Academy will seek restitution in instances where school property is damaged, destroyed or stolen.

SUPERVISION OF LEARNERS

All school personnel responsible for the care and supervision of learners have the responsibility to support learners' physical and psychological safety. Therefore, school personnel are authorized to hold learners accountable for any unproductive behavior in school, on any property of the school, on any school bus going to or returning from school or in any vehicle when that vehicle is used to transport learners for the school during school-sponsored activities or during intermission or recess period.

School personnel may use reasonable and prudent physical forces as a last resort to restrain a learner whose actions are reasonably believed to result in physical injury to any persons, including the learner.

LEARNER ACCOUNTABILITY

As learners within Summit Academy, it is expected that behavior always falls under the guidance the Summit Academy Code of Conduct. This is expected of all Summit Academy learners and Parent(s) and/or Guardian(s) without exception (unless spelled out through a written success plan). It is encouraged that all Summit Academy Scholars and Parent/Guardian read and get an understanding of the Code of Conduct responsibilities and consequences. A sign of good faith will be an acknowledgment of the Code of Conduct with a signature. This acknowledgment is intended to share that we are a team and in an agreeable standing of our responsibilities.

Any deviation of expectations can result in interventions written within this document. This method of addressing behaviors will be to ensure a positive learning environment.

Learner Accountability for Personal Success

As important members of the Summit Academy community, learners are encouraged:

- To read and become familiar with all Summit Academy policies.
- To attend school daily, come prepared for academic success and complete all academic work to this best of their ability.
- To understand and follow school rules and instructions given by the school's leaders, teachers, and other team members.
- To tell school staff about any dangerous behavior or bullying that occurs at school, on the way to and from school or in the school community.
- To bring to school only those materials that are allowed and which will increase success.
- To treat the school community with respect.
- To respect school property, community property and the property of others.

LEARNERS' RESPONSIBILITY FOR ITEMS IN THEIR POSSESSION

Summit Academy strives to promote a safe learning environment. Learners should not possess the following articles on school property: drugs, weapons, alcohol and/or other materials deemed illegal or unauthorized under Illinois and Federal law, or the Code of Conduct. Learners are responsible for any items and/or materials found in their possession. For purposes of the Code of Conduct, items are deemed to be within a learner's possession if the items are found in any of the following:

- learner's clothing (i.e., pockets, jackets, shoes, socks, hats, etc.)
- learner's purse/book bag
- learner's desk
- learner's locker; and/or
- learner's automobile located on school property
- learner's personal cellular device

It is each learner's responsibility to check his or her personal belongings for possible unsafe items before entering school property, any school bus going to or returning from school or any vehicle when that vehicle is used to transport learners for the school and school-sponsored activities. A learner may be required to provide unsafe items to administration if these items are brought to school.

GROUP I – BEHAVIORS AND INTERVENTIONS

Attendance (Truancy)

- The parent/guardian of a student who is enrolled must authorize all absences from school and notify the school in advance or at the time of the student's absence. A valid cause for absence includes illness, observance of a religious holiday, death in the immediate family, family emergency, other situations beyond the control of the student, other circumstances that cause reasonable concern to the parent/guardian for the student's safety or health, or other reason as approved by the School Directors.
- **ATTENDANCE PROCEDURES:** Attendance is an important factor in achieving academic success. Students who are frequently absent or tardy often miss important information covered in class, fall behind, and/or lose interest in school. As a result, the Summit Academy adheres to the following attendance policy. Significant time away from school negatively impacts the academic success of our learners.
- **REPORTING OF ABSENCES:** If a student will be absent from school, the parent/guardian must telephone the school office within the first hour of the school day on the day of the absence. Parents unable to call during this time may leave a message on the school attendance voicemail. The parent/guardian must call each day the student is absent unless previous arrangements have been made. If there is no contact on the day of the absence, the administration will classify the absence as an unexcused absence.
- **EXCUSED ABSENCES:** The following absences will be classified as "Excused" and will not count against the student's five (5) absences: religious holidays; medical appointments with written proof from doctor; being sent home by the school nurse, funeral for family members; court appearances with written proof from court; extended serious/critical illness of student/family member; other absences as determined by the administration. **ILLNESS AT SCHOOL** if a student becomes ill while at school, they must come to the nurse's office to contact the parent/guardian

- **UNEXCUSED ABSENCES:** Any student who has missed 5% of the previous 180 days without valid cause is, of course, someone who should be referred immediately. A good rule of thumb would be to refer to them after five or six unexcused absences if a parent/child conference has been conducted and the attendance problems continue. All absences not previously classified are considered unexcused absences. Students who accumulate an unexcused absence will receive an attendance letter and may be referred to the truancy intervention programs of the Regional Office of Education. The following are examples of unexcused absences. This is not an all-inclusive list.
 - Lack of ride to school
 - Missing the school bus
 - Oversleeping
 - Parent calls exceeding the 5 excused
 - Participation in non-school sponsored events
 - Personal business
 - Private vehicle breakdown or failure to start
 - Truancy
- **TRIPS/VACATIONS:** It is not educationally sound to remove your child from school for a trip or vacation. If this occurs, your child misses out on valuable interaction and contact with the teacher and other students. Student attendance days compose only 174 out of 365 days in a calendar year – please utilize the remaining non-attendance days for planning family trips/vacations. The determination as to whether an absence is excused or unexcused will be made by school administration according to Illinois School Code section 105 ILCS 5/26-2A. 22 NATIO
- **CHRONIC ABSENCE:** includes all absences, excused, unexcused that result in significant time away from the school learning environment. School administration or an appointed designee will determine whether the learner’s absence is verified or unverified. School Administration or appointed designee will also assess if the chronic absence is the result of a familial circumstance and refer such instances for intervention through support services. If a student is absent 14 days in a semester, Summit Academy may drop the student from the program.
- **TARDY:** A student is tardy if the student is not present at the start of a class period. A student who is 10 or more minutes tardy to class without a proper excuse or authorization/pass is considered truant. A student who is frequently tardy to class may be subject to individualized support, interventions, or to school procedural methods. A tardy may be verified or unverified. A verified tardy is only recorded with a formal written and timed excuse/admit slip from a school administrator, teacher, or school staff. All other tardy excuses will be unverified.

GROUP I – INTERVENTIONS

<p>First Incident</p> <ul style="list-style-type: none"> • In-school Conference with Learner • Parent/Guardian Conference • Teacher/Learner Conference <p>Subsequent Incidents</p> <ul style="list-style-type: none"> • Individual Behavior Support Plan/Safety Plan • Teacher/Learner Conference • Parent/Guardian Conference • Attendance Intervention Plan
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GROUP II – BEHAVIORS AND INTERVENTIONS

Academic Dishonesty

Cheating on tests, copying assignments or papers, etc. Academic dishonesty may include, but is not limited to, plagiarism, claiming credit for another person’s work; cheating on tests, assignments, projects, or similar activities; fabrication of facts, sources, or other supporting materials; unauthorized collaboration, facilitation of academic dishonesty and other misconduct related to academics.

Note: Suspicion of academic dishonesty may result in additional Edgenuity work to prove information.

Possession and/or Use of Tobacco or Tobacco-like Products

Possession and/or Use of Tobacco/Nicotine or Tobacco-like Products Possession and/or use of any tobacco or nicotine products, electronic cigarettes or any other device that simulates smoking by using a mechanical heating element, battery, or electronic circuit to deliver nicotine or other substances to the individual inhaling from the device including any component or sold as an e-cigarette/vaping device.

The entire campus and all buildings of ROE Summit Academy comprise a smoke free environment. Possession or use of cigarettes, other forms of tobacco/nicotine, lighter/matches, and/or look-a-like tobacco products such as e-cigarettes and other electronic vapor smoking devices and paraphernalia by students are prohibited at school.

Possession Exhibition and/or Distribution of Obscene Material

Possessing, exhibiting, or distributing obscene material, (either hard copies or electronically) which satisfies all three elements of the Miller Test for obscenity.

Gambling

To secure a safe learning environment for all, gambling is not supported by the Summit Academy community due to the adversenature it may create between learners, school staff and administration. Gambling is defined as betting on an uncertain outcome, regardless of stakes, engaging in any game of chance or activity in which something of real or symbolic value may be won or lost. Gambling includes, but is not limited to, betting on outcomes of activities, assignments, contests, and games.

Unproductive Behavior in the Classroom, School or During School Activity

Behavior in the classroom, school building or on school grounds that disrupts or results in an unsafe learning environment.

Unproductive Behavior on School Bus or at School Bus Stop

Behavior on the school bus or at a school bus stop that disrupts or results in an unsafe environment.

Use of Abusive, Obscene, Offensive or Profane Language

The use of any language, acts, unwelcome remarks or expressions, names or slurs or any other behavior including obscene gestures, which are offensive. Any slurs, innuendos or other verbal conduct reflecting on an individual's sex, race, religion, color, national origin, ancestry, age, disability, or sexual orientation that have the purpose or effect of creating an intimidating, hostile, or offensive educational environment.

Note: Severity of the defiant violation (i.e., abusive/derogatory language directed towards school personnel) could warrant Group III Interventions.

Dangerous Behavior

Behaving in such a way as could reasonably cause injury to a learner, teacher, or other staff member (i.e., running through the halls, horse playing, wrestling, inappropriate use of equipment or materials, etc.).

Note: Any serious physical injury, which results from a learner's dangerous behavior, will be considered an assault, and may result in Group IV Interventions.

Possession of Non-Controlled Substances

Possession of a non-controlled substance upon the representation that the substance is a controlled substance.

GROUP II – INTERVENTIONS

First Incident

- In-school Conference with Learner
- Parent/Guardian Conference
- Teacher/Learner Conference
- De-escalation/Reset Room
- Individual Behavior Support Plan/Safety Plan
- Drug/Alcohol Counseling Intervention

Subsequent Incidents

- Individual Behavior Support Plan/Safety Plan
- Restorative and/or Trauma Intervention
- Temporary Homebound for Safety Assessment Planning

GROUP III – BEHAVIORS AND INTERVENTIONS

Any commission of these behaviors **may** be reported to local law enforcement depending on the severity of the behavior.

Violation of Technology Acceptable Use Policy

Any violation of the expectations, requirements, and/or learner responsibilities outlined in Summit Academy's Technology Acceptable Use Policy. If utilizing social media in an unacceptable manner such as: invading the privacy of individuals, publishing, or displaying any defamatory, racially offensive, abusive, obscene, profane, sexually oriented, or threatening materials or messages either publicly or privately and using the school network for illegal, harassing, vandalizing, inappropriate or obscene activities. Possessing, exhibiting, or distributing material, which offends a person's common decency and morals.

Note: Additional interventions may be imposed by administration for violation of this policy.

Forgery

Making, completing, altering, or authenticating any written document so that it purports to have been made by another party.

Note: The behavior includes, but is not limited to, signing a parent and/or guardian, teacher, or school personnel's signature on documents.

Stealing

The unlawful theft or attempted theft of school property or personal property of another with the intent to deprive the person of the property.

Extortion

Obtaining money, information, or anything of value by means of oral or written threats or taking any other actions intended to intimidate.

Vandalism

The willful or malicious destruction and/or damage of school property or the property of another.

Note: If the damage can be reversed, the behavior should be considered Unproductive Behavior, a group II behavior.

Receiving Stolen Property

Receiving or possessing property which has been stolen from another learner and/or school personnel.

Note: This behavior only applies to learners who did not steal the property.

Sexting and/or Possession of Sexually Explicit, Vulgar or Violent Material

Learners may not possess or display, electronically or otherwise, sexually explicit, vulgar, or violent material including, but not limited to, pornography or depictions of nudity, violence or explicit death or injury. This prohibition does not apply to curricular material that has been approved by school personnel for its educational value. Learners will not be disciplined for speech in situations where it is protected by law.

Inciting to Fight/Contributing to a Disruptive Situation

The intentional promotion or advocacy of learner misconduct by another learner for the purpose of disrupting any school function or classroom. If a learner utilizes social media to promote or incite a fight (i.e., videotaping fights and posting the videos on the web), can be included as a participant in violation of a behavior that may include inciting to fight, fighting, or bullying.

Possession and/or Use of Toxic Substances

Use of intoxicants, which cause a loss of control or inebriation (i.e., glue, solvent, and similar substances).

Possession and/or Consumption of Alcohol

Possession or consumption of alcohol at school, on school property or during a school activity.

Note: Any learner who arrives at school or class under the influence of drugs will be referred to Recovery Room, Support Staff and/or Administration until next steps can be determined for the learner to return to class.

Possession of Identifiable Drug Paraphernalia

Possession of items used to pack, weigh, store, contain, conceal, inject, ingest, inhale or otherwise introduce into the body a controlled substance.

Possession and/or Use of Drugs

The use and/or possession of unauthorized prescription drugs, narcotic substances, unauthorized inhalants, controlled substances, illegal drugs, counterfeit substances, and imitation controlled substances is prohibited on school property. This includes possession and/or use of any forms of edibles, marijuana infused products, vape pens containing THC infused liquid substance.

Note: Any learner who arrives at school or class under the influence of drugs will be referred to Recovery Room, Support Staff and/or Administration until next steps can be determined for the learner to return to class.

Unauthorized Entry – Restricted and/or Unsupervised

Learners entering the school or certain areas of the building without permission; learners entering restricted areas; learners being in school areas without appropriate supervision; allowing or assisting any individual(s) to enter the school other than through designated entrances or allowing unauthorized persons to enter the school through any entrance; and returning to school premises while on Temporary Homebound Learning.

Possession and/or Use of a Simulated Weapon

The possession, concealment or display of a simulated weapon including, but not limited to, any look-a-like gun that would put a reasonable person in fear or apprehension of harm.

GROUP III – INTERVENTIONS

First Incident

- In-School Conference with Learner
- Parent/Guardian Conference
- Individual Behavior Support Plan/Safety Plan
- Reset Room
- Restorative and/or Trauma Intervention
- Drug/Alcohol Counseling Intervention Plan

Subsequent Incidents

- In-School Conference with Learner
- Individual Behavior Support Plan/Safety Plan
- Parent/Guardian Conference
- Restorative and/or Trauma Intervention
- Temporary Homebound with access to Edgenuity and Academic Coach
- Participation in a Safety Assessment and Student Safety Plan
- Referral back to home school for violation of EIA (Expulsion in Abeyance) Agreement.

GROUP IV – BEHAVIORS AND INTERVENTIONS

Any commission of these behaviors **may** be reported to local law enforcement and school security depending on the severity of the behavior.

Threatening Another Learner

Intentional verbal or physical threat to do harm to a learner by a learner who possesses a plan and the means to carry out such threat. This includes making verbal or physical threats made electronically during school or after school hours.

Fighting

Mutual combat in which both parties have contributed to the conflict, either verbally or by physical action. If a learner utilizes social media to promote or incite a fight, i.e., videotaping fights and posting the videos on the Internet, texting, phone calls, etc., the learner may be included as a participant in violation of a Behavior that may include inciting to fight, fighting or bullying.

Possession/Distribution and/or Purchase of Non-Controlled Substances

Distribution, attempt to distribute, or possession with intent to distribute a non-controlled substance that has been represented to be, or upon a belief that it is, a dangerous controlled substance. Non-controlled substances include over-the-counter medications and medications that are prescribed to treat medical conditions such as high blood pressure, diabetes, and bacterial infections, etc.

Assault of Another Learner

An actual and intentional touching or striking of another learner against their will with the intent of causing serious physical harm, or an attempt to do the same, or placing a person in apprehension of immediate physical injury. A learner using physical force in self-defense during the event of an assault shall not be considered to have engaged in assault themselves.

Threatening of School Personnel

Intentional verbal or physical threat to do violence to a staff member. This includes making threats made electronically during school or after school hours.

Assault of School Personnel

An actual and intentional touching or striking of school personnel against their will with the intent of causing physical harm, or an attempt to do the same, or placing a person in apprehension of immediate physical injury.

False/Fire Alarms

Tampering with emergency equipment, setting off false alarms, making false reports; communicating a threat or false report for the purpose of frightening or disturbing people, disrupting the educational environment, or causing the evacuation or closure of school property.

Sexual Harassment

Unwelcome sexual advances, requests for sexual favors or other verbal or physical conduct of a sexual nature when such conduct has the purpose or effect of unreasonably interfering with a learner's educational performance or creating an intimidating, hostile or offensive educational environment. Examples of sexual harassment include, but are not limited to, sexual jokes or comments; requests for sexual favors; and other unwelcome verbal conduct or a sexual nature. Sexual harassment also includes the misuse of social media in publishing or displaying any defamatory, racially offensive, abusive, obscene, profane, sexually oriented, or threatening materials or messages either publicly or privately.

Sexual Misconduct

An actual and intentional touching or fondling, which would constitute sexual contact regardless of whether the touching occurs through or under the clothing (i.e., putting hands underneath another's clothing, etc.). This behavior includes touching or fondling members of the same sex as well as members of the opposite sex.

Note: Learners found to have voluntarily participated in sexual misconduct will receive the same intervention. An investigation will be conducted by school administration, Summit Academy security personnel, and the Machesney Park Police Department if warranted.

Bullying -- Physical, Verbal or Cyber

For purposes of this policy, bullying is defined as intimidation or harassment of a learner or multiple learners perpetuated by individuals or groups. The behavior is continuous or has the potential to be continuous. Bullying includes, but is not limited to, physical actions, including violence, gestures, theft, or damaging property; oral or written taunts, including name-calling, put-downs, extortion, or threats; or threats of a retaliation for reporting such acts. Bullying may also include cyberbullying or cyber threats.

Cyberbullying is sending or posting harmful or cruel text or images using the Internet or other digital communication devices. Cyber threats are online materials that threaten or raise concerns about violence against others, suicide, or self-harm.

GROUP IV – INTERVENTIONS

First Incident

- In-School Conference with Learner
- Parent/Guardian Conference
- Individual Behavior Support/Safety Plan
- Reset Room
- Restorative and/or Trauma Intervention
- Temporary Homebound with access to Edgenuity

Subsequent Incidents

- Individual Behavior Support Plan/Safety Plan
- Restorative and/or Trauma Intervention
- Temporary Homebound with access to Edgenuity and Edgenuity Coach
- Participation in a Safety Assessment and Student Safety Plan
- Referral back to home school for violation of EIA (Expulsion in Abeyance) Agreement.

GROUP V – BEHAVIORS AND INTERVENTIONS

Learners may be referred to the office upon the first occurrence of any Group V behavior. Any of these behaviors may be reported to local law enforcement agency depending on the severity of the behavior. The behavior must be reported to school security.

Possession of Drugs with Intent to Sell or Distribute

The possession of illegal drugs where the amount would be considered greater than that for personal use by virtue of the quantity, packaging or other circumstances which demonstrate intent or effort to sell/distribute. This includes possession with intent to sell or distribute any forms of edibles, marijuana infused products.

Possession and/or Use of a Weapon Other Than a Firearm

Possession and/or use of any of the following:

- knife
- pen knives
- projectile weapon (i.e., pellet gun, BB gun, slingshot, bow, crossbow, etc.)
- blackjack
- knuckles
- pepper spray
- mace
- tasers
- normal school supplies, household items or other materials (examples include, but are not limited to, scissors, nail files, chains, laser beam pointers, razor blades, box cutters, combination and/or pad locks, etc.), which are used for attack, to threaten, intimidate or inflict physical injury or harm on another person, when such items are used as a weapon.

Possession and/or Use of a Firearm

Possession and/or use of a firearm or gun of any kind that can be used to injure someone or place someone in fear or apprehension of bodily harm. As defined by the Gun Free Schools Act, a “firearm” shall mean:

- Any weapon that is designed or adapted to expel a projectile by the action of an explosive
- the frame or receiver of any weapon described above
- any firearm muffler or firearm silencer
- any explosive, incendiary, or poison gas
- any combination of parts either designed or intended for use in converting any device into any destructive device described above and from which a destructive device may readily be assembled.

Causing Serious Physical Injury to Learner or Staff

A serious bodily injury involves an injury with a substantial risk of death, extreme physical pain, protracted and obvious disfigurement, protracted loss, or impairment of the function of a bodily member, organ, or mental faculty.

Possession, Use and/or Sale of Explosives

The carrying, concealing, use or sale of a bomb, dynamite, or other deadly explosives.

Note: An “explosive” is defined as any explosive, incendiary or bomb or similar device designed or adapted for the purpose of causing death, serious physical injury, or substantial property damage; any device designed or adapted for delivering or shooting a weapon (i.e., fireworks, gasbombs, smoke bombs, stink bombs, firebombs, ammunition, etc.)

Arson

Starting a fire or causing an explosion with the intent to damage personal property and/or buildings (i.e., setting papers/books on fire, placing lighted matches, or burning paper in trash can/container, exploding fireworks/bombs, setting property, or building on fire, etc.).

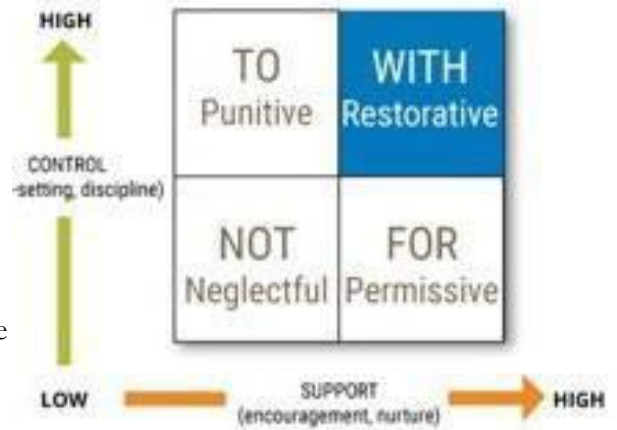
GROUP V – INTERVENTION

First Incident and Subsequent Incidents

- In-School Conference with Learner
- Individual Behavior Support Plan/ Safety Plan
- Parent/Guardian Conference
- Reset Room
- Restorative and/or Trauma Intervention
- Temporary Homebound with access to Edgenuity and Academic Coach
- Participation in a Safety Assessment and Student Safety Plan
- Referral back to home school for violation of EIA (Expulsion in Abeyance) Agreement.

RESTORATIVE JUSTICE AND TRAUMA INFORMED INTERVENTIONS

RESTORATIVE JUSTICE INTERVENTIONS



The interventions below use a “WITH” approach, described in the Social Discipline Window, also called a Restorative approach. Restorative Practices engage learners in community building and problem solving. When conflict occurs, a restorative approach focuses less on rules and punishment, instead emphasizing the importance of relationships and repair.

PROACTIVE INTERVENTIONS:

Restorative Classroom Temp Checks: This proactive approach can be done at the beginning of every class or one time a week. Ask learners to share how they are feeling on a scale from 1-10. The “why” is optional. Staff should be sure to check in with any learner below a “5.” These numbers are often representations of the learner’s “Window of Tolerance” for the day and can be a predictor of future stress responses.

**When a learner falls out of the Window of Tolerance (the area where they can regulate frustrations), they’re more likely to act out.*

Mindfulness: Practices that focus on learning to train your attention to the present moment without dwelling on what has happened in the past or worrying about the future. This could include Restorative Yoga, Mindfulness Monday in Advisory, Gratefulness Minutes during Morning Circles, etc.

Classroom Circle: Staff can use the Circle process for culture building, opinion sharing, and curriculum review. The circle process includes:

1. A talking piece
2. Circle norms agreed upon by the group
3. A centerpiece
4. An agenda

Collaborative Class Agreements: Staff can engage their learners in a “WITH” approach by building some or all classroom norms together, using this 4-square:

Teacher-Learner Norms:	Learner-to-Learner Norms:
Learner-Teacher Norms:	All of Us to Classroom:

Group I Interventions:

Teacher-Learner/Restorative Conference: This can be a formal or informal process. Teacher will ask the learner:

- “What happened?”
- “What were you feeling at the time?”
- “Who was affected?”
- “What can be done to make it right or better?”

Check-In/Check Out: Learners assigned to a CICO intervention check in with a coach/mentor at the beginning of the day to set goals for the day. This adult can be a counselor or other staff member who is not an instructor for that learner.

For example, the learner uses a “points card” that spells out the goals for each part of the day. As the learner progresses through the day, their teachers work with the learners to *collectively evaluate behavior and assign points together for meeting the learners’ daily goals (1-5).

Learners will review their reflection card with CICO at the end of the day.

**Staff must work collectively with learners to assign points for the day for this to be a Restorative approach.*

Cool-Down Space: Summit Academy has a designated RESET room (Restorative Environment using Social Emotional Training). If learners become unregulated during class, the teacher will call an interventionist to escort the student to the RESET room. The student will be encouraged to either use or learn a new coping skill. This will allow students to calm down in a productive manner and gain lifelong emotional regulation skills

Group II Interventions:

Restorative Justice Mediation: This conference brings together the two parties harmed by the action. Mediations require:

1. A written reflection by both parties
2. A pre-conference with both parties
3. Both parties agreeing to be present
4. Guidelines written by both parties
5. Restorative Justice Coordinator or Center for Conflict Resolution-trained Mediator

In-Class Restorative Circle: A Restorative Justice Coordinator or Center for Conflict Trained Mediator will assist a staff member in planning and facilitating a classroom circle. All learners and staff will be able to share how they were affected by the action and what they collectively believe is needed to make things right.

Parent/Guardian Restorative Conference: Parent/Guardian(s) will take part in a Restorative Circle. Learners and Parent/Guardian(s) will be able to share what happened from their perspective, how they were affected by the action and what they collectively believe is needed to make things right.

Problem Solving Anchor Chart: Staff will facilitate learners in filling out a Problem-Solving Anchor Chart. This is a more formal version of a Restorative Conversation. This can be facilitated with an individual learner, with a small group or with a full class.

What happened?	Who all was affected?
What needs to happen to make it right?	When will those action steps take place?

Individual Support Plan: Staff will create an ISP WITH learners; with a focus on Window of Tolerance:

1. What often brings your Temp Check (How you feel) below a 5?
2. What strategies do you usually use to cope with frustration and stress?
3. What is a safe space in the school for you?

Group III Intervention:

Parent/Guardian Restorative Conference: Parent/Guardian(s) will take part in a Restorative Circle. Learners and Parent/Guardian(s) will be able to share what happened from their perspective, how they were affected by the action and what they collectively believe is needed to make things right.

Group IV and V Intervention:

Community/Neighborhood Accountability Board: This process is facilitated by a Restorative Justice Coordinator or Center for Conflict Resolution representative. This process is larger and more formal than a mediation and is used to discuss chronic harmful behavior or an incident that caused harm to two or more parties. This process brings together every party affected by a learners’ actions and stakeholders in the learner’s life. All participants will be able to share what happened from their perspective, who was affected, and what they believe needs to happen to make things right. The board, including the learner, creates an Accountability Agreement.

TRAUMA INFORMED INTERVENTIONS

The goal of creating a “trauma sensitive school” is to reduce problem behaviors and emotional difficulties, as well as optimize positive and productive functioning for all learners. When schools can address the behavioral health needs of learners in a proactive manner, rather than a reactive one, they can increase the resources available to promote educational goals.

A non-trauma-informed system punishes and blames actions and asks, ‘what’s wrong with you?’ A trauma-informed system will hold individuals responsible for their actions but will provide space and time to process ‘what happened to them?’ without adding guilt and more trauma.

According to the national Substance Abuse and Mental Health Services Administration (SAMSHA) a trauma-informed

approach for any system, including schools, adheres to the following 4 R's:

- Realizes the widespread impact of trauma and understands potential paths for recovery
- Recognizes the signs and symptoms of trauma in clients, families, staff, and others involved with the system
- Responds by fully integrating knowledge about trauma into policies, procedures, and practices; and
- Seeks to actively resist re-traumatization

Group I Interventions

Group I behaviors are described as non-physical. Trauma Sensitive interventions to Group I behaviors may include:

- Gather as much information as possible about family stressors and link to resources.
- Foster a feeling of safety in the classroom/at school.
- Develop a strong, trusting relationship with the learner/caregiver.
- Partner with the caregiver to identify ways to meet school expectations.
- Provide positive reinforcement for desired behaviors (i.e., attends school on time).

Group II Interventions

Group II behaviors are described as non-physical behaviors that disrupt the learning environment. Trauma Sensitive interventions to Group II behaviors may include:

- Provide a safe space for learner's voice
- Engage the learner one to one to assess what happened that resulted in the behavior
- Practice Open Communication Dialogues (i.e., I feel (feeling word), because (state what happened) and (state what needs to happen to prevent this feeling from occurring again in a similar situation)
- Use Shaping, Simulation and Modeling strategies to influence the desired behavior
- Positive Setting - indirect way to set events by setting the stage for the desired behavior (i.e., only setting out colored pencils and markers for art, instead of paint)
- Awareness of self-strategies
- Provide consistency, predictability, and choice-making opportunities for the learner
- Complete a De-Escalation Preferences form (identifies triggers and what happened to influence the behavior, also identifies a "safe person" that can assist when the learner becomes dysregulated.)
- Integrate multi-sensory integration breaks into class schedule (i.e., Safe Movement, Rhythm and Music, Yoga)
- Utilize a sensory or meditation room for emotional regulation and class re-integration
- Provide positive reinforcement for desired behavior (i.e., attends school on time)
- Partner with learner/caregiver to develop a home-based reinforcement plan (designed to encourage positive behavior at home in the school setting)

Group III Interventions

Group III behaviors are described as academic integrity and physical behaviors that may cause harm to others. Trauma Sensitive interventions to Group III behaviors may include:

- Emotion management/relationship skills psycho-education groups/classes
- Peer/Educator mediation
- Violence prevention/bullying groups
- Restorative Justice strategies to increase impact of behavior
- Consult with School Support Team (Counselor, Trauma Sensitive School Clinician)

Group IV and V Interventions

Group IV and V behaviors are described as physical behaviors. Trauma Sensitive interventions to Group IV and V behaviors may include:

- Coordinate services with Mental Health Therapists/Agencies Centers (i.e., Substance Use Disorder Treatment)
- Psycho-education groups/classes related to the behavior
- Dispel misconceptions about the undesired behavior
- Restorative Justice Services to prevent criminal infractions
- Consult with School Support Team (Counselor, Trauma Clinician)

Reset Room Process

The recovery room process has been established to give learners an opportunity to explore alternatives to unacceptable behavior in a supervised, restricted environment with a full-time instructor. Learners are removed from the regular school environment and placed in a supervised classroom. Teachers are required to provide appropriate assignments for learners.

Temporary Homebound

The removal of the violating learner from school property for eleven (11) to one hundred and seventy-five (175) school days. The length of time is imposed by the Regional Office of Education or their administrative designee. Learners shall not be allowed to participate in extracurricular activities, attend any school function or be on any Summit Academy property during the length of the temporary homebound learning.

Mediation

A structured mediation process to resolve disputes between two or more parties to obtain a positive outcome. Mediators facilitate the process, complete documentation, and finalize the agreed upon resolution between the parties.

Parent/Guardian Conference

A conference will be held with parent/guardian, learner, and school administration to discuss violations of the Code of Conduct and disciplinary interventions for subsequent discipline infractions.

Referral to Legal Authority

Schools may contact law enforcement or other legal authorities and charges may be filed as appropriate

Restorative Practices

Practices that emphasize repairing the harm to the victim and the school community caused by the learner's misconduct. Learner violators of the Code of Conduct may have the opportunity to engage in restorative practices as a intervention of their inappropriate behavior, as facilitated by school officials. It is important that any learner engaging in restorative practices freely admit to any wrongdoing and express contrition for their actions to the offended parties. Restorative practices developed in response to a Code of Conduct violation may include but are not limited to the following productive activities:

- Restitution
- Alternative restorative including Reset Room
- Apology for offense (both written or verbal)
- Participation in diversion programs
- Community service activities
- Outreach and awareness activities
- Course of study, book study, or applied learning experience
- Behavior plan or behavior contract
- Participation in counseling in and out of school
- Engage in agency and community supports
- Learner-to-Learner mediation
- Staff-to-Learner mediation

All restorative practice plans should include a timeline with term of completion specified.

BEHAVIOR AND ACADEMIC SUPPORT MODELS

Conscious Discipline

Conscious Discipline is a whole-school process for social-emotional learning, discipline, and self-regulation. This process integrates classroom management and social-emotional learning. It utilizes everyday events and classroom routines rather than an external curriculum. It addresses the adult's emotional intelligence and brain state, as a means of coaching the learner's emotional intelligence toward optimal brain state. Conscious Discipline empowers adults to consciously respond to daily conflict, transforming it into an opportunity to coach and teach critical life skills to learners.

MTSS – Multiple Tiered Support Structure

RTI is a process that provides intervention and educational support to all learners at increasing levels of intensity based on their individual needs. MTSS is a proactive approach in preventing academic and behavior problems. The MTSS process has three tiers that build upon one another.

- Tier I includes high quality instructions. The school provides all learners with access to high quality curriculum, instruction and behavior supports in the general education classroom.
- Tier II includes additional targeted, supplemental instruction/interventions. The school provides interventions to small groups of learners who need more support than Tier I provides.
- Tier III includes intensive instructions. The school develops and implements interventions to meet the individual needs of learners.

Restorative Practices

Restorative Practices are voluntary conversations (conferences, mediations, boards) that allow all parties to share harms and needs. These are processes that focus on accountability and healing. Some accountability actions (agreed upon by all parties) could include:

- Restitution
- Apology for behavior (both written or verbal)
- Participation in diversion programs
- Community service activities
- Outreach and awareness activities
- Course of study, book study, or applied learning experience
- Behavior plan or behavior contract
- Participation in counseling in and out of school
- Engage in an agency and community supports
- Learner-to-Learner mediation

All restorative practice plans should include a timeline with term of completion specified.

EXAMPLES OF TEACHER INTERVENTION STRATEGIES

PHYSICAL ARRANGEMENT	BEHAVIOR MOTIVATIONAL
Seat learner near teacher or by role model	Immediate reinforcement of correct response
Avoid distracting stimuli	Keep graphs and charts of student progress
Isolate from other students or move location	Use of timers to facilitate task completion
Different groupings of desks	Structure unstructured times (assemblies, hallway, field trips, etc.)
Allow different positions for activities (bean bag chair, laying, standing)	Allow short breaks between assignments
Adjust grouping of students	Implement self-monitoring strategies
Acceleration to another level, class or group within the classroom	Encourage specific behaviors
Team teach or parallel teach	Provide quiet place for student to retreat
	Implement and maintain home/school communication system
	Develop a system to monitor behavior and reward success
ORGANIZATIONAL	LESSON PRESENTATION
Time limits for assignments	Give assignments orally and visually
Questions at end of each sentence/paragraph to help focus on important information	Use computer assisted instruction
Highlight main facts in the book	Provide a model to student and refer to it often
Organize a notebook or provide a folder to help organize work	Include variety of activities for each lesson
Send daily/weekly progress reports	Provide cross-age tutoring
Develop reward system for work completion	Provide peer note taking
Conference regularly with the student concerning needs, production, evaluation of progress	Provide an individual folder or notebook to organize individual work, language assignments or projects.
Provide homework assignment notebook	
Utilize parent volunteer or aides	
Implement home/school communication system for assignments	
Conference with student's parents and other school personnel	
COMMUNICATION	CURRICULUM
Provide positive replacement behaviors for inappropriate behaviors or language	Provide special materials
Role play how to express feelings	Provide opportunities for extra drill
Communicate at developmentally appropriate level	Provide study guide
Talk with student using language slightly above their level (use 3-4 word sentences if child is using 3 words)	Provide instructional materials geared toward student's level of basic skills
Ask child to repeat directions to determine comprehension	Stress a subject or topic in greater complexity or depth
Give student extra time to speak if having dis-fluencies (i.e., stuttering)	Present higher levels of abstraction of academic content
Keep commands simple and direct	Provide opportunities for independent study of library research
Pair gestures with directions	Provide enrichment choices in addition to or in lieu of the regular assignment
	Plan for self-selected, interest or need-based tasks

NOTICE OF PROVISIONS UNDER THE ILLINOIS SAFE SCHOOLS LAW

By state law, school administrators are required to report acts of school violence to teachers and other school personnel with a need to know. School personnel with a “need to know” refers to school personnel who are directly responsible for the learner’s education or who otherwise interact with the learner on a professional basis while acting within the scope of their assigned duties.

School administrators shall report to the appropriate law enforcement agency, as soon as possible, any of the following felonies or any act which, if committed by an adult, would be one of the following felonies if committed on school property, including, but not limited to, actions on any school bus in service on behalf of the school or while involved in school activities:

1. First Degree Murder
2. Second Degree Murder
3. Kidnapping
4. First Degree Assault
5. Forcible Rape
6. Forcible Sodomy
7. Burglary in the 1st Degree
8. Burglary in the 2nd Degree
9. Robbery in the 1st Degree
10. Distribution of Drugs
11. Distribution of Drugs to a Minor
12. Arson in the 1st Degree
13. Voluntary Manslaughter
14. Involuntary Manslaughter
15. Second Degree Assault
16. Sexual Assault
17. Felonious Restraint
18. Property Damage in the 1st Degree
19. Possession of a Weapon
20. Child Molestation in the 1st Degree
21. Deviate Sexual Assault
22. Sexual Misconduct Involving a Child
23. Sexual Abuse
24. Harassment
25. Stalking
26. Possession of an illegal substance or item
27. Trespassing

The appropriate law enforcement agency will be notified in all situations where a learner’s conduct violates state law or municipal ordinances. The school will fully cooperate in any investigation and encourages personnel to prosecute learners who are involved in conduct that causes physical harm to them.

In addition, if the school is notified by the juvenile officer that a petition has been filed alleging that a learner has committed a serious behavior against persons or property, teachers, and other school personnel with a need to know will be notified of that information. Any information regarding serious Behaviors will be kept confidential and will only be used for the limited purposes of assuring that good order and discipline are maintained in the school. This information may not be used as the sole basis for not providing educational services to a learner.

If a learner’s Individualized Education Program (IEP) includes an indication that the learner’s condition includes violent behavior that information will be provided to teachers and other school personnel with a need to know.

SECTION I. SERIOUS VIOLATIONS OF THE SCHOOL’S DISCIPLINE POLICY

All Group III, IV and V Behaviors of the Code of Conduct are considered serious violations of the school’s discipline policy.

SECTION II. VIOLENT ACTS

Pursuant to the Safe Schools Act, the phrase “act of school violence” or “violent behavior” means the exertion of physical force by a learner with the intent to do serious physical injury to another person while on school property, including a school bus in service on behalf of the school or while involved in school activities. “Serious physical injury” is physical injury that creates a substantial risk of death or that causes serious disfigurement or protracted loss or impairment of the function of any part of the body. For example, assaulting learner, teacher or any other school personnel of the school and a third-degree assault is considered a violent act.

ANNUAL NOTICE OF RIGHTS UNDER THE FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

The Family Educational Rights and Privacy Act (FERPA) is a Federal law designed to protect the privacy of a learner's education records. FERPA affords parents and learners who are eighteen (18) years of age or older (eligible learners) certain rights with respect to the learner's education records including:

1. The right to inspect and review the learner's education records within three business days of the written request. Parents or eligible learners should submit a written request that identifies as precisely as possible the record or records they wish to inspect to the school directors who will make arrangements for access. Access must be given as soon as possible, but within three business days; however, the period for document production may exceed three business days for reasonable cause.
2. The right to request the amendment of the learner's education records that the parent or eligible learner believes are inaccurate or misleading, or in violation of their privacy rights. A written request should be submitted to the school directors. The written request must indicate the challenged aspect of the record and specify why it is believed to be inaccurate, misleading, or in violation of the learner's privacy rights. The school directors or an employee designated by the Executive Director will determine within a reasonable period of time after receiving the request whether to amend the record. The school will notify the parents or eligible learner of the decision, and if the request was denied, inform them of their right to a hearing. Requests for hearings must be made within ten (10) days of the receipt of the letter. If a hearing is requested, it will be conducted by a hearing officer who is a disinterested party; however, the hearing officer may be an official of the school. The parents or eligible learner shall be afforded a full and fair opportunity to present evidence relevant to the issues raised in the original request to amend the learner's education records. The parents or eligible learner may be assisted by one or more individuals of their choice, including an attorney. The hearing officer will prepare a written decision based solely on the evidence presented at the hearing and provide a copy to the school and the parents or the eligible learner within a reasonable period of time after the hearing. The decision will include a summary of the evidence presented and the reasons for the decision. The hearing officer's decision will be final. If the hearing officer determines the record is inaccurate, misleading or in violation of the learner's privacy rights, the school will amend the record and notify the parents or eligible learner of the amendment in writing. If the hearing officer determines the record is not inaccurate, misleading or in violation of the learner's privacy rights, the school will notify the parents or eligible learner that they have the right to place a written statement with the record commenting on the challenged information and/or a statement setting forth reasons for disagreeing with the decision, which will be maintained as part of the learner's education record. Please note that while this procedure may be used to challenge facts that are inaccurately recorded, it may not be used to challenge a grade, an opinion or a substantive decision made by a school about a learner.
3. Generally, schools must have written permission from the parent or eligible learner before releasing any personally identifiable information from the learner's education records. However, FERPA allows schools to disclose records without consent to the following parties:
 - School officials who have a legitimate educational interest in the records. This may include a person employed by Summit Academy in an administrative, supervisory, academic, research or support staff position; a Board member; or a contractor, consultant, volunteer, or other outside service provider retained to provide various institutional services or functions
 - other schools to which a learner is transferring/enrolling
 - military recruiters or institutions of higher education that have requested names, addresses and telephone listings of secondary school learners. Parents or eligible learners may submit a written request to have school obtain written request before disclosing to this information to these entities
 - certain federal, state and/or local government officials in connection with an audit or evaluation of federal or state- supported education programs or for the enforcement of or compliance with federal legal requirements related to these programs
 - appropriate parties in connection with financial aid to a learner
 - organizations conducting certain studies/evaluations for the school
 - accrediting organizations

ANNUAL NOTICE OF RIGHTS UNDER THE PROTECTION OF PUPIL RIGHTS AND AMENDMENT

The Protection of Pupil Rights Amendment (PPRA), 20 U.S.C. §1232h, requires Summit Academy to notify you and obtain consent or allow you to opt your learner out of participating in certain school activities. No learner shall be required to submit to a survey, analysis or evaluation that reveals any of the following information (“protected information surveys”) without written consent of a parent:

1. Political affiliations or beliefs of the learner or learner’s parent
2. mental or psychological problems of the learner or learner’s family
3. sex behavior or attitudes
4. illegal, anti-social, self-incriminating or demeaning behavior
5. critical appraisals of others with whom respondents have close family relationships
6. legally recognized privileged relationships, such as those of lawyers, physicians or ministers
7. religious practices, affiliations or beliefs of the learner or the learner’s parents; or
8. income, other than as required by law to determine program eligibility or for receiving financial assistance under such program.

This requirement also applies to the collection, disclosure or use of learner information for marketing purposes and certain physical exams and screenings.

Summit Academy will provide parents with reasonable notification of the surveys and activities and an opportunity to consent or opt their learner out, as well as an opportunity to review the surveys. Please note that this notice and consent/opt-out right transfers from parents to any learner who is eighteen (18) years old or an emancipated minor under Illinois law.

Parents or eligible learners who believe their rights have been violated under the PPRA may file a complaint with the Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue, SW, Washington, DC 20202.

PROHIBITION AGAINST DISCRIMINATION, HARASSMENT AND RETALIATION **(Transgender and Gender Nonconforming Employees and Learners)**

The school prohibits discrimination based on gender identity as well as sexual orientation. This outlines some of the efforts the school will make to respect a learner’s gender identity.

Definitions

Gender Identity – A person’s deeply held sense or psychological knowledge of their own gender, regardless of the gender they were as- signed at birth.

Transgender – People whose gender identity is different from the gender assigned to them at birth.

Gender Expression – The way a person expresses gender, such as clothing, hairstyles, activities, or mannerism.

Gender Nonconforming – Description of people whose gender expression differs from stereotypical expectations.

Privacy

Information about a learner’s transgender or gender nonconforming status will be considered confidential information that will only be shared with school personnel on a need-to-know basis. Information about a learner’s transgender status also may constitute confidential medical information. School personnel may not disclose information that may reveal a learner’s transgender status or gender nonconforming presentation to others, including parents, unless legally required to do so or unless the learner has authorized such disclosure.

The school will not require the learner to discuss his or her status with others. When contacting the parent or guardian of a transgender or gender nonconforming learner, school personnel should use the learner’s legal name and the pronoun corresponding to the learner’s gender assigned at birth unless the learner, parent or guardian has specified otherwise.

Official Records

The school is required to maintain a mandatory, permanent pupil record (“official record”) that includes a learner’s legal name and legal gender. The school, however, is not required to use a learner’s legal name and gender on other school records or documents. The school will change a learner’s official record to reflect a change in legal name or legal gender upon receipt of documentation that such change has been made pursuant to a court order. In situations where school staff or administrators are required by law to use or to report a transgender or gender nonconforming learner’s legal name or gender, such as for purposes of standardized testing, school staff and administrators shall adopt practices to avoid the inadvertent disclosure of such confidential information.

Names/Pronouns

Persons, including learners and employees, shall be addressed by a name and pronoun that corresponds to their gender identity, as requested by the learner or employee. Neither a court-ordered name or gender change, nor a change in official employee or learner records, is required. The intentional or persistent refusal to respect the gender identity of an employee or learner after notification of the preferred pronoun/name used by the employee or learner is a violation of this procedure.

Gender-Segregated Activities

To the extent possible, schools should reduce or eliminate the practice of segregating learners by gender. In situations where learners are segregated by gender, such as health education classes, learners should be included in the group that corresponds to the learner's gender identity.

Restroom Accessibility

Learners and employees shall have access to the restroom that corresponds to the person's gender identity consistently asserted at school whenever possible or practicable. Any learner who has a need or desire for increased privacy, regardless of the underlying reason, should be provided access to a single stall restroom. If no single stall restroom for learners is available in the school, the learner should be provided access to a single stall restroom in the nurse's office or main office, but no learner shall be required to use such a restroom.

Dress Codes

Transgender and gender nonconforming learners shall be permitted to dress in a manner consistent with the learner's gender identity or gender expression. Where dress codes and uniform requirements apply to all learners, transgender and gender nonconforming learners should comply with the uniform requirements consistent with the learner's gender identity.

Note: The reader is encouraged to review policies and/or forms for related information in this administrative area.

NOTICES

EXPECTATIONS AND GUIDELINES FOR EMPLOYEE-STUDENT BOUNDARIES

All Summit Academy employees must maintain professional employee-student boundaries and relationships with students. This includes meeting expectations and following guidelines established by the Regional Office of Education for employee-student boundaries. These expectations and guidelines apply to all professional, educational support, and contracted Summit Academy & ROE employees. If they conflict with an applicable collective bargaining agreement, the provision is severable and the applicable bargaining agreement will control.

The Regional Office of Education I Summit Academy understands that employees may have pre-existing relationships with families of students outside of school. These expectations and guidelines do not apply to employee-student relationships based in pre-existing relationships, including nuclear or extended families. These expectations and guidelines are not intended to prohibit such interactions, provided that an awareness of employee-student boundaries is maintained at all times. This list is not exhaustive, and an employee may be disciplined for boundary violations that are not specifically listed.

Employee Professional and Appropriate Conduct

All ROE I Summit Academy employees are expected to maintain high standards in their school relationships, to demonstrate integrity and honesty, to be considerate and cooperative, and to maintain professional and appropriate relationships with students, parents, staff members, and others. In addition, the Code of Ethics for Illinois Educators, adopted by the Illinois State Board of Education, is incorporated by reference into this policy. Any employee who sexually harasses a student, willfully or negligently fails to report an instance of suspected child abuse or neglect as required by the Abused and Neglected Child Reporting Act (325 ILCS 5/), engages in grooming as defined in 720 ILCS5/11-25, engages in grooming behaviors, violates boundaries for appropriate school employee- student conduct, or otherwise violates an employee conduct standard will be subject to discipline up to and including dismissal. The Superintendent or designee shall identify appropriate employee conduct standards and provide them to all ROE I Summit Academy employees.

Standards related to school employee-student conduct shall, at a minimum:

1. Incorporate the prohibitions noted in paragraph 1 of this policy;
2. Define prohibited grooming behaviors to include, at a minimum, sexual misconduct. Sexual misconduct is (i) any act, including but not limited to, any verbal, nonverbal, written, or electronic communication or physical activity, (ii) by any
3. 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 include, but are not limited to: a. A sexual or romantic invitation b. Dating, or soliciting a date c. Engaging in sexualized or romantic dialog d. Making sexually suggestive comments that are directed toward or with a student e. Self-disclosure or physical exposure of a sexual, romantic, or erotic nature f. A sexual, indecent, romantic, or erotic contact with the student
4. Identify expectations for employees to maintain professional relationships with students, including expectations for employee- student boundaries based upon students' ages, grade levels, and developmental levels. Such expectations shall establish guidelines for specific areas, including but not limited to: a. Transporting a student b. Taking or possessing a photo or video of a student c. Meeting with a student or contacting a student outside the employee's professional role
5. Reference employee reporting requirements of the Abused and Neglected Child Reporting Act (325 ILCS 5/), Title IX of the Education Amendments of 1972 (20 U.S.C. §1681 et seq.), and the Elementary and Secondary Education Act (20 U.S.C. § 7926);
6. Outline how employees can report prohibited behaviors and/ or boundary violations pursuant to Board policies 2:260, Uniform Grievance Procedure; 2:265, Title IX Sexual Harassment Grievance Procedure; and 5:90, Abused and Neglected Child Reporting; and 6. Reference required employee training related to educator ethics, child abuse, grooming behaviors, and boundary violations as required by law and policies 2:265, Title IX Sexual Harassment Grievance Procedure; 4:165, Awareness and Prevention of Child Sexual Abuse and Grooming Behaviors; 5:90, Abused and Neglected Child Reporting; and 5:100, Staff Development Program

Employee-Student Boundaries

The relationship between students and school employees is an inherently unequal imbalance of power because school employees are in a unique position of trust, care, authority, and influence in relation to students. 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.

Employee-student boundaries are categorized into four areas that are not mutually exclusive:

- Emotional Boundaries – both the employee's own emotional state and self-regulation as well as students' emotional states and developmental abilities to self-regulate.
- Relationship/Power Boundaries – recognizing, as noted above, that the employee-student relationship is unequal and employees must safeguard against misusing positions of power.
- Communication Boundaries – how and what employees communicate to students, including communication that is verbal, nonverbal, in person, or via electronic means.
- Physical Boundaries – physical contact between employees and students.

While some employee-student boundaries are clear and easy to recognize, there are some unclear, grey areas that employees must plan for and respond to with sound judgment. This means recognizing the potential negative consequences for students and/or employees engaging in certain behaviors with students or allowing inappropriate conduct to continue. Employees may use time, place, and circumstances as a guiding principle by asking themselves:

- Is this the appropriate time for my planned action?
- Have I chosen the appropriate place for the planned action?
- Are these appropriate circumstances for me to take my planned action?

To avoid behavior or conduct which may lead to a breach in employee-student boundaries, employees should also recognize their own unique vulnerabilities. Examples of vulnerabilities that employees may experience include, but are not limited to:

- Employees regarding students as peers
- Employees who too closely identify with students and their issues
- Employees experiencing adult relationship issues
- Immature employees, or employees with an under-developed moral compass
- Employees feeling a need for attention
- Employees who abuse alcohol or other substances
- Employees who lack personal crisis management skills

Employees experiencing difficulties in their personal lives may be particularly susceptible to engaging in at-risk behavior or conduct with students. Employees must be alert to such risks and ensure they maintain professional boundaries at all times. The REFLECT ethical decision-making model may help employees evaluate and address conduct that concerns them. See

<https://legacy.apsc.gov.au/reflect-aps-values-and-code-conduct-decision-making-model>. Guidelines for Specific Boundary Areas.

Boundary Area	Inappropriate	Appropriate
<u>Emotional</u>	<p>Favoring certain students by inviting them to your classroom at non- instructional times to “hang out.” Favoring certain students by giving them special privileges.</p> <p>Engaging in peer-like behavior with students.</p> <p>Discussing personal issues with students.</p>	<p>Inviting students who need additional instructional support to your classroom for such additional support.</p> <p>Conducting one-on-one student conferences in a classroom with the door open.</p>
<u>Relationship/Power</u>	<p>Meeting with a student off-campus without parent/guardian knowledge and/or permission.</p> <p>Dating, requesting, or participating in a private meeting with a student (in person or virtually) outside your professional role.</p> <p>Transporting a student in a school or private vehicle without administrative authorization.</p> <p>Giving gifts, money, or treats to individual students.</p> <p>Sending students on personal errands.</p> <p>Intervening in serious student problems instead of referring the student to an appropriately trained professional.</p> <p>A sexual or romantic invitation toward or from a student.</p> <p>Taking and using photos/videos of students for non-educational purposes.</p>	<p>Meeting with a student off-campus with parent/guardian knowledge and/ or permission, e.g., when providing pre-arranged tutoring or coaching services.</p> <p>Transporting a student in a school or private vehicle with administrative authorization.</p> <p>Taking and using photos/videos of students for educational purposes, with student and parent/guardian consent, while abiding by student records laws, policies, and procedures.</p>
<u>Communication</u>	<p>Initiating or extending contact with a student beyond the school day in a one- on-one or non-group setting. Inviting students to your home. Adding students on personal social networking sites as contacts when unrelated to a legitimate educational purpose.</p> <p>Privately messaging students by any means.</p> <p>Maintaining intense eye contact. Making comments about a student’s physical attributes, including excessively flattering comments.</p> <p>Engaging in sexualized or romantic dialog.</p> <p>Making sexually suggestive comments directed toward or with a student.</p> <p>Disclosing confidential information.</p> <p>Self-disclosure of a sexual, romantic, or erotic nature.</p>	<p>Limiting communication to what is necessary for educational and/or extracurricular activities.</p> <p>Using District-approved methods for communicating with students.</p>

Boundary Area	Inappropriate	Appropriate
<u>Physical</u>	Full frontal hugs. Invading personal space. Massages, shoulder rubs, neck rubs, etc. Lingering touches or squeezes. Tickling. Having a student on your lap. Physical exposure of a sexual, romantic, or erotic nature. Sexual, indecent, romantic, or erotic contact with a student. Assisting a young student or a student with special needs with a toileting issue without obtaining parent/guardian permission.	Occasionally patting a student on the back, shoulder, or arm. Momentary physical contact with limited force designed to prevent a student from completing an act that would result in potential physical harm to the student or another person or damage to property; or to remove a disruptive student who is unwilling to leave the area voluntarily. Assisting a young student or a student with special needs with a toileting issue when parent/guardian permission has been granted.

Reporting Child Sexual Abuse, Grooming Behaviors, and/or boundary violations

Reasonable suspicions of child sexual abuse and grooming behaviors shall be reported to DCFS. Other boundary violations and violations of the code of conduct shall be reported to the building principal.

Support Services

The Superintendent or designee will ensure that each school building’s Student Support Committee identifies counseling options for students who are affected by sexual abuse, along with District and community-based options for victims of sexual abuse to obtain assistance and intervention. Community-based options must include a Children’s Advocacy Center and sexual assault crisis center(s) that serve the District, if any.

HOMELESS CHILD’S RIGHT TO EDUCATION

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

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

ACKNOWLEDGMENTS

CODE OF CONDUCT ACKNOWLEDGMENT

Summit Academy expects all learners to read and understand the Code of Conduct and to follow the rules and regulations set forth in the Code of Conduct.

Both learners and parents/guardians must acknowledge, by completing this form, that they have received and reviewed the Code of Conduct. Failure to read the Code of Conduct and/or sign this acknowledgment will not prevent learners from being held accountable for their behavior and receiving Interventions listed within the Code of Conduct.

ISSUED TEXTBOOK & TECHNOLOGY ACKNOWLEDGMENT

The Board of Education may provide textbooks for every learner enrolled in grades kindergarten through twelve in addition to one computer for learners enrolled in grades one to twelve in Summit Academy. The learner and parent(s) are responsible for the learner's textbooks and computer they have been issued to the learner. This responsibility includes the return of these items to the school at the end of the term/year or when the learner withdraws from the school.

The learner is responsible for keeping all issued items in good condition. Writing or marking or defacing school property is prohibited. A learner or parent may be held responsible for any abuse or willful destruction of textbooks and/or computers. For purposes of this acknowledgment, Summit Academy will consider the failure to return a textbook and/or computer as abuse or willful destruction. Summit Academy reserves the right to reclaim its loss for damaged or lost textbooks/computers and may withhold grades, transcripts, or diplomas until the replacement fees have been paid.

Parents/Guardians Acknowledgment:

I certify that I, _____, received a copy of the Code of Conduct and reviewed the Code of Conduct with my child,

I further understand that I am responsible for the proper care and return of textbooks issued to my child or **I shall be subject to replacement costs.**

Parent/Guardian Signature

Date

Learner Acknowledgment:

I certify that I, _____, received a copy of the Code of Conduct and reviewed each page of the Code of Conduct. I further understand that I am responsible for the proper care and return of all textbooks issued to me.

Learner Signature

Date

This signed acknowledgment will be maintained at the school building in the learner's file.

SUMMIT ACADEMY

2024-2025 SCHOOL YEAR

“This edition of the Code of Conduct, approved by the Regional Office of Education, is considered approved School Board policy. Any revisions must be submitted to the Board and approved by the School Board before becoming effective.”

Co-Executive Directors of School

Chris Collins
Meghan Hawkinson

RAS Governing Board

Michael Greenlee, Board President
Terrell Yarborough
Carl Carlson
Scott Fisher
Cassandra Schug
Ehren Jarrett
Michael Dugan
John Scwuchow

Revised and Approved May 2024

To bring Summit Academy and the Code of Conduct into compliance with federal, state, and local laws.