



SUMMIT
Academy

2025-2026

STUDENT HANDBOOK & CODE OF CONDUCT

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Summit Academy FY26 Student Handbook

Table of Contents

Greetings, Summit Academy Students and Families!.....	3
Summit Purpose Statement.....	4
Summit Mission.....	4
Summit Academy Equity & Equal Educational Opportunity Statement.....	4
Equal Educational Opportunities and Sex Equity.....	4
Complaint Procedures.....	5
Uniform Grievance Procedure.....	5
Language Access and Translation Services.....	6
Visitor Policy – Summit Academy.....	6
Check-In Procedures.....	6
Behavior Expectations for Visitors.....	6
SECTION 1: GENERAL SCHOOL OPERATIONS.....	7
1.1 Governance and Oversight.....	7
1.2 School Hours.....	7
1.3 Summit Academy Administrative and Staff Contact list.....	8
SECTION 2: STUDENT SERVICES AND REQUIREMENTS.....	9
2.1 Waiver of Student Fees.....	9
2.2 Immunizations, Health, Eye, and Dental Exams.....	9
2.3 Educational Technology & SOPPA Compliance.....	9
SECTION 3: TRANSPORTATION.....	11
3.1 Bus Transportation Eligibility and Procedures.....	11
3.2 Transportation and Bus Safety.....	11
Bus Expectations (District-Provided Transportation)/Summit Academy Vehicle Expectations.....	11
Summit Academy Vehicle Expectations.....	11
SECTION 4: ACADEMIC AND SPECIAL EDUCATION SERVICES.....	12
4.1 Alternative School Guidelines.....	12
Role of Administration.....	12
Reset Room Procedures.....	12
4.2 Summit Academy Temporary Remote Learning Program.....	12
Purpose.....	12
Program Overview.....	12
Eligibility.....	12
Program Expectations.....	13
Success Criteria.....	13
4.3 Education of Students with Disabilities.....	13
4.4 Discipline of Students with Disabilities.....	14
4.5 Homeless Child's Right To Education.....	14
SECTION 5: STUDENT RIGHTS, RESPONSIBILITIES, AND SAFETY.....	15
5.1 Student Rights.....	15
Citizenship and Behavior Expectations.....	15
Search and Seizure.....	16
Academic Integrity.....	16
Behavior in the Classroom.....	16
Cafeteria and Common Area Expectations.....	17
Dress Code.....	17

Electronic Devices.....	17
Social Media and Online Conduct.....	17
Acceptable Use of Technology and Digital Citizenship.....	18
Network Access and Recordings.....	18
Buying, Selling, and Trading.....	18
Weapons and Concealed Carry.....	18
5.2 Bullying Prevention and Intervention Policy.....	19
Prohibited Behaviors.....	19
Reporting Procedures.....	19
5.3 Student Attendance.....	21
5.4 Student Code of Conduct.....	21
Introduction to the Code of Conduct.....	21
Application of Disciplinary Interventions.....	21
Scope of Authority.....	21
SECTION 6: RESTORATIVE APPROACH & SUPPORT SYSTEMS.....	30
6.1 Restorative Approach.....	30
6.2 Behavior Support Systems.....	30
6.3 MTSS – Multi-Tiered System of Supports.....	30
6.4 Return – Reentry or Graduation.....	31
Reentry to the Home District.....	31
SECTION 7: NOTICES.....	32
7.1 Provisions Under the Illinois Safe School Law.....	32
7.2 The Protection of Pupil Rights and Amendment.....	33
7.3 Expectations and Guidelines for Employee-Student Boundaries.....	34
7.4 Employee-Student Boundaries.....	35
ACKNOWLEDGMENTS.....	39
Appendix A: Legal References.....	40



Greetings, Summit Academy Students and Families!

Welcome to Summit Academy, where we are committed to transforming education and empowering students in grades 6-12+, helping them build the skills needed to succeed both academically and personally. Our mission is to help every student Reset, Connect, Restore, and Return, providing students with the support necessary to learn, grow, and achieve their goals. Our vision is to offer students a second chance to build essential life skills, confidence, and resilience to successfully transition back to their home schools or thrive in life after graduation.

Our core values guide everything we do:

Reset – We encourage students to take a deep breath and find strategies to calm and focus during challenging times. **Connect** – We intentionally build strong relationships and collaboration among students, teachers, and staff to create a supportive community. **Restore** – We practice accountability by learning from mistakes, making things right, and moving forward positively. **Return** – We guide students back on track, equipped and ready to give their best and keep progressing.

Summit Academy proudly brings together students from 13 school districts, providing a specialized alternative educational environment designed to address diverse academic and social-emotional needs. Our trauma-informed approach ensures the well-being of students through comprehensive support from our dedicated team, including counselors, social workers, and a full-time substance abuse counselor.

Students regularly participate in community circles, classroom check-ins, and reflective activities, cultivating a nurturing and inclusive atmosphere. Our structured, leveled approach helps students set and reach meaningful daily and weekly goals based on attendance, behavior, and academic achievement.

Please review our Code of Conduct, designed to maintain a positive, productive learning environment. We value your partnership, feedback, and open communication, and we encourage you to reach out with any questions or concerns.

Thank you for your continued trust and collaboration. It is my honor to serve as your Executive Director.

In Partnership,

Meghan Hawkinson



Summit Purpose Statement

Summit Academy supports students in grades 6-12+ from partner districts, providing them with the skills, resilience, and second chance they need to succeed academically, personally, and beyond graduation.

Summit Vision

Summit Academy provides 6-12+ students with essential social, behavioral, and academic skills needed for success, offering them a second chance to succeed in school and in life.

Summit Academy Mission

Summit Academy empowers 6-12+ students to Reset, Connect, Restore, and Return, equipping them with essential skills, resilience, and confidence for academic and personal success.

- **Reset:** Creating a fresh starting point for students who have faced disciplinary, attendance, or academic challenges.
- **Connect:** Building meaningful relationships between students, staff, and the school community and connecting students to the content that they are required to learn to be successful.
- **Restore:** Helping students regain confidence within themselves and the school environment through interventions, restorative practices and conversations.
- **Return:** Preparing students for a successful transition back to their regular educational settings or advancing them toward graduation.

At Summit Academy, every student receives personalized support and the opportunity for a fresh start.

Summit Academy Equity & Equal Educational Opportunity Statement

At Summit Academy, we believe that every student deserves to feel safe, supported, and valued. We recognize that racism, sexism, poverty, ableism, and other forms of systemic injustice have historically created barriers for many students—particularly students of color, students with disabilities, students from low-income backgrounds, immigrant students, and other historically marginalized groups. Our mission is to provide each student with a second chance to succeed, regardless of their background or circumstance.

We are committed to maintaining a school environment that is inclusive, trauma-informed, and free from discrimination. We work to eliminate exclusionary practices and ensure that all students are treated fairly, equitably, and with dignity. To achieve this, Summit Academy implements the following strategies:

- Mandatory ethics and equity training for all new employees
- Culturally responsive tools and professional development to reduce implicit bias
- Integration of trauma-informed and social-emotional practices into daily instruction
- Use of restorative discipline practices and behavior interventions that focus on reflection, repair, and growth
- Encouragement of student voice through relationship-building, mentoring, and open dialogue

In addition to our equity commitments, Summit Academy guarantees due process to every student. Before disciplinary action is taken, students will have an opportunity to hear the allegations and respond. Parents/guardians will be notified by phone and may request a conference with school leadership. Our Code of Conduct is reviewed regularly to remove potential barriers to student success and to promote restorative, supportive solutions.

Equal Educational Opportunities and Sex Equity

Summit Academy ensures that all students have access to equal educational opportunities in accordance with state

and federal law. We do not discriminate on the basis of:

Race, color, national origin, sex, sexual orientation, gender identity, ancestry, age, religion, disability, homelessness, immigration status, order of protection status, military status, unfavorable military discharge, reproductive health decisions, or actual or potential marital or guardianship status (including pregnancy).

No student shall, based on sex, sexual orientation, or gender identity, be denied access to programs, activities, services, or benefits, nor shall they be limited in their ability to participate in any aspect of school life.

Complaint Procedures

Any student or guardian/guardian with a concern about sex equity or equal opportunity should contact:

Meghan Hawkinson, Executive Director Summit Academy: mhawkinson@roe4.org

Students may file a complaint under Summit Academy's Title IX Grievance Procedure or Uniform Grievance Procedure, both of which are available upon request. Students also have the right to appeal decisions to the Regional Superintendent, and subsequently to the State Superintendent of Education if necessary.

Uniform Grievance Procedure

Summit Academy is committed to resolving all complaints of discrimination, harassment, retaliation, or Title IX violations promptly and fairly.

Any student, guardian/guardian, or employee may file a grievance concerning:

- Title IX or sex-based discrimination
- Race, religion, or disability-based discrimination
- Harassment, retaliation, or bullying
- Violations of civil rights or equal educational opportunity

How to File a Grievance:

- Submit a written complaint to the Executive Director or designee
- Forms are available in the school office or online at www.roe4.org
- Complaints will be addressed within 10 school days

You may appeal the decision in writing within ten (10) school days of notification to the:

Regional Superintendent of Schools

Boone-Winnebago ROE #4

300 Heart Blvd, Loves Park, IL 61111

If necessary, you may appeal further to:

Illinois State Superintendent of Education

Illinois State Board of Education

100 N. 1st Street, Springfield, IL 62777

Legal References: 105 ILCS 5/10-20.12, 5/10-22.5, 5/10-22.6, and 5/27-1 et seq.; 775 ILCS 5/1-101 et seq. (Illinois Human Rights Act); 20 U.S.C. § 1681 et seq. (Title IX); 42 U.S.C. § 2000d (Title VI); 29 U.S.C. § 794 (Section 504); 42 U.S.C. § 12101 et seq. (ADA); 105 ILCS 5/26-1 and 105 ILCS 45/1-1 et seq. (Education for Homeless Children Act); 410 ILCS 210/1 (Illinois Reproductive Health Act).

Language Access and Translation Services

Summit Academy is committed to effective communication with all families. Important documents, including the Student Handbook, are available in multiple languages upon request.

If you or your family need interpretation or translation support to better understand this handbook, your student's education, or any school policy, please contact the school office at **779-771-6392** or email **vduron@roe4.org**.

We are happy to assist in ensuring equitable access to information for all families.

Visitor Policy – Summit Academy

To maintain a safe, respectful, and disruption-free learning environment, all visitors—including guardians, siblings, district representatives, and guests—must follow the procedures and expectations outlined below when entering Summit Academy.

Check-In Procedures

- All visitors must enter through the front entrance.
- A valid photo ID is required to enter the building and must be presented at the front desk.
- Visitors must sign in, providing their name, time of arrival, and destination.
- A visitor ID badge will be issued. It must be visibly worn at all times while in the building and returned upon exit.
- Before leaving, visitors must return to the front desk and sign out.

Appointments and Meeting with Students or Staff

- All visits involving students, including guardians wishing to meet with their child, must be scheduled in advance by calling the school office.
- Visitors will be escorted to a designated office area for any student meetings. Students will not be pulled from class unless prior arrangements have been made.
- Meetings with staff must be arranged outside of instructional time, such as during prep periods or before/after school hours.
- Walk-in visits to classrooms or offices are not permitted without prior approval.

Behavior Expectations for Visitors

While on Summit Academy property or attending school-sponsored events, all visitors must:

- Follow all school rules and staff directions
- Conduct themselves respectfully and professionally
- Avoid disruptive or unsafe behavior, including the use of threats, profanity, or aggressive language
- NOT have weapons, tobacco, cannabis, or illegal substances in your possession
- Respect school property and the property of others

Any visitor who violates these expectations may be asked to leave the premises, barred from future visits, and/or subject to legal consequences in accordance with Illinois law.

Legal References: 105 ILCS 5/24-24 (Authority of school personnel); 720 ILCS 5/21-5 (Criminal trespass to a safe school zone); 105 ILCS 5/10-22.6 (School safety and student discipline); 105 ILCS 5/10-20.55 (School visitor policies).

SECTION 1: GENERAL SCHOOL OPERATIONS

1.1 Governance and Oversight

Summit Academy is a public alternative school in Illinois operating both an Alternative Learning Opportunities Program (ALOP), Regional Safe Schools Program (RSSP) and Truant's Alternative and Optional Education Program (TAOEP). We proudly serve students in grades 6–12+ from 13 local school districts across Boone and Winnebago Counties. Our mission is to provide a second chance for students who may be experiencing challenges related to academic progress, school attendance, or behavior. We work in partnership with sending districts, families, and community organizations to support students on a path toward personal growth, academic achievement, and successful reintegration.

Summit Academy operates under the authority of the Illinois State Board of Education (ISBE) and is governed through an Intergovernmental Agreement (IGA) among participating school districts in partnership with the Boone-Winnebago Regional Office of Education #4. The program functions under the direct oversight of the Regional Superintendent of Schools, in accordance with 105 ILCS 5/13A (Regional Safe Schools) and 105 ILCS 5/13B (Alternative Learning Opportunities).

Participating districts enter into the IGA to jointly support and guide Summit Academy's operations. These districts not only refer students to the program but also collaborate to shape and uphold the educational, behavioral, and operational expectations outlined in this handbook. This cooperative governance model ensures Summit Academy remains aligned with state mandates, regional oversight, and the collective goals of the member districts.

This *Student Handbook* has been carefully developed to reflect the expectations, policies, and procedures that guide our work with students and families. It is closely aligned with the Illinois School Code and the guidance provided by the Illinois State Board of Education (ISBE). In addition, this handbook follows the structural and policy recommendations outlined in the Illinois Principals Association Model Student Handbook, ensuring that our practices are both legally compliant and educationally sound.

Summit Academy operates under the direct oversight of the Regional Superintendent and Assistant Regional Superintendent of Schools for Boone and Winnebago Counties. The program is administered through the Regional Office of Education, located at 300 Heart Boulevard, Loves Park, Illinois 61111.

Regional Superintendent: Mr. Scott Bloomquist

Regional Assistant Superintendent: Mrs. Allison Pierson

We look forward to partnering with you to make this a successful and transformative experience.

1.2 School Hours

Summit Academy begins the controlled arrival process at 8:30 am and the dismissal at 2:30.

1.3 Summit Academy Administrative and Staff Contact list

STAFF	TITLE	Ext	EMAIL
Meghan Hawkinson	Executive Director	6026	mhawkinson@roe4.org
Faith McNamee	Assistant Director	6026	fmcnamee@roe4.org
Paul Cassioppi	Dean of Student Support	6026	pcassioppi@roe4.org
Kevin Weaver	Dean of Student Discipline	6026	kweaver@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	6078	kcullen@roe4.org
Anna Murray	School Counselor	6076	amurray@roe4.org
Jennifer Garcia	Substance Abuse Counselor	6089	kgarcia@roe4.org
Rosa Sandoval	Counseling Assistant	6027	rsandoval@roe4.org
Nicole Ali	School/Registrar	6075	nali@roe4.org

SECTION 2: STUDENT SERVICES AND REQUIREMENTS

2.1 Waiver of Student Fees

Summit Academy does not charge student fees for participation in its academic program, and there are no extracurricular activities offered. Therefore, students are not required to pay any fees as a condition of enrollment or access to educational services.

In the event that a specific cost is associated with an academic opportunity, Summit Academy will ensure that no student is denied access due to their inability to pay. Fee waivers will be made available for students who qualify based on household income, homelessness, military status, or other hardship circumstances. Questions regarding this policy or requests for waivers can be directed to the main office.

105 ILCS 5/10-20.13; 23 Ill. Admin. Code § 1.245; McKinney-Vento Homeless Assistance Act, 42 U.S.C. § 11431 et seq.

2.2 Immunizations, Health, Eye, and Dental Exams

Summit Academy follows all Illinois State Health Requirements regarding student immunizations, physical exams, and vision and dental screenings. While medical documentation is typically maintained by the sending school district, Summit Academy plays a supporting role in ensuring students meet all health-related enrollment criteria. Students who fail to comply with these health requirements by October 15 of the school year may be excluded from school until the necessary records are submitted, unless the student qualifies for a documented medical or religious exemption.

Summit Academy will notify guardians if updated medical records or documentation are needed. Parents/guardians are responsible for:

- Scheduling all required medical appointments (e.g., immunizations, eye exams, dental exams, and physicals)
- Submitting updated records to the sending district, not directly to Summit Academy
- Communicating with the sending district to ensure timely documentation

Summit Academy will assist families, when possible, by coordinating with sending school districts and providing access to information and community resources.

Families should contact the main office for clarification on required documentation, exemption processes, or support in connecting with their home district.

Legal References: 15 ILCS 5/27-8.1; 77 Ill. Admin. Code Part 665 (Immunization Code); 23 Ill. Admin. Code § 1.530.

2.3 Educational Technology & SOPPA Compliance

Summit Academy is committed to protecting the privacy and security of student data in all educational technology platforms used as part of its alternative education programming. In compliance with the Student Online Personal Protection Act (SOPPA), all student data collected by online educational tools is governed by strict privacy and security measures.

Only approved educational technology vendors that have signed data privacy agreements are used at Summit Academy. These agreements outline how student information is collected, stored, and shared, and ensure compliance with state and federal privacy laws. A list of approved vendors and their data practices is available upon request from the main office or on the district's website.

Summit Academy collaborates with sending districts to ensure that all digital tools align with students' individual learning needs while protecting their personal information.

105 ILCS 85/1 et seq. (Student Online Personal Protection Act); 105 ILCS 5/10-20.73; 23 Ill. Admin. Code § 1.10; Children's Online Privacy Protection Act (COPPA), 15 U.S.C. §§ 6501–6506; Family Educational Rights and Privacy Act (FERPA), 20 U.S.C. § 1232g.

SECTION 3: TRANSPORTATION

3.1 Bus Transportation Eligibility and Procedures

Transportation to and from Summit Academy is the responsibility of the student's sending district. Eligibility, routes, and scheduling are determined by each district according to their policies and procedures.

In addition to district-provided transportation, Summit Academy may offer transportation on a limited, emergency basis. This support is temporary and contingent upon administrative approval.

Summit Academy works closely with sending school districts to coordinate transportation for eligible students. After the completion of orientation, Summit will submit a transportation request to the student's home district upon confirmation from the guardian. The sending district is responsible for scheduling transportation and will contact the guardian directly with pick-up and drop-off details, including the start date and location.

Questions and concerns, including eligibility and bus stop locations, must be directed to the sending district's transportation office. Any special transportation needs or requests must be coordinated with the sending district and may require approval from both the district and Summit Academy administration.

105 ILCS 5/29-3 and 105 ILCS 5/10-22.22; 23 Ill. Admin. Code § 1.510; Illinois State Board of Education Guidance on Transportation for Alternative Programs.

3.2 Transportation and Bus Safety

Transportation is a privilege, and all students are expected to follow safety expectations to ensure a secure and respectful environment during travel to and from school. Whether riding a district-provided bus or a Summit Academy vehicle, students must conduct themselves in a way that reflects the school's values of responsibility, safety, and respect for others.

Bus Expectations (District-Provided Transportation)/Summit Academy Vehicle Expectations

At Summit Academy, student safety during transportation is a top priority. Students must comply with their home district's Student Handbook. Students are expected to follow all home district rules while on the bus. A student's privilege to ride the school bus may be suspended for behavior that endangers the safety of the driver or other passengers, or for conduct that causes a significant disruption requiring the driver to stop the vehicle and seek assistance.

Bus suspensions will follow the same procedures as all other school behavior discipline. Students may be suspended from bus transportation for up to ten (10) consecutive school days for gross disobedience or misconduct. During this time, parents/guardians are responsible for providing transportation to and from school. Students are expected to attend school during the suspension period. If alternative transportation is not available, parents must notify the building administrative team. In such cases, students will be allowed to complete all missed work without penalty.

Summit Academy Vehicle Expectations

When transported in Summit Academy vehicles, students are required to wear seatbelts at all times. Eating is not permitted. Music may only be listened to through personal headphones. Leaning out of or yelling through windows is strictly prohibited. Furthermore, students are expected to follow all Summit Academy school rules while riding in Summit Academy vehicles. Failure to follow these guidelines may also result in suspension of transportation privileges.

Legal Reference: 105 ILCS 5/29-3, 105 ILCS 5/10-22.22, 625 ILCS 5/12-603.1 (Illinois Vehicle Code – Seat Belts); 23 Ill. Admin. Code § 1.510

SECTION 4: ACADEMIC AND SPECIAL EDUCATION SERVICES

4.1 Alternative School Guidelines

At Summit Academy, we believe that every student deserves a second chance to grow, reflect, and succeed. When a student makes a mistake or struggles with their behavior, our first response is not punishment, but understanding. We look beyond the behavior to identify the root causes—whether emotional, environmental, or situational—and use that insight to help students build stronger, healthier responses moving forward.

Instead of focusing only on consequences, we focus on impact, restoration, and repair. Our goal is to help students become more self-aware, develop better coping strategies, and build the skills they need to succeed—both at Summit Academy and beyond.

Role of Administration

The Administration of Summit Academy is responsible for leading with compassion and consistency. They ensure that the Code of Conduct is applied fairly and consistently while following the guidelines set by the Regional Office of Education. Administrators work closely with staff, families, and students to support personal growth, academic success, and a safe school environment.

Reset Room Procedures

The Reset Room is a supportive space designed to help students stay connected to school, even during moments of high stress or challenge. This room provides a structured, quiet environment where students can calm down, reflect, and reset when remaining in the classroom isn't appropriate.

Students may be directed to the Reset Room in situations involving conflict, emotional escalation, the influence of substances, or other behaviors that disrupt learning. While in the Reset Room, students will have opportunities to talk with staff, complete academic tasks, and develop a plan to return to class with a renewed mindset.

The Reset Room is one of many tools we use to support restoration and to keep students engaged, accountable, and moving forward.

4.2 Summit Academy Temporary Remote Learning Program

Purpose

The Summit Academy Temporary Remote Learning Program provides remote learning opportunities for middle and high school students who qualify for alternative placement due to medical, behavioral, or logistical concerns. The goal is to maintain academic progress in a structured, supportive environment outside the traditional school setting.

Program Overview

Students complete coursework through the **Edgenuity® online platform**, working independently with support from certified online teachers, and Summit Academy support staff. Staff provide daily monitoring and on demand support when needed. Progress is tracked regularly, and communication is maintained with the student and guardian.

Eligibility

Enrollment in the program is based on one or more of the following and requires Summit Academy administrative approval:

- Lack of district transportation
- Detention or incarceration
- Medical needs or chronic illness-district provided documentation
- Behavioral or safety concerns

Program Expectations

The remote schedule aligns with Summit Academy's academic calendar. Students must attend virtual check-ins and log at least 150 instructional minutes per day. Teachers monitor progress daily. Students must complete at least 80% of each course to earn credit. Progress is emailed home weekly.

Success Criteria

To remain in good standing at Summit Academy, students are expected to actively engage in their learning and demonstrate personal responsibility. This includes consistently attending scheduled check-ins, maintaining passing grades through sustained effort, and meeting required attendance and engagement benchmarks. These expectations are designed to help students stay on track, build positive habits, and prepare for a successful transition to in-person learning at Summit Academy, their home school, or onward to graduation.

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 80% of the course with a 60% grade to earn credit
- Communicate progress reports with home school representative(s)

Guardians 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 Summit Academy's main line if their student is sick or will be absent.
- 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:

- Identify a building administrator for all students from the home school to communicate with Summit Academy
- Accept credits from Summit Academy in their home school
- Provide special education support and services not available through Summit Academy
- Schedule with guardians and Summit Academy when students are to take state assessments in home school
- Develop a plan to engage students and guardians in home school activities or provide information to them about school events, etc. if applicable

4.3 Education of Students with Disabilities

Summit Academy is a general education alternative program and is committed to providing access and support to all eligible students in compliance with state and federal laws. While Summit Academy is not a special education placement, students with disabilities may be accepted on a case-by-case basis, depending on whether the services and supports outlined in the student's Individualized Education Program (IEP) or Section 504 Plan can be reasonably and effectively implemented within the structure of the program.

Summit Academy collaborates closely with sending districts to determine appropriate placement and to ensure that students who are accepted receive a Free Appropriate Public Education (FAPE) in the Least Restrictive Environment (LRE). Support and accommodations under the Individuals with Disabilities Education Act (IDEA) and Section 504 of the Rehabilitation Act of 1973 are available when feasible and in alignment with the student's documented needs.

Parents/guardians may request a copy of their procedural safeguards at any time from the school office.

Legal Reference: 20 U.S.C. § 1400 et seq. (IDEA); 34 C.F.R. § 300; 29 U.S.C. § 794 (Section 504); 105 ILCS 5/14; 23 Ill. Admin. Code Part 226.

4.4 Discipline of Students with Disabilities

Summit Academy implements individualized and supportive behavioral interventions for all students, including those with disabilities. Summit Academy ensures that all interventions are legally compliant and trauma-informed, and will work in partnership with the sending district to address any behavioral incidents that may arise.

4.5 Homeless Child's Right To Education

When a student's family loses permanent housing or when a student is living with someone other than their legal guardian, they qualify as McKinney Vento eligible as defined by law. The student/guardian has the option of either:

1. Continuing the student's education in the school of origin for as long as the student remains eligible
 2. Enrolling the student in any school that non-McKinney Vento eligible students who live in the attendance area in which the student is actually living are eligible to attend.
-

SECTION 5: STUDENT RIGHTS, RESPONSIBILITIES, AND SAFETY

5.1 Student Rights

Summit Academy is committed to ensuring that all students are treated with fairness, dignity, and respect. All students are protected under federal and state law and shall not be discriminated against based on:

Race, color, national origin, sex, sexual orientation, gender identity or expression, ancestry, age, religion, disability, homelessness, immigration status, order of protection status, military status, unfavorable military discharge, reproductive health decisions, or actual or potential marital or guardian status (including pregnancy).

All students at Summit Academy have the right to:

- Be treated with fairness and equity
- Access a quality education in a safe, trauma-informed environment
- Be protected from bullying, harassment, and retaliation
- Be heard and treated with dignity
- Receive fair interventions and supportive consequences
- Due process prior to disciplinary action

Legal references: 105 ILCS 5/10-20.12, 775 ILCS 5/1-101 et seq. (Illinois Human Rights Act); Title VI of the Civil Rights Act (42 U.S.C. § 2000d); Title IX (20 U.S.C. § 1681); Section 504 (29 U.S.C. § 794); ADA (42 U.S.C. § 12101 et seq.); McKinney-Vento Act (42 U.S.C. § 11431); 410 ILCS 210/1.

Citizenship and Behavior Expectations

At Summit Academy, all students are expected to demonstrate behavior that reflects respect for themselves, others, and the learning environment. As a trauma-informed alternative school, we view behavior as a form of communication and address it through support, structure, and opportunity for growth. Expectations are grounded in respect, responsibility, and restoration.

In accordance with federal and state law, Summit Academy prohibits:

- Harassment or bullying of any kind (physical, verbal, relational, or cyber)
- Discrimination based on race, color, national origin, sex, sexual orientation, gender identity or expression, disability, religion, homelessness, or any other legally protected status
- Disruption to the learning environment, violence, threats, or possession of contraband or weapons

Legal Reference: 105 ILCS 5/27-23.7 (Bullying); 775 ILCS 5/1-101 (IHRA); Title VI, Title IX, Section 504, ADA

Student Accountability For Personal Success

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

- Read and become familiar with all Summit Academy policies.
- Attend school daily, come prepared for academic success and complete all academic work to the best of their ability.
- Understand and follow school rules and instructions given by the school's leaders, teachers, and other team members.
- Tell school staff about any dangerous behavior or bullying that occurs at school, on the way to and from school on the bus transportation or in the school community.
- Bring to school only those materials that are allowed.
- Treat the school community with respect.

- Respect school property, community property and the property of others.

Student Responsibility For Items In Their Possession

Summit Academy strives to promote a safe learning environment. Students shall 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. Students 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 student's possession if the items are found in any of the following:

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

It is each student's responsibility to check his or her personal belongings for possible unsafe items before entering school property. A student may be required to provide unsafe items to administration if these items are brought to school. If a student has an unsafe item and does not turn it into staff, that student will not be allowed to enter the classroom and will be sent home for the day. The student's guardian will be called to pick up or transportation will be arranged by the Administrator to take the student home.

Search and Seizure

To maintain safety and order in the school environment, Summit Academy reserves the right to conduct searches of students and their property when there is reasonable suspicion that a school rule or law has been violated.

Lockers, desks, and other school property remain at all times the property of Summit Academy and may be opened and inspected by school officials at any time without prior notice or consent.

Searches of a student's personal belongings (e.g., backpack, purse, electronic device) shall be conducted only by authorized personnel when there is a reasonable suspicion that the search will uncover evidence of a violation of school rules or law. The scope and manner of the search must be reasonable based on the nature of the suspected violation.

The use of trained canines or detection devices may also be used periodically to ensure a safe environment.

Legal Reference: 105 ILCS 5/10-22.6(d); New Jersey v. T.L.O., 469 U.S. 325 (1985)

Academic Integrity

Summit Academy expects all students to demonstrate honesty and responsibility in their academic work. Cheating, plagiarism, and document falsification are strictly prohibited.

This includes submitting someone else's work as your own, copying answers, using AI tools without permission, sharing answers during assessments, or altering academic records or signatures. These actions violate our standards and may result in loss of credit, restorative interventions, and/or disciplinary consequences in alignment with the Summit Academy Code of Conduct.

Academic success should reflect your own effort, understanding, and growth.

Behavior in the Classroom

Classrooms are structured to support focus, safety, and learning. Students are expected to enter calmly, be seated, and follow teacher directions promptly. Come prepared with necessary materials, speak respectfully, and

allow others to learn without disruption.

Restroom use should occur during scheduled breaks. Non-authorized food, personal hygiene, and phone use are not permitted in class unless explicitly approved. Before leaving the room for any reason, students must receive permission from the teacher. At the end of each day, students should leave their area clean.

Physical displays of affection are not allowed.

Cafeteria and Common Area Expectations

During lunch, students must stay inside the school building and report directly to their designated area for the duration of the lunch period.

Students are responsible for cleaning up after themselves and following all staff directions to ensure a safe and respectful shared space. Takeout food or deliveries are not permitted.

Dress Code

Summit Academy enforces a respectful and inclusive dress policy. No student shall be disciplined or treated unfairly based on clothing choices that reflect gender, gender identity, gender expression, race, religion, body size, body maturity, or socioeconomic status.

To maintain a safe and distraction-free learning environment, students are expected to follow these guidelines:

- Short shorts or skirts, halter-type tops, exposed midriff tops, spaghetti strap tops without an over shirt or blouse, tank tops that expose undergarments, tank tops/muscle shirts without an undershirt, bandannas, chains, or low waist/baggy pants that allow underwear to show, or any other clothing that creates indecency are not appropriate or acceptable at school.
- Hooded sweatshirts, coats, and outerwear are not allowed during the school day. However, $\frac{3}{4}$ -zip pullovers with no pockets are permitted.
- Clothing and accessories may not display images, words, or symbols related to alcohol, tobacco, drugs, weapons, sexual content, gang activity, violence, profanity, or other inappropriate slogans.
- Shoes must be worn at all times. House slippers or soft-bottomed shoes are not permitted, as they do not meet safety standards.

This policy is designed to balance individual expression with the need for a safe, inclusive, and focused academic environment.

Legal Reference: 105 ILCS 5/10-22.25b; 775 ILCS 5/5-101 et seq. (Illinois Human Rights Act); Tinker v. Des Moines, 393 U.S. 503 (1969).

Electronic Devices

Electronic Devices are not allowed and are required to be turned in at the beginning of the day. Students that have achieved Eagle Level Status are allowed to have their phones during the school day. Urgent calls can be made to and from the main office. Unauthorized use during instruction may result in device confiscation or other consequences.

Social Media and Online Conduct

Students are expected to follow the same respectful behavior standards online that apply during the school day. Any misuse of social media—whether on or off campus—that disrupts the school environment or targets members of the school community may result in disciplinary action.

All online communication should reflect the values of Summit Academy. This includes avoiding harassment, threats, profane or obscene content, and misrepresentation of identity. Cyberbullying—such as sending or posting harmful or threatening messages or images through text, email, or social media platforms—is considered a serious offense. Cyber threats, including language or posts that imply violence, self-harm, or suicide, will also be addressed with appropriate intervention and support.

Summit Academy considers all online conduct to be an extension of student behavior and holds students accountable for any actions that interfere with safety, respect, or the learning environment. Violation of acceptable use policies may result in disciplinary intervention and/or referral to legal authorities.

Legal Reference: 105 ILCS 5/27-23.7; 720 ILCS 5/26.5-1 (Cyberstalking); 105 ILCS 5/10-22.6 (School Discipline)

Acceptable Use of Technology and Digital Citizenship

Summit Academy provides technology access to support learning, communication, and personal growth. Responsible use of technology is expected at all times.

Students may not:

- Share login credentials or impersonate others online
- Use the school network for cyberbullying, harassment, or accessing inappropriate content
- Record audio/video
- Use generative AI (e.g., ChatGPT) to complete assignments

Violation of acceptable use policies may result in loss of access, disciplinary intervention, and/or referral to legal authorities.

Network Access and Recordings

Learners are granted computer access through school-issued credentials. Use is governed by Summit Academy's Technology Use Policy. Video/audio recordings are prohibited unless authorized by a teacher for curricular purposes.

Buying, Selling, and Trading

Buying, selling, or trading personal or commercial items is not allowed and strictly prohibited. The school is not responsible for lost or stolen personal items.

Weapons and Concealed Carry

Summit Academy maintains a **zero-tolerance policy** for weapons on school property. In alignment with local, state, and federal law, the presence of weapons in or around the school environment is strictly prohibited to ensure the safety of all students, staff, and visitors.

- **No weapons of any kind are allowed on Summit Academy property.** This includes, but is not limited to: **firearms, knives, mace, pepper spray, tasers, or any item intended to cause harm.**
- **Concealed carry is NOT permitted on campus,** even if the individual holds a valid concealed carry license. ****Firearms may not be brought onto school grounds, including parking areas.**
- **Any student found in possession of a weapon will be subject to immediate disciplinary action,** which may include **suspension or expulsion,** in accordance with the **Gun-Free Schools Act** and Illinois law. Law enforcement will be contacted when appropriate.

Summit Academy takes all threats to school safety seriously and will act swiftly to protect the well-being of the school community.

5.2 Bullying Prevention and Intervention Policy

Purpose

The purpose of this policy is to ensure a safe, inclusive, and respectful learning environment for all students by addressing, preventing, and responding to bullying in a proactive manner. Summit Academy is committed to promoting a school culture free from harassment, intimidation, and discrimination. This policy aligns with the Illinois School Code, Illinois State Board of Education (ISBE) requirements, and other applicable laws and guidance. Summit Academy works to prevent bullying through education, early intervention, restorative practices, and consistent staff, student, and community engagement.

105 ILCS 5/27-23.7; 105 ILCS 5/10-20.14; 23 Ill. Admin. Code § 1.240.

Definitions:

Bullying

Bullying is any severe or ongoing physical, verbal, or electronic behavior directed at a student that causes harm or creates a hostile environment. This behavior may:

- Make a student fear for their physical safety or personal property
- Harm the student's physical or mental health
- Disrupt their ability to perform academically
- Prevent them from participating in school activities or receiving services

Bullying can take many forms. It includes physical actions like hitting or damaging property, verbal abuse such as threats or slurs, relational aggression like social exclusion or rumor-spreading, and cyberbullying through texts, emails, or social media.

All forms of bullying are prohibited at Summit Academy, whether they occur on school property, during school activities, or through online communication that disrupts the school environment. Any reported incidents will be taken seriously and investigated promptly.

Cyberbullying

A form of bullying conducted through electronic communication, including text, audio, video, or images transmitted through telephones, computers, or other digital devices. Cyberbullying is covered under this policy if it originates on school property, at a school function, or substantially disrupts the learning environment.

Prohibited Behaviors

Summit Academy strictly prohibits all forms of bullying—including verbal, physical, relational, and cyberbullying—as well as retaliation against any individual who reports bullying or cooperates in an investigation. This prohibition applies to all students and staff on school property, during school-sponsored events, and when using school technology or communications systems.

Reporting Procedures

For Staff

All school employees, volunteers, and contracted service providers are required to report incidents of suspected bullying within two school days to the Administration or their designee. Staff are expected to intervene immediately when witnessing bullying and provide support to any students involved.

For Students and Parents

Students and guardians are strongly encouraged to report bullying as soon as it occurs. Reports may be made verbally or in writing to a staff member, directly to Administration or by email at bullyingreport@roe4.org. Reports may be made anonymously, though no disciplinary action will be taken solely on the basis of an anonymous report.

If bullying involves students from multiple schools, the appropriate Administrator or designee at each building should be contacted.

Designated Officials

The administration of Summit Academy serves as the Anti-Bullying Coordinators. They are responsible for receiving and investigating all reports of bullying, ensuring documentation is maintained, overseeing interventions and follow-up actions, as well as leading staff training on bullying prevention.

Investigation Process

When a bullying report is made, school administrators will begin an investigation within two school days. The process will be completed within ten school days unless there is a valid reason for an extension. Investigations include interviews with everyone involved and a review of relevant evidence, including video or audio recordings if available. At the end of the investigation, a written summary will outline the findings, and appropriate steps will be taken. The Anti-Bullying Coordinator will review the outcome and ensure the incident is documented.

Interventions

Summit Academy uses proactive strategies to prevent bullying and to support students when incidents occur. These include improving supervision in high-risk areas, promoting a school culture of respect and inclusion, and using classroom lessons to teach empathy and conflict resolution. Students affected by bullying—both victims and those responsible—may receive counseling or support services. If bullying happens off-campus but affects the school environment, we will work with guardians, law enforcement, or online platforms to help resolve the issue.

Disciplinary Actions

Students who engage in bullying will face consequences based on the Summit Academy Code of Conduct. This can include a warning, a behavior contract, restorative conversations, etc. Counseling may also be recommended to address underlying causes of the behavior.

Restorative Practices

In addition to traditional discipline, Summit Academy uses restorative approaches that help students reflect and repair harm. This may include mediation between those involved, restorative circles, and opportunities to rebuild relationships and trust within the school community.

Policy Publication

This bullying prevention policy is published in the Summit Academy Student Handbook, reviewed with students and staff at the beginning of each school year, and made available on the school website. It is also shared with families and volunteers annually.

105 ILCS 5/27-23.7(b), (e); 105 ILCS 5/10-20.14(d); 23 Ill. Admin. Code § 1.240(d).

Review and Evaluation

Summit Academy will review this policy at least once every two years to evaluate its effectiveness. Input will be gathered from students, guardians, staff, and community stakeholders. Revisions will be made as necessary to reflect best practices, legal updates, and the evolving needs of the school community.

5.3 Student Attendance

Summit Academy views regular attendance as critical to academic success and personal growth. Students are expected to attend school daily, arrive on time, and remain engaged. Guardians must report absences promptly, and valid documentation is required for excused absences. Excessive unexcused absences, chronic absenteeism, or repeated tardiness may result in school interventions, truancy referrals, or a review of the student's placement in coordination with the sending district.

All attendance issues are addressed through a supportive, trauma-informed approach, in alignment with the school's mission to reset, connect, restore, and return.

Legal References: 105 ILCS 5/26-1 et seq.; 105 ILCS 5/26-2a; 105 ILCS 5/10-20.12a; 23 Ill. Admin. Code § 1.290

5.4 Student Code of Conduct

Introduction to the Code of Conduct

The Code of Conduct is designed to encourage students to accept responsibility for their actions, teach students 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 student 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 students, will be subject to the authority of the Administration..

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

Students 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 students are involved, including:

- Activities on school property
- 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 student'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 students and faculty or disrupts the learning environment.
- Acts or behavior, which occurs online and poses a threat to the safety of students 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 Students

All school personnel responsible for the care and supervision of students have the responsibility to support students' physical and psychological safety. Therefore, school personnel are authorized to hold students 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 Summit Academy vehicle.

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

Student Accountability

As students within Summit Academy, it is expected that behavior always falls under the guidance of the Summit Academy Code of Conduct. This is expected of all Summit Academy students and guardian(s) without exception. It is encouraged that all Summit Academy students and guardians 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.

Student Elopement

Summit Academy is committed to maintaining a safe and supportive school environment for all students. Elopement—when a student leaves the school building or school grounds without permission—creates significant safety concerns and disrupts the school day. In alignment with our mission to **reset, connect, restore, and return**, every elopement incident is addressed with urgency and care.

If a student leaves the school building without permission during the school day:

- They may not return to class that day unless cleared by administration after a safety check and due process conversation.
- A guardian will be contacted as soon as possible.
- Local police may be notified, depending on the situation and the potential risk to student safety.

If a student is dropped off on school grounds and walks away without entering the building:

- Staff may attempt to locate and encourage the student to return.
- The guardian will be contacted as soon as possible.
- Law enforcement may be involved if there are safety concerns or if the student does not respond to staff efforts.
- If the student returns, they will meet with an administrator to determine if they are able to return to class or need to go home.

Each incident will be documented and reviewed. In all cases, Summit Academy will focus on helping the student understand the impact of their actions, explore the reasons behind the behavior, and develop healthier coping strategies.

Legal Reference: 105 ILCS 5/10-20.28; 105 ILCS 5/24-24; 705 ILCS 405/1-3; 23 Ill. Admin. Code § 1.280

Group I – Behaviors And Interventions

Group I behaviors reflect a failure to meet foundational expectations related to attendance and school readiness. These violations disrupt the learning process, hinder academic progress, and interfere with the school's ability to provide a consistent and supportive educational environment. Addressing these concerns early is essential to promoting responsibility, building positive habits, and ensuring that all students are prepared to fully engage in their learning experience.

- **Truancy/Attendance Concerns** The guardian of an enrolled student must authorize all absences from school and notify the school in advance or at the time of the student's absence. Valid causes for absence include illness, observance of a religious holiday, death in the immediate family, circumstances beyond the student's control, reasonable concern for the student's safety or health, or other reasons approved by school administration.
- **Attendance Procedures** Consistent attendance is vital to academic success. Students who are frequently absent or tardy may miss important classroom instruction, fall behind, and disengage from learning. To support academic achievement, Summit Academy adheres to the following attendance policies:
- **Reporting of Absences** Guardians must call the school by 9:00 AM on the day of the student's absence. If unavailable to call during this time, a voicemail message may be left. Guardians are required to contact the school for each day of absence unless prior arrangements have been made. If no contact is made, the absence will be recorded as unexcused.

Excused Absences

Excused absences will not count toward the student's five allowed absences and include:

- Religious holidays
- Medical appointments (with written documentation)
- Being sent home by the school nurse
- Funerals for immediate family members
- Court appearances (with documentation)
- Serious illness (student or family)
- Other approved reasons by administration

If a student becomes ill during the school day, they must report to the nurse's office to contact a guardian. Students will be excused if school transportation is not yet arranged on their Summit Academy start date.

Unexcused Absences

Any student who misses 5% or more of the prior 180 school days without valid cause is considered chronically truant and should be referred for support. Referral typically occurs after five or six unexcused absences if a guardian/student conference has taken place and attendance concerns persist. Examples of unexcused absences include (but are not limited to):

- Missing the school bus
- Oversleeping
- No call/no show
- Exceeding the limit of five guardian-approved absences
- Participation in non-school sponsored events
- Personal business
- Truancy

Trips/Vacations

Removing a student for a trip or vacation during school days is discouraged due to lost instructional time. With only 174 attendance days per year, families are encouraged to use non-attendance days for travel. Whether a trip counts as excused will be determined by school administration in accordance with Illinois School Code (105 ILCS 5/26-2A).

- **Chronic Absence** Chronic absence includes all absences—excused and unexcused—that result in significant missed instructional time. School administration or their designee will verify absences and determine if they stem from a family circumstance requiring support services. If a student is absent for 14 consecutive days in a semester, Summit Academy may notify the sending district, which will determine the student’s enrollment status.
- **Tardy** A student is considered tardy if not present at the start of class. Tardiness of 10 minutes or more without a valid excuse or staff-issued pass is classified as truancy. Repeated tardiness may result in intervention. Verified tardies require a timed note from school personnel. Time before arrival on campus is unexcused unless supported by a note. Students are not marked present until physically on site.

Group I – Interventions

First Incident

In-school Conference with Student
Guardian Conference
Teacher/Student Conference

Subsequent Incidents

Individual Behavior Support Plan/Safety Plan
Guardian Conference
Teacher/Student Conference
Restorative and/or Trauma Intervention
Attendance Intervention Plan

Group II – Behaviors And Interventions

Group II behaviors involve actions that disrupt the learning environment, disregard school expectations, or compromise the safety and respect of the school community. These behaviors require timely interventions that emphasize accountability, support, and the opportunity for students to re-engage in a positive and productive manner.

These behaviors may include:

- Academic Dishonesty
- Engaging in plagiarism, cheating, copying work, falsifying information, unauthorized collaboration, or using AI tools without teacher permission violates academic integrity. Facilitating dishonesty by helping others cheat is also prohibited. Consequences may include a failing grade, required Edgenuity coursework to verify understanding, and administrative or restorative action..
- Possession and/or Use of Tobacco or Tobacco-like Products
- Students may not possess or use tobacco, nicotine, or look-alike products including e-cigarettes or vape devices. This applies to all school property. Items will be confiscated and not returned.
Summit Academy is a smoke-free campus.
- Possession, Exhibition, and/or Distribution of Obscene Material
- Possessing, sharing, or displaying obscene material (in print or digital form) is prohibited. This includes material meeting all three components of the legal Miller Test for obscenity.
- Gambling
- Engaging in any form of gambling—betting on outcomes of activities, assignments, or games—is not allowed. Gambling undermines a safe and respectful learning environment.
- Unproductive Behavior in the Classroom or School Environment
- Disruptive behavior that interferes with learning, safety, or school functioning—whether in class, on campus, or at events—will be addressed supportively.
Summit Academy staff will work with the student to understand the root cause and develop strategies for re-engagement and self-regulation.
- Unproductive Behavior on the School Bus or at Bus Stop

- Students must follow behavior expectations while waiting for or riding the bus. Reports of misconduct are documented by the driver and reviewed by administration.
Serious or repeated infractions may result in disciplinary action, including temporary or permanent loss of bus privileges.
- Use of Abusive, Obscene, or Offensive Language
- Offensive or inappropriate language—including slurs, gestures, or derogatory comments—based on race, religion, gender, sexual orientation, or ability is not permitted.
Note: Language directed at staff may warrant Group III interventions.
- Dangerous Behavior
- Any action likely to cause harm—such as horseplay, throwing objects, or misusing school property—is considered dangerous.
Students may be placed in remote learning while a safety assessment is conducted. If the incident causes injury, it may be treated as assault (Group IV).
- Possession of Non-Controlled Substances
- Students may not possess substances misrepresented as illegal drugs.

Group II behaviors may result in restorative conversations, parent meetings, loss of privileges, behavioral contracts, or short-term removal from class. Interventions are designed to support student growth and safety.

Group II- Interventions

First Incident

In-school Conference with Student
Guardian Conference
Teacher/Student 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 Remote for Safety Assessment Planning

Group III – Behaviors And Interventions

Group III behaviors represent serious violations of Summit Academy’s Code of Conduct as they compromise the integrity, safety, and orderly operation of the school community. These actions often involve deliberate misconduct, pose a threat to individual or community well-being, or interfere with school processes and expectations. Addressing these behaviors requires a structured disciplinary response that balances accountability with opportunities for restoration and continued growth.

May be reported to law enforcement depending on severity.

These behaviors may include:

- Violation of Technology Acceptable Use Policy
- Misusing technology (e.g., cyberbullying, displaying obscene content, using school networks for illegal or harassing behavior) violates Summit Academy’s Tech Policy.
Note: Additional consequences may apply.
- Forgery
- Altering or falsifying documents, including signatures of guardians, staff, or school officials, is prohibited.
- Stealing

- Taking or attempting to take someone else's property without permission.
- Extortion
- Threatening others to obtain money, information, or favors.
- Vandalism
- Intentionally damaging school or personal property.
Note: Minor, repairable damage may be handled as Group II behavior.
- Receiving Stolen Property
- Possessing items known to be stolen.
- Sexting and/or Possession of Explicit, Vulgar, or Violent Content
- Possessing or sharing sexually explicit or violent material (in print or digital format) is prohibited.
Note: Does not apply to instructional materials approved by staff.
- Inciting to Fight / Contributing to Disruption
- Promoting or recording fights, encouraging others to act out, or contributing to chaos may result in disciplinary action.
- Possession or Use of Illegal or Toxic Substances
- Use of inhalants or intoxicants such as glue or solvents is not permitted.
- Possession or Consumption of Alcohol
- Students may not possess or consume alcohol on campus or at school events.
Note: Students suspected of being under the influence will be referred to the Recovery Room and administration.
- Possession of Drug Paraphernalia
- Items used to store or use controlled substances (e.g., vape pens, grinders, rolling papers) are prohibited.
- Possession or Use of Drugs
- Includes illegal drugs, THC products, unauthorized prescription medication, and drug-infused edibles.
Note: Students under the influence will be removed and assessed before returning.
- Unauthorized Entry – Restricted or Unsupervised
- Students may not enter restricted areas or allow unauthorized persons into the building.
- Possession or Use of Simulated Weapon
- Look-alike weapons (e.g., toy guns, realistic props) are not permitted.
Students found with such items may be temporarily removed and must complete a safety assessment prior to return.

Group III behaviors may result in restorative conversations, parent meetings, loss of privileges, behavioral contracts, or short-term removal from class. Interventions are designed to support student growth and safety.

Group III – Interventions

First Incident

In-School Conference with Student
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 Student
Individual Behavior Support Plan/Safety Plan
Guardian Conference
Restorative and/or Trauma Intervention
Temporary Remote with access to Edgenuity and Academic Coach
Participation in a Safety Assessment and Student Safety Plan

Group IV – Behaviors And Interventions

Group IV behaviors involve actions that significantly endanger the safety, dignity, or well-being of others within the school community. These behaviors violate the Code of Conduct because they create a hostile or unsafe environment, disrupt the educational process, and may cause emotional or physical harm. Addressing these violations requires immediate and serious intervention to ensure the protection of all students and staff while reinforcing the school's commitment to respect, accountability, and a safe learning environment.

May be reported to law enforcement.

These behaviors may include:

- Threatening Another Student
- Verbal or physical threats made with the intent and ability to cause harm.
- Fighting
- Mutual physical conflict involving two or more students.
Promoting or posting fights on social media may escalate the response.
- Distribution or Purchase of Non-Controlled Substances
- Selling or distributing over-the-counter substances as if they are illegal drugs.
- Assault of Another Student
- Intentional harm, attempted harm, or threat of immediate harm.
Note: Self-defense is not considered assault.
- Threatening School Personnel
- Verbal or physical threats directed toward staff, whether in person or electronically.
- Assault of School Personnel
- Striking or attempting to strike a staff member with intent to harm.
- False Alarms
- Triggering a false fire alarm, emergency system, or reporting a hoax that disrupts school operations.
- Sexual Harassment
- Unwanted sexual advances, comments, or conduct creating a hostile school environment.
Includes misuse of technology to display or share inappropriate content.
- Sexual Misconduct
- Any non-consensual touching, including over or under clothing. Applies to all gender combinations.
Note: All participants may be subject to intervention. Law enforcement may be contacted.
- Bullying – Physical, Verbal, or Cyber
- Persistent or potentially persistent behaviors that intimidate or harm others.
Includes threats, name-calling, exclusion, and cyberbullying.

Note: Group IV behaviors may lead to suspension, remote placement, restorative conferencing, or law enforcement involvement.

Group IV – Interventions

First Incident

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

Subsequent Incidents

Individual Behavior Support Plan/Safety Plan
Guardian Conference
Restorative and/or Trauma Intervention
Temporary Remote 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 V – Behaviors And Interventions

Group V behaviors represent the most severe violations of the Summit Academy Code of Conduct. These actions pose an immediate and serious threat to the safety, security, and well-being of individuals and the broader school community. Such behaviors violate foundational legal and ethical standards and require an urgent response, including removal from the learning environment, law enforcement involvement, and consideration of long-term consequences. The goal remains to protect the community while responding with fairness, safety, and support when appropriate.

Note: This will be reported to law enforcement and school security.

These behaviors may include:

- Possession of Drugs with Intent to Distribute
- Possessing illegal drugs in quantities suggesting intent to sell, including edibles or infused products.
- Possession or Use of a Weapon (Non-Firearm)
- Includes knives, BB/pellet guns, pepper spray, tasers, and common items used as weapons (e.g., box cutters, chains, laser pointers).
- Possession or Use of a Firearm
- Includes any weapon that uses an explosive to project a bullet or similar device. Also includes silencers, gas, or explosive projectiles.
- Causing Serious Physical Injury
- Inflicting serious injury that results in disfigurement, severe pain, or long-term impairment.
- Possession, Use, or Sale of Explosives
- Includes bombs, fireworks, incendiary devices, or other weapons designed to cause damage or panic.
- Arson
- Intentionally setting a fire or causing an explosion on school property.

Group V behaviors may result in immediate removal, expulsion, and legal consequences. Summit Academy prioritizes community safety while addressing the behavior through a trauma-informed lens.

Group V – Interventions

First Incident and Subsequent Incidents

In-School Conference with Student
Individual Behavior Support Plan/ Safety Plan
Guardian Conference
Reset Room
Restorative and/or Trauma Intervention
Temporary Remote 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.

SECTION 6: RESTORATIVE APPROACH & SUPPORT SYSTEMS

6.1 Restorative Approach

Summit Academy uses a restorative “WITH” approach—emphasizing relationships, accountability, and repair over punishment. Restorative practices focus on community building, emotional regulation, and problem-solving.

Proactive Interventions include:

- **Classroom Strategies:** Emotional temp checks, mindfulness practices, class circles, and shared agreements.
- **Individual Support:** Restorative conversations, Check-In/Check-Out (CICO) goal tracking, and access to a RESET room for emotional regulation.
- **Collaborative Tools:** Problem-solving charts, Individual Support Plans, and restorative conferences involving students, staff, and families.

6.2 Behavior Support Systems

Summit Academy’s behavior support system is structured to be responsive, inclusive, and student-centered. It begins with foundational strategies that promote safety, trust, and emotional regulation through consistent positive reinforcement, clear de-escalation plans, and access to sensory tools or safe spaces. As student needs increase, the system expands to include more individualized and collaborative supports tailored to promote well-being, strengthen relationships, and ensure continued progress. This approach allows all students to access the resources they need to be successful both academically and personally.

Behavior Support Tools:

- **Reset Room:** A supervised space for students to process behavior and re-engage with learning.
- **Mediation & Conferences:** Structured conversations to resolve conflict and plan next steps

6.3 MTSS – Multi-Tiered System of Supports

Multi-Tiered System of Supports (MTSS) is a comprehensive, evidence-based framework that integrates academic, behavioral, and social-emotional supports to ensure all students succeed. MTSS is proactive and data-driven, designed to provide high-quality instruction and interventions matched to student needs across three increasingly intensive levels, or tiers.

- **Tier I – Universal Supports:**
All students receive high-quality, research-based instruction and behavioral support within the general education setting. This includes a positive school climate, differentiated instruction, and proactive classroom management strategies.
- **Tier II – Targeted Supports:**
Some students receive additional, small-group interventions targeting specific academic, behavioral, or attendance needs. These supports supplement Tier I instruction and are delivered based on screening data and student performance.
- **Tier III – Intensive Supports:**
A few students require individualized interventions that are more frequent and intensive. These supports are customized to the student’s unique needs and progress is closely monitored to inform adjustments in instruction or services.

MTSS emphasizes collaboration among educators, frequent progress monitoring, and the use of data to make decisions that support all students equitably.

6.4 Return – Reentry or Graduation

Summit Academy is dedicated to ensuring every student achieves one of two positive outcomes: a successful return to their home district or a meaningful graduation leading to post-secondary opportunities. This reflects our mission to help students reset, connect, restore, and return prepared for long-term success. However, there are instances where a student is not successful at Summit Academy despite attempts at intervention. As a result, the student would be transitioned back to their home district at the end of the semester.

Reentry to the Home District

When students demonstrate readiness or lack of progress, Summit Academy coordinates a structured reentry process including:

- Review of academic, behavioral, and attendance data
- A formal reentry meeting with the student, guardian(s), Summit Academy staff, and home district representative
- A transition plan outlining ongoing supports and accommodations

Readiness for reentry is based on the student's individualized plan. Ongoing check-ins and collaboration ensure continued progress and support post-return.

Graduation

For students completing graduation requirements while enrolled at Summit Academy:

- Summit Academy coordinates with the sending district to verify that all local and state criteria are met
- The diploma is issued either by the sending district or Summit Academy, based on enrollment status and district policy
- Supports include transcript reviews, FAFSA guidance, college and career counseling, and post-secondary transition planning

All graduates are honored for their achievements and supported in preparing for life beyond high school.

Legal References 105 ILCS 5/2-3.64a-5; 105 ILCS 5/10-22.6; 105 ILCS 5/26-1;
23 Ill. Admin. Code §§ 1.290, 1.440, 226.730

SECTION 7: NOTICES

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

The appropriate law enforcement agency will be notified in all situations where a student’s conduct violates state law or municipal ordinances. The school will fully cooperate in any investigation and encourage personnel to prosecute students 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 student 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 student.

If a student’s Individualized Education Program (IEP) includes an indication that the student’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 student 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 a student, teacher or any other school personnel of the school and a third-degree assault is considered a violent act.

7.2 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 student out of participating in certain school activities. No student 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 guardian:

1. Political affiliations or beliefs of the student or student’s guardian
2. Mental or psychological problems of the student or student’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 student or the student’s guardians; or
8. Income, other than as required by law to determine program eligibility or for receiving financial assistance under such a program.

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

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

Parents or eligible students 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 Students)

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 student’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 assigned 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 student’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 student’s transgender status also may constitute confidential medical information. School personnel may not disclose information that may reveal a student’s transgender status or gender nonconforming presentation to others, including guardians, unless legally required to do so or unless the student has authorized such disclosure.

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

Official Records

The school is required to maintain a mandatory, permanent pupil record (“official record”) that includes a student’s legal name and legal gender. The school, however, is not required to use a student’s legal name and gender on other school records or documents. The school will change a student’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 student’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 students and employees, shall be addressed by a name and pronoun that corresponds to their gender identity, as requested by the student or employee. Neither a court-ordered name or gender change, nor a change in official employee or student records, is required. The intentional or persistent refusal to respect the gender identity of an employee or student after notification of the preferred pronoun/name used by the employee or student is a violation of this procedure.

Gender-Segregated Activities

To the extent possible, schools should reduce or eliminate the practice of segregating students by gender. In situations where students are segregated by gender, such as health education classes, students should be included in the group that corresponds to the student’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 student 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 students is available in the school, the student should be provided access to a single stall restroom in the nurse’s office or main office, but no student shall be required to use such a restroom.

Dress Codes

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

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

7.3 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 #4/ 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 4 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, guardians, 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 ILCS 5/11-25, 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 4 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 Ci) any act, including but not limited to, any verbal, nonverbal, written, or electronic communication or physical activity, (11) by any
3. Any employee who has direct contact with a student is strictly prohibited from engaging in any behavior that is intended to establish or promote a romantic or sexual relationship with that student. This includes, but is not limited to: inviting or soliciting a student for a date; engaging in dating behavior; participating in sexualized or romantic dialogue; making sexually suggestive comments directed toward or involving a student; disclosing personal or intimate information in a sexual, romantic, or erotic context; and engaging in any sexual, indecent, romantic, or erotic contact with a 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

7.4 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. ROE #4 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 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 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 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.</p> <p>Inviting students to your home.</p> <p>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.</p> <p>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>Limiting communication to what is necessary for educational and/or extracurricular activities.</p> <p>Using District-approved methods for communicating with students.</p>

	<p>Disclosing confidential information.</p> <p>Self-disclosure of a sexual, romantic, or erotic nature.</p>	
<u>Physical</u>	<p>Full frontal hugs.</p> <p>Invading personal space. Massages, shoulder rubs, neck rubs, etc.</p> <p>Lingering touches or squeezes.</p> <p>Tickling.</p> <p>Having a student on your lap.</p> <p>Physical exposure of a sexual, romantic, or erotic nature.</p> <p>Sexual, indecent, romantic, or erotic contact with a student.</p> <p>Assisting a young student or a student with special needs with a toileting issue without obtaining guardian permission.</p>	<p>Occasionally patting a student on the back, shoulder, or arm.</p> <p>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.</p> <p>Assisting a young student or a student with special needs with a toileting issue when guardian permission has been granted.</p>

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 Administrator.

Support Services

The Superintendent or designee will ensure that each school building's Mental Health Professionals identify 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.

ACKNOWLEDGMENTS

Code Of Conduct Acknowledgment

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

Both students and guardians/guardians must acknowledge, by completing this form, that they have received and re-viewed the Code of Conduct. Failure to read the Code of Conduct and/or sign this acknowledgment will not prevent students 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 student enrolled in grades kindergarten through twelve in addition to one computer for students enrolled in grades one to twelve in Summit Academy. The student and guardian(s) are responsible for the student's textbooks and computer they have been issued to the student. This responsibility includes the return of these items to the school at the end of the term/year or when the student withdraws from the school.

The student is responsible for keeping all issued items in good condition. Writing or marking or defacing school property is prohibited. A student or guardian 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.

Guardian Acknowledgment:

I certify that I, _____, received a copy of the Student Handbook 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

Student 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.

Student Signature

Date

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

Appendix A: Legal References

Summit Academy's policies and procedures are grounded in state and federal law to ensure a safe, inclusive, and legally compliant learning environment. Below are the primary legal references that inform this handbook.

Illinois School Code (105 ILCS)

- 5/2-3.64a-5 – School Report Card and Graduation Requirements
- 5/10-20.12 – Student Discipline and Educational Equity
- 5/10-20.13 – Waiver of School Fees
- 5/10-20.28 – Reporting of Acts of Violence
- 5/10-20.55 – School Visitor Policies
- 5/10-20.73 – Student Data Privacy under SOPPA
- 5/10-22.5 – Suspension and Expulsion Authority
- 5/10-22.6 – Suspension, Expulsion, Due Process, and Search & Seizure
- 5/10-22.25b – Student Dress Code Policies
- 5/10-22.33 – Time Out and Restraint Law
- 5/14 – Special Education Services
- 5/26-1 through 5/26-2a – Compulsory Attendance and Truancy
- 5/27-1 et seq. – Curriculum Requirements
- 5/27-23.7 – Bullying Prevention Policy

Illinois Administrative Code (23 Ill. Admin. Code)

- Part 226 – Regulations Governing Special Education
- § 1.10 – Definitions and General Policies
- § 1.240 – Bullying Prevention Implementation
- § 1.245 – Waiver of School Fees
- § 1.290 – Truancy and Chronic Absenteeism
- § 1.510 – Student Transportation
- § 1.530 – Health, Dental, and Eye Exam Requirements

Illinois Human Rights Act (775 ILCS 5/1-101 et seq.)

Protects against discrimination in education, employment, housing, and public accommodations based on race, color, religion, sex, national origin, ancestry, age, marital status, physical or mental disability, military status, sexual orientation, or gender identity.

Other Illinois Laws

- 430 ILCS 66/65 – Concealed Carry Ban on School Grounds
- 410 ILCS 210/1 – Minor's Consent for Reproductive Health Care
- 720 ILCS 5/21-5 – Criminal Trespass to Safe School Zones
- 720 ILCS 5/26.5-1 – Cyberstalking Law
- 325 ILCS 5/ – Abused and Neglected Child Reporting Act
- 705 ILCS 405/1-3 – Definitions under the Juvenile Court Act

Federal Laws and Regulations

- Title VI of the Civil Rights Act (42 U.S.C. § 2000d) – Prohibits discrimination based on race, color, or national origin
- Title IX of the Education Amendments (20 U.S.C. § 1681) – Prohibits sex-based discrimination in educational programs
- Section 504 of the Rehabilitation Act (29 U.S.C. § 794) – Prohibits discrimination based on disability
- Americans with Disabilities Act (42 U.S.C. § 12101 et seq.) – Protects students and staff with disabilities
- Individuals with Disabilities Education Act (IDEA) (20 U.S.C. § 1400 et seq.) – Provides special education rights and protections
- Gun-Free Schools Act (20 U.S.C. § 7961) – Mandates expulsion for possession of firearms at school
- McKinney-Vento Homeless Assistance Act (42 U.S.C. § 11431 et seq.) – Ensures the educational rights

of homeless students

- Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g) – Protects student educational records
- Protection of Pupil Rights Amendment (PPRA) (20 U.S.C. § 1232h) – Governs student surveys and personal information
- Children’s Online Privacy Protection Act (COPPA) (15 U.S.C. §§ 6501–6506) – Protects online data of children under 13
- Student Online Personal Protection Act (SOPPA) (105 ILCS 85/1 et seq.) – Protects student data shared with technology vendors