COMMUNITY HANDBOOK

EMPOWERING A DIVERSE COMMUNITY, UNITED BY CHRIST, TO ACHIEVE EXCELLENCE IN EDUCATION, FOR THE FLOURISHING OF ALL CREATION
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Mission, Vision, & History

**Our Mission**
Empowering a diverse community, united by Christ, to achieve excellence in education, for the flourishing of all creation.

**Our Vision**
To see students become instruments of transformation in the world.

**Our History**

2014-2017: Conversations Started
In 2014, a group of local clergy, business professionals, educators, parents, and community leaders began meeting to discuss the future of Christian high school education in the south suburbs of Chicago. Important questions such as “what does the future of Christian education look like?” and “what does this community want from its high schools?” were asked. From these discussions, an initial steering committee was established. This committee spent several months conducting extensive market research and community listening.

Out of the steering committee, a Board of Directors was formed. This founding board was composed of men and women from various denominational and professional backgrounds. This group worked tirelessly over the next several years to start what would eventually be named Unity Christian Academy.

2018-2019: Doors Opened
In August 2018, the doors of Unity Christian Academy were opened for twenty-three freshmen, the first class in UCA's history (the Class of 2022). A ribbon cutting ceremony was held at 16341 South Park Ave in South Holland, IL (the home of Calvary Community Church). Mrs. Loukisha Smart-Pennix served as founding Head of School from 2018-2020.

2019-2020: Second Class Welcomed
In August 2019, UCA welcomed our second freshman class (the Class of 2023). By God's grace, our numbers grew to forty-one total students. On July 1, 2020, Mr. Neil Okuley began serving as Head of School.

2020-2021: Third Class Welcomed
In August 2020, UCA welcomed our third freshman class (the Class of 2024). Fifty-three students filled our halls and Zoom rooms during this year. In February 2021, Unity Christian Academy was fully recognized by the Illinois State Board of Education and received membership into the Illinois High School Association.

2021-2022: First Graduation Ceremony Held
In August 2021, UCA welcomed our fourth freshman class (the Class of 2025), growing our student body to 81 students. On June 10, 2022, we celebrated the graduation of our founding class of students, the Class of 2022, in a magnificent commencement ceremony held as the first public event on our new campus at 700 E. 170th St. in South Holland, Illinois.
Senior Leadership Team

Mr. Neil Okuley, Head of School  nokuley@weareuca.org
Mrs. Charis Bootsma, Head of Academics  cbootsma@weareuca.org
Mr. Steven Harrison, Head of Administration & Faith Formation  sharrison@weareuca.org

Faculty & Staff

Mr. Andrew Davis, Engineering Teacher  adavis@weareuca.org
Mr. Alex Eiland, PE Teacher  aeiland@weareuca.org
Mr. Tom Findysz, Science Teacher  tfindysz@weareuca.org
Mr. Noah Friesen, Math; Engineering Teacher  nfriesen@weareuca.org
Ms. Geneise Grant, Office Manager  ggrant@weareuca.org
Mr. Toney Howell, Dean of Students; Athletic Director  thowell@weareuca.org
Ms. Madelyn Mikitka, School Social Worker  mmikitka@weareuca.org
Mrs. Hannah Morgan, English Teacher  hmorgan@weareuca.org
Ms. Trelissa Moses, Digital Arts Teacher; Paraprofessional  tmoses@weareuca.org
Mr. Jim Oord, Bible & Theology; History & Social Studies Teacher  joord@weareuca.org
Mr. Tony Powell, Performing Arts Teacher  tpowell@weareuca.org
Mr. Andrew Sons; Bible & Theology; PE Teacher  asons@weareuca.org
Mrs. Michelle Smith, Paraprofessional  msmith@weareuca.org
Mrs. Keila Strong; Visual Arts Teacher  kstrong@weareuca.org
Mrs. Amy Veldboom, Spanish Teacher; Community Life Coordinator  aveldboom@weareuca.org
Mr. Jacob Van Dyke, History & Social Studies Teacher  jvandyke@weareuca.org

Board of Directors

Mrs. Constance Ford
Sr. Ida Green
Mrs. Sally Haywood-Larsen, Vice President
Ms. Kaysha Larry, Treasurer
Dr. Dave Larsen
Mr. Phillip Leo
Mrs. Beverly Ozinga
Mr. John Purnell, President  jpurnell@weareuca.org
Mrs. Meika Slotsema, Secretary
Mr. Jason van den Brink
Mrs. Betty Vander Laan
As followers of Jesus Christ, living in this world—which some seek to control, and others view with despair—we declare with joy and trust: Our world belongs to God! This truth directs us in our work and play at Unity Christian Academy.

Our world, fallen into sin, has lost its first goodness, but God has not abandoned the work of his hands: our Maker preserves this world, sending seasons, sun, and rain, upholding all creatures, renewing the earth, promising a Savior, guiding all things to their purpose.

God holds this world with fierce love. Keeping his promise, he sends Jesus into the world, pours out the Holy Spirit, and announces the good news: sinners who repent and believe in Jesus live anew as members of the family of God—the first fruits of a new creation.

We rejoice in the goodness of God, renounce the works of darkness, and dedicate ourselves to holy living. As covenant partners, set free for joyful obedience, we offer our hearts and lives to do God's work in the world. In our work and worship at Unity Christian Academy these truths guide our behavior and expectations for life together.

With tempered impatience, eager to see injustice ended, we expect the Day of Christ’s return. We are confident that the light which shines in the present darkness will fill the earth when He appears. Come, Lord Jesus. Our world belongs to you.

Remembering the promise to reconcile the world to himself, God joined our humanity in Jesus Christ—the eternal Word made flesh. He is the long-awaited Messiah, one with us and one with God, fully human and fully divine, conceived by the Holy Spirit and born of the virgin Mary.

Standing in our place, Jesus suffered during his years on earth, especially in the tortures of the cross. He carried God’s judgment on our sin—his sacrifice removed our guilt. God raised him from the dead: he walked out of the grave, conqueror of sin and death— Lord of Life! We are set right with God, given new life, and called to walk with him in freedom from sin’s dominion.

Being both divine and human, Jesus Christ mediates between us and God. He alone paid the debt of our sin; there is no other Savior. We are chosen in Christ to become like him in every way. God’s electing love sustains our hope: God’s grace is free to save sinners who offer nothing but their need for mercy.

At Pentecost, promises old and new are fulfilled. The ascended Jesus becomes the baptizer, drenching his followers with his Spirit, creating a new community where Father, Son, and Holy Spirit make their home. Revived and filled with the breath of God, women and men, young and old, dream dreams and see visions.

At Unity Christian Academy, the Spirit renews our hearts and moves us to faith, leads us into truth, and helps us to pray, stands by us in our need, and makes our obedience fresh and vibrant.

The Spirit gathers people from every tongue, tribe, and nation into the unity of the body of Christ. This school stands in that unity fostered by the Spirit. Serving the Lord in whom all things hold together, we support sound education in our communities, and we foster schools and teaching in which God’s truth shines in all learning. At Unity Christian Academy, all students, without regard to abilities, race, or wealth, bear God’s image and deserve an education that helps them use their gifts fully.

The Bible is the Word of God, the record and tool of his redeeming work. It is the Word of truth, breath of God, fully reliable in leading us to know God and to walk with Jesus Christ in new life. It is the central living text which shapes our curriculum and guides our life together.
We grieve that the church, which shares one Spirit, one faith, one hope, and spans all time, place, race, and language, has become a broken communion in a broken world. While we are a school and not a church, we commit ourselves to seeking and expressing the oneness of all who follow Jesus, and we pray for brothers and sisters who suffer for the faith.

Our hope for a new creation is not tied to what humans can do, for we believe that one day every challenge to God's rule will be crushed. His kingdom will fully come, and the Lord will rule. Come, Lord Jesus, come. Come here at Unity Christian Academy.

Adapted with permission (c) 2008 Christian Reformed Church in North America, permission granted March 2016.

Communication Methods at UCA

1. **Weekly Parent Newsletter**
   The weekly parent newsletter provides important updates, announcements, and logistics for the upcoming week and immediate future. This digital newsletter is emailed and texted to all UCA parents every Monday of the academic year.

2. **"The Direct Four"**
   Direct communication between faculty, staff, parents, and students is via email, phone call, letter, or text message. We encourage all UCA stakeholders to keep up-to-date with all four mediums as we regularly communicate critical information through them. If a parent or student has a question or comment about any matter in a particular class, we encourage them to reach out to that teacher directly via email.

3. **PowerSchool**
   PowerSchool is UCA's chosen Student Information and Learning Management System. In PowerSchool, students and parents can view grades, assessments, syllabi, resources, attendance records, and more.

4. **Phoenix Rising Newsletter**
   Phoenix Rising is a monthly e-newsletter that highlights the ways in which the mission of UCA was experienced in the previous month. Phoenix Rising is emailed every month to all UCA students, parents, faculty, staff, donors, and board members.

5. **Facebook, Instagram, & YouTube**
   Frequently throughout the week, we share the life of UCA on our Facebook, Instagram, & YouTube accounts. "Like" us on Facebook at Unity Christian Academy, follow us on Instagram @weareuca, and subscribe to our YouTube channel: Unity Christian Academy - South Holland.

6. **Website**
   Our website, weareuca.org, is the go-to place for shared language and information about Unity Christian Academy. Current families can utilize the 'Current Families' tab for up-to-date school information. Prospective families can utilize the 'Admissions' tab for all of the information related to the admissions process.
Academics

Approach to Education
Our approach to education flows from our core values: Empowerment, Diversity, Unity, Excellence, & Flourishing. These values determine (1) the outcomes we want for our students, (2) our beliefs about the student, and (3) our beliefs about the educator. Our decisions in curriculum design, instruction, and relating to students flow from these values and beliefs.

Outcomes for Students
UCA seeks to graduate students who demonstrate certain skills and knowledge. Below is a description of the Profile of a UCA Graduate:

1. Formation of a Christ-Centered Identity
   a. Understands the transformative power of new life in Jesus Christ
   b. Has a firm grasp of their own interests, gifts, and skills
   c. Is capable of making decisions that flow from their Christian identity

2. Complex and varied communication
   a. Demonstrates active listening by contributing nuanced insights and feedback
   b. Articulates messages with clarity and conviction across varied media
   c. Understands the power of the gospel message and can communicate it effectively

3. Problem solving and collaboration
   a. Demonstrates empathy and design thinking when approaching difficult or complex problems
   b. Confidently distinguishes between helpful and unhelpful information when problem solving
   c. Demonstrates the ability to work independently toward a common goal

4. Quantitative and critical reasoning
   a. Can gather quality evidence, analyze it effectively, and make appropriate claims
   b. Can make data-driven decisions that produce beneficial outcomes

5. Community participation and advocacy
   a. Capable of initiating action to advocate for others and seeking the prosperity of the places in which they live
   b. Can recognize, name, and boldly confront injustices in their communities
   c. Can leverage understanding of self and others to effectively engage in diverse settings

Beliefs about Students
At UCA, we believe the following to be true of students and of learning.

- Empowerment
  ○ God created each student with dignity, value, and intelligence.
  ○ God calls each student to unique and important work within His kingdom.

- Diversity & Unity
  ○ Who you learn with matters. Learning with a diverse population enhances the learning experience for all students.
  ○ Students bear God’s image and demonstrate the gospel when they participate in a diverse learning community.

- Excellence
  ○ All students are capable of excellence, not just the fastest and most confident.
○ Students are not supposed to understand everything the first time around.
○ Consistent effort is the main determinant of success.
○ Mistakes help us learn.

• Flourishing
  ○ The right pursuit of excellence is worship.
  ○ Faith formation happens everywhere.
  ○ The purpose of education is ultimately wrapped up in God’s mandate for human beings to create, improve, and seek the fulfillment of His creation.
  ○ Meaningful kingdom work happens now, while students are in high school.

Beliefs about Educators
UCA educators are committed to their own professional development and growth with each other in Professional Learning Communities, Educator Institutes, and informal meetings. We embody and model for our students UCA’s tagline, “Who you learn with matters.” We do our jobs best when we are doing them together.

As the designer of learning, educators seek to...
  ○ Promote rigorous scholarship that integrates faith and learning.
  ○ Engage in culturally relevant vocational experiences.
  ○ Draw people from diverse backgrounds together to accomplish goals.
  ○ Know and care for each student, based on the love of Jesus Christ.
  ○ Humbly design courses informed by authentic work; heart, mind, & hands; self-knowledge; service leadership; community integration; and collaboration.
Assessment & Grading at UCA

Assessments at UCA
Because of our five core values, UCA educators design assessments informed by the Excellent Work Protocol.¹

<table>
<thead>
<tr>
<th>Purpose</th>
<th>Complexity</th>
<th>Craftsmanship</th>
<th>Authenticity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Purposeful work matters to students and contributes to a larger community. Students “get smart” to “serve God.”</td>
<td>Complex work is rigorous: it aligns with or exceeds grade-level expectations. It invites students to higher-order thinking, challenging them to apply, analyze, evaluate, and create. Complex work often shows connections to deep concepts that unite the disciplines. Complex work prioritizes consideration of multiple perspectives. It often invites students to take stand and defend it with evidence or persuasion.</td>
<td>Well-crafted work is done with care and precision. It demonstrates attention to accuracy, detail, and beauty. Well-crafted work should be beautiful in conception and execution. It can be present in thoughtful ideas, imagination, and design, not just in polished presentation. Well-crafted work shows evidence of perseverance, often through multiple drafts and critique from others.</td>
<td>Authentic work demonstrates the original, creative thinking of students—authentic personal voice and ideas—rather than simply showing that students can follow directions, fill in the blanks, or paraphrase research. Authentic work often uses formats and standards from the professional world, rather than artificial school formats (e.g., students create a book review for a local newspaper instead of a book report for the teacher). Authentic work often connects academic standards with real-world issues, and local people and places. Authentic work reflects principles of God’s kingdom (creation, justice, beauty, stewardship, etc.).</td>
</tr>
</tbody>
</table>

Educators also design assessments that are valid and reliable. Valid assessments measure what they say they are going to measure. Reliable assessments are consistent and produce consistent results over time. Designing valid and reliable assessments requires the educator to apply course Standards and scales appropriately.

There are three types of assessment at UCA that measure student achievement.

First, students practice the Standards. Teachers give students feedback on their practice attempts according to the Standards; this feedback does not need to exist in the gradebook, but should be communicated to students. This allows students to adopt the mindset that mistakes are an important part of the learning process. Students are expected to complete all practice assignments.

¹ Adapted by Christian Schools Canada from EL Education’s Quality Work Protocol.
because they are important to the learning process. Because of this expectation, practice can be tracked in the gradebook through Habits of Learning (discussed below).

The second type of assessment at UCA is the **Formative Assessment**. Formative Assessments provide students the opportunity to attempt mastery on Standards during a learning period. Formatives are graded according to the Learning Scales, and teachers provide students with meaningful and timely feedback based on these grades. The giving and use of feedback is foundational for growing as a learner; students learn best when given timely and descriptive feedback and have the opportunity to apply the feedback. Therefore, Formative Assessments are assessments for learning.

The final type of assessment at UCA is the **Summative Assessment**, which is the final attempt to show mastery during a learning period. If Formatives are for learning, Summatives are assessments of learning that has happened. They are also called Capstone Projects and Final Assessments.

**Grading at UCA**

Grading at Unity Christian Academy is informed by Standards-Based Grading, a researched-based approach that seeks to fairly, accurately, reliably, and justly communicate student learning throughout the process of learning.²

Because of Standards-Based Grading, we begin with the end in mind. All classes at UCA have class **Standards**, which are the classes’ articulated learning goals for a grading period. Standards are skills students use to demonstrate their understanding and application of knowledge. These skills-based Standards require a deep understanding of relevant content knowledge. Standards are written in "I can" language from the student’s perspective. When schools articulate exact learning goals through Standards, students are equipped with the language and understanding they need to be leaders of their own learning.

Because of Standards-Based Grading, we support student development. If Standards communicate the end goal for a student’s learning, then it is necessary to communicate the path to get to the end goal. Standards live in a continuum of skill progression called **Learning Scales**, which communicate the development toward, and even beyond, the Standard. The Scale is modeled after Bloom’s Taxonomy, a researched-based classification of learning, and shows how the Standard skill becomes more complex as it moves from left to right. Scales articulate a student’s **Level of Mastery** on a Standard. On the next page, a general description of each Level of Mastery is articulated. Please note that Proficient - Level 3 is the grade-level expectation of the Standard.

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² The Illinois State Board of Education (ISBE) launched Competency-Based Education, a similar model of assessment and grading, in 2016.
<table>
<thead>
<tr>
<th>No Evidence - Level 0</th>
<th>Basic - Level 1</th>
<th>Emerging - Level 2</th>
<th>Proficient - Level 3</th>
<th>Distinguished - Level 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student has not submitted evidence, or the evidence submitted is incomplete or incorrect.</td>
<td>Student can identify and recognize content and skill.</td>
<td>Student can understand and apply content and skill.</td>
<td>Student can apply, analyze, and evaluate content and skill.</td>
<td>Student can apply content and skill across disciplines and/or in an innovative and creative way.</td>
</tr>
</tbody>
</table>

**Because of Standards-Based Grading, we communicate student learning accurately.** Grades are a form of communication about student learning. Oftentimes, letter grades are a combination of academic achievement, behavior, extra credit, and anything else on the syllabus, and the weighing system for letter grades tends to vary teacher to teacher. Therefore, the letter grade does not consistently communicate what academic learning has happened.

To communicate an accurate picture of learning and behavior, UCA reports on Standards (as discussed above) and Habits of Learning. HOLs are behavioral goals; they articulate habits, behaviors, and dispositions that help students succeed in and out of the classroom. HOLs are used to track student engagement and work habits, but do not determine whether or not a student passes a class. Below is the HOL that will be tracked in the 2022-2023 school year:

**UCA HOL: Diligence in Learning** | I take responsibility for my learning by completing work by the given deadline. My work meets the requirements.

HOLs exist on a different Learning Scale than Standards. This Scale has three levels instead of five.

<table>
<thead>
<tr>
<th>No Evidence - Level 0</th>
<th>Basic - Level 1</th>
<th>Proficient - Level 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>I have not completed my work.</td>
<td>I have submitted my work, but it does not meet the given requirements.</td>
<td>I take responsibility for my learning by completing work by the given deadline. My work meets the requirements.</td>
</tr>
</tbody>
</table>

Because grades are a form of communication, regular grade-reporting helps students, families, and teachers know the progression of a student’s development. Students and families will be given access to descriptions of all course Standards and Scales at the beginning of the year. Students and families will be able to access grades through PowerSchool, our Student Information System. UCA formally reports Levels of Mastery on Standards 6 times a year through end-of-Module Progress Reports.

UCA calculates final grades for each Standard using a Decaying Average of 65/35. This means that the score of the most recent assessment will weigh 65% of the final grade.
While Standards-Based Grading is used in many other schools, UCA acknowledges that it is not universally used. Because of this, UCA regularly translates the grading scale to a traditional grading scale, calculates GPAs accordingly, and communicates this information to students and families.

**Academic Support at UCA**
A description of UCA’s Academic Multi-Tiered System for Support can be found on page 17 of this Handbook.

**A-Term**
A-Term (April-Term) is an important aspect of UCA’s calendar. This one-week period offers students a chance to learn deeply in a unique area. Core courses pause, and educators offer a variety of unique and meaningful classes. Further information will be shared about the 2022-2023 A-Term offerings in March.

**Deeper Learning Block**
Deeper Learning Blocks (DLBs) are weekly opportunities for students to take deep dives into learning that accentuate the courses they are studying. Every Friday, a student will have one DLB for one of their regularly scheduled classes. For example, in week 1 of the Module, a student will have a DLB in their Block A class. In week 2 of the Module, a student will have a DLB in their Block B class. Throughout the Module, a student will have a DLB in all of their classes.

DLBs allow students to apply the learning that takes place in the classroom. DLBs consist of:
- Off-campus learning excursions
- Hands-on experiences
- Connecting with outside experts
- Experimenting and rapid design challenges
- Unique learning experiences
- Other lessons and activities relevant to the current unit

**Office Hours**
Time and space are valuable. At UCA, we offer Office Hours three times a week to create regular time and space that encourage students to grow as leaders of their own learning. The purpose of Office Hours is to give students regular opportunities to address challenges in their learning, to continue their learning outside of the classroom, and to advance their learning in areas of interest. Both the teacher and the student have distinct jobs during Office Hours.

<table>
<thead>
<tr>
<th>The Teacher’s Job</th>
<th>The Student’s Job</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Before Office Hours</strong></td>
<td><strong>Before Office Hours</strong></td>
</tr>
<tr>
<td>• Determine and select any students that need additional support.</td>
<td>• Be intentional and take initiative.</td>
</tr>
<tr>
<td><strong>During Office Hours</strong></td>
<td>○ Make a plan for where you’re going to be. At the beginning of Unity Groups, sign up for Office Hours on Focus Period.</td>
</tr>
<tr>
<td>• Provide reteaching and support to individual and/or small groups of students.</td>
<td>○ Set goals for how you need to spend your time.</td>
</tr>
<tr>
<td>• Maintain a productive learning</td>
<td></td>
</tr>
</tbody>
</table>
environment for each student.  

During Office Hours
- Request and receive help and reteaching.
- Work with teachers in areas you are not succeeding.
- Collaborate with peers.
- Reassess.

○ Make plans to meet with teachers 1-on-1 or plans to collaborate with peers.

**Student Choice Block**
UCA is full of students with diverse interests and gifts. Student Choice Block (SCB) provides our diverse students the opportunity to choose from an array of options that empower them to develop self-knowledge; engage their heart, minds, and hands; authentically apply their learning in engaging and meaningful ways; and serve and collaborate with the UCA and South Holland community. UCA offers two SCB options every Friday. Teachers and staff collaboratively plan and offer options, and students will sign up for options at the beginning of each Module. Examples of SCBs range from Theology Town Hall to Film Analysis; Engineering Rapid Design to Improv. A sign up link for the Module’s SCB options will be sent to students and families at the beginning of each Module.

**Unity Groups**
Unity Groups are small groups of students who meet with a teacher leader. Each group is made up of freshmen, sophomores, juniors, and seniors (promoting cross grade-level interactions). Unity Groups meet on Tuesdays and Thursdays right after Block A. Unity Groups are 15 minutes long from 9:50 to 10:05am and are a time for students to get to know one another better, develop life skills, foster good relationships, and build their self image. Unity Groups also dive into a time of sharing prayer requests with one another, building a deeper connection with God as well as learning how to care for the body God gave them and appreciate the world around them.

**Academic Policies**
Below are the academic policies of Unity Christian Academy. For more detailed information about curriculum, please refer to the 2022-2023 Academic Catalogue.

**Proficiency Requirements to Receive Credit**
To earn credit for a course, students must demonstrate an Emerging (Level 2) level of mastery for all course Standards in order to pass a course. For example, if a course has five Standards, students must achieve an Emerging (Level 2) level of mastery on each Target in order to receive credit.

**Independent Studies & Online Courses**
Qualifying junior and senior students at UCA have the option to engage in deeper studies of vocational interest to them. In order to take an Independent Study or an Online Course at UCA, students must
- demonstrate consistent good academic standing over the course of their freshman and sophomore years, and
• complete an application prior to the start of the academic year. Applications can be found with Mrs. Bootsma, Head of Academics.

**Late Work & Reassessment**

Students must submit work in a timely manner in order to receive feedback and actively participate in the learning process. Because of this, late practice work or Formative Assessments will only be accepted in the same Module in which it was originally assigned **if a teacher determines that it truly demonstrates learning**. Teachers hold the professional responsibility to determine whether or not to accept late work from students. If a teacher accepts a student’s late work, the original grade (0) should stand in the gradebook. A new grade should be added to reflect the new work.

If students are dissatisfied with the Level of Mastery they have earned within a Module, students have the opportunity to reassess on a Formative Assessment in the same Module in which it was originally assigned. To reassess, students must fill out a Reassessment Ticket and give it to the appropriate teacher during the earliest Office Hours. If a student submits a reassessment the teacher is willing to accept—meaning, it is completed within a time frame agreed upon by the teacher and student, and that the student seeks appropriate help and feedback before reassessing—the original grade should stand in the gradebook. A new grade should be added to reflect the new work.

Below is a copy of the Reassessment Ticket.

<table>
<thead>
<tr>
<th>Reassessment Ticket</th>
</tr>
</thead>
<tbody>
<tr>
<td>This Reassessment Ticket and the steps you have taken to prepare for a reassessment will determine if and when you can reassess and/or revise and resubmit an assessment. Your teacher may require you to take more steps to prepare for a reassessment.</td>
</tr>
<tr>
<td>Submit this Reassessment Ticket to the appropriate teacher in a timely manner.</td>
</tr>
</tbody>
</table>

| Name ____________________________ | Today’s Date ____________________________ |
| Class ____________________________ | Teacher ____________________________ |

<table>
<thead>
<tr>
<th>Target(s) to reassess on</th>
<th>Current Level of Mastery</th>
<th>Reassessment Goal</th>
</tr>
</thead>
<tbody>
<tr>
<td>_________________________</td>
<td>_________________________</td>
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</tbody>
</table>

What steps have you taken to be prepared for a reassessment? Be prepared to show evidence of these steps. Check all that apply:

- [ ] Met with teacher
- [ ] Received and applied feedback from teacher
- [ ] Written summary: explain everything you did wrong or answered incorrectly on the first assessment
- [ ] Completed practice assignments related to this assessment
- [ ] Other: __________________________________________________________

Date and time I would like to reassess ____________________________
If a student has failed a single-Module course because they did not submit the Summative Assessment, they will not be given the option to reassess. They must retake the course or a similar course in order to receive credit. This failure will be reflected in their transcript.

If a student has failed a Summative Assessment in a multi-Module course that is still ongoing, that student may request an additional opportunity to demonstrate mastery of the failed Standard(s) if the teacher is not formally assessing the Standard(s) later on in the course. This is not a reassessment, but a separate attempt to show mastery. Teachers may revise original assessment directors or create a new assessment for students seeking to demonstrate mastery.

If a student has failed a multi-Module course and that course has terminated, they will not be given the option to reassess. They must retake the course or a similar course in order to receive credit. This failure will be reflected in their transcript.

Students are responsible for requesting reassessments, new assessments, or extensions on work. It is the teacher’s professional responsibility to decide when to grant extensions to students.

**Plagiarism & Cheating**
Cheating and plagiarism are inconsistent with honest and honorable work. UCA defines plagiarism as any form of using someone else's work and claiming it as your own or allowing someone to use your work and claim it as his/her own. Cheating is any unauthorized use of information or sources of information (e.g. electronic devices) on a test, quiz, assignment, or project.

If a student cheats or plagiarizes on an assessment, the student’s family will be contacted and the student must redo the assignment by a determined deadline. If the offense happens again, disciplinary action will be taken.

**Requirements for Participation in UCA Co-Curricular Activities (athletics, clubs, and other teams)**

- **Academic Standing**
  - Mastery reports are run weekly on Mondays.
    - If a student has a 0 (No Evidence) in any Standard, they are ineligible for the entire week.
    - Students may become eligible again the next week if they show progress in their identified Standards and if work is submitted by 11:59pm on Thursdays.

- **Student Conduct**
  - UCA students are also expected to maintain a high standard of personal conduct in order to participate in co-curricular activities.
  - Students will be ineligible if:
    - they receive a Tier 2 or Tier 3 consequence
    - based on the context of any given situation, the Dean of Students or Senior Leadership Team deems it inappropriate for a student to participate in a co-curricular activity.
    - Students may become eligible again the following week after appropriate consequences have been served.

- **Attendance**
  - UCA students may participate in co-curricular activities only if they are in attendance for more than 50% of the school day on which the activity falls.
○ In the instance of a Saturday activity, a student must be in attendance for at least 50% of the most recent previous school day.

- **Age**
  ○ UCA students are eligible to participate in co-curricular activities through the age of nineteen.
  ○ If a student would turn 20 during a given season, they would not be eligible to participate.

- **Length of Enrollment**
  ○ UCA academic terms are called Modules. Six Modules occur during the school year. Based on the minutes allotted per class in each Mod, two mods equals a semester.
  ○ In the event that a UCA student has to repeat a portion of an entire grade level, their total involvement in co-curricular activities shall not exceed 16 total Mods.

**The Applicable IHSA Bylaws:**

IHSA Bylaw 3.020 expresses the requirements for student athletes on a semester and weekly basis. Bylaw 3.060 addresses the maximum age for student athletes. Bylaw 3.050 and its sub-sections address the participation limitations for student-athletes related to the maximum number of semesters. Bylaw 5.000 and its sub-sections relate to contest limitations/season limitations by sport. You can access the IHSA Handbook online to review the aforementioned bylaws.
**MTSS for Academics:**

MTSS = Multi-Tiered Systems of Support

**Tier 1 Indicators:**
- Student is showing some level of mastery in their classes, with at least 2’s (Emerging) in every Standard.

**Tier 1 Responses (Universal):**
- Best practices for differentiation and interventions used by teachers
  - Teachers modify content, process, product, and/or learning environment to suit student needs & family communication
- Office Hours
  - Students meet with teachers during Office Hours

**Tier 2 Indicators:**
- Student has one or more of the following:
  - One or more Academic Student Support Referral from a teacher
  - One or more 0 (No Evidence) or 1 (Basic) in a Standard
  - One or more 0 (No Evidence) in the HOL: Diligence in Learning

**Tier 2 Responses (Concentrated):**
- Student will meet with Head of Academics to develop an Academic Success Plan
- Student will participate in a weekly Executive Functioning Group
- Teacher pulls student in small group re-teaching setting
- Reassessment opportunities provided upon request of student and family
- Additional family communication from Head of Academics
- Optional small-group tutoring provided after school

**Tier 3 Indicators:**
- Student has one or both of the following:
  - Lack of growth over three weeks of Tier 2 interventions
  - Failed a Module of a core class

**Tier 3 Responses (Intensive):**
- School Social Worker submits a referral for an evaluation from the public district
- Head of Academics and School Social Worker meet with family and student to develop and propose an Individualized Service Plan (ISP)
Attendance

Why Attendance Matters
Attendance is essential for students to achieve excellence in education. Below are UCA's attendance policies.

Attendance Policies

Absence Policy
Live attendance and tardy notifications will be available to families through a student’s profile in PowerSchool. In addition to this, attendance and tardy reports will be sent to parent(s)/guardian(s) at the end of each Module, along with their student’s progress report. Based on the amount of unexcused absences or tardies a student has, UCA will implement the appropriate interventions, which are listed at the end of this section.

The State of Illinois considers 5% over a 180-day school year to be Chronic Truant (that equates to nine absences over 180 days). If a student has nine unexcused absences throughout the school year, a meeting with the Senior Leadership Team and Student Success Team will be called to understand family circumstances & determine whether disciplinary action, up to requesting for withdrawal from Unity Christian Academy, will occur.

Attendance interventions for unexcused absences are determined by a student’s number of absences throughout the entire school year. A student’s number of unexcused absences does not renew each Module. The interventions UCA will use in response to frequent absences are also listed at the end of this section.

Absence Notification Policy
Parents must contact the main office by calling (708) 980-1046 or emailing Ms. Grant at ggrant@weareuca.org by 8:15 AM to inform UCA of their student’s absence. Notification of an absence must come from the parent/guardian - not the student. These calls are imperative in order to ensure accurate daily rosters in cases of crisis or emergency on school grounds. If you do not contact the school office, you will receive a call from the school office by 9:45am to notify you of the absence. When this notification occurs, the student’s absence is automatically coded as unexcused, unless documentation is provided that shows otherwise.

Planned Absences
When a family knows in advance that their student will be absent, they must fill out a Planned Absence Form. Forms are available in the main office and should be completed 5 days before the planned absence. If a student or family does not communicate this & the student has a prolonged absence from school, a meeting with UCA’s Senior Leadership Team may be requested. The excused and unexcused absence policies still apply to planned absences.

Excused Absences
An excused absence is an absence with permission of the parent/guardian that is communicated to school and approved by the school administration. Examples include, but are not limited to: medical appointment, significant illness, family emergency or crisis, or other extenuating
circumstances that are considered by UCA administration. After 3 consecutive missing excused days, there must be a doctor’s note, or other legal documentation proving need for extended absences. If UCA does not receive documentation, following absences will be considered unexcused.

Students who have a medical diagnosis and need to be consistently excused for treatment should speak with the School Social Worker to develop a 504 plan so the absences can properly be coded in the attendance data.

Illinois Legislation 105 ILCS 5/26-1, enacted in 2021, grants students 5 school days of excused absence from school, as "Mental Health Days" each academic year. Digital resources with recommendations on how to spend the day out of school will be accessible to parents and students upon request. Under this legislation, if a student is absent for 2 consecutive days for mental health reasons, they are required to meet with school mental health personnel to discuss the circumstances, potentially receiving a referral for additional, professional help. Students are not allowed to excuse part of an extended absence as “mental health days,” as this is seen as an obstruction of Illinois legislation.

**Late Arrival & Early Dismissal**

If a student leaves and returns during the school day, or if he/she leaves early and does not return, his/her attendance will be adjusted to reflect 1/2 day attendance. Students arriving after Block A will be recorded as 1/2 day attendance. Students are granted 2 unexcused early dismissals and late arrivals each school year. Each unexcused early dismissal and late arrival afterwards will result in a $10 fine. Examples of excused early dismissal or late arrival include, but are not limited to: medical appointment, significant illness, family emergency or crisis, or other extenuating circumstances that are considered by UCA administration.

**Tardy Policy**

Students are expected to be in their assigned classroom at the beginning of each school day and at the beginning of each class block throughout the day. Being consistently tardy is a hindrance to academic progress.

Teachers take attendance within the first two minutes of every block. If a student arrives to class after a teacher has taken attendance, they will be marked tardy. Students arriving to class after half of the class block has expired will be considered absent for that block.

If a student reaches three tardies in a Module, the student will be required to serve a morning detention (7:15-8:15 AM). Failure to attend a morning detention, or arriving after 7:20 to morning detention, will result in a $10 fine, as well as being required to serve another morning detention. Every tardy after three tardies in a module will result in a $5 fine per tardy. A meeting between the family and administration may be requested at this point.

Attendance interventions for tardies are determined by a student’s number of tardies each Module. A student’s number of tardies renews each Module. However, if a student receives more than 3 tardies in 2 consecutive Modules, an Attendance Support Plan will be developed. The interventions UCA will use in response to frequent tardies are also listed at the end of this section.
Arrival & Dismissal Policy
The building opens at 8:00 AM. UCA is willing to accommodate students who need to arrive earlier. If this applies to your family, please communicate this need to Ms. Grant as soon as possible. All students should be in the building by 8:25 AM. UCA expects students to be present and prepared to launch into learning by 8:30 AM when class begins.

Please note that students are not allowed to leave school grounds after they arrive in the morning. When students leave & return to campus after arriving, it creates a safety and attendance issue.

UCA dismisses students at 3:30 PM every day. The building closes at 4:30 PM. Unless students are participating in an official co-curricular activity, it is the expectation that they are off-campus by 4:30 PM. Students who leave campus after dismissal, for any reason, may not return to campus.

New to the 2022-2023 school year is a change in the enter/exit locations at 16341 S. Park Ave. We now ask all drivers to: (1) enter at the north entrance, (2) exit the south entrance, and (3) keep speed to 10mph or less. This change will allow for students being dropped off from the passenger side to enter directly into the building without having to walk around their car.

A UCA staff member will be monitoring the parking lot at the beginning & end of the school day. Administration may request a meeting if erratic driving is observed.

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3 Unless otherwise indicated, we have a late start for students every Friday. Class begins promptly at 9:30 AM. on Fridays. While the building opens at 7:45 AM on Fridays, we request that students do not arrive until at least 9:00 AM unless it is necessary to arrive earlier for transportation reasons. Faculty & staff meetings are held on Friday mornings, and it is helpful for supervision purposes to have fewer students in the building. All students should be in the building by no later than 9:25 AM.
MTSS for Attendance

MTSS = Multi-Tiered Systems of Support

**Tier 1 Indicators**
- 0-4 unexcused absences in the school year
- 0-2 tardies in a Module
- 0 unexcused early dismissals or late arrivals in the school year

**Tier 1 Responses (Universal)**
- Modular attendance letters issued to parent(s)/guardian(s)
- Consistent attendance data tracking

**Tier 2 Indicators**
- 1 unexcused early dismissal or late arrivals in the school year
- 3 tardies in a Module
- 5-7 unexcused absences

**Tier 2 Responses (Concentrated)**
- 3 tardies in a Module = Morning Detention (7:15-8:15 AM)
- Additional family communication
- Attendance Warning Letter requiring parent(s)/guardian(s) signature
- Attendance Support Plan developed and family meeting held
- Tier 1 supports

**Tier 3 Indicators**
- 2 or more unexcused early dismissals or late arrivals in the school year
- 4 or more tardies in a Module
- 8-9 unexcused absences

**Tier 3 Responses (Intensive)**
- All Tier 1 and 2 supports
- 3 or more unexcused early dismissals = $10 fine per unexcused early dismissal
- 3 or more tardies = $5 fine per tardy
- Student Support Team (SST) reviews Attendance Support Plan
- Meeting with Senior Leadership Team
Student Conduct

Why Student Conduct Matters
We believe that who you learn with matters. Below are the school-wide expectations for student conduct. When not followed, it is the responsibility of the Dean of Students and other designated parties to apply restorative justice practices to preserve the safe and respectful environment that UCA values.

Student Conduct Policies
Below are policies specifically related to student conduct at Unity Christian Academy.

Bullying Policy
UCA believes that all students have a right to a safe and healthy school environment. The UCA community has an obligation to promote mutual respect, tolerance, and acceptance. To that end, UCA will not tolerate behavior that infringes on the safety of any student. A student shall not show a pattern of intimidation, harassment, or bullying another student through words or actions. Such behavior includes: direct physical contact (such as hitting or shoving), verbal assaults (such as teasing or name-calling), and social isolation or manipulation.

Bullying is a pattern of aggressive, intentional, or deliberate hostile behavior using words or actions which cause fear, intimidation, or harm. Bullying involves an imbalance of power. The behavior may be motivated by actual or perceived distinguishing characteristics, such as, but not limited to: age, national origin, race, ethnicity, religion, gender, gender identity, sexual orientation, physical attributes, physical or mental ability or disability, and social, economic, or family status.

Bullying includes cyber-bullying. Cyberbullying, as defined in 105 ILCS 5/27-23.7, is bullying through the use of technology or any electronic communication, including without limitation any transfer of signs, signals, writing, images, sounds, data, or intelligence of any nature transmitted in whole or in part by a wire, radio, electromagnetic system, photoelectronic system, or photo-optical system, including without limitation electronic mail, Internet communications, instant messages, or facsimile communications. Cyberbullying includes the creation of a webpage or weblog in which the creator assumes the identity of another person or the knowing impersonation of another person as the author of posted content or messages if the creation or impersonation creates any of the effects enumerated in the definition of bullying in this Section. Cyberbullying also includes the distribution by electronic means of a communication to more than one person or the posting of material on an electronic medium that may be accessed by one or more persons if the distribution or posting creates any of the effects enumerated in the definition of bullying in 105 ILCS 5/27-23.7(b).

All incidents of bullying should be immediately reported to the Dean of Students. The Dean of Students will involve the School Social Worker and Senior Leadership Team, as necessary.

Faculty and staff who witness acts of bullying take immediate steps to intervene when safe to do so. Each complaint of bullying should be promptly investigated. This policy applies to students on school grounds, while traveling to and from school or a school-sponsored activity, during the lunch period, whether on or off campus, and during a school-sponsored activity.
Students can rely on the Dean of Students to promptly investigate each complaint of bullying in a thorough and confidential manner. Any student who engages in bullying may be subject to disciplinary action up to and including expulsion. If the complainant student or the parent of the student feels that appropriate resolution of the investigation or complaint has not been reached, the student or the parent of the student should contact the Head of Administration.

UCA will make every reasonable effort to conclude any allegations within 10 days of reported bullying. UCA will make reasonable efforts to keep a report of bullying and the results of investigation confidential. UCA prohibits retaliatory behavior against any complainant or any participant in the complaint process.

All faculty, staff, students and parents will receive a summary of this policy prohibiting intimidation and bullying at the beginning of the school year, as part of the Community Handbook.

The State of Illinois has resources in bullying prevention that are available to use.

**Non-Harassment Policy**

UCA is committed to providing all students with a safe and supportive school environment. Members of the school community are expected to treat each other with respect. Faculty are expected to teach and to demonstrate by example that all members of the community are entitled to respect. Harassment of a student by another student or by a teacher or other staff member is a violation of school policy. This includes (but is not limited to) harassment based on race, national origin, marital status, sex, sexual orientation, gender identity, religion, or disability. Punishable harassment is conduct, including verbal conduct, (1) that creates (or will certainly create) a hostile environment by substantially interfering with a student’s educational benefits, opportunities, or performance, or with a student’s physical or psychological well-being; or (2) that is threatening or seriously intimidating.

**Smoking, Alcohol, & Drug Policy**

UCA administration is authorized to discipline students for gross disobedience or misconduct, including but not limited to:

1. Using, possessing, distributing, purchasing, or selling tobacco or nicotine materials, including without limitation, electronic cigarettes.

2. Using, possessing, distributing, purchasing, or selling alcoholic beverages. Students who are under the influence of an alcoholic beverage are not permitted to attend school or school functions and are treated as though they had alcohol in their possession.

3. Using, possessing, distributing, purchasing, selling, or offering for sale:
   a. Any illegal drug or controlled substance, or cannabis (including medical cannabis, marijuana, and hashish).
   b. Any anabolic steroid unless it is being administered in accordance with a physician or licensed practitioner’s prescription.
   c. Any performance-enhancing substance on the Illinois High School Association’s most current banned substance list unless administered in accordance with a physician or licensed practitioner’s prescription.
d. Any prescription drug when not prescribed for the student by a physician or licensed practitioner, or when used in a manner inconsistent with the prescription or prescribing physician or licensed practitioner’s instructions. The use or possession of medical cannabis, even by a student for whom medical cannabis has been prescribed, is prohibited.

e. Any inhalant, regardless of whether it contains an illegal drug or controlled substance:
   i. that a student believes is, or represents to be capable of, causing intoxication, hallucination, excitement, or dulling of the brain or nervous system; or
   ii. about which the student engaged in behavior that would lead a reasonable person to believe that the student intended the inhalant to cause intoxication, hallucination, excitement, or dulling of the brain or nervous system. The prohibition in this section does not apply to a student’s use of asthma or other legally prescribed inhalant medications.

f. Any substance inhaled, injected, smoked, consumed, or otherwise ingested or absorbed with the intention of causing a physiological or psychological change in the body, including without limitation, pure caffeine in tablet or powdered form.

g. “Look-alike” or counterfeit drugs, including a substance that is not prohibited by this policy, but one:
   i. that a student believes to be, or represents to be, an illegal drug, controlled substance, or other substance that is prohibited by this policy; or
   ii. about which a student engaged in behavior that would lead a reasonable person to believe that the student expressed or impliedly represented to be an illegal drug, controlled substance, or other substance that is prohibited by this policy.

h. Drug paraphernalia, including devices that are or can be used to:
   i. ingest, inhale, or inject cannabis or controlled substances into the body; and grow, process, store, or conceal cannabis or controlled substances.
   ii. Students who are under the influence of any prohibited substance are not permitted to attend school or school functions and are treated as though they had the prohibited substance, as applicable, in their possession.

**Student Dress Code Policy**

UCA students must dress for school in such a way that they are prepared for learning.

Students are **not allowed** to wear any of the following:

- Clothing that reveals undergarments
- Clothing that does not cover the midsection
- Clothing that harms the community with profane, vulgar, or intentionally-offensive messaging
- Clothing that references drugs or alcohol with words or pictures
- Leg-clothing higher than the midpoint of the student’s thigh
- Clothing of spandex material (outside of appropriate sports occasions)
- Pajama clothing

Students are **not allowed** to **bring** any of the following items with them to class:

- Pillows
• Blankets
• Slippers/thick socks (students must wear shoes at all times of the school day)

*Note: Faculty & staff reserve the right to ask students to remove hats and hoods in any UCA environment where they consider learning to be disrupted. There may be occasions throughout the year in which students are asked to dress in formal attire.

Faculty & staff who observe a student in violation of the outlined dress code policy will submit a referral to the Dean of Students via PowerSchool in real-time. Given the severity of the violation, an immediate intervention may be requested. UCA students will only receive dress code referrals from faculty/staff members of their same gender. However, the Dean of Students reserves the right to address any student as it relates to dress code violations.

For all dress code violations, students will not receive a warning for the infraction, instead they will receive an immediate consequence, administered by the Dean of Students. The communication of this policy as published in the Community Handbook and read aloud at Parent Orientation serves as the one and only warning for all UCA students.

If there is a concern related to a student’s attire, a conversation between administration and the student/parent may be requested. If a parent/guardian has a concern related to a student’s attire who is not their child, they should contact the Dean of Students, Mr. Howell (thowell@weareuca.org), and not the student directly.

UCA reserves the right to amend the Student Dress Code Policy at any point in time during the school year.

**Student Technology Policy**

**Laptops**
The use of school-issued laptop computers on campus is a privilege which the school grants to any student who is willing to assume the responsibility of abiding by the guidelines set forth in this document. The following rules for laptop use apply to all portable electronic devices (e.g. cell phones or mp3 players with memory and/or internet capability).

As with textbooks and other class materials, students/families assume financial responsibility for any damage to UCA laptops and/or computers. If a laptop computer appears to have been stolen, the student will immediately report the incident to the Office Manager, who will involve the necessary parties for an investigation.

Students may only use their school-issued laptops in a classroom with a teacher present and with teacher permission. The student must adhere to any additional guidelines which the classroom teacher may require. The use of the laptop may in no way disrupt or distract from the learning environment. Students may not use a personal, non-UCA device at any point during the school day.

**Cell Phones & Electronic Communication Devices**

While cell phones serve many important purposes today and can improve aspects of our lives, they are also a consistent source of distraction for class & social engagement with one another.
At UCA, students will...
- keep their school-authorized computers & chargers on their person throughout the school day.
- store their un-authorized devices (phones, headphones) in their backpacks. If any electronic devices are seen outside of authorized times, teachers will submit a referral to the Dean of Students.
- be allowed to use their phones during lunch, before & after school, or if directed by a faculty/staff member

At UCA, students will not...
- use devices for taking pictures or video recording without permission.
- use devices in restrooms, dressing rooms, or other areas where there is a reasonable expectation of privacy.

UCA is not liable for lost and/or damaged personal electronic devices.

Within this policy, Personal Electronic Devices include, but are not limited to:
- Cellular phones
- Audio and MP3 Players
- Camera and video recording devices
- Electronic watches with audio and video functionality
- Headphones (wired and wireless)

If a student is found using an electronic device during unauthorized times, they will automatically receive a consequence referral and the phone will be confiscated. If a phone is confiscated during class, it will be given to and kept in the possession of the Dean of Students until a parent(s)/guardian(s) is notified. Further consequences will be determined by the Dean of Students.

If there is any kind of family emergency and parents need to contact their student during the day, they should contact the main office at (708) 980-1040.

**Threat Policy:**
If a student makes a verbal, cyber, or written threat for acts of serious or fatal harm, or if a weapon(s) (or anything perceived to be a weapon) is found on campus, the student will immediately be expelled and local law enforcement will be notified. The intent of the statement does not matter.

**Food Ordering Policy**
Students are not allowed to order food through any delivery service (UberEats, DoorDash, Grubhub, etc.). Likewise, parents are not allowed to order food through a delivery service for their student. All food that any delivery driver attempts to drop off will be turned away. Please plan accordingly.
**Consequence Referrals:**

All UCA faculty and staff are expected to submit consequence referrals to the Dean of Students following any infraction. Each infraction receives an appropriate consequence and restorative practice support set forth by the Dean of Students.

The aim of restorative practices is to develop community and to manage conflict and tensions by repairing harm and building relationships. When a student receives any sort of consequence based on an infraction, they are required to complete a Restorative Justice assignment while serving their consequence (i.e. morning detention, Saturday School, in-school suspension, etc.). These assignments will promote **Unity, Social & Emotional Learning, and Accountability**, which are the guiding principles of UCA’s Restorative Practice.

**MTSS for Student Misconduct:**

**MTSS =** Multi-Tiered Systems of Support

**Tier 1 Infractions**
- Defiant, disrespectful, disruptive, rude, or uncooperative behavior
- Inappropriate attire
- Inappropriate eating of food in the classroom
- Inappropriate use of cell phone
- Mild PDA (Public Display of Affection)
- Mild vulgarity/cursing

**Tier 1 Responses**
1. Referral given from faculty/staff (documented in student’s file)
2. Dean of Students meets with student and administers consequence
3. Parent/guardian letter is issued and signed
4. Restorative practices
5. Student support resources (as needed)

**Tier 1 Consequences**
- Lunch Detention
- Morning Detention: 7:15-8:15 AM

**Tier 2 Infractions**
- Destruction to school property
- Habitual occurrences of Tier 1 infractions
- Intense vulgarity/cursing
- Mild fighting/aggression
- Plagiarism
- Theft from UCA, or any UCA community member

**Tier 2 Responses**
1. All Tier 1 responses
2. In-person parent/guardian meeting held
3. Student Support Plan is developed
**Tier 2 Consequences**
- In-School Suspension
- Saturday School: 8-10AM ($20 fine) OR 8AM-12PM ($40 fine)

**Tier 3 Infractions**
- Inappropriate sensual behavior on campus
- Physical, verbal, or cyber bullying
- Possession of a weapon on campus or at UCA-related function
- Possession, usage, or distribution of drugs, alcohol, or tobacco on campus or at UCA-related function
- Verbal, cyber, or written threat toward UCA, or any UCA community member
- Violent fighting/aggression

**Tier 3 Response**
1. All Tier 1 responses
2. All Tier 2 responses
3. Possible transfer support

**Tier 3 Consequences**
- Out-of-School Suspension
- Expulsionary Board Hearing
Holistic Support & Learning

**Why Holistic Support & Learning Matters**
UCA seeks to empower a diverse community for the flourishing of all creation; flourishing is holistic and has more than one component. The policies described below have been designed to promote holistic flourishing for each individual student and for the UCA community. UCA believes that no individual is capable of holistic flourishing without the power of Christ working His will in our lives. We also believe that we have been given a responsibility to take care of our bodies and minds so that we can do his good work on earth. Because of this, UCA recognizes that no two students’ needs are the same. As expressed in our mission statement, it is UCA's desire for students to feel **empowered** to advocate for their needs and respect the **diversity** of others' needs.

UCA uses evidence-based practices in holistic support interventions and holistic learning instruction. It is the goal of the School Social Worker to assess social-emotional needs, provide school-based strategies to manage stress and emotions, and give community-based referrals for additional assistance when necessary.

**Holistic Support Process and Policies:**

**Holistic Support Process:**

**How Can UCA Faculty, Staff, and Students Communicate Student Concerns?**
A Student Support Referral is an electronic form which gathers information about student concerns and are viewed and responded to by the Student Support Team (SST). There are various categories of concern: Classroom Emotional Regulation, Trauma Disclosure, Mental Health Concern, Physical Health Concern, Family Concern or Need. In the cases where there is more than one concern, the submitter can include a secondary concern.

**How Can UCA Parents Communicate Student Concerns?**
UCA believes that parents are just as instrumental in student flourishing as any faculty/staff member; parents are valued and should be listened to when they identify a need for their student. If there is a student or family concern that parents want to communicate, they can contact UCA's School Social Worker, Ms. Mikitka, (mmikitka@weareuca.org) at any point.

This worker will notify parents/guardians of social work sessions within the first 8 meetings with a student, as The Illinois Mental Health and Developmental Disabilities Code at 405 ILCS 5/3-5A-105(a) states the following:

> "Any minor 12 years of age or older may request and receive counseling services or psychotherapy on an outpatient basis. The consent of the minor’s parent, guardian, or person in loco parentis shall not be necessary to authorize outpatient counseling services or psychotherapy. However, until the consent of the minor’s parent, guardian, or person in loco parentis has been obtained, outpatient counseling services or psychotherapy provided to a minor under the age of 17 shall be initially limited to not more than eight 90-minute sessions.”
**Social Work Meeting Policy:**
There are 3 ways in which a student can see the School Social Worker.

1. A student is eligible for Social Work services through their finalized Individualized Service Plan (ISP) or 504 plan. Goals and accommodations are implemented in this plan by the School Social Worker and other UCA support staff members.

2. A student can schedule a 30 minute appointment on the School Social Worker’s calendar. This link will be shared with students during the first week of school and can be accessed at any time. No more than one appointment per week is permitted, unless there is an extenuating circumstance for additional support that is necessary. The School Social Worker reserves the right to reschedule the meeting based on the day’s demands and priorities - this includes utilizing clinical judgment if a conversation can wait to take place before or after school.

3. A student can ask their teacher to visit the School Social Worker - this should be only used in cases of crisis or emergency. Students will sign in and out of the Social Work room to return to class in a timely fashion. The student will not be marked as tardy or absent from their class.

If students are not able to be met with during the school day, they are welcome to see Ms. Mikitka in her office while she is in the building (8AM-4PM) for any additional support.

**Mental Health Emergencies:**
If a student is an immediate danger to themselves or someone else during school hours, the Head of Administration (and/or other member(s) of Senior Leadership Team), and the student’s parent(s)/guardian(s) will be immediately notified. UCA’s Imminent Harm Protocol Plan will be followed in response. If a student is experiencing an emergency outside of school hours, please contact the following resources…

**National Suicide Prevention Hotline**
Phone Number: 988
Texting Crisis Line: 741-741, text “MHA” to talk to a trained counselor

**Illinois Department of Child and Family Services (DCFS)**
Phone Number: 1-800-252-2873
*contact to report abuse or neglect

**The National Center for Missing and Exploited Children**
Phone Number: 1-800-843-5678
*contact after 911 call (missing/runaway)

**Illinois Warmline**
Phone Number: (866) 359-7953, then dial 2, then dial 5
Hours: 8-5pm, Monday-Friday
*contact if student wants to speak with a licensed counselor, will connect to crisis lines if necessary

**The Trevor Project**
Phone Number: 1-866-488-7386
Text: type “START” to 678-678
*contact for crisis intervention and prevention for LGBTQ+ youth

**Crisis and Referral Entry Services (CARES)**
(For IL Families with Medicaid)
Phone Number: 1-800-345-9049
*CARES links parents to suicide screening and assessment, will send a professional for community mental health referrals

**Good Samaritan Policy**
Who you surround yourself with matters. UCA students are empowered to honor their classmates as a part of their learning community, including advocating for support if a student does not do it for themselves. **However, it is not the responsibility of any UCA student to provide mental health support for others.**

Therefore, if a UCA student observes another student struggling at any point during the school day, they are to notify any faculty/staff member to request Social Work support immediately.
There are no consequences if a student reaches out to a faculty/staff member. However, if students are found congregating during class hours at any part of the building, this is considered avoiding class instruction, which will result in a consequence referral.

**Mandated Reporting Policy**

All UCA administration, faculty, and staff are mandated reporters (325 ILCS 5/4). If a student discloses abuse or neglect, UCA employees are legally mandated to report the disclosure to the Department of Child and Family Services (DCFS). **If a disclosure is shared, it needs to be reported.**

UCA administration, faculty, and staff are not disclosure investigators.

This mandate comes out of The Abused and Neglected Child Reporting Act (325 ILCS 5/et seq.), which states the following:

“The Abused and Neglected Child Reporting Act is a state law intended to protect the health, safety, and best interests of the child in all situations in which the child is vulnerable to child abuse or neglect. The legislation requires the Illinois Department of Children and Family Services (DCFS), upon receiving reports made under this Act, to offer protective services to prevent further harm to the child and to other children in the same environment or family, to stabilize the home environment, and to preserve family life whenever possible...Mandated reporters include social workers, school administrators, and both certified and non-certified school employees...Failure of mandated reporters to report child abuse and neglect is a Class A misdemeanor...The law provides immunity from liability to mandated reporters who report suspected child abuse or neglect, or who assist in an investigation of such.”

If there is a disclosure of abuse or neglect that does not involve a UCA student’s parent(s)/guardian(s), then the student’s parent(s)/guardian(s) will be notified that a call was placed to DCFS. If there is a disclosure of abuse or neglect that does involve a UCA student’s parent(s)/guardian(s), the student’s parent(s)/guardian(s) cannot be notified that a call was placed, as this interferes with the DCFS investigation.

If a student discloses current or past abuse/neglect to a faculty/staff member, the faculty/staff member will notify the School Social Worker immediately to report the disclosure to DCFS. The School Social Worker is involved for the purposes of faculty/staff support and proper documentation.

UCA has finalized a policy with the Department of Child and Family Services. Investigators or case managers cannot speak to UCA students without prior notification to UCA that they are coming to the building to speak with a student. Any interviews conducted by DCFS with a student will be supervised by the School Social Worker. If a student is interviewed about a disclosure that does not involve their parent/guardian, that student’s parent/guardian will be notified that their student met with an investigator at school.
Holistic Learning Principles:
UCA’s mission statement expresses a commitment to prepare students to participate in the flourishing of all creation. At UCA, students are given opportunities to learn how to better explore self, empathize with their neighbors, and participate in responsible, Christ-centered relationships with others in their communities.

The Holistic Learning Principles are shared to the right (adapted from CASEL’s Framework for Social-Emotional Learning, 2022). These principles are driven by three skill sets of the broader, social-emotional learning framework:

1. Cognitive Regulation Skills
2. Emotion Skills
3. Interpersonal Skills

(SEL Every Day: Srinivasan, 2019)

Past studies have shown that at least 80% of staff and community buy-in is necessary for holistic learning programs to be successful in schools. Allowing all UCA stakeholders (administrators, faculty/staff, and students) to share student concerns helps the School Social Worker address, and even prevent, mental health crises. An organized Holistic Learning Program also contributes to a healthy school culture, keeping lines of communication open between faculty/staff and students on a regular basis.

Just as Holistic Supports are given in tiers of intervention, opportunities for Holistic Learning are also shared at different levels within the UCA Community. These opportunities are outlined on the next page.
MTSS for Holistic Support and Learning:

**MTSS** = Multi-Tiered Systems of Support

**Tier 1 Indicators**
- No mental health/emotional concerns
- Socially engaged with peers & faculty/staff
- Supportive family/community
- Strong coping skills present

**Tier 1 Opportunities (Universal)**
- Co-curricular activities
- Brain Gains (daily activity and thought prompts)
- Restorative practices
- Unity Groups

**Tier 1 Interventions (Universal)**
- Classroom regulation support
- Family communication
- Mental health screener

**Tier 2 Indicators**
- Mild/moderate mental health or emotional concerns
- Some engagement with peers, faculty/staff, and/or support systems
- Some history or current trauma
- Some coping skills present

**Tier 2 Opportunities (Concentrated)**
- Class-centered restorative practices
- School Social Worker co-teaching
- Wellness II

**Tier 2 Interventions (Concentrated)**
- All Tier 1 supports
- Student Support Team (SST) services
- Targeted small group participation
- Weekly data collection

**Tier 3 Indicators**
- Any history or current self-harm and/or suicidality
- Little or no engagement with peers, faculty/staff, and/or support systems
- Minimal coping skills present
- Significant mental health concerns
- Significant history or current trauma

**Tier 3 Responses (Intensive)**
- All Tier 1 and 2 supports
- Behavior Intervention Plan (BIP) created
- Community referral(s) to outside professionals
- Daily data collection
- Individual ISP/504 Service minutes & implementation with School Social Worker (SSW)
- Senior Leadership Team (SLT) & Student Support Team (SST) interventions
Tuition & Fees Payments

It is the expectation that all payments for tuition and fees are paid on time and in accordance with the terms outlined in each family’s customized tuition contract. We encourage families to make all payments via SmartTuition. Families may also choose to make payments in the office via cash, check, or card. Effective August 9, 2022, there is a 5% fee added to card payments in the office to cover the fees that Unity Christian Academy is charged for processing those payments. Should an issue arise regarding your ability to make a timely tuition payment, please contact Mr. Okuley directly via email (nokuley@weareuca.org) to schedule a phone call or appointment. To ensure every family receives the attention they deserve, walk-in requests for meetings of any nature are discouraged. The preferred method for scheduling all meetings with any member of leadership, faculty, or staff is email.