

2022-2023

Urbana Middle School
Student Handbook



Building Community, Fostering Success
#ProudofU

Name _____

Team _____

UMS BELL SCHEDULE 2022-2023

Period	Monday, Tuesday, Thursday, Friday
ADVISORY	8:40-8:55
1	8:59-9:45
2	9:49-10:35
3	10:39-11:25
4	11:29-12:15 (6th lunch)
5	12:19-1:05 (7th lunch)
6	1:09-1:55 (8th lunch)
7	1:59-2:45
8	2:49-3:35

Period	Wednesday
1	8:40-9:21
2	9:25-10:06
3	10:10-10:51
4	10:55-11:36 (6th lunch)
5	11:40-12:21 (7th lunch)
6	12:25-1:06 (8th lunch)
7	1:10-1:51
8	1:55-2:36

Period	1:15 Dismissal
1	8:40-9:13
2	9:17-9:48
3	9:52-10:23
7	10:27-10:58
8	11:02-11:33
4	11:37-12:07 (6 th Lunch)
5	12:11-12:41 (7 th Lunch)
6	12:45-1:15 (8 th Lunch)

ACKNOWLEDGEMENT FORM

Please sign, tear off this page, and return the signed copy to the staff member who originally provided the handbook.

Academic Team: _____ Date Handbook Received: _____

STUDENT ACKNOWLEDGEMENT With my signatures below, I am acknowledging that I have received a copy of the Student Planner, which includes the Urbana Middle School Student Handbook. My signature indicates that I have made myself familiar with the contents of this Student Planner and assume the responsibilities as outlined. I understand my responsibility to follow and support the policies, procedures and guidelines as outlined in the Student Planner. If this acknowledgment is not returned by the student, Urbana School District 116 will treat the failure to return the form as acknowledgement of receipt of the Student Planner and its contents.

PRINTED STUDENT’S NAME

X _____
STUDENT SIGNATURE

HOJA DE RECONOCIMIENTO—ESPAÑOL

Todo este documento está disponible en español en la oficina de la escuela.

Por favor firme, recorte la parte de abajo y devuelva la copia firmada a la persona que le proporciono el manual originalmente.

Equipo Académico: _____ Fecha en que recibió el manual _____

RECONOCIMIENTO DEL ESTUDIANTE Con mi firma abajo, estoy reconociendo que yo he recibido una copia del Diario de Planeación del Estudiante, el cual incluye el Manual para Estudiantes de la Escuela Secundaria. Mi firma indica que estoy familiarizado con los contenidos de este manual para estudiantes y asume las responsabilidades como se resume. Entiendo mi responsabilidad para seguir y apoyar la política, los procedimientos y normas generales así como se resume en el manual para estudiantes. Si este reconocimiento no es devuelto por el estudiante el distrito asumirá que el estudiante ha recibido y revisado el manual y que aceptan su contenido.

NOMBRE DEL ESTUDIANTE

X _____
FIRMA DEL ESTUDIANTE

REÇU

Veuillez signer cette page sur la ligne ci-dessous, la détacher, et la rendre au membre du personnel qui vous a donné ce manuel.

Équipe Académique: _____

Date de réception du Manuel des Élèves du Collège d’Urbana: _____

ATTESTATION: En signant ci-dessous, je reconnais que j’ai reçu une copie de l’Agenda Scolaire qui comprend le Manuel des Élèves du Collège d’Urbana. Ma signature indique aussi que j’ai lu et compris le contenu du Manuel des Élèves, que je consens à respecter les politiques, procédures, et directives décrites dans ce Manuel, et que j’assume les responsabilités y précisées.

NOM DE L’ÉLÈVE (en caractères d’imprimerie)

X _____
SIGNATURE DE L’ÉLÈVE

NB: Si cette attestation n’est pas rendue par l’élève, le District Scolaire d’Urbana #116 traitera le défaut de la rendre comme preuve de la compréhension des règles du collège expliquées dans le Manuel des Élèves

2022-2023 UMS HANDBOOK



Building Community, Fostering Success!

WELCOME

The entire staff of Urbana Middle School (UMS) welcomes our students and their families to a new school year. The beginning of a new school year offers many opportunities and challenges for students and their teachers to find success and happiness. The success of any school depends on the school spirit and interest of the students, staff, parents and community. In the past, we have all shown a desire to cooperate in making Urbana Middle School the kind of school we can all be proud of in our community. We are sure this tradition will continue in the future. The faculty and staff will remain available throughout the school year to assist in any way we can to make this school year your most successful yet.

The UMS Student Handbook contains a summary of some board policies governing Urbana School District (USD) 116. We suggest looking at this if you are interested in learning more about how UMS functions as a whole. The UMS Student Handbook may be amended during the school year. At registration, parents receive the USD 116 General District Policies and Procedures. Board policies in their entirety are available by contacting the USD 116 Central Office.

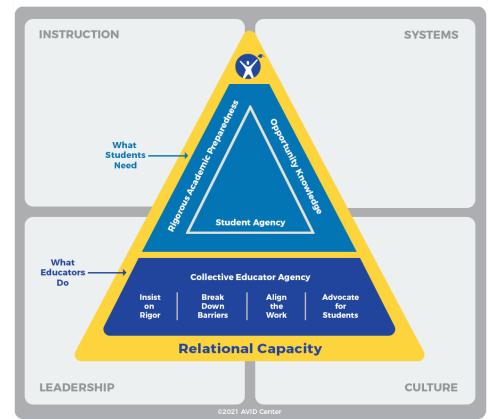
IMPORTANT PHONE NUMBERS

Attendance	384-3688
Main Office	384-3685
Extension 1	Attendance
Extension 2	Grade Level Administrators
Extension 3	Counselors
Extension 4	Nurse
District Nurse	384-3564
Fax	367-3156
USD 116 Central Office	384-3600

Building Community, Fostering Success

UMS Mission/Vision/Values/Goals 22-23

AVID College & Career Readiness Framework



Mission

The mission of UMS is to foster academic excellence and social-emotional intelligence built on high expectations and accountability for all members connected to the UMS community.

Vision

The vision of UMS is to be a leading middle school that closes the equity gap by providing an equitable, engaging, and collaborative community of learning that prepares students for success in a global society.

Core Values

Insist on Rigor We provide learning experiences where every student is challenged, engaged, and develops a greater ownership in their learning through increasingly complex levels of understanding. (Rigor is using inquiry-based, collaborative strategies to challenge and engage students, resulting in increasingly complex levels of understanding.)

Break Down Barriers We are champions for equity who actively seek out and eliminate educational barriers that would limit or restrict students' access to meaningful and challenging learning opportunities.

Align the Work We increasingly align our practices and beliefs to the common purpose of preparing all students for college and career readiness as well as students' long-term success as independent and collaborative learners throughout college, careers, and life.

Advocate for Students We consistently advocate for equity and access to challenging coursework for all students. We will help students find their voice, develop their social-emotional intelligence, build capacity, and achieve their aspirations through creating strong relationships while providing appropriate guidance.

Promote Diversity, Equity, & Inclusion We promote multilingualism, multiliteracy, and multicultural inclusion across race, identity, and gender for all members connected to the UMS community.

Embrace Restorative Practices We will respect every person, build relationships, take responsibility for our choices and actions, repair situations quickly and honestly, and reintegrate into a routine.

School Improvement Goals

1. **Math:** From Fall 2022 to Spring 2023, we will improve the curriculum, instruction, and assessment practices for all teachers of mathematics and increase the achievement percentile of students scoring in the average to above average range on the NWEA MAP math assessment by 15% compared to the 21-22 school year (total % of students scoring in the average to above average range during Spring 2022: 15%).
2. **Literacy:** From Fall 2022 to Spring 2023, we will improve the curriculum, instruction, and assessment practices for all teachers and increase the achievement percentile of students scoring in the average to above average range on the NWEA MAP reading assessment by 15% compared to the 21-22 school year (total % of students scoring in the average to above average range during Spring 2022: 28% and 23% for Spanish Reading).
3. **SEL:** From Fall 2022 to Spring 2023, UMS students will increase their favorable responses to at least 62% on the Panorama survey in the category of Social Awareness (result of 52% during Spring 2022).
4. **Equity:** From Fall 2022 to Spring 2023, we will foster an equity conscious and restorative school community and close equity gaps across math and literacy according to the achievement percentile as measured on the NWEA MAP assessment to 5% between White, Black and Latino/a/x student groups (average equity gap of 16% for math and 25% for reading during Spring 2022).

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Family Involvement Policy and School-Family-Student Involvement Compact Urbana Middle School shall promote family involvement and work as equal partners with families in providing quality learning experiences for every student, every day, without exception. UMS administration and staff believe and acknowledge that parent involvement raises the academic achievement level of students. Additionally, parents become empowered, teacher morale improves, and communities grow stronger when parents take an active role in educating their children. To this end, UMS will actively seek to involve parents in the education of their children at all grade levels in the following ways:

Family Engagement Policy: Parents and school are a partnership for the success of students. Parents are a critical part of a student's education. It is important that parents always feel free to contact the teacher, the coach, the counselor, the administration or any other staff member to collaborate in finding the best plan to assist in your student's success.

School Responsibilities

- Student-Led Parent Teacher conferences will be held twice during the school year.
- The Parent Teacher Student Association (PTSA) will hold regular meetings.
- School personnel will encourage families to volunteer in the school on a regular basis.
- School personnel will utilize families within classrooms whenever possible.
- School personnel will notify families if a student is not meeting minimum academic expectations.
- Meetings with parents will be an integral part of the school day.
- Daily personal contact will be made with some families through team meetings, teachers, staff members, and community outreach workers.
- Bulletins and/or newsletters will be sent periodically to parents to notify them of any special meetings or events at the school.
- Every effort will be made to send all family communications in a language that is understood by parents.

Family Responsibilities

- Monitor your child's attendance.
- Make sure that your child's homework is completed.
- Participate, as appropriate, in decisions relating to your child's education.
- Stay informed about your child's education and communicate questions or concerns with the school.
- Serve to the extent possible, on advisory groups, such as PTSA or Community Roundtable Meetings.
- Support school discipline policies.

Student Responsibilities

- Do homework when assigned and ask for help when necessary.
- Read at least 30 minutes every day outside of school time.
- Give to parents or the adult who is responsible for your welfare all notices and information received by you from the school every day.
- Attend school regularly.
- Be kind and helpful to one another.

Family-School Communication In general, the school may communicate information about a specific student only with persons listed in Skyward as the parent/guardian or as an emergency contact for that student. If a parent/guardian needs to communicate with the school, please call the school or come to the school's main office. Office staff will make every effort immediately to connect the parent/guardian with the most appropriate staff member to address the parent's/guardian's needs. If office staff is unable to connect the parent/guardian with an appropriate staff member, office staff will give the parent/guardian the option to leave a message (voice or written) for the appropriate staff member. A parent/guardian should receive a response to the message within one school day (please allow a minimum of 24 hours). If a parent/guardian does not receive a response within one school day, the parent/guardian should contact the school principal, associate principal, or assistant principal. If a parent/guardian does not receive a response within one school day from the school principal, parents/guardians may contact the Urbana School District by calling 217-384-3600.

After School or Evening Events All students are encouraged to participate in after school and extracurricular activities. This includes clubs, games, sport practices, concerts, and dances. Students attending sporting events and dances must present a current student ID before they may purchase a student ticket and enter the event. Students who are participants or observers of any after school activity must make arrangements to leave the school grounds no later than 20 minutes after the conclusion of the event. Supervision is not provided after that time. Students who are walking home must exit the school grounds at the conclusion of the event. Students with outstanding fines or disciplinary consequences (i.e. unserved detentions) will not be permitted to attend or participate in any extracurricular activity until the consequences have been resolved, unless otherwise determined by administration. UMS students may also be disciplined for inviting disruptive individuals to events.

Arrival and Entrance to the Building In the morning students **should not arrive prior to 8:25 AM**. Staff supervision of students begins at **8:25 AM**. The only exception to this would be students who are attending zero-hour music classes/practices.

All students who wish to eat breakfast must enter the building at the Main Entrance (door #1). Students will be allowed access to the cafeteria at 8:25 AM. If needed, students lined up for breakfast will be sent to the cafeteria in staggered groups. Students not desiring to eat breakfast will be sent to their grade level morning supervision areas. **Only 6th Grade students** who **will not** be eating breakfast should enter the building **on Vine St.** (door #4). All 7th and 8th Grade students will enter the building through the Main Entrance (door #1). Additionally, students with musical instruments may visit music lockers once allowed to enter the building. Dismissal from supervision areas will begin at 8:35. Students are expected to arrive in their classrooms no later than 8:40 AM and be prepared for learning. Everyone will enter the building through door #1, unless your student is a 6th grader who does not eat breakfast.

Students who arrive after 8:40 AM only: Breakfast will be served in a grab-n-go cart style at the Main Entrance (Kiosk). Students will be able to take their breakfast to their Advisory class or to their 1st-period class (Wednesdays only). Please note: Students who do not choose to eat breakfast upon their timely arrival will not be allowed to visit the grab-n-go cart that has been set up for late-arriving students.

All students who wish to eat breakfast should line up at the Main Entrance (door #1).
6th grade students (who do not want breakfast) should line up outside of door #4 on Vine St.
7th grade students should line up at the Main Entrance (door #1).
8th grade students should line up at the Main Entrance (door #1).

MTD Riders:

Door #1 - Main Entrance near the circle drive
Door #4 - Vine St. (6th grade **only if no breakfast is needed**)

Car Riders/Walkers/Bike Riders:

Door #1 - Main Entrance near the circle drive
Door #4 - Vine St. (6th grade **only if no breakfast is needed**)

First Student Bus Riders:

Door #1 - Main Entrance near the circle drive
Door #4 - Vine St. (6th grade **only if no breakfast is needed**)

Students who are late to school (8:40 or later) will check in at the Kiosk at the Main Entrance (door #1).

All visitors must enter the building through the Main Entrance (door #1) and check in at the main office.

Attendance

Attendance Statement Attendance and participation in class are always necessary for success. The Illinois School Code, Article 26-1, and Urbana School Board Policy 6.130-6.132, requires those who have custody and control of any child between the ages of 7 and 16 years to cause such child to attend some public school in the district wherein the child resides the entire time it is in session during the regular school term. Attending each class session is required and attendance is reported each period. Absences are classified in the following types, excused absences, anticipated absences, truancy, official absences, and unexcused absences.

Reporting Absences To report a student absence, a parent or guardian must call the Attendance Office at 384-3688 between 7:30 AM and 9:30 AM each day of the absence and give the reason for the absence. If parents/guardians do not call in, students must bring a signed and dated note to the attendance office stating the reason for the absences upon their return.

- Absence for which a call is not received will be classified as unexcused. Notification of repeated, unexcused absences will be made to the Regional Superintendent's Office.
- Upon return to school, students should report directly to the Attendance Office if the absence has not already been excused.
- During a long-term illness or hospitalization, it will not be necessary to notify the school each day. On a weekly basis, parents are requested to keep the Attendance Office informed of the student's status and request work as needed.
- On the morning of an absence, if the parent has not notified the Attendance Office by 9:30 AM to excuse the student, an automated service will call the student's home and report that the student is not in attendance. This will also serve as a reminder for the parent/guardian to call in the student.

Excused Absences Excused absences may include:

- Illness of the student. A doctor's note will be requested for excessive absences during the course of the school year due to illness or accident. If a doctor's excuse is not submitted, the absence will be classified as unexcused illness
- Death in the student's family
- Religious holidays
- Absence for appointments during the day:
 - Special requests for absences during the school day, such as dentist or doctor appointments, should be made in writing by the parents/guardians and given to the Office
 - A dismissal slip will be issued to leave class at the appointed time. Students must go to the Office to check-out before leaving
 - If a student returns to the building after checking-out, they must check in at the Office to get an admit slip. The admit slip should be given to the teacher of the class to which the student is being admitted
 - A doctor's note must be provided in order to excuse the absence
 - Failure to follow the above procedures may result in the absence being classified as unexcused
- Mental Health of the student (up to 5 total days)

Excessive Absences The maximum number of excused absences allowed in a semester is eight (8). Parents may request that an absence be excused for the following reasons: personal illness, family illness, medical/dental appointments, religious holidays, and funerals. Building administration has the final authority to determine whether or not any absence will be excused.

Once a student has accumulated eight absences per semester, any additional absence will be considered unexcused and handled as an unexcused absence. Excluded from this policy shall be absences which are verified by a doctor's statement. The doctor's statement must be an original copy signed by a licensed medical professional. It must include the date(s) of the student's relevant absence(s). Students exceeding five (5) unexcused absences per semester will be reported to the Regional Superintendent as chronically truant.

Continued patterns of excessive excused or unexcused absences may result in a parent meeting with the school's Attendance Review Team, referral to the Regional Office of Education Truancy Officer and/or a referral to the Champaign County State's Attorney.

Anticipated Absences When a student wishes to be excused from school for reasons other than the above, they must complete the *Anticipated Absence Request Form* available in the Office. This form must be filled out and signed by the parent/guardian, signed by the teachers, then returned to the Office for administrative approval. This completed form must be submitted at least one week prior to the first day of the absence. In this case, a teacher may require the student to complete the school work prior to the absences. It is the student's responsibility to complete required work either before or immediately upon their return from the anticipated absence.

Official Business If a student is away from school as a member of a team, organization or other representative of the school, they are not considered absent. Class work may be completed in advance or completed upon the student's return. It is the student's responsibility to get his/her own assignments.

Requesting Homework During an extended absence (three days or more), parents may call the Office to request homework assignments before 10:00 AM. Assignments for students will be available for pick-up in the Office at the end of the following school day. If assignments are not requested prior to the student's return to school from an absence, it becomes the student's and/or parent's responsibility to contact each of the student's teachers to determine what assignments need to be made-up and the deadline for turning them in. A student will have at least one day to make up work for each day of absence. Teachers are not expected to reteach information missed by students during an absence.

Unexcused Absences Unexcused absences are those absences not specified in the preceding sections. Work must be made-up for all unexcused absences immediately upon the student's return. Students with unexcused absences will be assigned a Student Engagement Advocate (SEA) from UMS to assist the student and family as needed. If the matter cannot be resolved, it will be subject to disciplinary action, including notification to the Regional Superintendent. The following are some examples of unexcused absences:

- leaving school without permission from a school official and/or without checking-out in the Office
- failing to request an anticipated absence for family vacations
- leaving class without permission from the teacher
- failing to report to a scheduled class
- repeated tardies to first hour

Tardy to class Students who are not in class on time miss valuable directions and instruction and disrupt the educational environment of other students. Any student who is not in his/her classroom when the bell rings will be considered tardy;

classroom distances and/or medical accommodations will be considered. Students will be issued disciplinary consequences and interventions for tardiness. This means in the room by the time the bell ends. This does not mean the student is in his/her seat with materials, etc.

1. As students arrive at the classroom, teachers will check to see that students are prepared for class. Students without appropriate materials should be stopped at the door to return to lockers. If this causes a student to be late, the student will be marked tardy.
2. If a teacher allows a student to check in and leave the room prior to the start of class AND it is not the intent of the teacher to mark the student tardy for being late, the teacher must write a hallway pass for the student.
3. All staff will monitor the time and verbally prompt students to continue to move to class.
4. Approximately 30 seconds before the bell, all teachers will enter classrooms and begin teaching.
5. When the bell rings, all teachers will shut and lock doors to the classroom.
6. All teachers will mark student attendance in Skyward accurately.

During Class (Passes, working in hallways, dismissal). In order to make sure that students' time in hallways and passing periods is used appropriately, we need to make this time more valuable. Allowing students out of classes at virtually any time has diminished the value of the structured passing times during the day.

1. Teachers may not write passes out of class during the first or last ten minutes of a class period.
2. During the middle stretch of the class period, students may leave on a restroom pass only if the teacher determines it to be an urgent need.
3. If the teacher has determined there is an urgent restroom need, students may only be out of class on a yellow hall pass. Each pass must be filled out and signed by the teacher.
4. If the teacher has determined there is an urgent restroom need and a student needs to be out of class, the teacher will only permit one student out of the room at a time.
5. Students may not work in hallways unless there is an adult with the student at all times.
6. Teachers will dismiss classes on time.
7. Teachers will dismiss class, not the bell. This means, students may not line up or crowd your doors. All students should be seated until the bell rings, and the teacher will dismiss the class.

Tardies	Interventions & Consequences
5	Restorative Chat, Parent Contact
10	Restorative Chat, Parent Contact, Saturday School, Extracurricular Ineligibility
15	Restorative Chat, Parent Contact, Extracurricular Ineligibility, ½ Day RU, Parent Meeting via Problem Solving Team Meeting, No Pass List
20	Restorative Chat, Parent Contact, Extracurricular Ineligibility, 1 Day RU, Parent Meeting via Problem Solving Team Meeting, No Pass List
<p>*Extracurricular ineligibility lasts 5 school days and starts over every 5 tardies. Extracurricular ineligibility includes events/activities such as: athletic events, dances, club participation, etc. *Any time throughout this plan and especially after 15 tardies in one quarter, we will consider individual plans for students, such as alternate passing periods and escorts.</p>	

Roaming If a student leaves the room without permission during class OR a student is more than 5 minutes late to class, we will send them to Refocus or walk them to class, depending on how much room we have in Refocus at that time. Parent contact will be made by grade level support staff. If the behavior continues, the following interventions and consequences will be put in place:

Roaming	Intervention & Consequence
1	Restorative Chat & Parent Contact, Isolation in Refocus for 1 period
3	Restorative Chat & Parent Contact, ½ day RU
5	Restorative Chat & Parent Contact, 1 full day RU
10	Restorative Chat & Parent Meeting, no pass list, and individual intervention plan

Arriving late to school All students arriving late to the building must obtain an admit from the office. Office personnel will determine if the tardiness is excused based on previously stated guidelines under excused absence. In general, tardiness to school will be judged as excused or unexcused on the same basis as absence. Unexcused tardiness includes, but is not restricted to, oversleeping, missing the bus, car trouble, parents running late, and babysitting. Students arriving late to school (8:40 or later) will check-in and wait in the main office. All visitors must enter the building through the Main Entrance (Door #1) and check in at the main office.

Truancy Any student who is absent for any part of a school day without official permission is considered truant. Appropriate legal authorities will be notified of students who are chronically and habitually truant, so that a truancy petition can be prepared for court action, and disciplinary consequences may be issued for truancy.

Backpacks, Purses, Book Bags Due to limited space in classrooms, there are some restrictions on carrying bags to classes. A student may carry either one purse, drawstring/sackpack bag, or a book bag throughout the school. The school is not responsible for any personal items that may go missing throughout the school day. It is recommended that you keep your personal belongings locked in your locker.

Bullying

Prevention of and Response to Bullying, Intimidation, and Harassment

A more detailed explanation of how the school addresses bullying, intimidation, and harassment behaviors as well as how to report such behaviors is available in the “Frequently Asked Questions (FAQ) about Bullying and Aggressive Behavior: For Families” document that is posted on the school webpage and available in the main office.

Bullying, intimidation, and harassment diminish a student’s ability to learn and a school’s ability to educate. Preventing students from engaging in these disruptive behaviors and providing all students equal access to a safe, non-hostile learning environment are important District goals.

Bullying on the basis of actual or perceived race, color, national origin, military status, unfavorable discharge status from the military service, sex, sexual orientation, gender identity, gender-related identity or expression, ancestry, age, religion, physical or mental disability, order of protection status, status of being homeless, or actual or potential marital or parental status, including pregnancy, association with a person or group with one or more of the aforementioned actual or perceived characteristics, or any other distinguishing characteristic **is prohibited** in each of the following situations:

1. During any school-sponsored education program or activity.
2. While in school, on school property, on school buses or other school vehicles, at designated school bus stops waiting for the school bus, or at school-sponsored or school-sanctioned events or activities.
3. Through the transmission of information from a school computer, a school computer network, or other similar electronic school equipment.
4. Through the transmission of information from a computer that is accessed at a nonschool-related location, activity, function, or program or from the use of technology or an electronic device that is not owned, leased, or used by a school district or school if the bullying causes a substantial disruption to the educational process or orderly operation of a school. This item (4) applies only in cases in which a school administrator or teacher receives a report that bullying through this means has occurred and it does not require a district or school to staff or monitor any non-school-related activity, function, or program.

Definitions from Section 27-23.7 of the School Code (105 ILCS 5/27-23.7)

Bullying includes *cyber-bullying* and means any severe or pervasive physical or verbal act or conduct, including communications made in writing or electronically, directed toward a student or students that has or can be reasonably predicted to have the effect of one or more of the following:

1. Placing the student or students in reasonable fear of harm to the student’s or students’ person or property;
2. Causing a substantially detrimental effect on the student’s or students’ physical or mental health;
3. Substantially interfering with the student’s or students’ academic performance; or
4. Substantially interfering with the student’s or students’ ability to participate in or benefit from the services, activities, or privileges provided by a school.

Cyber-bullying means bullying through the use of technology or any electronic communication, including without limitation any transfer of signs, signals, writing, images, sounds, data, or intelligence of any nature transmitted in whole or in part by a wire, radio, electromagnetic system, photo-electronic system, or photo-optical system, including without limitation electronic mail, Internet communications, instant messages, or facsimile communications. *Cyber-bullying* 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*. *Cyber-bullying* 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*.

Restorative measures means a continuum of school-based alternatives to exclusionary discipline, such as suspensions and expulsions, that: (i) are adapted to the particular needs of the school and community, (ii) contribute to maintaining school safety, (iii) protect the integrity of a positive and productive learning climate, (iv) teach students the personal and interpersonal skills they will need to be successful in school and society, (v) serve to build and restore relationships among students, families, schools, and communities, and (vi) reduce the likelihood of future disruption by balancing accountability with an understanding of students' behavioral health needs in order to keep students in school.

School personnel means persons employed by, on contract with, or who volunteer in a school district, including without limitation school and school district administrators, teachers, school guidance counselors, school social workers, school clinical professionals, student engagement advocates school psychologists, school nurses, cafeteria workers, custodians, bus drivers, school resource officers, etc.

Bullying Prevention and Response Plan

The Superintendent or designee shall develop and maintain a bullying prevention and response plan that advances the District's goal of providing all students with a safe learning environment free of bullying and harassment. This plan must be consistent with the following requirements:

1. Using the definition of *bullying* as provided in this policy, the Superintendent or designee shall emphasize to the school community that: (1) the District prohibits bullying, and (2) all students should conduct themselves with a proper regard for the rights and welfare of other students. This may include a process for commending or acknowledging students for demonstrating appropriate behavior.
2. Bullying is contrary to State law and the policy of this District. However, nothing in the District's bullying prevention and response plan is intended to infringe upon any right to exercise free expression or the free exercise of religion or religiously based views protected under the First Amendment to the U.S. Constitution or under Section 3 of Article I of the Illinois Constitution.
3. Students are encouraged to immediately report bullying. A report may be made orally or in writing to the District Complaint Manager or any staff member with whom the student is comfortable speaking. Anyone, including staff members and parents/guardians, who has information about actual or threatened bullying is encouraged to report it to the District Complaint Manager or any staff member. Anonymous reports are also accepted.
4. Consistent with federal and State laws and rules governing student privacy rights, the Superintendent or designee shall promptly inform parent(s)/guardian(s) of all students involved in an alleged incident of bullying and discuss, as appropriate, the availability of social work services, counseling, school psychological services, other interventions, and restorative measures.
5. The Superintendent or designee shall promptly investigate and address reports of bullying, by, among other things:
 - a. Making all reasonable efforts to complete the investigation within 10 school days after the date the report of the incident of bullying was received and taking into consideration additional relevant information received during the course of the investigation about the reported incident of bullying.
 - b. Involving appropriate school support personnel and other staff persons with knowledge, experience, and training on bullying prevention, as deemed appropriate, in the investigation process.
 - c. Notifying the Building Principal or school administrator or designee of the report of the incident of bullying as soon as possible after the report is received.
 - d. Consistent with federal and State laws and rules governing student privacy rights, providing parents and guardians of the students who are parties to the investigation information about the investigation and an opportunity to meet with the principal or school administrator or his or her designee to discuss the investigation, the findings of the investigation, and the actions taken to address the reported incident of bullying.

The Superintendent or designee shall investigate whether a reported act of bullying is within the permissible scope of the District's jurisdiction and shall require that the District provide the victim with information regarding services that are available within the District and community, such as counseling, support services, and other programs.

6. The Superintendent or designee shall use interventions to address bullying, which may include, but are not limited to, school social work services, restorative measures, social-emotional skill building, counseling, school psychological services, and community-based services.
7. A reprisal or retaliation against any person who reports an act of bullying **is prohibited**. A student's act of reprisal or retaliation will be treated as *bullying* for purposes of determining any consequences or other appropriate remedial actions.
8. A student will not be punished for reporting bullying or supplying information, even if the District's investigation concludes that no bullying occurred. However, knowingly making a false accusation or providing knowingly false information will be treated as *bullying* for purposes of determining any consequences or other appropriate remedial

actions.

9. The District's bullying prevention and response plan must be based on the engagement of a range of school stakeholders, including students and parents/guardians.
10. The Superintendent or designee shall post this policy on the District's Internet website, if any, and include it in the student handbook, and, where applicable, post it where other policies, rules, and standards of conduct are currently posted. The policy must also be distributed annually to parents/guardians, students, and school personnel, including new employees when hired.
11. The Superintendent or designee shall assist the Board with its evaluation and assessment of this policy's outcomes and effectiveness. This process shall include, without limitation:
 - a. The frequency of victimization;
 - b. Student, staff, and family observations of safety at a school;
 - c. Identification of areas of a school where bullying occurs;
 - d. The types of bullying utilized; and
 - e. Bystander intervention or participation.

The evaluation process may use relevant data and information that the District already collects for other purposes. The Superintendent or designee must post the information developed as a result of the policy evaluation on the District's website, or if a website is not available, the information must be provided to school administrators, Board members, school personnel, parents/guardians, and students.

12. The District's bullying prevention plan must be consistent with other Board policies.

Breakfast and Lunch An independent food contractor, Arbor Food Service (384-3694), provides breakfast and lunch service to USD 116. Students may also bring a sack lunch to school. No outside food is allowed for breakfast. All students qualify for one no-charge breakfast and one no-charge lunch. Additional breakfast and lunch foods are purchased on a prepay system. Parents or students may make deposits into the student's meal account by mailing a check to school or depositing a payment in the cafeteria in the morning. No cash payments are accepted by Arbor Food Service during the lunch hours. You may request information regarding the balance of your child's account at any time by sending a written note to school with your child, or by calling the Arbor Food Service office at 384-3694. You can also view your child's account and add money to it using the family access screen on Skyward.

Breakfast Procedures Those students who wish to eat breakfast should report directly to door #1 no earlier than 8:25. After 8:40, students should enter through door #1 where there will be a breakfast cart available until 9:05. Students are to remain in their assigned areas until dismissed by the supervisor.

Lunch Procedures

- Students are seated by teams in their assigned area.
- Students may not leave campus during the lunch period unless the student has been checked out through the Office.
- Students may not order food to be delivered to school for lunch (e.g., DoorDash, GrubHub).
- Students are expected to be on time for lunch.
- Students may not resell food items purchased in the cafeteria or brought from home.
- When students enter the cafetorium or assigned area, they should choose a table and remain seated.
- Students must remain in the assigned area and may not return to their locker after the lunch period has started.
- Students may not save seats for other students.
- When finished eating, students should wait at their tables until dismissed by UMS staff. Then, students are expected to throw trash in the barrels provided and clean up the table and floor in their area.
- No food or drink may leave the assigned area.
- Throwing any items during lunch, regardless of intent, may result in disciplinary consequences.

Cancellation and Early Dismissal of School Announcements of school cancellation and early dismissal because of poor weather or power outage will be broadcast over local radio and television stations as soon as decisions are made by the Superintendent. Parents may also be notified by our Skylert system of school closings.

Classroom Visit Policy Parents are always welcome and are encouraged to visit UMS and to attend classes with their students. Please arrange at least one day in advance of your visit by contacting the Office. Teachers may not be available to meet with you during these visits. Parents wishing to attend team or individual conferences with teachers or teams should contact the team facilitator directly or the individual teacher. The Office can direct your call to the appropriate person.

It is the school's policy to accept visitors, including parents, only if they have legitimate business at school. Such visitors must register in the Main Office immediately upon their arrival to the building. Any parent, guest, or visitor must register at the Main Office and enter the building using door 1. Parents, guests, or visitors wishing to have direct contact with a student,

may only have contact with a student for whom they are listed as the primary or emergency contact and must present a photo ID. School-aged students from other schools may not visit the school during the school day without being accompanied by an administrator or designee. Any visitor to the building must abide by all school and district policies and procedures. Visitors who are disruptive to the learning environment will not be allowed to continue their visit.

Closed Campus Students may not leave the school building during the school day without being signed out by a parent / guardian, or without the permission / knowledge of school personnel. Students are not permitted on High School grounds at any time, unless under the supervision of a staff member. Likewise, students are not permitted in unauthorized or “out of bounds” areas of UMS at any time.

Community Volunteer Program Parents and community members are encouraged to volunteer for service at UMS. Clerical, classroom, lunchroom and hallway volunteers help support the staff, teachers and students. If you can assist in any way, including tutoring or mentoring, please call the District Mentoring and Community Involvement Coordinator at 337-0853 for more information.

Contact Information In the event of serious illness or injury to a student, we must be able to contact the parents/guardians immediately. To that end, we require that all families provide the school with home, work, mobile and emergency phone numbers at registration. Should there be any changes in these numbers, it is very important that you inform the school of the changes and provide a replacement phone number. Any change in your address or phone number should be reported to the Office immediately by the parent/guardian. The parent/guardian must prove verification of residence by proving residency for the new address. This ensures that school notices will be sent to the proper location and that parent/guardians can be contacted by school personnel.

COVID 19 Safety Protocols are subject to change based on guidance from the Champaign Urbana Public Health Department (CUPHD) and the Center for Disease Control and Prevention (CDC), and the Urbana School District Board of Education. If a student’s behavior related to following COVID 19 safety protocols threatens the health or safety of any other person, then discipline for violations of these protocols should be consistent with restorative discipline policies for similar violations.

Dress Code The UMS dress code pulls from Oregon NOW, an organization that created a Model Dress Code to help schools update and improve their student dress code policies and enforcement processes. Student dress codes and administrative enforcement should support equitable educational access and should not reinforce or increase marginalization or oppression of any group based on race, gender, ethnicity, religion, sexual orientation, household income, gender identity, cultural identity, household income, body size/type, or body maturity. Students should never be shamed or reprimanded about perceived dress code violations in hallways, classrooms, or in front of others.

The responsibility for the dress and grooming of a student rests primarily with the student and his or her parents or guardians.

Allowable Dress & Grooming

- Students must wear clothing including both a shirt with pants or skirt, or the equivalent and shoes.
- Shirts and dresses must have fabric in the front and on the sides.
- Clothing must cover undergarments, waistbands and bra straps excluded.
- Fabric covering all private parts must not be seen through.
- Hats and other headwear must allow the face to be visible and not interfere with the line of sight to any student or staff. Hoodies must allow the student face and ears to be visible to staff. Sunglasses and ski-masks are not permitted as they do not allow the face to be fully visible.
- Clothing must be suitable for all scheduled classroom activities including physical education, science labs, wood shop, and other activities where unique hazards exist.
- Specialized courses may require specialized attire, such as sports uniforms or safety gear.

Non-Allowable Dress & Grooming

- Clothing may not depict, advertise or advocate the use of alcohol, tobacco, marijuana or other controlled substances.
- Clothing may not depict pornography, nudity or sexual acts.
- Clothing may not use or depict hate speech targeting groups based on race, ethnicity, gender, sexual orientation, gender identity, religious affiliation or any other protected groups.
- Clothing, including gang identifiers, must not threaten the health or safety of any other student or staff.
- If the student’s attire or grooming threatens the health or safety of any other person, then discipline for dress or grooming violations should be consistent with restorative discipline policies for similar violations.

Field Trips Field trip opportunities are provided to enhance our curriculum and provide additional educational or recreational experiences for our students. To be eligible to attend a field trip, students must have a permission slip signed by their parent/guardian and meet eligibility standards as set by the sponsor of the field trip. Students who have paid fees associated with a field trip and then cause themselves to be under a suspension out-of-school or assigned to Restore U the day of the field trip will not be eligible to attend and may forfeit all or a part of those fees paid. For purposes of field trips, Carle Park, Blair Park, Urbana High School, and the Urbana Indoor Aquatic Center shall be considered extensions of the UMS campus during the school day and the school will not require parental notification or permission in order for students to be at said locations during the school day while under staff supervision.

Fire and Disaster Procedures Fire, tornado, code red, and other disaster drills will be held at school on a regular basis. Please note that during any drills or real emergency situations you may not have immediate access to your child. Students who fail to comply fully during drills or real emergency situations will be subject to disciplinary action. In addition, students who pull the fire alarm without cause will receive strict disciplinary consequences and may be referred to the Urbana Police Department for a referral to the Youth Assessment Center.

Grading, Assessment, and Homework Practices

Grading Scale

Unless using a standards-based grading rubric, all classes will use the following grading scale.

Letter Grade	Percentage Range	Descriptor*
A+	100-99	Exceeds all grade-level content standards.
A	98-94	Exceeds most assessed standards while meeting all assessed standards.
A-	93-90	Exceeds some assessed standards while meeting all assessed standards
B+	89-87	Meets all assessed standards may exceed some.
B	86-84	Meets all assessed standards.
B-	83-80	Meets most assessed standards.
C+	79-77	Approaching standards in most assessed areas, may be meeting in some.
C-	76-70	Approaching standards in most assessed areas, not meeting some assessed standards.
D	69-60	Below assessed standards.
F	59-1	Significantly below assessed standards.
NG	0	Work not submitted

*Missing work, incomplete work, or zeros may significantly distort a student's grade percentage resulting in descriptors being inaccurate.

Grade Scale Weights

All courses, other than math, will use the following grade categories to arrive at 100% of the grading term grade.

60%	Assessment	Formal assessments such as tests, quizzes, and projects. Projects should clearly indicate that they fall in this category when assigned so that there is a clear ability to distinguish a project from regular homework. Assessments may include labs.
40%	In-class Work / Daily Homework	<i>In Class Work</i> -This category accounts for any work completed solely in class and may include items such as daily warm-ups, participation, group work participation, and labs. <i>Daily Homework</i> -This category accounts for any work completed primarily at home that is not a long-term project. Daily Homework should not account for more than 15% of the total grade. For physical education (PE), dressing for PE may count for this category, not to exceed 15% of the total grade. For band, strings, or chorus, having required materials may count for this category, not to exceed 15% of the total grade.

The math department will use the following grade categories to arrive at 100% of the grading term grade.

90%	Assessment – Standards Based	Formal assessments such as tests, quizzes, and projects. Projects should clearly indicate that they fall in this category when assigned so that there is a clear ability to distinguish a project from regular homework. Assessments may include labs.
10%	In-class Work / Daily Homework – For Completion	<i>In Class Work</i> - This category accounts for any work completed solely in class and may include items such as daily warm-ups, participation, group work participation, and labs. <i>Homework</i> - This category accounts for any work completed primarily at home that is not a long-term project.

Homework UMS acknowledges and affirms that students learn best when they are focused and on-task in class and carry that learning experience home for continued practice and reinforcement. This practice comes in the form of homework. Homework is assigned in class and the due date will be determined by each individual teacher.

Frequency*	The goal is that all students <u>will</u> receive homework Monday-Thursday in at least one class, but not all. Some teachers may also choose to assign homework on Fridays. Minimally, each student should complete silent reading of at least 30 minutes per night.
Is it graded?	The intent of this homework is for a student to practice, reinforce, or experiment with in-course content. Whether homework will be graded or not depends on the teacher assigning the work, as well as the nature of the homework assignment.
Is it accepted late?	Yes, up until two days prior to the end of the Progress Reporting time period (P1, P2)

*If a student has a Homework Connections class or attends Homework Lab, homework may be completed before going home.

Make up work due to absence In general, if a student is absent from school for any reason, the student is given one full school day to make up work that was assigned or given on the day of the absence. For example, if a student is absent on Monday when homework was given and the homework was due on Tuesday, if the student returns to school on Tuesday, the homework for this student is due on Wednesday.

During an extended absence (three days or more), parents may call the Office to request homework assignments before 10:00 AM. Assignments for students will be available for pick-up in the Office at the end of the following school day. If assignments are not requested prior to the student’s return to school from an absence, it becomes the student’s and/or parent’s responsibility to contact each of the student’s teachers to determine what assignments need to be made-up and the deadline for turning them in. A student will have at least one day to make up work for each day of absence. It is not the responsibility of the teacher to re-teach content to students who are absent. Teachers will make every effort to make sure that a student is able to complete the work. Labs or class participation may not be able to be made up.

In PE, band, or strings, a student’s absence may result in an incomplete grade (zero) in the categories of In-Class Work and Daily Homework. In order for students to recoup the incomplete grades, the student must make arrangements with the teacher to make up the lost time before or after school, provide evidence of completing an alternate activity outside of school, or complete an alternate assignment.

Placement in RU or removal from class is not considered an absence, and all work must be completed and submitted at the regular time as long as that work is provided to the student. If the work is not provided to the student to complete, the absence will be treated as a regular absence with one full day of school to make up the work that was assigned during the absence.

Late work Any assignments within a Progress Report (P1, P2) timeframe will be accepted up until **two** days before the end of the Progress Report timeline ends. Assignments after the Progress Report timeframe are not required to be accepted, unless specified by a student’s IEP or 504 Plan. Once we are in P2 of a quarter, teachers are not required to accept work from P1, but teachers are allowed to if they choose. We encourage teachers to consider allowing full credit, even for late work, however, teachers are not required to do so. However, late work should not be reduced so much to where it is already an F when turning it in.

Re-dos Because the goal of grades is to reflect student progress or performance in a course related to course standards and objectives, the goal is that all students will meet standards or approach meeting standards. Therefore, if a student receives a D or F in the category of “assessment” the student will be given at least one opportunity to redo the work. Individual teachers may determine the parameters for redoing the work and how that work will be scored, and teacher’s individual policies will be stated clearly in each course syllabus and posted on the teacher’s website. Re-dos may not apply to assessments that cannot be replicated (e.g. concerts), and re-dos may be required to be completed outside of regular class time. A teacher may require additional work or demonstration of standards prior to allowing or in lieu of a redo.

Extra Credit Because the goal of grades is to reflect student progress or performance in a course related to course standards and objectives, the emphasis of graded work is on the work that is assigned and assessed as part of the regular class. In light of the above “redo” policy, extra credit is not permitted in any classes. However, this does not mean that additional work cannot be submitted to demonstrate knowledge of a standard that was not previously met.

Family Communication Students and families have continual access to student grades via Skyward. For families that do not have Internet access, a computer is available in the UMS Community Center in order to access Skyward. Grades are communicated through report cards eight times per year through either mid-quarter progress reports or quarterly report cards. Even with these procedures in place, teachers will make documented contact with families prior to

issuing formal grade reports if a student may receive a letter grade of “F”. The primary points of contact will be voice, email, or text. If unable to document making direct contact with parents by voice, email, or text after at least three total attempts, the teacher will mail grade information home to the address on file. Teachers are encouraged but not required to contact families when there is a letter grade change of at least two negative letter grades (e.g. a drop from B to D).

All teachers will update grades in Skyward at least weekly. This update will occur by 11:00 AM on Thursdays (when school is in session) in order to comply with our athletic/activity eligibility requirements. Teachers will make every effort to enter grades in a timely manner so that families have access to accurate grade information.

All teachers will maintain an accurate, up-to-date google classroom page that is accessible to all families with web access. Google classroom pages will be updated at least weekly and will clearly indicate assignments or assessments that have been or will be given and the due dates for those assignments and assessments.

Report Cards and Progress Reports At the end of each nine week quarter a report card will be issued indicating a student’s performance and achievement for that period. Progress reports are issued half way through each quarter to indicate to parents how well the student is doing.

Grading Scale

A+, A, A-	5 points	Excellent progress
B+, B, B-	4 points	Good progress
C+, C-	3 points	Average
D+, D, D-	2 points	Poor work
F	1 point	Failing

Honor Roll Any student who earns a Grade Point Average of 4.0 or higher with no C, D, or F grades in a quarter is an “honor” student for that quarter. Students may attain one of three levels of achievement:

Honor Roll	Grade Point Average 4.0-4.4
High Honor Roll	Grade Point Average 4.5-4.9
Highest Honor Roll	Grade Point Average 5.0

Eighth Grade 4th Quarter Grade Reporting In order to determine eligibility for 8th Grade Promotion and Summer School, final 4th Quarter grades for eighth grade students must be submitted in Skyward **four** school days prior to the 8th Grade Promotion Ceremony. No late work will be accepted after final grades are submitted.

Support Services Students experiencing any problems with academic achievement, peer relationships or other social emotional concerns should contact their grade level student relations supervisor, student engagement advocate (SEA), restorative practices facilitator (RPF), counselor, social worker (SW), psychologist, or clinical professional (CP) at their grade level. See page 23 for more information. Parents may also make referrals to the Community Health Clinic located at Urbana High School.

Standards Referenced Learning Pilot Classrooms Urbana School District is moving toward adopting a Standards-Referenced Learning (SRL) approach because it provides a more accurate representation of which skills and learning objectives students have mastered, and which objectives students are developing. This will provide students, parents/guardians, and teachers with a more detailed outline of a student’s growth and achievement. If your child is in a SRL pilot classroom, proficiency scores (1-4) will replace letter grades and percentage scores. The proficiency scores are tied to descriptions of what students know and are able to do. Teachers will provide feedback to students and your child will have opportunities to meet proficiency (3) on the standards. Final grades are determined based on the most recent evidence of student learning. Students will receive separate grades for being ready, respectful, and responsible in all classes.

Part of the standards-based grading process includes the use of the standards-based gradebook in Skyward. Instead of seeing a letter to indicate your student's grade in the class, you will see a number. Each number corresponds to a level of mastery in our rubric and ultimately, each number will translate to a grade at the end of the semester. The SRL scale that our district has adopted is below:

Shown as:	Means:
4	Exceeds the standard: I have mastered the content/skills completely and can explain and apply them in detail, going beyond what was taught.
3	Meets the standard: I have demonstrated a clear understanding and application of the content/skills while working toward mastery.
2	Approaching the standard: I have demonstrated a basic understanding and application of the

	foundational content/skills.
1	Emerging toward the standard: I have demonstrated a basic understanding of some content/skills, but I struggle when working independently with more complex ideas.
NE	No evidence: I did not provide any responses for which an evaluation can be made about my understanding.

Instructional Materials It is the responsibility of parents to inform the building principal or assistant principal if they would prefer their children not use or observe instructional materials that have content that might be offensive to them. The teachers are professional and conscientious, but we recognize that families have a right to determine the appropriateness of materials for their children. It is the responsibility of students or their parents to inform classroom teachers when they need to use an alternative set of materials for personal reasons. This complies with Board of Education policy 6:40, Curriculum Development.

A comprehensive list of core materials and major works that may be used for instruction can be found at each building and on the district website: <http://www.usd116.org> under the Curriculum link. This list is reviewed by the Board of Education on an annual basis. This complies with Board of Education policy 6:210, Instructional Materials.

Library Our culturally diverse collection, aimed at early adolescent readers, comprises over 12,000 books, 20 periodicals, and instructional media. Other features include six online public access computers (OPACs) for searching the library online catalog, a computer lab with Internet access, laser printers, and a Faculty Reading Room. The library presents a full calendar of programs and instruction throughout the school year in addition to scheduled classes.

Our Mission Our mission is to ensure that students and staff are effective users of ideas and information as specified in set standards. Furthermore, the UMS Library practices, policies, and procedures that enable the library to function for the benefit of all its patrons.

Student Access to the UMS Library Students are welcome to use the UMS Library during hours of operation from 8:35 AM to 4:00 PM on school days. A pass from a teacher is required during all class periods unless escorted by an adult.

Student Checkouts The student's ID card or number is required to check out library materials. Books, back issues of magazines, and circulating reference books may be borrowed for two weeks and renewed up to two times. Students may check out two items per day. Return library materials on or before the due date to the book return bin inside the library, or to the bin outside the library door.

Overdue Notices Overdue notices are distributed bi-weekly via ELA teachers. Students with overdue status are restricted from borrowing privileges until the account is settled. Bills for lost library materials are mailed home periodically throughout the year.

Locks and Lockers Lockers are school property and, by law, are subject to search without notice or cause. Lockers cannot be shared. Students and/or families are not entitled to notification of a locker search. Each student is assigned his/her own locker. Students are not to put their own locks on hallway lockers. Do not share your locker combination with anyone. Physical Education and Music locks are checked out to each student at the beginning of the school year and collected at the conclusion of the year if used. Fines will be assessed for locks that are not returned. UMS and USD 116 are not responsible for items that are lost or stolen. Students should always spin their locks after closing their lockers to ensure that the lock does not pop open.

Lost and Found Students should mark their books and belongings with their full name. Recovered items will be placed in the *Lost and Found*. UMS does not assume responsibility for lost, stolen or damaged property. Should an article belonging to someone else be found, it should be taken to the Office. Unclaimed items in the *Lost and Found*, including personal technology devices, will be donated to a local charity on a regular basis. Please check the *Lost and Found* regularly for missing items. At the end of the school year, all *Lost and Found* items and all confiscated items will be donated or disposed of.

Medical Information

Physical Examinations and Immunization Requirements UMS students must have proof on file with the school district that they have met the requirements for physical examination and immunization according to the Illinois State Board of Education and District 116 Board of Education Policy 6.410.

Students enrolling in Urbana Middle School by transfer from another school district should transfer their health records. Students new to the district who are unable to schedule an appointment prior to attending classes and students transferring from other schools where they have medical records on file will be permitted to attend classes on the basis of a signed

affidavit indicating either the date of an appointment with a doctor or medical clinic or the source of previously completed records. Failure to procure records from a previous school or to keep indicated appointment will cause the student to be excluded from attending classes. All students not in compliance with health examination and immunization requirements will be excluded from school on the first day of classes. Students are not permitted to return until all requirements are met.

In addition, all children in sixth grade are required to have an oral health examination. This examination must be completed by a licensed dentist by May 15 of the current school year. Students who do not have a completed form on file may have their year-end report card withheld.

If a student wishes to participate in any athletic activity, including tryouts, he/she must have a complete physical examination for the current school year and proof of insurance before any participation can occur.

Medication for Students According to Policy 6.480 of USD 116, the district will limit the medication it will dispense to circumstances where failure to take prescribed medication could jeopardize the student's health and/or education and where it is not possible for a parent to administer the medication and the medication cannot be prescribed in doses scheduled before or after school hours. The district authorizes school personnel to administer, or supervise the self-administration of medication under controlled conditions as specified in the following guidelines:

- All medications will be kept in the school office and administered only after a School Medication Authorization Form is completed by the student's parent/guardian and the physician. The School Medication Authorization Form may be obtained in the Office. A separate form is required for each medication.
- Prescription medication must be sent in the original container labeled by the pharmacy showing: student's name, name of medication, dosage and schedule of administration, date, and the prescriber's name.
- Non-prescription medication must be in the original labeled container with the student's name affixed to the container. A School Medication Authorization form must be completed.
- Any change in medication dosage or administration shall require written authorization from the *prescriber*.

Students should not be in possession of any medication on school grounds without the knowledge and permission of school administration. Students should not give any medication, prescription or non-prescription, to any other student. Specific guidelines are provided on the back of each Medication Authorization Form. Unauthorized possession of any medication will result in disciplinary action.

School Based Health Center USD 116 provides medical, dental, mental health and prevention services for students at the Urbana School Health Center. The Urbana School Health Center is located at Urbana High School and is open Monday, Tuesday, Thursday, Friday from 8 a.m. to 4 p.m., and Wednesdays 8 a.m. to 12 noon. Students may access the health center for the above services with parental consent. (Note: parental consent is not needed for students to obtain confidential health services such as treatment for sexually transmitted diseases, mental health treatment, substance abuse treatment).

Appointments are needed for medical visits and school physical or immunizations. Please contact the Urbana School Health Center at 239-4220 for more information. The Urbana School Health Center provides:

- complete medical services: physical exams for school/sports, acute medical conditions, STD testing and treatment, pregnancy testing, gynecological exams, sports injuries, sub-specialty referral service, psychiatric medications
- dental services: screenings, cleanings, sealants, simple extractions, fillings, mouth guards for sports
- mental health services: crisis intervention, individual and family counseling, psychiatric evaluations, addictions counseling, tobacco cessation
- nutrition services: individual and family dietary management, weight loss plans, exercise prescriptions
- prevention: behavioral health risk assessment and counseling, individual and small group sessions.

Messages and Deliveries Deliveries from home are to be left in the Office and will be delivered to students by school personnel at our earliest convenience. Messages for students should only be requested in the case of an emergency, and every effort will be made to deliver that message to the student at our earliest convenience. The classroom may not be interrupted to deliver messages to students or to speak with students on the phone. We are unable to deliver messages or make deliveries within the last half hour of the school day.

Unapproved Deliveries Students may not order food or other items and have them delivered to the school during the day. Items may be discarded by the front office without contacting scholars even if they paid for the delivery. No refunds will be granted.

Passes Students are required to have a staff/teacher issued pass when leaving their classroom or assigned area at any time other than passing periods (see Attendance section on pgs 8-10 for more information).

- Teachers may not write passes out of class during the first or last ten minutes of a class period.
- During the middle stretch of the class period, students may leave on a restroom pass only if the teacher determines it to be an urgent need.

- If the teacher has determined there is an urgent restroom need, students may only be out of class on a yellow hall pass. Each pass must be filled out and signed by the teacher.
- If the teacher has determined there is an urgent restroom need and a student needs to be out of class, the teacher will only permit one student out of the room at a time.

Perfumes Because perfumes, colognes, or other body sprays may trigger allergic or asthmatic reactions among students and/or staff, these items are prohibited. Students may use deodorants when applied in bathrooms.

Personal Technology Cell phones are a privilege. Students are discouraged from using cell phones during instructional time as they can be a distraction to the learning environment. Students should keep cell phones locked in their lockers or kept at home at all times. If a student brings their phone to class, they will be required to place their phone in a classroom cell phone locker for the entire class period. The teacher will collect and re-distribute phones at the beginning and end of class and will keep cell phones in the locker during instructional time. During PE, students should lock their cell phones in their PE lockers. If the student refuses to place their phone in the classroom cell phone locker and has their phone out, then the teacher/staff member may issue a warning, followed by confiscating the phone by placing it in an envelope and turning it into the office. The student may get the cell phone back at the end of the day in the office. If students refuse the teacher's request to put their phone in an envelope, the teacher will call for help from the support team. The support team member will ask the student to put the phone in an envelope. If they comply, the phone will be placed in our safe and a parent can pick the phone up. If students do not give their phones to support staff or administration, they will be isolated until they give up their phone and a request for a parent conference will be made. If the student has a repeat issue of having their cell phone confiscated, individual plans will be created for the student to check in their phone in the office every morning and check it out every afternoon. If students refuse to turn in their cell phones, then the phones will be kept in the office safe until a parent/guardian can pick it up. The replacement of cell phones lost or damaged when confiscated by staff members is not the responsibility of UMS or USD116.

Students are permitted to have their phones out in the hallways during passing periods and during lunch as long as they are following our Tiger PAWS being Respectful, Responsible, and Safe. Students are NOT permitted to use their phones in common school areas for the following purposes (common areas include: hallways, bathrooms, lunch, gym, locker rooms, etc):

- Facetime (or similar)
- Recording of physical fights and verbal altercations
- Taking pictures or recording audio/video of either themselves or others, regardless of permission granted. This includes taking images and videos using social media apps, such as Instagram, Snapchat, etc.
 - Students creating or possessing images, videos, and/or recordings either audio or visual collected during the school day, either on school property, school buses (any routes), or at school sponsored activities/field trips during the school day, of the school, students, staff and/or any persons or property in or on the school property is evidence of violation of the personal technology policy and is subject to school disciplinary action.
 - Students are permitted to create or possess images, videos, and/or recordings of school activities that are open to the public (e.g. after school athletic events, music concerts) provided these images, videos, and/or recordings do not violate any other part of the student handbook or the law.

There will be further consequences in the event of cyber bullying or physical altercations at school.

Posters, Circulars, and Notices Any signs, posters or notices directed to the student body must be approved and initialed by the sponsoring teacher and administration. Nothing should be handed out advertising services or inviting students to attend non-school sponsored events. Eighth grade students running for high school offices must have any campaign posters approved by administration. The posters may not be put up until the day of the election.

Promotion and Retention It is the policy of Urbana Middle School to promote students to the next grade or retain students in the same grade based primarily on academic performance in all classes. Students will earn one point for each passing quarter grade they earn in each class. In general, there are 28 possible points. A student must earn at least 22 points (80%) to be promoted automatically to the next grade level. If a student has fewer than 22 points, that student will be considered for summer school (see Retention Procedures below). If a student is found in need of attending summer school, the student may be required to attend summer school. A student found in need of attending summer school, may be retained in the current grade for failure to attend and/or successfully complete summer school.

Retention Procedures–

- The principal will consider a student for retention when he/she has failed to meet the criteria for promotion. The principal must consider whether the needs of the student are best met through retention. The UMS administrative team maintains the right to consider individual circumstances and whether grade retention is in a student's best interests based on that student's individual needs, strengths, and circumstances.
- For students deemed to be at-risk for retention, a remediation plan will be developed by that student's team with

input from appropriate support staff and monitored/adjusted as needed to improve the student's chances for academic success.

- Parents will be notified in writing if their student is at risk of being retained in a grade and will be invited to the meeting where a remediation plan is developed. This notification will be made, at the latest, by the end of the third quarter. Every effort will be made to notify parents as soon a student's academic performance suggests he/she is at risk for retention.
- Opportunities for making up points may be given during the course of the school year. Some current options that exist for making up points include but are not limited to:
 - Participation in after school Academic Team
 - Credit recovery through Homework Connections
 - Attendance at summer school, when available
- If a student is retained in the current grade for failure to attend and/or successfully complete summer school, a review of any academic interventions must be completed by the student's team to make revisions to the remediation plan with the goal of supporting the student's success for the following year.

Promotion Ceremony Participation Guidelines, Eighth Grade Students must meet all of the following guidelines in order to attend the Eighth Grade Promotion Ceremony. These are the same guidelines for attending the Eighth Grade Dance, if available. The Promotion Ceremony is not a graduation ceremony; therefore, participation is a privilege.

- The student must be academically eligible for promotion as described in the Student Handbook.
- The student must be in attendance at school on the date of rehearsal to participate in the Promotion Ceremony.
- The student must be present at school at 8:40 AM on the day of the Promotion Ceremony.
- All textbooks and library books must be returned.
- Payment for any lost or damaged textbooks or library books must be made.
- Any outstanding fees or charges accrued while at UMS must be paid.
- At the time of the Promotion Ceremony the student must be dressed in attire that meets the standards established for Dress Code in the Student Handbook.
- The student may not be suspended from school for any part of the day of the rehearsal or Promotion Ceremony.
- The Principal or his designee may choose to withhold any student from the Promotion Ceremony as a result of the student's behavior at any time prior to or during the Promotion Ceremony.

Public Display of Affection It is the view of the school that the middle school is not an appropriate space for students to express physical affection including, but not limited to, kissing, excessive hugging, handholding, or other forms of touching. Students in violation of this expectation may be subject to disciplinary action.

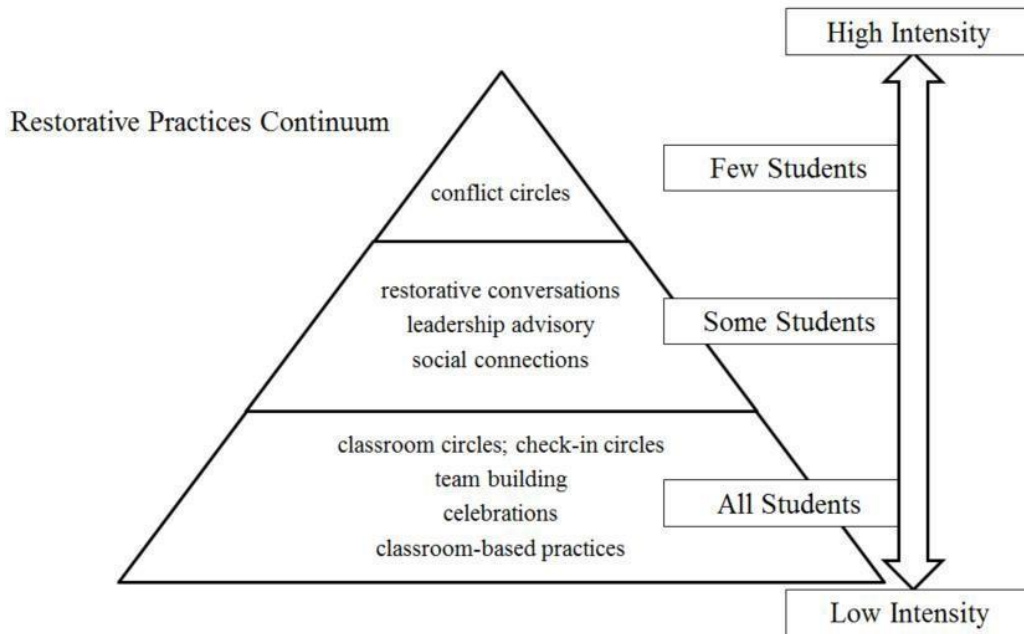
Records In order to comply with revised State and Federal legislation, and to better meet the needs of the students, the following policies regarding student records have been adopted by the Urbana School Board. All records maintained by the schools and any agency within the schools for individual students are to be open for inspection by a parent/guardian. To review student records, parents/guardians are to contact the principal or counselor to set-up an appointment for this purpose. Students in grade 9 or of age 14 and older may review their personal records upon request. If a parent/guardian or student feels that a record is inaccurate, misleading or otherwise in violation of the privacy or other rights of students, this concern should be indicated in writing to the principal. If the school agrees with the parent/guardian and/or student concerned, the record will be corrected, deleted or changed to meet the request. If the school does not concur with the request for change, the written challenge to the records will be placed with the record being challenged along with a statement by the school indicating why the requested change is not being made. A further request for Board review would be the parent/guardians' prerogative. If the written addendum (procedure outlined above) is not satisfactory, parents/guardians and/or students may request a formal hearing to challenge the records of the students to further ensure that the information is not inaccurate, misleading or inappropriate and to provide for correction, deletion or explanation of such information.

Permanent records will be retained for no less than sixty (60) years after the student has transferred, graduated, or otherwise withdrawn from the school. Temporary Records will be maintained for no longer than five (5) years after the student has transferred, graduated, or otherwise withdrawn from the school. A student's discipline record is not information that can be shared, even with the victim or the victim's family (School Code 105 ILCS10/6).

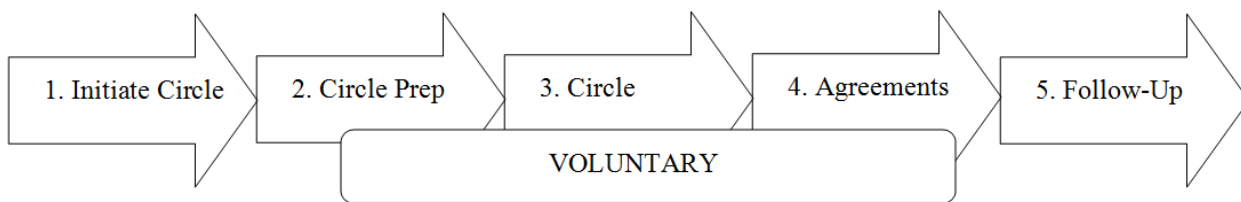
Restorative Practices Beginning in the 2015-2016 school year, UMS started implementing Restorative Practices (RP) as part of our social-emotional support system. The objective of RP is to improve school climate and break the cycle of repeating conflict and ongoing harm by dealing with issues underlying harmful behavior and addressing the needs and feelings of individuals who were affected. RP is a term used to describe a variety of processes that focus on building relationships, identifying harm and making amends or repairing relationships, instead of excluding students from the school community. Although in some cases RP may take the place of punitive discipline, even with RP in place, students may continue to receive traditional disciplinary consequences.

RP is a broad umbrella that includes general work with all students and staff on how to listen and respond effectively to others and includes direct, intensive interventions with specific students. Most students only experience RP through activities during SEL lessons, Team Rec, and Advisory. On a regular basis students participate in advisory classroom circles, classroom-based climate discussions, and community-building activities. The purpose of these conversation-based activities is to teach and practice social skills such as listening, empathy, and clear communication with peers.

If there is a conflict involving a student, whether at school or outside of school, students and/or staff may participate voluntarily in a Restorative Conversation. A trained staff member facilitates these conversations, and these conversations are intended to help students and staff resolve minor conflicts.



If there is a more serious conflict involving a student (e.g. physical violence, harassment, bullying, or a conflict unable to be resolved through a Restorative Conversation), whether at school or outside of school, students and staff may participate voluntarily in a Conflict Circle. A Conflict Circle is facilitated by one or two trained adult circle keepers and includes the parties that were perceived to have done harm, parties who perceive themselves as having been harmed, and those who feel impacted by what happened, which may include school staff and/or family members, as well as peers. The general process of a Conflict Circle is as follows:



1. **Initiating the Conflict Circle.** Anyone involved in the conflict, including students, staff, and/or family members, may request the conflict circle. A circle may be requested by speaking with a dean, counselor, social worker, school administrator, or the restorative practices facilitator. Alternatively, the person initiating the request may complete the “Restorative Practices Conflict Circle Request” form and turn it in to the main office.
2. **Exploration Meeting / Circle Preparation.** After receiving the request, at least one trained adult will meet with participants to explore their needs and the possibility of participating in a Conflict Circle. All participants voluntarily take part in these individual or small group exploratory meetings. The purpose of the exploration meeting is to identify the conflict and the individuals who need to be present, support those individuals in gaining clarity about their feelings and needs, explain the Circle process, and obtain informed consent to participate in the Conflict Circle, if participants want to proceed.
3. **The Conflict Circle.** After all participants have been prepared for the Conflict Circle, participants voluntarily take part in the Conflict Circle. During a Conflict Circle, a particular dialogue process is followed and all parties have the opportunity to be heard. At least one trained adult facilitates the Conflict Circle.

4. **Agreements.** During the last part of the Conflict Circle, participants are encouraged to make agreements in order to repair any harm done as a result of the conflict, make amends, and create conditions in which future harm is less likely. Agreements are written and agreed to by all parties.
5. **Follow-up.** After the Conflict Circle, a trained adult will check in with the participants to see if they are satisfied with how things have unfolded after the Circle. If there are concerns with the agreements or if participants are dissatisfied for other reasons, an additional Restorative Conversation or Conflict Circle may be initiated.

Restorative Core Values **The 5 Rs**

Through our restorative practices framework, we believe that using the following restorative values and language throughout the building in everything we do.

Respect every person

Build Relationships

Take Responsibility for your choices and actions

Repair Situations quickly and honestly

Reintegrate into a routine

School Supplies Students should have all appropriate items for class with them when they arrive at the classroom. In general, students should carry their planners, chromebooks, and have a binder with materials for each subject. Students may not have scissors or permanent markers as part of their school supplies. If these items are needed, they will be distributed and collected by the classroom teacher.

Security Cameras In an effort to provide a safer environment for students, security cameras are located throughout the building. These cameras operate 24 hours a day and will assist the administrative staff in maintaining a safe and secure learning community. Security cameras are also in use on all busses. Camera footage may not be viewed by students/families when containing footage that includes other students due to confidentiality laws.

Skyward—Family Access Family access provides online information for parents regarding grades, attendance, discipline, test scores, cafeteria accounts, and fees. Parents and students can use Family Access to check grades and to make sure they are not missing any assignments. You can obtain your login and password at registration or by presenting valid identification in the Main Office. Once you have your password, log on to family.usd116.org. At that time, you will be able to change your password and verify your information on the screen.

Social Emotional Support Services Beginning in the 2018-2019 school year, UMS restructured the school structure to be more proactive to student behavior and supportive to the social emotional needs of students. The objective of this restructuring is to create a safe, supportive, and responsive school environment for students and staff. The restructuring includes grade level student relations supervisor, student engagement advocate (SEA), student interventionist (SI), counselor, social worker (SW), psychologist, or clinical professional (CP) at their grade level. All staff members will work with students to provide a supportive environment that meets their needs.

Students Playing and Learning After School Hours (SPLASH) All students at UMS are eligible to participate in the SPLASH after school program. This program offers students the opportunity to work with teachers to complete homework during study labs before and after school. Students may also choose to participate in a multitude of recreational activities. Students may register for activities that have included knitting, scrapbooking, garage band, volleyball, ping pong, cooking, photography and many more. SPLASH sign ups begin in the fall.

Student Athletics and Activities

Courtesy and Sportsmanship Students, either as participants or as spectators, shall follow the rules of courtesy and sportsmanship at all times. They shall behave in a manner that will bring credit to them and to their school, recognizing that the good name of the school is valuable to both the students and the community. This applies to all activities at school, at other schools, or any other location.

Athletic Games/Spectator Expectations It is our expectation that all fans will conduct themselves at all times, with a level of sportsmanship and respect that expresses positive support for your team. Booing, swearing, or negative comments directed to the athletes, coaches, other spectators, school staff, opposing team or officials will result in an invitation to leave our facility for the event. This may result in additional disciplinary action including being banned from UMS's campus and other school events.

Eligibility for Athletics, Co-Curricular Activities According to the Illinois Elementary School Association, students must be passing all classes to be eligible to participate in athletics. This is calculated on a weekly basis, generally Thursday. If a student is marked with a failing grade on Thursday when the report is calculated, the student is not eligible to participate the following week, Monday through Saturday. During the week of ineligibility the athlete may not participate in competitions or practices. If a student is ineligible for any three weeks during the course of the sports season, they will be dropped from the team to allow for a more concentrated effort to be applied toward academic success. Coaches, team facilitators, counselors and administrators will receive the eligibility report by 11:00 AM on Thursdays. Coaches are responsible for informing students and parents of a student's ineligibility.

Students who are suspended or in Restore U shall be ineligible to participate in any athletic activity until the next school day after the suspension or RU ends. Additionally, students who are suspended may not participate in activities on the day the suspension is issued. Students with an unexcused absence(s) or absent due to illness may not participate in athletic activity on that day.

Fees for Athletic Participation Each student will be assessed a \$50.00 fee per sport with a maximum of \$100.00 per athlete for the school year. Students who qualify for reduced lunch are assessed \$25.00 per sport with a \$50.00 cap for the school year. Students who qualify for free lunch will have this fee waived. If a student does not make the team of his/her choice, this fee will be refunded upon request. If a student quits, does not come to practice, or is released from the team, he/she will not receive a refund of the athletic fee.

Physical Examination All student athletes must have a current physical examination on file before they may participate in try-outs or practice.

Student Visitors Student visitors from other schools or any other minor child may not visit classes or spend the day at UMS. This includes high school students or students attending alternative education sites. Similarly, high school students who wish to meet UMS students after school must do so off school grounds. Students who are not actively enrolled in UMS will be asked to leave the building and grounds immediately.

Technology: One to one, labs, and chromebook carts Your student will be issued a district owned chromebook that they will need to care for and bring fully charged to school every day. Students will use this chromebook to do school work assigned by their teachers as well as being involved with daily curriculum activities. Students will have a login that will get them into the Chromebook. Students should not share their login or loan their chromebook to other students. Only district issued accounts will be able to login to the Chromebook. It is the responsibility of the student to care for their chromebook. Please review the care tips outlined on the next page with your student. Some classrooms will have Chromebook carts available for students to borrow on loan, but it should not be expected that a loaner Chromebook will always be available.

Technology and the use of the Internet can greatly enhance the curriculum for students. It is important to remember that Internet use is a privilege. Further explanation of acceptable Internet use may be found in the Internet Acceptable Use Policy which is provided to parents at registration. The following actions associated with internet use are not permitted:

- Sending or displaying offensive messages or pictures
- Using obscene language
- Harassing, insulting or attacking others
- Damaging computers, computer systems or computer networks
- Violating copyright laws
- Using another's password
- Trespassing in another's folders, work, or files
- Intentionally wasting limited resources (i.e. toner and paper)
- Employing the network for commercial purposes
- Accessing games, IRC, MUD, MOO, or other similar sites without permission from a teacher

TAKING CARE OF YOUR CHROMEBOOK:

Students are responsible for the general care of the Chromebook they have been issued by the school. Laptops that are broken or fail to work properly should be reported to your teacher or the school.

GENERAL PRECAUTIONS

- No food or beverages should be near your Chromebook. Store your Chromebook in your locker during lunch.
- Cords, cables, and removable devices should be inserted carefully into the Chromebook.
- Chromebooks should not be exposed to extreme temperatures (hot or cold).
- Do not lift the Chromebook by its screen. Students should never carry their Chromebooks while the screen is open, unless directed to do so.
- Chromebooks should never be left in an unsupervised area. (Do not take your chromebook to P.E. unless your teacher instructs you to do so.)

SCREEN CARE

The Chromebook screens can be damaged if subjected to rough treatment and are sensitive to excessive pressure.

- Do not lean on the top of the laptop when it is closed.
- Do not place anything on the keyboard before closing the lid (e.g. pens or pencils, flash drive, etc.).
- Clean the screen with a soft, dry cloth or anti-static cloth. Do not use commercial glass cleaners.

USING YOUR CHROMEBOOK AT SCHOOL

- Chromebooks are intended for use at school each day. Students are responsible for bringing their Chromebooks to all classes, unless advised otherwise by their teacher.
- Chromebooks should be brought to school each day with a full charge.
- There will be a limited number of charging stations located in the school, available to students on a first-come, first-served basis.
- Use of a laptop in school is subject to rules, procedures and instruction of school staff members.
- If a student does not bring his/her Chromebook to school, the student may have the option to check out a loaner from the Chrome Depot. Devices can only be checked out for in school usage. This privilege may be revoked for repeat offenders.
- Availability of loan Chromebooks is on a first come, first served basis, and is not guaranteed.

Chromebook Repair/Replacement Costs

Repairable
Chromebook Parts

Item	Student Cost
Screen	\$40
Keyboard	\$40
Touchpad	\$25
Charger	\$20

Lost/Stolen/Irreparable
Chromebooks

If you are in	Student Cost
6th Grade →	\$100
7th Grade →	\$50
*8th Grade →	\$250

*Chromebooks are depreciated year after year but 8th grade chromebooks are brand new.

Teen Dating Violence Prohibited Each student has a right to a safe learning environment. Engaging in teen dating violence that takes place at school, on school property, at school-sponsored activities, or in vehicles used for school-provided transportation is prohibited. For purposes of this policy, the term teen dating violence occurs whenever a student who is 13 to 19 years of age uses or threatens to use physical, mental, or emotional abuse to control an individual in the dating relationship; or uses or threatens to use sexual violence in the dating relationship.

The Superintendent or designee shall develop and maintain a program to respond to incidents of teen dating violence that:

- Fully implements and enforces each of the following Board policies:
 - 7:20, Harassment of Students Prohibited. This policy prohibits any person from harassing, intimidating, or bullying a student based on the student's actual or perceived characteristics of sex; sexual orientation; gender identity; and gender-related identity or expression (this policy includes more protected statuses).
 - 7:180, Prevention of and Response to Bullying, Intimidation, and Harassment. This policy prohibits students from engaging in bullying, intimidation, and harassment at school, school-related events and electronically. Prohibited conduct includes threats, stalking, physical violence, sexual harassment, sexual violence, theft, public humiliation, destruction of property, or retaliation for asserting or alleging an act of bullying.
- Encourages anyone with information about incidents of teen dating violence to report them to any of the following individuals:
 - Any school staff member. School staff shall respond to incidents of teen dating violence by following the District's established procedures for the prevention, identification, investigation, and response to bullying and school violence.
 - The Nondiscrimination Coordinator, Building Principal, Assistant Building Principal, Dean of Students, or a Complaint Manager identified in policy 7:20, Harassment of Students Prohibited.
- Incorporates age-appropriate instruction in grades 7 through 12, in accordance with the District's comprehensive health education program in Board policy 6:60, Curriculum Content. This includes incorporating student social and emotional development into the District's educational program as required by State law and in alignment with Board policy 6:65, Student Social and Emotional Development.
- Incorporates education for school staff, as recommended by the Nondiscrimination Coordinator, Building Principal, Assistant Building Principal, Dean of Students, or a Complaint Manager.
- Notifies students and parents/guardians of this policy.

Telephone Use In case of an emergency or illness, a student may use the telephone in the Office. Students making calls during the day must have a written pass from a teacher. Students participating in after school activities should make arrangements in advance for transportation home. Classroom phones are not for student use except as determined to be appropriate by the teacher.

Textbook Responsibility Each student is responsible for his/her own assigned textbooks. Each student should place his/her name in the appropriate place at the front of each textbook. Do not write in, damage or deface textbooks. Fines will be given if textbooks must be replaced or repaired. At the end of the year, textbooks will be returned and students with lost or damaged books will be billed up to \$75 per textbook. Failure to pay for lost or damaged textbooks will result in non-participation in Eighth Grade Promotion, and all Eighth Grade Promotion activities.

Threat Assessment Policy: Illinois has adopted a new procedure regarding the reporting and assessment of threats of harm to self or others in schools. This procedure involves the creation of district and building-wide threat assessment teams, who will meet at least monthly to review and case-manage incidents of threats of harm and follow strict confidentiality in relation to these cases. Currently, the threat assessment team at UMS is composed of the principal, a school social worker, two restorative practices facilitators, a school counselor, a school psychologist, a clinical professional, and the school resource officer.

Upon hearing a threat to self or others, staff must **immediately report** the threat to a member of the threat assessment team **via phone or in person**. This will start the process of Triage to determine whether immediate action involving other agencies and a full threat assessment is needed. When a threat of harm is made that moves to the level of a full threat assessment, it will be case-managed by a member of the threat assessment team for at least one year.

Transferring to Another School The parents/guardians of a student planning to transfer to another school should come to the Office at least two days before the transfer to give the necessary information and sign the transfer document. Students will not be permitted to enroll in another Illinois school without the Illinois Student Transfer Form. Arrangements will be made for the return of the student's Chromebook, books, payment of any fees and the transfer of records. School records will be mailed to the new school from the District Student Records Office providing all obligations to USD 116 have been fulfilled.

Transportation

Student Drop-Off and Pick-Up

- Please do not park in areas marked as no parking, bus loading, or with yellow painted curbs.
- The MTD bus loading zone is on Vine Street in front of the school.
- The First Student bus loading zone drop-off is on the south side of the building, Aquatic Center parking lot.
- The following locations can be used to pick up or drop off your child before & after school: Front Circle Drive or the corner of Michigan Ave. and Vine St. Students will have to walk to their assigned arrival location as follows:

Car Riders/Walkers/Bike Riders:

Door #1 - Main Entrance near the circle drive

Door #4 - Vine St. (6th grade only if no breakfast is needed)

MTD Riders:

Door #1 - Main Entrance near the circle drive

Door #4 - Vine St. (6th grade only if no breakfast is needed)

First Student Bus Riders:

Door #1 - Main Entrance near the circle drive

Door #4 - Vine St. (6th grade only if no breakfast is needed)

Bicycles, Skateboards and Rollerblades Bicycle racks are available on the school grounds near each entrance. All bikes are to be parked in these racks. UMS does not assume responsibility for damaged or stolen items. Bicycles, skateboards, scooters, heellies, in-line skates, etc. are not to be used on school grounds and are not permitted inside the building. Students should walk with these items while on school grounds.

Bus Transportation Bus transportation to and from a student's verified home residence is provided for those children who live beyond certain boundaries set by the Illinois State Board of Education. If a student qualifies for transportation, the student will be assigned to a specific bus which is the only bus the student is permitted to ride. Students may not change bus routes unless the residence has changed and the new residence has been verified by the Office. All busses utilize video monitoring systems. Transportation is provided by the Champaign-Urbana Mass Transit District (384-8188) or First Student Bus Service (344-4586)

Bus/I.D. Passes Students eligible to ride the MTD or a First Student bus to school will be issued a bus pass as part of their student ID. It is the student's responsibility to have the bus pass with them when boarding the bus. Students may obtain one temporary bus pass per quarter. Students may purchase a new ID for \$5.00 (\$2.00 to replace an existing ID) in the Main Office. Students without an appropriate bus pass may be denied transportation. Students may obtain a one-use temporary bus pass one time each quarter during their lunch period without penalty. Using a temporary bus more than once per quarter may result in disciplinary action.

Bus Conduct All students must follow the District's School Bus Safety Guidelines. The Superintendent, or any designee as permitted in The School Code, is authorized to suspend a student from riding the school bus for up to 10 consecutive school days for engaging in gross disobedience or misconduct, including but not limited to, the following:

1. Prohibited student conduct as defined in School Board policy, 7:190, Student Discipline and the District's Bus Rules and Expectations.
2. Willful injury or threat of injury to a bus driver or to another rider.
3. Willful and/or repeated defacement of the bus.
4. Repeated use of profanity.
5. Repeated willful disobedience of a directive from a bus driver or other supervisor.
6. Such other behavior as the Superintendent or designee deems to threaten the safe operation of the bus and/or its occupants.

If a student is suspended from riding the bus for gross disobedience or misconduct on a bus, the School Board may suspend the student from riding the school bus for a period in excess of 10 days for safety reasons. The District's regular suspension procedures shall be used to suspend a student's privilege to ride a school bus.

Responsibilities of Students Using School Transportation Riding a bus to and from school is a privilege extended to students that can be taken away for disruptive or unsatisfactory conduct. All students being transported are under the authority of the bus driver and monitor and must obey his/her requests. Specific regulations are posted on the busses. School rules and consequences are applicable while riding the bus.

- The Bus Driver and Monitor must be obeyed at all times.
- Students must enter and exit the bus in an orderly manner.
- Students must go directly to their seat with face forward and feet in front of seat.
- Students must remain in their seat.
- Loud, distracting noises or unruly behavior is not permitted.

- Eating or drinking is not allowed.
- Students must not throw objects inside or out of the windows.
- Students must not talk at railroad crossings.
- Students' possessions (i.e. backpacks, band instruments) must not occupy a seat on the bus.
- Hands and heads must remain inside the bus, not outside the windows.
- Windows should not be adjusted.
- Students should not approach, touch, or run after a bus when it is in motion.

Student Conduct

Students at Urbana Middle School are expected to follow the expectations known as **Tiger PAWS**:

**Have Pride
Are Accepting
Work Together
Are Safe**

The behavior matrix below explains our expectations at Urbana Middle School by providing examples of each expectation in specific school settings.

	Hallways & Lockers	Cafetorium	Bathrooms	Classrooms
We Have Pride P	Keep your area clean	Keep your area clean	Keep your area clean	Keep your area clean
	Use & maintain your assigned locker	Use food and trays appropriately	Honor one another's privacy	Arrive on time & prepared
We Are Accepting A	Use appropriate and kind language	Use appropriate and kind language	Use appropriate and kind language	Use appropriate and kind language
	Honor one another's individuality	Honor one another's individuality	Honor one another's privacy	Honor one another's individuality
We Work Together W	Follow directions of adults	Follow directions of adults	Wait your turn for stalls	Follow directions of adults
	Promote responsible actions amongst your peers	Keep your area clean	Keep your area clean	Actively listen and participate
	Engage in positive talk amongst your peers	Use food and trays appropriately	Honor one another's privacy	Encourage others
We Are Safe S	Keep hands, feet and objects to yourself	Keep hands, feet and objects to yourself	Keep hands, feet and objects to yourself	Keep hands, feet and objects to yourself
	Wait your turn for drinking fountains and bathrooms	Maintain single file lunch line	Wash hands with soap	Remain seated in assigned area
	Walk on the right & with a purpose	Remain seated in assigned area	Exit promptly	Only bring designated materials

The Board of Education of USD 116 recognizes its responsibility to provide a quality education for the students at UMS. This quality education requires a climate conducive to learning. In order to produce that type of climate, the Board further recognizes that it has an obligation to provide order and discipline in the schools and to do all within its power to avoid disruptions of the educational process. To this end, the Board of Education adopted a comprehensive policy of Student Rights and Discipline. That policy specifies types of student misconduct that would require disciplinary action. Copies of the entire Rights and Discipline Policy are available in the Office and are provided at registration.

General Regulations

Getting an education is both a privilege and a right for students. A student guilty of gross disobedience or misconduct abuses that right and the law provides the means by which the privilege can be withdrawn. State law provides that a student may be suspended or expelled for gross disobedience and misconduct. Generally, this type of behavior falls into four classifications:

1. Repeated minor misbehavior which continues in spite of disciplinary methods that have been taken (insubordination).
2. Behavior which is destructive or damaging to property.
3. Behavior which is damaging or threatening to other persons or is seriously disrespectful of their rights.
4. Behavior which seriously interferes with the educational process or discipline in the school.

Students may be disciplined whenever the student’s conduct is reasonably related to school or school activities, including but not limited to:

- On, or within sight of, school grounds before, during, or after school hours or at any time;
- Off school grounds at a school-sponsored activity or event, or any activity or event that bears a reasonable relationship to school;
- Traveling to or from school or a school activity, function, or event; or
- Anywhere, if the conduct interferes with, disrupts, or adversely affects the school environment, school operations, or an educational function, including but not limited to, conduct that may reasonably be considered to
 - a) be a threat or an attempted intimidation of a staff member; or
 - b) endanger the health or safety of students, staff or school property.

Students who are suspected of engaging in conduct that violates criminal law while on school property or attending school- sponsored activities will be referred to the appropriate law enforcement authorities in addition to being subject to discipline from the school.

In addition to assigning consequences and holding students accountable for their behavior, UMS staff takes its responsibility to help students learn acceptable behaviors seriously. To this end, we have included a description of some of the interventions that are used for students who continue to experience behavioral issues.

Interventions The following possible interventions may be implemented in an attempt to teach appropriate behaviors.

Intervention	Definition
Behavior Contract	The student enters into a written agreement with a staff member regarding specified appropriate behavior.
Student Conference	The student’s team, counselor, or administrator meets with the student to discuss concerns and work out solutions.
Check-in, Check-out (CICO)	A program where students meet with a designated person each morning to set goals for the day. The student records classroom behavior throughout the day and then reports back to the designated person.
Schedule Change	The student’s schedule is changed, with administrative approval, to facilitate appropriate behavior.
Referral to Mental Health Professional	A student is referred to the counselor, social worker, or clinical professional to receive individual assistance with an issue.
Mediation	Students ask to participate in a conflict mediation to help them mediate a problem with another student.
Mentor	Students or parents may request a mentor to assist with social interactions.
Problem Solving Team referral	The student is referred to the PST consisting of the school psychologist, the social worker, the team, the parent/guardian, and an administrator. The group considers the issues and brainstorms ideas to assist the student.
Teacher/Team Conference with Student	The student’s team may meet with the student to discuss concerns and work out solutions.
Teacher/Team Conference with Parents and Student	The student’s team may meet with the student and his/her parents to discuss concerns and work out solutions.

Team Time Out	The student moves to another classroom for a short period of time to regroup and prepare to rejoin his/her class.
School Resource Officer	A student, along with a staff member or parent, may meet with the school resource officer to discuss possible consequences that could occur.
SAIG	A Social Academic Intervention Group is a targeted small group intervention that focuses on a specific type of problem behavior or academic concern.
Interim Assignment	Short-term placement in an alternative room setting within the school.
Mental Health Counseling	Students may be referred for counseling through the Mental Health Center.
Referral to Community Agencies	Students and families may be referred to community agencies for additional assistance.
Restorative Conference	Restorative Conferences (Restorative Conversations and/or Conflict Circles) focus on making amends or repairing relationships damaged by misbehavior, instead of excluding students from the school community. Restorative Conferences may include parents, students, teachers, staff, and community members. Participants of Restorative Conferences must agree to the guidelines for the meeting as outlined by the conference leader. Restorative Conferences may be requested by a student or parent in addition to requests by staff.
Social Emotional Group	Students may be referred to small group or individual sessions with a member of the support services team to work on specific areas of need related to social emotional learning.
Restorative Re-Entry Conference	Restorative Re-Entry Conferences are <u>required</u> when a student is excluded from class through assignment to RU or out-of-school suspension. A parent/guardian must attend this conference with the student in addition to individuals who may be asked to participate (see Restorative Conference above).

Disciplinary Responses Possible consequences for conduct violations are listed below. In addition, individual teachers and teams may institute other strategies for handling discipline problems.

Consequence	Definition
Warning	A student is reminded of the behavioral expectation and agrees not to repeat the inappropriate behavior.
Detention	The student is required to spend additional time at the school before or after regular school hours. Students receive a detention slip with the specifics included and should take it home to be signed by the parent. Detentions must be served by the next day.
Restitution/Restoration	In cases where property is damaged, the student assumes the financial responsibility for replacing or repairing such damage. If the student has created a mess, the student is responsible for cleaning the mess and restoring things to normal.
Parent/Guardian Contact	The student's parent or guardian is notified by the classroom teacher and/or administrator to discuss a specific concern or issue. This contact may occur by phone, letter, home visit, or e-mail.
Lunch Isolation--Detention	The student is not allowed to eat lunch in the lunchroom with the other students.
Confiscation	An inappropriate item is taken from the student. The item may be returned to the parent/guardian. Items not claimed by the end of the year will be donated to charity.
Restriction of Privileges (Extracurricular ineligibility)	The student is not allowed to participate in or attend activities which are considered <u>privileges</u> (i.e. after school activities, sporting events, dances at UMS or UHS)
Bus Suspension	Students are not allowed to ride the bus (First Student or MTD) for a specified period of time.
Interim Assignment	Short-term placement in an alternative room setting within the school.
Isolation	Students are assigned to work in the Restore U room or Office for a period of time less than one day.
School Service	Students may be assigned to do projects around the building such as cleaning, organizing, grounds keeping, etc. Students may not use chemical cleaners. Students may be assigned school service during another disciplinary responses such as Detention, Saturday School, or Restore U.
Saturday School	Students are assigned to come to school on Saturday for a two hour period of time. Students must arrive at the main entrance of UMS by 9:00 AM. They are to complete school work during the two hour class.

Assignment to Restore U	Students are assigned to report to the Restore U for a specific amount of time. The student reports immediately to the Office and not the grade level door. The student is allowed to study and complete school work, but may not participate in or attend any school sponsored or extracurricular activity (including SPLASH) during the day of the assignment to RU. Students will be escorted out of the building at the end of the day. A Restorative Re-Entry Conferences may be required prior to returning to regular classes.
Out-of-School Suspension*	Students may not appear on school district property or at any school district sponsored activity for a specified amount of time up to 10 school days. The student may not participate in or attend any school sponsored or extracurricular activity (including SPLASH) during the day of the suspension or the day on which it was issued. The student is required to make up all school work. A conference involving the parent/guardian, student and administrator will be required prior to the suspended student's return to school. A Restorative Re-Entry Conferences may be required prior to returning to regular classes. *In the event that a student receives an out-of-school suspension, the parent has the right to appeal the suspension. To request an appeal, the parent or guardian of the student completes the "Suspension Appeal Form" which is available in the Office. Once the completed form is returned to the Office, an administrator will contact the parent. The request for a suspension review must be made within five (5) calendar days of the first day of the suspension. If a review is not requested within that time, the right to review will be deemed to be waived and the suspension will stand.
Alternative School	Students attend school at an alternative site.
Expulsion	Students are not allowed to attend school for a specified period of time up to two calendar years. In the event that a student is recommended to the superintendent for expulsion, the incident is described in detail to the Board of Education. At that time, the student's case can be heard as well. The decision to expel a student rests solely with the Board of Education.

Unacceptable Conduct and/or Gross Disobedience or Misconduct The conduct listed below is a deterrent to good behavior and is considered to be unacceptable or gross misconduct and may subject the student to disciplinary action. The following acts of misconduct may result in the assignment of a consequence depending on the severity of the incident including, but not limited to: warnings, parent conferences, Behavior Contracts, detentions, isolation in an alternative setting within the school (Refocus or Restore U), Saturday School Detention, out-of-school suspension, alternative placement, or recommendation for expulsion. In cases that may involve the breaking of a local, state or federal law, notice to law enforcement officials will take place. Repeated misconduct is considered insubordination and is subject to suspension and/or expulsion from school. Students may receive disciplinary action for acts done outside of school when such acts constitute a threat or a danger to the safety of themselves or district employees, or a disruption to the educational process. The severity of the consequence assigned will reflect the specific breach of discipline, the student's previous disciplinary record, and the impact of the action on the educational process. Offenses have been organized to align with the district's "Prohibited Student Conduct." This list is not exhaustive, and other types of unacceptable conduct, misconduct or disobedience not listed also may subject the student to discipline.

If a school administrator or staff member has reason to believe that a student's electronic media account contains evidence of bullying or other violations of school disciplinary rules or policy, the school has the right to ask for a student's password(s).

When a student is subject to discipline, many factors contribute to the final consequence. Each student and each incident is dealt with individually and confidentially.

Prohibited Student Conduct

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

1. Using, possessing, distributing, purchasing, or selling tobacco materials.
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, or selling:
 - a. Any illegal drug, controlled substance, or cannabis (including marijuana and hashish).
 - b. Any anabolic steroid unless being administered in accordance with a physician's or licensed

- practitioner's prescription.
- c. Any performance-enhancing substance on the Illinois High School Association's most current banned substance list unless administered in accordance with a physician's or licensed practitioner's prescription.
 - d. Any prescription drug when not prescribed for the student by a physician or licensed practitioner, or when used in a manner inconsistent with the prescription or prescribing physician's or licensed practitioner's instructions.
 - e. Any inhalant, regardless of whether it contains an illegal drug or controlled substance: (a) that a student believes is, or represents to be capable of, causing intoxication, hallucination, excitement, or dulling of the brain or nervous system; or (b) about which the student engaged in behavior that would lead a reasonable person to believe that the student intended the inhalant to cause intoxication, hallucination, excitement, or dulling of the brain or nervous system. The prohibition in this section does not apply to a student's use of asthma or other legally prescribed inhalant medications.
 - f. "Look-alike" or counterfeit drugs, including a substance not containing an illegal drug or controlled substance, but one: (a) that a student believes to be, or represents to be, an illegal drug or controlled substance; or (b) about which a student engaged in behavior that would lead a reasonable person to believe that the student expressly or impliedly represented to be an illegal drug or controlled substance.
 - g. Drug paraphernalia, including devices that are or can be used to: (a) ingest, inhale, or inject cannabis or controlled substances into the body; and (b) grow, process, store, or conceal cannabis or controlled substances
 - h. Any substance, natural or synthetic that contains chemicals which produce effects similar to illegal substances (including but not limited to cathinones/bath salts and synthetic cannabinoids/Spice and K2), regardless of whether the substance contains an illegal drug or controlled substance: (a) that a student or reasonable person believes is, or represents to be capable of, causing intoxication, hallucination, excitement, or dulling of the brain or nervous system; or (b) about which the student engaged in the behavior that would lead a reasonable person to believe that the student intended the substance to cause intoxication, hallucination, excitement, or dulling of the brain or nervous system. The prohibition of this section does not apply to a student's appropriate use of legally prescribed medications.
4. 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.
 5. Using, possessing, controlling, or transferring a "weapon" as that term is defined in the Weapons section of this policy, or violating the Weapons section of this policy.
 6. Cell Phones/Electronics: Student should not be using cell phones during the school day. It is recommended that students put their phones in their lockers for the day. At a minimum, phones should be kept in bags and/or pockets during the school day. If a student has their phone out in class, including out on their laps, then the teacher/staff member will confiscate the phone by placing it in an envelope and turning it into the office. The student may get the cell phone back at the end of the day. If the student has a repeat issue of having their cell phone confiscated, individual plans will be created for student to check in their phone in the office every morning and check it out every afternoon. If students refuse to turn in their cell phones, then the phones will be kept in the office safe until a parent/guardian can pick it up. If the student has their phone out in the hallway, the same process will be followed by the staff member that addresses their behavior/cell phone use.
 - a. Using an electronic device (such as a mobile/smart telephone, video or audio recording device, computer, or other electronic device) in any manner that disrupts the educational environment or violates the rights of others, including using the device to record fights, take photographs in locker rooms or bathrooms, cheat, or otherwise violate student conduct rules. Prohibited conduct specifically includes, without limitation, creating, sending, sharing, viewing, receiving, or possessing an indecent visual depiction of oneself or another person through the use of a computer, electronic communication device, or cellular phone. Unless otherwise banned under this policy or by the Building Principal, all electronic devices must be kept powered-off and out-of-sight during the regular school day unless: (a) the supervising teacher grants permission; (b) use of the device is provided in a student's individualized education program (IEP); or (c) it is needed in a situation that a reasonable person would perceive as an emergency that threatens the safety of students, staff, or other individuals.
 7. Using or possessing a laser pointer unless under a staff member's direct supervision and in the context of instruction.
 8. Disobeying rules of student conduct or directives from staff members or school officials. Examples of disobeying staff directives include refusing a District staff member's request to stop, present school identification, submit to a search, or comply with the school's dress code.
 9. Engaging in academic dishonesty, including cheating, intentionally plagiarizing, wrongfully giving or receiving help during an academic examination, and wrongfully obtaining test copies or scores.
 10. Engaging in hazing or any kind of bullying or aggressive behavior that does physical or psychological harm to another or any urging of other students to engage in such conduct. Prohibited conduct includes any use of violence,

- force, noise, coercion, threats, intimidation, fear, harassment, hazing, or other comparable conduct.
- 11. Causing or attempting to cause damage to, or stealing or attempting to steal, school property or another person's personal property.
- 12. Being absent without a recognized excuse; State law and Board of Education policy regarding truancy control will be used with chronic and habitual truants.
- 13. Being involved with any public school fraternity, sorority, or secret society, by: (a) being a member; (b) promising to join; (c) pledging to become a member; or (d) soliciting any other person to join, promise to join, or be pledged to become a member.
- 14. Being involved in gangs or gang-related activities, including displaying gang symbols or paraphernalia.
- 15. Violating any criminal law, including but not limited to, assault, battery, arson, theft, gambling, eavesdropping, and hazing.
- 16. Engaging in, threatening, or instigating physical violence or fighting with any person.
- 17. Engaging in any activity, on or off campus, that interferes with, disrupts, or adversely affects the school environment, school operations, or an educational function, including but not limited to, conduct that may reasonably be considered to:
 - (a) be a threat or an attempted intimidation of a staff member; or (b) endanger the health or safety of students, staff, or school property.

Additional Items not Explicitly Stated in the Board Policy

- 1. Violation of the Internet Acceptable Use Policy
- 2. Possession or use of fireworks, incendiary devices, explosives or the threat to use such items on campus or school related event.

Weapons Policy

A student who is determined to have brought one of the following objects to school, any school-sponsored activity or event, or any activity or event that bears a reasonable relationship to school shall be expelled for a period of at least one calendar year but not more than two calendar years:

- 1. A firearm, meaning any gun, rifle, shotgun, or weapon as defined by Section 921 of Title 18 of the United States Code (18 U.S.C. § 921), firearm as defined in Section 1.1 of the Firearm Owners Identification Card Act (430 ILCS 65/), or firearm as defined in Section 24-1 of the Criminal Code of 1961 (720 ILCS 5/24 1).
- 2. A knife, brass knuckles, or other knuckle weapon regardless of its composition, a billy club, or any other object if used or attempted to be used to cause bodily harm, including pepper spray, or "look alikes" of any firearm as defined above.

The expulsion requirement under either paragraph 1 or 2 above may be modified by the Superintendent, and the Superintendent's determination may be modified by the Board on a case-by-case basis.