

**Urbana Sixth Grade Center
Family Handbook
&
Student Code of Conduct
SY 2025- 2026**



Dear SGC Students and Families,

Welcome to the Urbana Sixth Grade Center (SGC)! We're thrilled to have you as part of our school community. As the inaugural class begins their middle level journey, we look forward to making history with you and look forward to learning, growing, and achieving great things together.

Starting your middle level journey with us as sixth graders, you'll find this is a time of transition but also a time of great discovery, growth, and new opportunities. Students—this is your chance to explore middle level education and new subjects, build friendships, take on challenges, and start thinking about the kind of person you want to become. Families—your partnership, support, encouragement, and involvement are essential to your student's success, and we value your collaboration every step of the way.

This student handbook is a helpful guide for both students and families. Inside, you'll find important information about school policies, expectations, schedules, and the many resources available to support academic and personal growth. We encourage families to read through it together and reach out if you have any questions.

In addition, the handbook contains a summary of some board policies governing Urbana School District (USD) 116. The 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 or online on our USD website under Board of Education.

We believe that strong relationships between school and home create the foundation for a positive and successful experience at SGC. Our doors are always open, and we welcome your ideas, feedback, and participation.

Let's work together to make this a safe, respectful, and inspiring year for every student. We're so glad you're here—and we can't wait to see all the amazing things this year will bring.

Best regards & Go Saber Tooth Tigers!

SGC Administrative Team

SGC Family Handbook Table of Contents

SGC Daily Student Schedule		4-5
SGC Important School Numbers		5
School Mission/Vision/AVID Information		6
School Improvement Goals		7
SGC/District Residency		8-9
Student Medical Information		10-19
Transportation		20
Attendance Procedures		21-25
Food Service		26-27
Fees		27-28
Procedures for Arrival, Dismissal, and Visitors		29-31
Enrollment Procedures		32
Records, Grading, and Assignments		33-38
Grading Scale and Assignments Weights	34	
Homework, Make-Up Work, and Late Work	35	
Redos, Extra Credit, and Report Cards	36	
Promotion and Retention	37-38	
8th Grade Promotion		39-40
Curriculum, Instruction, and Assessment		41-46
Special Education, English Language Learners, Acceleration, and Students		46-49
Experiencing Homelessness		
Education of Children with Disabilities	46-47	
English Learners	47	
Accelerated Placement	48	
Education of Homeless Children	49	
Family Engagement		50-52
School and Student Safety Information/Procedures		53-56
Educational Equity		57-62

SGC DAILY STUDENT SCHEDULE

Period	Monday, Tuesday, Thursday, Friday Schedule		
1	6A & 6C 8:55 - 10:05		6B 8:55 - 9:39
2	6A 10:07-11:02	6B 9:41 - 10:51	6C 10:07 - 10:51
3	6A 11:04 - 11:48		6B & 6C 10:53 - 11:48
4	LUNCH A/Elective 11:50 - 12:27		
5	LUNCH B/Elective 12:29 - 1:05		
6	6A & 6C 1:07 - 2:02		6B 1:07 - 1:51
7	6A 2:04 - 2:59	6B 1:53 - 2:48	6C 1:53 - 2:48
8	6A 3:01 - 3:45		6B & 6C 2:50 - 3:45

Period	Wednesday Schedule
1	8:55 - 9:38
2	9:40 - 10:23
3	10:25 - 11:08
4	11:10 - 11:52
5	11:54 - 12:36
6	12:38 - 1:21
7	1:23 - 2:06
8	2:08 - 2:51

Period	1:25 Early Dismissal Schedule
1	8:55 - 9:24
2	9:26 - 9:59
3	10:01 - 10:34
7	10:36 - 11:09
8	11:11 - 11:44

5	11:46 - 12:19
5	12:21 - 12:52
6	12:54 - 1:25

SGC IMPORTANT SCHOOL NUMBERS

Main Office 217 384 3670

- Extension 1- Attendance
- Extension 2- Administrators/Dean
- Extension 3- Counselor
- Extension 4- Nurse

Attendance Line 217 384 3672

District Nurse 217 384 3564

SGC Fax 217 384 3671

USD 116 Central Office 217 384 3600

UMS 217 384 3685

UHS 217 384 3505

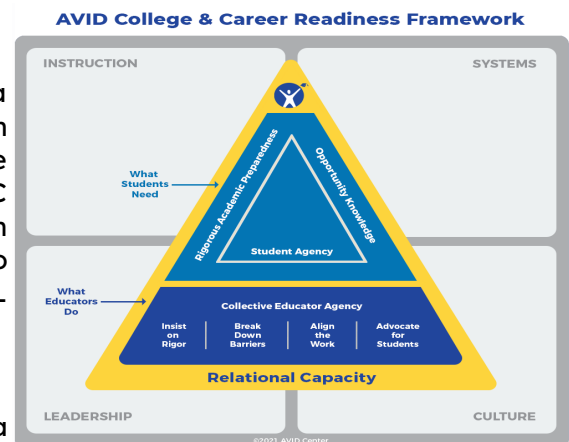
SGC MISSION/VISION INFORMATION

Mission

The SGC Mission will be developed as part of a collaborative process between the SGC administration and the SGC School Improvement Leadership Team. The mission will be shared at the end of the 25-26 SY. SGC supports and adheres to the Strategic Plan mission statement of Urbana School District 116, which is to “create a supportive community to equip and nurture ALL learners to achieve success.”

Vision

The vision of SGC will be developed as part of a collaborative process between the SGC administration and the SGC School Improvement Leadership Team, and will be shared at the end of the 25-26 SY.



AVID Core Values

As an AVID campus; we will align our work with the AVID College & Career Readiness Framework. Below are the 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 SGC 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.

SGC SCHOOL IMPROVEMENT GOALS

Math:

- By June 2026, the Sixth Grade Center will increase overall student proficiency in math computation by 10% (from 16% in 2025 to 26% in 2026) as measured by Spring 2026 MAP Growth assessments. This will be achieved through intentional implementation of the AVID Focused Note-Taking strategy (FNT) to synthesize students' thinking, engage them in collaborative discussions, and guide students in summarizing, reflecting on, and applying learning. We will also embed math fluency and problem-solving skills in other content areas, and use data to set and monitor objectives and provide feedback.

Literacy:

- By June 2026, the Sixth Grade Center will increase overall student reading proficiency by 10% (from 19% in 2025 to 29% in 2026) as measured by Spring 2026 MAP Reading Growth assessments data. This will be achieved through intentional implementation of the AVID Focused Note-Taking strategy (FNT) to synthesize students' thinking, engage them in collaborative discussions, and guide students in summarizing, reflecting on, and applying learning. We will also embed comprehension strategies in other content areas, and use data to set and monitor objectives and provide feedback.

Culture and Climate:

- By the end of the 2025-2026 school year, implementation of AVID Framework strategies will be observed in at least 85% of each teacher's classroom walkthrough data, and From Fall 2025 to Spring 2026, there will be a 5% average increase in students' sense of belonging as measured by the Panorama Student Climate Survey. This will be achieved through consistent implementation of 7 Mindsets SEL curriculum and the AVID Framework to support student growth and achievement, which will be evidenced in learning walks in every classroom. We will also implement student committees to solicit student voice using feedback to improve climate and culture.

Attendance:

- By the end of the 2025-2026 school year, the Sixth Grade Center will improve overall student attendance by reducing the rate of chronically absent students by 7% (from 22% to 15%). This will be achieved through the consistent implementation of our attendance verification structure, consistent communication with families, and the intentional implementation of tiered attendance practices.

Key Strategies to Accomplish These Goals:

- NWEA MAP Data Analysis
- Focused Note-Taking Strategies (FNT) in EVERY classroom
- Intentional use of high-leverage strategies to support instruction
- Daily focus on SEL with scheduled 7 Mindsets instruction on Wednesdays
- WIN (What I Need) block every Wednesday to support closing opportunity gaps
- Consistent, building-wide behavioral expectations
- Saber Tooth Tiger PRIDE expectations practices in all spaces
- Staff Professional Learning Communities as a Professional Development Strategy
- Culturally responsive pedagogy
- Family engagement
- Multi-Tiered strategies and supports
- CHAMPS: classroom management plans and strategies in EVERY classroom

SGC/DISTRICT RESIDENCY REQUIREMENTS

Residence (7.60)

Only students who are residents of the District may attend a District school without a tuition charge, except as otherwise provided below or in State law. A student's residence is the same as the person who has legal custody of the student.

A person asserting legal custody over a student, who is not the child's natural or adoptive parent, shall complete a notarized affidavit, stating: (a) that he or she has assumed and exercises legal responsibility for the child, (b) the reason the child lives with him or her, other than to receive an education in the District, and (c) that he or she exercises full control over the child regarding daily educational and medical decisions in case of emergency. If the District knows the current address of the child's natural or adoptive parent, the District shall request in writing that the person complete a signed statement or affidavit stating: (a) the role and responsibility of the person with whom their child is living, and (b) that the person with whom the child is living has full control over the child regarding daily educational and medical decisions in case of emergency.

A student whose family moves out of the District during the school year will be permitted to attend school for the remainder of the year without payment of tuition.

When a student's change of residence is due to the military service obligation of the student's legal custodian, the student's residence is deemed to be unchanged for the duration of the custodian's military service obligation if the student's custodian made a written request. The District, however, is not responsible for the student's transportation to or from school.

If, at the time of enrollment, a dependent child of military personnel is housed in temporary housing located outside of the District, but will be living within the District within six months after the time of initial enrollment, the child is allowed to enroll, subject to the requirements of State law, and must not be charged tuition.

Residence of Students with Disabilities

The residence of a child with a disability is determined in accordance with [105 ILCS 5/14-1.11](#), [5.14-1.11a](#), and [5/14-1.11b](#).

Requests for Nonresident Student Admission

Non-resident students may attend District schools upon the approval of a request submitted by the student's parent(s)/guardian(s) for non-resident admission. The Superintendent may approve the request subject to the following:

1. The student will attend on a year-to-year basis. Approval for any one year is not authorization to attend a following year.
2. The student will be accepted only if there is sufficient room.
3. The student's parent(s)/guardian(s) will be charged the maximum amount of tuition as allowed by State law.
4. The student's parent(s)/guardian(s) will be responsible for transporting the student to and from school.

Admission of Nonresident Students Pursuant to an Agreement or Order

Nonresident students may attend District schools pursuant to:

1. A written agreement with an adjacent school district to provide for tuition-free attendance by a student of that district, provided both the Superintendent or designee and the adjacent district determine that the student's health and safety will be served by such attendance.

2. A written agreement with cultural exchange organizations and institutions supported by charity to provide for tuition-free attendance by foreign exchange students and nonresident pupils of charitable institutions.
3. According to an intergovernmental agreement.
4. Whenever any State or federal law or a court order mandates the acceptance of a nonresident student.

Admission of Non-Resident Children of Full Time District Employees

The School District may, in accordance with the remaining provisions of this policy, waive tuition for a non-resident student who is the child of a district full-time employee pursuant to [105 ILCS 5/10-20.12a](#)(a). For the purpose of this policy, child means the district employee's biological child, adopted child, foster child, stepchild, or a child for whom the employee serves as legal guardian.

Homeless Children

Any homeless child shall be immediately admitted, even if the child or child's parent/guardian is unable to produce records normally required to establish residency. Board of Education policy 6:140, *Education of Homeless Children*, and its implementing administrative procedure, govern the enrollment of homeless children.

Challenging a Student's Residence Status

If the Superintendent or designee determines that a student attending school on a tuition-free basis is a non-resident of the District for whom tuition is required to be charged, he or she on behalf of the Board of Education shall notify the person who enrolled the student of the tuition amount that is due. The notice shall detail the specific reasons why the Board believes that the student is a nonresident of the District and shall be given by certified mail, return receipt requested. The person who enrolled the student may challenge this determination and request a hearing as provided by the School Code, [105 ILCS 5/10-20.12b](#).

STUDENT MEDICAL INFORMATION/POLICIES

Health, Eye, and Dental Examinations; Immunizations; and Exclusion of Students

Required Health Examinations and Immunizations (7:100)

A student's parents/guardians shall present proof that the student received a health examination, with proof of the immunizations against, and screenings for, preventable communicable diseases, as required by the Illinois Department of Public Health (IDPH), within one year prior to:

1. Entering kindergarten or the first grade;
2. Entering the sixth and ninth grades; and
3. Enrolling in an Illinois school, regardless of the student's grade (including nursery school, special education, Head Start programs operated by elementary or secondary schools, and students transferring into Illinois from out-of-state or out-of-country).

Proof of immunization against meningococcal disease is required for students in grades 6 and 12. As required by State law:

1. Health examinations must be performed by a physician licensed to practice medicine in all of its branches, an advanced practice registered nurse, or a physician assistant who has been delegated the performance of health examinations by a supervising physician.
2. A diabetes screening is a required part of each health examination; diabetes testing is not required.
3. An age-appropriate developmental screening and an age-appropriate social and emotional screening are required parts of each health examination. A student will not be excluded from school due to his or her parent/guardian's failure to obtain a developmental screening or a social and emotional screening.
4. Before admission and in conjunction with required physical examinations, parents/guardians of children between the ages of one and seven years must provide a statement from a physician that their child was *risk-assessed* or screened for lead poisoning.
5. The IDPH will provide all students entering sixth grade and their parents/guardians information about the link between human papillomavirus (HPV) and HPV-related cancers and the availability of the HPV vaccine.
6. The District will provide informational materials regarding influenza and influenza vaccinations developed, provided, or approved by the IDPH when it provides information on immunizations, infectious diseases, medications, or other school health issues to students' parents/guardians.

Unless an exemption or extension applies, the failure to comply with the above requirements by the first day of school of the current school year will result in the student's exclusion from school until the required health forms are presented to the District. New students who register after the first day of the current school year shall have 30 days following registration to comply with the health examination and immunization regulations. If a medical reason prevents a student from receiving a required immunization by the first day of school, the student must present, by the first day of school, an immunization schedule and a statement of the medical reasons causing the delay. The schedule and statement of medical reasons must be signed by the physician, advanced practice registered nurse, physician assistant, or local health department responsible for administering the immunizations.

A student transferring from out-of-state who does not have the required proof of immunizations by the first day of school may attend classes only if he or she has proof that an appointment for the required vaccinations is scheduled with a party authorized to submit proof of the required vaccinations. If the required proof of vaccination is not submitted within 30 days after the student is permitted to attend classes, the student may no longer attend classes until proof of the vaccinations is properly submitted.

Eye Examination

Parents/guardians are encouraged to have their children undergo an eye examination whenever health examinations are required.

Parents/guardians of students entering kindergarten or an Illinois school for the first time shall present proof before October 15 of the current school year that the student received an eye examination within one year prior to entry of kindergarten or the school. A physician licensed to practice medicine in all of its branches, or a licensed optometrist, must perform the required eye examination.

If a student fails to present proof by October 15, the school may hold the student's report card until the student presents proof: (1) of a completed eye examination, or (2) that an eye examination will take place within 60 days after October 15. The Superintendent or designee shall ensure that parents/guardians are notified of this eye examination requirement in compliance with the rules of the IDPH. Schools shall not exclude a student from attending school due to failure to obtain an eye examination.

Dental Examination

All children in kindergarten and the second, sixth, and ninth grades must present proof of having been examined by a licensed dentist before May 15 of the current school year in accordance with rules adopted by the IDPH.

If a child in the second, sixth, or ninth grade fails to present proof by May 15, the school may hold the child's report card until the child presents proof: (1) of a completed dental examination, or (2) that a dental examination will take place within 60 days after May 15. The Superintendent or designee shall ensure that parents/guardians are notified of this dental examination requirement at least 60 days before May 15 of each school year.

Exemptions

In accordance with rules adopted by the IDPH, a student will be exempted from this policy's requirements for:

1. Religious grounds, if the student's parents/guardians present the IDPH's Certificate of Religious Exemption form to the Superintendent or designee. When a Certificate of Religious Exemption form is presented, the Superintendent or designee shall immediately inform the parents/guardians of exclusion procedures pursuant to Board policy 7:280, *Communicable and Chronic Infectious Disease*, and State rules if there is an outbreak of one or more diseases from which the student is not protected.
2. Health examination or immunization requirements on medical grounds, if the examining physician, advanced practice registered nurse, or physician assistant provides written verification.
3. Eye examination requirement, if the student's parents/guardians show an undue burden or lack of access to a physician licensed to practice medicine in all of its branches who provides eye examinations or a licensed optometrist.
4. Dental examination requirement, if the student's parents/guardians show an undue burden or a lack of access to a dentist.

Health Records for Homeless Children

Any homeless child shall be immediately admitted, even if the child or child's parent/guardian is unable to produce immunization and health records normally required for enrollment. Board policy 6:140, *Education of Homeless Children*, governs the enrollment of homeless children.

Physical Examinations and Immunization Requirements

SGC 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 Sixth Grade Center 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 appointments 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, they 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.

Administering Medicines to Students (7:270)

Students should not take medication during school hours or during school-related activities unless it is necessary for a student's health and well-being. When a student's licensed health care provider and parent/guardian believe that it is necessary for the student to take medication during school hours or school-related activities, the parent/guardian must request that the school dispense the medication to the child and otherwise follow the District's procedures on dispensing medication.

The Board of Education authorizes the Superintendent or designee to establish and maintain a parent-teacher advisory committee to develop, in conjunction with the Board guidelines for administering medication in school.

The District will limit its dispensation of medications to situations 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 for before and after school hours.

No School District employee shall administer to any student, or supervise a student's self-administration of, any prescription or non-prescription medication until a completed and signed *School Medication Authorization Form (SMA Form)* is submitted by the student's parent/guardian. **Please refer to the following current Agreement between Urbana Education (Support) Association, IEA-NEA and Urbana School District #116 Board of Education.**

No student shall possess or consume any prescription or non-prescription medication on school grounds or at a school-related function other than as provided for in this policy and its implementing procedures.

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

The Building Principal shall include this policy in the Student Handbook and shall provide a copy to the parents/guardians of students.

Self-Administration of Medication

A student may possess and self-administer an epinephrine injector, e.g., EpiPen®, and/or asthma medication prescribed for use at the student's discretion, provided the student's parent/guardian has completed and signed an *SMA Form*. The Superintendent or designee will ensure an Emergency Action Plan is developed for each self-administering student.

A student may self-administer medication required under a *qualifying plan*, provided the student's parent/guardian has completed and signed an *SMA Form*. A qualifying plan means: (1) an asthma action plan, (2) an Individual Health Care Action Plan, (3) an allergy emergency action plan, (4) a plan pursuant to Section 504 of the federal Rehabilitation Act of 1973, or (5) a plan pursuant to the federal Individuals with Disabilities Education Act.

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

School District Supply of Undesignated Asthma Medication

The Superintendent or designee shall implement [105 ILCS 5/22-30\(f\)](#) and maintain a supply of undesignated asthma medication in the name of the District and provide or administer them as necessary according to State law. *Undesignated asthma medication* means an asthma medication prescribed in the name of the District or one of its schools. A school nurse or trained personnel, as defined in State law, may administer an undesignated asthma medication to a person when they, in good faith, believe a person is having *respiratory distress*. Respiratory distress may be characterized as *mild-to-moderate* or *severe*. Each building administrator and/or his or her corresponding school nurse shall maintain the names of trained personnel who have received a statement of certification pursuant to State law.

School District Supply of Undesignated Epinephrine Injectors

The Superintendent or designee shall implement [105 ILCS 5/22-30\(f\)](#) and maintain a supply of undesignated epinephrine injectors in the name of the District and provide or administer them as necessary according to State law. *Undesignated epinephrine injector* means an epinephrine injector prescribed in the name of the District or one of its schools. A school nurse or trained personnel, as defined in State law, may administer an undesignated epinephrine injector to a person when they, in good faith, believe a person is having an anaphylactic reaction.

School District Supply of Undesignated Opioid Antagonists

The Superintendent or designee shall implement [105 ILCS 5/22-30\(f\)](#) and maintain a supply of undesignated opioid antagonists and provide or administer them as necessary according to State law. *Opioid antagonist* means a drug that binds to opioid receptors and blocks or inhibits the effect of opioids acting on those receptors, including, but not limited to, naloxone hydrochloride or any other similarly acting drug approved by the U.S. Food and Drug Administration. *Undesignated opioid antagonist* is not defined by the School Code; for purposes of this policy it means an opioid antagonist prescribed in the name of the District or one of its schools or obtained by the District without a prescription. A school nurse or trained personnel, as defined in State law, may administer an undesignated opioid antagonist to a person when they, in good faith, believe a person is having an opioid overdose. Each building administrator and/or his or her corresponding school nurse shall maintain the names of trained personnel who have received a statement of certification pursuant to State law. See the website for the Ill. Dept. of Human Services for information about opioid prevention, abuse, public awareness, and a toll-free number to provide information and referral services for persons with questions concerning substance abuse treatment.

School District Supply of Undesignated Glucagon

The Superintendent or designee shall implement [105 ILCS 145/27](#) and maintain a supply of undesignated glucagon in the name of the District in accordance with manufacturer's instructions.

When a student's prescribed glucagon is not available or has expired, a school nurse or delegated care aide may administer undesignated glucagon only if he or she is authorized to do so by a student's diabetes care plan.

Administration of Medical Cannabis

The Compassionate Use of Medical Cannabis Program Act allows a *medical cannabis infused product* to be administered to a student by one or more of the following individuals:

1. A parent/guardian of a student who is a minor who registers with the Ill. Dept. of Public Health (IDPH) as a *designated caregiver* to administer medical cannabis to their child. A designated caregiver may also be another individual other than the student's parent/guardian. Any designated caregiver must be at least 21 years old and is allowed to administer a *medical cannabis infused product* to a child who is a student on the premises of his or her school or on his or her school bus if:
 - a. Both the student and the designated caregiver possess valid registry identification cards issued by IDPH;
 - b. Copies of the registry identification cards are provided to the District;
 - c. That student's parent/guardian completed, signed, and submitted a *School Medication Authorization Form - Medical Cannabis*; and
 - d. After administering the product to the student, the designated caregiver immediately removes it from school premises or the school bus.
2. A properly trained school nurse or administrator, who shall be allowed to administer the *medical cannabis infused product* to the student on the premises of the child's school, at a school-sponsored activity, or before/after normal school activities, including while the

student is in before-school or after-school care on school-operated property or while being transported on a school bus.

3. The student him or herself when the self-administration takes place under the direct supervision of a school nurse or administrator.

Medical cannabis infused product (product) includes oils, ointments, foods, and other products that contain usable cannabis but are not smoked or vaped. Smoking and/or vaping medical cannabis is prohibited.

The product may not be administered in a manner that, in the opinion of the District or school, would create a disruption to the educational environment or cause exposure of the product to other students. A school employee shall not be required to administer the product.

Discipline of a student for being administered a product by a designated caregiver, or by a school nurse or administrator, or who self-administers a product under the direct supervision of a school nurse or administrator pursuant to this policy is prohibited. The District may not deny a student attendance at a school solely because he or she requires administration of the product during school hours.

Void Policy

The **School District Supply of Undesignated Asthma Medication** section of the policy is void whenever the Superintendent or designee is, for whatever reason, unable to: (1) obtain for the District a prescription for undesignated asthma medication from a physician or advanced practice nurse licensed to practice medicine in all its branches, or (2) fill the District's prescription for undesignated school asthma medication.

The **School District Supply of Undesignated Epinephrine Injectors** section of the policy is void whenever the Superintendent or designee is, for whatever reason, unable to: (1) obtain for the District a prescription for undesignated epinephrine injectors from a physician or advanced practice nurse licensed to practice medicine in all its branches, or (2) fill the District's prescription for undesignated school epinephrine injectors.

The **School District Supply of Undesignated Opioid Antagonists** section of the policy is void whenever the Superintendent or designee is unable to obtain a supply of opioid antagonists due to a shortage, in which case the District shall make reasonable efforts to maintain a supply.

The **School District Supply of Undesignated Glucagon** section of the policy is void whenever the Superintendent or designee is, for whatever reason, unable to: (1) obtain for the District a prescription for glucagon from a qualifying prescriber, or (2) fill the District's prescription for undesignated school glucagon.

The **Administration of Medical Cannabis** section of the policy is void and the District reserves the right not to implement it if the District or school is in danger of losing federal funding.

Administration of Undesignated Medication

Upon any administration of an undesignated medication permitted by State law, the Superintendent or designee(s) must ensure all notifications required by State law and administrative procedures occur.

Undesignated Medication Disclaimers

Upon implementation of this policy, the protections from liability and hold harmless provisions applicable under State law apply.

No one, including without limitation, parents/guardians of students, should rely on the District for the availability of undesignated medication. This policy does not guarantee the availability

of undesignated medications. Students and their parents/guardians should consult their own physician regarding these medication(s).

Anaphylaxis Prevention, Response, and Management Program (7:285)

School attendance may increase a student's risk of exposure to allergens that could trigger anaphylaxis. Students at risk for anaphylaxis benefit from a Board of Education policy that coordinates a planned response in the event of an anaphylactic emergency. Anaphylaxis is a severe systemic allergic reaction from exposure to allergens that is rapid in onset and can cause death. Common allergens include animal dander, fish, latex, milk, shellfish, tree nuts, eggs, insect venom, medications, peanuts, soy, and wheat. A severe allergic reaction usually occurs quickly; death has been reported to occur within minutes. An anaphylactic reaction can also occur up to one to two hours after exposure to the allergen.

While it is not possible for the District to completely eliminate the risks of an anaphylactic emergency when a student is at school, an Anaphylaxis Prevention, Response, and Management Program using a cooperative effort among students' families, staff members, students, health care providers, emergency medical services, and the community helps the District reduce these risks and provide accommodations and proper treatment for anaphylactic reactions.

The Superintendent or designee shall develop and implement an Anaphylaxis Prevention, Response, and Management Program for the prevention and treatment of anaphylaxis that:

1. Fully implements the Ill. State Board of Education (ISBE)'s model policy required by the School Code that: (a) relates to the care and response to a person having an anaphylaxis reaction, (b) addresses the use of epinephrine in a school setting, (c) provides a full food allergy and prevention of allergen exposure plan, and (d) aligns with [105 ILCS 5/22-30](#) and [23 Ill.Admin.Code §1.540](#).
2. Ensures staff members receive appropriate training, including: (a) an in-service training program for staff who work with students that is conducted by a person with expertise in anaphylactic reactions and management, and (b) training required by law for those staff members acting as *trained personnel*, as provided in [105 ILCS 5/22-30](#) and [23 Ill.Admin.Code §1.540](#).
3. Implements and maintains a supply of undesignated epinephrine in the name of the District, in accordance with policy 7:270, *Administering Medicines to Students*.
4. Follows and references the applicable best practices specific to the District's needs in the Centers for Disease Control and Prevention's *Voluntary Guidelines for Managing Food Allergies in Schools and Early Care and Education Programs* and the *National Association of School Nurses Allergies and Anaphylaxis Resources/Checklists*.
5. Provides annual notice to the parents/guardians of all students to make them aware of this policy.
6. Complies with State and federal law and is in alignment with Board policies.

Monitoring

Pursuant to State law and policy 2:240, *Board Policy Development*, the Board reviews and makes any necessary updates to this policy at least once every three years. The Superintendent or designee shall assist the Board with its review and any necessary updates.

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.

Student Athlete Concussions and Head Injuries (7:305)

The Superintendent or designee shall develop and implement a program to manage concussions and head injuries suffered by students. The program shall:

1. Fully implement the Youth Sports Concussion Safety Act (YSCSA), that provides, without limitation, each of the following:
 - a. The Board must appoint or approve member(s) of a Concussion Oversight Team for the District.
 - b. The Concussion Oversight Team shall establish each of the following based on peer-reviewed scientific evidence consistent with guidelines from the Centers for Disease Control and Prevention:
 - i. A return-to-play protocol governing a student's return to interscholastic athletics practice or competition following a force of impact believed to have caused a concussion. The Superintendent or designee shall supervise an athletic trainer or other person responsible for compliance with the return-to-play protocol.
 - ii. A return-to-learn protocol governing a student's return to the classroom following a force of impact believed to have caused a concussion. The Superintendent or designee shall supervise the person responsible for compliance with the return-to-learn protocol.
 - c. Each student and the student's parent/guardian shall be required to sign a concussion information receipt form each school year before participating in an interscholastic athletic activity.
 - d. A student shall be removed from an interscholastic athletic practice or competition immediately if any of the following individuals believes that the student sustained a concussion during the practice and/or competition: a coach, a physician, a game official, an athletic trainer, the student's parent/guardian, the student, or any other person deemed appropriate under the return-to-play protocol.
 - e. A student who was removed from interscholastic athletic practice or competition shall be allowed to return only after all statutory prerequisites are completed, including without limitation, the return-to-play and return-to-learn protocols developed by the Concussion Oversight Team. An athletic team coach or assistant coach may not authorize a student's return-to-play or return-to-learn.
 - f. The following individuals must complete concussion training as specified in the YSCSA: all coaches or assistant coaches (whether volunteer or a district employee) of interscholastic athletic activities; nurses, licensed healthcare professionals or non-licensed healthcare professionals who serve on the Concussion Oversight Team (whether or not they serve on a volunteer basis); athletic trainers; game

- officials of interscholastic athletic activities; and physicians who serve on the Concussion Oversight Team.
- g. The Board shall approve school-specific emergency action plans for interscholastic athletic activities to address the serious injuries and acute medical conditions in which a student's condition may deteriorate rapidly.
2. Comply with the concussion protocols, policies, and by-laws of the Illinois High School Association (IHSA), including its *Protocol for Implementation of NFHS Sports Playing Rules for Concussions*, which includes its *Return to Play (RTP) Policy*. These specifically require that:
 - a. A student athlete who exhibits signs, symptoms, or behaviors consistent with a concussion in a practice or game shall be removed from participation or competition at that time.
 - b. A student athlete who has been removed from an interscholastic contest for a possible concussion or head injury may not return to that contest unless cleared to do so by a physician licensed to practice medicine in all its branches in Illinois or a certified athletic trainer.
 - c. If not cleared to return to that contest, a student athlete may not return to play or practice until the student athlete has provided his or her school with written clearance from a physician licensed to practice medicine in all its branches in Illinois, advanced practice registered nurse, physician assistant or a certified athletic trainer working in conjunction with a physician licensed to practice medicine in all its branches in Illinois.
 3. Require that all high school coaching personnel, including the head and assistant coaches, and athletic directors obtain online concussion certification by completing online concussion awareness training in accordance with [105 ILCS 25/1.15](#).
 4. Require all student athletes to view the IHSA video about concussions.
 5. Inform student athletes and their parent(s)/guardian(s) about this policy in the *Agreement to Participate* or other written instrument that a student athlete and his or her parent/guardian must sign before the student is allowed to participate in a practice or interscholastic competition.
 6. Provide coaches and student athletes and their parent(s)/guardian(s) with educational materials from the IHSA regarding the nature and risk of concussions and head injuries, including the risks inherent in continuing to play after a concussion or head injury.
 7. Include a requirement for staff members to distribute the Ill. Dept. of Public Health concussion brochure to any student or the parent/guardian of a student who may have sustained a concussion, regardless of whether or not the concussion occurred while the student was participating in an interscholastic athletic activity, if available.
 8. Include a requirement for certified athletic trainers to complete and submit a monthly report to the IHSA on student-athletes who have sustained a concussion during: 1) a school-sponsored activity overseen by the athletic trainer; or 2) a school-sponsored event of which the athletic director is made aware.

Automated External Defibrillator (AED)

At least one automated external defibrillator (AED) shall be present in each District attendance center during the school day and during any District-sponsored extracurricular activity on school grounds. In addition, the Superintendent or designee shall implement a written plan for responding to medical emergencies at the District's physical fitness facilities in accordance with the Fitness Facility Medical Emergency Preparedness Act and shall file a copy of the plan with the Ill. Dept. of Public Health (IDPH). The plan shall provide for at least one AED to be available at every physical fitness facility on the premises according to State law requirements.

The District shall have an AED on site as well as a trained AED user: (1) on staff during staffed business hours; and (2) available during activities or events sponsored and conducted or

supervised by the District. The Superintendent or designee shall ensure that every AED on the District's premises is properly tested and maintained in accordance with rules developed by the IDPH. This policy does not create an obligation to use an AED.

TRANSPORTATION TO AND FROM SCHOOL

Bicycles, Skateboards and Rollerblades

Bicycle racks are available on the school grounds near each entrance. All bikes are to be parked in these racks. SGC does not assume responsibility for damaged or stolen items. Bicycles, skateboards, scooters, heelys, 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.

Transportation is provided by the Champaign-Urbana Mass Transit District (384-8188) or First Student Bus Service (344-4586)

SGC ATTENDANCE PROCEDURES

The following Administrative Procedures and definitions have been developed to address excused and unexcused absences. Adjustments were made to insure conformity with the Compulsory Attendance Article as amended in the State of Illinois School Code, the revised guidelines issued by the Illinois Office of Education, and the attendance policy of District #116. These policies and guidelines apply to all levels of K-12.

Compulsory School Attendance

This policy applies to individuals who have custody or control of a child: (a) between the ages of six (on or before September 1) and 17 years (unless the child has graduated from high school), or (b) who is enrolled in any of grades kindergarten through 12 in the public school regardless of age. Subject to specific requirements in State law, the following children are not required to attend public school: (1) any child attending a private school (including a home school) or parochial school, (2) any child who is physically or mentally unable to attend school (including a pregnant student suffering medical complications as certified by her physician), (3) any child lawfully and necessarily employed, (4) any child over 12 and under 14 years of age while in confirmation classes, (5) any child absent because of religious reasons, including to observe a religious holiday, for religious instruction, or because his or her religion forbids secular activity on a particular day(s) or time of day, and (6) any child 16 years of age or older who is employed and is enrolled in a graduation incentives program.

The parent/guardian of a student who is enrolled must authorize all absences from school and notify the school in advance or at the time of the student's absence. A valid cause for absence includes illness (including mental or behavioral health of the student), observance of a religious holiday, death in the immediate family, attendance at a civic event, family emergency, other situations beyond the control of the student as determined by the Board, voting pursuant to policy 7:90, *Release During School Hours* ([10 ILCS 5/7-42](#) and [5/17-15](#)), other circumstances that cause reasonable concern to the parent/guardian for the student's mental, emotional, or physical health or safety, or other reason as approved by the Superintendent or designee. Students absent for a valid cause may make up missed homework and classwork assignments in a reasonable timeframe.

Absences

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.

The acceptable reasons for excused absences according to Illinois State Board of Education (ISBE) are: "Valid cause" for absence shall be illness, observance of a religious holiday, death in the immediate family, family emergency, student mental health day, civic event per Public Act (PA) 102-981, and shall include such other situations beyond the control of the student as determined by the board of education in each district, or such other circumstances which cause reasonable concern to the parent for the mental, emotional, or physical health or safety of the student."

When a student is absent because of illness, observance of a religious holiday, death in the immediate family, or an emergency in the immediate family, as defined in the district policy, these procedures are to be followed:

The parent or guardian is to call the school attendance office on the morning of the first day of the absence. The parent is to indicate the reason for the absence and the estimated duration of the absence. In special cases where absence is over an extended time or is frequent, the principal may request reasons in writing from the parent and/or a statement from a physician.

Monitoring

Pursuant to State law and policy 2:240, *Board Policy Development*, the Board updates this policy at least once every two years. The Superintendent or designee shall assist the Board with its update.

Notification of Absences

All absences, regardless of reason that are not reported by phone will be recorded as unexcused. Written statements are also accepted at all buildings except Urbana High School. At Urbana High School, telephone calls must be made between 7:30 a.m. - 4:00 p.m. on the day of the absence, or the absence will be considered unexcused.

- Attendance Office: Urbana Sixth Grade Center 217-384-3672
- Attendance Office: Urbana Middle School 217-384-3688
- Attendance Office: Urbana High School 217- 384-3522
- M.L. King 217-384-3675
- Leal 217-384-3618
- Dr. Preston L. Williams Jr. 217-384-3628
- Thomas Paine 217-384-3572
- Yankee Ridge Multilingual 217-384-3608
- Urbana Early Childhood School 217-384-3616

Mental Health Absences

What is Mental Health?

The Illinois State Board of Education recognizes that supporting our educators' and students' mental and emotional well-being is vitally important to achieving our agency's vision, mission, and goals.

Public Act 102-0321 (Senate Bill 1577) amends the compulsory attendance article of the School Code by allowing students to take up to five mental or behavioral health days per year. Students are not required to provide a medical note and must be given the opportunity to make up any schoolwork missed during such absences. A student may be referred to the appropriate school personnel following the second mental health day.

Release Time for Religious Instruction/Observance (7:80)

A student shall be released from school, as an excused absence, because of religious reasons, including to observe a religious holiday, for religious instruction, or because the student's religion forbids secular activity on a particular day(s) or time of day. The student's parent/guardian must give written notice to the Building Principal at least five calendar days before the student's anticipated absence(s).

The Superintendent or designee shall develop and distribute to teachers appropriate procedures regarding student absences for religious reasons, including how teachers are notified of a student's impending absence, and the State law requirement that teachers provide the student with an equivalent opportunity to make up any examination, study, or work requirement.

Release During School Hours (7:90)

For safety and security reasons, a prior written or oral consent of a student's custodial parent/guardian is required before a student is released during school hours: (1) at any time before the regular dismissal time or at any time before school is otherwise officially closed, and/or (2) to any person other than a custodial parent/guardian.

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 their own assignments.

Excessive Absences

The maximum number of excused absences allowed **in a school year 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.

Once a student has accumulated eight absences per year, any additional absence will be considered unexcused and handled as an unexcused absence. Excluded from this policy shall be absences that 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).

It is crucial for students to be in attendance. We have numerous avenues for support to help you in making attendance a priority. If your student is out for 10+ days, students will be dropped and family will need to re-enroll upon return. All interventions will be attempted when a student has received 15+ unexcused absences, however, this may result in the student being dropped for nonattendance ([105 ILCS 5/26-12](#)).

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

Truancy

- Truancy is defined as unexcused absence for any school day or portion thereof.

Habitual or chronic truancy is defined as unexcused absences totaling 5% or more of the previous 180 regular attendance days. Parents will be notified by their school before student absence reaches the 5% level.

Schools will utilize supportive services and other school resources in an attempt to correct the truant behavior of students who are approaching a chronic truancy classification.

If the positive measures provided by the school fail to correct the behavior of a student, a chronic truancy report will be made to the Truancy Officer at the Regional Office of Education, who will take appropriate action against the parents or the student, whichever is indicated by the situation.

Absenteeism and Truancy Program

The Superintendent or designee shall manage an absenteeism and truancy program in accordance with the School Code and Board of Education policy. The program shall include but not be limited to:

1. A protocol for excusing a student from attendance who is necessarily and lawfully employed. The Superintendent or designee is authorized to determine when the student's absence is justified.
2. A protocol for excusing a student in grades 6 through 12 from attendance to sound *Taps* at a military honors funeral held in Illinois for a deceased veteran.
3. A protocol for excusing a student from attendance on a particular day(s) or at a particular time of day when his/her parent/guardian is an active duty member of the uniformed services and has been called to duty for, is on leave from, or has immediately returned from deployment to a combat zone or combat-support postings.
4. A process to telephone, within two hours after the first class, the parents/guardians of students in grade 8 or below who are absent without prior parent/guardian notification.
5. A process to identify and track students who are truants, chronic or habitual truants, or truant minors as defined in [105 ILCS 5/26-2a](#).
6. A description of diagnostic procedures for identifying the cause(s) of a student's unexcused absenteeism, including interviews with the student, his or her parent(s)/guardian(s), and staff members or other people who may have information about the reasons for the student's attendance problem.
7. The identification of supportive services that may be offered to truant, chronically truant, or chronically absent students, including parent-teacher conferences, student and/or family counseling, or information about community agency services. See Board policy 6:110, *Programs for Students At Risk of Academic Failure and/or Dropping Out of School and Graduation Incentives Program*.
8. A process for the collection and review of chronic absence data and to:
 - a. Determine what systems of support and resources are needed to engage chronically absent students and their families, and
 - b. Encourage the habit of daily attendance and promote success.
9. Reasonable efforts to provide ongoing professional development to teachers, administrators, Board members, school resource officers, and staff on the appropriate and available supportive services for the promotion of student attendance and engagement.
10. A process to request the assistance and resources of outside agencies, such as, the juvenile officer of the local police department or the truant office of the appropriate Regional Office of Education, if truancy continues after supportive services have been offered.
11. A protocol for cooperating with non-District agencies including County or municipal authorities, the Regional Superintendent, truant officers, the Community Truancy Review Board, and a comprehensive community based youth service agency. Any disclosure of school student records must be consistent with Board policy 7:340, *Student Records*, as well as State and federal law concerning school student records.
12. An acknowledgement that no punitive action, including out-of-school suspensions, expulsions, or court action, shall be taken against a truant minor for his or her truancy unless available supportive services and other school resources have been provided to the student.
13. The criteria to determine whether a student's non-attendance is due to extraordinary circumstances shall include economic or medical necessity or family hardship and such other criteria that the Superintendent believes qualifies.
14. A process for a 17 year old resident to participate in the District's various programs and resources for truants. The student must provide documentation of his/her dropout status for the previous six months. A request from an individual 19 years of age or older

to re-enroll after having dropped out of school is handled according to provisions in 7:50, *School Admissions and Student Transfers To and From Non-District Schools*.

15. A process for the temporary exclusion of a student 17 years of age or older for failing to meet minimum attendance standards according to provisions in State law. A parent/guardian has the right to appeal a decision to exclude a student.

FOOD SERVICE: DISTRICT & SGC

Free and Reduced-Price Food Services Notice (4:130)

The Superintendent shall be responsible for implementing the District's free and reduced-price food services policy and all applicable programs.

If State funding is available for the Healthy School Meals for All Program, the Board will annually determine if it will participate in the program.

Eligibility Criteria and Selection of Children

A student's eligibility for free and reduced-price food services shall be determined by the income eligibility guidelines, family-size income standards, set annually by the U.S. Department of Agriculture and distributed by the Illinois State Board of Education. From time to time, the income eligibility guidelines and standards may not be necessary when reimbursements for students' free breakfasts and lunches are claimed through the U.S. Depts. of Agriculture and Education's Community Eligibility Provision (CEP). When claiming the CEP, the District will follow its requirements.

Notification

At the beginning of each school year, by letter, the District shall notify students and their parents/guardians of: (1) eligibility requirements for free and reduced-price food service; (2) the application process; (3) the name and telephone number of a contact person for the program; and (4) other information required by federal law. The Superintendent shall provide the same information to: (1) informational media, the local unemployment office, and any major area employers contemplating layoffs; and (2) the District's website (if applicable), all school newsletters, or students' registration materials. Parents/guardians enrolling a child in the District for the first time, any time during the school year, shall receive the eligibility information.

Nondiscrimination Assurance

The District shall avoid publicly identifying students receiving free or reduced-price meals and shall use methods for collecting meal payments that prevent identification of children receiving assistance.

Appeal

A family may appeal the District's decision to deny an application for free and reduced-price food services or to terminate such services as outlined by the U.S. Department of Agriculture in [7 C.F.R. §245.7](#), Determining Eligibility for Free and Reduced-Price Meals and Free Milk in Schools. The Superintendent shall establish a hearing procedure for adverse eligibility decisions and provide by mail a copy of them to the family. The District may also use these procedures to challenge a child's continued eligibility for free or reduced-price meals or milk. During an appeal, students previously receiving food service benefits shall not have their benefits terminated. Students who were denied benefits shall not receive benefits during the appeal.

The Superintendent shall keep on file for a period of three years a record of any appeals made and the hearing record. The District shall also maintain accurate and complete records showing the data and method used to determine the number of eligible students served free and reduced-price food services. These records shall be maintained for three years.

Breakfast

An independent food contractor, Quest Food Service (217) 384-3694, provides breakfast service for all USD 116 students. All students qualify for one no-charge breakfast.

Additional breakfast 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 Quest Food Service during the food service hours. You may request information regarding the balance of your student's account at any time by sending a written note to school with your child, or by calling the Quest Food Service office at (217) 384-3694. You can also view your student's account and add money to it using the family access screen on Skyward.

Daily breakfast will be served from 8:35 am-8:55 am in the cafetorium. Students will be allowed access to the cafetorium at 8:35 AM. Breakfast service will end at 8:55 am.

After the morning bell for 1st hour has rung; students will be able to access a grab and go station if they arrive after 8:55 am. Breakfast will not be served after 9:05 am (even on a grab and go basis).

Students are expected to arrive in their classrooms no later than 8:55 AM and be prepared for learning. All breakfast, including food and drink breakfast items brought into the building, must be consumed in the cafeteria. No exceptions. Students who arrive late, but before 9:05 will eat in the cafeteria then will be given a pass to their 1st period class. Students will be expected to clean up after themselves.

Lunch

An independent food contractor, Quest Food Service (217) 384-3694, provides lunch service to USD 116. Students may also bring a sack lunch to school. All students qualify for one no-charge lunch.

Additional lunches can be 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 Quest Food Service during the food service hours. You may request information regarding the balance of your student's account at any time by sending a written note to school with your child, or by calling the Quest Food Service office at (217) 384-3694. You can also view your student's account and add money to it using the family access screen on Skyward.

FEES & DISTRICT POLICIES

Waiver of Student Fees (4:140)

The Superintendent will recommend to the Board of Education a schedule of fees, if any, to be charged students for the use of textbooks, consumable materials, extracurricular activities, and other school student fees. Students must also pay fines for the loss of or damage to school books or other school-owned materials.

All school student fees and fines as defined by the Ill. State Board of Education (ISBE) are waived for students who meet the eligibility criteria for a waiver contained in this policy.

Notification

The Superintendent shall ensure that a notice of waiver applicability is provided to parents/guardians with every bill for fees and/or fines, and that applications for waivers are widely available and distributed according to State law and ISBE rule and that provisions for assisting parents/guardians in completing the application are available.

Eligibility Criteria

A student shall be eligible for a fee and fine waiver when:

1. The student currently lives in a household that meets the same income guidelines, with the same limits based on household size, that are used for the federal free meals program;
2. The student's parents/guardians are veterans or active-duty military personnel with income at or below 200% of the federal poverty line; or
3. The student is homeless, as defined in the McKinney-Vento Homeless Assistance Act ([42 U.S.C. §11434a](#)).

Verification

The Superintendent or designee shall establish a process for determining a student's eligibility for a waiver of fees and fines in accordance with State law requirements.

If a student receiving a waiver is found to be no longer eligible during the school year, the Superintendent or designee shall notify the student's parent/guardian and charge the student a prorated amount based upon the number of school days remaining in the school year.

Determination and Appeal

Within 30 calendar days after the receipt of a waiver request, the Superintendent or designee shall mail a notice to the parent/guardian whenever a waiver request is denied. The denial notice shall include: (1) the reason for the denial, (2) the process and timelines for making an appeal, and (3) a statement that the parent/guardian may reapply for a waiver any time during the school year if circumstances change. If the denial is appealed, the District shall follow the procedures for the resolution of appeals as provided in the Illinois State Board of Education rule on waiver of fees.

SGC PROCEDURES FOR ARRIVAL, DISMISSAL, AND VISITORS

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 Florida Avenue on the South side of the school.
- The First Student bus loading zone is on the East side of the school, which is in the back.
- The following locations can be used to pick up or drop off your child before & after school: Front Circle Drive off Anderson Street, and Pennsylvania Avenue Baptist Church parking lot. Students will have to walk to their assigned arrival location as follows:
 - Car Riders/Walkers Entrance: Door #1 on Anderson Street
 - MTD Bus Riders: Door #5 on Florida Avenue
 - First Student Bus Riders: Door #6 behind the school

Arrival

- The building will open daily at 8:35 am each day.
- In the morning, students should not arrive prior to 8:35 AM. Staff supervision of students will begin at 8:35 AM. The only exception to this would be students who are attending zero-hour music classes/practices and/or students attending Jumpstart at SGC.
- All students who wish to eat breakfast must enter the building at the Main Entrance (Door #1) to proceed to the multipurpose room/cafeteria. Please allow time for this.
- If students are not eating breakfast or attending a morning program; they will report to their specific entrances upon arrival at school.

Students who arrive after 8:55 AM must check in at the Attendance Office (Main Entrance, Door #1) for an admittance slip to their 1st period class. If a student's late arrival is excused please call the attendance line at SGC to report your student's absence (217) 384-3672. Office personnel will determine if the tardiness is excused based on our building 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. As a note, all visitors to check in late students must enter the building through the Main Entrance (Door #1) and check in at the main office.

Early Dismissal: Wednesday/Staff Development

During the course of the school year, students will be released early for the purpose of allowing time for staff development and collaboration. Early dismissal time is 2:51 pm on Wednesdays.

Early Dismissal Announcement

The Superintendent or designee shall make reasonable efforts to issue an announcement whenever it is necessary to close school early due to inclement weather or other reason.

Visitors to and Conduct on School Property (8:30)

The following definitions apply to this policy:

School property - District and school buildings, grounds, and parking areas; vehicles used for school purposes; and any location used for a School Board meeting, school athletic event, or other school-sponsored or school-sanctioned events or activities.

Visitor - Any person other than an enrolled student or District employee.

All visitors to school property are required to report to the Building Principal's office and receive permission to remain on school property. All visitors must sign a visitors' log, show identification, and wear a visitor's badge. When leaving the school, visitors must return their badge. On those occasions when large groups of parents/guardians, friends, and/or community members are invited onto school property or when community members are attending Board meetings, visitors are not required to sign in but must follow school officials' instructions. Persons on school property without permission will be directed to leave and may be subject to criminal prosecution.

Meeting with Teachers

Except as provided in the next paragraph, any person wishing to confer with a staff member should contact that staff member to make an appointment. Conferences with teachers are held, to the extent possible, outside school hours or during the teacher's conference/preparation period.

Requests to access a school building, facility, and/or educational program, or to interview personnel or a student for purposes of assessing the student's special education needs, should be made at the appropriate building. Access shall be facilitated according to guidelines from the Superintendent or designee.

Visitor Conduct

The School District expects mutual respect, civility, and orderly conduct among all people on school property or at a school event. No person on school property or at a school event (including visitors, students, and employees) shall perform any of the following acts:

1. Strike, injure, threaten, harass, or intimidate a staff member, Board member, sports official or coach, or any other person.
2. Behave in an unsportsmanlike manner, or use vulgar or obscene language.
3. Unless specifically permitted by State law, possess a weapon, any object that can reasonably be considered a weapon or looks like a weapon, or any dangerous device.
4. Damage or threaten to damage another's property.
5. Damage or deface school property.
6. Violate any Illinois law, or town or county ordinance.
7. Smoke or otherwise use tobacco products.
8. Consume, possess, distribute, or be impaired by or under the influence of an alcoholic beverage, cannabis, other lawful product, or illegal drug.
9. Be present when the person's alcoholic beverage, cannabis, other lawful product, or illegal drug consumption is detectable, regardless of when and/or where the use occurred.
10. Use or possess medical cannabis, unless he or she has complied with policy 7:270, *Administering Medicines to Students*, implementing *Ashley's Law*.
11. Impede, delay, disrupt, or otherwise interfere with any school activity or function (including using cellular phones in a disruptive manner).
12. Enter upon any portion of school premises at any time for purposes other than those that are lawful and authorized by the Board.
13. Operate a motor vehicle: (a) in a risky manner, (b) in excess of 20 miles per hour, or (c) in violation of an authorized District employee's directive.
14. Operate a bicycle, roller-blades, roller-skates, or skateboards on school grounds in a manner that endangers the safety of self or others.
15. Violate other District policies or regulations, or a directive from an authorized security officer or District employee.
16. Engage in any conduct that interferes with, disrupts, or adversely affects the District or a School function.

Visitors Who Are Convicted Child Sex Offenders

State law prohibits a child sex offender from being present on school property or loitering within 500 feet of school property when persons under the age of 18 are present, unless the offender meets either of the following two exceptions:

1. The offender is a parent/guardian of a student attending the school and has notified the Building Principal of his or her presence at the school for the purpose of: (i) attending a conference with school personnel to discuss the progress of his or her child academically or socially, (ii) participating in child review conferences in which evaluation and placement decisions may be made with respect to his or her child regarding special education services, or (iii) attending conferences to discuss other student issues concerning his or her child such as retention and promotion; or
2. The offender received permission to be present from the Board, Superintendent, or Superintendent's designee. If permission is granted, the Superintendent or Board President shall provide the details of the offender's upcoming visit to the Building Principal.

In all cases, the Superintendent, or designee who is a certified employee, shall supervise a child sex offender whenever the offender is in a child's vicinity.

Exclusive Bargaining Representative Agent

Please refer to the applicable collective bargaining agreement(s).

For employees whose collective bargaining agreement does not address this subject:

Upon notifying the Building Principal's office, authorized agents of an exclusive bargaining representative will be provided reasonable access to employees in the bargaining unit they represent in accordance with State law. Such access shall be conducted in a manner that will not impede the normal operations of the District.

Identification and Enforcement

Any staff member may request identification from any person on school property; refusal to provide such information is a criminal act. The Building Principal or designee shall seek the immediate removal of any person who refuses to provide requested identification.

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

Procedures to Deny Future Admission to Athletic or Extracurricular School Events

Before any person may be denied admission to athletic or extracurricular school events, the person has a right to a hearing before the Board. The Superintendent may refuse the person admission pending such hearing. The Superintendent or designee must provide the person with a hearing notice, delivered or sent by certified mail with return receipt requested, at least 10 days before the Board hearing date. The hearing notice must contain:

1. The date, time, and place of the Board hearing,
2. A description of the prohibited conduct,
3. The proposed time period that admission to school events will be denied, and
4. Instructions on how to waive a hearing.

ENROLLMENT PROCEDURES

Nonpublic School Students, Including Parochial and Home-Schooled Students (BP 7:40)

Part-Time Attendance

The District accepts nonpublic school students, including parochial and home-schooled students, who live within the District for part-time attendance in the District's regular education program on a space-available basis. Requests for part-time attendance must be submitted to the principal of the school in the school attendance area where the student resides.

A student accepted for partial enrollment must comply with all discipline and attendance requirements established by the school. He or she may participate in any co-curricular activity associated with a District class in which he or she is enrolled. The parent(s)/guardian(s) of a student accepted for partial enrollment must pay all fees, prorated on the basis of a percentage of full-time fees. Transportation to and/or from school is provided on regular bus routes to or from a point on the route nearest or most easily accessible to the nonpublic school or student's home. This transportation shall be on the same basis as the District provides transportation for its full-time students. Transportation on other than established bus routes is the responsibility of the parent(s)/guardian(s).

Students with a Disability

The District accepts for part-time attendance those children for whom it has been determined that special education services are needed, are enrolled in nonpublic schools, and otherwise qualify for enrollment in the District. Requests must be submitted by the student's parent/guardian. Special educational services shall be provided to such students as soon as possible after identification, evaluation, and placement procedures provided by State law, but no later than the beginning of the next school semester following the completion of such procedures. Transportation for such students shall be provided only if required in the child's individualized educational program on the basis of the child's disabling condition or as the special education program location may require.

Extracurricular Activities, Including Interscholastic Competition

Nonpublic or home-schooled student(s), regardless of whether they attend a District school part-time, will not be allowed to participate in IHSA/IESA sponsored extracurricular activities unless the activity is directly related to an/or part of the requirements of a credit class. Any non eligibility tracked activities are open to all students. A nonpublic or home-schooled student who participates in an extracurricular activity is subject to all policies, regulations, and rules that are applicable to other participants in the activity.

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.

RECORDS, GRADING, AND ASSIGNMENTS POLICIES AND PROCEDURES

Student Records (7:340)

School student records are confidential. Information from them shall not be released other than as provided by law. A school student record is any writing or other recorded information concerning a student and by which a student may be identified individually that is maintained by a school or at its direction by a school employee, regardless of how or where the information is stored, except as provided in State or federal law.

State and federal law grants students, parents/guardians, and when applicable, the Ill. Dept. of Children and Family Services' Office of Education and Transition Services, certain rights, including the right to inspect, copy, and/or challenge school student records. The information contained in school student records shall be kept current, accurate, clear, and relevant. All information maintained concerning a student receiving special education services shall be directly related to the provision of services to that child. The District may release directory information as permitted by law, but a parent/guardian shall have the right to opt-out of the release of directory information regarding his or her child. The District will comply with State or federal law with regard to release of a student's school records, including, where applicable, without notice to, or the consent of, the student's parent/guardian or eligible student. Upon request, the District discloses school student records without parent consent to the official records custodian of another school in which a student has enrolled or intends to enroll, as well as to any other person as specifically required or permitted by State or federal law.

The Superintendent shall fully implement this policy and designate an *official records custodian* for each school who shall maintain and protect the confidentiality of school student records, inform staff members of this policy, and inform students and their parents/guardians of their rights regarding school student records.

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 ILCS 10/6).

Assignment When Enrolling Full-Time in a District School

Grade placement by, and academic credits earned at, a nonpublic school will be accepted if the school has a Certificate of Nonpublic School Recognition from the Illinois State Board of Education, or, if outside Illinois, if the school is accredited by the state agency governing education.

A student who, after receiving instruction in a non-recognized or non-accredited school, enrolls in the District will: (1) be assigned to a grade level according to academic proficiency, and/or (2) have academic credits recognized by the District if the student demonstrates appropriate academic proficiency to the school administration. Any portion of a student's transcript relating to such instruction will not be considered for placement on the honor roll or computation in class rank.

Notwithstanding the above, recognition of grade placement and academic credits awarded by a nonpublic school is at the sole discretion of the District. All school and class assignments will be made according to Board of Education policy 7:30, *Student Assignment and Intra-District Transfer*, as well as administrative procedures implementing this policy.

SGC Grading Scale

All classes will use the following grading scale.

A	92.5- 100
A-	89.5-92.4
B+	87.5-89.4
B	82.5-87.4
B-	79.5-82.4
C+	77.5-79.4
C	72.5-77.4
C-	69.5-72.4
D+	67.5-69.4
D	62.5-67.4
D-	59.5-62.4
F	59.4 and below
NG	0

*Missing work and incomplete work may significantly impact a student's grade percentage.

Grade Scale Weights

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

- 40% of the student's grade will be related to their performance on in-class assignments and activities.
- 50% of the student's grade will be related to their performance on tests, quizzes, essays, labs, and projects (or anything that is summative in nature).
- 10% of the student's grade will be related to their performance on daily homework to be completed outside of school to practice content standards.

In-class work:

This will account for any work completed solely in class and may include items such as daily warm-ups, daily assignments, participation, group work participation, etc.

Daily Homework:

This category accounts for any work completed primarily at home that is not a long-term project. Daily homework will count for 10% of the total grade.

Homework

Homework is assigned in class and the due date will be determined by each individual teacher. The goal is that all students will 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 within their ELA class. The intent of this homework is for a student to practice, reinforce, or experiment with in class 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 the end of the unit assessment, activity, or task. Teachers will communicate their grading deadlines to all students. IEP or 504 accommodations may revise this policy.

Make-Up Work

Students must make up any assignments missed during an absence, regardless of the reason. 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, and the student returns to school on Tuesday, the homework for this student is due on Wednesday. IEP and 504 guidelines will be followed per the student's plan.

During an extended absence (three days or more), parents may call the Office to request homework or classwork 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.

It is an expectation that students that are absent make up the work that they miss when they are absent. Alternative assignments can be given by teachers if the lab, activity, or task cannot be duplicated again at an alternative time.

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 does not excuse students from any assignments missed during removal. 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 unit can be turned in late without loss of credit for late submission before the summative assessment or activity for that unit. If it is turned in after the summative assessment; it will be entered as a 50%. Teachers will communicate with students their grading deadlines and turn in dates. Students with IEP or 504 accommodations may require a revision to this policy. If it is turned in after the summative assessment; it will be entered as no more than a 50%. No late work will be accepted after the semester grade is submitted.

Resubmission of Assignments/Redo's

The purpose of grades is to reflect student progress or performance in a course related to course standards and objectives, with the goal being 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. That work completed or assessment taken will be scored as if it was the first time taking it. There is no reduction of credit for revision or a redo.

Redos may not apply to assessments that cannot be replicated (e.g. concerts), and redos 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 or even an alternative assignment.

Academic Dishonesty

Submitting not original material, AI software-generated writing as your personal work, using AI to generate the assignment itself, or copying the structure from AI is not acceptable. The student will be asked to redo the assignment. If the situation continues, it will result in a disciplinary referral.

Extra Credit

The purpose of grades is to reflect student progress or performance in a course related to course standards and objectives, and 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.

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.

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.

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 SGC Man Office in order to access Skyward. Grades are communicated through report cards six times per year through either 6 week progress reports or semester 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" or "NG" (No Grade). 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 grade change of at least two negative scores (e.g. a drop from A to a C). 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"

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. All teachers will maintain an accurate, up-to-date Classroom Blog that is accessible to all families and is updated weekly. Classroom Blogs 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.

Summer School

If a student receives an F in either ELA (English Language Arts) or Math during the first semester; they are required to pass the second semester or the student will be required to attend summer school and complete it fully to go to the next grade level.

If the student fails both semesters during the school year; they will be required to attend summer school and will take additional summer school coursework on APEX to recover their failed classes during the school year. **This can lead to retention as well if academic performance is not improved.**

In addition, other courses (Science, Social Studies, PE, and Electives) will be given (1)point for each class. Once a student fails (4) classes or receives 4 points- summer school will be mandatory.

If a student is enrolled in an intervention class and they pass the course; administration will determine if their grade and progress will count as recovery and thus not need to attend summer school. A Team afterschool can also support a student who is working on credit recovery.

Grading and Promotion (6:280)

The Superintendent shall establish a system of grading and reporting academic achievement to students and their parents/guardians. The system shall also determine when promotion and graduation requirements are met. The decision to promote a student to the next grade level shall be based on successful completion of the curriculum, attendance, and performance on the standardized tests required by the Ill. State Board of Education (ISBE)and/or other assessments. A student shall not be promoted based upon age or any other social reason not related to academic performance. The administration shall determine remedial assistance for a student who is not promoted.

Every teacher shall maintain an evaluation record for each student in the teacher's classroom. A District administrator cannot change the final grade assigned by the teacher without notifying the teacher. Reasons for changing a student's final grade include:

- A miscalculation of test scores,
- A technical error in assigning a particular grade or score,
- The teacher agrees to allow the student to do extra work that may impact the grade,
- An inappropriate grading system used to determine the grade, or
- An inappropriate grade based on an appropriate grading system.

Should a grade change be made, the administrator making the change must sign the changed record.

Promotion and Retention

The principal will consider a student for retention when they have failed to meet the criteria for promotion. The principal must consider whether the needs of the student are best met through retention. The SGC administrative team maintains the right to consider an individual's 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, midway through the second semester. Every effort will be made to notify parents as soon a student's academic performance suggests they are 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 through SPLASH
 - Credit recovery through Homework Intervention
 - 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.

8TH GRADE PROMOTION POLICIES AND PROCEDURES (UMS ONLY)

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.

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 present at school by the designated arrival time 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, including fees for damaged Chromebooks, lost locks or instruments, and more.
- The student may not be suspended from school for any part of the day of the rehearsal or Promotion Ceremony.
- The Principal or their 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.

Graduation Requirements (6:300)

Unless otherwise exempted, each student must successfully accomplish the following in order to graduate from high school:

1. Complete all District graduation requirements that are in addition to the State requirements.
2. Completing all courses as provided in the School Code, [105 ILCS 5/27-22](#).
3. Completing all minimum requirements for graduation as specified in State law.
4. Passing an examination on patriotism and principles of representative government, proper use of the flag, methods of voting, and the Pledge of Allegiance.
5. Participating in State assessments that are required for graduation by State law.
6. Filing one of the following: (1) a Free Application for Federal Student Aid (FAFSA) with the U.S. Dept. of Education, (2) an application for State financial aid, or (3) an Ill. State Board of Education (ISBE) waiver form indicating that the student understands what these aid opportunities are and has chosen not to file an application. If the student is not at least 18 years of age or legally emancipated, the student's parent/guardian must file one of these documents on the student's behalf.

A student is exempt from this requirement if: (1) the student is unable to file a financial aid application or an ISBE waiver due to extenuating circumstances, (2) the Building Principal attests the District made a good faith effort to assist the student or the student's parent/guardian with filing a financial aid application or an ISBE waiver form, and (3) the student has met all other graduation requirements.

The Superintendent or designee is responsible for:

1. Maintaining a description of all course offerings that comply with the above graduation requirements,
2. Notifying students and their parents/guardians of graduation requirements,
3. Developing the criteria for determining when a student accomplishes number 4 above,

4. Complying with State law requirements for students who transfer during their senior year because their parent(s)/guardian(s) are on active military duty, this includes making reasonable adjustments to ensure graduation if possible, or efforts to ensure that the original (transferor) school district issues the student a diploma, and
5. Taking all other actions needed or necessary to implement this policy.

CURRICULUM, INSTRUCTION, AND ASSESSMENT INFORMATION

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.

Support Services

Students experiencing any problems with academic achievement, peer relationships or other social emotional concerns should contact their grade level student relations supervisor (SRS), student engagement advocate (SEA), dean of students, counselor, social worker (SW), or school psychologist. The preferred method of communication for this would be by email. Teacher and staff email addresses are available on our website or by calling the Main Office.

Instructional Materials

It is the responsibility of parents to inform the building principal or assistant principal if they would prefer their children not to 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. The library's mission is to ensure that students and staff are effective users of ideas and information as specified in set standards. Furthermore, the SGC Library practices, policies, and procedures that enable the library to function for the benefit of all its patrons.

Student Access to the SGC Library

Students are welcome to use the SGC Library during school hours of operation from 8:55 AM to 3:45 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 their 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. SGC 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 in the cafeteria/multipurpose room. SGC 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.

Student Testing and Assessment Program (6:340)

The District student assessment program provides information for determining individual student achievement and instructional needs; curriculum and instruction effectiveness; and school performance measured against District student learning objectives and statewide norms.

The Superintendent or designee shall manage the student assessment program that, at a minimum:

1. Administers to students all standardized assessments required by the Ill. State Board of Education (ISBE) and/or any other appropriate assessment methods and instruments, including norm and criterion-referenced achievement tests, aptitude tests, proficiency tests, and teacher-developed tests.
2. Informs students of the timelines and procedures applicable to their participation in every State assessment.
3. Provides each student's parents/guardians with the results or scores of each State assessment. See policy 6:280, *Grading and Promotion*.
4. Utilizes professional testing practices.

Overall student assessment data on tests required by State law will be aggregated by the District and reported, along with other information, on the District's annual report card. All reliable assessments administered by the District and scored by entities outside of the District must be (1) reported to ISBE on its form by the 30th day of each school year, and (2) made publicly available to parents/guardians of students and to the community. Board policy 7:340, *Student Records*, and its implementing procedures govern recordkeeping and access issues.

Field Trips and Recreational Class Trips

Field trips are encouraged when the experiences are a part of the school curriculum and/or contribute to the District's educational objectives. All staff must complete the required  SGC Field Trip Checklist when seeking approval for field trips. All field trips must have the

Building Principal's prior approval, except that field trips beyond a 200-mile radius of the school or extending overnight must have the prior approval of the Superintendent or designee. The Superintendent or designee shall analyze the following factors to determine whether to approve a field trip: educational value, student safety, parent concerns, heightened security alerts, and liability concerns. On all field trips, a bus fee set by the Superintendent or designee may be charged to help defray the transportation costs.

Parents/guardians of students: (1) shall be given the opportunity to consent to their child's participation in any field trip; and (2) are responsible for all entrances fees, food, lodging, or other costs, except that the District will pay suchy costs for students who qualify for a fee waiver under Board policy 4:140; *Waiver of Student Fees*. All non-participating students shall be provided an alternative experience. Any field trip may be cancelled without notice due to an unforeseen event or condition.

Privately arranged trips, including those arranged by District staff members in their individual capacity as private citizens and not in their capacity as District employees, shall not be represented as or construed to be sponsored by the District or school. The District does not provide liability protection for privately arranged trips and is not responsible for any damages arising from them.

Recreational Class Trips:

Recreational class trips are permissible provided they do not interfere with the District's educational goals. The provisions in this policy concerning field trips are also applicable to recreational class trips except those regarding educational value.

Illinois Standardized Testing

The Illinois State Board of Education requires that school's yearly give the IAR (Illinois Assessment of Readiness) to all students 3rd - 8th grade each spring. There are two tests required; ELA (English Language Arts) and Mathematics. A testing schedule will be provided to families about a month in advance with additional details.

The Illinois State Board of Education requires that school's yearly give the ISA (Illinois Science Assessment) to 8th graders in the Spring each year. A testing schedule will be provided to families about a month in advance with additional details.

ACCESS Testing is performed each year for all students who have been identified as an ELL (English Language Learner), which means your child will have specialized instruction in English, in addition to taking other classes. ELLs take the WIDA ACCESS 2.0 English language proficiency test every year. The testing helps teachers understand whether students have the language skills they need to fully participate in the classroom, and when to provide accommodations that support participation in the classroom. A testing schedule will be provided to families about a month in advance with additional details.

DLM (Dynamic Learning Maps) assessments are given yearly to students with the most significant cognitive disabilities for whom general state assessments are not appropriate, even with accommodations. DLM assessments offer these students a way to show what they know and can do in English language arts, mathematics, and science. A testing schedule will be provided to families about a month in advance with additional details.

District Assessment

NWEA (Northwest Evaluation Association) MAP assessments track student growth over time in order to help educators plan curriculum that matches a student's ability, and provides a method of visualizing the student's educational progression. MAP Assessments are given to all

middle school students in the areas of ELA (English Language Arts) and Math three times a year (Fall, Winter, and Spring). A testing schedule will be provided to families about a month in advance with additional details.

Early Graduation

The Superintendent or designee shall implement procedures for students to graduate early, provided they finish six semesters of high school and meet all graduation requirements. Juniors who wish to graduate one year early must notify administration within the first five days of the spring semester of the junior year. Seniors who wish to graduate early in January must notify administration within the first five days of fall semester of the senior year.

Certificate of Completion

A student with a disability who has an Individualized Education Program prescribing special education, transition planning, transition services, or related services beyond the student's four years of high school, qualifies for a certificate of completion after the student has completed four years of high school. The student is encouraged to participate in the graduation ceremony of his or her high school graduation class. The Superintendent or designee shall provide timely written notice of this requirement to children with disabilities and their parents/guardians.

Service Member Diploma

The District will award a diploma to a service member who was killed in action while performing active military duty with the U.S. Armed Forces or an honorably discharged veteran of World War II, the Korean Conflict, or the Vietnam Conflict, provided that he or she (1) resided within an area currently within the District at the time he or she left high school, (2) left high school before graduating in order to serve in the U.S. Armed Forces, and (3) has not received a high school diploma.

Voting

The Superintendent or designee shall specify the hours during which students who are entitled to vote at a primary, general, or special election, or any election at which propositions are submitted to a popular vote in Illinois, may be absent from school for a period of two hours to vote. Students are entitled to be absent from school to vote beginning the 15th day before the primary, general, or special election, or any election at which propositions are submitted to a popular vote in Illinois, or on the day of such election.

Posters, Circulars, and Notices

Any signs, posters, or notices directed to the student body must be approved and initiated by the sponsoring teacher and administration. Nothing should be handed out advertising services or inviting students to attend non-school sponsored events.

Exemption from Physical Education (7:260)

In order to be excused from participation in physical education, a student must present an appropriate excuse from his or her parent/guardian or from a person licensed under the Medical Practice Act. The excuse may be based on medical or religious prohibitions. An excuse because of medical reasons must include a signed statement from a person licensed under the Medical Practice Act that corroborates the medical reason for the request. An excuse based on religious reasons must include a signed statement from a member of the clergy that corroborates the religious reason for the request. Upon written notice from a student's parent/guardian, a student will be excused from engaging in the physical activity components of physical education during a period of religious fasting.

Special activities in physical education will be provided for students whose physical or emotional condition, as determined by a person licensed under the Medical Practice Act, prevents their participation in the physical education courses.

State law prohibits a school board from honoring parental excuses based upon a student's participation in athletic training, activities, or competitions conducted outside the auspices of the School District.

A student who is eligible for special education may be excused from physical education courses in either of the following situations:

1. He or she (a) is in grades 3-12, (b) his or her IEP requires that special education support and services be provided during physical education time, and (c) the parent/guardian agrees or the IEP team makes the determination; or
2. He or she (a) has an IEP, (b) is participating in an adaptive athletic program outside of the school setting, and (c) the parent/guardian documents the student's participation as required by the Superintendent or designee.

A student requiring adapted physical education must receive that service in accordance with his or her Individualized Educational Program/Plan (IEP).

A student in grades 9-12, unless otherwise stated, may submit a written request to the Building Principal to be excused from physical education courses for the reasons stated in 6:310, *High School Credit for Non-District Experiences; Course Substitutions; Re-Entering Students*.

Students in grades 7 and 8 may submit a written request to the Building Principal to be excused from physical education courses because of his or her ongoing participation in an interscholastic or extracurricular athletic program. The Building Principal will evaluate requests on a case-by-case basis.

The Superintendent or designee shall maintain records showing that the criteria set forth in this policy were applied to the student's individual circumstances, as appropriate.

Students who have been excused from physical education shall return to the course as soon as practical. The following considerations will be used to determine when a student shall return to a physical education course:

1. The time of year when the student's participation ceases;
2. The student's class schedule; and
3. The student's future or planned additional participation in activities qualifying for substitutions for physical education as outlined in policy 6:310, *High School Credit for Non-District Experiences; Course Substitutions; Re-Entering Students*.

POLICIES REGARDING SPECIAL EDUCATION, ENGLISH LEARNERS, ACCELERATION, AND STUDENTS EXPERIENCING HOMELESSNESS

Education of Children with Disabilities (6:120)

The School District shall provide a free appropriate public education in the least restrictive environment and necessary related services to all children with disabilities enrolled in the District, as required by the Individuals With Disabilities Education Act (IDEA) and implementing provisions of the School Code, Section 504 of the Rehabilitation Act of 1973, and the Americans With Disabilities Act. The term "children with disabilities," as used in this policy, means children between ages 3 and 21 (inclusive) for whom it is determined, through definitions and procedures described in the Ill. State Board of Education (ISBE) *Special Education* rules that special education services are needed. Children with disabilities who turn 22 years old during the school year are eligible for such services through the end of the school year.

It is the intent of the District to ensure that students who are disabled within the definition of Section 504 of the Rehabilitation Act of 1973 are identified, evaluated, and provided with appropriate educational services. Students may be disabled within the meaning of Section 504 of the Rehabilitation Act even though they do not require services pursuant to IDEA.

For students eligible for services under IDEA, the District shall follow procedures for identification, evaluation, placement, and delivery of services to children with disabilities provided in the ISBE *Special Education* rules. For those students who are not eligible for services under IDEA, but, because of disability as defined by Section 504 of the Rehabilitation Act of 1973, need or are believed to need special instruction or related services, the District shall establish and implement a system of procedural safeguards. The safeguards shall cover students' identification, evaluation, and educational placement.

This system shall include notice, an opportunity for the student's parent(s)/guardian(s) to examine relevant records, an impartial hearing with opportunity for participation by the student's parent(s)/guardian(s), representation by counsel, and a review procedure.

The District may maintain membership in one or more cooperative associations of school districts that shall assist the District in fulfilling its obligations to the District's students with disabilities.

If necessary, students may also be placed in nonpublic special education programs or education facilities.

Accommodating Individuals with Disabilities (8:70)

Individuals with disabilities shall be provided an opportunity to participate in all school-sponsored services, programs, or activities and will not be subject to illegal discrimination. When appropriate, the District may provide to persons with disabilities aids, benefits, or services that are separate or different from, but as effective as, those provided to others.

The District will provide auxiliary aids and services when necessary to afford individuals with disabilities equal opportunity to participate in or enjoy the benefits of a service, program, or activity.

Each service, program, website, or activity operated in existing facilities shall be readily accessible to, and usable by, individuals with disabilities. New construction and alterations to facilities existing before January 26, 1992, will be accessible when viewed in their entirety.

The Superintendent is designated the Title II Coordinator and shall:

1. Oversee the District's compliance efforts, recommend necessary modifications to the School Board, and maintain the District's final Title II self-evaluation document, update it to the extent necessary, and keep it available for public inspection for at least three years after its completion date.
2. Institute plans to make information regarding Title II's protection available to any interested party.

Individuals with disabilities should notify the Superintendent or Building Principal if they have a disability that will require special assistance or services and, if so, what services are required. This notification should occur as far in advance as possible of the school-sponsored function, program, or meeting.

Individuals with disabilities may allege a violation of this policy or federal law by reporting it to the Superintendent or designated Title II Coordinator, or by filing a grievance under the Uniform Grievance Procedure.

English Learners (6:160)

The District offers opportunities for resident English Learners to achieve at high levels in academic subjects and to meet the same challenging State academic standards that all children are expected to meet. The Superintendent or designee shall develop and maintain a program for English Learners that will:

1. Assist all English Learners to achieve English proficiency, facilitate effective communication in English, and encourage their full participation in school activities and programs as well as promote participation by the parents/guardians of English Learners.
2. Appropriately identify students with limited English language proficiency.
3. Comply with State law regarding the Transitional Bilingual Educational Program (TBE) or Transitional Program of Instruction (TPI), whichever is applicable.
4. Comply with any applicable State and federal requirements for the receipt of grant money for English Learners and programs to serve them.
5. Determine the appropriate instructional program and environment for English Learners.
6. Annually assess the English proficiency of English Learners and monitor their progress in order to determine their readiness for a mainstream classroom environment.
7. Include English Learners, to the extent required by State and federal law, in the District's student assessment program to measure their achievement in reading/language arts and mathematics.
8. Provide information to the parents/guardians of English Learners about: (1) the reasons for their child's identification, (2) their child's level of English proficiency, (3) the method of instruction to be used, (4) how the program will meet their child's needs, (5) how the program will specifically help their child learn English and meet age-appropriate academic achievement standards for grade promotion and graduation, (6) specific exit requirements of the program, (7) how the program will meet their child's individualized education program, if applicable, (8) how they can be involved in the education of their children; (9) how they can be active participants in assisting their children to attain English proficiency, achieve at high levels within a well-rounded education, and meet the challenging State academic standards expected of all students; (9) how families can participate and serve on the District's Transitional Bilingual Education Programs Parent Advisory Committee, and (11) information on parent/guardian rights. Parents/guardians will be regularly apprised of their child's progress and involvement will be encouraged.

Accelerated Placement Program (6:135)

The District provides an Accelerated Placement Program (APP). The APP advances the District's goal of providing educational programs with opportunities for each student to develop to his or her maximum potential. The APP provides an educational setting with curriculum options usually reserved for students who are older or in higher grades than the student participating in the APP. APP options include, but may not be limited to: (a) accelerating a student in a single subject; (b) other grade-level acceleration; and (c) early entrance to kindergarten or first grade. Participation in the APP is open to all students who demonstrate high ability and who may benefit from accelerated placement. It is not limited to students who have been identified as gifted and talented. Eligibility to participate in the District's APP shall not be conditioned upon the protected classifications identified in Board policy 7:10, *Equal Educational Opportunities*, or any factor other than the student's identification as an accelerated learner.

The Superintendent or designee shall implement an APP that includes:

1. Decision-making processes that are fair, equitable, and involve multiple individuals, e.g. District administrators, teachers, and school support personnel, and a student's parent(s)/guardian(s).
2. Processes that provide a student's parent(s)/guardian(s) with:
 - a. Written notification when their child is eligible for enrollment in accelerated courses; and
 - b. Notification of a decision affecting their child's participation in the APP.
3. Assessment processes that include multiple valid, reliable indicators.
4. The automatic enrollment, in the following school term, of a student into the next most rigorous level of advanced coursework offered by the high school if the student meets or exceeds State standards in English language arts, mathematics, or science on a State assessment administered under [105 ILCS 5/2-3.64a-5](#), as follows:
 - a. A student who meets or exceeds State standards in English language arts shall be automatically enrolled into the next most rigorous level of advanced coursework in English, social studies, humanities, or related subjects.
 - b. A student who meets or exceeds State standards in mathematics shall be automatically enrolled into the next most rigorous level of advanced coursework in mathematics.
 - c. A student who meets or exceeds State standards in science shall be automatically enrolled into the next most rigorous level of advanced coursework in science.
5. Waiver of a course completion requirement under Board policy 6:300, *Graduation Requirements*, if the District determines that the student has demonstrated mastery of or competency in the content of the course or unit of instruction.

The Superintendent or designee shall annually notify the community, parent(s)/guardian(s), students, and school personnel about the APP, the process for referring a student for possible evaluation for accelerated placement, and the methods used to determine whether a student is eligible for accelerated placement, including strategies to reach groups of students and families who have been historically underrepresented in accelerated placement programs and advanced coursework. Notification may: (a) include varied communication methods, such as student handbooks and District or school websites; and (b) be provided in multiple languages, as appropriate.

Education of Homeless Children (6:140)

Each child of a homeless individual and each homeless youth has equal access to the same free, appropriate public education as provided to other children and youths, including a public pre-school education. A *homeless child* is defined as provided in the McKinney Homeless Assistance Act and the Education for Homeless Children Act. The Superintendent or designee shall act as or appoint a Liaison for Homeless Children to coordinate this policy's implementation.

A homeless child may attend the District school that the child attended when permanently housed or in which the child was last enrolled. A homeless child living in any District school's attendance area may attend that school.

The Superintendent or designee shall review and revise rules or procedures that may act as barriers to the enrollment of homeless children and youths. In reviewing and revising such procedures, consideration shall be given to issues concerning transportation, immunization, residency, birth certificates, school records and other documentation, and guardianship.

Transportation shall be provided in accordance with the McKinney Homeless Assistance Act and State law. The Superintendent or designee shall give special attention to ensuring the enrollment and attendance of homeless children and youths who are not currently attending school. If a child is denied enrollment or transportation under this policy, the Liaison for Homeless Children shall immediately refer the child or his or her parent/guardian to the ombudsperson appointed by the Regional Superintendent and provide the child or his or her parent/guardian with a written explanation for the denial. Whenever a child and his or her parent/guardian who initially share the housing of another person due to loss of housing, economic hardship, or a similar hardship continue to share the housing, the Liaison for Homeless Children shall, after the passage of 18 months and annually thereafter, conduct a review as to whether such hardship continues to exist in accordance with State law.

SGC FAMILY ENGAGEMENT

Family Involvement Policy and School-Family-Student Involvement Compact

Urbana Sixth Grade Center shall promote family involvement and work as equal partners with families in providing quality learning experiences for every student, every day, without exception. SGC 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, SGC will actively seek to involve parents in the education of their children at all grade levels.

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

- Teachers will update Classroom Blogs weekly.
- We will send out student progress reports via email every Thursday. These progress reports will contain both academic and attendance information.
- 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, attendance, and/or behavior 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 and grades. Utilizing a Skyward account is vital to consistently accessing up to date information about your child. Please contact the main office if you do not have a functioning Skyward account.
- Make sure that your child's homework is completed and classwork is turned in.
- 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/classwork 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.
- Be confident and focused on academic success.

- Follow Urbana Middle School's behavior expectations.

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.

Family 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 parents/guardians can be contacted by school personnel.

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 students even if they paid for the delivery. No refunds will be granted. Parents/guardians wishing to order food/lunch for their student **must bring the item personally to the Main Office.**

Parent Organizations and Booster Clubs (8:90)

Parent organizations and booster clubs are invaluable resources to the District's schools. While parent organizations and booster clubs have no administrative authority and cannot determine District policy, the Board of Education welcomes their suggestions and assistance.

Parent organizations and booster clubs may be recognized by the Board and permitted to use the District's name, a District school's name, or a District school's team name, or any logo attributable to the District provided they first receive the Superintendent or designee's express written consent. Consent to use one of the above-mentioned names or logos will generally be granted if the organization or club has by-laws containing the following:

1. The organization's or club's name and purpose, such as, to enhance students' educational experiences, to help meet educational needs of students, to provide extra athletic benefits to students, to assist specific sports teams or academic clubs through financial support, or to enrich extracurricular activities.

2. The rules and procedures under which it operates.
3. An agreement to adhere to all Board policies and administrative procedures.
4. A statement that the District is not, and will not be, responsible for the organization's or club's business or the conduct of its members, including on any organization or club websites or social media accounts.
5. An agreement to maintain and protect its own finances.
6. A recognition that money given to a school cannot be earmarked for any particular expense. Booster clubs may make recommendations, but cash or other valuable consideration must be given to the District to use at its discretion. The Board's legal obligation to comply with Title IX by providing equal athletic opportunity for members of both genders will supersede an organization or club's recommendation.

Permission to use one of the above-mentioned names or logos may be rescinded at any time and does not constitute permission to act as the District's representative. At no time does the District accept responsibility for the actions of any parent organization or booster club regardless of whether it was recognized and/or permitted to use any of the above-mentioned names or logos. The Superintendent shall designate an administrative staff member to serve as the liaison to parent organizations or booster clubs. The recognized liaison will serve as a resource person and provide information about school programs, resources, policies, problems, concerns, and emerging issues. Building staff will be encouraged to participate in the organizations.

Community Volunteer Program

Parents and community members are encouraged to volunteer for service at SGC 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 (217)337-0853 for more information.

SCHOOL AND STUDENT SAFETY INFORMATION/PROCEDURES

Environmental Quality of Buildings and Grounds (4:160)

The Superintendent shall take all reasonable measures to protect: (1) the safety of District personnel, students, and visitors on District premises from risks associated with hazardous materials and (2) the environmental quality of the District's buildings and grounds.

Pesticides

Pesticides will not be applied on the paved surfaces, playgrounds, or playing fields of any school serving grades K-8 during a school day or partial school day when students are in attendance for instructional purposes. Additionally, the application of any restricted use pesticides is prohibited on or within 500 feet of school property during normal school hours. Before pesticides are used on District premises, the Superintendent or designee shall notify employees and parents/guardians of students as required by the Structural Pest Control Act, [225 ILCS 235/](#), and the Lawn Care Products Application and Notice Act, [415 ILCS 65/](#).

Coal Tar Sealant

Before coal tar-based sealant products or high polycyclic aromatic hydrocarbon sealant products are used on District premises, the Superintendent or designee shall notify employees and parents/guardians of students in writing or by telephone as required by the Coal Tar Sealant Disclosure Act.

Safety and Security (4:170)

All District operations, including the education program, shall be conducted in a manner that will promote the safety and security of everyone on District property or at a District event. The Superintendent or designee shall develop, implement, and maintain a comprehensive safety and security plan that includes, without limitation:

1. An emergency operations and crisis response plan(s) addressing prevention, preparation, response, and recovery for each school;
2. Provisions for a coordinated effort with local law enforcement and fire officials, emergency medical services personnel, and the Board Attorney;
3. A school safety drill plan;
4. Instruction in safe bus riding practices; and
5. A clear, rapid, factual, and coordinated system of internal and external communication.

In the event of an emergency that threatens the safety of any person or property, students and staff are encouraged to follow the best practices discussed for their building regarding the use of any available cellular telephones.

School Safety Drill Plan

During every academic year, each school building that houses school children shall conduct, at a minimum, each of the following in accordance with the School Safety Drill Act ([105 ILCS 128/](#)):

1. Three school evacuation drills to address and prepare students and school personnel for fire incidents. One of these three drills shall require the participation of the local fire department or district.
2. One bus evacuation drill.
3. One severe weather and shelter-in-place drill to address and prepare students and school personnel for possible tornado incidents.
4. One law enforcement lockdown drill to address a school shooting incident and to evaluate the preparedness of school personnel and students. This drill shall occur no later than 90 days after the first day of school of each year and shall require the participation of all school personnel and students present at school at the time of the drill, except for those exempted by administrators, school support personnel, or a parent/guardian.

Annual Review

The Board or its designee will annually review each school building's emergency operations and crisis response plan(s), protocols, and procedures, as well as each building's compliance with the school safety drill plan. This annual review shall be in accordance with the School Safety Drill Act ([105 ILCS 128/](#)) and the Joint Rules of the Office of the State Fire Marshal and the Ill. State Board of Education (ISBE).

Carbon Monoxide Alarms

The Superintendent or designee shall implement a plan with the District's local fire officials to:

1. Determine which school buildings to equip with approved *carbon monoxide alarms* or *carbon monoxide detectors*,
2. Locate the required carbon monoxide alarms or carbon monoxide detectors within 20 feet of a carbon monoxide emitting device, and
3. Incorporate carbon monoxide alarm or detector activation procedures into each school building that requires a carbon monoxide alarm or detector. The Superintendent or designee shall ensure each school building annually reviews these procedures.

Soccer Goal Safety

The Superintendent or designee shall implement the Movable Soccer Goal Safety Act in accordance with the guidance published by the IDPH. Implementation of the Act shall be directed toward improving the safety of movable soccer goals by requiring that they be properly anchored.

Unsafe School Choice Option

The unsafe school choice option provided in State law permits students to transfer to another school within the District in certain situations. This transfer option is unavailable in this District because each grade is in only one attendance center. A student, who would otherwise have qualified for the choice option, or such a student's parent/guardian, may request special accommodations from the Superintendent or designee.

Lead Testing in Water

The Superintendent or designee shall implement testing for lead in each source of drinking water in school buildings in accordance with the Ill. Plumbing License Law and guidance published by the IDPH. The Superintendent or designee shall notify parent(s)/guardian(s) about the sampling results from their children's respective school buildings.

Emergency Closing

The Superintendent is authorized to close school(s) in the event of hazardous weather or other emergency that threatens the safety of students, staff members, or school property.

Abused and Neglected Child Reporting (5:90)

Any District employee who suspects or receives knowledge that a student may be an abused or neglected child or, for a student aged 18 through 22, an abused or neglected individual with a disability, shall immediately report or cause a report to be made to the Ill. Dept. of Children and Family Services (DCFS) on its Child Abuse Hotline 1-800-25-ABUSE (1-800-252-2873)(within Illinois); 1-217-524-2606 (outside of Illinois); or 1-800-358-5117 (TTY). Any District employee who believes a student is in immediate danger of harm, shall first call 911.

The report shall include, if known:

1. The name and address of the child, parent/guardian names, or other persons having custody;
2. The child's age;

3. The child's condition, including any evidence of previous injuries or disabilities; and
4. Any other information that the reporter believes may be helpful to DCFS for its investigation.

The employee shall also promptly notify the Superintendent or Building Principal that a report has been made. The Superintendent or Building Principal shall immediately coordinate any necessary notifications to the student's parent(s)/guardian(s) with DCFS, the applicable school resource officer (SRO), and/or local law enforcement. Negligent failure to report occurs when a District employee personally observes an instance of suspected child abuse or neglect and reasonably believes, in his or her professional or official capacity, that the instance constitutes an act of child abuse or neglect under the Abused and Neglected Child Reporting Act (ANCRA) and he or she, without willful intent, fails to immediately report or cause a report to be made of the suspected abuse or neglect to DCFS.

Any District employee who discovers child pornography on electronic and information technology equipment shall immediately report it to local law enforcement, the National Center for Missing and Exploited Children's CyberTipline 1-800-THE-LOST (1-800-843-5678) or online at report.cybertip.org/ or www.missingkids.org. The Superintendent or Building Principal shall also be promptly notified of the discovery and that a report has been made.

Any District employee who observes any act of hazing that does bodily harm to a student must report that act to the Building Principal, Superintendent, or designee who will investigate and take appropriate action. If the hazing results in death or great bodily harm, the employee must first make the report to law enforcement and then to the Superintendent or Building Principal. Hazing is defined as any intentional, knowing, or reckless act directed to or required of a student for the purpose of being initiated into, affiliating with, holding office in, or maintaining membership in any group, organization, club, or athletic team whose members are or include other students.

Abused and Neglected Child Reporting Act (ANCRA), School Code, and *Erin's Law* Training

The Superintendent or designee shall provide staff development opportunities for District employees in the detection, reporting, and prevention of child abuse and neglect.

All District employees shall:

1. Before beginning employment, sign the *Acknowledgement of Mandated Reporter Status* form provided by DCFS. The Superintendent or designee shall ensure that the signed forms are retained.
2. Complete mandated reporter training as required by law within three months of initial employment and at least every three years after that date.
3. Complete an annual evidence-informed training related to child sexual abuse, grooming behaviors (including *sexual misconduct* as defined in *Faith's Law*), and boundary violations as required by law and policy 5:100, *Staff Development Program*.

Alleged Incidents of Sexual Abuse; Investigations

An *alleged incident of sexual abuse* is an incident of sexual abuse of a child, as defined in [720 ILCS 5/11-9.1A](#), that is alleged to have been perpetrated by school personnel, including a school vendor or volunteer, that occurred: on school grounds during a school activity; or outside of school grounds or not during a school activity.

If a District employee reports an alleged incident of sexual abuse to DCFS and DCFS accepts the report for investigation, DCFS will refer the matter to the local Children's Advocacy Center (CAC). The Superintendent or designee will implement procedures to coordinate with the CAC. DCFS and/or the appropriate law enforcement agency will inform the District when its investigation is complete or has been suspended, as well as the outcome of its investigation. The existence of a DCFS and/or law enforcement investigation will not preclude the District

from conducting its own parallel investigation into the alleged incident of sexual abuse in accordance with Board policy 7:20, *Harassment of Students Prohibited*.

Special Superintendent Responsibilities

The Superintendent shall execute the requirements in Board policy 5:150, *Personnel Records*, whenever another school district requests a reference concerning an applicant who is or was a District employee and was the subject of a report made by a District employee to DCFS.

When the Superintendent has reasonable cause to believe that a license holder (1) committed an intentional act of abuse or neglect with the result of making a child an abused child or a neglected child under ANCRA or an act of sexual misconduct under *Faith's Law*, and (2) that act resulted in the license holder's dismissal or resignation from the District, the Superintendent shall notify the State Superintendent and the Regional Superintendent in writing, providing the Ill. Educator Identification Number as well as a brief description of the misconduct alleged. The Superintendent must make the report within 30 days of the dismissal or resignation and mail a copy of the notification to the license holder.

The Superintendent shall develop procedures for notifying a student's parents/guardians when a District employee, contractor, or agent is alleged to have engaged in sexual misconduct with the student as defined in *Faith's Law*. The Superintendent shall also develop procedures for notifying the student's parents/guardians when the Board takes action relating to the employment of the employee, contractor, or agent following the investigation of sexual misconduct. Notification shall not occur when the employee, contractor, or agent alleged to have engaged in sexual misconduct is the student's parent/guardian, and/or when the student is at least 18 years of age or emancipated.

The Superintendent shall execute the recordkeeping requirements of *Faith's Law*.

Special School Board Member Responsibilities

Each individual Board member must, if an allegation is raised to the member during an open or closed Board meeting that a student is an abused child as defined in ANCRA, direct or cause the Board to direct the Superintendent or other equivalent school administrator to comply with ANCRA's requirements concerning the reporting of child abuse.

If the Board determines that any District employee, other than an employee licensed under [105 ILCS 5/21B](#), has willfully or negligently failed to report an instance of suspected child abuse or neglect as required by ANCRA, the Board may dismiss that employee immediately.

When the Board learns that a licensed teacher was convicted of any felony, it must promptly report it to the State agencies listed in Board policy 2:20, *Powers and Duties of the Board of Education; Indemnification*.

EDUCATIONAL EQUITY POLICY

7:10 Equal Educational Opportunities

Equal educational and extracurricular opportunities shall be available for all students without regard to color, race, national origin, religion, sex, sexual orientation, ancestry, age, physical or mental disability, gender, gender identity, (whether or not traditionally associated with the student's sex assigned at birth), gender expression, status of being homeless, immigration status, order of protection status, military status, unfavorable military discharge, reproductive health decisions, or actual or potential marital or parental status, including pregnancy. Further, the District will not knowingly enter into agreements with any entity or any individual that discriminates against students on the basis of sex or any other protected status, except that the District remains viewpoint neutral when granting access to school facilities under Board policy 8:20, *Community Use of School Facilities*. Any student may file a discrimination complaint by using Board policy 2:260, *Uniform Grievance Procedure*, or in the case of discrimination on the basis of race, color, or national origin, Board policy 2:270, *Discrimination and Harassment on the Basis of Race, Color, and National Origin Prohibited*.

Sex Equity

No student shall, based on sex, sexual orientation, gender identity, or gender expression be denied equal access to programs, activities, services, or benefits or be limited in the exercise of any right, privilege, advantage, or denied equal access to educational and extracurricular programs and activities. Students shall be supported in a manner consistent with their gender identity. This will include, but not be limited to, use of restrooms, locker rooms, and other facilities that correspond with the student's gender identity.

Any student may file a sex equity complaint by using Board policy 2:260, *Uniform Grievance Procedure*. A student may appeal the Board's resolution of the complaint to the Regional Superintendent (pursuant to [105 ILCS 5/3-10](#)) and, thereafter, to the State Superintendent of Education (pursuant to [105 ILCS 5/2-3.8](#)).

Any student may file a sex discrimination complaint by using Board policy 2:265, *Title IX Grievance Procedure*.

Administrative Implementation

The Superintendent shall appoint a Nondiscrimination Coordinator, who also serves as the District's Title IX Coordinator. The Superintendent and Building Principal shall use reasonable measures to inform staff members and students of this policy and related grievance procedures.

This list of patterns does not represent an exhaustive list of ways in which disparities exist within our schools. We acknowledge that any disparity is unacceptable and directly at odds with our belief that all students can achieve.

We recognize that the Urbana School District has a responsibility to educate, but we also acknowledge that public schools have an important role in demonstrating inclusiveness and antiracism to the community as a whole.

USD 116'S Vision for Educational Equity

The District's vision for all students is to ensure that all learners acquire knowledge, develop skills, and build character to achieve and succeed at high levels to reach their personal greatness. This requires the District to see each student as an individual with different strengths and needs and meet each student where they are academically, emotionally, and socially. We seek to nurture the potential of each student. We acknowledge it is imperative that every student sees themselves, their history, and their culture reflected through their educational experience.

Urbana School District affirms that equity will not be achieved if it consists of merely inviting students and families into spaces that already exist. Instead, this policy requires us to be intentional in our efforts to create new spaces and opportunities that are intentionally founded with the diverse backgrounds of our historically marginalized families in mind. In order to realize equitable opportunities and outcomes for everyone, equity must be applied across the following list, which includes but is not limited to:

- race,
- ethnicity,
- gender,
- gender identity,
- gender expression,
- sexual orientation,
- socioeconomic status,
- religion,
- national origin,
- foster status,
- involvement with the juvenile justice system,
- (dis)ability,
- immigration status,
- or linguistic backgrounds

Urbana School District's climate and culture are designed and operated to be reflective of equitable policies, practices, and procedures in each building, every classroom, and all extracurricular activities.

Commitment

We, Urbana School District, are committed to disrupting and transforming the current and historical systems that have been inequitable in their existence. We recognize that our students have various real-life experiences and personal characteristics that will require diverse pathways to success.

In order to achieve educational equity for our students:

The District shall...

- The District shall provide every student with equitable access to an academically rigorous, socially and emotionally responsive, and culturally sustaining education, even when this means differentiating resources to accomplish this goal.
- The District shall provide ongoing professional development in the areas of bias and culturally responsive teaching, which include adequate time for feedback and self-reflection.
- The District shall negotiate, reallocate, and re-imagine resources, opportunities, and supports when equal distribution results in inequitable outcomes that do not adequately meet the specific needs and interests of all groups of students.
- The District shall recruit, employ, support, and retain racially and linguistically diverse and culturally competent teachers, support staff, and administrators.
- The District shall remedy the inequitable practices that lead to the over-representation of students of color in areas such as special education and discipline and the under-representation in programs such as acceleration and Advanced Placement.
- The District shall strengthen partnerships with and empower families, especially historically marginalized populations, which include underrepresented people of

- color and those with varying linguistic backgrounds, as authentic partners in the educational process, school planning, and District decision-making.
- The District will investigate existing policies that may serve as barriers to access and full engagement for students.

Definitions for Educational Equity Policy

For the purposes of this policy, the following terms shall have the following meanings:

- “Academic Barriers” are the unequal distribution of academic resources, including but not limited to; school funding, qualified and experienced teachers, books, and technologies to socially excluded communities. These communities tend to be historically disadvantaged and oppressed.
- “Bias” means a positive or negative inclination towards a person, group, or community; it can lead to stereotyping.
- “Culturally Responsive Teaching” bridges the gap between teacher and student by helping the teacher understand the cultural nuances within the classroom, an approach that focuses on integrating and sustaining students; multiple cultural identities within the classroom environment and curriculum.
- “Diversity” or “Diverse” means variety in, including but not limited to race, ethnicity, gender, gender identity, gender expression, sexual orientation, socioeconomic status, religion, national origin, foster status, housing circumstance, involvement with the juvenile justice system, IEP status, disability, learning difference, immigration status, or spoken languages and people with different beliefs.
- “Ethnicity” is a social construct that divides people into smaller social groups based on characteristics such as a shared sense of group membership, values, behavioral patterns, language, political and economic interests, history, and ancestral background.
- “Equity” refers to fairness and justice and is distinguished from equality. Whereas equality means providing the same to all, equity means recognizing that we do not all start from the same place and must acknowledge and make adjustments to imbalances.
- “Implicit Bias” means biases of which people usually are unaware or which operate at the subconscious level. Implicit bias is usually expressed indirectly.
- “Institutional Racism” means social policies, practices, procedures, and/or discourse that benefit people who are white at the exclusion of people of color, often unintentionally.
- “Opportunity Gap” means the unequal or inequitable distribution of educational resources and opportunities on the basis of race and/or ethnicity; resources may include staffing, academic supports, social and emotional supports, high-quality curriculum, and other programs.
- “Racial and Ethnic Equity” means the systematic fair treatment of people of all races and ethnicities that allows equitable outcomes.
- “Racism” means the prejudice, discrimination, or antagonism directed against someone of a different race based on the belief that one’s own race is superior.
- “Systemic Barrier” means policies, procedures, or practices that unfairly discriminate and can prevent individuals from participating fully in a situation. Organizational or systemic barriers are often put into place unintentionally.
- “Urbana School District #116” includes all employees, students, consultants, and contractors of Urbana School District #116.

Title IX Grievance Procedure (2:265)

Discrimination on the basis of sex, including sex-based harassment, affects a student’s ability to learn and an employee’s ability to work. Providing an educational and workplace environment free from discrimination on the basis of sex is an important District goal.

The District does not discriminate on the basis of sex and prohibits sex discrimination in any education program or activity that it operates, as required by Title IX of the Education Amendments of 1972 (Title IX) and its implementing regulations ([34 C.F.R. Part 106](#)), including against applicants for employment, students, parents/guardians, employees, and third parties.

Title IX Sex Discrimination Prohibited

Sex discrimination as defined in Title IX (Title IX Sex Discrimination) is prohibited. A District employee, agent, or student violates this prohibition whenever that person engages in conduct on the basis of sex that causes another person to be excluded from participation in, be denied the benefits of, or otherwise be subjected to discrimination under any education program or activity operated by the District. Title IX Sex Discrimination includes discrimination on the basis of sex stereotypes, sex characteristics, pregnancy or related conditions, sexual orientation, and/or gender identity.

Sex-based harassment is a form of Title IX Sex Discrimination. Sex-based harassment occurs whenever a person engages in conduct on the basis of sex that satisfies one or more of the following:

1. A District employee, agent, or other person authorized by the District to provide an aid, benefit, or service under the District's education program or activity explicitly or impliedly conditions the provision of an aid, benefit, or service on a person's participation in unwelcome sexual conduct; or
2. Unwelcome sex-based conduct that, based on the totality of the circumstances, is subjectively and objectively offensive and is so severe or pervasive that it limits or denies a person's ability to participate in or benefit from the District's education program or activity; or
3. Sexual assault, dating violence, domestic violence, or stalking as defined in [34 C.F.R. §106.2](#).

Definitions from [34 C.F.R. §106.2](#)

Complainant means: (1) a student or employee who is alleged to have been subjected to conduct that could constitute Title IX Sex Discrimination; or (2) a person other than a student or employee who is alleged to have been subjected to conduct that could constitute Title IX Sex Discrimination and who was participating or attempting to participate in the District's education program or activity at the time of the alleged Title IX Sex Discrimination.

Complaint means an oral or written request to the District that objectively can be understood as a request for the District to investigate and make a determination about alleged discrimination under Title IX.

Respondent means a person who is alleged to have violated the District's prohibition on Title IX Sex Discrimination.

Retaliation means intimidation, threats, coercion, or discrimination against any person by the District, a student, or an employee or other person authorized by the District to provide aid, benefit, or service under the District's education program or activity, for the purpose of interfering with any right or privilege secured by Title IX or its regulations, or because the person has reported information, made a Complaint, or participated or refused to participate in any manner in an investigation, proceeding, or hearing under the Title IX regulations.

Making a Report

A person who wishes to make a report under this policy may make a report to the Title IX Coordinator, Nondiscrimination Coordinator, Building Principal, Assistant Building Principal, Dean of Students, a Complaint Manager, or any employee with whom the person is comfortable speaking.

School employees who receive information about conduct that reasonably may constitute Sex Discrimination under this policy shall promptly forward the report or information to the Title IX

Coordinator. An employee who fails to promptly make or forward a report or information may be disciplined, up to and including discharge.

The Superintendent shall insert into this policy and keep current the name, office address, email address, and telephone number of the Title IX Coordinator

Title IX Coordinator:

Angi Franklin, Assistant Superintendent of Human Resources
1101 East University Ave., Suite B,
Urbana, IL 61802
afranklin@usd116.org
217-384-3641

Processing and Reviewing a Report or Complaint

Upon receipt of a report of conduct that reasonably may constitute Title IX Sex Discrimination, the Title IX Coordinator and/or designee shall offer and coordinate supportive measures, as appropriate, for a Complainant.

Further, the Title IX Coordinator will analyze the report to identify and determine whether there is another or an additional appropriate method(s) for processing and reviewing it. For any report received, the Title IX Coordinator shall review Board policies 2:260, *Uniform Grievance Procedure*; 5:10, *Equal Employment Opportunity and Minority Recruitment*; 5:20, *Workplace Harassment Prohibited*; 5:90, *Abused and Neglected Child Reporting*; 5:120, *Employee Ethics; Code of Professional Conduct; and Conflict of Interest*; 7:10, *Equal Educational Opportunities*; 7:20, *Harassment of Students Prohibited*; 7:180, *Prevention of and Response to Bullying, Intimidation, and Harassment*; 7:185, *Teen Dating Violence Prohibited*; and 7:190, *Student Behavior*, to determine if the allegations in the report require further action under those policies.

Reports of alleged Title IX Sex Discrimination will be confidential to the greatest extent practicable, subject to the District's duty to investigate and maintain an educational program or activity that is productive, respectful, and free of Title IX Sex Discrimination.

Title IX Complaint Grievance Process

The Superintendent or designee shall implement procedures to ensure the prompt and equitable resolution of all Complaints according to a grievance process that fully complies with [34 C.F.R. §106.45](#). See the District's Title IX Complaint Grievance Process (Grievance Process) under administrative procedure 2:265-AP2, *Formal Title IX Complaint Grievance Process*.

When a Complaint is filed, the Title IX Coordinator will investigate it and make a determination regarding the outcome of the Complaint, or appoint a qualified person(s) to undertake the investigation and make a determination regarding the outcome of the Complaint.

Enforcement

Any District employee who is determined, at the conclusion of the Grievance Process, to have engaged in Title IX Sex Discrimination will be subject to disciplinary action up to and including discharge. Any third party who is determined, at the conclusion of the Grievance Process, to have engaged in Title IX Sex Discrimination will be addressed in accordance with the authority of the Board in the context of the relationship of the third party to the District, e.g., vendor, parent/guardian, invitee, etc. Any District student who is determined, at the conclusion of the Grievance Process, to have engaged in Title IX Sex Discrimination will be subject to disciplinary action, including, but not limited to, suspension and expulsion consistent with student behavior policies. Any person making a knowingly false accusation regarding Title IX Sex Discrimination will likewise be subject to disciplinary action.

This policy does not increase or diminish the ability of the District or the parties to exercise any other rights under existing law.

Retaliation Prohibited

The District prohibits any form of retaliation, including peer retaliation, in its education program or activity. Any person should report claims of retaliation using this Board policy 2:265, *Title IX Grievance Procedure*.

A student, employee, or other person authorized by the District to provide aid, benefit, or service under the District's education program or activity who retaliates against others for reporting or complaining of violations of this policy or for participating in any manner under this policy will be subject to disciplinary action, up to and including discharge, with regard to employees, or suspension and expulsion, with regard to students.

**Urbana Sixth Grade Center
Student Code of Conduct
SY 2025- 2026**



SGC Student Code of Conduct Table of Contents

Tardies, Skipping, and Hall Passes		65-67
Student Behavior		67
Bus Conduct		68-69
Early Dismissal and After School Events		69
Student Appearance and Belongings		70-71
Personal Technology and Yondr Pouch Information		71-73
Computer/Chromebook Technology Policies and Information		74-76
Computer/Online Expectations		76-79
Textbooks and School Supplies		79-80
Bullying		81-85
Discrimination and Harassment		85-87
Restorative Practices		87-89
Suicide and Depression Awareness and Prevention		89-91
School Violence, Dating Violence, and Discrimination		91-97
SGC Student Conduct Expectations		98-111
General Regulations	98-99	
Schoolwide Expectations Matrix	99	
Interventions	99-101	
Disciplinary Responses	101-102	
Student Rights and Responsibilities	102	
Student Behavior	103	
Security Cameras	103	
Isolated Time Out, etc.	103	
Fire and Disaster Procedures	103	
Weapons Policy	103-104	
Unacceptable Conduct or Misconduct	104-105	
District-Wide Prohibited Student Conduct	105-107	
Additional Items for Prohibited Student Conduct	107	
Misconduct by Student with Disabilities	107-109	
Search and Seizure	109-110	
Vandalism	110	
Agency and Policy Interviews	110	
Social Network Policy	110	
Acknowledgement Forms		111
User Agreement and Parent Permission Form for Internet and Email Access		112

TARDIES, SKIPPING, AND HALL PASSES

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 their 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 their seat with materials, etc. A one-minute warning bell will ring prior to the start of the period.

1. All teachers will mark student attendance in Skyward accurately within the first 10 minutes of class.
2. **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.**
3. 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.
4. All staff will monitor the time and verbally prompt students to continue to move to class.
5. A one-minute warning bell will ring prior to the start of the period.
6. Students who show up to class excessively tardy, missing key introductory instructional time (more than 15 minutes into the class period), will be permitted to enter class and resume learning. However, they may receive an office discipline referral for skipping. This will result in a family contact and possible disciplinary action.
7. If a student arrives late to class with a pass; the teacher will admit them and change the attendance to verify that the student did indeed attend class in Skyward. This must be done by 4:30 pm.

TARDIES (WEEK)	ACTION/INTERVENTION/CONSEQUENCE
1-3	Verbal Reminders from Teachers
3-5	Teacher-Student Conference- Start Documentation, Family Contact (Conferences can be conducted by the classroom teacher if its one class or by the team facilitator/team)
5-9	Lunch Detention, Social Probation & Extracurricular Ineligibility
6-10	Parent Contact & Attendance Plan with Dean
10-12	Lunch Detention, Conference with Dean, and Referral to Tier 2 for a SAIG (Social Academic Instructional Group)
12-15+	Saturday School, No Pass List, Meet with Admin, Problem Solving Meeting with Team and Family (isolated lunch until a parent meeting is held), and Possible Day in RU (in school suspension)

*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, especially after 15 tardies in one quarter, we will consider individual student plans, such as alternate passing periods and escorts.

Skipping

Skipping is defined as anytime a student does not attend a class period, anytime a student leaves their assigned classroom without permission during the period, anytime a student self assigns to another location/classroom in the building without staff permission, or anytime a student is excessively tardy. Parent contact will be made by the grade level Dean of Students and/or Administrator and these behaviors will result in an office discipline referral. If the behavior continues, the following interventions and consequences will be put in place:

SKIPPING (QUARTER)	ACTION/INTERVENTION/CONSEQUENCE
1-2 times	Restorative Chat, Family Contact by Teacher and Dean, Assigned Lunch Detentions 1=1 lunch detention, 2=5 consecutive days of Lunch Detention
3-4 times	Restorative Chat, Family Contact by Teacher and Dean, assigned to ½ day RU (in school suspension)
5 times	Restorative Chat, Family Contact by Teacher and Dean, assigned to 1 full day RU (in school suspension)
6+	Restorative Chat, Parent Meeting, and creation of individual intervention plan, which may include No Pass List, escorts, lunch detentions, alternative passing periods, and/or additional disciplinary consequences.

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 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.
- **Students may not work in hallways unless there is an adult with the student at all times.**
- Teachers will dismiss classes on time.
- 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.**
- After a few occurrences of student discipline; administration or dean can recommend that a student be added to the No Pass List for the semester or school year if

necessary. Family contact will be made if this is assigned. Student will need to be escorted on the no pass list anytime he/she/they leave the classroom.

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.

STUDENT BEHAVIOR

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.

Lunch Procedures and Behavior

- Students are seated by teams in an assigned area.
- Students may not leave campus during the lunch period unless the student has been checked out through the Main Office.
- Students may not order food to be delivered to school for lunch (e.g., DoorDash, GrubHub).
 - Items may be discarded by the front office without contacting students even if they paid for the delivery. No refunds will be granted.
 - Parents/guardians wishing to order food/lunch for their student must bring the item personally to the Main Office.
- Students are expected to be on time for lunch.
- Students may not eat in an alternative space for an individual day unless they have been given permission by a staff member AND been provided with a pass or an escort.
- Students may not resell food items purchased in the cafeteria or brought from home.
- When students enter the cafetorium they should choose a table in their assigned Team area, and remain seated.
- Students must remain in the assigned area and may not return to their locker after the lunch period has started.
- When finished eating, students should wait at their tables until dismissed by SGC staff. SGC staff members will come around with trash cans for students to clean their areas. When dismissed, if any additional food/trash is still on tables, then students are expected to throw trash in the cans and clean up their surrounding area.
- No food or drink may leave the assigned area.
- Throwing any items during lunch, regardless of intent, may result in disciplinary consequences.

BUS CONDUCT (7:220)

All students must follow the District's *School Bus Safety Rules* under the Bus Conduct section.

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 their requests. Specific regulations are posted on the buses. 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 the seat.
- Students must remain in their seats.
- 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.

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 needing to purchase a new ID must do so ONLY during their designated lunch period and must do so with permission from a lunch supervisor/administrator. Students attempting to purchase an ID outside of their lunch period will be sent back to class without an ID. 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.

School Bus Suspensions

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 Behavior* 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.

Academic Credit for Missed Classes During School Bus Suspension

A student suspended from riding the bus who does not have alternate transportation to school shall have the opportunity to complete or make up work for equivalent academic credit. It shall be the responsibility of the student's parent or guardian to notify the school that the student does not have alternate transportation.

Electronic Recordings on School Buses

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

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

EARLY DISMISSAL AND AFTER SCHOOL EVENT INFORMATION

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 and social media outlets as soon as decisions are made by the Superintendent. Parents will also be notified by our Skylert system of school closings.

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. suspension or 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.

STUDENT APPEARANCE (7:160) AND BELONGINGS

A student's appearance, including dress and hygiene, must not disrupt the educational process or compromise standards of health and safety. The District does not prohibit hairstyles or hair texture, including, but not limited to, protective hairstyles such as braids, locks, and twists, nor does it prohibit hairstyles historically associated with any other protected status under Board policy 7:10, *Equal Educational Opportunities*. The District also does not prohibit the right of a student to wear or accessorize the student's graduation attire with items associated with the student's cultural, ethnic, or religious identity or other characteristic or category protected under the Ill. Human Rights Act, [775 ILCS 5/1-103\(Q\)](#). Students who disrupt the educational process or compromise standards of health and safety must modify their appearance. Procedures for guiding student appearance will be developed by the Superintendent or designee and included in the *Student Handbook(s)*.

Dress Code

The SGC 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 their 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

- Facewear that does not allow the face to be fully visible, such as sunglasses and ski-masks.

- Clothing may not depict, advertise or advocate the use of alcohol, tobacco, marijuana or other controlled substances.
- Clothing may not contain profanity.
- Clothing may not depict pornography, nudity or sexual acts.
- Clothing may not depict physical violence or weapons.
- 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.

Athletic Equipment (Items from Home– Balls, Bats, Etc.)

Students should leave these items at home. When there are athletic activities at school, the school will provide the necessary equipment. There should be no dribbling or throwing taking place in our hallways.

If a student is an athlete; the athletic director and coach will provide guidance on where they can store their equipment bags.

Backpacks, Purses, Book Bags

Backpacks, purses, fanny packs, drawstring bags, book bags, mini purses, belt bags, etc. are NOT allowed in classrooms. Zipper binders with required school supplies are the only items allowed in classrooms, no exceptions. All other items must be stored in students' personal lockers. NONE of the mentioned items are allowed in PE Locker Rooms. Again, all items must be stored in students' personal lockers. 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.

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 AND YONDR POUCH INFORMATION AND POLICIES

Personal Technology and Yondr Pouches

Personal technology includes cell phones, Smart watches, Airpods, and any other personal device not assigned by the Urbana School District 116.

Urbana Sixth Grade Center is a phone-free space where learning and engagement are prioritized. While we believe cell phones are a great utility and have their use, we have found learning and social conduct significantly improve when students are fully engaged with their teachers and peers in the learning process. Consequently, cell phones, Smart watches, and Airpods are **NOT** to be used during the school day or in the school building. To support this policy, SGC will use Yondr pouches.

Every SGC student will be provided with and assigned an individual Yondr pouch that they will take home and bring to school daily. Yondr pouches are considered school property; consequently, all students are responsible for maintaining the pouch, using it as directed, and

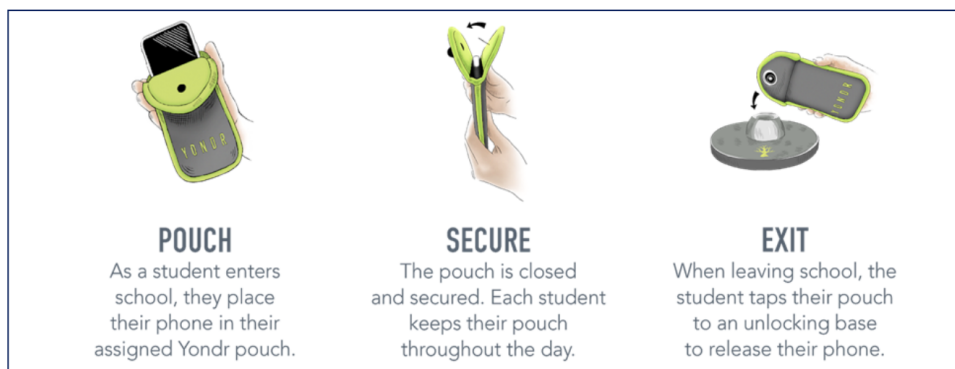
keeping it in good working condition throughout the year. Failure to follow expectations will result in disciplinary action and can require restitution to replace a Yondr pouch that is damaged, lost, and unable to be used.

Distribution/Assignment of Yondr Pouch

- At the beginning of the school year, students will be assigned a Yondr pouch based on their grade-level and team designation.
- Once the pouch is assigned and distributed, the student accepts responsibility for the Yondr pouch until it is successfully returned at the end of the current school year.

Maintenance of Yondr Pouch

- Students will be given their assigned Yondr pouch at the beginning of the school year.
- Students will keep from writing/drawing on their Yondr pouch.
- Students will only use the Yondr pouch as directed in the image below.
- Students will use only the Yondr pouch assigned to them.
- Students will keep the Yondr pouch closed when traveling to and from school to keep the pouch working as expected and to maintain the life of the pouch (**cell phones do not need to be secured in the pouch when traveling to and from school**).



Daily Use of the Yondr Pouch

- **Arrival:**
 - Students will arrive at school with their individually assigned Yondr pouch in the closed position.
 - Students will walk to their designated doors to enter the building.
 - Students will use the unlocking bases to open their pouches.
 - Students will turn their cell phones off and, in the presence of SGC staff, place their cell phones, Smart watches, and AirPods (and other brands of the same devices) into the pouch.
 - Students will lock their pouches in front of the staff as modeled above.
 - Students will keep their phones and other technology with them throughout the day (secured in Yondr pouches)
 - Students who arrive late to school will proceed to the Kiosk or main office to follow the above steps in front of kiosk/office personnel.
 - Students who do not have their Yondr pouch upon arrival will be required to place their cell phone in the front office for parent pick up.
- **Dismissal:**
 - At the end of the day, students will be dismissed from their 8th period class and will proceed to the designated door where unlocking devices will be placed.

- Students will use the unlocking bases to unlock their pouches and remove their phones, Smart watches, and Airpods.
- Students will close their pouches in the lock position and take them home.
- Students needing to leave before the end of the day will check out at the main office and will unlock their pouches from there.

Violations of Cell Phone Policy & Yondr Pouch Usage

- Damaged Pouches/Lost Pouches/Forgotten Pouches/Using Phones during the School Day
 - Students who damage or lose their Yondr pouch will be required to replace the pouch and may be subject to a fee of up to but no greater than \$30 (full replacement cost).
 - Pouches that are damaged will be collected by SGC administration (Dean).

Examples of pouch damage include:

- Bent pin
- Ripped fabric
- Deep scratches on the lock exterior + green ring
- Intentional pen marks on the inside of the pouch
- Pin and button not fully recessing due to pin damage



- Students who forget their Yondr pouch will be required to turn in their cell phone, Smart phone, and Airpods (or the like) to the main office for parent pick up.
 - Administration will call the parent for pickup of the items and to be reminded of the policy.
 - If a student consistently forgets their Yondr pouch, it will be considered lost and the policy for lost and/or damaged pouches will apply. Additionally, the student may be subject to additional disciplinary action which may include a cell phone/technology plan where the student is required to check their cell phone and other technology in and out of the main office daily.
- Students who refuse to use the Yondr pouch provided and/or who violate the policy by using their cell phone/Smart watch, etc. in the school building during the school day will have their device(s) confiscated immediately and taken to the main office where administration (Deans) will call for parent pickup.
- Students who violate ANY of the above may also be subject to additional disciplinary measures that can include community service, in-school suspension, or after-school detention.
 - Continuous violations of the policy will result in an individual plan that may require the student to A) Have their pouch checked in and out at the front office. B) The family agrees to keep the cell phone home. C) Cell phone itself being checked in and out of the front office.

*****Please Note*****

Students who bring cell phones, Smart watches, Airpods and other electronic devices to school do so at their and their family's own risk. USD116, Urbana Middle School, and its

employees do not assume any liability for the loss, damage or theft of students' devices that are brought to the school building or transported to and from school during field trips or extracurricular activities.

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.

COMPUTER/CHROMEBOOK TECHNOLOGY POLICIES AND INFORMATION

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. 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.

Acceptable Chromebook Use

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

General Chromebook Precautions

- No food or beverages should be near your Chromebook.
- 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.)

Chromebook 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 their Chromebook to school, the student may have the option to check out a loaner from their classroom. 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 Use

Classrooms will have Chromebook carts available for students to use in the classroom.

Chromebook Repair and Replacement

Students are responsible for the cost of repairing damage to the Chromebook that is not consistent with normal wear and tear. The costs of repairs and replacement are as follows:

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.

Chromebook Login

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.

Use of Educational Technologies; Student Data Privacy and Security (7:345)

Educational technologies used in the District shall further the objectives of the District's educational program, as set forth in Board policy 6:10, *Educational Philosophy and Objectives*, align with the curriculum criteria in policy 6:40, *Curriculum Development*, and/or support efficient District operations. The Superintendent shall ensure that the use of educational technologies in the District meets the above criteria.

The District and/or vendors under its control may need to collect and maintain data that personally identifies students in order to use certain educational technologies for the benefit of student learning or District operations.

Federal and State law govern the protection of student data, including school student records and/or *covered information*. The sale, rental, lease, or trading of any school student records or covered information by the District is prohibited. Protecting such information is important for legal compliance, District operations, and maintaining the trust of District stakeholders, including parents, students and staff. The Board designates the Chief Information Officer to serve as Privacy Officer, who shall ensure the District complies with the duties and responsibilities required of it under the Student Online Personal Protection Act, [105 ILCS 85/](#), amended by P.A. 101-516, eff. 7-1-21.

Definitions

Covered information means personally identifiable information (PII) or information linked to PII in any media or format that is not publicly available and is any of the following: (1) created by or provided to an operator by a student or the student's parent/guardian in the course of the student's or parent/guardian's use of the operator's site, service or application; (2) created by or provided to an operator by an employee or agent of the District; or (3) gathered by an operator through the operation of its site, service, or application.

Operators are entities (such as educational technology vendors) that operate Internet websites, online services, online applications, or mobile applications that are designed, marketed, and primarily used for K-12 school purposes.

Breach means the unauthorized acquisition of computerized data that compromises the security, confidentiality or integrity of covered information maintained by an operator or the District.

Operator Contracts

The Superintendent or designee designates which District employees are authorized to enter into written agreements with operators for those contracts that do not require separate Board approval. Contracts between the Board and operators shall be entered into in accordance with State law and Board policy 4:60, *Purchases and Contracts*, and shall include any specific provisions required by State law.

Security Standards

The Superintendent or designee shall ensure the District implements and maintains reasonable security procedures and practices that otherwise meet or exceed industry standards designed to protect covered information from unauthorized access, destruction, use, modification, or disclosure. In the event the District receives notice from an operator of a breach or has determined a breach has occurred, the Superintendent or designee shall also ensure that the District provides any breach notifications required by State law.

COMPUTER/ONLINE EXPECTATIONS

Access to Electronic Networks Internet Acceptable Use Policy (IAUP) (6:235)

We are pleased to offer students of the Urbana School District #116 access to the District computer network for electronic mail and the Internet. To gain access to e-mail and the Internet, all students under the age of 18 must obtain parental permission and must sign and return this form each year to the school office. Students 18 and over may sign their own forms. Access to e-mail and the internet will enable students to explore thousands of libraries and databases while exchanging messages with internet users throughout the world. Families

should be warned that some material accessible via the Internet may contain items that are illegal, defamatory, inaccurate or potentially offensive to some people. While our intent is to make Internet access available to further educational goals and objectives, students may find ways to access other materials as well. We believe that the benefits to students from access to the Internet, in the form of information resources and opportunities for collaboration, exceed any disadvantages. But ultimately, parents and guardians of minors are responsible for setting and conveying the standards that their children should follow when using media and information sources. To that end, Urbana School District #116 supports and respects each family's right to decide whether or not to apply for access.

District Internet and E-mail Rules

Students are responsible for good behavior on school computer networks as they are in a classroom or school hallway. Communications on the network are often public in nature. General school rules for behavior and communications apply.

The network is provided for students to conduct research and communicate with others. Access to network services is given to students who agree to act in a considerate and responsible manner. Parent permission is required. Access is a privilege - NOT A RIGHT. Access entails responsibility.

Individual users of the District computer networks are responsible for their behavior and communications over our network. It is presumed that users will comply with District standards and will honor the agreements they have signed. Beyond the clarification of such standards, the District is not responsible for restricting, monitoring or controlling the communications of individuals utilizing the network.

Network storage areas may be treated like school lockers. Network administrators may review files and communications to maintain system integrity and ensure that users are using the system responsibly. Users should not expect that files stored on District servers will always be private. During school, teachers of younger students will guide them toward appropriate materials. Outside of school, families bear the same responsibility for such guidance as they exercise with information sources such as television, telephones, movies, radio and other potentially offensive media.

As outlined in Board policy and procedures on students' rights and responsibilities, copies of which are available in school offices, the following 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
- employing the network for commercial purposes
- accessing games, IRC (chats), MUD's, MOO's, MUVE's or other similar sites without permission from a teacher

Violations may result in a loss of access as well as other disciplinary or legal actions.

Top Six Things to Know Prior to Using the Internet

1. The Internet is a network of computers and computer networks that provides access to information contained on millions of computers around the world.

2. Because the information on the Internet comes from all over the world, we need to understand that neither Urbana School District #116 nor any staff member controls the content of this information. Some information may be controversial, offensive, or inaccurate.
3. The Internet is a powerful resource tool. When at school, students should use it under the direction and guidance of professional staff for educational purposes only.
4. Any information that is available on the internet is the product of another individual's work, and must be cited if used. This information is referred to as intellectual property and includes pictures, logos, trademarks, printed materials, computer software, video and sounds.
5. The Internet allows students not only to receive information, but to send it to others. In light of that, students should behave in a responsible manner when communicating electronically.
6. Urbana School District #116 uses filtering/blocking software, it is important to note that no filtering/blocking software is 100% guaranteed and must be paired with supervision and good parental involvement.

Personal Safety and Respecting Privacy

- I will not share my or any other person's address, passwords, ID's, telephone number, parent's work address/telephone number, the name and location of my school or other personal information. If participating in an approved classroom project, the name and location of school may be used.
- I will tell my teachers right away if I come across any information that makes me feel uncomfortable.
- I will never agree to get together with someone I "meet" online.
- I will never send a person my picture or anything else without first checking with my teachers and parents.
- I will not respond to any messages that are mean, use bad language or in any way make me feel uncomfortable. It is not my fault if I get a message like that. If I do, I will tell my teachers right away.
- I will not give out a credit card number online, subscribe to any services or order any materials or services on the Internet.
- I will respect an individual's rights to privacy and to freedom from intimidation, harassment, and unwarranted annoyance.
- I recognize the limitations to privacy afforded by electronic services.

Illegal Activities

- I will not use the network for illegal purposes such as: arranging for a drug sale or purchase of alcohol, engaging in criminal gang activity, threatening the safety of a person, etc.
- I will not participate in any activity that violates school rules or local, state or federal laws.

Respecting Resource

- I will abide by security restrictions on all systems and information to which access is permitted. I will not attempt to evade, disable, or "crack" passwords or other security provisions. I understand that these activities threaten the work of others and are grounds for immediate termination or suspension of privileges and possible further sanctions.
- I understand that the following is not permitted:

- ✓ sending or displaying offensive messages or pictures using obscene language
- ✓ trespassing in another's folders, work or files
- ✓ using another's password
- ✓ using the network for commercial purposes

Acceptable Access

- I understand I may not play non-educational games or use other interactive sites such as IRC (chats), social networks (Facebook, Myspace, etc., MUD's (Multiple User Domains), MOO's (MUD Object Oriented), or MUVE (Multiple User Virtual Environments) unless specifically assigned to do so by a teacher.
- I will not make deliberate attempts to disrupt the computer system, damage or interfere in any way with an individual, a business, or an organization's data by spreading a virus or by any other means. These actions are illegal.
- I am responsible for my individual account and will not share my password with others, nor will I access the network or other information source without proper authorization.
- I will not use another person's account to send or receive email.

Plagiarism and Copyright Infringement

- I will not plagiarize any materials (documents, web pages, software, graphics, etc.) that I find on the Internet. Plagiarism is taking the ideas or writings of others and presenting them as if they were yours.
- I will respect copyright and other intellectual-property rights. Unauthorized copying of files or passwords belonging to others may constitute plagiarism or theft. Modifying files without authorization (including altering information, introducing viruses, or damaging files) is unethical, may be illegal, and may lead to sanctions.
- The Urbana School District #116 does not condone and specifically forbids the unauthorized duplication of software.

Sanctions:

- Violating these rules may result in a loss of access.
- Additional disciplinary action may be taken at the building level in line with existing practice regarding inappropriate language or behavior.
- Legal action will be taken when applicable.

TEXTBOOKS AND SCHOOL SUPPLIES

Textbook Responsibility

Each student is responsible for their own assigned textbooks. Each student should place their 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 may result in non- participation in Eighth Grade Promotion, and all Eighth Grade Promotion activities. This will also apply to single-use Student Edition textbooks and novels. For example, a replacement book for ELA would be \$32.50 for a replacement.

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. Our school supply list is posted on our school website.

POLICIES REGARDING BULLYING

Prevention of and Response to Bullying, Intimidation, and Harassment (7:180)

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, religion, sex, national origin, ancestry, physical appearance, socioeconomic status, academic status, pregnancy, parenting status, homelessness, age, marital status, physical or mental disability, military status, sexual orientation, gender-related identity or expression, unfavorable discharge from military service, order of protection status, 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 the School District or school if the bullying causes a substantial disruption to the educational process or orderly operation of a school. This paragraph (item #4) applies only when a school administrator or teacher receives a report that bullying through this means has occurred; it does not require staff members to monitor any nonschool-related activity, function, or program.

Definitions from 105 ILCS 5/27-23.7

Bullying includes *cyberbullying* 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.

Bullying may take various forms, including without limitation one or more of the following: harassment, threats, intimidation, stalking, physical violence, sexual harassment, sexual violence, theft, public humiliation, destruction of property, or retaliation for asserting or alleging an act of bullying. This list is meant to be illustrative and non-exhaustive.

Cyberbullying means bullying through the use of technology or any electronic communication, including without limitation any transfer of signs, signals, writing, images, sounds, data, or intelligence of any nature transmitted in whole or in part by a wire, radio, electromagnetic system, photo-electronic system, or photo-optical system, including without limitation

electronic mail, Internet communications, instant messages, or facsimile communications. *Cyberbullying* includes the creation of a webpage or weblog in which the creator assumes the identity of another person or the knowing impersonation of another person as the author of posted content or messages if the creation or impersonation creates any of the effects enumerated in the definition of *bullying*. *Cyberbullying* also includes the distribution by electronic means of a communication to more than one person or the posting of material on an electronic medium that may be accessed by one or more persons if the distribution or posting creates any of the effects enumerated in the definition of *bullying*.

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, (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, and (vii) increase student accountability if the incident of bullying is based on religion, race, ethnicity, or any other category that is identified in the Ill. Human Rights Act.

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 social workers, school counselors, school psychologists, school nurses, cafeteria workers, custodians, bus drivers, school resource officers, and security guards.

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 requirements listed below.

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 Nondiscrimination Coordinator, Building Principal, Assistant Building Principal, Dean of Students, a 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 named officials or any staff member. The District named officials and all staff members are available for help with a bully or to make a report about bullying. Anonymous reports are also accepted; however, this shall not be construed to permit formal disciplinary action solely on the basis of an anonymous report.

Nondiscrimination Coordinator:

Angi Franklin, Asst. Supt. of Human Resources
1101 East University Ave., Suite B,
Urbana, IL 61802
afranklin@usd116.org
217-384-3641

Complaint Managers:

Angi Franklin, Asst. Supt. of Human Resources
1101 East University Ave., Suite B,
Urbana, IL 61802
afranklin@usd116.org
217-384-3641

Laura Taylor, Executive Director of Leadership Development
1101 East University Ave., Suite B,
Urbana, IL 61802
ltaylor@usd116.org
217-384-3651

Imani Carr
Urbana Sixth Grade Center
1602 South Anderson Street
Urbana, IL 61801
icarr@usd116.org (217-384-3670)

4. Consistent with federal and State laws and rules governing student privacy rights, the parents/guardians of all students involved in an alleged incident of bullying will be notified of such, along with threats, suggestions, or instances of self-harm determined to be the result of bullying, within 24 hours after the school's administration is made aware of the student's involvement in the incident. As appropriate, the school's administration shall also discuss the availability of social work services, counseling, school psychological services, other interventions, and restorative measures. The school shall make diligent efforts to notify a parent or legal guardian, utilizing all contact information the school has available or that can be reasonably obtained within the 24-hour period.
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 a bullying incident was received and taking into consideration additional relevant information received during the course of the investigation about the reported bullying incident.
 - 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 reported 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/guardians of the students who are parties to the investigation information about the investigation and an opportunity to meet with the Building 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 incident 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, that 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**. Any person's act of reprisal or retaliation will be subject to disciplinary action, up to and including discharge with regard to employees, or suspension and/or expulsion with regard to students.
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, a person who is found to have falsely accused another of bullying, as a means of retaliation, as a means of bullying, or provided false information will be treated as either: (a) *bullying*, (b) student discipline up to and including suspension and/or expulsion, and/or (c) both (a) and (b) for purposes of determining any consequences or other appropriate remedial actions.
9. The District's bullying prevention and response plan is 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 publicly accessible 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 be distributed annually to parents/guardians, students, and school personnel (including new employees when hired), and must also be provided periodically throughout the school year to students and faculty.
11. Pursuant to State law and Board policy 2:240, *Board Policy Development*, the Board monitors this policy every two years by conducting a review and re-evaluation of this policy to make any necessary and appropriate revisions. The Superintendent or designee shall assist the Board with its re-evaluation and assessment of this policy's outcomes and effectiveness. Updates to this policy will reflect any necessary and appropriate revisions. 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. Acceptable documentation to satisfy the re-evaluated policy submission include one of the following:

- 1) An updated version of the policy with the amendment/modification date included in the reference portion of the policy;
- 2) If no revisions are deemed necessary, a copy of board minutes indicating that the policy was re-evaluated and no changes were deemed to be necessary; or
- 3) A signed statement from the Board President indicating that the Board re-evaluated the policy and no changes to it were necessary.

The Superintendent or designee must post the information developed as a result of the policy re-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. Reviews and re-evaluations in years they are due must be submitted to ISBE by September 30.

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

DISCRIMINATION AND HARASSMENT ON THE BASIS OF RACE, COLOR, AND NATIONAL ORIGIN

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

- Examples of Prohibited Conduct
 - Examples of conduct that may constitute discrimination on the basis of race, color, or national origin include: disciplining students more harshly and frequently because of their race, color, or national origin; denying students access to high-rigor academic courses, extracurricular activities, or other educational opportunities based on their race, color, or national origin; denying language services or other educational opportunities to English learners; and assigning students special education services based on a student's race, color, or national origin.
- Harassment is a form of prohibited discrimination.
 - Examples of conduct that may constitute harassment on the basis of race, color, or national origin include: the use of racial, ethnic or ancestral slurs or stereotypes; taunts; name-calling; offensive or derogatory remarks about a person's actual or perceived race, color, or national origin; the display of racially-offensive symbols; racially-motivated physical threats and attacks; or other hateful conduct.
- Making a Report or Complaint; Investigation Process
 - Individuals are encouraged to promptly report claims or incidents of discrimination or harassment based on race, color, or national origin to the Nondiscrimination Coordinator, a Complaint Manager, or any employee with whom the student is comfortable speaking. Reports under this policy will be processed under Board policy 2:260, Uniform Grievance Procedure.
 - Any District employee who receives a report or complaint of discrimination or harassment must promptly forward the report or complaint to the Nondiscrimination Coordinator or a Complaint Manager. Any employee who fails to promptly comply may be disciplined, up to and including discharge.
 - Reports and complaints of discrimination or harassment will be confidential to

- the greatest extent practicable, subject to the District's duty to investigate and maintain an educational environment that is productive, respectful, and free of unlawful discrimination, including harassment.
 - This policy does not impair or otherwise diminish the existing rights of unionized employees to request an exclusive bargaining representative to be present during any investigatory interviews, nor does this policy diminish any rights available under an applicable collective bargaining agreement, including, but not limited to, a grievance procedure.
- Federal and State Agencies
 - If the District fails to take necessary corrective action to stop harassment based on race, color, or national origin, further relief may be available through the Ill. Dept. of Human Rights (IDHR) or the U.S. Dept. of Education's Office for Civil Rights. To contact IDHR, go to: <https://dhr.illinois.gov/about-us/contact-idhr.html> or call (312) 814-6200 (Chicago) or (217) 785-5100 (Springfield).
- Prevention and Response Program
 - The Superintendent or designee shall establish a prevention and response program to respond to complaints of discrimination based on race, color, and national origin, including harassment, and retaliation. The program shall include procedures for responding to complaints which:
 - Reduce or remove, to the extent practicable, barriers to reporting discrimination, harassment, and retaliation;
 - Permit any person who reports or is the victim of an incident of alleged discrimination, harassment, or retaliation to be accompanied when making a report by a support individual of the person's choice who complies with the District's policies and rules;
 - Permit anonymous reporting, except that an anonymous report may not be the sole basis of any disciplinary action;
 - Offer remedial interventions or take such disciplinary action as may be appropriate on a case-by-case basis;
 - Offer, but do not require or unduly influence, a person who reports or is the victim of an incident of harassment or retaliation the option to resolve allegations directly with the accused; and
 - Protects a person who reports or is the victim of an incident of harassment or retaliation from suffering adverse consequences as a result of a report of, investigation of, or a response to the incident.
- Policy Posting and Distribution
 - This policy shall be posted on the District's website. The Superintendent shall annually inform staff members of this policy by posting it in a prominent and accessible location such as the District website, employee handbook, staff intranet site and/or in other areas where policies and rules of conduct are made available to staff. The Superintendent shall annually inform students and their parents/guardians of this policy by posting it on the District's website and including an age-appropriate summary of the policy in the student handbook(s).
- Enforcement
 - Any District employee who is determined, after an investigation, to have engaged in conduct prohibited by this policy will be subject to remedial action and/or disciplinary action, up to and including discharge.
 - Any District student who is determined, after an investigation, to have engaged in conduct prohibited by this policy will be subject to remedial action

and/or disciplinary action, including but not limited to, suspension and expulsion consistent with Board policy 7:190, Student Behavior.

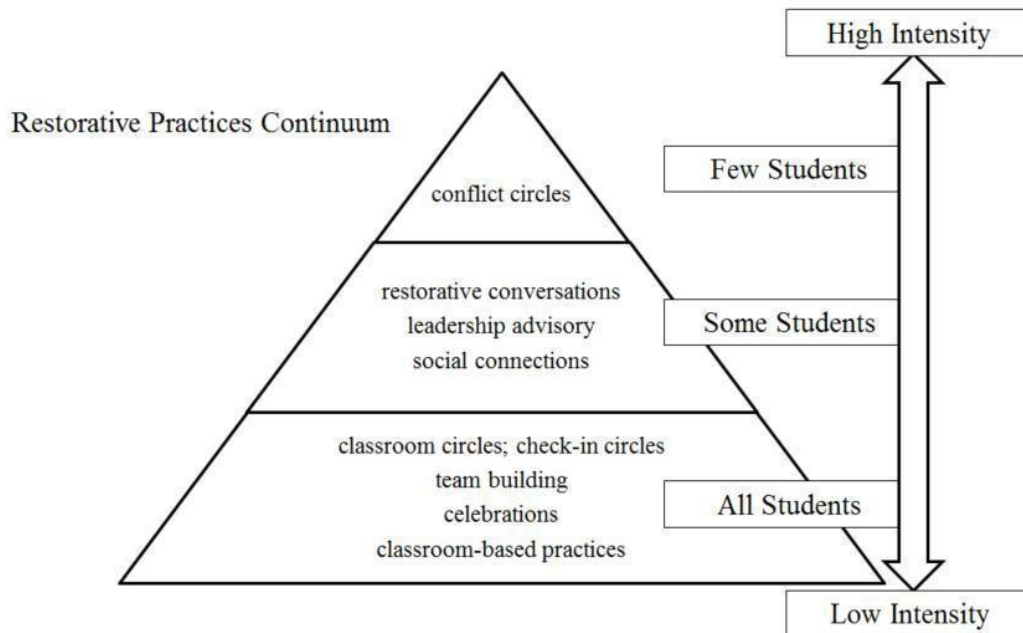
- Any third party who is determined, after an investigation, to have engaged in conduct prohibited by this policy will be addressed in accordance with the authority of the Board in the context of the relationship of the third party to the District, e.g., vendor, parent, invitee, etc. Any person making a knowingly false accusation regarding prohibited conduct will likewise be subject to remedial and/or disciplinary action.
 - Retaliation Prohibited
 - Retaliation against any person for bringing complaints, participating in the complaint process, or otherwise providing information about discrimination or harassment based on race, color, or national origin is prohibited (see Board policy 2:260, Uniform Grievance Procedure).
 - Individuals should report allegations of retaliation to the Building Principal, an administrator, the Nondiscrimination Coordinator, and/or a Complaint Manager.
- LEGAL REF:
42 U.S.C. §2000d, Title VI of the Civil Rights Act of 1964; 34 C.F.R. Part 100.
42 U.S.C. §2000e et seq., Title VII of the Civil Rights Act of 1964; 29 C.F.R. Part 1601.
105 ILCS 5/22-95 (final citation pending).
775 ILCS 5/1-101 et seq., Illinois Human Rights Act.
- CROSS REF.: 2:260 (Uniform Grievance Procedure), 5:10 (Equal Employment Opportunity and Minority Recruitment), 5:20 (Workplace Harassment Prohibited), 5:90 (Abused and Neglected Child Reporting), 5:120 (Employee Ethics; Code of Professional Conduct; and Conflict of Interest), 7:10 (Equal Educational Opportunities), 7:20 (Harassment of Students Prohibited), 7:180 (Prevention of and Response to Bullying, Intimidation, and Harassment), 7:190 (Student Behavior), 7:240 (Conduct Code for Participants in Extracurricular Activities)

RESTORATIVE PRACTICES

Beginning in the 2015-2016 school year, SGC started implementing Restorative Practices (RP) as part of our social-emotional support system. Staff at SGC will continue to implement this 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.

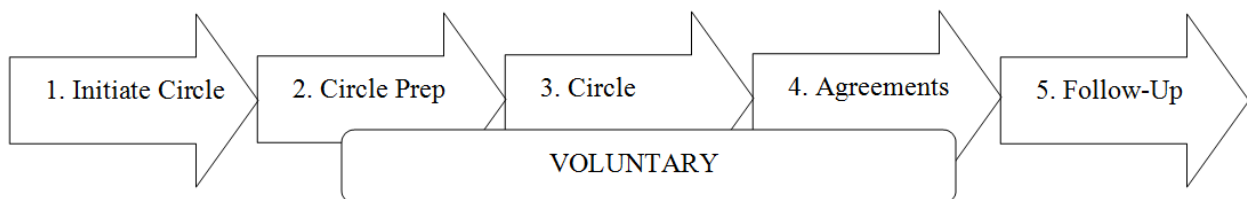
RP is a broad umbrella that includes general work with all students and staff on how to listen and respond effectively to others and includes direct, intensive interventions with specific students. Most students only experience RP through activities during SEL lessons, Team Rec, and Advisory. On a regular 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 of Students, counselor, social worker, or school administrator. 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

Social Emotional Support Services

Beginning in the 2018-2019 school year, SGC 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, Dean of Students (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. This system will remain in place at SGC.

SUICIDE AND DEPRESSION AWARENESS AND PREVENTION (7:290)

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

Suicide and Depression Awareness and Prevention Program

The Superintendent or designee shall develop, implement, and maintain a suicide and depression awareness and prevention program (Program) that advances the Board's goals of increasing awareness and prevention of depression and suicide. This program must be consistent with the requirements of *Ann Marie's Law* listed below; each listed requirement, 1-6, corresponds with the list of required policy components in the School Code [Section 5/2-3.166\(c\)\(2\)-\(7\)](#). The Program shall include:

1. Protocols for administering youth suicide awareness and prevention education to students and staff.
 - a. For students, implementation will incorporate Board policy 6:60, *Curriculum Content*, which implements [105 ILCS 5/2-3.139](#) and [105 ILCS 5/27-7](#) (requiring education for students to develop a sound mind and a healthy body).
 - b. For staff, implementation will incorporate Board policy 5:100, *Staff Development Program*, and teacher's institutes under [105 ILCS 5/3-14.8](#) (requiring coverage of the warning signs of suicidal behavior).
2. Procedures for methods of suicide prevention with the goal of early identification and referral of students possibly at risk of suicide. Implementation will incorporate:
 - a. The training required by [105 ILCS 5/10-22.39](#) for all District staff who work with students to identify the warning signs of suicidal behavior in youth along with appropriate intervention and referral techniques, including methods of prevention, procedures for early identification, and referral of students at risk of suicide; and
 - b. Ill. State Board of Education (ISBE)-recommended guidelines and educational materials for staff training and professional development, along with ISBE-recommended resources for students containing age-appropriate educational materials on youth suicide and awareness, if available pursuant to *Ann Marie's Law* on ISBE's website.
3. Methods of intervention, including procedures that address an emotional or mental health safety plan for use during the school day and at school-sponsored events for a student identified as being at increased risk of suicide including those students who: (A) suffer from a mental health disorder; (B) suffer from a substance abuse disorder; (C) engage in self-harm or have previously attempted suicide; (D) reside in an out-of-home placement; (E) are experiencing homelessness; (F) are lesbian, gay, bisexual, transgender, or questioning (LGBTQ); (G) are bereaved by suicide; or (H) have a medical condition or certain types of disabilities. Implementation will incorporate paragraph number 2, above, along with Board policies:
 - a. 6:65, *Student Social and Emotional Development*, implementing the goals and benchmarks of the Ill. Learning Standards and [405 ILCS 49/15\(b\)](#) (requiring student social and emotional development in the District's educational program);
 - b. 6:120, *Education of Children with Disabilities*, implementing special education requirements for the District;
 - c. 6:140, *Education of Homeless Children*, implementing provision of District services to students who are homeless;
 - d. 6:270, *Guidance and Counseling Program*, implementing guidance and counseling program(s) for students, and [105 ILCS 5/10-22.24a](#) and [22.24b](#), which allow a qualified guidance specialist or any licensed staff member to provide school counseling services;
 - e. 7:10, *Equal Educational Opportunities*, and its implementing administrative procedure and exhibit, implementing supports for equal educational opportunities for students who are LGBTQ;
 - f. 7:50, *School Admissions and Student Transfers To and From Non-District Schools*, implementing State law requirements related to students who are in foster care;
 - g. 7:250, *Student Support Services*, implementing the Children's Mental Health Act, [405 ILCS 49/](#) (requiring protocols for responding to students with social, emotional, or mental health issues that impact learning ability); and

- h. State and/or federal resources that address emotional or mental health safety plans for students who are possibly at an increased risk for suicide, if available on the ISBE's website pursuant to *Ann Marie's Law*.
4. Methods of responding to a student or staff suicide or suicide attempt. Implementation of this requirement shall incorporate building-level Student Support Committee(s) established through Board policy 7:250, *Student Support Services*.
5. Reporting procedures. Implementation of this requirement shall incorporate Board policy 6:270, *Guidance and Counseling Program*, and Board policy 7:250, *Student Support Services*, in addition to other State and/or federal resources that address reporting procedures.
6. A process to incorporate ISBE-recommended resources on youth suicide awareness and prevention programs, including current contact information for such programs in the District's Suicide and Depression Awareness and Prevention Program.

Illinois Suicide Prevention Strategic Planning Committee

The Superintendent or designee shall attempt to develop a relationship between the District and the Illinois Suicide Prevention Strategic Planning Committee, the Illinois Suicide Prevention Coalition Alliance, and/or a community mental health agency. The purpose of the relationship is to discuss how to incorporate the goals and objectives of the Illinois Suicide Prevention Strategic Plan into the District's Suicide Prevention and Depression Awareness Program.

Monitoring

The Board will review and update this policy pursuant to *Ann Marie's Law* and Board policy 2:240, *Board Policy Development*.

Information to Staff, Parents/Guardians, and Students

The Superintendent shall inform each school district employee about this policy and ensure its posting on the District's website. The Superintendent or designee shall provide a copy of this policy to the parent or legal guardian of each student enrolled in the District. Student identification (ID) cards, the District's website, and student handbooks and planners will contain the support information as required by State law.

Implementation

This policy shall be implemented in a manner consistent with State and federal laws, including the Student Confidential Reporting Act, [5 ILCS 860/](#), Children's Mental Health Act, [405 ILCS 49/](#), Mental Health and Developmental Disabilities Confidentiality Act, [740 ILCS 110/](#), and the Individuals with Disabilities Education Act, [42 U.S.C. §12101](#) *et seq.*

The District, Board, and its staff are protected from liability by the Local Governmental and Governmental Employees Tort Immunity Act. Services provided pursuant to this policy: (1) do not replace the care of a physician licensed to practice medicine in all of its branches or a licensed medical practitioner or professional trained in suicide prevention, assessments and counseling services, (2) are strictly limited to the available resources within the District, (3) do not extend beyond the school day and/or school-sponsored events, and (4) cannot guarantee or ensure the safety of a student or the student body.

SCHOOL VIOLENCE, DATING VIOLENCE, AND DISCRIMINATION

Targeted School Violence Prevention Program (4:190)

Threats and acts of targeted school violence harm the District's environment and school community, diminishing students' ability to learn and a school's ability to educate. Providing

students and staff with access to a safe and secure District environment is an important Board goal. While it is not possible for the District to completely eliminate threats in its environment, a Targeted School Violence Prevention Program (Program) using the collective efforts of local school officials, staff, students, families, and the community helps the District reduce these risks to its environment.

The Superintendent or designee shall develop and implement the Program. The Program oversees the maintenance of a District environment that is conducive to learning and working by identifying, assessing, classifying, responding to, and managing threats and acts of targeted school violence. The

Program shall be part of the District's Comprehensive Safety and Security Plan, required by Board policy 4:170, *Safety*, and shall:

1. Establish a District-level School Violence Prevention Team to: (a) develop a District-level Targeted School Violence Prevention Plan, and (b) oversee the District's Building-level Threat Assessment Team(s).
2. Establish Building-level Threat Assessment Team(s) to assess and intervene with individuals whose behavior may pose a threat to safety. This team may serve one or more schools.
3. Require all District staff, volunteers, and contractors to report any expressed threats or behaviors that may represent a threat to the community, school, or self.
4. Encourage parents/guardians and students to report any expressed threats or behaviors that may represent a threat to the community, school, or self.
5. Comply with State and federal law and align with Board policies.

The Local Governmental and Governmental Employees Tort Immunity Act protects the District from liability. The Program does not: (1) replace the care of a physician licensed to practice medicine in all of its branches or a licensed medical practitioner or professional trained in violence prevention, assessments and counseling services, (2) extend beyond available resources within the District, (3) extend beyond the school day and/or school-sponsored events, or (4) guarantee or ensure the safety of students, District staff, or visitors.

Teen Dating Violence Prohibited (7:185)

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:

1. Fully implements and enforces each of the following Board policies:
 1. 2:260, *Uniform Grievance Procedure*. This policy provides a method for any student, parent/guardian, employee, or community member to file a complaint if he or she believes that the School Board, its employees, or its agents have violated his or her rights under the State or federal Constitution, State or federal statute, Board policy, or various enumerated bases.
 2. 2:265, *Title IX Grievance Procedure*. This policy prohibits a District employee, agent, or student from engaging in sex discrimination, including sex-based harassment, in violation of Title IX of the Education Amendments of 1972. Prohibited conduct includes but is not limited to sexual assault, dating violence, domestic violence, and stalking.

3. 7:20, *Harassment of Students Prohibited*. This policy prohibits any person, including a District employee, agent, or student, 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).
4. 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.
2. Encourages anyone with information about incidents of teen dating violence to report them to any of the following individuals:
 - a. 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.
 - b. The Nondiscrimination Coordinator, Building Principal, Assistant Building Principal, Dean of Students, or a Complaint Manager identified in policy 7:20, *Harassment of Students Prohibited*.
3. 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*.
4. Incorporates education for school staff, as recommended by the Nondiscrimination Coordinator, Building Principal, Assistant Building Principal, Dean of Students, or a Complaint Manager.
5. Notifies students and parents/guardians of this policy.

Discrimination and Harassment on the Basis of Race, Color, and National Origin Prohibited (2:270)

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

Examples of Prohibited Conduct

Examples of conduct that may constitute discrimination on the basis of race, color, or national origin include: disciplining students more harshly and frequently because of their race, color, or national origin; denying students access to high-rigor academic courses, extracurricular activities, or other educational opportunities based on their race, color, or national origin; denying language services or other educational opportunities to English learners; and assigning students special education services based on a student's race, color, or national origin.

Harassment is a form of prohibited discrimination. Examples of conduct that may constitute harassment on the basis of race, color, or national origin include: the use of racial, ethnic or ancestral slurs or stereotypes; taunts; name-calling; offensive or derogatory remarks about a

person's actual or perceived race, color, or national origin; the display of racially-offensive symbols; racially-motivated physical threats and attacks; or other hateful conduct.

Making a Report or Complaint; Investigation Process

Individuals are encouraged to promptly report claims or incidents of discrimination or harassment based on race, color, or national origin to the Nondiscrimination Coordinator, a Complaint Manager, or any employee with whom the student is comfortable speaking. Reports under this policy will be processed under Board policy 2:260, *Uniform Grievance Procedure*.

Any District employee who receives a report or complaint of discrimination or harassment must promptly forward the report or complaint to the Nondiscrimination Coordinator or a Complaint Manager. Any employee who fails to promptly comply may be disciplined, up to and including discharge.

Reports and complaints of discrimination or harassment will be confidential to the greatest extent practicable, subject to the District's duty to investigate and maintain an educational environment that is productive, respectful, and free of unlawful discrimination, including harassment.

This policy does not impair or otherwise diminish the existing rights of unionized employees to request an exclusive bargaining representative to be present during any investigatory interviews, nor does this policy diminish any rights available under an applicable collective bargaining agreement, including, but not limited to, a grievance procedure.

Federal and State Agencies

If the District fails to take necessary corrective action to stop harassment based on race, color, or national origin, further relief may be available through the Ill. Dept. of Human Rights (IDHR) or the U.S. Dept. of Education's Office for Civil Rights. To contact IDHR, go to: <https://dhr.illinois.gov/about-us/contact-idhr.html> or call (312) 814-6200 (Chicago) or (217) 785-5100 (Springfield).

Prevention and Response Program

The Superintendent or designee shall establish a prevention and response program to respond to complaints of discrimination based on race, color, and national origin, including harassment, and retaliation. The program shall include procedures for responding to complaints which:

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

Policy Posting and Distribution

This policy shall be posted on the District's website. The Superintendent shall annually inform staff members of this policy by posting it in a prominent and accessible location such as the District website, employee handbook, staff intranet site, and/or in other areas where policies and rules of conduct are made available to staff. The Superintendent shall annually inform students and their parents/guardians of this policy by posting it on the District's website and including an age-appropriate summary of the policy in the student handbook(s).

Enforcement

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

Any District student who is determined, after an investigation, to have engaged in conduct prohibited by this policy will be subject to remedial action and/or disciplinary action, including but not limited to, suspension and expulsion consistent with Board policy 7:190, *Student Behavior*.

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

Retaliation Prohibited

Retaliation against any person for bringing complaints, participating in the complaint process, or otherwise providing information about discrimination or harassment based on race, color, or national origin is prohibited (see Board policy 2:260, *Uniform Grievance Procedure*). Individuals should report allegations of retaliation to the Building Principal, an administrator, the Nondiscrimination Coordinator, and/or a Complaint Manager.

Sexual Harassment Prohibited

The District shall provide an educational environment free of verbal, physical, or other conduct or communications constituting harassment on the basis of sex as defined and otherwise prohibited by State and federal law. See Board policies 2:265, *Title IX Grievance Procedure*, and 2:260, *Uniform Grievance Procedure*.

Making a Report or Complaint

Students are encouraged to promptly report claims or incidents of bullying, intimidation, harassment, sexual harassment, or any other prohibited conduct to the Nondiscrimination Coordinator, Building Principal, Assistant Building Principal, Dean of Students, a Complaint Manager, or any employee with whom the student is comfortable speaking. A student may choose to report to an employee of the student's same gender.

Reports under this policy will be considered a report under Board policy 2:260, *Uniform Grievance Procedure*, and/or Board policy 2:265, *Title IX Grievance Procedure*. The Nondiscrimination Coordinator and/or Complaint Manager or designee shall process and review the report according to the appropriate grievance procedure.

The Superintendent shall insert into this policy the names, office addresses, email addresses, and telephone numbers of the District's current Nondiscrimination Coordinator and Complaint Managers. The Nondiscrimination Coordinator also serves as the District's Title IX Coordinator.

Nondiscrimination Coordinator:

Angi Franklin, Assistant Superintendent of Human Resources
1101 East University Ave., Suite B,
Urbana, IL 61802
afranklin@usd116.org
217-384-3641

Complaint Managers:

Angi Franklin, Assistant Superintendent of Human Resources
1101 East University Ave., Suite B,
Urbana, IL 61802
afranklin@usd116.org
217-384-3641

Laura Taylor, Executive Director of Leadership Development
1101 East University Ave., Suite B,
Urbana, IL 61802
ltaylor@usd116.org
217-384-3651

The Superintendent shall use reasonable measures to inform staff members and students of this policy by including:

1. For students, age-appropriate information about the contents of this policy in the District's student handbook(s), on the District's website, and, if applicable, in any other areas where policies, rules, and standards of conduct are otherwise posted in each school.
2. For staff members, this policy is in the appropriate employee handbook(s), if applicable, and/or in any other areas where policies, rules, and standards of conduct are otherwise made available to staff.

Investigation Process

Any District employee who receives a report or complaint of harassment must promptly forward the report or complaint to the Nondiscrimination Coordinator or a Complaint Manager. Any employee who fails to promptly comply may be disciplined, up to and including discharge. Reports and complaints of harassment will be confidential to the greatest extent practicable, subject to the District's duty to investigate and maintain an educational environment that is productive, respectful, and free of unlawful discrimination, including harassment.

For any report or complaint alleging sex-based harassment that, if true, would implicate Title IX of the Education Amendments of 1972 ([20 U.S.C. §1681](#) *et seq.*), the Nondiscrimination Coordinator or designee shall consider whether action under Board policy 2:265, *Title IX Grievance Procedure*, should be initiated.

For any report or complaint alleging harassment on the basis of race, color, or national origin, the Nondiscrimination Coordinator or a Complaint Manager or designee shall investigate under Board policy 2:270, *Discrimination and Harassment on the Basis of Race, Color, and National Origin Prohibited*.

For any other alleged student harassment that does not require action under Board policies 2:265, *Title IX Grievance Procedure*, or 2:270, *Discrimination and Harassment on the Basis of Race, Color, and National Origin Prohibited*, the Nondiscrimination Coordinator or a Complaint Manager or designee shall consider whether an investigation under Board policies 2:260, *Uniform Grievance Procedure*, and/or 7:190, *Student Behavior*, should be initiated, regardless of whether a written report or complaint is filed.

Reports That Involve Alleged Incidents of Sexual Abuse of a Child by School Personnel

An *alleged incident of sexual abuse* is an incident of sexual abuse of a child, as defined in [720 ILCS 5/11-9.1A\(b\)](#), that is alleged to have been perpetrated by school personnel, including a school vendor or volunteer, that occurred: on school grounds during a school activity; or outside of school grounds or not during a school activity.

Any complaint alleging an incident of sexual abuse shall be processed and reviewed according to Board policy 5:90, *Abused and Neglected Child Reporting*. In addition to reporting the suspected abuse, the complaint shall also be processed under Board policy 2:265, *Title IX Grievance Procedure*, or Board policy 2:260, *Uniform Grievance Procedure*.

Enforcement

Any District employee who is determined, after an investigation, to have engaged in conduct prohibited by this policy will be subject to disciplinary action up to and including discharge. Any third party who is determined, after an investigation, to have engaged in conduct prohibited by this policy will be addressed in accordance with the authority of the Board in the context of the relationship of the third party to the District, e.g., vendor, parent/guardian, invitee, etc. Any District student who is determined, after an investigation, to have engaged in conduct prohibited by this policy will be subject to disciplinary action, including but not limited to, suspension and expulsion consistent with the behavior policy. Any person making a knowingly false accusation regarding prohibited conduct will likewise be subject to disciplinary action.

Retaliation Prohibited

Retaliation against any person for bringing complaints or providing information about harassment is prohibited (see Board policies 2:260, *Uniform Grievance Procedure*, 2:265, *Title IX Grievance Procedure*, and 2:270, *Discrimination and Harassment on the Basis of Race, Color, and National Origin Prohibited*).

Students should report allegations of retaliation to the Building Principal, an administrator, the Nondiscrimination Coordinator, and/or a Complaint Manager.

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 Dean of Students, 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.

SGC STUDENT CONDUCT EXPECTATIONS

Student Handbook

The Superintendent, with input from the parent-teacher advisory committee, shall prepare disciplinary rules implementing the District's disciplinary policies. These disciplinary rules shall be presented annually to the Board for its review and approval.

A student handbook, including the District disciplinary policies and rules, shall be distributed to the students' parents/guardians within 15 days of the beginning of the school year or a student's enrollment.

Students at Urbana Sixth Grade Center are expected to follow the expectations known as our Saber Tooth Tiger PRIDE Commitments.

P - comPassion - We show care for ourselves and others.

R - Resilience - We keep going even when things are hard.

I - Integrity - We do the right thing even when no one is watching.

D - Determination - We set goals and work hard to reach them.

E - Excellence - We strive to be the best version of ourselves every day.

The schoolwide matrix below outlines the PBIS student expectations at Urbana Sixth Grade Center. These will be explicitly taught and reinforced in each of our school spaces.

The Board of Education of USD 116 recognizes its responsibility to provide a quality education for the students at SGC. 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;
- 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 (this can also extend to conduct online if nexus applies).

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, SGC 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.

 SGC SABER TOOTH TIGERS		CLASSROOM EXPECTATIONS	HALLWAY EXPECTATIONS	RESTROOM EXPECTATIONS	COMMONS EXPECTATIONS
	RESPECTFUL	• I will be an active listener. • I will be open to new ideas and perspectives. • I will make others feel welcome. • I will clean up after myself.	• I will use respectful language and tone. • I will respect all adults. • I will keep my hands and feet to myself. • I will keep food and drink out of the hallways.	• I will use respectful language and tone. • I will be accepting of others space and privacy.	• I will use the trash can for my unwanted materials. • I will be kind. • I will make others feel welcome. • I will use silverware properly.
	RESPONSIBLE	• I will be on time to class daily. • I will complete all assignments. • I will participate in class regularly. • I will have my materials ready. • I will use a pass when leaving class at all times.	• I will use my assigned locker. • I will be responsible for my belongings. • I will go directly to my destination. • I will use a pass when I leave the classroom at all times.	• I will put trash in the trash cans. • I will use the restroom quickly after I am finished. • I will depart directly after I use the restroom.	• I will arrive and depart the Commons on time. • I will remain patient in the food lines. • I will use a pass when I am leaving the Commons for any reason.
	SAFE	• I will remain in supervised and designated areas. • I will keep walkways clear. • I will keep my hands and feet to myself.	• I will walk on the right side. • I will walk at all times in the hallway. • I will keep traffic flowing in the hallway.	• I will use restroom equipment appropriately. • I will wash my hands after I use the restroom. • I will use the closest restroom to my destination.	• I will find a seat quickly. • I will remain seated. • I will remain in my areas until I am dismissed. • I will clean up after myself.

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 their 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 their 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 Reentry Conference	Restorative Reentry Conferences are <u>required</u> when a student is excluded from class through assignment of 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/Family 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 privileges (i.e. after school activities, sporting events, dances at SGC, 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 other 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 SGC 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. Restorative Reentry 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. Restorative Reentry 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.

Student Rights and Responsibilities (7:130)

All students are entitled to enjoy the rights protected by the [U.S.](#) and [Illinois Constitutions](#) and laws for persons of their age and maturity in a school setting. Students should exercise these rights reasonably and avoid violating the rights of others. Students who violate the rights of others or violate District policies or rules will be subject to disciplinary measures.

Students may, during the school day, during non instructional time, voluntarily engage in individually or collectively initiated, non-disruptive prayer or religious-based meetings that, consistent with the Free Exercise and Establishment Clauses of the U.S. and Illinois Constitutions, are not sponsored, promoted, or endorsed in any manner by the school or any school employee. *Non Instructional time* means time set aside by a school before actual classroom instruction begins or after actual classroom instruction ends.

Student Behavior (7:190)

The goals and objectives of this policy are to provide effective discipline practices that: (1) ensure the safety and dignity of students and staff; (2) maintain a positive, weapons-free, and drug-free learning environment; (3) keep school property and the property of others secure; (4) address the causes of a student's misbehavior and provide opportunities for all individuals involved in an incident to participate in its resolution; and (5) teach students positive behavioral skills to become independent, self-disciplined citizens in the school community and society.

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 buses. Camera footage may not be viewed by students/families when containing footage that includes other students due to confidentiality laws.

Isolated Time Out, Time Out, and Physical Restraint

Neither isolated time out, time out, nor physical restraint shall be used to discipline or punish a student. These methods are only authorized for use as permitted in [105 ILCS 5/10-20.33](#), State Board of Education rules ([23 Ill.Admin.Code §§ 1.280, 1.285](#)), and the District's procedure(s).

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.

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 2012 ([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 *look-alikes* of any firearm as defined above.

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

The Superintendent or designee may grant an exception to this policy, upon the prior request of an adult supervisor, for students in theatre, cooking, ROTC, martial arts, and similar programs, whether or not school-sponsored, provided the item is not equipped, nor intended, to do bodily harm.

This policy's prohibitions concerning weapons apply regardless of whether: (1) a student is licensed to carry a concealed firearm, or (2) the Board permits visitors, who are licensed to carry a concealed firearm, to store a firearm in a locked vehicle in a school parking area.

Re-Engagement of Returning Students

The Superintendent or designee shall maintain a process to facilitate the re-engagement of students who are returning from an out-of-school suspension, expulsion, or an alternative school setting. The goal of re-engagement shall be to support the student's ability to be successful in school following a period of exclusionary discipline and shall include the opportunity for students who have been suspended to complete or make up work for equivalent academic credit.

Required Notices

A school staff member shall immediately notify the office of the Building Principal in the event that he or she: (1) observes any person in possession of a firearm on or around school grounds; however, such action may be delayed if immediate notice would endanger students under his or her supervision, (2) observes or has reason to suspect that any person on school grounds is or was involved in a drug-related incident, or (3) observes a battery committed against any staff member or is subject to a battery. *School grounds* includes modes of transportation to school activities and any public way within 1000 feet of the school, as well as school property itself.

Upon receiving a report of (1), above, the Building Principal or designee shall immediately notify local law enforcement. In addition, upon receiving a report on any of the above (1)-(3), the Building Principal or designee shall notify the Superintendent or designee and any involved student's parent/guardian.

Upon receiving a report on any of the above (1)-(3), the Superintendent or designee shall immediately notify local law enforcement. The Superintendent or designee shall also report incidents involving battery against staff members to the Ill. State Board of Education through its web-based School Incident Reporting System as they occur during the year and no later than August 1 for the preceding school year.

Delegation of Authority

Each teacher, and any other school personnel when students are under his or her charge, is authorized to impose any disciplinary measure, other than suspension, expulsion, corporal punishment, or in-school suspension, that is appropriate and in accordance with the policies and rules on student discipline. Teachers, other certificated [licensed] educational employees, and other persons providing a related service for or with respect to a student, may use reasonable force as needed to maintain safety for other students, school personnel, or other persons, or for the purpose of self-defense or defense of property. Teachers may temporarily remove students from a classroom for disruptive behavior.

The Superintendent, Building Principal, Assistant Building Principal, or Dean of Students is authorized to impose the same disciplinary measures as teachers and may suspend students guilty of gross disobedience or misconduct from school (including all school functions) and from riding the school bus, up to 10 consecutive school days, provided the appropriate procedures are followed. The Board may suspend a student from riding the bus in excess of 10 school days for safety reasons.

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 (inclusive of vaping devices or e-cigarettes).
2. Using, possessing, distributing, purchasing, or selling alcoholic beverages. Students who are under the influence of an alcoholic beverage are not permitted to attend school or school functions and are treated as though they had alcohol in their possession.
3. Using, possessing, distributing, purchasing, 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 or licensed practitioner's prescription.
 - c. Any performance-enhancing substance on the Illinois High School Association's most current banned substance list unless administered in accordance with a physician or licensed practitioner's prescription.
 - d. Any prescription drug when not prescribed for the student by a physician or licensed practitioner, or when used in a manner inconsistent with the prescription or prescribing physician or licensed practitioner's instructions.
 - 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: Students should not be using cell phones during the school day. It is recommended that students put their phones in their Yondr pouch for the day. If a student has their phone out of the pouch 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 students 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. The expectation is that the student have their phone in a Yondr pouch.

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, copying, intentionally plagiarizing, wrongfully giving or receiving help during an academic examination, and wrongfully obtaining test copies or scores (this includes the use of AI and applications such as ChatGPT, etc.
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 (encouraging and recommending) physical violence or fighting (intent to harm)/play fighting (no intent to harm) 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. Submitting AI software-generated writing as your personal work, using AI to generate the assignment itself, or copying the structure from AI.
3. Possession or use of fireworks, incendiary devices, explosives or the threat to use such items on campus or at a school related event.
4. No vape devices are allowed on our school campus.

Misconduct by Students with Disabilities (7:230)

Behavioral Interventions

Behavioral interventions shall be used with students with disabilities to promote and strengthen desirable behaviors and reduce identified inappropriate behaviors. The School Board will establish and maintain a committee to develop, implement, and monitor procedures on the use of behavioral interventions for children with disabilities.

Discipline of Special Education Students

The District shall comply with the Individuals With Disabilities Education Improvement Act of 2004 and the Illinois State Board of Education's *Special Education* rules when disciplining special education students. No special education student shall be expelled if the student's particular act of gross disobedience or misconduct is a manifestation of his or her disability.

Disciplinary Measures

School officials shall limit the number and duration of expulsions and out-of-school suspensions to the greatest extent practicable, and, where practicable and reasonable, shall consider forms of non-exclusionary discipline before using out-of-school suspensions or expulsions. School personnel shall not advise or encourage students to drop out voluntarily due to behavioral or academic difficulties. Potential disciplinary measures include, without limitation, any of the following:

1. Notifying parent(s)/guardian(s).
2. Disciplinary conference.
3. Withholding of privileges.
4. Temporary removal from the classroom.
5. Return of property or restitution for lost, stolen, or damaged property.
6. In-school suspension. The Building Principal or designee shall ensure that the student is properly supervised.
7. After-school study or Saturday study provided the student's parent/guardian has been notified. If transportation arrangements cannot be agreed upon, an alternative disciplinary measure must be used. The student must be supervised by the detaining teacher or the Building Principal or designee.
8. Community service with local public and nonprofit agencies that enhances community efforts to meet human, educational, environmental, or public safety needs. The District will not provide transportation. School administration shall use this option only as an alternative to another disciplinary measure, giving the student and/or parent/guardian the choice.
9. Seizure of contraband; confiscation and temporary retention of personal property that was used to violate this policy or school disciplinary rules.
10. Suspension of bus riding privileges in accordance with Board policy 7:220, *Bus Conduct*.
11. Out-of-school suspension from school and all school activities in accordance with Board policy 7:200, *Suspension Procedures*. A student who has been suspended shall also be restricted from being on school grounds and at school activities.
12. Expulsion from school and all school activities for a definite time period not to exceed two calendar years in accordance with Board policy 7:210, *Expulsion Procedures*. A student who has been expelled shall also be restricted from being on school grounds and at school activities.
13. Transfer to an alternative program if the student is expelled or otherwise qualifies for the transfer under State law. The transfer shall be in the manner provided in [Article 13A](#) or [13B](#) of the School Code.
14. Notifying juvenile authorities or other law enforcement whenever the conduct involves criminal activity, including but not limited to, illegal drugs (controlled substances), *look-alikes*, alcohol, or weapons or in other circumstances as authorized by the reciprocal reporting agreement between the District and local law enforcement agencies.

The above list of disciplinary measures is a range of options that will not always be applicable in every case. In some circumstances, it may not be possible to avoid suspending or expelling a

student because behavioral interventions, other than a suspension and expulsion, will not be appropriate and available, and the only reasonable and practical way to resolve the threat and/or address the disruption is a suspension or expulsion. Students enrolled in the District's State-funded preschool program(s) may be temporarily removed or transitioned to a new program in accordance with federal and State law. State law prohibits the expulsion of students from the program(s).

Corporal punishment is prohibited. Corporal punishment is defined as slapping, paddling, or prolonged maintenance of students in physically painful positions, or intentional infliction of bodily harm. Corporal punishment does not include reasonable force as needed to maintain safety for students, staff, or other persons, or for the purpose of self-defense or defense of property.

Search and Seizure (7:140)

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

Student Search

School authorities may search a student and/or the student's personal effects in the student's possession (such as, purses, wallets, knapsacks, book bags, lunch boxes, etc.) when there is a reasonable ground for suspecting that the search will produce evidence the particular student has violated or is violating either the law or the District's student conduct rules. The search itself must be conducted in a manner that is reasonably related to its objective and not excessively intrusive in light of the student's age and sex, and the nature of the infraction.

When feasible, the search should be conducted as follows:

1. Outside the view of others, including students,
2. In the presence of a school administrator or adult witness, and
3. By a certificated employee or liaison police officer of the same sex as the student.

Immediately following a search, a written report shall be made by the school authority who conducted the search, and given to the Superintendent.

School Property and Equipment and Personal Effects Left by Students

School authorities may inspect and search school property and equipment owned or controlled by the school (such as lockers, desks, and parking lots), as well as personal effects left there by a student, without notice to or the consent of the student. Students have no reasonable expectation of privacy in these places or areas or in their personal effects left there. This paragraph applies to student vehicles parked on school property. In addition, Building Principals shall require each high school student, in return for the privilege of parking on school property, to consent in writing to school searches of his or her vehicle, and personal effects therein, without notice and without suspicion of wrongdoing.

The Superintendent may request the assistance of law enforcement officials to conduct inspections and searches of lockers, desks, parking lots, and other school property and equipment for illegal drugs, weapons, or other illegal or dangerous substances or materials, including searches conducted through the use of specially trained dogs.

Seizure of Property

If a search produces evidence that the student has violated or is violating either the law or the District's policies or rules, such evidence may be seized and impounded by school authorities,

and disciplinary action may be taken. When appropriate, such evidence may be transferred to law enforcement authorities.

Vandalism (7:170)

The School Board may seek restitution from students and their parents/guardians for vandalism or other student acts that cause damage to school property.

Agency and Police Interviews (7:150)

The Superintendent shall develop procedures to manage requests by agency officials or police officers to interview students at school. Procedures will:

1. Recognize individual student rights and privacy,
2. Recognize the potential impact an interview may have on an individual student,
3. Minimize potential disruption,
4. Foster a cooperative relationship with public agencies and law enforcement, and
5. Comply with State law including, but not limited to, ensuring that before a law enforcement officer, school resource officer, or other school security person detains and questions on school grounds a student under 18 years of age who is suspected of committing a criminal act, the Superintendent or designee will:
 - a. Notify or attempt to notify the student's parent/guardian and document the time and manner in writing;
 - b. Make reasonable efforts to ensure the student's parent/guardian is present during questioning or, if they are not present, ensure that school employees (including, but not limited to, a school social worker, psychologist, nurse, counselor, or any other mental health professional) are present during the questioning; and
 - c. If practicable, make reasonable efforts to ensure a trained law enforcement officer to promote safe interactions and communications with the student is present during questioning.

Notification Regarding Student Accounts or Profiles on Social Networking Websites

The Superintendent or designee shall notify students and their parents/guardians of each of the following in accordance with the Right to Privacy in the School Setting Act, [105 ILCS 75/](#):

1. School officials may not request or require a student or his or her parent/guardian to provide a password or other related account information to gain access to the student's account or profile on a social networking website.
2. School officials may conduct an investigation or require a student to cooperate in an investigation if there is specific information about activity on the student's account on a social networking website that violates a school disciplinary rule or policy. In the course of an investigation, the student may be required to share the content that is reported in order to allow school officials to make a factual determination.

ACKNOWLEDGEMENT FORMS

ENGLISH

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 Sixth Grade Center 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 proporcionó 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

**Users Agreement and Parent Permission Form for Internet and Email Access
(IAUP) Form**

As a user of the Urbana School District #116 computer network, I hereby agree to comply with the above stated rules - utilizing and communicating over the network in a responsible fashion while honoring all relevant laws and restrictions.

Name (Please Print) _____

Student Signature _____

Date _____

☐ As a parent or legal guardian of the minor student signing above, I grant permission for my son or daughter to access networked computer services such as electronic mail and the Internet.

I understand that individuals and families may be held liable for violations. I understand that some materials on the Internet may be objectionable, but I accept responsibility for guidance of Internet use - setting and conveying standards for my daughter or son to follow when selecting, sharing or exploring information. If I want to revoke this permission I need to send a written request to the principal of my student's school.

☐ As a parent or legal guardian of the minor student signing above, I do NOT grant permission for my son or daughter to access networked computer services such as electronic mail and the Internet.

(PLEASE PRINT)

Name of Student _____

School _____ Grade _____

Student ID # _____ Date of Birth _____

Street Address _____

Home Telephone _____

Parent Signature _____

Date _____