



LEAL SCHOOL
312 West Oregon Street
Urbana, Illinois 61801

Urbana School District #116
Telephone: (217) 384-3618
Fax: (217) 384-3622
Website: <https://leal.usd116.org/>

Craig Keer - Principal
Emily Reilly- Assistant Principal

School Year 2024 – 2025

LEAL'S PHILOSOPHY

**All children have a tremendous ability to learn.
As educators, we have the opportunity to help
children realize their greatest potential and
assist them in reaching their goals.**

The learning climate at Leal School will be characterized by the following:

Active Learning: *Learning is an interactive process. Active learning engages minds and nurtures curiosity. The learning environment at Leal School is characterized by exploration and hands-on experiences.*

Process Learning: *Learning is an ongoing process with people acquiring knowledge in different ways and at different times. Individuals learn best when expectations are high and experiences are meaningful and varied.*

Life-Long Learning: *Learning is a basic right and a responsibility of all people. Learning is accomplished most effectively when it builds upon previous knowledge and applies to life experiences. Developing self-directed learning skills and a positive disposition towards learning is critical to ongoing learning and achievement throughout life.*

Children are most successful at learning when basic needs are satisfied. Children need to feel safe and secure. They need to have a sense of belonging at home, at school, and within the community. We have created this philosophy statement to reflect our beliefs about children and learning. This philosophy will be reflected in our interactions with the students, parents, and staff of our school.

Parent Engagement

Families are always welcome at Leal. Throughout the year, Tuesdays and Thursdays are open visitation days for current or future parents. You may observe or visit any classroom on these days without having to make an appointment with the teacher. We ask that you do not bring children. On other days, you are welcome, but we request that you contact the teacher prior to visiting. **When you arrive at school, please sign in at the school office before going to the classroom.**

Each teacher welcomes parent classroom volunteers. All regular volunteers at Leal must first go through the school district's screening process and participate in a brief orientation and training session. These sessions are offered during a variety of times, early in the school year. Leal has a Volunteer/Mentor Coordinator to assist parents with this process and answer any questions you may have.

Utilizing current research and best practice methods regarding parent engagement and its positive affect on academic achievement, Leal Elementary School has established a strong school and community relationship. Leal School features a Parent & Community Volunteer program, an active PTA, and a mentoring program. Parents are encouraged to assist in activities and events. Parent volunteers will be solicited to tutor children and assist in the classroom.

In order to build an effective home-school partnership, Leal Elementary will provide the following:

1. Each year Leal Elementary School hosts Grade Level Parent Nights in which the parents have the opportunity to meet with their child's teacher for information regarding rights and responsibilities for parent engagement, academic & curricular programming and student expectations.
2. Parent-Teacher conferences are scheduled twice a year, where the progress of the student will be discussed as well as the expectation for the grade level, school curriculum, test information and any other concerns that the teacher or parent may have. In order to meet the complex schedules and transportation issues of families, Leal School is committed to providing face-to-face conferences, phone conferences, virtual conferences, home visits, and pre-arranged alternate times.
3. Continuous communication to assist parents in understanding the school curriculum and student

achievement through Classtag, Skylert messaging, Classroom News Notes, Report Cards, Leal Parent Handbook, handouts, and flyers with information on important events. The Leal School Office is committed to simultaneously provide important school information in Spanish to better meet the needs of our Spanish speaking families. It is Leal School's policy that flyers and announcements from outside organizations, authorized for distribution by the school district, must also be provided in Spanish.

Every effort will be made to communicate with parents in a format and language that is free of educational jargon and easily understandable by all. Parents and community members are welcome at Leal School.

Communication with the School/Teacher/Principal

If a concern needs to be addressed, it is important to contact the appropriate person. Detailed questions regarding pupil progress, behavior or building procedures need to be addressed at the local school level. **Parents should first contact the teacher involved.** If the problem is not resolved, the principal or Assistant Principal should be contacted to provide assistance. Questions related to general building policies and procedures should be directed to the principal. If the problem is not resolved at the building level, parents may contact central administration.

Teachers may be contacted before or after school by phone or email. Calls to teachers that are received during the school day are transferred to voicemail. The teacher will return the call as soon as possible. E-mail addresses are the first initial and last name of the staff member @usd116.org.

Leal School has a variety of ways to communicate with parents about instruction and the behavioral and academic progress of our students. School and classroom web pages, newsletters, and other materials give parents/guardians an on-going stream of information about current topics of study and classroom and school activities. Teachers communicate with families through Classtag, phone calls, e-mails, and personal notes to convey information about individual students. The comments and scores on graded work and tests help parents/guardians tell how well their child understands assigned tasks and the material taught in the classroom.

At the beginning of the school year, parents/guardians will be provided with the Common Core Standards for each content area for their child's grade level. These specific standards set out the essential skills that students should master by the end of the year. Tracking and reporting of student progress is continuous and ongoing throughout the school year. Information about student progress is used to drive instructional decisions in the classroom and in support programs. Student-led Parent/Teacher conferences will be held after the first and third quarters. These will include discussions of individual student progress using the district's standards aligned developmental continuum of skills in reading, writing and mathematics. Teachers are required to hold only one conference for each student during each conference period.

Student progress reports are shared at the end of each quarter summarizing student performance in the classroom and in any support program in which they participate. At the end of each school year, the final progress report will be filed in each student's cumulative school record.

Leal School Staff:

<u>Administrative</u>	<u>Services</u>
Craig Keer -	Principal
Emily Reilly -	Assistant Principal

Breakfast/Lunch

Through the Community Eligibility Program, all students in Urbana District #116 may eat breakfast and lunch at school at no charge.

Vendor: Quest Food Services **Menu: Online Monthly**

BREAKFAST AFTER THE BELL

Breakfast will be available in classrooms from 8:10 a.m. - 8:20 a.m. Students who are tardy and arrive after 8:25 a.m. (up to 9:00 a.m.) will be sent to the MPR to get breakfast. **STUDENTS SHOULD ARRIVE AT LEAL NO EARLIER THAN 8:00 A.M. AS NO SUPERVISION ON THE PLAYGROUND IS PROVIDED UNTIL THAT TIME.**

Breakfast An extra drink for students is \$.30 **Lunch** Adult lunch is \$2.50. An extra drink is \$.30.

Sack Lunch: Students may bring a lunch from home.

Lunch and Recess schedules will be shared at the beginning of the new school year.

<u>Grade Level</u>	<u>Lunch Time</u>	<u>Lunch Recess Time</u>

Parent Guidelines for School Emergencies

Working closely with the Unit 116 administrative office, local law enforcement and emergency agencies, the staff at Leal School has developed a plan to safeguard students in the event of an emergency. All staff members at Leal have been trained on what to do during an emergency and discuss the plan with students in their classrooms. We want you to know what we plan to do in an emergency and want you to know how you can help us should such an event occur. Please read this information carefully and keep this handout in a safe place at home.

If there is a problem at Leal, what should I do?

- DO NOT COME TO THE SCHOOL. If we have a serious problem here, law enforcement agencies will block the streets near the school so that emergency services have access to the building. They will not allow you to enter the area.
- DO NOT CALL THE SCHOOL. In an emergency, we need to keep the phone lines open. REMAIN AT HOME UNTIL YOU HEAR FROM US. Make sure someone is available at your home or work number. If it is required, we will be trying to contact you.
- TUNE INTO WILL AM580 on your radio. They have graciously agreed to be our official radio station in an emergency. We will make announcements and give instructions to you through them. Do not call the radio station for information.

Will I be able to pick up my child?

- Depending on the nature of the emergency, we will release students to parents when it is safe to do so. It is important for you to listen to WILL for information. Do not come to the school until you hear our instructions on WILL. Those instructions will include where to come to at the school.
- If we must evacuate the school, we will provide information through WILL on where students may be picked up after we have checked attendance and accounted for all students who were in attendance on that day.
- Anyone who picks up a student will have to produce identification and sign the school’s student release

form. Only a parent, someone listed on the student information sheet, or someone having parental authorization may sign out a student. Please do not take your child without signing out the student.

When will I find out what has happened?

1. We will give instructions through WILL while the emergency exists. Please understand that during an emergency our first concern is for the safety of students and staff. We will provide information about the situation after everyone is safe, and the situation is under control. Listen to WILL for news from us. This may take some time, as our staff must follow instructions of law enforcement and emergency services when they are at the school.

2. Depending on the situation, it may take us some time to sort through what has occurred. We will explain after we have gathered all of the information about the situation. We will confirm what we know before we make any statements because we do not want to mislead anyone about an emergency situation. We appreciate your patience. **Thank you.**

We know that your child is the most important person in the world to you. We also know that it will be difficult for you to do what we ask. Please realize that we take your child's safety very seriously. In an emergency situation, what you do can help or hinder the efforts of law enforcement agencies, emergency services, and our staff, as we work to protect all of Leal's students. It is hoped that we will never have to use our emergency plan, but being prepared makes Leal School a better and safer place for your child/ren. We appreciate your cooperation and support.

LEAL SCHOOL HOMEWORK GUIDELINES

Homework is defined as specific tasks related to the *Illinois Learning Standards, Common Core Standards* and district specific curriculum that should be completed during non-school hours.

Homework is assigned to:

- Provide practice, review, and enrichment of skills that have been taught in class
- Develop independence, individual study skills, and personal responsibility while reinforcing skills and concepts
- Foster a home-school connection and provide parents with the knowledge of what their children are learning in school

Parent Responsibilities:

- Provide a space and quiet time for your child to complete their homework daily
- Monitor the completion and return of all homework by the due date
- Sign when necessary
- Review corrected homework returned by the teacher
- Contact your child's teacher if there are ever concerns or questions related to homework

The expectation is that ALL students will complete homework assignments.

Kindergarten	Kindergarten students are expected to be responsible for returning their Friday Folders, library books, permission slips, and D.E.A.R. calendars when due and occasional assignments to be done with parents.
First Grade	<ul style="list-style-type: none"> ● One to two sheets of math daily. ● Ten (10) to fifteen (15) minutes of reading nightly. ● Some teachers send this home weekly while others send it home daily.
Second Grade	<ul style="list-style-type: none"> ● Some math and some daily writing. ● Fifteen (15) to twenty (20) minutes of daily reading (DEAR calendar)
Third Grade	<ul style="list-style-type: none"> ● Homework of up to 150 minutes per week (approximately 30 minutes per evening) including required reading. ● Assignments sent home weekly or daily depending on teacher. ● May include math, reading and language arts, science or social studies, and work not completed in class.
Fourth Grade	<ul style="list-style-type: none"> ● Homework of up to 200 minutes per week (approximately 40 minutes per evening) including required reading. ● Assignments sent home weekly or daily depending on teacher. ● May include math, reading and language arts, science or social studies, and work not completed in class.
Fifth Grade	<ul style="list-style-type: none"> ● Homework will be assigned daily, Monday – Friday. ● Homework should not exceed sixty (60) minutes in length. ● A typical night of homework will include math worksheets (related to the math lesson of the day), a reading assignment, and social studies or science. ● Vocabulary and ABC research are <u>weekly</u> assignments. ● Students should read and practice basic math facts nightly. ● Students are provided extended study time to complete assignments at school, however, unfinished work is expected to be completed at home.

Consequences of Unacceptable Behavior

In a peaceful school where expectations are school wide and based on respect and responsibility, people know that there are consequences for unacceptable behavior. Those consequences are equitable, fair, consistent, and based on the infraction.

Consequences are intended to help the student learn that inappropriate or unacceptable behavior cannot be tolerated. We discipline to help students learn responsible behavior and to promote an environment conducive to learning.

Each teacher has established rules and consequences in their teaching environment based on our three basic school rules- Respect Yourself, Respect Others, and Respect Property. These rules are clearly defined and discussed in the classroom.

When a student has behaved inappropriately, the teacher will address this with the individual student within the classroom. When a student continues to exhibit unacceptable or inappropriate behavior, the teacher is responsible for contacting the student's family for assistance. However, when behavior is disruptive, the teacher will need assistance from the Student Service faculty as well as the Principal & Assistant Principal. Depending on the infraction or behavior, the student will meet with a faculty member to discuss the behavior, the consequences, and /or complete a S.T.A.R. plan before returning to the classroom.

We are very concerned about five specific and highly undesirable behaviors: 1) fighting, 2) bullying, 3) defiance and/or acts of aggression toward other students or school adults, 4) threats to kill or hurt, and 5) theft and/or property damage. It is the consensus of the staff that these behaviors cannot be tolerated in the school environment, and that we all must work together to assist students learn appropriate school behaviors. We are prepared to consistently address all inappropriate behaviors.

We consider these behaviors to be of such a serious nature that a suspension may result from the first offense, and the family will be notified immediately. In cases of stealing and/or property damage, payment or repair will be expected.

In order for a student who has been suspended to be readmitted to school, a meeting will be held with the student, parent, teacher, and principal, to discuss and plan on how the student will use appropriate behavior. Our intention is to provide the student with every opportunity to make amends using Restorative Practices, to learn appropriate behavior using the Zones of Regulation, and to do their best both socially and academically.

Time Away

As part of our discipline program, we offer students the opportunity to redirect their behavior through a short time away from the classroom. The time away is a place where students who are struggling with being respectful and/or responsible may work to change their behavior and return quickly to the classroom. During their time away, each student will discuss and write out a S.T.A.R. (Success Through Acting Responsibly) plan that will help them to reflect on and achieve the necessary and appropriate behavior. Students are well supervised and supported by school staff through this process. The goal is to have students return to their classrooms as safely and quickly as possible – within twenty minutes in most cases -ready to learn and follow the school expectations.

In School Suspension Program

The in-school suspension is an alternative to the classroom for the student who is displaying disruptive or inappropriate behavior to the learning environment. During in-school suspension, students will reflect on and plan ways to achieve appropriate behavior. Each student will be expected to discuss the behavior that resulted in the in-school suspension and how that behavior relates to the school expectations of learning and responsibility. While serving an in-school suspension, students are deprived of all privileges. They are supervised at all times and will not be allowed to interact with other students.

Students are assigned to in-school suspension by the principal. A student may be assigned to an in-school suspension for one half day or up to three days. Parents will be notified each time a child is assigned to an in-school suspension. Repeated in-school suspension assignments may result in an out-of-school suspension. Each student will be required to complete all assigned work from the classroom teacher while serving an in-school suspension.

STOP, WALK, TALK

Teachers and the building principal will work with individual students to address inappropriate behavior. **Student retaliation for real or perceived slights or actions is not permitted at Leal School.** Students at Leal are taught a specific procedure for handling situations that cause them physical or emotional harm. **STOP, WALK, TALK** is the procedure all Leal students are encouraged to use when faced with hurtful comments or actions by another student(s). Students are taught to tell the other student they do not like what they are doing by saying “STOP” and making a stop sign with their hand. If the other student stops, then the problem is resolved. If the other student does not stop or engages in the unwanted behavior on repeated occasions, the student should “WALK” - remove themselves from the situation or area. In this case, the student should **immediately** “TALK” to a teacher/staff member or the principal who will immediately address the situation.

Library

The Library instructional program includes scheduled weekly classes for every Leal student as well as individual access to the library. The activities and lessons for students vary but the goals remain the same: 1) to help students develop an appreciation for books, reading, and learning; 2) to help students become effective users and producers of information.

Grades 1-5 students may check out 2 books at a time for a one-week period. Kindergarten students check out 1 book for a one-week period. Books are to be returned before others are selected. Fines are not charged for overdue books, but there is a charge for lost or damaged books. Students with unpaid charges will have library privileges restricted until the charges are removed. It is an expectation that students be responsible for and respectful of school property. Please help your child enjoy and care for their library books.

Administering Medication to Students: We want to provide a positive learning environment for all students, especially those who must take medications while at school. However, there are many possible dangers involved in giving medication, so we try to minimize this practice. The school nurse is authorized to administer medication under certain conditions.

ONLY PRESCRIPTION MEDICATION WILL BE ADMINISTERED, and then only when 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.

Your help and consideration are essential for the safety of students who must receive medication while at school.

- 1) Please talk with your physician about scheduling medication to avoid school hours whenever possible. At Leal, the nurse will only give medication at noon.
- 2) Please fill out the School Medication Authorization Form carefully and fully. You can get a copy of this form from the school office.
- 3) **Your child's doctor must sign the form.**
- 4) A separate form is required for each medication.
- 5) An adult should bring the prescription medication **in the original container labeled by the pharmacy.**
- 6) The Nurse will not give over-the-counter medications unless prescribed by a doctor. A School Medication Authorization Form must be completed. Students are not allowed to bring any medications, even over-the-counter medications, including cough drops or throat lozenges, to self-administer at school, with the exception of a pre-authorized asthma inhaler.
- 7) All prescription medicine to be administered by the school is to be taken to the school office at the beginning of the school day where it will be kept in a locked cabinet.

Attendance Policies and Practices: It is your responsibility as a parent to ensure your child (or children) maintains good attendance. If your child will be absent for any reason, it is your responsibility to **notify the office** and provide a reason for the absence. If your child is well, they should be sent to school.

If your child is ill, they should be kept at home. A child with the following symptoms should be kept at home:

- **A temperature of 100 degrees or more**
 - **Diarrhea**
 - **Vomiting**
 - **A hacking cough, unless a doctor has cleared the child for school attendance.**
 - **A rash, unless a note from a doctor has verified that it is not contagious.**

Students who are not feeling well are not productive in the classroom and can spread their illness to other students.

STUDENTS SHOULD BE SYMPTOM FREE OF THE ABOVE FOR 24 HOURS BEFORE RETURNING TO SCHOOL.

If a student is absent because of illness or an emergency in his/her immediate family:

- Parents may call the attendance voicemail directly any time by calling 384-3625. Please leave your student's full name, their classroom teacher's name and the reason for the absence. Please call before 8:30 a.m. on

the day of the absence. If you would like to speak to the secretary, you may call 384-3618. If your child is marked absent and the school office does not receive a call from you about the absence by 9:15 a.m., the District's automated messaging system will begin trying to contact you based on the contact information you have provided. Through Skyward Family Access, you can set up contact preferences, including text messaging for these contacts. **Please make sure Leal School always has your current home and work telephone numbers.**

- If it is not possible to call during an excused absence, you may submit a written statement indicating the dates of the absence and the reason for the absence. This should be sent to the office on your child's first day back from the absence.

- If an extended absence is anticipated, please complete the form, "Request to Classify an Anticipated Absence as Excused" at least one week prior to the absence. These forms are available in the Leal School Office.

Calling home if a child is sick:

There are times that a child becomes sick during the day. During these times, our office staff will call the parents to ask them to pick up the child if the child exhibits any of the above symptoms. At other times, your child may not feel well and might not exhibit one of the signs listed. In those cases, it is under the discretion of your child's teacher as to whether or not to call home.

Please note: If you are picking up your child early, please allow time to come into the office to sign-out your child.

Tardiness: Occasionally, your child will be late due to an appointment or unforeseen circumstances. In that case, please call the school to alert the office of your child's tardiness. Students are going to be tardy, but we need to discourage this pattern in students who have a tendency of being late. Chronic tardiness is disruptive to the entire class and interferes with the learning process of the students. It prevents the child from gathering all the necessary information to make the day run well. When students are late, they must sign in as they enter school. That will be the record of tardiness for the office. A student will be issued a tardy pass by the office staff before they are allowed to join the class. **Parents are not to accompany their child to the classroom.**

At Leal, our students are taught what it means to belong to a community. The climate and community feeling of the classroom is an important aspect of the teaching day. Part of building this climate begins when the day starts. All classes prepare for the day with morning class meetings and instructions. If a student is late, even ten minutes, the student will miss the critical time that brings the class together. The consequences of being late can have a great impact on the learning environment and a student's ability to do well. It is the responsibility of the student to be at school on time, which enhances learning and belonging to a classroom community.

When a child is continually tardy, the principal, social worker and student engagement advocate (SEA) will begin a process of working with students and families. We will be promoting responsible behaviors through a variety of methods, some of which will include visiting homes, stressing organized routines, staying after school, and other methods that will enhance and encourage being on time.

According to State Regulations, if a student is absent for more than 60 minutes, then they are considered ½ day absent. Please keep this in mind when scheduling appointments.

The following guidelines, procedures, and definitions have been developed to deal with 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.

The current policy of Urbana School District #116 states the following:

The acceptable reasons for absence are illness of the student or illness in their immediate family, family emergency, observance of religious holidays, death in the immediate family, and such situations beyond the control of the student. If a child is not well, they should stay at home for their own sake and in consideration of their classmates. When it is necessary for a student to be absent, the parents/guardians are required to call the attendance office on the first day of absence. Students who are out of school because of illness may be requested to present a medical excuse upon their return to school.

If it is necessary for a student to be absent for reasons other than illness, a parent's/guardian's written request may be accepted by school authorities as a justifiable reason for an absence. At such times, the written request must be submitted prior to the absence.

When a student wishes to be excused from school for reasons other than the above, the parent/guardian must call to explain the reason for the proposed absence. The principal will give approval if the reason for the absence is valid.

General Guidelines:

All absences, except absences due to personal illness or death in the immediate family as defined in the policy, are to be recorded and treated as unexcused unless approval for the absence is obtained prior to its occurrence. Procedures for requesting that an absence be classified as excused are outlined in numbers two through four following.

Requests for classifying an anticipated absence as excused must be filed with the building principal at least five (5) school days prior to the absence. The request must be filed in writing using the approved form designed for the purpose. The request filed using this form is not complete without a parental signature, teachers' signatures, and an administrative signature. Forms for filing this request are available in all school offices.

Upon receipt of the request, the principal will classify the anticipated absence as either "approved" or "unapproved". The criteria for making this determination will include the following: recommendations from teachers, previous attendance record, and reasons(s) for the anticipated absence. Notification of the classification will be sent to the parent and teachers involved prior to the anticipated absence.

Primarily for secondary students, work missed as a result of an excused absence may be made up for credit; work missed as a result of an unexcused absence may not be made up and will result in a "O" for the day(s) missed. Work made up from an excused absence must be completed immediately after returning to school. The student will be allowed one day to make up work for each day of excused absence unless other previous arrangements have been made with the teacher.

Procedures for Reporting Excused Absence:

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 school policy, these procedures are to be followed:

The parent or guardian is to call the school attendance office (principal's office in schools other than the middle school and high school) 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.

- Attendance Office, Urbana Middle School, 384-3688
- Attendance Office, Urbana High School, 384-3522
- King, 384-3675
- Leal, 384-3618
- Dr. Preston L. Williams Jr., 384-3628
- Thomas Paine, 384-3572
- Yankee Ridge, 384-3608
- Urbana Early Childhood School, 384-3616

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 7:15 a.m. - 4:15 p.m. on the day of the absence, or the absence will be considered unexcused.

Mental Health Absences:

What is Mental Health?

Mental health includes our emotional, psychological, and social well-being. It affects how we think, feel, and act. It also helps determine how we handle stress, relate to others, and make healthy choices. It is essential to know that mental health is more than just the absence of a mental disorder or disability. Mental health is important at every stage of life, from childhood and adolescence through adulthood.

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.

Excessive Absences:

The maximum number of excused absences allowed in a semester is four (4). Parents may request that an absence be excused for the following reasons: personal illness, family illness, medical/dental appointments, religious holidays, and funerals. Building administration has the final authority to determine whether or not an absence will be excused.

Once a student has accumulated four absences per semester, 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). Students exceeding five (5) unexcused absences per semester will be reported to the Regional Superintendent as chronically truant.

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 10+ unexcused absences, however, this may result in the student being dropped for nonattendance.

Continued patterns of excessive excused or unexcused absences may result in a parent meeting with the school's Student Engagement 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.

Bicycles: Students may ride bicycles to school with parental approval, but traffic around Leal is very congested. We recommend that younger children do not ride bikes to school. Please do not ride bikes across the playground or on the sidewalks adjacent to the school property. Bikes should be parked in the bicycle rack on the east side of the school building immediately upon arrival at the school. Students riding bicycles should observe proper traffic and safety rules at all times. All bicycles should have locks and chains and be securely fastened to the bicycle racks. Bicycles should be registered with the Urbana Police Department.

Bus Students: Buses and bus stops are considered part of the Leal School environment. Our expectations for behavior and responsibilities are to be followed while waiting for the bus at every bus stop and while on the bus. Students will receive consequences from the principal if they choose not to follow the expectations. The expectations will be taught to the students,

and practiced during the first week of school and then as needed throughout the school year. **Your child should ride the bus to and from school every day. In order to be sure your child is safe, we expect the same routine for getting to and from school will be followed every day. YOU MUST CONTACT THE OFFICE IF YOUR CHILD'S NORMAL ROUTINE FOR GETTING HOME NEEDS TO BE CHANGED. Please contact our office staff as soon as you know of any transportation changes.**

Cell Phones: Students are strongly discouraged from bringing cell phones to school, and the school will not be responsible for their loss or recovery. If it is necessary for a student to bring a cell phone to school, it must be turned off and out of sight at all times. Any student use of a cell phone during the school day without the express permission of the building principal will result in the confiscation of the phone, which will then only be returned to a parent. Parents and visitors are asked to silence the ringer on cell phones when visiting the school.

Clothing Name Tags-Lost and Found: We recommend that outer garments such as jackets, sweaters, caps, boots, etc., be marked with each student's name. If your child loses something, please check our lost and found rack at the entrance to the Multipurpose Room. All unclaimed articles are donated to charity on the last Friday of each month.

Contacting Students during School Hours: We do not allow anyone, except parents, to contact children in person during school hours, or to remove children from school. When you come to the school, please check-in to the office first, sign in and take a visitor's pass. If you intend for a grandparent, aunt, uncle, babysitter, etc. to contact or pick up your child during regular school hours, you must make arrangements in advance or send a signed note. We reserve the responsibility to verify the note. Please provide information on the note as to where you can be reached for this verification. Also, please allow time to sign out your child. At that time, we will use the intercom to call your child to the office where they will meet you for pick-up. **Do not go directly to the classroom! After-school arrangements should be made prior to the beginning of the school day.** If it is necessary to change the usual dismissal arrangements for your child (i.e. ride the bus, walk, picked up by...) please call the Office prior to 12:00 p.m. This will give us time to notify your child, teacher, and staff members supervising dismissal. If it is not possible to call us before 12:00pm, please call the Office as soon as possible. **We ask that you call before 2:30pm to avoid any confusion during dismissal.**

Dress Code: Leal School expects students' dress and grooming to reflect the pride individuals have for themselves and their school. We generally rely on parents' good judgment as to what students should wear. Students should wear clothes that are safe, do not disturb nor distract other students from learning, and are appropriate for weather conditions. The following guidelines concerning dress and appearance are to be followed at school as well as after school activities.

- Attire or accessories (buttons, pins, headbands, key chains, etc.) that advertise, display or promote any drug, alcohol, sexual activity, violence, and/or disrespect/bigotry towards any group, are not acceptable.
- Flip flops, platform shoes, and high heels should not be worn as they are unsafe.
- During the winter months, snow pants, boots, mittens/gloves must be worn in order for the students to play in the snow during recess. If a student is not wearing those items recess activities will be on the blacktop only.

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

A comprehensive list of core materials and major works that may be used for instruction can be found at

each building and on the district website: <http://www.usd116.org> under the Curriculum link. This list is reviewed by the Board of Education on an annual basis. This complies with Board of Education policy 6:210, Instructional Materials.

Materials Sent Home with Students: Because of high postage costs, almost all written communications from the Urbana School District #116, the Leal School office, your child's teacher and the Leal PTA is sent home with your child. We need to rely on our students to carry home important notices. Many other agencies and organizations also use school children as a way to get information to parents. We attempt to send all materials home on Friday. Occasionally, official school communications will be sent home on other days via electronic messages by the teacher or principal. We highly recommend that you check with your child every day about any messages/notes from school.

Notices: Occasionally a notice will be sent home to inform you of certain illnesses contracted by students in your child's classroom. These notices are meant solely to keep you apprised of symptoms. Public Health requires that a notice be sent home for the following conditions: Conjunctivitis (Pink Eye), Chicken Pox, Fifth's Disease, Impetigo, Pinworm, Ringworm, Scabies, and Strep Throat.

Parking: We belong to a neighborhood and parking is very limited around our school. There are 30-minute parking spaces on the east side of the playground. Parking around Leal during school hours requires a parking pass. If you are not parked in one of the angled spaces on Cedar, please get a temporary pass in the office. It is vital that cars are parked legally-going the right way and not covering yellow curb areas. Cars are required to follow all traffic patterns and to maintain a safe speed. **During dismissal, Oregon Street, between Cedar and Birch, becomes one way westbound.** All cars must pull up to the curb before loading children. Children will not be allowed to go out to a car parked in the middle of the street. The driver **MUST STAY IN THE CAR** until the child has been secured in the car. Students must enter cars from the sidewalk side only. These are rules that will be followed for the safety of all students.

Personal Athletic Equipment and Toys: Students should not bring personal athletic equipment such as balls, bats, etc. to school. Toys and other personal playthings should be left at home unless children have permission from their teacher to bring the item for a classroom project. Students must assume full responsibility for these items. Baseballs, skateboards, card collections and expensive toys or electronic equipment such as personal stereos, electronic games, etc. are prohibited. The school will not be responsible for recovering these items should they be lost or stolen.

Recess: Students will go outside during recess, weather permitting. If the temperature is below 20 degrees, an inside option will be offered. If the temperature is below zero or if the wind chill is below zero, children will not be allowed out for extended periods. (only 5-10 minutes). This decision is left up to the individual teacher's discretion. Please make sure that your child is dressed appropriately.

Severe Weather: We are in direct contact with the Emergency Services and Disaster Agency of Champaign County. School dismissal will always be at the regular time unless other specific official Civil Defense recommendations have been issued. In such an event, the public will receive this information on local radio or television.

Street Traffic around Leal: Oregon Street will be one way westbound between Birch and Cedar from 7:45 a.m. to 8:20 a.m. and 2:45 p.m. to 3:15 p.m. Cars northbound on Cedar St. from Nevada will only be allowed to make a left turn onto Oregon heading west. Cars southbound on Cedar from California will only be allowed to make a right turn onto Oregon heading west. Normal two-way traffic will be in effect at other times.

Student Safety To and From School: Please use one of the designated safe walking routes to school. Students needing to cross Vine St. should cross with the traffic signal at Illinois or the 4-way stop sign at Washington. After the start of school in August, please look for information coming home about our "Walking School Bus" program which provides escorts for children walking to school.

Supervision Before and After School: Students are asked not to arrive before **8:00 a.m.** and to go home immediately after school is dismissed at 3 p.m. The playground will not be available after school beginning at 3:15

p.m. for any students except those enrolled in our After-School Program.

Telephone and Address Changes: We ask you to keep us informed of any change in your address or phone number. We often need to contact parents in case of illness, emergencies, etc. It is very important that we have current information in our files. **WE ALSO NEED EMERGENCY NAMES AND PHONE NUMBERS IN CASE WE CANNOT REACH YOU. IT IS VERY IMPORTANT TO KEEP THIS INFORMATION UPDATED AND CURRENT.**

Telephone Use: **We ask that you and your child make plans for after school activities before your child comes to school.** Students will not be allowed to use the telephone unless their teacher grants written permission. Except for emergencies, we will not call students to the phone during school hours or interrupt classes to give students messages. If necessary, we will take a message for students and put it in their teacher's mailbox. Teachers check their mailboxes each morning and afternoon.

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

NEW

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 incidences 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;. 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;
2. Permit anonymous reporting, except that an anonymous report may not be the sole basis of any disciplinary action;
3. Offer remedial interventions or take such disciplinary action as may be appropriate on a case-by-case basis;
4. 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
5. 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.

Educational Equity Policy (policy # yet to be assigned by IASB)

Statement of Need

The Urbana School District acknowledges that persistent racial disparities, inequities, and academic barriers in our district are unacceptable. While efforts have been made to address the inequities between White students and

students of color, these efforts have been largely unsuccessful. Equity is essential to the well-being and success of our schools, our students, and our community.

Equity is the removal of systematic barriers and strives to achieve inclusion of all students, especially those who have historically been underserved in public education settings. The concept of educational equity goes beyond equality, where all students are treated the same, to fostering a barrier-free environment in which all students, regardless of their background or personal attributes, are extended the opportunities and resources required for success.

The purpose of this policy is to re-imagine a framework of actionable steps to eliminate institutional racism, inequities of opportunity, and academic disparities in our district. Those factors affect student achievement and learning, and our ongoing work will allow us to create equitable working and learning environments that welcome, respect, and value diversity.

We acknowledge the responsibility for the disparities among our young people rests with adults, not children. We affirm the following:

- We affirm our commitment to close disparities in academic performance between White students and Black, Indigenous, Students of Color (BISOC) students.
- We affirm our commitment to equalizing the disproportionate graduation percentage rates between White students and Black, Indigenous, Students of Color.
- We affirm our commitment to eliminate the disproportionate disciplinary consequences between Black, Indigenous, Students of Color compared to White students for similar offenses.
- We affirm our commitment to eliminate all identified systemic barriers that have created opportunity gaps in access, enrollment, and success in advanced classes for Black, Indigenous, Students of Color.
- We affirm our commitment to eliminate all identified systemic barriers and inequities that have constructed academic and social opportunity gaps for students with (dis)abilities.
- We affirm our commitment to eliminate all identified systemic barriers and educational inequities that have negatively impacted multilingual and immigrant students compared to White, English-speaking students.
- We affirm our commitment to create intentional systemic college and career readiness pathways to assist all students in post-high school success.

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.

Vision

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...

- A. 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.
- B. 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.
- C. The District shall negotiate, re-allocate, 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.
- D. The District shall recruit, employ, support, and retain racially and linguistically diverse and culturally competent teachers, support staff, and administrators.
- E. 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.
- F. 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.
- G. The District will investigate existing policies that may serve as barriers to access and full engagement for students.

Definitions

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.