

Yankee Ridge Elementary School

STUDENT AND PARENT HANDBOOK 2024 - 2025



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facebook.

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Yankee Ridge School

Yankee Ridge Belief Statements

We believe all children...
can learn;
learn in many ways;
should be guided and encouraged to take responsibility for their learning;
are entitled to a positive, inclusive learning environment where social and
emotional learning supports their academic success;
have academic, social, emotional, and physical needs that are best
met when families, schools, and communities work together;
and will have the opportunity to reach their personal best.

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Please note that some of our guidelines in this handbook may change if guidance changes throughout the year.

OFFICE HOURS AND BELL SCHEDULE

School Hours: 8:10 a.m. – 3:00 p.m. Monday through Friday

Office Hours: 7:30 a.m. - 4:30 p.m. Monday through Thursday (Friday until 4:00 p.m.)

Arrival: 7:55-8:10 a.m. Students are allowed on campus (there is no supervision before 7:55 a.m.)

Bell Schedule: 8:10 a.m. First Bell

8:15 a.m. Tardy Bell (Students must come to the office with a caregiver for a pass after 8:20) Use the main entrance off Mumford Dr. after 8:15 a.m.

Students arriving late or returning from appointments will walk to class from the office.

Parents and students should plan to say goodbye in the office and not walk down together to the classroom.

Lunch/ Recess schedules will be sent out at the start of the school year.

Dismissal: 3:00 p.m. Students are expected to leave school grounds immediately after dismissal.

YANKEE RIDGE STAFF LIST

Please check this link for the most up to date list of staff members and their positions.

https://docs.google.com/document/d/1qduNq-26l_KbGB4f_YmdsPNVaXvpp9zTr2YuTGqB_TA/edit?usp=sharing

FIRST DAY OF CLASS

All Grades (K see below) Thursday, August 15, 2023 Full Day 8:10 a.m.-3:00 p.m.

(First bell rings at 8:10 a.m. – students enter the building, tardy bell rings at 8:15 a.m., instruction begins at 8:15 a.m.)

KINDERGARTEN INFORMATION

For information regarding registration for new Kindergarten students, please check our district website: <https://usd116.org/kindergarten/>

Half of the Kindergartners will begin on Thursday, August 15th and the other half will begin on Friday, August 16th. **ALL** Kindergartners will attend on Monday, August 19th. Kindergarten families will receive a letter from Yankee Ridge regarding their child's teacher and first day of class.

BREAKFAST AND LUNCH

**** (Please note all announcements regarding breakfast and lunches are subject to change between the time this handbook is printed and the beginning of the school year.) ****

Urbana School District 116 is participating in the National School Lunch and School Breakfast Programs called the Community Eligibility Provision (CEP) for this school year which means breakfast and lunch are free for all students. A breakfast includes 1 entrée, choice between 2 fruits, and milk.

Elementary lunch includes a lunch entrée, choice between 2 fruits and 2 vegetables, and milk.

BREAKFAST SCHEDULE: Breakfast will be offered in the classroom from 8:10 to 8:30 each morning.

LUNCH/RECESS SCHEDULE:

Lunch / Recess schedules will be sent out at the start of the school year.

Menu: The monthly menu is available on the school district website.

Vendor: Quest (both breakfast and lunch). Meals are free but families can pay for extra meals on students' online accounts with Skyward Family Access. (Accounts are set up at registration).

Sack (Home) Lunch: **To encourage healthy eating habits, soda/pop is not allowed during lunch.** (Exceptions to this are special events such as "Invite a Friend to Lunch Day".) **To prevent food allergy cross-contamination, students are not allowed to share foods in the lunchroom.** Students may bring lunch from home and purchase milk at .30 per carton. Students may take a school lunch (minus entrée) to supplement a home lunch for free as long as they select a fruit, a vegetable and a milk. Please notify the office of any dietary restrictions. Food substitution forms (to be filled out by a physician) are available in the office.

Food Deliveries: Students may not have food delivered by outside vendors. These meals will not be accepted and the student will be offered a school lunch.

Off-site: Parents or a designated adult must check their child both in/out of the office in order to take them out of the building for lunch. **Photo identification is required to check a student out from Yankee Ridge.**

Time: Forty-five minutes which includes lunch/recess.

Lunch with my student: Families are welcome to join their students during lunch at school. Sign in at the office.

LUNCH RECESS: All students will go outside during lunch recess unless it is raining or if the temperature is less than 20 degrees. The wind chill factor is taken into account. Please make sure that your child is dressed appropriately.

ABSENCES

1. Notify the school by phone before 9:00 a.m. if your child is going to be absent that day. The answering machine will take messages from 4:30 p.m. to 7:30 a.m.
2. Anticipated long-term absences (a day or more) should be reported 5 days in advance. A form is available in the office. All absences, regardless of the reason, will be recorded as unexcused if no written or verbal reason is given for the absence within two school days following the return to school.

According to State Regulations, if a student is absent for more than 120 minutes (Kdg. and 1st grades) or 60 minutes (2nd – 5th grades), they are considered ½ day absent. Please keep this in mind when scheduling appointments.

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:

1. 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.
2. 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.
3. 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.
4. 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.
5. 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.

- Yankee Ridge, 217-384-3608

All absences, regardless of reason that are not reported by phone will be recorded as unexcused. Written statements are also accepted at all buildings.

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.

7:70 Attendance and Truancy

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.

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. Please reference the school district's General Policies and Procedures booklet for updates on these policies.

ARRIVAL AND DISMISSAL PROCEDURES

- 1. STAY WITH YOUR CHILD UNTIL 7:55 A.M. CHILDREN SHOULD NOT BE ON SCHOOL GROUNDS BEFORE 7:55 AM AS THERE IS NO SUPERVISION PROVIDED BEFORE THEN.**
- 2. Changes in After School Plans:** Make arrangements with your student before school if there are changes to a student's after school plans. Let the teacher know and call the school office with those changes as soon as possible. Messages received in the office after 2:30 pm are not guaranteed to reach students before school lets out at 3:00. **To ensure the safety and supervision of the student/s, it is the parent or guardian's responsibility to inform the school office of transportation changes before 2:00 p.m. each school day.**
3. Pets are not allowed on school grounds when students are present. For the safety of your pet and the other children, please make certain that your pet does not follow your child to school. Please leave pets at home when dropping off or picking up students from school.
4. Additional arrival and dismissal procedures will be shared with families in their welcome letter which includes their classroom teacher assignments.

CLASSROOM INSTRUCTIONAL MATERIALS

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

A comprehensive list of core materials and major works that may be used for instruction can be found on the Urbana School District 116 website. This list is reviewed by the Board of Education on an annual basis. This complies with Board of Education policy 6:210, Instructional Materials.

BEFORE AND AFTER SCHOOL CARE PROGRAM

The Urbana School District offers before and after school child care programs for children in kindergarten through grade five who are enrolled in any Urbana School District #116 elementary school. This program provides quality supervision and opportunities for your child to participate in a variety of recreational activities before and after school. For more details and enrollment information, please contact one of the ASCCP Directors for the district: Chad Harper charper@usd116.org or Terry Napper tnapper@usd116.org or call 217-384-3633. For additional information about Yankee Ridge's program, you may contact our Site Director Tara Hawkins at thawkins@usd116.org.

INSTRUMENTAL MUSIC

All 5th grade students are eligible to participate in group band or strings. There is no fee for this program. Band instruction will take place twice a week, and strings instruction will take place twice a week.

Students participating in either band or strings instruction will miss that portion of their regular school day when they are out of the classroom for instruction.

BEHAVIORAL SUPPORT & EXPECTATIONS

Expectations for Excellence

The Yankee Ridge Behavioral Expectations for Excellence are built upon a positive premise: We Are Respectful, We Are Responsible, and We Are Safe.

Social Emotional Learning (SEL)

Significant time and attention are given to establishing a positive school climate and a pro-social atmosphere. All teachers utilize the *Second Step* and *Zones of Regulation* social emotional learning curriculum to teach friendship and empathy skills. All students participate in daily class meetings.

Positive Behavior Interventions & Supports (PBIS)

Yankee Ridge builds on a safe and positive learning environment for students and staff through the implementation of Positive Behavior Interventions & Supports (PBIS). PBIS is a data-driven, proactive systems approach for establishing the behavioral supports and social environment needed for all students to achieve social, emotional, and academic success. This schoolwide system helps improve consistency in expected behaviors, resulting in students being ready and prepared to learn; thus, achieving their own personal greatness.

The building's behavioral expectations are taught, reviewed, and reinforced throughout each school year.

Universal reinforcements and building-wide celebrations are planned to recognize students' efforts and the demonstration of respectful, responsible, and safe behaviors. Building-wide celebrations are planned when the building reaches its goal. Classroom behavior management plans are aligned with the building's PBIS program and classes celebrate when they meet their specific goals.

Interventions are designed for students whose behaviors may be interfering with their academic and/or social success. Our goal is to provide additional early support for students experiencing behavioral challenges. Interventions provide increased adult attention, frequent feedback about behavior and academics, and additional positive reinforcement. A universal screener is utilized with first through fifth grades to assist in identifying students that may require an early intervention.

Tier 2/Social Academic Instructional Groups (SAIG) are developed to provide re-teaching of building expectations and PBIS/bullying prevention lessons. Typical areas of focus are "Managing

Emotions” and “Friendship/Peer Skills”.

Some students participate in a “Check In Check Out” program to help establish relationships as they transition to Yankee Ridge or to provide support during challenging times.

More extensive social and emotional support and/or wraparound services are provided to students whose behaviors indicate a need for more intensive (Tier 3) support.

Behavioral data is collected, monitored, and used to evaluate progress and guide decision-making and planning.

Yankee Ridge parents are informed of building and classroom SEL and PBIS efforts and activities through articles in the building’s newsletter and weekly classroom newsletters. This information encourages the use of a common language and the transfer of skills to the home environment.

Character Education

Character education is provided to all students, focusing on the following district adopted traits: Respect, Responsibility, Integrity, Compassion, Cooperation, and Perseverance. Information about each trait is provided to all students and staff. Specific follow-up discussions occur in the classroom setting. Regular awards ceremonies will be held to recognize students who display these positive character traits.

Bullying Prevention

Yankee Ridge plans for and utilizes a variety of interventions to reduce behaviors and attitudes that are associated with intimidation and harassment. We believe all children should feel safe in their school environment.

As a proactive approach, all students are taught the social skills necessary for positive social interactions. Teachers and other staff members support students as they problem solve how to react to specific situations. All students receive instruction on “Stop, Walk, and Talk” and are encouraged to use that approach when dealing with offensive behaviors and to report disrespectful behaviors that make them feel unsafe. Parents, staff, volunteers, and visitors should also report unsafe behaviors that they observe. As part of our positive approach to learning, we are careful not to label students as bullies, but instead describe the repeated actions as “bullying behaviors”.

Yankee Ridge staff members or the building administrator address reports of alleged incidents of bullying behaviors, intimidation, or harassing behavior by talking with the individuals involved. When a pattern of disrespectful and unsafe behaviors have been reported or documented, the situation will be investigated. Following the investigation, the teacher or principal will notify parents. Students that violate behavioral expectations are assigned appropriate consequences. If needed, a referral for additional social and emotional support may be made. The situation will be monitored and the coaching of appropriate behaviors will continue.

All staff members receive annual training on the district’s School Board Policy (7:180) re: Preventing

Bullying Intimidation, and Harassment and know how to proceed if an incident is reported to them or if they observe intimidation, harassment, or bullying behaviors. All reported incidents of intimidation, harassment, or bullying are taken seriously.

Restorative Practices

Yankee Ridge staff believes in holding students accountable for their actions, providing safety for all students, and developing students' social and emotional skills. Student misbehaviors present an opportunity to correct and then teach the misbehaving student more appropriate choices. Whenever possible aspects of restorative practices will be incorporated into the response for students' misbehaviors. Restorative practices focus on calling attention to misbehavior in an effort to problem solve the misbehavior and repair the possible injustice felt by other Yankee Ridge community members. The principal, or designee, will work to facilitate restoration by the offender towards the affected student or staff member. Restorative practices improve safety by preventing future harm or disruption, offer a supportive environment that can improve learning, and provide an alternative to suspension, when possible. Through the use of restorative practices students can learn appropriate behaviors while being held accountable for behaviors. The following behaviors will not be tolerated and could be addressed through the use of restorative practices:

- a. Class disruption
- b. Non-compliance and insubordination
- c. Misuse of school property/vandalism
- d. Verbal aggression towards students or adults
- e. Threats or inappropriate language directed at others
- f. Physical aggression towards students, staff, or property
- g. Inappropriate physical contact
- h. Stealing

Behavior Accountability and Consequences

Consequences for student misbehaviors may include, but are not limited to: loss of privileges, temporary removal from class, lunch detention, after school detention, conference with parents, in school suspension, out of school suspension, or a bus suspension.

Additional discipline information is outlined in the *USD 116 General District Policies and Procedures Handbook*. (This handbook is given to all Urbana School District families upon registration in the district.)

A detention after school is an option staff may utilize to respond to inappropriate student behaviors. For those students who do not follow school, classroom, or bus expectations, a detention may be assigned. A detention may be assigned for a range of misbehaviors, including blatant misbehavior and for physical aggression. A reasonable effort to contact the student's parent or guardian (by phone or written communication) on the day of the lunch detention will be made using the information families have provided. Caretakers are responsible for their student's transportation from school when the student has an after school detention.

BIRTHDAY CELEBRATIONS

At Yankee Ridge, we celebrate birthdays during morning announcements. Each student receives a sticker and bookmark from the office! **If you choose to bring items to celebrate your child's birthday, please follow the guidelines provided by the school:**

- We encourage parents not to bring sweet treats to celebrate birthdays. **Send non-food items as birthday treats.**
- Non-food treats could include stickers, small trinkets, glow bracelets, stickers, pencils, etc.
- To avoid classroom disruptions, birthday treats will not be delivered to classrooms without prior approval from the teacher. Please contact the teacher a few days in advance to make arrangements.
- Please do not send balloons or flowers to the school for your student's birthday. **They will not be allowed in the classroom.**

CLASS VISIT POLICY

Two day advance notice is expected. School administration has the authority to waive this expectation on a case-by-case situation. Contact your child's teacher to arrange a visit (email, phone, written communication). Teachers will then confirm the appointment and notify the office of expected visitors. Visitors should report to the office to check in and get a visitor's sticker. Visits are approximately 30 minutes. Seating arrangements and level of involvement will be at the discretion of the teacher. It is preferred that visitors do not arrive before 9:00am.

The district visitor policy is as follows:

GUIDELINES FOR VISITORS

1. All visitors to school property must adhere to the following sign - in procedures:
 - a. Sign in and document the purpose for the visit and location/staff member to be visited through either a visitors' or volunteers' log
 - b. Show identification
 - c. Wear a visitor's badge/sticker throughout the visit
2. Any requests to meet or confer with a staff member must be scheduled in advance and occur at a mutually agreeable time outside of the staff member's instructional time. When scheduling a conference:
 - a. Contact the staff member to set up a mutually agreed upon time to meet
 - b. Follow sign - in procedures at the main office, as indicated above
 - c. When in the building for a conference, visitors may not visit other spaces without checking in at the main office and following the above procedures
3. Requests for classroom observations by a parent or qualified professional must be made 48 hours in advance to the Building Administrator AND the Executive Director of Student Services. This request is made through an Observation Request Form so the administration can coordinate the observation with the classroom staff.
 - a. If the visit will be completed by someone other than a parent or guardian, the parent or

guardian must provide written permission via the District's Release of Information form. This form must be completed at least annually and maintained within the student's file.

- b. While it is preferable that decisions for observations be discussed via a team meeting, we recognize that this is not always possible. However, attempts to hold a team meeting should be made.
4. Parents or other community members who visit a school building to volunteer in a classroom or school event must follow the sign - in procedures listed above. In accordance with Board Policies 4:175 and 6:250, all volunteers must follow District protocols regarding criminal background checks before volunteering at any school event. When in the building for purposes of volunteering, volunteers are to follow the directions of the staff member in charge of the volunteer event/activity and may not visit other classrooms or spaces in the building.

While visits to schools, events, and classrooms are encouraged and contribute to positive student outcomes, it is critical that we ensure a safe and conducive learning environment is maintained. Any individual visiting any school building for any reason must adhere to Board Policy 8:30; Visitors to and Conduct on School Property at all times. All visitors must understand that by engaging in any conduct that interferes with, disrupts, or adversely affects the District or a School function could lead to removal from school property and/or denied admission.

CLOTHING

1. Athletic (gym) shoes are required for gym activities. Stocking feet, flip-flops, sandals, and hard soles are not allowed because of the danger of slipping. If a student does not wear gym shoes to school, they must bring shoes to school for PE activities. **Please note: Students that choose to wear flip-flops to school should also bring other footwear in case of breakage or other circumstances.** Students must wear some sort of shoe at school at all times.
3. Students will go outside for classroom recess in the morning or afternoon, or during lunch recess unless it is raining or if the temperature is lower than 20 degrees. **The wind chill factor will be a consideration, but it may not be the determining factor. Please make sure that your child is warmly and appropriately dressed.**
4. Jackets, coats, sweaters, boots, mittens, (lunch boxes), etc. should be marked with the student's name. Please check the "Lost and Found" area on a regular basis. Lost and Found is located in the lunchroom. Items not claimed by the first of each month will be disposed of.
5. Clothing should not distract from the learning environment.
 - a. Hats, caps, hoods, sunglasses, handkerchiefs, and scarves should not be worn in the building, with the exception of approved religious head coverings.
 - b. Students may not wear clothing or symbols that advertise or promote alcoholic beverages, tobacco or other controlled substances, weapons or include profanity or inflammatory messages.
 - c. Chains should not be worn as accessories.
 - d. Clothing should allow for easy movement during recess and physical education class. Thus, shorts shouldn't be too brief or too tight.
 - e. Student clothing must cover their body appropriately. In the event that a student's clothing

becomes a distraction to other learners, parents or guardians will be contacted and the student may be asked to change into more appropriate clothing.

6. **Students prone to bathroom accidents should keep a full set of extra clothes at school. Parents may be called to provide emergency changes of clothing.**

FIELD TRIPS

Classrooms and grade levels may schedule academic related field trips throughout the school year. At times, teachers may request chaperones for these trips. Teachers reserve the right to determine if chaperones are needed and how many are needed. See the section on Volunteering for more information about chaperoning. Parents and guardians are required to give permission for the student to attend prior to each field trip. Students must follow the Yankee Ridge behavioral expectations while on field trips.

Field trips are also a privilege that may be revoked if a student's behavior poses a safety risk the day of the field trip.

FOOD/DRINKS IN THE CLASSROOM

Water bottles with **WATER ONLY** are okay in the classroom. Sweet, sugary, sodas and other drinks are not permitted.

Homemade snacks cannot be served to our students. Any foods brought in for students must be store bought (prepared by commercial bakers or food preparers), in the original packaging, and the ingredients label still on the package. Whole fruit may be brought in; however, sliced fruit will only be accepted if it was prepared in a commercial kitchen and is in the original packaging. If labels are missing, or the teacher has questions about the origin of the snack, it will not be served to children.

HOMEWORK GUIDELINES

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

Homework can be an effective way to help children master the standards they are responsible for in school. It can also help prepare them to be lifelong learners by practicing skills they need to study independently. Homework can be given for some of the following reasons:

- Review, reinforce, or extend classroom learning by providing practice
- To prepare for the next day's class
- To learn to use resources, including the library, websites, & reference materials
- To explore subjects more fully than class time allows
- To teach students responsibility and organizational skills, including orderly use of time

Students are responsible for:

- Knowing what the assignments are
- Completing them on time
- Completing them to the best of their ability
- Letting the teacher know if they do not understand an assignment or cannot complete it on time

Parents are responsible for:

- Encouraging and supporting the student's efforts by being available for questions
- Communicating with teachers whenever the student has consistent difficulty with assignments
- Encouraging the students to turn in assignments the next school day

Teachers are responsible for:

- Ensuring the assignments have a clear purpose
- Giving clear expectations regarding when the assignment is due
- Using homework to determine if a student understands the concept or skill
- Communicating with parents if any concerns arise from homework

KINDERGARTEN

- Students need to read/ be read to for 10 minutes each night.
- Monthly family involvement projects will be sent home at the beginning of each month and have a set due date.
- Optional homework may be sent home to reinforce skills learned in the classroom.

1st GRADE

- Students need to read for 20 minutes each night.
- Homework may be assigned weekly.
- Homework should not exceed 30 minutes.
- Optional homework may be sent home to reinforce skills learned in the classroom.

2nd GRADE

- Students need to read for 20 minutes each night.
- Homework should not exceed 30-45 minutes.
- Homework is expected to be turned in the next school day.

3rd GRADE

- Students need to read for 20 minutes every night.
- Homework may be assigned in their homework folder.
- Homework should not exceed 30-45 minutes per night.
- Homework is expected to be returned on the next school day.

4th GRADE

- Students need to read for 30 minutes each night. 15 minutes in English and 15 minutes in French/Spanish
- Homework will be assigned Monday – Thursday in their homework folder.
- This folder will include any work your child did not complete in class and a homework assignment.
- Homework should not exceed 30-45 minutes

5th GRADE

- Students need to read for 30 minutes each night. 15 minutes in English and 15 minutes in French/Spanish.
- Homework will be assigned Monday – Thursday in their homework folder.

- This folder will include any work your child did not complete in class and a homework assignment.
- Homework should not exceed 30-45 minutes.

STUDENT HEALTH

ILLNESS:

1. Due to any public health measures, these policies are subject to change.
2. A sick child is a parent/guardian's responsibility. In case a child becomes sick at school, i.e. fever, vomiting, please make sure that arrangements have been made for him/her to be picked up if you cannot come.
3. If out for a fever, the student must remain fever-free for 24 hours without medication before returning to school. If sent home due to vomiting, the student must stay home until the following day and only return if fever free and able to keep food down.
4. To excuse extended illness, the school requests a note from the doctor when a child is out for more than two consecutive days.
5. Please report all contagious diseases and illnesses to the office. This allows the office the opportunity to alert other families of communicable diseases.

MEDICATION:

1. Parent/Guardian and the child's physician must complete the USD116 Medication Authorization Form **before** the first dose can be given at school. Forms must be completed yearly and can be obtained at the school office or on the USD116 website.
2. The medication must be prescribed by a physician.
3. The medication must be in a pharmaceutical container (or original container), and must be clearly labeled by the pharmacist. Parents should bring the medication to the office; it should not be sent in the child's backpack.
4. Only a USD116 nurse can dispense/package medication.

These guidelines include over-the-counter medications such as Tylenol, cough drops, medicated lotions, etc. For additional information, see School Medication Guidelines included in the General District Policies and Procedures handbook.

VOLUNTEERING & MENTORING AT YANKEE RIDGE

For information on current volunteer and mentoring opportunities and policies, please contact our Community Outreach Coordinator, Amy Bader at abader@usd116.org or 217-384-3607.

PARENT CHAPERONES/PRESENTERS/COORDINATORS:

Parents that chaperone Yankee Ridge students – or volunteer in other ways – are expected to make other arrangements for younger siblings (when they are serving in those capacities). It is imperative that, during field trips and other school activities, all adult attention is focused on keeping our students safe as they participate in the various educational opportunities that have been planned for them. (We strongly encourage younger family members to attend and participate in events that are

designed for family involvement.) This is also the expectation for (paid) presenters and activity coordinators for Enrichment and other programs (before, during and after school).

PERSONAL ITEMS

Students are not allowed to bring distracting items such as iPads, iPods, watches with games, ‘fidgets’, toys, Pokemon cards, etc., nor athletic equipment of any kind. P.E. equipment is provided by the school. If it is necessary for a student to bring a cell phone to school, it is suggested that she/he leave it in the school office during the school day. All cell phones should be turned off during school hours. Students may be required to give their cell phone to office staff if the cell phone is being used during the school day.

SOCIAL MEDIA

Do not post photos or videos taken of students in class, at assemblies or on field trips to any social media sites without specific permission from the school or families of students.

LEAVING SCHOOL EARLY

1. Students are not permitted:
 - a. To leave the building or school grounds anytime during the school day unless with a parent/guardian/designated adult or a Yankee Ridge staff member. If a student leaves school grounds without permission, it may be necessary to contact the Urbana Police Department.
 - b. To go home during school hours without parental notification and written consent.
 - c. To leave during lunch except with a parent or designated adult.
2. If a student leaves school for any reason (appointments, etc.) she/he must report in person to the office before leaving and upon returning. **Parents or an approved adult must sign students in and out of the building. Please be prepared to show a photo ID when signing a student out during school hours.**
3. It is recommended that parents contact the school office in advance if it is necessary to pick up a student during school hours.

TELEPHONE CALLS

Please help us avoid interruptions of the instructional environment by making arrangements with your child before school regarding where she/he is to go after school, pick up for appointments, etc.

BUS EXPECTATIONS

All school bus information may be obtained directly from the **First Student Bus Company** at **344-4586**. Students are directed to follow school expectations on the way to and from the bus stop and while waiting for the bus. They are subject to school disciplinary consequences during that time period. A safe, orderly, and respectful environment for everyone is the expectation on the school bus.

Whenever students are riding a school bus, whether on a regular route each day or on a field trip, they are responsible to follow these rules. Parents are urged to encourage good bus riding habits so that the driver may direct his or her attention to the surrounding traffic and to safe loading and unloading procedures.

Please reference the school district's General Policies and Procedures booklet for an update on these policies.

CHANGE OF STUDENT INFORMATION

Please remember to notify the office **immediately** of the following changes:

1. Address - Proof of new address is required.
2. Phone number - residence and emergency numbers
3. Health conditions
4. Emergency contacts and phone numbers
5. Authorized pick-up contacts and phone numbers
6. Parent/Guardian Email

EMERGENCY RESPONSE PLANS

Fire, disaster, and Emergency Operation Procedures are in place in all buildings throughout the district. Yankee Ridge staff and students practice responding to these types of situations on a regular basis in order to help assure their safety and security in the event of an unexpected incident. Yankee Ridge also participates in area earthquake drills. If a parent or visitor is in the building when a drill takes place, they are expected to participate in the drill accordingly. In the event of the need to evacuate the school grounds, parents and guardians will be contacted as soon as possible with directions for reuniting with the student/s.

Parent Guidelines for School Emergencies:

Working closely with the Unit 116 administrative office and local law enforcement and emergency agencies, the staff at Yankee Ridge Elementary School has developed a plan to safeguard your child in the event of an emergency. All staff members at Yankee Ridge know what to do during an emergency and the plan has been discussed 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 Yankee Ridge, what should I do?

- DO NOT COME TO THE SCHOOL. If we have a serious problem, law enforcement agencies will block the streets near the school so that emergency services have access. 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 try to contact you using our mass messaging service. We will utilize email, text messages, and phone calls to share 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 that you wait for school communication to inform you of the pick-up process. Do not come to the school until you hear our instructions. Those instructions will include where to come to at the school or if you should meet us at the reunification site.
- If we must evacuate the school, you will be notified if the emergency warrants the need to move the students to the reunification site. We will provide information through how students may be picked up after we have checked attendance and accounted for all students who were in school 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 him or her out.

When will I find out what has happened?

- We will give instructions through our mass messaging services as quickly as possible 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 problem after everyone is safe and the problem is under control. This may take some time, as our staff must follow instructions of law enforcement and emergency services when they are at the school.
- Depending on the problem it may take us some time to sort through what has happened. We will explain after we understand 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.

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, 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 Yankee Ridge's students. It is hoped that we will never have to use our emergency plan, but being prepared makes Yankee Ridge Elementary School a better and safer place for your child.

URBANA SCHOOL DISTRICT MULTILINGUAL PROGRAMS

Yankee Ridge Elementary is the District's multilingual school for K-5th grade students. Our Dual Language programs are bilingual education programs that integrate students who are Spanish or French dominant with students that are English dominant with instruction in two languages: Spanish (or French) AND English. Students spend part of the school day learning in Spanish (or French) and part of the day learning in English through a 90/10 model (Spanish) or 50/50 model (French).

The goal of the dual language program is for students to develop high levels of proficiency in both Spanish (or French) and in English. The benefits of bilingualism allow for creativity and problem solving, greater cross cultural understanding, and marketability for future college and career goals in a bilingual and multilingual society.

The Dual Language program is voluntary, therefore Dual Language will be for those who choose to enroll in the program.

More information on the dual language program can be found on the school district website or contact Guadalupe Ricconi, Director of Multilingual Programs at gricconi@usd116.org.

LOST AND FOUND

Please check the **LOST AND FOUND** regularly for lost items. It is suggested that parents label items with students' names. The Lost and Found is located in the lunchroom. Items not claimed by the 1st of each month will be disposed of.

PETITIONING PROCEDURES

Parents may request an assignment to an attendance center outside their residential area by filling out the appropriate form and sending it to the district office. This procedure must be completed each year. Written procedures for petitioning and the necessary form can be obtained online at the district's website (www.usd116.org), from the school office, or you may contact the Department of Curriculum and Instruction at 384-3651.

SCHOOL CLOSINGS

All students should know what to do and where to go in the event of an unexpected early school dismissal caused by an emergency or disaster. On **snowy days** or **excessively hot days** we may have to dismiss early. Parents should have plans made for supervision of their children in the event no one is home during such an emergency. If weather conditions become severe, due to snow, ice, heat, etc., parents are advised to check any of the following locations for busing information, early dismissals and school closings. Decisions are based on student safety. The district may also utilize e-learning days.

District website: www.usd116.org; Online: www.news-gazette.com

Listen to radio stations: WDWS-AM 1400; WHMS Lite Rock 97.5 FM; WBCP 1580

AM; WILL-AM 530; WKIO 92.5 FM; WIXY 94.5 FM; WPCD 88.7 FM; WBGL
91.7 FM

Watch on TV: WICD Channel 15; WCIA Channel 3; WAND Channel 17

STUDENT DROP-OFF/PICK-UP

Parents who bring their children to school in cars should unload and load from the circle drive off of Anderson St. on the west side of the school. Students should not be dropped off in the bus loop off of Mumford Dr., and students should not be dropped off on Anderson St. If it is necessary to park, there is visitor parking on the north side of the building in the parking lot off Mumford St. Additional parking in the southernmost parking lot off Anderson Street. The lot known as the “car loop” on the southwest side of the building off of Anderson Street is *reserved for staff only*.

Note: Parents are expected to say “good-bye” to their children before they enter the building in the morning. If parents need to enter the building, they must sign in at the office before going elsewhere within the building.

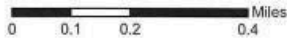
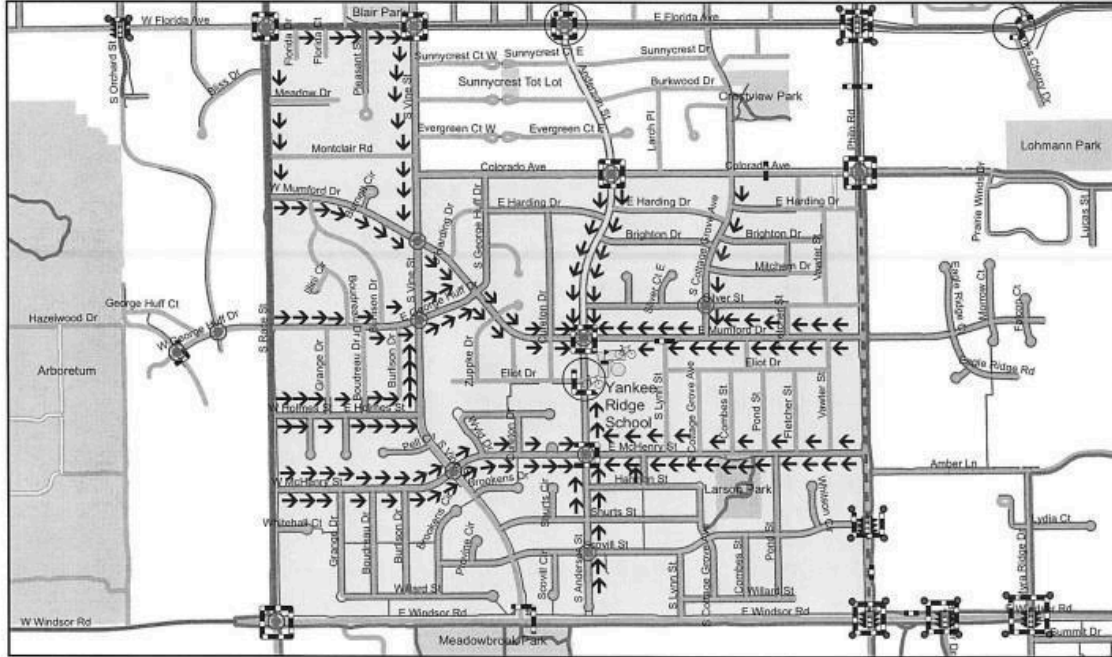
WALKERS AND BICYCLE RIDERS

1. Parents should talk to their children about the routes they should take and that they *must* cross with the crossing guard.
2. Yankee Ridge School’s crossing guard is employed by the Urbana School District. Supervision starts at 7:55 a.m. and again at 2:50 p.m. Students are expected to obey the Crossing Guard.
3. Children should not leave for school too early because it is important that the crossing guard has started their supervision before walkers and bicycle riders arrive at their locations.
4. Students should wait on the curb until the crossing guard tells them to proceed. Students should still look for traffic with their own eyes, too.
5. For the safety of all students, bike riders must walk their bikes when they are close to the school. Students should park and lock bikes in school bike racks immediately upon arrival on school grounds. Each bike must have a lock. The school is not responsible for lost, stolen, or damaged bicycles.
6. Children are encouraged to use the buddy system. Two or more children are less likely to make mistakes. It is also simply safer when a child is not alone.
7. Skateboarding and rollerblading are not allowed on school grounds. Skateboards and rollerblades must be carried upon reaching school grounds.

SAFE WALKING ROUTE MAP

Safe Walking Route Maps 2017

Yankee Ridge School
2102 South Anderson Street
Urbana, IL 61801



Legend

- Safe Routes
- Crossing Guards
- Bike Racks
- Sidewalks
- Sharrows
- Crosswalks
- Streets
- Alleys
- Bike Lanes
- Bike Route
- Shared Bike/Parking Lanes
- Shared-Use Path
- Urbana Park District Hard Surface Path
- School Footprint
- School Walking Boundary
- Public Park
- Traffic Signal
- All-Way Stop
- Pedestrian Pushbutton
- Yankee Ridge Elementary School

TITLE 1 BUILDING

Yankee Ridge is a “School-wide Title 1 Building”

Parent Involvement: In addition to structuring our educational program to best meet the needs of minority and low-income students, Yankee Ridge staff are committed to increasing parental involvement in order to address educational equity concerns in our building. The school improvement teams develop strategies to make effective home-school connections in promoting the development of oral reading fluency and students’ understanding of number sense.

Yankee Ridge has an agreed upon vision for all students, with a clear focus on improving academic achievement in reading, writing, and math. We are also committed to continued professional growth with particular emphasis on techniques that improve reading fluency and number sense for all students. We will continue to actively pursue ways to involve parents and focus our efforts on building a solid school and community partnership. Through the continual analysis of student achievement and the implementation of our school-wide plan we believe that all of our students, especially those most at-risk, will grow academically.

PARENT INVOLVEMENT STATEMENT

Yankee Ridge students, staff, and parents believe in the importance of working together to support student success and academic achievement. Establishing effective communication is a priority. Parents are recognized as having a significant role in their child’s education. **Yankee Ridge will be utilizing SeeSaw as our communication platform. It is important the school has an updated email address for each child’s family, because school newsletters are sent out via email and SeeSaw.** Activities are planned and implemented to support parents in this role. Important information about school and classroom activities are included in weekly newsletters, information shared during Family Nights, Parent/Teacher Conferences, phone calls, and individual written communications. Parents are welcome to visit classrooms (with prior arrangement). School or district approved surveys are used as a “needs assessment” to help determine the direction of parent/family involvement activities.

If you have questions or concerns regarding your child in their classroom, please contact their teacher first. After discussing the situation with your child’s teacher, if you still have concerns please contact the main office. If your concerns are in regard to busing, lunch or lunch recess, please contact the office.

Each quarter a Community Round Table will meet to discuss progress towards the school improvement goals and other relevant topics. Any parent or guardian can attend these meetings and join the committee. A schedule for these meetings will be shared in a school newsletter after the school year begins.

COVID-19 guidelines may require us to adjust the scheduling of school events. Events will be announced throughout the year. Please watch for information both in your child’s backpack and emailed to parents and guardians. Parent/family activities and events are purposely scheduled at different times of the day to encourage attendance and enable parents to participate actively in their child’s

education.

Both staff members and representatives of the Yankee Ridge PTA plan and facilitate these events.

Discussions occur that determine if there are barriers to student and/or parent participation in activities and attempts are made to provide the necessary services or support to remove those barriers.

Attendance at events is studied to determine if all Yankee Ridge neighborhoods are equally represented.

A School-Family Compact is on the Yankee Ridge website.

YANKEE RIDGE SCHOOL SUPPLIES

School Supplies

List 2024-25

**** Students in grades K-3: Please do not label supplies; most items will be kept in a central location to be used as needed.**

Note: Anything brought to school that is not on the supply list, will be returned to you.

**** NO TRAPPER KEEPERS OR BOOK BAGS WITH WHEELS.**

KINDERGARTEN

- 1 Book Bag (carried daily & labeled with child's first and last name)
- 3 boxes of Kleenex
- 1 box of sandwich size Ziploc bags
- 1 box of gallon size Ziploc bags
- 50 count cups (8 oz or larger)
- 1 box small dixie cups
- 3 boxes of Crayola crayons (24 ct)
- 8 Elmer's glue sticks
- 1 boxes of broad line Crayola markers (10 ct)
- 1 box of fine line Crayola markers
- 2 sets of Crayola watercolors (8 ct)
- 1 package of paper plates
- 1 set of headphones - labeled w/student name (not earbuds)
- 1 package of Expo markers
- 2 rolls of paper towels
- 1 package Ticonderoga pencils

Optional Supplies:

- 2 Play-Doh
- Q-tips
- Paper bowls
- Highlighters
- Construction paper
- 2 notebooks primary journal
- 24 pre-sharpened pencils (#2)
- 1 pair of Fiskar scissors
- 4 erasers

2nd GRADE

- 1 Book Bag (carried daily & labeled with child's first and last name)
- 3 packages of 24 pencils (#2 sharpened)
- 4 boxes of Crayola crayons (24 ct)
- 1 box of Crayola markers
- 1 set of watercolors with paint brush
- 12 Glue sticks
- 2 pairs of Fiskar scissors

1st GRADE

- 1 Book Bag (carried daily & labeled with child's first and last name)
- 3 boxes of Kleenex
- 2 sets of washable Crayola markers
- 3 boxes of Crayola crayons (24 ct)
- 12 Glue sticks
- 24 pre-sharpened pencils (#2)
- 1 pair of Fiskar scissors
- 2 Composition books (WIDE ruled)
- 4 – 2-pocket prong folders (One red, green, blue and yellow, plastic suggested)
- 4 erasers
- 1 set of headphones with microphone (not earbuds)
- 2 pk Expo markers- black
- 1 pk Expo markers- colored
- 1 box gallon size slider Ziploc bags - last name A-M
- 1 box quart slider Ziploc bags - last name N-Z
- 1 supply box
- 1 bottle of hand sanitizer
- 1 water bottle with lid, labeled with child's name

Optional Supplies:

- Play-Doh
- 1 package of paper plates
- 1 package of paper napkin

- 3 boxes of Kleenex
- 2 boxes of Expo markers
- 1 composition notebook (WIDE ruled)
- 1 supply box labeled with child's name
- 1 set of headphones (not earbuds)
- 1 2-pocket plastic folders with prongs
- 1 water bottle with lid, labeled with child's name
- 1 black 1-inch 3-ring binder

Optional Supplies:

Play-Doh
Construction paper
1 box Crayola Washable Kids Paint (6ct)
1 package of paper plates
1 box of quart size slider ziploc bags
1 box of gallon size slider ziploc bags

3rd GRADE

1 Book Bag-with name
2 packages of 24 pencils (#2)
2 pack colored pencils
4 glue sticks
3 – 2 pocket plastic folders
1 set of headphones
3 composition notebook
2 boxes of Kleenex
1 Post it notes
1 pack erasers
1 Gallon zip lock bags
1 sandwich ziploc bag

4th GRADE

1 book bag
3 boxes of Kleenex
3 packages of wide ruled notebook paper
48 sharpened pencils (#2)
3 two-pocket plastic folders WITH prongs
1 box of thick markers
1 box Expo markers (thin or thick)
1 set of headphones (not earbuds)
1 box of sandwich, quart, or gallon ziploc bags
1 pack of glue stick
3 Composition Notebooks

5th GRADE

1 Book Bag
3 boxes of Kleenex
1 box/pack of colored pencils
1 box/pack of (#2) sharpened pencils
2 packs of loose leaf notebook paper
3 two-pocket plastic folders
(2 **must have** prongs in center)
1 1-inch binder
1 set of headphones
1 package of dry erase markers
1 pack of index notecards (lined)
3 Composition notebooks
1 pack of glue sticks

DISCRIMINATION AND HARASSMENT

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:

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. June 2024

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. June 2024

YANKEE RIDGE PTA

2024-2025 PTA Membership/Email list/Volunteer Sign-Up

Please complete and send with your child back to school in an envelope marked "PTA Membership/Email Sign Up" – Please include \$5 cash or check (made out to Yankee Ridge PTA) if you wish to sign up as a member.

First & Last Name: _____
First & Last Name (Additional person in household): _____
Address: _____ City: _____ ZIP: _____
Home phone: _____ E-mail: _____
E-mail (Additional Person): _____

Child's Name: _____ Grade: _____
Teacher: _____
Child's Name: _____ Grade: _____
Teacher: _____
Child's Name: _____ Grade: _____
Teacher: _____

Do you wish to join the PTA as a member?(circle one) Y N

Dues are \$5 per year per household. Members are automatically added to the PTA email list.

If you don't want to become a member at this time, do you wish to join the PTA Email list?(circle one) Y N

Yankee Ridge PTA Officers

Interim co-presidents: Brianna Lawrence, Jen
Straub

Interim co-VPs: Jacky Arellano Hammond, Jenn
Ybarra Shoemaker

Interim treasurer: Ben Leff

Interim secretary: Sana Zeeshan

PTA Representative

Dues Payment Info (circle): ___Cash ___Check (# _____) ___Plans to pay later