

Escuela Primaria Multilingüe Yankee Ridge

MANUAL PARA PADRES Y ESTUDIANTES 2025 - 2026



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Pilares de la Educación de Lenguaje Dual

La Escuela Multilingüe Yankee Ridge se compromete a honrar los tres pilares de la Educación Bilingüe a través de nuestros programas de inmersión bidireccional:

- **Bilingüismo y lectoescritura bilingüe:** Aprendizaje de contenidos en dos idiomas en cada una de las áreas lingüísticas.
- **Rendimiento académico a nivel de grado:** Garantizar un alto rendimiento académico para cada estudiante en ambos idiomas del programa.
- **Competencia sociocultural:** Abarca el desarrollo de la identidad, la competencia intercultural y la apreciación multicultural.

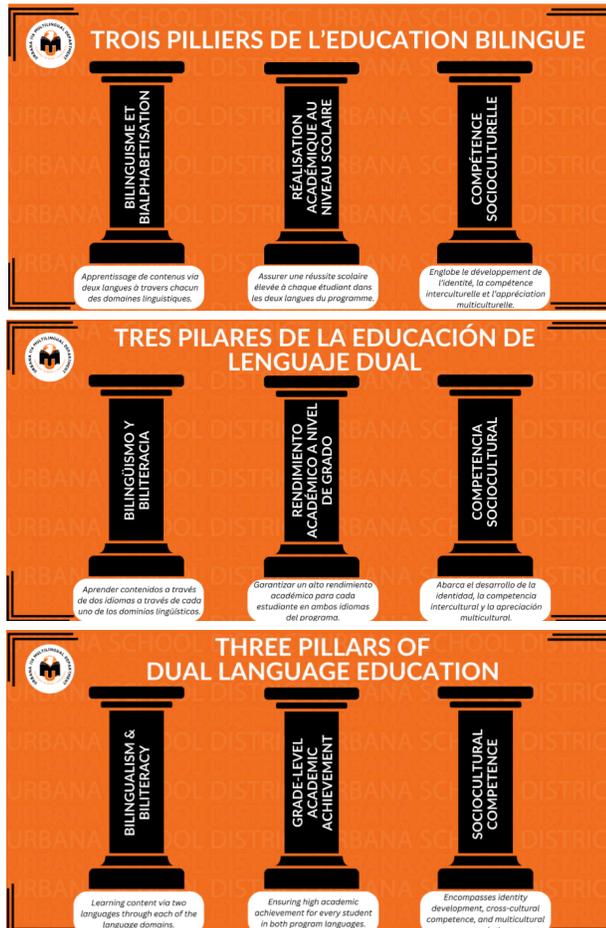


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Tenga en cuenta que algunas de nuestras pautas en este manual pueden cambiar si las direcciones cambian durante el año.

HORARIO DE OFICINA Y DE LA ESCUELA

Horario Escolar: 8:10 a.m. – 3:00 p.m. De Lunes a Viernes

Horario de Oficina: 7:30 a.m. - 4:30 p.m. De Lunes a Jueves (Viernes hasta las 4:00 p.m.)

Llegada: 7:55-8:10 a.m. Se permite a los estudiantes ingresar a las instalaciones (no hay supervisión antes de las 7:55 a.m.)

Horario del timbre: 8:10 a.m. Primer timbre
 8:15 a.m. Timbre de llegada tarde (Los estudiantes deben venir a la oficina con un cuidador para obtener un pase después de las 8:15) Use la entrada principal en Mumford Dr. después de las 8:15 a.m. Los estudiantes que llegan tarde o regresan de una cita caminarán a su clase desde la oficina. Los padres y estudiantes deben planear despedirse en la oficina y no caminar juntos al salón de clases.

Horarios de almuerzo/receso:

Horario almuerzo/receso	Grado	Comedor	Receso
10:40-11:25	K	10:40-11:00	11:00-11:25 (patio de recreo inferior)
10:50-11:35	2do	10:50-11:10	11:10-11:35 (patio de recreo superior)
11:15-12:00	4to	11:15-11:35	11:35-12:00 (patio de recreo superior)
11:25-12:10	1ro	11:25-11:45	11:45-12:10 (patio de recreo inferior)
11:50-12:35	5to	11:50-12:10	12:10-12:35 (patio de recreo superior)
12:00-12:45	3ro	12:00-12:20	12:20-12:45 (patio de recreo inferior)

Salida: 3:00 p.m. Se espera que los estudiantes abandonen la escuela inmediatamente después de la salida.

PRIMER DÍA DE CLASES

1ro - 5to grado (K mirar más abajo) Lunes 18 de agosto de 2025, Jornada completa 8:10 a.m.-3:00 p.m.

(El primer timbre suena a las 8:10 a. m. – los estudiantes ingresan al edificio, el timbre de llegada tarde suena a las 8:15 a. m., la instrucción comienza a las 8:15 a. m.)

INFORMACIÓN DEL KÍNDER

Para obtener información sobre la inscripción para nuevos estudiantes de Kínder, consulte el sitio web de nuestro distrito: <https://usd116.org/kindergarten/>

La mitad de los niños de Kínder comenzarán el lunes 18 de agosto y la otra mitad comenzará el martes 19 de agosto. **TODOS** los niños de kínder asistirán el miércoles 20 de agosto. Las familias de kínder recibirán una carta de Yankee Ridge Multilingüe con respecto al maestro de su hijo y el primer día de clases.

LISTA DE PERSONAL DE YANKEE RIDGE

Consulte este enlace para obtener la lista más actualizada de miembros del personal y sus puestos.

[Escuela Multilingüe Yankee Ridge lista del personal](#)

DESAYUNO Y ALMUERZO

** (Tenga en cuenta que todos los anuncios relacionados con el desayuno y el almuerzo están sujetos a cambios entre el momento en que se imprime este manual y el comienzo del año escolar). **

El Distrito Escolar de Urbana 116 participa en los Programas Nacionales de Almuerzo Escolar y Desayuno Escolar llamados Disposición de Elegibilidad Comunitaria, en inglés Community Eligibility Provision (CEP), para este año escolar lo que significa que el desayuno y el almuerzo son gratuitos para todos los estudiantes.

El desayuno incluye un plato principal, dos frutas a elegir y leche. El almuerzo de primaria incluye un plato principal, dos frutas y dos verduras a elegir, y leche.

HORARIO DEL DESAYUNO: El desayuno se ofrecerá en el salón de clases de 8:10 a 8:30 cada mañana.

ALMUERZO/RECESO:

Menú: El menú mensual está disponible en la página web del Distrito.

Vendedor: Quest (ambos desayuno y almuerzo). Las comidas son gratuitas, pero las familias pueden pagar comidas adicionales en las cuentas en línea de los estudiantes con Skyward Family Access. (Las cuentas se configuran al registrarse).

Almuerzo (de casa): Para fomentar hábitos alimenticios saludables, **no se permiten refrescos, café ni bebidas energéticas, ni bolsas grandes de papas fritas. Para prevenir la contaminación cruzada por alergias alimentarias, no se permite compartir alimentos en el comedor.** Los estudiantes pueden llevar el almuerzo escolar (sin el plato principal) para complementar el almuerzo en casa de forma gratuita, siempre que elijan una fruta, una verdura y un vaso de leche. Por favor, notifique a la oficina sobre cualquier restricción dietética. Los formularios de sustitución de alimentos (que deben ser llenados por un médico) están disponibles en la oficina.

Alimentos a domicilio: Los estudiantes no pueden recibir comida de proveedores externos. No se aceptarán estas comidas y se les ofrecerá un almuerzo escolar.

Fuera de la escuela: Los padres o un adulto designado deben registrar la entrada y salida de su hijo/a en la oficina para poder sacarlo/a del edificio a almorzar. **Se requiere identificación con foto para registrar la salida de un estudiante de Yankee Ridge Multilingüe.**

Tiempo: Cuarenta y cinco minutos, incluyendo el almuerzo y el recreo.

Almuerzo con mi estudiante: Las familias pueden acompañar a sus estudiantes durante el almuerzo en la escuela después de las dos primeras semanas de clases. Las familias deben registrarse en la oficina principal.

RECESO DEL ALMUERZO: Todos los estudiantes saldrán durante el recreo, a menos que llueva o la temperatura sea inferior a 20 °F / -6 °C. Se tiene en cuenta la sensación térmica. Por favor, asegúrese de que su hijo/a esté vestido/a apropiadamente.

AUSENCIAS

1. Notifique a la escuela por teléfono antes de las 9:00 a. m. si su hijo va a estar ausente ese día. El contestador automático recibirá mensajes a partir de las 4:30 p.m a 7:30 a.m.
2. Las ausencias anticipadas de larga duración (un día o más) deben informarse con 5 días de antelación. Hay un formulario disponible en la oficina y debe entregarse a la secretaria de asistencia.

Los siguientes Procedimientos Administrativos y definiciones se han desarrollado para gestionar las ausencias justificadas e injustificadas. Se realizaron ajustes para garantizar la conformidad con el Artículo de Asistencia Obligatoria, modificado en el Código Escolar del Estado de Illinois, las directrices revisadas emitidas por la Oficina de Educación de Illinois y la política de asistencia del Distrito n.º 116. Estas políticas y directrices se aplican a todos los niveles de K-12.

Ausencias

Las razones aceptables para las ausencias justificadas según la Junta de Educación del

Estado de Illinois (ISBE) son: "Causa válida" para la ausencia será enfermedad, observancia de una festividad religiosa, fallecimiento de un familiar directo, emergencia familiar, día de la salud mental del estudiante, evento cívico según la Ley Pública (PA) 102-981, e incluirá otras situaciones fuera del control del estudiante según lo determine la junta de educación en cada distrito, u otras circunstancias que causen una preocupación razonable a los padres por la salud o seguridad mental, emocional o física del estudiante".

Cuando un estudiante tenga que faltar a la escuela, los padres/tutores deberán llamar a la oficina de asistencia el primer día de ausencia. A los estudiantes que falten a la escuela por enfermedad se les podrá solicitar que presenten una justificación médica al regresar.

Todas las ausencias, excepto las debidas a enfermedad o fallecimiento de un familiar directo, según se define en la política, deben registrarse y considerarse injustificadas, a menos que se obtenga autorización previa. Los procedimientos para solicitar que una ausencia se clasifique como justificada se describen a continuación en los puntos dos a cuatro.

Procedimientos para reportar ausencias justificadas:

Cuando un estudiante está ausente debido a una enfermedad, celebración de un día festivo religioso, muerte de un familiar inmediato o una emergencia en la familia inmediata, como se define en la política escolar, se deben seguir estos procedimientos:

El padre o tutor debe llamar a la oficina de asistencia escolar (la oficina del director en escuelas que no sean la escuela intermedia y secundaria) en la mañana del primer día de ausencia. El padre debe indicar el motivo de la ausencia y la duración estimada de la ausencia. En casos especiales donde la ausencia dura un tiempo prolongado o es frecuente, el director puede solicitar los motivos por escrito a los padres y/o una declaración de un médico.

- Yankee Ridge, 217-384-3608

Todas las ausencias, independientemente del motivo, que no se informen por teléfono se registrarán como injustificadas. También se aceptan declaraciones por escrito en todos los edificios, excepto en Urbana High School. En Urbana High School, las llamadas telefónicas deben hacerse entre las 7:30 a. m. y las 4:00 p. m. del día de la ausencia; de lo contrario, esta se considerará injustificada.

Ausencias por salud mental:

¿Qué es la salud mental?

La Junta de Educación del Estado de Illinois reconoce que apoyar el bienestar mental y emocional de nuestros educadores y estudiantes es de vital importancia para lograr la visión, la misión y los objetivos de nuestra agencia.

La Ley Pública 102-0321 (Proyecto de Ley del Senado 1577) modifica el artículo de asistencia obligatoria del Código Escolar al permitir que los estudiantes tomen hasta cinco días de salud mental o conductual por año. Los estudiantes no están obligados a

proporcionar una nota médica y se les debe dar la oportunidad de recuperar cualquier tarea escolar pérdida durante dichas ausencias. Un estudiante puede ser remitido al personal escolar apropiado después del segundo día de salud mental.

Ausencias Excesivas:

El número máximo de ausencias justificadas permitidas **en un año escolar es ocho (8)**. Los padres pueden solicitar que se justifique una ausencia por los siguientes motivos: enfermedad personal, enfermedad familiar, citas médicas/dentales, días festivos religiosos y funerales.

Una vez que un estudiante haya acumulado ocho ausencias por año, cualquier ausencia adicional se considerará injustificada y se tratará como una ausencia injustificada. Quedan excluidas de esta política las ausencias que sean verificadas mediante certificado médico. La declaración del médico debe ser una copia original firmada por un profesional médico autorizado. Debe incluir la(s) fecha(s) de la(s) ausencia(s) relevante(s) del estudiante.

Es crucial que los estudiantes estén presentes. Contamos con numerosas vías de apoyo para ayudarle a hacer de la asistencia una prioridad. Si su estudiante está fuera por más de 15 días, los estudiantes serán dados de baja y la familia deberá volver a inscribirse al regresar. Se intentarán todas las intervenciones cuando un estudiante haya recibido más de 15 ausencias injustificadas; sin embargo, esto puede resultar en que el estudiante sea dado de baja por falta de asistencia ([105 ILCS 5/26-12](#)).

Los patrones continuos de ausencias excesivas, justificadas o injustificadas, pueden resultar en una reunión de padres con el Defensor de Participación Estudiantil de la escuela, el Equipo de Revisión de Asistencia, una remisión al Oficial de Ausentismo de la Oficina Regional de Educación y/o una remisión al Fiscal Estatal del Condado de Champaign.

Ausentismo escolar:

El ausentismo escolar se define como una ausencia injustificada durante cualquier día escolar o parte del mismo.

El ausentismo escolar habitual o crónico se define como ausencias injustificadas que totalizan el 5% o más de los 180 días de asistencia regular anteriores. La escuela notificará a los padres antes de que la ausencia del estudiante alcance el nivel del 5%.

Las escuelas utilizarán servicios de apoyo y otros recursos escolares en un intento de corregir el comportamiento de ausentismo escolar de los estudiantes que se acercan a una clasificación de ausentismo crónico.

Si las medidas positivas proporcionadas por la escuela no logran corregir el comportamiento de un estudiante, se realizará un informe de ausentismo crónico al Oficial de Ausentismo de la Oficina Regional de Educación, quien tomará las medidas apropiadas contra los padres o el estudiante, según se indique. por la situación.

DEJAR Y RECOGER A LOS ESTUDIANTES

Los padres que traigan a sus hijos en coche a la escuela deben subir y bajar del vehículo por la rotonda de Anderson St., en el lado oeste de la escuela. No se debe dejar a los estudiantes en la rotonda de autobuses de Mumford Dr. no se debe dejar a los estudiantes en Anderson St. Si necesita estacionar, hay estacionamiento para visitantes en el lado norte del edificio, en el estacionamiento de Mumford St. Hay estacionamiento adicional en el estacionamiento más al sur de Anderson Street. El estacionamiento conocido como la rotonda de coches, en el lado suroeste del edificio, cerca de Anderson Street, está **reservado solo para el personal.**

Nota: Se espera que los padres se despidan de sus hijos antes de entrar al edificio por la mañana. Si necesitan entrar, deben registrarse en la oficina antes de ir a cualquier otro lugar del edificio.

PROCEDIMIENTOS DE LLEGADA Y SALIDA

- 1. QUÉDESE CON SU HIJO HASTA LAS 7:55 A.M. LOS NIÑOS NO DEBEN ESTAR EN EL TERRENO DE LA ESCUELA ANTES DE LAS 7:55 AM YA QUE NO HAY SUPERVISIÓN ANTES DE ENTONCES.**
- 2. Cambios en los planes después de la escuela:** haga arreglos con su estudiante antes de la escuela si hay cambios en los planes después de la escuela de un estudiante. Informe al maestro y llame a la oficina de la escuela con esos cambios lo antes posible. No se garantiza que los mensajes recibidos en la oficina después de las 2:00 p. m. lleguen a los estudiantes antes de que terminen las clases a las 3:00 p. m. **Para garantizar la seguridad y supervisión de los estudiantes, es responsabilidad del padre o tutor informar a la oficina de la escuela sobre los cambios de transporte antes de las 2:00 p. m. cada día escolar.**
3. No se permiten mascotas en los terrenos de la escuela cuando los estudiantes están presentes. Por la seguridad de su mascota y de los demás niños, asegúrese de que su mascota no siga a su hijo a la escuela. Por favor deje las mascotas en casa cuando deje ó recoja a los estudiantes de la escuela.

Procedimientos de llegada:

Los estudiantes que caminan o viajan en automóvil entrarán por la **Puerta n.º 2.** La entrada principal solo se usará para los estudiantes que viajen en autobús hasta las 8:10 a. m.

- Por favor, no se estacione en el carril de autobuses/estacionamiento norte. Cuando los autobuses lleguen, usted quedará bloqueado si está estacionado en el estacionamiento norte.
- Los automóviles solo deben dejar a los estudiantes en el estacionamiento de la calle Anderson. Por favor, no se estacione alrededor de la escuela en diferentes lugares ni en la calle Mumford. Hay muchos automóviles y tráfico normal, y es peligroso dejar que sus estudiantes se bajen de su automóvil en medio de la calle. Por favor, permanezca en su automóvil si está en él, avance hacia adelante según las indicaciones. Haga que su estudiante salga del automóvil y camine hacia la Puerta n.º 2.
- Si desea caminar con su estudiante, estacione en la calle y camine hacia la Puerta

n.º 2.

Si los estudiantes llegan después de las 8:15 a. m., se considerarán tarde y deberán registrarse en la oficina principal (por la Puerta 1) en lugar de entrar por la Puerta 2. Si necesitan ayuda, diríjense a la entrada principal para ingresar a la escuela y diríjense directamente a la oficina.

Procedimientos de Salida:

La oficina suele estar muy ocupada al final del día, por lo que necesitamos mantener los teléfonos abiertos para recibir llamadas y la oficina lo más despejada posible. ¡Pero necesitamos su ayuda!

Las clases terminan a las 3:00 p. m. Por favor, llegue a la Puerta 2 (igual que la de llegadas) si recoge a su estudiante en coche. Si su estudiante viaja en coche, únase a la fila de recogida. Cuando reciba la placa del tablero, colóquela en su tablero; esto nos ayudará cuando llegue a recoger a su estudiante.

2:50 p. m. - Estudiantes que usan el autobús - Puerta 1: Los estudiantes que usan el autobús saldrán por la Puerta 1 hacia los autobuses. Los estudiantes que califiquen para el servicio de autobús recibirán una carta de First Student con la información de transporte.

- Es posible que los autobuses tengan retrasos durante los primeros días, ya que trabajamos para asegurarnos de que cada estudiante viaje en el autobús correcto.
- Descargue la aplicación FirstView para seguir las rutas de autobús.

14:55 – Caminantes - Puerta 4: Los estudiantes que caminan a casa saldrán por la Puerta 2 después de los que viajan en autobús. Deben dirigirse directamente a casa. Por favor, recuérdelos que no deben quedarse en la escuela. Una vez que salgan, deben regresar a casa. Si tienen varios estudiantes, los dejaremos juntos para que puedan caminar juntos a casa.

- Si su estudiante suele caminar (llega a casa caminando), deben ir a la Puerta 4.
- Si desean estacionar y recoger a su estudiante caminando, por favor, estacionen en la calle y caminen hasta la Puerta 4.

15:00 - Viajeros en Auto y Guardería - Puerta 2: Por favor, coloquen el letrero naranja que les dieron en la acera a un lado de la ventana. Es importante que los adultos puedan ver el nombre, el grado y el maestro de su estudiante. Si necesitan otro, ¡por favor, solicítelo! El personal del YR los recibirá en su auto para ver a quién recogen, llamaremos al estudiante y lo acompañaremos hasta su auto. **Por favor, permanezcan en el coche para una salida segura y eficiente. Por favor, esperen afuera a la hora de salida. Queremos mantener a todos seguros y necesitamos su ayuda.**

Tenga paciencia a la hora de salida durante los primeros días de clases, ya que tomaremos tiempo adicional para verificar la identificación de los adultos que recogen a los estudiantes y asegurarnos de que los estudiantes lleguen a casa de la manera correcta (automóvil, caminando, autobús, guardería).

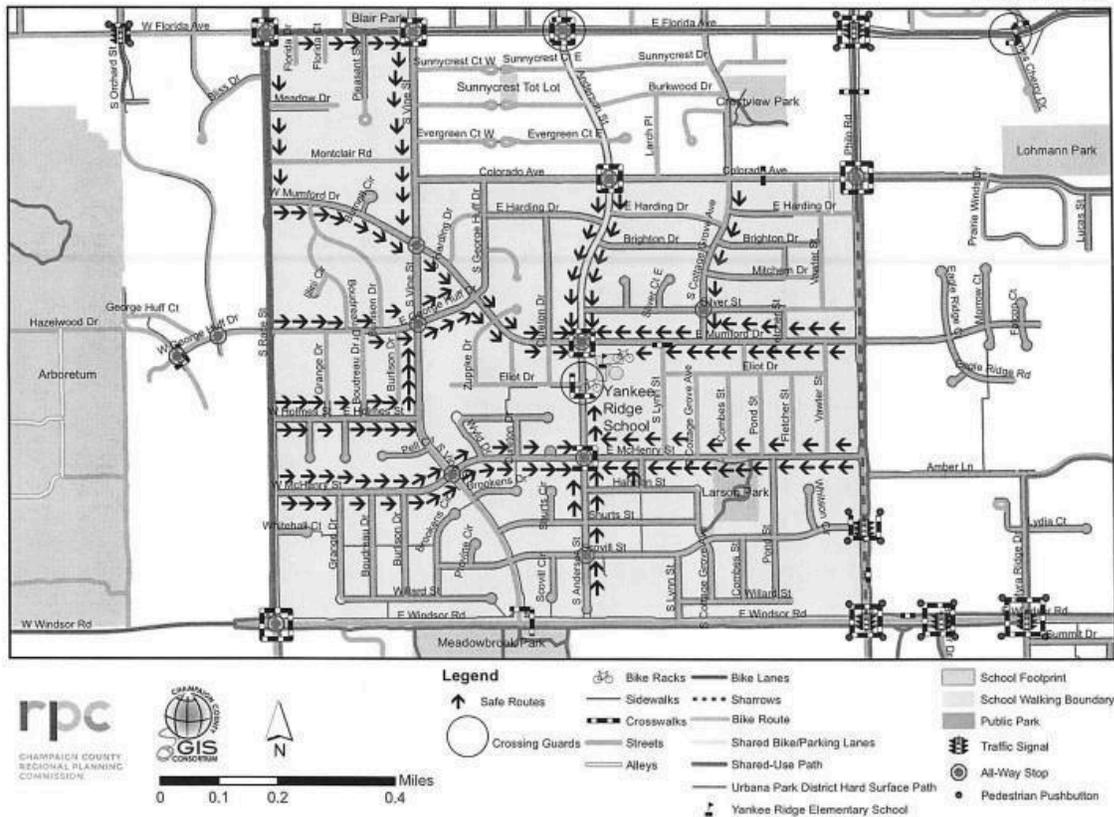
PEATONES Y CICLISTAS

1. Los padres deben hablar con sus hijos sobre las rutas que **deben** tomar y que deben cruzar con el guardia de cruce.
2. El guardia de cruce de la Escuela Multilingüe Yankee Ridge es empleado del Distrito Escolar de Urbana. La supervisión comienza a las 7:55 a. m. y nuevamente a las 2:50 p. m. Se espera que los estudiantes obedezcan al guardia de cruce.
3. Los niños no deben salir de la escuela demasiado temprano, ya que es importante que el guardia de cruce haya comenzado su supervisión antes de que los peatones y ciclistas lleguen a su ubicación.
4. Los estudiantes deben esperar en la acera hasta que el guardia de cruce les indique que pueden avanzar. También deben observar el tráfico con sus propios ojos.
5. Para la seguridad de todos los estudiantes, los ciclistas deben caminar con sus bicicletas cuando estén cerca de la escuela. Los estudiantes deben estacionar y asegurar las bicicletas en los portabicicletas de la escuela inmediatamente después de llegar a la escuela. Cada bicicleta debe tener un candado. La escuela no se hace responsable de bicicletas perdidas, robadas o dañadas.
6. Se anima a los niños a usar el sistema de compañeros. Es menos probable que dos o más niños cometan errores. Además, es más seguro cuando un niño no está solo.
7. No se permite andar en patineta ni en patines en los terrenos de la escuela. Es obligatorio cargar las patinetas y patines al llegar a los terrenos de la escuela.

MAPA DE RUTA DE CAMINATAS SEGURAS

Safe Walking Route Maps 2017

Yankee Ridge School
2102 South Anderson Street
Urbana, IL 61801



MATERIALES DE ENSEÑANZA EN EL SALÓN

Es responsabilidad de los padres informar a la directora del edificio o a la asistente de la directora si prefieren que sus hijos no usen ni observen materiales educativos que tengan contenido que pueda resultar ofensivo. Los maestros son profesionales y concienzudos, pero reconocemos que las familias tienen derecho a determinar si los materiales son apropiados para sus hijos. Es responsabilidad de los estudiantes o sus padres informar a los maestros del aula cuando necesitan utilizar un conjunto alternativo de materiales por motivos personales. Esto cumple con la política 6:40 de la Junta de Educación, Desarrollo del plan de estudios.

Puede encontrar una lista completa de materiales básicos y trabajos principales que pueden usarse para la enseñanza en el sitio web del Distrito Escolar 116 de Urbana. Esta lista es revisada por la Junta de Educación anualmente. Esto cumple con la política de la Junta de Educación 6:210, Materiales de enseñanza.

PROGRAMA DE CUIDADO ANTES Y DESPUÉS DE LA ESCUELA

El Distrito Escolar de Urbana ofrece programas de cuidado infantil antes y después de la escuela para niños desde kínder hasta quinto grado que estén inscritos en cualquier escuela primaria del Distrito Escolar de Urbana #116. Este programa brinda supervisión de calidad y oportunidades para que su hijo participe en una variedad de actividades recreativas antes y después de la escuela. Para obtener más detalles e información de inscripción, comuníquese con uno de los directores de ASCCP del distrito: Chad Harper charper@usd116.org o Terry Napper tnapper@usd116.org o llame al 217-384-3633. Para obtener información adicional sobre el programa de Yankee Ridge, puede comunicarse con nuestro director del sitio Matt LeFavour mlefavour@usd116.org.

MÚSICA INSTRUMENTAL

Todos los estudiantes de quinto grado son elegibles para participar en banda grupal o cuerdas. No hay ningún costo para este programa. La clase de banda se llevará a cabo dos veces por semana y la clase de cuerdas se llevará a cabo dos veces por semana. Los estudiantes que participan en clase de banda o cuerdas perderán esa parte de su día escolar regular cuando estén fuera del salón de clases para recibir instrucción.

APOYO DE COMPORTAMIENTO Y EXPECTATIVAS

Expectativas de Excelencia

Las Expectativas de Excelencia en Comportamiento de Yankee Ridge Multilingüe se basan en una premisa positiva: somos respetuosos, somos responsables y estamos seguros.

Aprendizaje Socioemocional (Social Emotional Learning -SEL)

Se dedica mucho tiempo y atención al establecimiento de un clima escolar positivo y una atmósfera prosocial. Todos los docentes utilizan el currículo de aprendizaje socioemocional *7 Mentalidades y Zonas de Regulación* para enseñar habilidades de amistad y empatía. Todos los estudiantes participan en las reuniones diarias de clase.

Intervenciones y apoyos para el comportamiento positivo (Positive Behavior Interventions & Supports - PBIS)

Yankee Ridge Multilingüe construye un ambiente de aprendizaje seguro y positivo para los estudiantes y el personal mediante la implementación de Intervenciones y Apoyos de Comportamiento Positivo (PBIS). PBIS es un enfoque de sistemas proactivos basado en datos para establecer los apoyos conductuales y el entorno social necesarios para que todos los estudiantes logren el éxito social, emocional y académico. Este sistema escolar ayuda a mejorar la coherencia en las conductas esperadas, lo que resulta en que los estudiantes estén listos y preparados para aprender; logrando así su propia excelencia personal.

Las expectativas de comportamiento del edificio se enseñan, revisan y refuerzan durante cada año escolar.

Se planean refuerzos universales y celebraciones en todo el edificio para reconocer los esfuerzos de los estudiantes y la demostración de comportamientos respetuosos, responsables y seguros. Se planifican celebraciones en todo el edificio cuando el edificio alcanza su objetivo. Los planes de manejo del comportamiento en el aula están alineados con el programa PBIS del edificio y las clases celebran cuando cumplen con sus objetivos específicos.

Las intervenciones están diseñadas para estudiantes cuyos comportamientos pueden estar interfiriendo con su éxito académico y/o social. Nuestro objetivo es brindar apoyo temprano adicional a los estudiantes que experimentan desafíos de conducta. Las intervenciones brindan mayor atención de los adultos, retroalimentación frecuente sobre el comportamiento y lo académico, y refuerzo positivo adicional. Se utiliza un evaluador universal desde el primero al quinto grado para ayudar a identificar a los estudiantes que pueden requerir una intervención temprana.

Nivel 2/Grupos de Instrucción Social Académica (Social Academic Instructional Groups - SAIG) se desarrollan para proporcionar enseñanza de las expectativas y lecciones de PBIS/prevención del acoso. Las áreas típicas de enfoque son "Manejo de emociones" y "Amistad/habilidades entre pares".

Algunos estudiantes participan en un programa "Check In Check Out" para ayudar a establecer relaciones durante su transición a Yankee Ridge o para brindar apoyo durante tiempos difíciles.

Se brindan apoyo social y emocional más extenso y/o servicios integrales a los estudiantes cuyos comportamientos indican la necesidad de un apoyo más intensivo (Nivel 3).

Los datos de comportamiento se recopilan, monitorean y utilizan para evaluar el progreso y guiar la toma de decisiones y la planificación.

Los padres de Yankee Ridge están informados sobre los esfuerzos y actividades de SEL y PBIS del edificio y del aula a través de artículos en el boletín informativo del edificio y en los boletines semanales del aula. Esta información fomenta el uso de un lenguaje común y la transferencia de habilidades al entorno familiar.

El Retrato de un Graduado

El Retrato de un Graduado se ofrece a todos los estudiantes, centrándose en las siguientes cualidades adoptadas por el distrito: Pensamiento Crítico, Adaptabilidad, Autogestión, Comunicación, Perseverancia y Conciencia Social. Se proporciona información sobre cada cualidad a todos los estudiantes y al personal. Se realizan charlas de seguimiento específicas en el aula. Se realizarán ceremonias de premiación periódicas para reconocer a los estudiantes que demuestran estas cualidades positivas.

Prevención del acoso o bullying

Yankee Ridge Multilingüe planifica y utiliza una variedad de intervenciones para reducir comportamientos y actitudes asociados con la intimidación y el acoso. Creemos que todos

los niños deben sentirse seguros en su ambiente escolar.

Como enfoque proactivo, a todos los estudiantes se les enseñan las habilidades sociales necesarias para interacciones sociales positivas. Los maestros y otros miembros del personal apoyan a los estudiantes mientras resuelven problemas sobre cómo reaccionar ante situaciones específicas. Todos los estudiantes reciben instrucción sobre "Deténgase, camine y hable" y se les anima a utilizar ese enfoque al lidiar con comportamientos ofensivos y a denunciar comportamientos irrespetuosos que los hagan sentir inseguros. Los padres, el personal, los voluntarios y los visitantes también deben informar los comportamientos inseguros que observen. Como parte de nuestro enfoque positivo del aprendizaje, tenemos cuidado de no etiquetar a los estudiantes como agresores, sino que describimos las acciones repetidas como "comportamientos de intimidación".

Los miembros del personal de Yankee Ridge Multilingüe o el administrador del edificio abordan los informes de presuntos incidentes de conductas de intimidación o acoso hablando con las personas involucradas. Cuando se haya informado o documentado un patrón de conductas irrespetuosas e inseguras, se investigará la situación. Después de la investigación, el maestro o director notificará a los padres. A los estudiantes que violan las expectativas de comportamiento se les asignan consecuencias apropiadas. Si es necesario, se puede hacer una derivación para apoyo social y emocional adicional. Se monitoreará la situación y se continuará con el entrenamiento de comportamientos apropiados.

Todos los miembros del personal reciben capacitación anual sobre la Política de la Junta Escolar del distrito (7:180) con respecto a: Prevención del bullying, la intimidación y el acoso y saben cómo proceder si se les informa un incidente o si observan conductas de intimidación, acoso o bullying. Todos los incidentes denunciados de intimidación, acoso o acoso se toman en serio.

Prácticas Restaurativas

El personal de Yankee Ridge Multilingüe cree en responsabilizar a los estudiantes por sus acciones, brindar seguridad a todos los estudiantes y desarrollar las habilidades sociales y emocionales de los estudiantes. Los malos comportamientos de los estudiantes presentan una oportunidad para corregir y luego enseñar al estudiante que se porta mal opciones más apropiadas. Siempre que sea posible se incorporarán aspectos de prácticas restaurativas en la respuesta a las malas conductas de los estudiantes. Las prácticas restaurativas se centran en llamar la atención sobre la mala conducta en un esfuerzo por resolver el problema de la mala conducta y reparar la posible injusticia que sienten otros miembros de la comunidad de Yankee Ridge Multilingüe. La Directora, o su designado, trabajará para facilitar la restauración por parte del infractor hacia el estudiante o miembro del personal afectado. Las prácticas restaurativas mejoran la seguridad al prevenir daños o interrupciones futuras, ofrecen un entorno de apoyo que puede mejorar el aprendizaje y brindan una alternativa a la suspensión, cuando sea posible. Mediante el uso de prácticas restaurativas, los estudiantes pueden aprender comportamientos apropiados y al mismo tiempo ser responsables de sus comportamientos. Los siguientes comportamientos no serán tolerados y podrían abordarse mediante el uso de prácticas restaurativas:

- a. Interrupción de clase
- b. Incumplimiento e insubordinación
- c. Mal uso de la propiedad escolar/vandalismo
- d. Agresión verbal hacia estudiantes o adultos.
- e. Amenazas o lenguaje inapropiado dirigido a otros.
- f. Agresión física hacia estudiantes, personal o propiedad.
- g. Contacto físico inadecuado
- h. Robo

Responsabilidad en el comportamiento y consecuencias

Las consecuencias por el mal comportamiento de los estudiantes pueden incluir, entre otras: pérdida de privilegios, retiro temporal de la clase, detención durante el almuerzo, detención después de la escuela, conferencia con los padres, suspensión dentro de la escuela, suspensión fuera de la escuela o suspensión en el autobús.

Información disciplinaria adicional se describe en el *Manual de Políticas y Procedimientos Generales del Distrito USD 116*. (Este manual se entrega a todas las familias del Distrito Escolar de Urbana al registrarse en el distrito).

Una detención después de clases es una opción que el personal puede utilizar para responder a comportamientos estudiantiles inapropiados. Para aquellos estudiantes que no siguen las expectativas de la escuela, el salón de clases o el autobús, se les puede asignar una detención. Se puede asignar una detención por una variedad de malas conductas, incluida la mala conducta flagrante y la agresión física. Se hará un esfuerzo razonable para comunicarse con los padres o tutores del estudiante (por teléfono o comunicación escrita) el día de la detención durante el almuerzo utilizando la información que las familias han proporcionado. Los cuidadores son responsables del transporte de sus estudiantes desde la escuela cuando el estudiante tiene una detención después de la escuela.

CELEBRACIONES DE CUMPLEAÑOS

En Yankee Ridge Multilingüe, celebramos los cumpleaños durante los anuncios matutinos. **Si elige traer artículos para celebrar el cumpleaños de su hijo, siga las pautas proporcionadas por la escuela:**

- Para evitar interrupciones en el aula, no se entregarán golosinas de cumpleaños sin la autorización previa del profesor. Por favor, contacte al profesor con unos días de antelación para coordinar.
- Si decide traer algún alimento, debe ser comprado en tienda, sin nueces y con todas las etiquetas de ingredientes intactas.
- En su lugar, puede optar por enviar artículos no comestibles como regalos de cumpleaños.
 - Estas golosinas pueden incluir pegatinas, pequeños adornos, pulseras luminosas, lápices, etc. Evite artículos que hagan ruido.
- Las celebraciones de cumpleaños deben causar una interrupción mínima de la jornada académica. **No se permiten fiestas ni celebraciones prolongadas.**
- No se entregarán golosinas de cumpleaños durante el almuerzo.

- Por favor, no envíe globos ni flores a la escuela para el cumpleaños de su hijo/a. **No se permitirán en el aula.**
- No se deben entregar invitaciones a fiestas durante la jornada escolar a menos que se invite a toda la clase.

POLÍTICA DE VISITAS A CLASES

Se espera avisar con dos días de anticipación para las visitas. La administración escolar tiene la facultad de eximir esta expectativa según cada caso. Comuníquese con el maestro de su hijo/a para programar una visita (por correo electrónico, teléfono o comunicación escrita). El maestro/a confirmará la cita y notificará a la oficina sobre las visitas previstas. Los visitantes deben presentarse en la oficina para registrarse y obtener una calcomanía de visitante. Las visitas duran aproximadamente 30 minutos. La disposición de los asientos y el nivel de participación quedarán a discreción del maestro/a. Se prefiere que los visitantes no lleguen antes de las 9:00 a. m.

La política de visitas del distrito incluye:

Todos los visitantes a la propiedad escolar deben presentarse en la oficina del director/a del edificio y recibir permiso para permanecer en la propiedad escolar. Todos los visitantes deben firmar un registro de visitantes, mostrar una identificación y usar una credencial de visitante. Al salir de la escuela, los visitantes deben devolver su credencial. En las ocasiones en que se invite a grupos grandes de padres/tutores, amigos o miembros de la comunidad a la propiedad escolar o cuando los miembros de la comunidad asistan a las reuniones de la Junta, los visitantes no están obligados a registrarse, pero deben seguir las instrucciones de las autoridades escolares. Las personas que se encuentren en la propiedad escolar sin permiso serán expulsadas y podrán ser objeto de un proceso penal.

Puede encontrar información adicional en el Apéndice 8:30 Visitantes y conducta en la propiedad escolar.

ROPA

1. Se requieren zapatos deportivos (de gimnasia) para las actividades de gimnasia. No se permiten calcetines, chanclas, sandalias o zapatos de suelas duras por el peligro de resbalar. Si un estudiante no usa zapatos deportivos para ir a la escuela, debe traer zapatos a la escuela para las actividades de educación física. **Tenga en cuenta: Los estudiantes que opten por usar chanclas en la escuela también deben traer otro calzado en caso de rotura u otras circunstancias.** Los estudiantes deben usar algún tipo de zapato en la escuela en todo momento.
2. Los estudiantes saldrán afuera del salón de clases durante el descanso por la mañana o por la tarde, o durante el receso del almuerzo, a menos que esté lloviendo o si la temperatura es inferior a 20 grados. **El factor de sensación térmica será una consideración, pero puede que no sea el factor determinante. Asegúrese de que su hijo esté abrigado y vestido apropiadamente.**
3. Chaquetas, abrigos, suéteres, botas, mitones (loncheras), etc. deben estar marcados con el nombre del estudiante. Consulte el área de "Objetos perdidos y encontrados" con regularidad. Objetos perdidos y encontrados se encuentran en el

- comedor. Los artículos no reclamados antes del primero de cada mes se botarán.
4. La ropa no debe distraer la atención del ambiente de aprendizaje.
 - a. No se deben usar sombreros, gorras, capuchas, gafas de sol, pañuelos o bufandas en el edificio, con excepción de los cubrecabezas religiosos aprobados. Puede haber eventos escolares especiales en los que se puedan usar estos artículos.
 - b. Los estudiantes no pueden usar ropa o símbolos que anuncien o promuevan bebidas alcohólicas, tabaco u otras sustancias controladas, armas o que incluyan malas palabras o mensajes incendiarios.
 - c. La ropa debe permitir el movimiento con facilidad durante el recreo y la clase de educación física. Por lo tanto, los pantalones cortos no deben ser demasiado cortos.
 - d. La ropa de los estudiantes debe cubrir su cuerpo apropiadamente. En el caso de que la ropa de un estudiante se convierta en una distracción para otros estudiantes, se contactará a los padres o tutores y se le puede pedir al estudiante que se cambie y se ponga ropa más apropiada.
 5. Los estudiantes propensos a sufrir accidentes en el baño deben tener un juego completo de ropa adicional en la escuela. Es posible que se llame a los padres para que proporcionen cambios de ropa de emergencia.

SALIDAS DE CAMPO

Los salones de clases y los niveles de grado pueden programar salidas relacionadas con lo académico durante todo el año escolar. En ocasiones, los maestros pueden solicitar acompañantes para estos viajes. Los maestros se reservan el derecho de determinar si se necesitan acompañantes y cuántos. Consulte la sección sobre voluntariado para obtener más información sobre el acompañamiento. Los padres y tutores deben dar permiso para que el estudiante asista antes de cada salida. Los estudiantes deben seguir las expectativas de comportamiento de Yankee Ridge Multilingüe durante las salidas. Las salidas de campo también son un privilegio que puede revocarse si el comportamiento de un estudiante representa un riesgo para la seguridad el día de la salida.

ALIMENTOS/BEBIDAS EN EL SALÓN DE CLASES

Las botellas de agua **SOLO con AGUA** están permitidas en el salón de clases. No se permiten bebidas dulces, azucaradas, gaseosas y otras.

No se pueden servir refrigerios hechos en casa a nuestros estudiantes. Todos los alimentos que se traigan para los estudiantes deben ser comprados en la tienda (preparados por panaderos comerciales o preparadores de alimentos), en el embalaje original y con la etiqueta de ingredientes aún en el paquete. Se puede traer fruta entera; sin embargo, solo se aceptará fruta rebanada si fue preparada en una cocina comercial y está en su empaque original. Si faltan etiquetas, o el maestro tiene dudas sobre el origen de la merienda, no se servirá a los niños.

LINEAMIENTOS PARA LAS TAREAS

La tarea puede ser una forma eficaz de ayudar a los niños a dominar los estándares de los que son responsables en la escuela. También puede ayudarlos a prepararse para ser estudiantes de por vida al practicar las habilidades que necesitan para estudiar de forma

independiente. Se pueden dejar tareas por algunas de las siguientes razones:

- Revisar, reforzar o ampliar el aprendizaje en el aula proporcionando práctica.
- Para prepararse para la clase del día siguiente.
- Aprender a utilizar recursos, incluida la biblioteca, los sitios web y los materiales de referencia.
- Explorar temas más completamente de lo que permite el tiempo de clase.
- Enseñar a los estudiantes responsabilidad y habilidades organizativas, incluido el uso ordenado del tiempo.

Los estudiantes son responsables de:

- Saber cuáles son las tareas
- Completarlas a tiempo
- Completarlas lo mejor que pueda.
- Informar al maestro si no comprende una tarea o no puede completarla a tiempo

Los padres son responsables de:

- Alentar y apoyar los esfuerzos del estudiante estando disponible para preguntas.
- Comunicarse con los maestros siempre que el estudiante tenga dificultades constantes con las tareas.
- Animar a los estudiantes a entregar las tareas el siguiente día escolar.

Los profesores son responsables de:

- Garantizar que las tareas tengan un propósito claro.
- Dar expectativas claras sobre cuándo vence la tarea.
- Usar la tarea para determinar si un estudiante entiende el concepto o habilidad
- Comunicarse con los padres si surge alguna inquietud sobre la tarea.

Ayuda con las tareas

Si su hijo tiene dificultades para completar las tareas, comuníquese con el maestro para que podamos explorar la opción de que se una a nuestros programas extraescolares.

<p>Kínder</p>	<ul style="list-style-type: none"> • Los estudiantes necesitan leer/que les lean durante 10 minutos cada noche. • Los proyectos mensuales de participación familiar se enviarán a casa al comienzo de cada mes y tendrán una fecha de entrega establecida. • Se pueden enviar tareas opcionales a casa para reforzar las habilidades aprendidas en el aula.
<p>Primer Grado</p>	<ul style="list-style-type: none"> • Los estudiantes necesitan leer 20 cada noche. • Se pueden asignar tareas semanalmente. • La tarea no debe exceder los 30 minutos por noche. • Tareas adicionales pueden ser enviadas a casa para reforzar habilidades aprendidas en clase.

Segundo Grado	<ul style="list-style-type: none"> • Los estudiantes necesitan leer durante 20 minutos todas las noches. • La tarea no debe exceder los 30 - 45 minutos por noche. • Se espera que las tareas se entreguen el lunes y vuelvan a la escuela el viernes. • Las tareas deben estar firmadas por un adulto en casa.
Tercer Grado	<ul style="list-style-type: none"> • Los estudiantes necesitan leer durante 20 minutos todas las noches. • La tarea se puede asignar en su carpeta de tareas. • La tarea no debe exceder los 30-45 minutos por noche. • Se espera que la tarea se entregue el siguiente día escolar.
Cuarto Grado	<ul style="list-style-type: none"> • Los estudiantes necesitan leer durante 20 minutos cada noche: Lunes y Miércoles en inglés y Martes y Jueves en francés/español. • La tarea se asignará de lunes a jueves en su carpeta de tareas. • Esta carpeta incluirá cualquier trabajo que su hijo no haya completado en clase y una tarea. • La tarea no debe exceder los 30-45 minutos por noche.
Quinto Grado	<ul style="list-style-type: none"> • Los estudiantes necesitan leer durante 20 minutos cada noche: Lunes y Miércoles en inglés y Martes y Jueves en francés/español. • Complete el registro de lectura diario y obtenga la firma de un padre. • La tarea se asignará de lunes a jueves en su carpeta de tareas. • Esta carpeta incluirá cualquier trabajo que su hijo no haya completado en clase y una tarea. <ul style="list-style-type: none"> o Los lunes y miércoles serán de matemáticas. o Los martes escribirán en español o francés. o Los jueves escribirán en inglés. • La tarea no debe exceder los 30-45 minutos por noche.

SALUD DE LOS ESTUDIANTES

ENFERMEDAD:

1. Debido a cualquier medida de salud pública, estas políticas están sujetas a cambios.
2. Un niño enfermo es responsabilidad del padre/tutor. En caso de que un niño se enferme en la escuela, es decir, tenga fiebre o vómitos, asegúrese de que se hayan hecho arreglos para que lo recojan si usted no puede venir.
3. Si tiene fiebre, el estudiante debe permanecer sin fiebre durante 24 horas sin medicamentos antes de regresar a la escuela. Si es enviado a casa debido a vómitos, el estudiante debe quedarse en casa hasta el día siguiente y solo regresar si no tiene fiebre y puede retener los alimentos.
4. Para excusar una enfermedad prolongada, la escuela solicita una nota del médico cuando un niño está fuera por más de dos días consecutivos.

5. Por favor informe de todas las enfermedades y dolencias contagiosas a la oficina. Esto le da a la oficina la oportunidad de alertar a otras familias sobre enfermedades transmisibles.

MEDICAMENTOS:

1. El padre/tutor y el médico del niño deben completar el Formulario de autorización de medicación del USD 116 **antes** de que se pueda administrar la primera dosis en la escuela. Los formularios deben completarse anualmente y se pueden obtener en la oficina de la escuela o en el sitio web del USD116.
2. El medicamento debe ser recetado por un médico.
3. El medicamento debe estar en un envase farmacéutico (o envase original) y debe estar claramente etiquetado por el farmacéutico. Los padres deben traer el medicamento a la oficina; no debe enviarse en la mochila del niño.
4. Sólo una enfermera del USD 116 puede dispensar/envasar medicamentos.

Estas pautas incluyen medicamentos de venta libre como Tylenol, pastillas para la tos, lociones medicinales, etc. Para obtener información adicional, consulte las pautas de medicamentos escolares incluidas en el manual de Políticas y procedimientos generales del Distrito.

VOLUNTARIADO Y MENTORÍA EN YANKEE RIDGE MULTILINGÜE

Para obtener información sobre las oportunidades y políticas actuales de voluntariado y tutoría, comuníquese con nuestra Coordinadora de extensión comunitaria, Erika Diaz al correo ediaz@usd116.org.

PADRES CHAPERONES/PRESENTADORES/COORDINADORES:

Se espera que los padres que acompañan a los estudiantes de Yankee Ridge Multilingüe, o que se ofrecen como voluntarios de otras maneras, hagan otros arreglos para los hermanos menores (cuando estén sirviendo en esas capacidades). Es imperativo que, durante las excursiones y otras actividades escolares, toda la atención de los adultos se centre en mantener seguros a nuestros estudiantes mientras participan en las diversas oportunidades educativas que se han planificado para ellos. (Recomendamos encarecidamente a los miembros más jóvenes de la familia que asistan y participen en eventos diseñados para la participación familiar). Esta es también la expectativa de los presentadores (pagados) y coordinadores de actividades de Enriquecimiento y otros programas (antes, durante y después de la escuela).

OBJETOS PERSONALES

No se permite a los estudiantes traer artículos que distraigan como iPads, iPods, relojes con juegos, 'fidgets', juguetes, cartas de Pokémon, etc., ni equipo deportivo de ningún tipo. El equipo para Educación Física es proporcionado por la escuela. Si es necesario que un estudiante traiga un teléfono celular a la escuela, se sugiere que lo deje en la oficina de la escuela durante el día escolar. Todos los teléfonos celulares deben estar apagados durante el horario escolar. Es posible que se requiera que los estudiantes entreguen su teléfono celular al personal de la oficina si el teléfono celular se utiliza durante el día

escolar.

REDES SOCIALES

No publique fotografías o videos tomados de estudiantes en clase, en asambleas o en excursiones en ningún sitio de redes sociales sin el permiso específico de la escuela o las familias de los estudiantes.

SALIDA TEMPRANO DE LA ESCUELA

1. A los estudiantes no se les permite:
 - a. Salir del edificio o terreno escolar en cualquier momento durante el día escolar a menos que sea acompañado por un padre/tutor/adulto designado o un miembro del personal de Yankee Ridge Multilingüe. Si un estudiante sale de la escuela sin permiso, puede ser necesario comunicarse con el Departamento de Policía de Urbana.
 - b. Regresar a casa durante el horario escolar sin notificación a los padres ni consentimiento por escrito.
 - c. Salir durante el almuerzo excepto con un padre o un adulto designado.
2. Si un estudiante sale de la escuela por cualquier motivo (citas, etc.), debe presentarse personalmente en la oficina antes de salir y al regresar. Los padres o un adulto aprobado deben firmar la entrada y salida de los estudiantes del edificio. Esté preparado para mostrar una identificación con fotografía al registrar la salida de un estudiante durante el horario escolar.
3. Se recomienda que los padres se comuniquen con la oficina de la escuela con anticipación si es necesario recoger a un estudiante durante el horario escolar.

LLAMADAS TELEFÓNICAS

Ayúdenos a evitar interrupciones en el entorno educativo haciendo arreglos con su hijo antes de la escuela sobre dónde debe ir después de la escuela, recogerlo para sus citas, etc.

EXPECTATIVAS DEL AUTOBÚS

Toda la información sobre el autobús escolar se puede obtener directamente de **First Student Bus Company al 217-344-4586**. Se indica a los estudiantes que sigan las expectativas de la escuela en el camino hacia y desde la parada del autobús y mientras esperan el autobús. Están sujetos a consecuencias disciplinarias escolares durante ese período de tiempo. La expectativa en el autobús escolar es un ambiente seguro, ordenado y respetuoso para todos. Siempre que los estudiantes viajen en un autobús escolar, ya sea en una ruta regular todos los días o en una excursión, son responsables de seguir estas reglas. Se insta a los padres a fomentar buenos hábitos de viaje en autobús para que el conductor pueda dirigir su atención al tráfico circundante y a los procedimientos seguros para subir y bajar.

Consulte el folleto de Políticas y procedimientos generales del Distrito Escolar para obtener una actualización sobre estas políticas.

CAMBIOS DE INFORMACIÓN DEL ESTUDIANTE

Recuerde notificar a la oficina **inmediatamente** sobre los siguientes cambios:

1. Dirección: se requiere comprobante de la nueva dirección.
2. Número de teléfono: números de residencia y de emergencia
3. Condiciones de salud
4. Contactos de emergencia y números de teléfono
5. Contactos y números de teléfono autorizados para la recogida
6. Correo electrónico del Padre / Tutor

PLANES DE RESPUESTA A EMERGENCIAS

Existen procedimientos de operación de emergencia, incendios y desastres en todos los edificios del distrito. El personal y los estudiantes de Yankee Ridge Multilingüe practican cómo responder a este tipo de situaciones de forma regular para ayudar a garantizar su seguridad en caso de un incidente inesperado. Yankee Ridge Multilingüe también participa en simulacros de terremotos del área. Si un padre o visitante está en el edificio cuando se lleva a cabo un simulacro, se espera que participe en el simulacro en consecuencia. Al menos una vez al año escolar, el personal y los estudiantes de Yankee Ridge participan en el simulacro de intrusión requerido legalmente. En caso de una emergencia real que requiera evacuar los terrenos de la escuela, la **Iglesia Stone Creek ubicada en 2502 S. Race es el Sitio de Reunificación de Emergencia**. En caso de que sea necesario evacuar los terrenos de la escuela, se contactará a los padres y tutores lo antes posible con instrucciones para reunirse con el/los estudiante/s.

Pautas para padres para emergencias escolares:

Trabajando estrechamente con la oficina administrativa de la Unidad 116 y las agencias policiales y de emergencia locales, el personal de la Escuela Primaria Multilingüe Yankee Ridge ha desarrollado un plan para proteger a su hijo en caso de una emergencia. Todos los miembros del personal de Yankee Ridge Multilingüe saben qué hacer durante una emergencia y el plan se ha discutido con los estudiantes en sus aulas. Queremos que sepa qué planeamos hacer en caso de emergencia y queremos que sepa cómo puede ayudarnos en caso de que ocurra tal evento. Lea atentamente esta información y guarde este folleto en un lugar seguro de su casa.

Si hay un problema en Yankee Ridge, ¿qué debo hacer?

- **NO VENGA A LA ESCUELA.** Si tenemos un problema grave aquí, las fuerzas del orden bloquearán las calles cercanas a la escuela para que los servicios de emergencia tengan acceso. No te permitirán entrar a la zona.
- **NO LLAME A LA ESCUELA.** En caso de emergencia, debemos mantener abiertas las líneas telefónicas.
- **PERMANEZCA EN CASA HASTA QUE TENGA NOTICIA DE NOSOTROS.** Asegúrese de que haya alguien disponible en el número de su casa o trabajo. Si es necesario, intentaremos comunicarnos con usted mediante nuestro servicio de mensajería masiva. Utilizaremos correo electrónico, mensajes de texto y llamadas telefónicas para compartir información en masa.

¿Podré recoger a mi hijo/a?

- Dependiendo de la naturaleza de la emergencia, entregaremos a los estudiantes a los padres cuando sea seguro hacerlo. Es importante que espere la comunicación de la escuela para informarle del proceso de recogida. No venga a la escuela hasta que escuche nuestras instrucciones. Esas instrucciones incluirán dónde venir a la escuela o si debe reunirse con nosotros en el sitio de reunificación.
- Si debemos evacuar la escuela, **el lugar de reunificación preestablecido es la Iglesia Stone Creek, 2502 S. Race en Urbana.** Se le notificará si la emergencia justifica la necesidad de trasladar a los estudiantes al sitio de reunificación. Proporcionaremos información sobre cómo se puede recoger a los estudiantes después de haber verificado la asistencia y contabilizado a todos los estudiantes que estuvieron en la escuela ese día.
- Cualquiera que recoja a un estudiante deberá presentar una identificación y firmar el formulario de autorización del estudiante de la escuela. Sólo un padre, alguien que figura en la hoja de información del estudiante o alguien que tenga autorización de los padres puede registrar la salida de un estudiante. Por favor, no lleve a su hijo sin firmar su salida.

¿Cuándo sabré qué ha pasado?

- Daremos instrucciones a través de nuestros servicios de mensajería masiva lo más rápido posible mientras exista la emergencia. Por favor comprenda que durante una emergencia nuestra primera preocupación es la seguridad de los estudiantes y el personal. Proporcionaremos información sobre el problema una vez que todos estén seguros y el problema esté bajo control. Esto puede llevar algún tiempo, ya que nuestro personal debe seguir las instrucciones de las autoridades y los servicios de emergencia cuando están en la escuela.
- Dependiendo del problema, puede que nos lleve algún tiempo analizar lo sucedido. Le explicaremos después de que comprendamos la situación. Confirmaremos lo que sabemos antes de hacer declaraciones porque no queremos engañar a nadie sobre una situación de emergencia. Nosotros agradecemos su paciencia.

Sabemos que su hijo es la persona más importante del mundo para usted. También sabemos que le resultará difícil hacer lo que le pedimos. Tenga en cuenta que nos tomamos muy en serio la seguridad de su hijo. En caso de emergencia, lo que haga puede ayudar u obstaculizar los esfuerzos de las agencias policiales, los servicios de emergencia y nuestro personal, mientras trabajamos para proteger a todos los estudiantes de Yankee Ridge Multilingüe. Esperamos que nunca tengamos que usar nuestro plan de emergencia, pero estar preparados hace de la Escuela Primaria Multilingüe Yankee Ridge un lugar mejor y más seguro para su hijo.

PROGRAMAS MULTILINGÜES DEL DISTRITO ESCOLAR URBANA

La Escuela Primaria Multilingüe Yankee Ridge es la escuela multilingüe del Distrito para estudiantes de de Kínder a Quinto grado. Nuestros programas de lenguaje dual son programas de educación bilingüe que integran a estudiantes que dominan el español o el francés con estudiantes que dominan el inglés con instrucción en dos idiomas: español o francés E inglés. Los estudiantes pasan parte del día escolar aprendiendo en español o

francés y parte del día aprendiendo en inglés a través de un modelo 80/20 (español) o 50/50 (francés).

El objetivo del programa de lenguaje dual es que los estudiantes desarrollen altos niveles de dominio tanto en español o francés como en inglés. Los beneficios del bilingüismo permiten la creatividad y la resolución de problemas, una mayor comprensión intercultural y la comercialización para futuras metas universitarias y profesionales en una sociedad bilingüe y multilingüe.

El programa de Lenguaje Dual es voluntario, por lo tanto, el Programa de Lenguaje Dual será para aquellos que decidan inscribirse en el programa.

Puede encontrar más información sobre el programa de lenguaje dual en el sitio web del distrito escolar o comunicarse con Guadalupe Ricconi, Directora de Programas Multilingües en gricconi@usd116.org.

OBJETOS PERDIDOS Y ENCONTRADOS

Por favor revise los **OBJETOS PERDIDOS Y ENCONTRADOS** periódicamente para detectar artículos perdidos. Se sugiere que los padres etiqueten los artículos con los nombres de los estudiantes. Los objetos perdidos y encontrados se encuentran en el comedor. Los artículos no reclamados antes del primer día de cada mes serán botados.

PROCEDIMIENTOS DE PETICIÓN

Los padres pueden solicitar una asignación a un centro de asistencia fuera de su área residencial completando el formulario correspondiente y enviándolo a la oficina del distrito. Este trámite deberá realizarse cada año.

Los procedimientos escritos para la petición y el formulario necesario se pueden obtener en línea en el sitio web del distrito (www.usd116.org), en la oficina de la escuela, o puede comunicarse con el Departamento de Currículo e Instrucción al 384-3651.

CIERRES DE ESCUELAS

Todos los estudiantes deben saber qué hacer y adónde ir en caso de una salida escolar temprana inesperada causada por una emergencia o desastre. En **días de nieve** o **días excesivamente calurosos** es posible que tengamos que salir temprano. Los padres deben tener planes para supervisar a sus hijos en caso de que no haya nadie en casa durante tal emergencia. Si las condiciones climáticas se vuelven severas, debido a la nieve, el hielo, el calor, etc., se recomienda a los padres que consulten cualquiera de los siguientes lugares para obtener información sobre el transporte en autobús, salidas tempranas y cierres de escuelas. Las decisiones se basan en la seguridad de los estudiantes. El distrito también puede utilizar días de aprendizaje electrónico.

Sitio web del distrito: www.usd116.org ; En línea: www.news-gazette.com

Escuche estaciones de radio: WDWS-AM 1400; WHMS Lite Rock 97.5 FM; WBCP 1580 a. M.; VOLUNTAD-AM 530; WKIO 92.5 FM; WIXY 94.5 FM; WPCD 88.7 FM; WBGL 91.7 FM

Ver en TV: WICD Canal 15; Canal 3 de la WCIA; WAND Canal 17

TÍTULO 1 EDIFICIO

Yankee Ridge Multilingüe es un "Edificio Título 1 para toda la escuela"

Participación de los padres: Además de estructurar nuestro programa educativo para satisfacer mejor las necesidades de los estudiantes de minorías y de bajos ingresos, el personal de Yankee Ridge Multilingüe está comprometido a aumentar la participación de los padres para abordar las preocupaciones de equidad educativa en nuestro edificio. Los equipos de mejoramiento escolar desarrollan estrategias para establecer conexiones efectivas entre el hogar y la escuela para promover el desarrollo de la fluidez en la lectura oral y la comprensión del sentido numérico de los estudiantes.

Yankee Ridge Multilingüe tiene una visión acordada para todos los estudiantes, con un enfoque claro en mejorar el rendimiento académico en lectura, escritura y matemáticas. También estamos comprometidos con el crecimiento profesional continuo con especial énfasis en técnicas que mejoran la fluidez en la lectura y el sentido numérico de todos los estudiantes. Continuaremos buscando activamente formas de involucrar a los padres y centrando nuestros esfuerzos en construir una asociación sólida entre la escuela y la comunidad. A través del análisis continuo del rendimiento estudiantil y la implementación de nuestro plan para toda la escuela, creemos que todos nuestros estudiantes, especialmente aquellos en mayor riesgo, crecerán académicamente.

DECLARACIÓN DE PARTICIPACIÓN DE LOS PADRES

Los estudiantes, el personal y los padres de Yankee Ridge Multilingüe creen en la importancia de trabajar juntos para apoyar el éxito y el rendimiento académico de los estudiantes. Establecer una comunicación efectiva es una prioridad. Se reconoce que los padres desempeñan un papel importante en la educación de sus hijos. **Yankee Ridge Multilingual utilizará una plataforma común de comunicación para padres. Es importante que la escuela tenga una dirección de correo electrónico actualizada para cada niño, ya que los boletines escolares se envían por correo electrónico y plataforma de comunicación para padres.** Se planifican e implementan actividades para apoyar a los padres en esta función. Se incluye información importante sobre las actividades escolares y del aula en los boletines semanales, la información compartida durante las Noches Familiares, las Conferencias de Padres y Maestros, las llamadas telefónicas y las comunicaciones escritas individuales. Los padres pueden visitar las aulas (con cita previa). Las encuestas aprobadas por la escuela o el distrito se utilizan como una "evaluación de necesidades" para ayudar a determinar la dirección de las actividades de participación de los padres y las familias.

Si tiene preguntas o inquietudes sobre su hijo en su salón de clases, comuníquese primero con su maestro. Después de discutir la situación con el maestro de su hijo, si aún tiene inquietudes, comuníquese con la oficina principal. Si sus inquietudes están relacionadas con el transporte en autobús, el almuerzo o el recreo del almuerzo, comuníquese con la oficina.

Cada trimestre se reunirá una mesa redonda comunitaria para discutir el progreso hacia las metas de mejora escolar y otros temas relevantes. Cualquier padre o tutor puede asistir a estas reuniones y unirse al comité. Se compartirá un cronograma para estas reuniones en un boletín escolar después de que comience el año escolar.

Los eventos escolares se anunciarán a lo largo del año. Estén atentos a la información que se enviará en la mochila de su hijo/a y por correo electrónico a los padres y tutores. Las actividades y eventos para padres/familias se programan a diferentes horas del día para fomentar la asistencia y permitir que los padres participen activamente en la educación de sus hijos.

Tanto el personal como los representantes de la Asociación Multilingüe de Padres y Maestros (PTA) de Yankee Ridge planifican y facilitan estos eventos. Se realizan conversaciones para determinar si existen obstáculos para la participación de los estudiantes o padres en las actividades y se intenta brindar los servicios o el apoyo necesarios para eliminarlos. Se puede registrar la asistencia a los eventos.

El Pacto Escuela-Familia está disponible en el sitio web de Yankee Ridge Multilingüe.

ÚTILES ESCUELA PRIMARIA YANKEE RIDGE MULTILINGÜE

Escuela Primaria Multilingüe Yankee Ridge - Distrito Escolar de Urbana # 116

Lista de útiles escolares sugeridos 2025-2026

<u>KÍNDER</u>	<u>1^{er} GRADO</u>	<u>2^o GRADO</u>
<p>1 Mochila (para uso diario, marcada con nombre y apellido del estudiante) 3 cajas de Kleenex 1 caja de bolsas Ziploc tamaño sándwich 1 caja de bolsas Ziploc de galón 50 vasos desechables (8 oz) 1 caja de vasos marca Dixie o de papel 3 cajas de crayones Crayola (24 pz) 8 barras de pegamento Elmer 1 caja de marcadores Crayola de línea ancha (10 pz) 1 caja de marcadores Crayola de línea fina 2 estuches de pinturas de agua Crayola (8 pz) 2 paquete de platos de papel 1 set de audífonos -con el nombre del estudiante (no auriculares) 1 paquete de marcadores Expo 2 rollos de toallas de papel 1 paquete de lápices Ticonderoga 4 Paquetes de Play-Doh 1 paquete de cartulina fina de colores 1 cuaderno de composición primaria K-2</p> <p>Útiles Adicionales Opcionales: Hisopos/cotonetes Q-tips 24 lápices pre-afilados (#2) 1 par de tijeras Fiskar 4 borradores 1 botella para agua con tapa 1 botella de antibacterial 1 paquete de cucharas</p>	<p>1 Mochila (para uso diario, marcada con nombre y apellido del estudiante) 2 cajas de Kleenex 2 sets de marcadores Crayola 3 cajas de crayones Crayola (24 pz) 12 barras de pegamento 24 lápices (#2) 1 par de tijeras 1 cuaderno de composición (renglones anchos) 2 folders plásticos 10 borradores 1 set de audífonos 1 paquete de marcadores Expo-negro 2 cajas de colores (12) 1 caja de bolsas Ziploc con cierre tamaño cuarto de galón 1 estuche para lápices 1 paquete de 10 cartulinas de colores tamaño A4</p> <p>Útiles Adicionales Opcionales: Plastilina Play-Doh 1 paquete de platos de papel 1 paquete de servilletas de papel 1 paquete de marcadores Expo-colores 1 caja de bolsas Ziploc tamaño galón 1 botella para agua con tapa, marcada con el nombre del niño/niña.</p>	<p>1 Mochila (para uso diario, marcada con nombre y apellido del estudiante) 3 paquetes de 24 lápices (#2) 4 cajas de crayones Crayola (24 pz) 2 caja de marcadores- Crayola 12 barras de pegamento 2 par de tijeras Fiskar 3 cajas de Kleenex 2 paquetes de marcadores - Expo 1 cuaderno de composición primaria K-2 5 cuadernos de composición (de renglones anchos), uno para cada materia (azul, amarillo, rojo, verde, morado) 1 estuche (caja) para lápices 1 set de audífonos (<i>no auriculares</i>) 1 carpetas con 2 bolsillos (plásticas con broche) 1 botella para agua, marcada con el nombre del niño/niña 1 carpeta negra con anillas de 1 pulgada y 3 anillos 1 caja de bolsas Ziploc para congelador de 2 galones</p> <p>Útiles Adicionales Opcionales: Plastilina Play-Doh Papel de construcción 1 caja de pintura lavable Crayola (6 colores) 1 paquete de platos de papel 1 caja de bolsas Ziploc <i>cuarto de galón</i></p>
<u>3^{er} GRADO</u>	<u>4^o GRADO</u>	<u>5^o GRADO</u>
<p>1 Mochila (con nombre)</p>	<p>1 Mochila 3 cajas de Kleenex</p>	<p>1 Mochila 3 cajas de Kleenex</p>

2 paquetes de 24 lápices (#2) Ticonderoga 3 paquetes de papel rayado ancho 1 paquete de lápices de colores 4 barras de pegamento 3 - carpetas con 2 bolsillos (plásticas con broche) 2 sets de audífonos 3 cuadernos de composición 2 cajas de Kleenex 1 paquete de notas autoadhesivas 1 caja de bolsas Ziploc-galón 1 caja de bolsas Ziploc tamaño sándwich 1 caja de marcadores Crayola de punta gruesa	3 pqts. de hojas rayadas para carpeta (Líneas ANCHAS) 48 lápices tajados (#2) 2 carpetas con 2 bolsillos (plásticas con broche) 1 caja de marcadores gruesos 1 paquete de marcadores Expo (delgado o grueso) 1 set de audífonos (no auriculares) 1 caja de bolsas Ziploc- tamaño sándwich, tamaño cuarto de galón o galón con cierre 1 paquete de barras de pegamento 2 cuadernos de composición	1 caja de lápices de color 1 caja de lápices tajados (#2) 3 folders de plástico con 2 bolsillos (deben tener broches en el centro) 1 set de audífonos 1 paquete de marcadores borrables 1 paquete de resaltadores (3 colores) 3 cuadernos de composición (sin espiral) 1 paquete de barras de pegamento 1 caja de bolsas Ziploc- tamaño cuarto de galón
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**** Estudiantes de K a 3: No marquen los útiles; la mayoría de los artículos se guardarán en una ubicación central para su uso según sea necesario.**

Nota: Cualquier cosa que traiga a la escuela y que no esté en la lista de útiles le será devuelta.

YANKEE RIDGE MULTILINGÜE PTA

(PARENT TEACHER ASSOCIATION - ASOCIACIÓN DE PADRES Y MAESTROS)

2025-2026 Membresía de PTA/Lista de correo electrónico/Inscripción de voluntarios

Complete y envíe con su hijo de regreso a la escuela en un sobre marcado "Membresía de PTA/Registro por correo electrónico". Incluya \$5 en efectivo o cheque (a nombre de Yankee Ridge PTA) si desea registrarse como miembro.

Nombre y Apellido: _____

Nombre y Apellido (persona adicional en el hogar): _____

Dirección: _____ Ciudad: _____ Código Postal: _____

Teléfono: _____ E-mail: _____

E-mail (persona adicional): _____

Nombre del niño/a: _____ Grado: _____

Maestro/a _____

Nombre del niño/a: _____ Grado: _____

Maestro/a _____

Nombre del niño/a: _____ Grado: _____

Maestro/a _____

¿Desea unirse a PTA como miembro?(encierre uno) S N

Las cuotas son de \$5 por año por hogar. Los miembros se agregan automáticamente a la lista de correo electrónico de PTA.

Si no desea ser miembro en este momento, ¿desea unirse a la lista de correo electrónico de la PTA?(encierre uno) S N

Directivos de PTA de Yankee Ridge

Copresidentes: Jenn Shoemaker, Jen Straub

Vicepresidentes: Jacky Arellano, Jamie Riley

Cosecretarios: Felix Ayaribode, Elizabeth Mitchaner

Tesorero: Ben Leff

Representante de PTA

Información del pago de la cuota (marque): ____ Efectivo _____ Cheque (#) ____ Planeo pagar después

Appendix

STUDENTS:

- 7:10 Equal Education Opportunities
- 7:12 Education Equity
- 7:20 Harassment of Students Prohibited
- 7:40 Nonpublic Schools Students, Including Parochial and Home-Schooled Students
- 7:60 Residence
- 7:70 Attendance and Truancy
- 7:80 Release Time for Religious Instruction/Observance
- 7:90 Release During School Hours
- 7:100 Health, Eye, and Dental Examinations; Immunizations; and Exclusion of Students
- 7:130 Student Rights and Responsibilities
- 7:140 Search and Seizure (included in PRESS Plus 119)
- 7:150 Agency and Police Interviews
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- 2:265 Title IX Grievance Procedure
- 2:270 Discrimination and Harassment on the Basis of Race, Color, and National Origin Prohibited

PERSONNEL

- 5:90 Abused and Neglected Child Reporting

STUDENTS

7:10 Equal Educational Opportunities

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

Sex Equity

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

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

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

Administrative Implementation

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

LEGAL REF.:

[20 U.S.C. §1681](#) *et seq.*, Title IX of the Education Amendments of 1972; [34 C.F.R. Part 106](#).

[29 U.S.C. §791](#) *et seq.*, Rehabilitation Act of 1973; [34 C.F.R. Part 104](#).

[42 U.S.C. §2000d](#), Title VI of the Civil Rights Act of 1964; [34 C.F.R. Part 100](#).

[42 U.S.C. §11431](#) *et seq.*, McKinney-Vento Homeless Assistance Act.

[Good News Club v. Milford Central Sch.](#), 533 U.S. 98 (2001).

[Ill. Constitution, Art. I](#), §18.

[105 ILCS 5/3.25b](#), [5/3.25d\(b\)](#), [5/10-20.12](#), [5/10-20.60](#), [5/10-20.63](#), [5/10-22.5](#), and [5/27-1](#).

[775 ILCS 5/1-101](#) *et seq.*, Illinois Human Rights Act.

[775 ILCS 35/5](#), Religious Freedom Restoration Act.

[23 Ill.Admin.Code §1.240](#) and [Part 200](#).

CROSS REF.: 2:260 (Uniform Grievance Procedure), 2:265 (Title IX Grievance Procedure), 2:270 (Discrimination and Harassment on the Basis of Race, Color, and National Origin Prohibited), 6:65 (Student Social and Emotional Development), 7:20 (Harassment of Students

Prohibited), 7:50 (School Admissions and Student Transfers To and From Non-District Schools), 7:60 (Residence), 7:130 (Student Rights and Responsibilities), 7:160 (Student Appearance), 7:180 (Prevention of and Response to Bullying, Intimidation, and Harassment), 7:185 (Teen Dating Violence Prohibited), 7:250 (Student Support Services), 7:330 (Student Use of Buildings - Equal Access), 7:340 (Student Records), 8:20 (Community Use of School Facilities)

Adopted: January 21, 2025

7:12 Educational Equity

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.

Adopted: December 17, 2024

7:20 Harassment of Students Prohibited

No person, including a School District employee, agent, or student, shall harass, intimidate, or bully a student on the basis of actual or perceived: race; color; national origin; military status; unfavorable discharge status from military service; sex; sexual orientation; gender; gender identity (whether or not traditionally associated with the student's sex assigned at birth); gender-related identity or expression; ancestry; age; religion; physical or mental disability; order of protection status; status of being homeless; actual or potential marital or parental status, including pregnancy; physical appearance; socioeconomic status; academic status; association with a person or group with one or more of the aforementioned actual or perceived characteristics; or any other distinguishing characteristic. The District will not tolerate harassing, intimidating conduct, or bullying whether verbal, physical, sexual, or visual, that affects the tangible benefits of education, that unreasonably interferes with a student's educational performance, or that creates an intimidating, hostile, or offensive educational environment. Examples of prohibited conduct include name-calling, using derogatory slurs, stalking, sexual violence, causing psychological harm, threatening or causing physical harm, threatened or actual destruction of property, or wearing or possessing items depicting or implying hatred or prejudice of one of the characteristics stated above.

Sexual Harassment Prohibited

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

Making a Report or Complaint

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

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

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

Nondiscrimination Coordinator:

Angi Franklin, Assistant Superintendent of Human Resources
1101 East University Ave., Suite B,
Urbana, IL 61802

afranklin@usd116.org

217-384-3641

Complaint Managers:

Angi Franklin, Assistant Superintendent of Human Resources

1101 East University Ave., Suite B,

Urbana, IL 61802

afranklin@usd116.org

217-384-3641

Laura Taylor, Executive Director of Leadership Development

1101 East University Ave., Suite B,

Urbana, IL 61802

ltaylor@usd116.org

217-384-3651

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

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

Investigation Process

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

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

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

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

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

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

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

Enforcement

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

Retaliation Prohibited

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

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

LEGAL REF.:

[20 U.S.C. §1681](#) et seq., Title IX of the Educational Amendments of 1972; [34 C.F.R. Part 106](#).

[29 U.S.C. §791](#) et seq., Rehabilitation Act of 1973; [34 C.F.R. Part 104](#).

[42 U.S.C. §2000d](#), Title VI of the Civil Rights Act of 1964; [34 C.F.R. Part 100](#).

[105 ILCS 5/10-20.12](#), [5/10-22.5](#), [5/10-23.13](#), [5/27-1](#), and [5/27-23.7](#).

[775 ILCS 5/1-101](#) et seq., Illinois Human Rights Act.

[23 Ill.Admin.Code §1.240](#) and [Part 200](#).

[Davis v. Monroe County Bd. of Educ.](#), 526 U.S. 629 (1999).

[Franklin v. Gwinnett Co. Public Schs.](#), 503 U.S. 60 (1992).

[Gebser v. Lago Vista Independent Sch. Dist.](#), 524 U.S. 274 (1998).

[West v. Derby Unified Sch. Dist. No. 260](#), 206 F.3d 1358 (10th Cir. 2000).

CROSS REF.: 2:260 (Uniform Grievance Procedure), 2:265 (Title IX Grievance Procedure), 2:270 (Discrimination and Harassment on the Basis of Race, Color, and National Origin Prohibited), 4:165 (Awareness and Prevention of Child Sexual Abuse and Grooming Behaviors), 5:20 (Workplace Harassment Prohibited), 5:90 (Abused and Neglected Child Reporting), 5:120 (Employee Ethics; Code of Professional Conduct; and Conflict of Interest), 7:10 (Equal Educational Opportunities), 7:180 (Prevention of and Response to Bullying, Intimidation, and Harassment), 7:185 (Teen Dating Violence Prohibited), 7:190 (Student Behavior), 7:240 (Conduct Code for Participants in Extracurricular Activities)

Adopted: December 17, 2024

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

Part-Time Attendance

The District accepts nonpublic school students, including parochial and home-schooled students, who live within the District for part-time attendance in the District's regular education

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

Students with a Disability

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

Extracurricular Activities, Including Interscholastic Competition

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

Assignment When Enrolling Full-Time in a District School

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

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

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

LEGAL REF.:

[105 ILCS 5/10-20.24](#) and [5/14-6.01](#).

CROSS REF.: 4:110 (Transportation), 6:170 (Title I Programs), 6:190 (Extracurricular and Co-Curricular Activities), 6:320 (Credit for Proficiency), 7:30 (Student Assignment and Intra-District Transfer), 7:300 (Extracurricular Athletics)

Adopted: October 20, 2020

7:60 Residence

Resident Students

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

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

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

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

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

Residence of Students with Disabilities

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

Requests for Nonresident Student Admission

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

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

Admission of Nonresident Students Pursuant to an Agreement or Order

Nonresident students may attend District schools pursuant to:

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

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

Admission of Non-Resident Children of Full Time District Employees

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

Homeless Children

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

Challenging a Student's Residence Status

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

LEGAL REF.:

[42 U.S.C. §11431](#) et seq., McKinney-Vento Homeless Assistance Act.

[105 ILCS 5/10-20.12a](#), [5/10-20.12b](#), [5/10-22.5](#), [5/10-22.5a](#), [5/14-1.11](#), [5/14-1.11a](#), and [5/14-1.11b](#).

[105 ILCS 45/](#), Education for Homeless Children Act.

[105 ILCS 70/](#), Educational Opportunity for Military Children Act.

[23 Ill.Admin.Code §1.240](#).

Israel S. by Owens v. Bd. of Educ. of Oak Park and River Forest High Sch. Dist. 200, 235 Ill.App.3d 652 (5th Dist. 1992).

Joel R. v. Board of Education of Manheim School District 83, 292 Ill.App.3d 607 (1st Dist. 1997).

Kraut v. Rachford, 51 Ill.App.3d 206 (1st Dist. 1977).

CROSS REF.: 6:140 (Education of Homeless Children), 7:50 (School Admissions and Student Transfers To and From Non-District Schools), 7:70 (Attendance and Truancy)

Adopted: January 23, 2024

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. The program shall include but not be limited to:

1. A protocol for excusing a student from attendance who is necessarily and lawfully employed. The Superintendent or designee is authorized to determine when the student's absence is justified.
2. A protocol for excusing a student in grades 6 through 12 from attendance to sound *Taps* at a military honors funeral held in Illinois for a deceased veteran.
3. A protocol for excusing a student from attendance on a particular day(s) or at a particular time of day when his/her parent/guardian is an active duty member of the uniformed services and has been called to duty for, is on leave from, or has immediately returned from deployment to a combat zone or combat-support postings.
4. A process to telephone, within two hours after the first class, the parents/guardians of students in grade 8 or below who are absent without prior parent/guardian notification.
5. A process to identify and track students who are truants, chronic or habitual truants, or truant minors as defined in [105 ILCS 5/26-2a](#).
6. A description of diagnostic procedures for identifying the cause(s) of a student's unexcused absenteeism, including interviews with the student, his or her parent(s)/guardian(s), and staff members or other people who may have information about the reasons for the student's attendance problem.
7. The identification of supportive services that may be offered to truant, chronically truant, or chronically absent students, including parent-teacher conferences, student and/or family counseling, or information about community agency services. See Board policy 6:110, *Programs for Students At Risk of Academic Failure and/or Dropping Out of School and Graduation Incentives Program*.
8. A process for the collection and review of chronic absence data and to:
 - a. Determine what systems of support and resources are needed to engage chronically absent students and their families, and
 - b. Encourage the habit of daily attendance and promote success.

9. Reasonable efforts to provide ongoing professional development to teachers, administrators, Board members, school resource officers, and staff on the appropriate and available supportive services for the promotion of student attendance and engagement.
10. A process to request the assistance and resources of outside agencies, such as, the juvenile officer of the local police department or the truant office of the appropriate Regional Office of Education, if truancy continues after supportive services have been offered.
11. A protocol for cooperating with non-District agencies including County or municipal authorities, the Regional Superintendent, truant officers, the Community Truancy Review Board, and a comprehensive community based youth service agency. Any disclosure of school student records must be consistent with Board policy 7:340, *Student Records*, as well as State and federal law concerning school student records.
12. An acknowledgement that no punitive action, including out-of-school suspensions, expulsions, or court action, shall be taken against a truant minor for his or her truancy unless available supportive services and other school resources have been provided to the student.
13. The criteria to determine whether a student's non-attendance is due to extraordinary circumstances shall include economic or medical necessity or family hardship and such other criteria that the Superintendent believes qualifies.
14. A process for a 17 year old resident to participate in the District's various programs and resources for truant students. The student must provide documentation of his/her dropout status for the previous six months. A request from an individual 19 years of age or older to re-enroll after having dropped out of school is handled according to provisions in 7:50, *School Admissions and Student Transfers To and From Non-District Schools*.
15. A process for the temporary exclusion of a student 17 years of age or older for failing to meet minimum attendance standards according to provisions in State law. A parent/guardian has the right to appeal a decision to exclude a student.

Monitoring

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

LEGAL REF.:

[105 ILCS 5/22-92](#) and [5/26-1 through 5/26-3](#), [5/26-5 through 5/26-16](#), and [5/26-18](#).

[705 ILCS 405/3-33.5](#), Juvenile Court Act of 1987.

[23 Ill.Admin.Code §§1.242](#) and [1.290](#).

CROSS REF.: 5:100 (Staff Development Program), 6:110 (Programs for Students At Risk of Academic Failure and/or Dropping Out of School and Graduation Incentives Program), 6:150 (Home and Hospital Instruction), 7:10 (Equal Educational Opportunities), 7:50 (School Admissions and Student Transfers To and From Non-District Schools), 7:60 (Residence), 7:80 (Release Time for Religious Instruction/Observance), 7:90 (Release During School Hours), 7:190 (Student Behavior), 7:340 (Student Records)

Adopted: January 23, 2024

7:80 Release Time for Religious Instruction/Observance

A student shall be released from school, as an excused absence, because of religious reasons, including to observe a religious holiday, for religious instruction, or because the student's religion forbids secular activity on a particular day(s) or time of day. The student's

parent/guardian must give written notice to the Building Principal at least five calendar days before the student's anticipated absence(s).

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

LEGAL REF.:

[105 ILCS 5/26-1](#) and [5/26-2b](#).

[775 ILCS 35/](#), Religious Freedom Restoration Act.

CROSS REF.: 7:70 (Attendance and Truancy)

Adopted: March 8, 2022

7:90 Release During School Hours

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

Early Dismissal Announcement

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

Voting

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

LEGAL REF.:

[10 ILCS 5/7-42\(b\)](#) and [5/17-15\(b\)](#), Election Code.

CROSS REF.: 4:170 (Safety)

Adopted: June 16, 2020

7:100 Health, Eye, and Dental Examinations; Immunizations; and Exclusion of Students

Required Health Examinations and Immunizations

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

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

Proof of immunization against meningococcal disease is required for students in grades 6 and 12.

As required by State law:

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

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

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

Eye Examination

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

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

If a student fails to present proof by October 15, the school may hold the student's report card until the student presents proof: (1) of a completed eye examination, or (2) that an eye examination will take place within 60 days after October 15. The Superintendent or designee

shall ensure that parents/guardians are notified of this eye examination requirement in compliance with the rules of the IDPH. Schools shall not exclude a student from attending school due to failure to obtain an eye examination.

Dental Examination

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

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

Exemptions

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

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

Homeless Child

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

LEGAL REF.:

[42 U.S.C. §11431](#) *et seq.*, McKinney-Vento Homeless Assistance Act.

[105 ILCS 5/27-8.1](#) and [45/1-20](#).

[410 ILCS 45/7.1](#), Lead Poisoning Prevention Act.

[410 ILCS 315/2e](#), Communicable Disease Prevention Act.

[23 Ill.Admin.Code §1.530](#).

[77 Ill. Admin.Code Part 664](#), Socio-Emotional and Developmental Screening.

[77 Ill.Admin.Code Part 665](#), Child and Student Health Examination and Immunization.

[77 Ill.Admin.Code Part 690](#), Control of Notifiable Diseases and Conditions Code.

CROSS REF.: 6:30 (Organization of Instruction), 6:140 (Education of Homeless Children),

6:180 (Extended Instructional Programs), 7:50 (School Admissions and Student Transfers to and From Non-District Schools), 7:280 (Communicable and Chronic Infectious Disease)

Adopted: January 21, 2025

7:130 Student Rights and Responsibilities

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

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

LEGAL REF.:

[20 U.S.C. §7904.](#)

[105 ILCS 20/5.](#)

[Tinker v. Des Moines Independent School District](#), 89 S.Ct. 733 (1969).

CROSS REF.: 7:140 (Search and Seizure), 7:150 (Agency and Police Interviews), 7:160 (Student Appearance), 7:190 (Student Behavior), 7:330 (Student Use of Buildings - Equal Access)

Adopted: June 16, 2020

7:140 Search and Seizure

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

School Property and Equipment as well as Personal Effects Left There by Students

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

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

Students

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

When feasible, the search should be conducted as follows:

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

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

Seizure of Property

If a search produces evidence that the student has violated or is violating either the law or the District's policies or rules, such evidence may be seized and impounded by school authorities, and disciplinary action may be taken. When appropriate, such evidence may be transferred to law enforcement authorities.

Notification Regarding Student Accounts or Profiles on Social Networking Websites

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

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

LEGAL REF.:

[105 ILCS 5/10-20.14](#), [5/10-22.6](#), and [5/10-22.10a](#).

Right to Privacy in the School Setting Act, [105 ILCS 75/](#).

Cornfield v. Consolidated High School Dist. No. 230, 991 F.2d 1316 (7th Cir. 1993).

People v. Dilworth, 169 Ill.2d 195 (1996), *cert. denied*, 116 S.Ct. 1692 (1996).

People v. Pruitt, 278 Ill.App.3d 194 (1st Dist. 1996), *app. denied*, 667 N.E. 2d 1061 (Ill.App.1, 1996).

[T.L.O. v. New Jersey](#), 469 U.S. 325 (1985).

[Vernonia School Dist. 47J v. Acton](#), 515 U.S. 646 (1995).

[Safford Unified School Dist. No. 1 v. Redding](#), 557 U.S. 364 (2009).

CROSS REF.: 7:130 (Student Rights and Responsibilities), 7:150 (Agency and Police Interviews), 7:190 (Student Behavior)

Adopted: March 9, 2021

7:150 Agency and Police Interviews

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

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

- not limited to, a school social worker, psychologist, nurse, counselor, or any other mental health professional) are present during the questioning; and
- c. If practicable, make reasonable efforts to ensure a trained law enforcement officer to promote safe interactions and communications with the student is present during questioning.

LEGAL REF.:

[105 ILCS 5/10-20.64](#), [5/22-88](#).

[55 ILCS 80/](#), Children's Advocacy Center Act.

[325 ILCS 5/](#), Abused and Neglected Child Reporting Act.

[720 ILCS 5/31-1](#) et seq., Interference with Public Officers Act.

[725 ILCS 120/](#), Rights of Crime Victims and Witnesses Act.

CROSS REF.: 5:90 (Abused and Neglected Child Reporting), 7:130 (Student Rights and Responsibilities), 7:140 (Search and Seizure), 7:190 (Student Behavior)

Adopted: March 8, 2022

7:160 Student Appearance

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

LEGAL REF.:

[105 ILCS 5/2-3.25](#) and [5/10-22.25b](#).

[Tinker v. Des Moines Indep. Sch. Dist.](#), 393 U.S. 503 (1969).

CROSS REF.: 7:10 (Equal Educational Opportunities), 7:130 (Student Rights and Responsibilities), 7:190 (Student Behavior)

Adopted: January 21, 2025

7:170 Vandalism

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

LEGAL REF.:

[740 ILCS 115/](#), Parental Responsibility Law.

CROSS REF.: 7:130 (Student Rights and Responsibilities), 7:190 (Student Behavior)

Adopted: September 17, 2024

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

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

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

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

Definitions from [105 ILCS 5/27-23.7](#)

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

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

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

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

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

School personnel means persons employed by, on contract with, or who volunteer in a school district, including without limitation school and school district administrators, teachers, school social workers, school counselors, school psychologists, school nurses, cafeteria workers, custodians, bus drivers, school resource officers, and security guards.

Bullying Prevention and Response Plan

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

1. Using the definition of *bullying* as provided in this policy, the Superintendent or designee shall emphasize to the school community that: (1) the District prohibits bullying, and (2) all students should conduct themselves with a proper regard for the rights and welfare of other students. This may include a process for commending or acknowledging students for demonstrating appropriate behavior.
2. Bullying is contrary to State law and the policy of this District. However, nothing in the District's bullying prevention and response plan is intended to infringe upon any right to exercise free expression or the free exercise of religion or religiously based views protected under the [First Amendment to the U.S. Constitution](#) or under [Section 3 of Article I of the Illinois Constitution](#).
3. Students are encouraged to immediately report bullying. A report may be made orally or in writing to the Nondiscrimination Coordinator, Building Principal, Assistant Building Principal, Dean of Students, a Complaint Manager, or any staff member with whom the student is comfortable speaking. Anyone, including staff members and parents/guardians, who has information about actual or threatened bullying is encouraged to report it to the District named officials or any staff member. The District named officials and all staff members are available for help with a bully or to make a report about bullying. Anonymous reports are also accepted; however, this shall not be construed to permit formal disciplinary action solely on the basis of an anonymous report.

Nondiscrimination Coordinator:

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

Complaint Managers:

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Laura Taylor, Executive Director of Leadership Development
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Craig Keer
Leal Elementary
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ckeer@usd116.org
217-384-3618

Danielle Jackson,
Dr. Preston L. Williams Jr. Elementary
2102 E. Washington,
Urbana, IL 61802
dmjackson@usd116.org
217-384-3628

Vacant
Thomas Paine Elementary
1801 James Cherry,
Urbana, IL 61802
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217-384-3602

Katie Madigan
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217-384-3685

Jesse Guzman
Urbana High School
1002 S. Race,
Urbana, IL 61801

4. Consistent with federal and State laws and rules governing student privacy rights, the parents/guardians of all students involved in an alleged incident of bullying will be notified of such, along with threats, suggestions, or instances of self-harm determined to be the result of bullying, within 24 hours after the school's administration is made aware of the student's involvement in the incident. As appropriate, the school's administration shall also discuss the availability of social work services, counseling, school psychological services, other interventions, and restorative measures. The school shall make diligent efforts to notify a parent or legal guardian, utilizing all contact information the school has available or that can be reasonably obtained within the 24-hour period.
5. The Superintendent or designee shall promptly investigate and address reports of bullying, by, among other things:
 - a. Making all reasonable efforts to complete the investigation within 10 school days after the date the report of a bullying incident was received and taking into consideration additional relevant information received during the course of the investigation about the reported bullying incident.
 - b. Involving appropriate school support personnel and other staff persons with knowledge, experience, and training on bullying prevention, as deemed appropriate, in the investigation process.
 - c. Notifying the Building Principal or school administrator or designee of the reported incident of bullying as soon as possible after the report is received.
 - d. Consistent with federal and State laws and rules governing student privacy rights, providing parents/guardians of the students who are parties to the investigation information about the investigation and an opportunity to meet with the Building Principal or school administrator or his or her designee to discuss the investigation, the findings of the investigation, and the actions taken to address the reported incident of bullying.

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

6. The Superintendent or designee shall use interventions to address bullying, that may include, but are not limited to, school social work services, restorative measures, social-emotional skill building, counseling, school psychological services, and community-based services.
7. A reprisal or retaliation against any person who reports an act of bullying **is prohibited**. Any person's act of reprisal or retaliation will be subject to disciplinary action, up to and including discharge with regard to employees, or suspension and/or expulsion with regard to students.
8. A student will not be punished for reporting bullying or supplying information, even if the District's investigation concludes that no bullying occurred. However, a person who is found to have falsely accused another of bullying, as a means of retaliation, as a means of bullying, or provided false information will be treated as either: (a) *bullying*, (b) student discipline up to and including suspension and/or expulsion, and/or (c) both (a) and (b) for purposes of determining any consequences or other appropriate remedial actions.

9. The District's bullying prevention and response plan is based on the engagement of a range of school stakeholders, including students and parents/guardians.
10. The Superintendent or designee shall post this policy on the District's publicly accessible website, if any, and include it in the student handbook, and, where applicable, post it where other policies, rules, and standards of conduct are currently posted. The policy must be distributed annually to parents/guardians, students, and school personnel (including new employees when hired), and must also be provided periodically throughout the school year to students and faculty.
11. Pursuant to State law and Board policy 2:240, *Board Policy Development*, the Board monitors this policy every two years by conducting a review and re-evaluation of this policy to make any necessary and appropriate revisions. The Superintendent or designee shall assist the Board with its re-evaluation and assessment of this policy's outcomes and effectiveness. Updates to this policy will reflect any necessary and appropriate revisions. This process shall include, without limitation:
 - a. The frequency of victimization;
 - b. Student, staff, and family observations of safety at a school;
 - c. Identification of areas of a school where bullying occurs;
 - d. The types of bullying utilized; and
 - e. Bystander intervention or participation.

The evaluation process may use relevant data and information that the District already collects for other purposes. Acceptable documentation to satisfy the re-evaluated policy submission include one of the following:

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

The Superintendent or designee must post the information developed as a result of the policy re-evaluation on the District's website, or if a website is not available, the information must be provided to school administrators, Board members, school personnel, parents/guardians, and students. Reviews and re-evaluations in years they are due must be submitted to ISBE by September 30.

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

LEGAL REF.:

[105 ILCS 5/10-20.14](#), [5/10-22.6\(b-20\)](#), [5/24-24](#), and [5/27-23.7](#).

[405 ILCS 49/](#), Children's Mental Health Act.

[775 ILCS 5/1-103](#), Ill. Human Rights Act.

[23 Ill.Admin.Code §§1.240](#), [1.280](#), and [1.295](#).

CROSS REF.: 2:240 (Board Policy Development), 2:260 (Uniform Grievance Procedure), 2:265 (Title IX Grievance Procedure), 2:270 (Discrimination and Harassment on the Basis of Race, Color, and National Origin Prohibited), 4:170 (Safety), 5:230 (Maintaining Student Discipline), 6:60 (Curriculum Content), 6:65 (Student Social and Emotional Development), 6:235 (Access to Electronic Networks), 7:20 (Harassment of Students Prohibited), 7:185 (Teen Dating Violence Prohibited), 7:190 (Student Behavior), 7:220 (Bus Conduct), 7:230 (Misconduct by Students with Disabilities), 7:240 (Conduct Code for Participants in Extracurricular Activities), 7:285 (Anaphylaxis Prevention, Response, and Management)

Program), 7:310 (Restrictions on Publications; Elementary Schools), 7:315 (Restrictions on Publications; High Schools)
Adopted: July 22, 2024

7:185 Teen Dating Violence Prohibited

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

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

1. Fully implements and enforces each of the following Board policies:
 1. 2:260, *Uniform Grievance Procedure*. This policy provides a method for any student, parent/guardian, employee, or community member to file a complaint if he or she believes that the School Board, its employees, or its agents have violated his or her rights under the State or federal Constitution, State or federal statute, Board policy, or various enumerated bases.
 2. 2:265, *Title IX Grievance Procedure*. This policy prohibits a District employee, agent, or student from engaging in sex discrimination, including sex-based harassment, in violation of Title IX of the Education Amendments of 1972. Prohibited conduct includes but is not limited to sexual assault, dating violence, domestic violence, and stalking.
 3. 7:20, *Harassment of Students Prohibited*. This policy prohibits any person, including a District employee, agent, or student, from harassing, intimidating, or bullying a student based on the student's actual or perceived characteristics of sex; sexual orientation; gender identity; and gender-related identity or expression (this policy includes more protected statuses).
 4. 7:180, *Prevention of and Response to Bullying, Intimidation, and Harassment*. This policy prohibits students from engaging in bullying, intimidation, and harassment at school, school-related events and electronically. Prohibited conduct includes threats, stalking, physical violence, sexual harassment, sexual violence, theft, public humiliation, destruction of property, or retaliation for asserting or alleging an act of bullying.
2. Encourages anyone with information about incidents of teen dating violence to report them to any of the following individuals:
 - a. Any school staff member. School staff shall respond to incidents of teen dating violence by following the District's established procedures for the prevention, identification, investigation, and response to bullying and school violence.
 - b. The Nondiscrimination Coordinator, Building Principal, Assistant Building Principal, Dean of Students, or a Complaint Manager identified in policy 7:20, *Harassment of Students Prohibited*.
3. Incorporates age-appropriate instruction in grades 7 through 12, in accordance with the District's comprehensive health education program in Board policy 6:60, *Curriculum Content*. This includes incorporating student social and emotional development into the District's educational program as required by State law and in alignment with Board policy 6:65, *Student Social and Emotional Development*.

4. Incorporates education for school staff, as recommended by the Nondiscrimination Coordinator, Building Principal, Assistant Building Principal, Dean of Students, or a Complaint Manager.
5. Notifies students and parents/guardians of this policy.

Incorporated

by Reference: 7:180-AP1, (Prevention, Identification, Investigation, and Response to Bullying)

LEGAL REF.:

[105 ILCS 110/3.10.](#)

CROSS REF.: 2:240 (Board Policy Development), 2:260 (Uniform Grievance Procedure), 2:265 (Title IX Grievance Procedure), 5:100 (Staff Development Program), 5:230 (Maintaining Student Discipline), 6:60 (Curriculum Content), 6:65 (Student Social and Emotional Development), 7:20 (Harassment of Students Prohibited), 7:180 (Prevention of and Response to Bullying, Intimidation, and Harassment), 7:190 (Student Behavior), 7:220 (Bus Conduct), 7:230 (Misconduct by Students with Disabilities), 7:240 (Conduct Code for Participants in Extracurricular Activities)

Adopted: December 17, 2024

7:190 Student Behavior

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

When and Where Conduct Rules Apply

A student is subject to disciplinary action for engaging in *prohibited student conduct*, as described in the section with that name below, whenever the student's conduct is reasonably related to school or school activities, including, but not limited to:

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

Prohibited Student Conduct

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

1. Using, possessing, distributing, purchasing, or selling tobacco or nicotine materials, including without limitation, electronic cigarettes.
2. Using, possessing, distributing, purchasing, or selling alcoholic beverages. Students who are under the influence of an alcoholic beverage are not permitted to attend school or school functions and are treated as though they had alcohol in their possession.
3. Using, possessing, distributing, purchasing, selling, or offering for sale:

- a. Any illegal drug or controlled substance, or cannabis (including marijuana, hashish, and medical cannabis unless the student is authorized to be administered a medical cannabis infused product under *Ashley's Law*).
- b. Any anabolic steroid unless it is being administered in accordance with a physician's or licensed practitioner's prescription.
- c. Any performance-enhancing substance on the Illinois High School Association's most current banned substance list unless administered in accordance with a physician's or licensed practitioner's prescription.
- d. Any prescription drug when not prescribed for the student by a physician or licensed practitioner, or when used in a manner inconsistent with the prescription or prescribing physician's or licensed practitioner's instructions. The use or possession of medical cannabis, even by a student for whom medical cannabis has been prescribed, is prohibited unless the student is authorized to be administered a medical cannabis infused product under *Ashley's Law*.
- e. Any inhalant, regardless of whether it contains an illegal drug or controlled substance: (a) that a student believes is, or represents to be capable of, causing intoxication, hallucination, excitement, or dulling of the brain or nervous system; or (b) about which the student engaged in behavior that would lead a reasonable person to believe that the student intended the inhalant to cause intoxication, hallucination, excitement, or dulling of the brain or nervous system. The prohibition in this section does not apply to a student's use of asthma or other legally prescribed inhalant medications.
- f. Any substance inhaled, injected, smoked, consumed, or otherwise ingested or absorbed with the intention of causing a physiological or psychological change in the body, including without limitation, pure caffeine in tablet or powdered form.
- g. *Look-alike* or counterfeit drugs, including a substance that is not prohibited by this policy, but one: (a) that a student believes to be, or represents to be, an illegal drug, controlled substance, or other substance that is prohibited by this policy; or (b) about which a student engaged in behavior that would lead a reasonable person to believe that the student expressly or impliedly represented to be an illegal drug, controlled substance, or other substance that is prohibited by this policy.
- h. Drug paraphernalia, including devices that are or can be used to: (a) ingest, inhale, or inject cannabis or controlled substances into the body; and (b) grow, process, store, or conceal cannabis or controlled substances.

Students who are under the influence of any prohibited substance are not permitted to attend school or school functions and are treated as though they had the prohibited substance, as applicable, in their possession.

4. Using, possessing, controlling, or transferring a *weapon* as that term is defined in the **Weapons** section of this policy, or violating the **Weapons** section of this policy.
5. Using or possessing a cellular telephone, electronic signaling device, two-way radio, video recording device, and/or other telecommunication device, unless authorized and approved by the Building Principal.
6. Using or possessing a laser pointer unless under a staff member's direct supervision and in the context of instruction.
7. Disobeying rules of student conduct or directives from staff members or school officials. Examples of disobeying staff directives include refusing a District staff member's request to stop, present school identification, or submit to a search.

8. Engaging in academic dishonesty, including cheating, intentionally plagiarizing, using a writing service and/or generative artificial intelligence technology in place of original work unless specifically authorized by staff, wrongfully giving or receiving help during an academic examination, altering report cards, and wrongfully obtaining test copies or scores.
9. Engaging in hazing or any kind of bullying or aggressive behavior that does physical or psychological harm to a staff person or another student, or urging other students to engage in such conduct. Prohibited conduct specifically includes, without limitation, any use of violence, intimidation, force, noise, coercion, threats, stalking, harassment, sexual harassment, public humiliation, theft or destruction of property, retaliation, hazing, bullying, bullying using a school computer or a school computer network, or other comparable conduct.
10. Engaging in any sexual activity, including without limitation, offensive touching, sexual harassment, indecent exposure (including mooning), and sexual assault. This does not include the non-disruptive: (a) expression of gender or sexual orientation or preference, or (b) display of affection during non-instructional time.
11. Teen dating violence, as described in Board policy 7:185, *Teen Dating Violence Prohibited*.
12. Causing or attempting to cause damage to, or stealing or attempting to steal, school property or another person's personal property.
13. Entering school property or a school facility without proper authorization.
14. In the absence of a reasonable belief that an emergency exists, calling emergency responders (such as calling 911); signaling or setting off alarms or signals indicating the presence of an emergency; or indicating the presence of a bomb or explosive device on school grounds, school bus, or at any school activity.
15. Being absent without a recognized excuse; State law and School Board policy regarding truancy control will be used with chronic and habitual truants.
16. Being involved with any public school fraternity, sorority, or secret society, by: (a) being a member; (b) promising to join; (c) pledging to become a member; or (d) soliciting any other person to join, promise to join, or be pledged to become a member.
17. Being involved in gangs or gang-related activities, including displaying gang symbols or paraphernalia.
18. Violating any criminal law, including but not limited to, assault, battery, arson, theft, gambling, eavesdropping, vandalism, and hazing.
19. Making an explicit threat on an Internet website against a school employee, a student, or any school-related personnel if the Internet website through which the threat was made is a site that was accessible within the school at the time the threat was made or was available to third parties who worked or studied within the school grounds at the time the threat was made, and the threat could be reasonably interpreted as threatening to the safety and security of the threatened individual because of his or her duties or employment status or status as a student inside the school.
20. Operating an unmanned aircraft system (UAS) or drone for any purpose on school grounds or at any school event unless granted permission by the Superintendent or designee.
21. Engaging in any activity, on or off campus, that interferes with, disrupts, or adversely affects the school environment, school operations, or an educational function, including but not limited to, conduct that may reasonably be considered to: (a) be a threat or an

attempted intimidation of a staff member; or (b) endanger the health or safety of students, staff, or school property.

For purposes of this policy, the term *possession* includes having control, custody, or care, currently or in the past, of an object or substance, including situations in which the item is: (a) on the student's person; (b) contained in another item belonging to, or under the control of, the student, such as in the student's clothing, backpack, or automobile; (c) in a school's student locker, desk, or other school property; or (d) at any location on school property or at a school-sponsored event.

Efforts, including the use of positive interventions and supports, shall be made to deter students, while at school or a school-related event, from engaging in aggressive behavior that may reasonably produce physical or psychological harm to someone else. The Superintendent or designee shall ensure that the parent/guardian of a student who engages in aggressive behavior is notified of the incident. The failure to provide such notification does not limit the Board's authority to impose discipline, including suspension or expulsion, for such behavior. No disciplinary action shall be taken against any student that is based totally or in part on the refusal of the student's parent/guardian to administer or consent to the administration of psychotropic or psychostimulant medication to the student.

Disciplinary Measures

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

1. Notifying parent(s)/guardian(s).
2. Disciplinary conference.
3. Withholding of privileges.
4. Temporary removal from the classroom.
5. Return of property or restitution for lost, stolen, or damaged property.
6. In-school suspension. The Building Principal or designee shall ensure that the student is properly supervised.
7. After-school study or Saturday study provided the student's parent/guardian has been notified. If transportation arrangements cannot be agreed upon, an alternative disciplinary measure must be used. The student must be supervised by the detaining teacher or the Building Principal or designee.
8. Community service with local public and nonprofit agencies that enhances community efforts to meet human, educational, environmental, or public safety needs. The District will not provide transportation. School administration shall use this option only as an alternative to another disciplinary measure, giving the student and/or parent/guardian the choice.
9. Seizure of contraband; confiscation and temporary retention of personal property that was used to violate this policy or school disciplinary rules.
10. Suspension of bus riding privileges in accordance with Board policy 7:220, *Bus Conduct*.
11. Out-of-school suspension from school and all school activities in accordance with Board policy 7:200, *Suspension Procedures*. A student who has been suspended shall also be restricted from being on school grounds and at school activities.
12. Expulsion from school and all school activities for a definite time period not to exceed two calendar years in accordance with Board policy 7:210, *Expulsion Procedures*. A student

who has been expelled shall also be restricted from being on school grounds and at school activities.

13. Transfer to an alternative program if the student is expelled or otherwise qualifies for the transfer under State law. The transfer shall be in the manner provided in [Article 13A](#) or [13B](#) of the School Code.

14. Notifying juvenile authorities or other law enforcement whenever the conduct involves criminal activity, including but not limited to, illegal drugs (controlled substances), *look-alikes*, alcohol, or weapons or in other circumstances as authorized by the reciprocal reporting agreement between the District and local law enforcement agencies.

The above list of disciplinary measures is a range of options that will not always be applicable in every case. In some circumstances, it may not be possible to avoid suspending or expelling a student because behavioral interventions, other than a suspension and expulsion, will not be appropriate and available, and the only reasonable and practical way to resolve the threat and/or address the disruption is a suspension or expulsion. Students enrolled in the District's State-funded preschool program(s) may be temporarily removed or transitioned to a new program in accordance with federal and State law. State law prohibits the expulsion of students from the program(s).

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

Isolated Time Out, Time Out, and Physical Restraint

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

Weapons

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

1. A firearm, meaning any gun, rifle, shotgun, or weapon as defined by Section 921 of Title 18 of the United States Code ([18 U.S.C. § 921](#)), firearm as defined in Section 1.1 of the Firearm Owners Identification Card Act ([430 ILCS 65/](#)), or firearm as defined in Section 24-1 of the Criminal Code of 2012 ([720 ILCS 5/24-1](#)).
2. A knife, brass knuckles, or other knuckle weapon regardless of its composition, a billy club, or any other object if used or attempted to be used to cause bodily harm, including *look-alikes* of any firearm as defined above.

The expulsion requirement under either paragraph one or two above may be modified by the Superintendent, and the Superintendent's determination may be modified by the Board on a case-by-case basis. The Superintendent or designee may grant an exception to this policy, upon the prior request of an adult supervisor, for students in theatre, cooking, ROTC, martial arts, and similar programs, whether or not school-sponsored, provided the item is not equipped, nor intended, to do bodily harm.

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

Re-Engagement of Returning Students

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

Required Notices

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

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

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

Delegation of Authority

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

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

Student Handbook

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

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

Incorporated

by Reference: 7:190-AP4 (Use of Isolated Time Out, Time Out, and Physical Restraint)

LEGAL REF.:

[20 U.S.C. §7971](#), Pro-Children Act of 2004.

[20 U.S.C. §7961](#) *et seq.*, Gun Free Schools Act.

[105 ILCS 5/10-20.5b](#), [5/10-20.14](#), [5/10-20.28](#), [5/10-20.36](#), [5/10-21.7](#), [5/10-21.10](#), [5/10-22.6](#), [5/10-27.1A](#), [5/10-27.1B](#), [5/22-33](#), [5/24-24](#), [5/26-12](#), [5/27-23.7](#), and [5/31-3](#).

[105 ILCS 110/3.10](#), Critical Health Problems and Comprehensive Health Education Act.

[410 ILCS 130/](#), Compassionate Use of Medical Cannabis Pilot Program.

[410 ILCS 647/](#), Powdered Caffeine Control and Education Act.

[430 ILCS 66/](#), Firearm Concealed Carry Act.

[23 Ill.Admin.Code §§1.280](#), [1.285](#).

CROSS REF.: 2:150 (Committees), 2:240 (Board Policy Development), 5:230 (Maintaining Student Discipline), 6:110 (Programs for Students At Risk of Academic Failure and/or Dropping Out of School and Graduation Incentives Program), 7:70 (Attendance and Truancy), 7:130 (Student Rights and Responsibilities), 7:140 (Search and Seizure), 7:150 (Agency and Police Interviews), 7:160 (Student Appearance), 7:170 (Vandalism), 7:180 (Prevention of and Response to Bullying, Intimidation, and Harassment), 7:185 (Teen Dating Violence Prohibited), 7:200 (Suspension Procedures), 7:210 (Expulsion Procedures), 7:220 (Bus Conduct), 7:230 (Misconduct by Students with Disabilities), 7:240 (Conduct Code for Participants in Extracurricular Activities), 7:270 (Administering Medicines to Students), 7:310 (Restrictions on Publications; Elementary Schools), 7:315 (Restrictions on Publications; High Schools), 8:30 (Visitors to and Conduct on School Property)

Adopted: January 23, 2024

7:220 Bus Conduct

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

School Bus Suspensions

The Superintendent, or any designee as permitted in the School Code, is authorized to suspend a student from riding the school bus for up to 10 consecutive school days for engaging in gross disobedience or misconduct, including but not limited to, the following:

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

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

Academic Credit for Missed Classes During School Bus Suspension

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

Electronic Recordings on School Buses

Electronic visual and audio recordings may be used on school buses to monitor conduct and to promote and maintain a safe environment for students and employees when transportation is provided for any school related activity. Notice of electronic recordings shall be displayed on the exterior of the vehicle's entrance door and front interior bulkhead in compliance with State law and the rules of the Illinois Department of Transportation, Division of Traffic Safety. Students are prohibited from tampering with electronic recording devices. Students who violate this policy shall be disciplined in accordance with the Board's discipline policy and shall reimburse the School District for any necessary repairs or replacement.

LEGAL REF.:

Family Educational Rights and Privacy Act, [20 U.S.C. §1232g](#); [34 C.F.R. Part 99.](#)

[105 ILCS 5/10-20.14](#), [5/10-22.6](#), and [10/](#).

[720 ILCS 5/14-3\(m\)](#).

[23 Ill.Admin.Code Part 375](#), Student Records.

CROSS REF.: 4:110 (Transportation), 4:170 (Safety), 7:130 (Student Rights and Responsibilities), 7:170 (Vandalism), 7:190 (Student Behavior), 7:200 (Suspension Procedures), 7:230 (Misconduct by Students with Disabilities), 7:340 (Student Records)

Adopted: October 19, 2021

7:230 Misconduct by Students with Disabilities

Behavioral Interventions

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

Discipline of Special Education Students

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

LEGAL REF.:

Individuals With Disabilities Education Improvement Act of 2004, [20 U.S.C. §§1412](#), [1413](#), and [1415](#).

Gun-Free Schools Act, [20 U.S.C. §7151](#) *et seq.*

[34 C.F.R. §§300.101](#), [300.530 - 300.536](#).

[105 ILCS 5/10-22.6](#) and [5/14-8.05](#).

[23 Ill.Admin.Code §226.400](#).

[Honig v. Doe](#), 108 S.Ct. 592 (1988).

CROSS REF.: 2:150 (Committees), 6:120 (Education of Children with Disabilities), 7:130 (Student Rights and Responsibilities), 7:190 (Student Behavior), 7:200 (Suspension Procedures), 7:210 (Expulsion Procedures), 7:220 (Bus Conduct)

Adopted: October 19, 2021

7:260 Exemption from Physical Education

In order to be excused from participation in physical education, a student must present an appropriate excuse from his or her parent/guardian or from a person licensed under the Medical Practice Act. The excuse may be based on medical or religious prohibitions. An excuse because of medical reasons must include a signed statement from a person licensed

under the Medical Practice Act that corroborates the medical reason for the request. An excuse based on religious reasons must include a signed statement from a member of the clergy that corroborates the religious reason for the request. Upon written notice from a student's parent/guardian, a student will be excused from engaging in the physical activity components of physical education during a period of religious fasting.

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

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

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

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

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

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

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

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

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

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

LEGAL REF.:

[105 ILCS 5/27-6](#).

[225 ILCS 60/](#), Medical Practice Act.

[23 Ill.Admin.Code §1.420](#)(p) and [§1.425](#)(d), (e).

CROSS REF.: 6:60 (Curriculum Content), 6:310 (High School Credit for Non-District Experiences; Course Substitutions; Re-Entering Students)

Adopted: March 8, 2022

7:270 Administering Medicines to Students

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

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

The District will limit its dispensation of medications to situations where failure to take prescribed medication could jeopardize the student's health and/or education and where it is not possible for a parent to administer the medication and the medication cannot be prescribed in doses scheduled for before and after school hours.

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

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

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

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

Self-Administration of Medication

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

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

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

School District Supply of Undesignated Asthma Medication

The Superintendent or designee shall implement [105 ILCS 5/22-30\(f\)](#) and maintain a supply of undesignated asthma medication in the name of the District and provide or administer them as necessary according to State law. *Undesignated asthma medication* means an asthma medication prescribed in the name of the District or one of its schools. A school nurse or

trained personnel, as defined in State law, may administer an undesignated asthma medication to a person when they, in good faith, believe a person is having *respiratory distress*. Respiratory distress may be characterized as *mild-to-moderate* or *severe*. Each building administrator and/or his or her corresponding school nurse shall maintain the names of trained personnel who have received a statement of certification pursuant to State law.

School District Supply of Undesignated Epinephrine Injectors

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

School District Supply of Undesignated Opioid Antagonists

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

School District Supply of Undesignated Glucagon

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

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

Administration of Medical Cannabis

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

1. A parent/guardian of a student who is a minor who registers with the Ill. Dept. of Public Health (IDPH) as a *designated caregiver* to administer medical cannabis to their child. A designated caregiver may also be another individual other than the student's parent/guardian. Any designated caregiver must be at least 21 years old and is allowed to administer a *medical cannabis infused product* to a child who is a student on the premises of his or her school or on his or her school bus if:
 - a. Both the student and the designated caregiver possess valid registry identification cards issued by IDPH;
 - b. Copies of the registry identification cards are provided to the District;

- c. That student's parent/guardian completed, signed, and submitted a *School Medication Authorization Form - Medical Cannabis*; and
 - d. After administering the product to the student, the designated caregiver immediately removes it from school premises or the school bus.
2. A properly trained school nurse or administrator, who shall be allowed to administer the *medical cannabis infused product* to the student on the premises of the child's school, at a school-sponsored activity, or before/after normal school activities, including while the student is in before-school or after-school care on school-operated property or while being transported on a school bus.
 3. The student him or herself when the self-administration takes place under the direct supervision of a school nurse or administrator.

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

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

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

Void Policy

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

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

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

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

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

Administration of Undesignated Medication

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

Undesignated Medication Disclaimers

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

No one, including without limitation, parents/guardians of students, should rely on the District for the availability of undesignated medication. This policy does not guarantee the availability of undesignated medications. Students and their parents/guardians should consult their own physician regarding these medication(s).

LEGAL REF.:

[105 ILCS 5/10-20.14b](#), [5/10-22.21b](#), [5/22-30](#), and [5/22-33](#).

[105 ILCS 145/](#), Care of Students with Diabetes Act.

[410 ILCS 130/](#), Compassionate Use of Medical Cannabis Program Act.

[720 ILCS 550/](#), Cannabis Control Act.

[23 Ill.Admin.Code §1.540](#).

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

Adopted: January 23, 2024

7:285 Anaphylaxis Prevention, Response, and Management Program

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

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

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

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

Allergies in Schools and Early Care and Education Programs and the *National Association of School Nurses Allergies and Anaphylaxis Resources/Checklists*.

5. Provides annual notice to the parents/guardians of all students to make them aware of this policy.
6. Complies with State and federal law and is in alignment with Board policies.

Monitoring

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

LEGAL REF.:

[105 ILCS 5/2-3.190](#), [5/10-22.39](#), and [5/22-30](#).

[23 Ill.Admin.Code §1.540](#).

Anaphylaxis Response Policy for Illinois Schools, published by ISBE.

CROSS REF.: 4:110 (Transportation), 4:120 (Food Services), 4:170 (Safety), 5:100 (Staff Development Program), 6:120 (Education of Children with Disabilities), 6:240 (Field Trips and Recreational Class Trips), 7:180 (Prevention of and Response to Bullying, Intimidation and Harassment), 7:250 (Student Support Services), 7:270 (Administering Medicines to Students), 8:100 (Relations with Other Organizations and Agencies)

Adopted: January 23, 2024

7:290 Suicide and Depression Awareness and Prevention

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

Suicide and Depression Awareness and Prevention Program

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

1. Protocols for administering youth suicide awareness and prevention education to students and staff.
 - a. For students, implementation will incorporate Board policy 6:60, *Curriculum Content*, which implements [105 ILCS 5/2-3.139](#) and [105 ILCS 5/27-7](#) (requiring education for students to develop a sound mind and a healthy body).
 - b. For staff, implementation will incorporate Board policy 5:100, *Staff Development Program*, and teacher's institutes under [105 ILCS 5/3-14.8](#) (requiring coverage of the warning signs of suicidal behavior).
2. Procedures for methods of suicide prevention with the goal of early identification and referral of students possibly at risk of suicide. Implementation will incorporate:
 - a. The training required by [105 ILCS 5/10-22.39](#) for all District staff who work with students to identify the warning signs of suicidal behavior in youth along with appropriate intervention and referral techniques, including methods of prevention, procedures for early identification, and referral of students at risk of suicide; and
 - b. Ill. State Board of Education (ISBE)-recommended guidelines and educational materials for staff training and professional development, along with

ISBE-recommended resources for students containing age-appropriate educational materials on youth suicide and awareness, if available pursuant to *Ann Marie's Law* on ISBE's website.

3. Methods of intervention, including procedures that address an emotional or mental health safety plan for use during the school day and at school-sponsored events for a student identified as being at increased risk of suicide including those students who: (A) suffer from a mental health disorder; (B) suffer from a substance abuse disorder; (C) engage in self-harm or have previously attempted suicide; (D) reside in an out-of-home placement; (E) are experiencing homelessness; (F) are lesbian, gay, bisexual, transgender, or questioning (LGBTQ); (G) are bereaved by suicide; or (H) have a medical condition or certain types of disabilities. Implementation will incorporate paragraph number 2, above, along with Board policies:
 - a. 6:65, *Student Social and Emotional Development*, implementing the goals and benchmarks of the Ill. Learning Standards and [405 ILCS 49/15\(b\)](#) (requiring student social and emotional development in the District's educational program);
 - b. 6:120, *Education of Children with Disabilities*, implementing special education requirements for the District;
 - c. 6:140, *Education of Homeless Children*, implementing provision of District services to students who are homeless;
 - d. 6:270, *Guidance and Counseling Program*, implementing guidance and counseling program(s) for students, and [105 ILCS 5/10-22.24a](#) and [22.24b](#), which allow a qualified guidance specialist or any licensed staff member to provide school counseling services;
 - e. 7:10, *Equal Educational Opportunities*, and its implementing administrative procedure and exhibit, implementing supports for equal educational opportunities for students who are LGBTQ;
 - f. 7:50, *School Admissions and Student Transfers To and From Non-District Schools*, implementing State law requirements related to students who are in foster care;
 - g. 7:250, *Student Support Services*, implementing the Children's Mental Health Act, [405 ILCS 49/](#) (requiring protocols for responding to students with social, emotional, or mental health issues that impact learning ability); and
 - h. State and/or federal resources that address emotional or mental health safety plans for students who are possibly at an increased risk for suicide, if available on the ISBE's website pursuant to *Ann Marie's Law*.
4. Methods of responding to a student or staff suicide or suicide attempt. Implementation of this requirement shall incorporate building-level Student Support Committee(s) established through Board policy 7:250, *Student Support Services*.
5. Reporting procedures. Implementation of this requirement shall incorporate Board policy 6:270, *Guidance and Counseling Program*, and Board policy 7:250, *Student Support Services*, in addition to other State and/or federal resources that address reporting procedures.
6. A process to incorporate ISBE-recommended resources on youth suicide awareness and prevention programs, including current contact information for such programs in the District's Suicide and Depression Awareness and Prevention Program.

Illinois Suicide Prevention Strategic Planning Committee

The Superintendent or designee shall attempt to develop a relationship between the District and the Illinois Suicide Prevention Strategic Planning Committee, the Illinois Suicide

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

Monitoring

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

Information to Staff, Parents/Guardians, and Students

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

Implementation

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

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

LEGAL REF.:

[42 U.S.C. §1201 et seq.](#), Individuals with Disabilities Education Act.

[105 ILCS 5/2-3.166](#), [105 ILCS 5/2-3.139](#), [5/3-14.8](#), [5/10-20.76](#), [5/10-20.81](#), [5/10-22.24a](#), [5/10-22.24b](#), [5/10-22.39](#), [5/14-1.01 et seq.](#), [5/14-7.02](#), and [5/14-7.02b](#), [5/27-7.](#)

[5 ILCS 860/](#), Student Confidential Reporting Act.

[405 ILCS 49/](#), Children's Mental Health Act.

[740 ILCS 110/](#), Mental Health and Developmental Disabilities Confidentiality Act.

[745 ILCS 10/](#), Local Governmental and Governmental Tort Immunity Act.

CROSS REF.: 2:240 (Board Policy Development), 5:100 (Staff Development Program), 6:60 (Curriculum Content), 6:65 (Student Social and Emotional Development), 6:120 (Education of Children with Disabilities), 6:270 (Guidance and Counseling Program), 7:180 (Prevention of and Response to Bullying, Intimidation, and Harassment), 7:250 (Student Support Services)

Adopted: January 23, 2024

7:305 Student Athlete Concussions and Head Injuries

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

1. Fully implement the Youth Sports Concussion Safety Act (YSCSA), that provides, without limitation, each of the following:
 - a. The Board must appoint or approve member(s) of a Concussion Oversight Team for the District.

- b. The Concussion Oversight Team shall establish each of the following based on peer-reviewed scientific evidence consistent with guidelines from the Centers for Disease Control and Prevention:
 - i. A return-to-play protocol governing a student's return to interscholastic athletics practice or competition following a force of impact believed to have caused a concussion. The Superintendent or designee shall supervise an athletic trainer or other person responsible for compliance with the return-to-play protocol.
 - ii. A return-to-learn protocol governing a student's return to the classroom following a force of impact believed to have caused a concussion. The Superintendent or designee shall supervise the person responsible for compliance with the return-to-learn protocol.
 - c. Each student and the student's parent/guardian shall be required to sign a concussion information receipt form each school year before participating in an interscholastic athletic activity.
 - d. A student shall be removed from an interscholastic athletic practice or competition immediately if any of the following individuals believes that the student sustained a concussion during the practice and/or competition: a coach, a physician, a game official, an athletic trainer, the student's parent/guardian, the student, or any other person deemed appropriate under the return-to-play protocol.
 - e. A student who was removed from interscholastic athletic practice or competition shall be allowed to return only after all statutory prerequisites are completed, including without limitation, the return-to-play and return-to-learn protocols developed by the Concussion Oversight Team. An athletic team coach or assistant coach may not authorize a student's return-to-play or return-to-learn.
 - f. The following individuals must complete concussion training as specified in the YSCSA: all coaches or assistant coaches (whether volunteer or a district employee) of interscholastic athletic activities; nurses, licensed healthcare professionals or non-licensed healthcare professionals who serve on the Concussion Oversight Team (whether or not they serve on a volunteer basis); athletic trainers; game officials of interscholastic athletic activities; and physicians who serve on the Concussion Oversight Team.
 - g. The Board shall approve school-specific emergency action plans for interscholastic athletic activities to address the serious injuries and acute medical conditions in which a student's condition may deteriorate rapidly.
2. Comply with the concussion protocols, policies, and by-laws of the Illinois High School Association (IHSA), including its *Protocol for Implementation of NFHS Sports Playing Rules for Concussions*, which includes its *Return to Play (RTP) Policy*. These specifically require that:
- a. A student athlete who exhibits signs, symptoms, or behaviors consistent with a concussion in a practice or game shall be removed from participation or competition at that time.
 - b. A student athlete who has been removed from an interscholastic contest for a possible concussion or head injury may not return to that contest unless cleared to do so by a physician licensed to practice medicine in all its branches in Illinois or a certified athletic trainer.
 - c. If not cleared to return to that contest, a student athlete may not return to play or practice until the student athlete has provided his or her school with written

clearance from a physician licensed to practice medicine in all its branches in Illinois, advanced practice registered nurse, physician assistant or a certified athletic trainer working in conjunction with a physician licensed to practice medicine in all its branches in Illinois.

3. Require that all high school coaching personnel, including the head and assistant coaches, and athletic directors obtain online concussion certification by completing online concussion awareness training in accordance with [105 ILCS 25/1.15](#).
4. Require all student athletes to view the IHSA video about concussions.
5. Inform student athletes and their parent(s)/guardian(s) about this policy in the *Agreement to Participate* or other written instrument that a student athlete and his or her parent/guardian must sign before the student is allowed to participate in a practice or interscholastic competition.
6. Provide coaches and student athletes and their parent(s)/guardian(s) with educational materials from the IHSA regarding the nature and risk of concussions and head injuries, including the risks inherent in continuing to play after a concussion or head injury.
7. Include a requirement for staff members to distribute the Ill. Dept. of Public Health concussion brochure to any student or the parent/guardian of a student who may have sustained a concussion, regardless of whether or not the concussion occurred while the student was participating in an interscholastic athletic activity, if available.
8. Include a requirement for certified athletic trainers to complete and submit a monthly report to the IHSA on student-athletes who have sustained a concussion during: 1) a school-sponsored activity overseen by the athletic trainer; or 2) a school-sponsored event of which the athletic director is made aware.

LEGAL REF.:

[105 ILCS 5/22-80](#).

[105 ILCS 25/1.15](#), Interscholastic Athletic Organization Act.

[20 ILCS 2310/2310-307](#), Civil Administrative Code of Illinois.

CROSS REF.: 4:170 (Safety), 5:100 (Staff Development Program), 7:300 (Extracurricular Athletics)

Adopted: August 22, 2023

7:340 Student Records

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

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

records custodian of another school in which a student has enrolled or intends to enroll, as well as to any other person as specifically required or permitted by State or federal law.

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

LEGAL REF.:

[20 U.S.C. §1232g](#), Family Educational Rights and Privacy Act; [34 C.F.R. Part 99](#).

[50 ILCS 205/7](#), Local Records Act.

[105 ILCS 5/10-20.12b](#), [5/10-20.40](#), and [5/14-1.01](#) *et seq.*

[105 ILCS 10/](#), Ill. School Student Records Act.

[105 ILCS 85/](#), Student Online Personal Protection Act.

[325 ILCS 17/](#), Children’s Privacy Protection and Parental Empowerment Act.

[750 ILCS 5/602.11](#), Ill. Marriage and Dissolution of Marriage Act.

[23 Ill.Admin.Code Parts 226](#) and [375](#).

[Owasso I.S.D. No. I-011 v. Falvo](#), 534 U.S. 426 (2002).

[Chicago Tribune Co. v. Chicago Bd. of Ed.](#), 332 Ill.App.3d 60 (1st Dist. 2002).

CROSS REF.: 5:100 (Staff Development Program), 5:130 (Responsibilities Concerning Internal Information), 7:15 (Student and Family Privacy Rights), 7:220 (Bus Conduct), 7:345 (Use of Educational Technologies; Student Data Privacy and Security)

Adopted: March 21, 2023

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

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

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

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

Definitions

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

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

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

Operator Contracts

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

Security Standards

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

LEGAL REF.:

[20 U.S.C. §1232g](#), Family and Educational Rights and Privacy Act; [34 C.F.R. Part 99.](#)

[105 ILCS 10/](#), Ill. School Student Records Act.

[105 ILCS 85/](#), Student Online Personal Protection Act.

[23 Ill. Admin. Code Part 380.](#)

CROSS REF.: 4:15 (Identity Protection), 4:60 (Purchases and Contracts), 6:235 (Access to Electronic Networks), 7:340 (Student Records)

Adopted: March 8, 2022

INSTRUCTION

6:120 Education of Children with Disabilities

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

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

For students eligible for services under IDEA, the District shall follow procedures for identification, evaluation, placement, and delivery of services to children with disabilities

provided in the ISBE *Special Education* rules. For those students who are not eligible for services under IDEA, but, because of disability as defined by Section 504 of the Rehabilitation Act of 1973, need or are believed to need special instruction or related services, the District shall establish and implement a system of procedural safeguards. The safeguards shall cover students' identification, evaluation, and educational placement. This system shall include notice, an opportunity for the student's parent(s)/guardian(s) to examine relevant records, an impartial hearing with opportunity for participation by the student's parent(s)/guardian(s), representation by counsel, and a review procedure.

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

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

LEGAL REF.:

[20 U.S.C. §1400](#) *et seq.*, Individuals With Disabilities Education Improvement Act of 2004.

[29 U.S.C. §794](#), Rehabilitation Act of 1973, Section 504.

[42 U.S.C. §12101](#) *et seq.*, Americans With Disabilities Act.

[34 C.F.R. Part 106](#).

[34 C.F.R. Part 300](#).

[105 ILCS 5/14-1.01](#) *et seq.*, [5/14-7.02](#), and [5/14-7.02b](#).

[23 Ill.Admin.Code Part 226](#).

CROSS REF.: 2:150 (Committees), 7:230 (Misconduct by Students with Disabilities)

Adopted: March 8, 2022

6:135 Accelerated Placement Program

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

The Superintendent or designee shall implement an APP that includes:

1. Decision-making processes that are fair, equitable, and involve multiple individuals, e.g. District administrators, teachers, and school support personnel, and a student's parent(s)/guardian(s).
2. Processes that provide a student's parent(s)/guardian(s) with:
 - a. Written notification when their child is eligible for enrollment in accelerated courses; and
 - b. Notification of a decision affecting their child's participation in the APP.
3. Assessment processes that include multiple valid, reliable indicators.
4. The automatic enrollment, in the following school term, of a student into the next most rigorous level of advanced coursework offered by the high school if the student meets or

exceeds State standards in English language arts, mathematics, or science on a State assessment administered under [105 ILCS 5/2-3.64a-5](#), as follows:

- a. A student who meets or exceeds State standards in English language arts shall be automatically enrolled into the next most rigorous level of advanced coursework in English, social studies, humanities, or related subjects.
 - b. A student who meets or exceeds State standards in mathematics shall be automatically enrolled into the next most rigorous level of advanced coursework in mathematics.
 - c. A student who meets or exceeds State standards in science shall be automatically enrolled into the next most rigorous level of advanced coursework in science.
5. Waiver of a course completion requirement under Board policy 6:300, *Graduation Requirements*, if the District determines that the student has demonstrated mastery of or competency in the content of the course or unit of instruction.

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

LEGAL REF.:

[105 ILCS 5/14A](#).

[23 Ill.Admin.Code Part 227](#), Gifted Education.

CROSS REF.: 6:10 (Educational Philosophy and Objectives), 6:130 (Program for the Gifted), 7:10 (Equal Educational Opportunities), 7:50 (School Admissions and Student Transfers To and From Non-District Schools)

Adopted: January 21, 2025

6:140 Education of Homeless Children

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

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

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

Transportation shall be provided in accordance with the McKinney Homeless Assistance Act and State law. The Superintendent or designee shall give special attention to ensuring the enrollment and attendance of homeless children and youths who are not currently attending school. If a child is denied enrollment or transportation under this policy, the Liaison for

Homeless Children shall immediately refer the child or his or her parent/guardian to the ombudsperson appointed by the Regional Superintendent and provide the child or his or her parent/guardian with a written explanation for the denial. Whenever a child and his or her parent/guardian who initially share the housing of another person due to loss of housing, economic hardship, or a similar hardship continue to share the housing, the Liaison for Homeless Children shall, after the passage of 18 months and annually thereafter, conduct a review as to whether such hardship continues to exist in accordance with State law.

LEGAL REF.:

[42 U.S.C. §11431](#) *et seq.*, McKinney-Vento Homeless Assistance Act.

[105 ILCS 45/](#), Education for Homeless Children Act.

[23 Ill.Admin.Code §1.241](#).

CROSS REF.: 2:260 (Uniform Grievance Procedure), 4:110 (Transportation), 4:140 (Waiver of Student Fees), 7:10 (Equal Educational Opportunities), 7:30 (Student Assignment and Intra-District Transfer), 7:50 (School Admissions and Student Transfers To and From Non-District Schools), 7:60 (Residence), 7:100 (Health, Eye, and Dental Examinations; Immunizations; and Exclusion of Students)

Adopted: September 17, 2024

6:160 English Learners

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

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

Parent Involvement

Parents/guardians of English Learners will be informed how they can: (1) be involved in the education of their children; (2) be active participants in assisting their children to attain English proficiency, achieve at high levels within a well-rounded education, and meet the challenging State academic standards expected of all students; and (3) participate and serve on the District's Transitional Bilingual Education Programs Parent Advisory Committee.

LEGAL REF.:

[20 U.S.C. §§6312, 6314, 6315](#), and [6318](#).

[20 U.S.C. §6801](#) *et seq.*

[34 C.F.R. Part 200](#).

[105 ILCS 5/14C-1](#) *et seq.*

[23 Ill.Admin.Code Part 228](#).

CROSS REF.: 6:15 (School Accountability), 6:170 (Title I Programs), 6:340 (Student Testing and Assessment Program)

Adopted: October 19, 2021

6:235 Access to Electronic Networks

Internet Acceptable Use Policy (IAUP)

We are pleased to offer students of the Urbana School District #116 access to the District computer network for electronic mail and the Internet. To gain access to e-mail and the Internet, all students under the age of 18 must obtain parental permission and must sign and return this form each year to the school office. Students 18 and over may sign their own forms. Access to e-mail and the internet will enable students to explore thousands of libraries and databases while exchanging messages with internet users throughout the world. Families should be warned that some material accessible via the Internet may contain items that are illegal, defamatory, inaccurate or potentially offensive to some people. While our intent is to make Internet access available to further educational goals and objectives, students may find ways to access other materials as well. We believe that the benefits to students from access to the Internet, in the form of information resources and opportunities for collaboration, exceed any disadvantages. But ultimately, parents and guardians of minors are responsible for setting and conveying the standards that their children should follow when using media and information sources. To that end, Urbana School District #116 supports and respects each family's right to decide whether or not to apply for access.

District Internet and E-mail Rules

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

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

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

Network storage areas may be treated like school lockers. Network administrators may review files and communications to maintain system integrity and insure that users are using the system responsibly. Users should not expect that files stored on District servers will always be

private. During school, teachers of younger students will guide them toward appropriate materials. Outside of school, families bear the same responsibility for such guidance as they exercise with information sources such as television, telephones, movies, radio and other potentially offensive media.

As outlined in Board policy and procedures on students' rights and responsibilities, copies of which are available in school offices, the following are NOT permitted:

- sending or displaying offensive messages or pictures
- using obscene language
- harassing, insulting or attacking others
- damaging computers, computer systems or computer networks
- violating copyright laws
- using another's password
- trespassing in another's folders, work or files
- intentionally wasting limited resources
- employing the network for commercial purposes
- accessing games, IRC (chats), MUD's, MOO's, MUVE's or other similar sites without permission from a teacher

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

Top Six Things to Know Prior to Using the Internet

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

Online Rules

Personal Safety and Respecting Privacy

- I will not share my or any other person's address, passwords, ID's, telephone number, parent's work address/telephone number, the name and location of my school or other personal information. If participating in an approved classroom project, name and location of school may be used.
- I will tell my teachers right away if I come across any information that makes me feel uncomfortable.
- I will never agree to get together with someone I "meet" online.
- I will never send a person my picture or anything else without first checking with my teachers and parents.

- I will not respond to any messages that are mean, use bad language or in any way make me feel uncomfortable. It is not my fault if I get a message like that. If I do I will tell my teachers right away.
- I will not give out a credit card number online, subscribe to any services or order any materials or services on the Internet.
- I will respect individual's rights to privacy and to freedom from intimidation, harassment, and unwarranted annoyance.
- I recognize the limitations to privacy afforded by electronic services.

Illegal Activities

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

Respecting Resource

- I will abide by security restrictions on all systems and information to which access is permitted. I will not attempt to evade, disable, or "crack" passwords or other security provisions. I understand that these activities threaten the work of others and are grounds for immediate termination or suspension of privileges and possible further sanctions.
- I understand that the following is not permitted:
 - ✓ sending or displaying offensive messages or pictures using obscene language
 - ✓ trespassing in another's folders, work or files
 - ✓ using another's password
 - ✓ using the network for commercial purposes

Acceptable Access

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

Plagiarism and Copyright Infringement

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

Sanctions:

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

- Legal action will be taken when applicable.

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

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

Name (Please Print) _____

Student Signature _____

Date _____

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

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

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

(PLEASE PRINT)

Name of Student _____

School _____ Grade _____

Student ID # _____ Date of Birth _____

Street Address _____

Home Telephone _____

Parent Signature _____

Date _____

LEGAL REF.:

[20 U.S.C. §7131](#), Elementary and Secondary Education Act.

[47 U.S.C. §254](#)(h) and (l), Children’s Internet Protection Act.

[47 C.F.R. Part 54, Subpart F](#), Universal Service Support for Schools and Libraries.

[115 ILCS 5/14](#)(c-5), Ill. Educational Labor Relations Act.

[720 ILCS 5/26.5](#).

CROSS REF.: 5:100 (Staff Development Program), 5:170 (Copyright), 6:40 (Curriculum Development), 6:210 (Instructional Materials), 6:230 (Media Center), 6:260 (Complaints About Curriculum, Instructional Materials, and Programs), 7:130 (Student Rights and Responsibilities), 7:190 (Student Behavior), 7:310 (Restrictions on Publications; Elementary Schools), 7:315 (Restrictions on Publications; High Schools), 7:345 (Use of Educational Technologies; Student Data Privacy and Security)

Adopted: October 19, 2021

6:280 Grading and Promotion

The Superintendent shall establish a system of grading and reporting academic achievement to students and their parents/guardians. The system shall also determine when promotion and graduation requirements are met. The decision to promote a student to the next grade level shall be based on successful completion of the curriculum, attendance, and performance on

the standardized tests required by the Ill. State Board of Education (ISBE) and/or other assessments. A student shall not be promoted based upon age or any other social reason not related to academic performance. The administration shall determine remedial assistance for a student who is not promoted.

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

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

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

LEGAL REF.:

[105 ILCS 5/2-3.64a-5](#), [5/10-20.9a](#), [5/10-21.8](#), and [5/27-27](#).

CROSS REF.: 6:110 (Programs for Students At Risk of Academic Failure and/or Dropping Out of School and Graduation Incentives Program), 6:300 (Graduation Requirements), 6:340 (Student Testing and Assessment Program), 7:50 (School Admissions and Student Transfers To and From Non-District Schools)

Adopted: June 16, 2020

6:300 Graduation Requirements

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

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

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

The Superintendent or designee is responsible for:

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

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

Early Graduation

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

Certificate of Completion

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

Service Member Diploma

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

LEGAL REF.:

[105 ILCS 5/2-3.64a-5](#), [5/22-27](#), [5/22-87](#), [5/27-3](#), [5/27-22](#), and [5/27-22.10](#).

[105 ILCS 70/](#), Educational Opportunity for Military Children Act.

[23 Ill.Admin.Code §1.440](#).

CROSS REF.: 6:30 (Organization of Instruction), 6:310 (High School Credit for Non-District Experiences; Course Substitutions; Re-Entering Students), 6:315 (High School Credit for Students in Grade 7 or 8), 6:320 (High School Credit for Proficiency), 7:50 (School Admissions and Student Transfers To and From Non-District Schools)

Adopted: March 8, 2022

6:340 Student Testing and Assessment Program

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

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

1. Administers to students all standardized assessments required by the Ill. State Board of Education (ISBE) and/or any other appropriate assessment methods and instruments, including norm and criterion-referenced achievement tests, aptitude tests, proficiency tests, and teacher-developed tests.
2. Informs students of the timelines and procedures applicable to their participation in every State assessment.

3. Provides each student's parents/guardians with the results or scores of each State assessment. See policy 6:280, *Grading and Promotion*.
4. Utilizes professional testing practices.

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

LEGAL REF.:

[20 U.S.C. §1232g](#), Family Educational Rights and Privacy Act.

[105 ILCS 10/](#), Illinois School Student Records Act.

[105 ILCS 5/2-3.63](#), [5/2-3.64a-5](#), [5/2-3.64a-10](#), [5/2-3.64a-15](#), [5/2-3.107](#), [5/2-3.153](#), [5/10-17a](#), [5/22-82](#), and [5/27-1](#).

[23 Ill. Admin. Code §§1.30\(b\)](#) and [375.10](#).

CROSS REF.: 6:15 (School Accountability), 6:280 (Grading and Promotion), 7:340 (Student Records)

Adopted: March 21, 2023

COMMUNITY RELATIONS

8:30 Visitors to and Conduct on School Property

The following definitions apply to this policy:

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

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

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

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

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

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

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

Convicted Child Sex Offender

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

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

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

Exclusive Bargaining Representative Agent

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

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

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

Enforcement

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

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

Procedures to Deny Future Admission to Athletic or Extracurricular School Events

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

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

LEGAL REF.:

Nuding v. Cerro Gordo Community Unit School Dist., 313 Ill. App.3d 344 (4th Dist. 2000).

[20 U.S.C. §7971](#) et seq., Pro-Children Act of 2001.

[105 ILCS 5/10-20.5](#), [10-20.5b](#), [5/10-22.10](#), [5/22-33](#), [5/24-25](#), and [5/27-23.7\(a\)](#).

[115 ILCS 5/3\(c\)](#), Ill. Educational Labor Relations Act.

[410 ILCS 130/](#), Compassionate Use of Medical Cannabis Program Act.

[410 ILCS 705/](#), Cannabis Tax and Regulation Act.

[430 ILCS 66/](#), Firearm Concealed Carry Act.

[720 ILCS 5/11-9.3](#), [5/21-1](#), [5/21-1.2](#), [5/21-3](#), [5/21-5](#), [5/21-5.5](#), [5/21-9](#), and [5/21-11](#)..

CROSS REF.: 2:200 (Types of Board of Education Meetings), 2:230 (Public Participation at Board of Education Meetings and Petitions to the Board), 4:170 (Safety), 5:50 (Drug- and Alcohol-Free Workplace; E-Cigarette; Tobacco, and Cannabis Prohibition), 6:120 (Education of Children with Disabilities), 6:250 (Community Resource Persons and Volunteers), 7:190 (Student Behavior), 7:270 (Administering Medicines to Students), 8:20 (Community Use of School Facilities)

Adopted: January 23, 2024

8:70 Accommodating Individuals with Disabilities

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

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

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

The Superintendent is designated the Title II Coordinator and shall:

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

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

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

LEGAL REF.:

Americans with Disabilities Act, [42 U.S.C. §§12101 et seq.](#) and [12131 et seq.](#); [28 C.F.R. Part 35](#).

Rehabilitation Act of 1973 §104, [29 U.S.C. §794](#) (2006).

[105 ILCS 5/10-20.51](#).

[410 ILCS 25/](#), Environmental Barriers Act.

[71 Ill.Admin.Code Part 400](#), Illinois Accessibility Code.

CROSS REF.: 2:260 (Uniform Grievance Procedure), 4:150 (Facility Management and Building Programs)

Adopted: August 22, 2023

8:90 Parent Organizations and Booster Clubs

Parent organizations and booster clubs are invaluable resources to the District's schools.

While parent organizations and booster clubs have no administrative authority and cannot determine District policy, the Board of Education welcomes their suggestions and assistance.

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

1. The organization's or club's name and purpose, such as, to enhance students' educational experiences, to help meet educational needs of students, to provide extra athletic benefits to students, to assist specific sports teams or academic clubs through financial support, or to enrich extracurricular activities.
2. The rules and procedures under which it operates.
3. An agreement to adhere to all Board policies and administrative procedures.
4. A statement that the District is not, and will not be, responsible for the organization's or club's business or the conduct of its members, including on any organization or club websites or social media accounts.
5. An agreement to maintain and protect its own finances.

6. A recognition that money given to a school cannot be earmarked for any particular expense. Booster clubs may make recommendations, but cash or other valuable consideration must be given to the District to use at its discretion. The Board's legal obligation to comply with Title IX by providing equal athletic opportunity for members of both genders will supersede an organization or club's recommendation.

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

CROSS REF.: 8:80 (Gifts to the District)

Adopted: October 19, 2021

OPERATIONAL SERVICES

4:130 Free and Reduced-Price Food Services

Notice

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

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

Eligibility Criteria and Selection of Children

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

Notification

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

Nondiscrimination Assurance

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

Appeal

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

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

LEGAL REF.:

U.S. Dept. of Agriculture, Food and Nutrition Service, National School Lunch Program, [7 C.F.R. Part 210](#).

U.S. Dept. of Agriculture, Food and Nutrition Service, Determining Eligibility for Free and Reduced-Price Meals and Free Milk in Schools, [7 C.F.R. Part 245](#).

[105 ILCS 125/](#) *et seq.*, School Breakfast and Lunch Program Act.

[105 ILCS 126/](#), Childhood Hunger Relief Act.

[23 Ill.Admin.Code §305.10](#) *et seq.*

Adopted: January 23, 2024

4:140 Waiver of Student Fees

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

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

Notification

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

Eligibility Criteria

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

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

Verification

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

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

Determination and Appeal

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

LEGAL REF.:

[42 U.S.C. §11434a](#), McKinney-Vento Homeless Assistance Act.

[105 ILCS 5/10-20.13](#), [5/10-22.25](#), [5/27-24.2](#), and [5/28-19.2](#).

[23 Ill.Admin.Code §1.245](#) [may contain unenforceable provisions].

CROSS REF.: 4:130 (Free and Reduced-Price Food Services), 6:140 (Education of Homeless Children)

Adopted: March 21, 2023

4:160 Environmental Quality of Buildings and Grounds

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

Pesticides

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

Coal Tar Sealant

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

LEGAL REF.:

[105 ILCS 5/10-20.17a](#); [5/10-20.48](#).

[29 C.F.R. §1910.1030](#), Occupational Exposure to Bloodborne Pathogens, as adopted by the Illinois Department of Labor, [56 Ill.Admin.Code §350.700](#)(b).

[29 C.F.R. §1910.1200](#), Occupational Safety and Health Administration Hazard Communication Standards, as adopted by [820 ILCS 255/1.5](#), Toxic Substances Disclosure to Employees Act.

[20 ILCS 3130/](#), Green Buildings Act.

[105 ILCS 135/](#), Toxic Art Supplies in Schools Act.

[105 ILCS 140/](#), Green Cleaning School Act.

[105 ILCS 160/](#), Pesticide Application at Schools Act.

[225 ILCS 235/](#), Structural Pest Control Act.

[415 ILCS 60/14](#), Illinois Pesticide Act.

[415 ILCS 65/](#), Lawn Care Products Application and Notice Act.

[410 ILCS 170/](#), Coal Tar Sealant Disclosure Act.

[820 ILCS 255/](#), Toxic Substances Disclosure to Employees Act. (*inoperative*)

[23 Ill.Admin.Code §1.330](#).

CROSS REF.: 4:150 (Facility Management and Building Programs), 4:170 (Safety)

Adopted: January 23, 2024

4:170 Safety

Safety and Security

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

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

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

School Safety Drill Plan

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

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

Annual Review

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

Automated External Defibrillator (AED)

At least one automated external defibrillator (AED) shall be present in each District attendance center during the school day and during any District-sponsored extracurricular activity on

school grounds. In addition, the Superintendent or designee shall implement a written plan for responding to medical emergencies at the District's physical fitness facilities in accordance with the Fitness Facility Medical Emergency Preparedness Act and shall file a copy of the plan with the Ill. Dept. of Public Health (IDPH). The plan shall provide for at least one AED to be available at every physical fitness facility on the premises according to State law requirements. The District shall have an AED on site as well as a trained AED user: (1) on staff during staffed business hours; and (2) available during activities or events sponsored and conducted or supervised by the District. The Superintendent or designee shall ensure that every AED on the District's premises is properly tested and maintained in accordance with rules developed by the IDPH. This policy does not create an obligation to use an AED.

Carbon Monoxide Alarms

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

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

Soccer Goal Safety

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

Unsafe School Choice Option

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

Lead Testing in Water

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

Emergency Closing

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

LEGAL REF.:

[105 ILCS 5/10-20.2](#), [5/10-20.57](#), [5/18-12](#), and [5/18-12.5](#).

[105 ILCS 128/](#), School Safety Drill Act; [29 Ill.Admin.Code Part 1500](#).

[210 ILCS 74/](#), Physical Fitness Facility Medical Emergency Preparedness Act.

[225 ILCS 320/35.5](#), Ill. Plumbing License Law.

CROSS REF.: 4:110 (Transportation), 4:175 (Convicted Child Sex Offender; Screening; Notifications), 4:180 (Pandemic Preparedness; Management; and Recovery), 4:190 (Targeted School Violence Prevention Program), 5:30 (Hiring Process and Criteria), 8:30 (Visitors to and Conduct on School Property), 8:100 (Relations with Other Organizations and Agencies)

Adopted: January 21, 2025

4:190 Targeted School Violence Prevention Program

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

The Superintendent or designee shall develop and implement the Program. The Program oversees the maintenance of a District environment that is conducive to learning and working by identifying, assessing, classifying, responding to, and managing threats and acts of targeted school violence. The Program shall be part of the District's Comprehensive Safety and Security Plan, required by Board policy 4:170, *Safety*, and shall:

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

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

LEGAL REF.:

[105 ILCS 5/10-20.14](#), [5/10-21.7](#), [5/10-27.1A](#), [5/10-27.1B](#), [5/24-24](#), and [5/27-23.7](#).

[105 ILCS 128/](#), School Safety Drill Act.

[745 ILCS 10/](#), Local Governmental and Governmental Employees Tort Immunity Act.

[29 Ill.Admin.Code Part 1500](#).

CROSS REF.: 2:240 (Board Policy Development), 4:170 (Safety), 5:90 (Abused and Neglected Child Reporting), 5:100 (Staff Development Program), 5:230 (Maintaining Student Discipline), 6:65 (Student Social and Emotional Development), 6:270 (Guidance and Counseling Program), 7:140 (Search and Seizure), 7:150 (Agency and Police Interviews), 7:180 (Prevention of and Response to Bullying, Intimidation, and Harassment), 7:185 (Teen Dating Violence Prohibited), 7:190 (Student Behavior), 7:250 (Student Support Services), 7:290 (Suicide and Depression Awareness and Prevention), 7:340 (Student Records), 8:30 (Visitors to and Conduct on School Property), 8:100 (Relations with Other Organizations and Agencies)

Adopted: June 18, 2024

2:265 Title IX Grievance Procedure

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

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

Title IX Sex Discrimination Prohibited

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

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

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

Definitions from 34 C.F.R. §106.2

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

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

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

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

Making a Report

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

School employees who receive information about conduct that reasonably may constitute Sex Discrimination under this policy shall promptly forward the report or information to the Title IX Coordinator. An employee who fails to promptly make or forward a report or information may be disciplined, up to and including discharge.

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

Title IX Coordinator:

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

Processing and Reviewing a Report or Complaint

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

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

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

Title IX Complaint Grievance Process

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

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

Enforcement

Any District employee who is determined, at the conclusion of the Grievance Process, to have engaged in Title IX Sex Discrimination will be subject to disciplinary action up to and including discharge. Any third party who is determined, at the conclusion of the Grievance Process, to have engaged in Title IX Sex Discrimination will be addressed in accordance with the authority of the Board in the context of the relationship of the third party to the District, e.g., vendor,

parent/guardian, invitee, etc. Any District student who is determined, at the conclusion of the Grievance Process, to have engaged in Title IX Sex Discrimination will be subject to disciplinary action, including, but not limited to, suspension and expulsion consistent with student behavior policies. Any person making a knowingly false accusation regarding Title IX Sex Discrimination will likewise be subject to disciplinary action.

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

Retaliation Prohibited

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

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

LEGAL REF.:

[20 U.S.C. §1681 et seq.](#), Title IX of the Educational Amendments of 1972; [34 C.F.R. Part 106](#).

[Davis v. Monroe County Bd. of Educ.](#), 526 U.S. 629 (1999).

[Gebser v. Lago Vista Independent Sch. Dist.](#), 524 U.S. 274 (1998).

CROSS REF.: 2:260 (Uniform Grievance Procedure), 5:10 (Equal Employment Opportunity and Minority Recruitment), 5:20 (Workplace Harassment Prohibited), 5:90 (Abused and Neglected Child Reporting), 5:100 (Staff Development Program), 5:120 (Employee Ethics; Code of Professional Conduct; and Conflict of Interest), 5:200 (Terms and Conditions of Employment and Dismissal), 5:240 (Suspension), 5:290 (Employment Termination and Suspension), 6:60 (Curriculum Content), 6:65 (Student Social and Emotional Development), 7:10 (Equal Educational Opportunities), 7:20 (Harassment of Students Prohibited), 7:180 (Prevention of and Response to Bullying, Intimidation, and Harassment), 7:185 (Teen Dating Violence Prohibited), 7:190 (Student Behavior)

Adopted: December 17, 2024

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;
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.

LEGAL REF.:

[42 U.S.C. §2000d](#), Title VI of the Civil Rights Act of 1964; [34 C.F.R. Part 100](#).

[42 U.S.C. §2000e et seq.](#), Title VII of the Civil Rights Act of 1964; [29 C.F.R. Part 1601](#).

[105 ILCS 5/22-95](#) (final citation pending).

[775 ILCS 5/1-101 et seq.](#), Illinois Human Rights Act.

CROSS REF.: 2:260 (Uniform Grievance Procedure), 5:10 (Equal Employment Opportunity and Minority Recruitment), 5:20 (Workplace Harassment Prohibited), 5:90 (Abused and Neglected Child Reporting), 5:120 (Employee Ethics; Code of Professional Conduct; and Conflict of Interest), 7:10 (Equal Educational Opportunities), 7:20 (Harassment of Students Prohibited), 7:180 (Prevention of and Response to Bullying, Intimidation, and Harassment), 7:190 (Student Behavior), 7:240 (Conduct Code for Participants in Extracurricular Activities)

Adopted: June 18, 2024

General Personnel

5:90 Abused and Neglected Child Reporting

Any District employee who suspects or receives knowledge that a student may be an abused or neglected child or, for a student aged 18 through 22, an abused or neglected individual with

a disability, shall immediately report or cause a report to be made to the Ill. Dept. of Children and Family Services (DCFS) on its Child Abuse Hotline 1-800-25-ABUSE (1-800-252-2873)(within Illinois); 1-217-524-2606 (outside of Illinois); or 1-800-358-5117 (TTY). Any District employee who believes a student is in immediate danger of harm, shall first call 911.

The report shall include, if known:

1. The name and address of the child, parent/guardian names, or other persons having custody;
2. The child's age;
3. The child's condition, including any evidence of previous injuries or disabilities; and
4. Any other information that the reporter believes may be helpful to DCFS for its investigation.

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

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

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

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

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

All District employees shall:

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

Alleged Incidents of Sexual Abuse; Investigations

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

If a District employee reports an alleged incident of sexual abuse to DCFS and DCFS accepts the report for investigation, DCFS will refer the matter to the local Children's Advocacy Center (CAC). The Superintendent or designee will implement procedures to coordinate with the CAC. DCFS and/or the appropriate law enforcement agency will inform the District when its investigation is complete or has been suspended, as well as the outcome of its investigation. The existence of a DCFS and/or law enforcement investigation will not preclude the District from conducting its own parallel investigation into the alleged incident of sexual abuse in accordance with Board policy 7:20, *Harassment of Students Prohibited*.

Special Superintendent Responsibilities

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

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

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

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

Special School Board Member Responsibilities

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

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

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

LEGAL REF.:

[20 U.S.C. §7926](#), Elementary and Secondary Education Act.

[105 ILCS 5/10-21.9](#), [5/10-23.13](#), [5/21B-85](#), [5/22-85.5](#), and [5/22-85.10](#).

[20 ILCS 1305/1-1](#) *et seq.*, Department of Human Services Act.

[325 ILCS 5/](#), Abused and Neglected Child Reporting Act.

[720 ILCS 5/12C-50.1](#), Criminal Code of 2012.

CROSS REF.: 2:20 (Powers and Duties of the Board of Education; Indemnification), 3:40 (Superintendent), 3:50 (Administrative Personnel Other Than the Superintendent), 3:60 (Administrative Responsibility of the Building Principal), 4:60 (Purchases and Contracts), 4:165 (Awareness and Prevention of Child Sexual Abuse and Grooming Behaviors), 5:20 (Workplace Harassment Prohibited), 5:30 (Hiring Process and Criteria), 5:100 (Staff Development Program), 5:120 (Employee Ethics; Code of Professional Conduct; and Conflict of Interest), 5:150 (Personnel Records), 5:200 (Terms and Conditions of Employment and Dismissal), 5:290 (Employment Termination and Suspensions), 6:120 (Education of Children with Disabilities), 6:250 (Community Resource Persons and Volunteers), 7:20 (Harassment of Students Prohibited), 7:150 (Agency and Police Interviews)
Adopted: January 21, 2025

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