

University Primary School

Handbook for Families 2020-2021



Welcome

The staff and families of University Primary School compile this evolving *Handbook for Families* to share policies and procedures at Uni Primary. Please read and keep this handbook as a reference. Please talk with the director and teachers should you have questions to clarify or suggestions for added information to be shared in a future revision. **Due to the pandemic, many elements of this year's handbook are different from previous years and changes may be made throughout the year as needed. You will be asked to sign a form to acknowledge that you have received and reviewed the handbook.**

Contact Information

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University Primary Web Page: See Web Page for COVID-19 Back to School Plans updated as needed

<https://uniprimary.illinois.edu/>

University Primary Facebook Pages

Public Page:

www.facebook.com/universityprimarieschool

Private page:

www.facebook.com/groups/universityprimarieschoolfamilies

Mission

University Primary School's mission is to create an innovative research and teacher training site for Illinois faculty, graduate students, undergraduates, pre-service teachers, community colleagues, and visiting scholars interested in the ways children and teachers learn and develop. University Primary School demonstrates Reggio Emilia-inspiration in action and fosters a professional environment where stakeholders develop and explore recommended practices in education while providing an exceptional school experience for children and families.

Research

University Primary School encourages and facilitates educational research on the part of faculty, visiting scholars, and University students. Researchers may wish to photograph or record students as they are working and learning. It is helpful to researchers if families sign and return permission and photo/video release forms if they are willing to participate in a research project. Families are always informed of research projects and are given the opportunity to have their child participate or decline participation. Children (who have permission to be involved in a study) are always asked by researchers whether they wish to participate or not participate, on a given day. [We will not host in-person research projects this school year.](#)

Uni Primary Philosophy

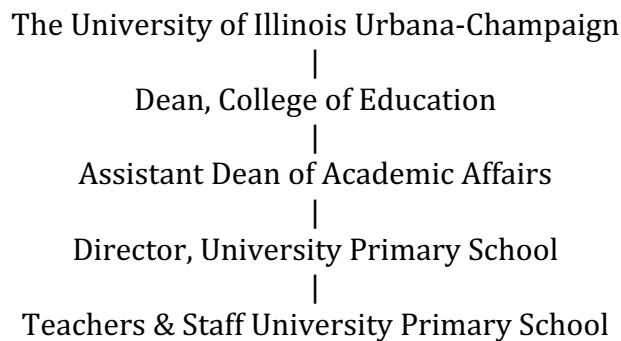
The philosophy of Uni Primary is that young children are best served by teaching and curriculum practices that strengthen and support their intellectual growth and development, initiate them into basic skills (delineated by Common Core Standards), challenge them to increase their proficiency in academic tasks as well as intellectual processes, and, at the same time, foster the development of their social competence.

Best Practices

As a teacher training and research site, University Primary School aims to model recommended practices, based on research and accepted learning theories in early childhood, elementary, gifted, and special education. Recommended practices for children at this age include a child-sensitive, individually focused curriculum with many opportunities for students to choose and develop their own learning activities and learn with others. Children work individually or in small groups most of the time with teachers who often take the role of guides or facilitators of learning. Children also spend time in whole group community meetings and whole group instruction times. Teachers listen and document children’s theories and strategies for learning and closely examine and plan for proximal next steps. Teachers assess and address the strengths of each child and build on these strengths for future learning experiences. Classrooms are inclusive of children with differing abilities; including but not limited to intellectual, physical, mental, and emotional abilities; a strong sense of democratic processes and community is fostered by staff, students, and families.

Governance Structure

University Primary School is a self-sustaining unit within the College of Education at The University of Illinois Urbana-Champaign. The organizational relationship and governance for the school is:



Parent Teacher Alliance

The Parent Teacher Alliance meets at least twice, and up to nine times formally, during the academic year to consider policy decisions having an impact on school-family-community relationships, modifications needed for the Family Handbook (where many policies are communicated to families), and other needs at the school. Though the PTA is not a formal governing structure, it is a venue and voice for families, teachers, and community members to consider improvements in procedure and policy for the school community at large. We need parent leaders each year for PTA; please see the director if willing to lead or co-lead meetings and be the “point person” for PTA organizing.

PTA typically meets the first Tuesday of the month between 6:00-7:00 PM. [This year's PTA meetings will be held on zoom.](#) PTA plans for community building, promotion, and fundraising, studies topics of interest, and may consider proposals for campus/community collaborations. This alliance of parents, guardians, grandparents, and other grown-ups involved in the lives of Uni Primary students/school at large, often organize and make special things happen on behalf of the school. Free childcare is typically provided by a service organization of college students here on campus. [Since we will be on zoom, your childcare will be at your home!](#)

Policy Making at Uni Primary

Many aspects of school policy are directed and required by The Illinois State Board of Education (ISBE) and The University of Illinois in terms of daily attendance/calendar, health and safety, Common Core Standards, building use and space, hiring and evaluation for staff, staff professional development and training, etc. University Primary develops policy in consultation with the business and humans resource personnel at The College of Education, The Illinois State Board of Education and Champaign Unit 4 Schools, as well as within the staff and administration at the school. Policies are also established and communicated to Uni Primary staff and families through this handbook and through various email communications throughout the school year more specifically (such as fall registration requirements, health forms, etc.).

Unique Features of University Primary School Curriculum

The University Primary School Curriculum represents a responsive approach to education programming with Illinois Common Core Standards as a basis for skills and understandings. As a Reggio Emilia inspired school, we have philosophical rather than strictly methodological tenets that permeate the learning day such as: image of child, The Hundred Languages of Children, participation of families, teacher role and development (example: teacher as

possessing an *attitude of research*), and the classroom aesthetic and environment.

A blend of student-initiated, teacher-guided, and teacher-directed activities and experiences present students with opportunities to pursue their own interest areas and invite them into interest areas of others, present them with academic skill work and practice, and encourage and monitor progress at individual levels of instruction. Creativity, problem solving, a healthy relationship with learning, and democratic communities are common threads woven through all areas of the curriculum. Students are active participants in the inquiry process through project studies that emphasize questioning, critical thinking and theory making, field experiences, imagination and representation, social justice, and metacognition.

Project-Play Studio/Project Studio

Project-Play Studio is an essential component of our curriculum and looks different in scope and length of time based on grade levels. This Studio time allows students to make choices about their own learning and provides important school time to work on inquiry-based interest areas. The daily schedules reflect this time through exploration, play, and experimentation. Projects involve learning opportunities in real-life contexts and integrate the acquisition and application of basic skills alongside deep critical thinking and conversation. Project-Play Studio time strives to foster "the love of learning" and provides opportunities for teachers to engage in the learning process alongside students. Teachers initiate provocations, listen, and make theories about not just "what" children are learning, but "how" children are learning in varied contexts. Activities are meaningful and concept based.

Mathematics, Numeration, and Problem-Solving Skills

In our younger classrooms, math is taught with an investigative approach, with a focus on relating math to real-life situations using manipulatives and other concrete materials. In our older classrooms, math has aspects of investigation through project work, and is taught more directly and practiced with relationship, skill development, and mastery in mind. Teachers facilitate mathematics not limited to the following areas: conceptual skills, numeration, computation and computational thinking, measurement, problem solving, logic and reasoning, and geometry. Many of the students' projects reflect applied use of mathematical skills at or even above their

specific grade level. University Primary uses Common Core Standards to support, enhance, and assess the mathematical development of students.

Literacy

Uni Primary emphasizes a holistic literacy approach in which many children learn to read by reading and to write by writing. Some children need more phonemic practice for mastery, and others may experience a learning difficulty or difference in their acquisition of literacy skills. Importance is placed on the "making sense" process (from interpretation stories to decoding words) and a *love for literacy*. Early literacy involves three reading cue systems: contextual, grammatical, and phonetic. Teachers create a literacy rich environment and model meaningful listening, reading, speaking, dramatizing, and writing. In the elementary classrooms, students have opportunities to read in small book groups with peers, read with buddies, read to themselves, and read individually with teachers. Older students participate in book groups, taking on roles to lead/contribute to discussions.

Science and Social Studies

Science and social studies concepts are developed throughout project work and explored during Studio time and as subject matter outside of project work in older grades. Older students experience historical perspectives in more recognizable ways—engaging in global and past-future connections as a part of projects and literacy lessons. Science experimentation and processes abound. Researchers and experts from the field visit our classrooms, creating opportunities for deep questions and discussion. **Normally**, students venture on field studies in the community and especially on campus (using the MTD bus as often as possible). **This year we will replace in person field studies with virtual trips.** Non-fiction literature is meaningfully shared with students, and exploration and experimentation abound!

Children are immersed in a democratic environment with daily opportunities to strengthen their own voices and develop multiple perspectives around issues. Students question and dialogue about big ideas, gather historical or topical facts and details in the context of a project or question, and build consensus around open-ended questions. Students investigate global perspectives and issues of social justice and social studies through books, experts, and on-line resources.

Children and teachers are co-researchers and co-learners at Uni Primary. A solution or resolution to one question leads to another question, and learning is ongoing. We value scientific activities that build upon students' natural curiosity about the way the world works. We encourage trial and error in experimentation, debate and doubt, and an authentic openness to discovery.

Expressive Arts

Music is an intentional component of the daily rhythm in classrooms, where melodic development, rhythm and rhyme, collaborative song and instrument play, and global sounds and culture are explored. Dance and movement experiences are part of music time, often in creative response to song. Music is a part of the school day, infused in subtle ways as background music or as part of a classroom routine during transition times (i.e., cleaning up activities and coming to the carpet for large group). Older students may study the recorder or other instruments including the voice and learn to work as an ensemble. [Due to COVID-19 and mask wearing, restrictions for singing and instrument play will necessitate a different musical focus on beat, rhythm, and music listening this year. Dancing will be solo rather than partner or group.](#) Dramatic play is encouraged in all classrooms, during outdoor play and Studio time, as inspired by books and stories, and as a specially guided time with a teacher or artist in residence.

Social and Emotional Growth

Teachers take a proactive role in creating a democratic classroom community that is open, honest, and accepting. We value the participation of interns from the Illinois School of Social Work in our classrooms. Discipline is designed around teachers structuring appropriate choices, students learning why and how to resolve problems, and students sharing in the responsibility of developing a caring classroom. Teachers encourage self-control and strive to develop both intellectual and emotional self-confidence.

Arts and Aesthetics

As a Reggio-Emilia inspired school, arts are integral to children's learning and assessment. Teachers guide students toward meaningful experiences in the arts with conversation, examples, materials, and cultural artifacts. At Uni Primary, student artwork is an expression of ideas, a form of experimentation, and a demonstration of developing understandings about the world. Teachers promote sensitivity to and an appreciation of the classroom environment, developing an awareness of a personal and

community aesthetic. The arts are an essential part of the school day, every day. The all-school spring art show celebrates arts in its visual forms.

Physical Development

Physical movement, team play, sportsmanship, and negotiation of rules and fair play are a part of outdoor play and physical education guided by teachers and University students. Outdoor play is highly valued at Uni Primary, and children go outside for non-structured and structured play experiences, even in the gentle rain and definitely in the snow when temperatures/conditions are safe. **Non-contact and socially distanced sport and play will be the norm this year.** Our playground is designed as a natural space with many movable parts; it is partially curated by the children and can look “messy” to adults; research in outdoor play informs this space. Gross motor development is assessed and guided in non-competitive ways, with emphasis on cooperation rather than competition. To be optimally available to learn, some children integrate sensory activities into their class work or take sensory breaks to learn how to regulate their bodies as a part of their physical development.

Health and Safety

Health matters are addressed in classrooms in an age-appropriate way including: hygiene and disease prevention, personal health habits, and disaster survival. Students are taught about personal space and consent, and consent language is practiced by adults and children. Social Work interns are often available to our students, and able to address issues of mental and emotional health, often with elements for specific training and discussion. An awareness and care of the environment is promoted at Uni Primary, including health of the earth and nature. **This year a high emphasis on health and safety permeates each of our decisions at home and at school. At school we will follow all public health mandates and guidelines for social distancing, group size, mask wearing, hand washing, cleaning and disinfecting, COVID-19 testing, and any other recommendations.**

Health and Safety updates regarding COVID-19 will be communicated through emails and through our school plan found on the homepage of our school website: <https://uniprimary.illinois.edu/>

Families are responsible for reading and re-reading the school plan, as indicated by emails alerts to any changes.

Daily Attendance/Absences

Children are to attend school daily, following the Uni Primary academic calendar. Remote, Blended, and In-person learners must all report absences to the school office. Children that are typically in-person learners may join their remote group by emailing Christine and the head teacher before 2:00 PM the day prior to switching remote attendance. See the school plan on-line for details.

Absences should be reported to the school office specialist: 217-333-3996 or by email: cwyant@illinois.edu.

Parking – at the Children’s Research Center

Preschool only park in the Visitor Parking Loading Zone 30 minute spots in Lot E30 on the southeast side of the Children’s Research Center when coming into the school. Park in the handicapped or motorcycle designated spaces only with appropriate licensure. K-5th families stay in your car (exception, exiting your car to help your child with their buckle) and use the circle drive.

Bike racks are on the southeast side of the school and securing bicycles is recommended. **University of Illinois employee parking permits for lots north of Kirby Avenue are accepted in our E30 lot—if you have a north of Kirby permit, please park in a non-visitor spot to allow room for other families who do not hold a permit.**

Non-Staff adults are not allowed in the building this year, so this paragraph is for your information but should not apply: If you volunteer or need to park for more than 30 minutes, meters are available for your use in the parking lot or along Gerty Drive (if you do not have a University of Illinois permit). Parking tickets in Lot E30 are expensive (\$60), and we are not able to rescind the ticket after 30 minutes of visitor parking have passed, nor rescind a ticket if you park in a non-designated spot.

ALL FAMILIES: Refrain from parking on the west side of the Children’s Research Center for school related activities including drop off/pick up.

K-5th Arrival 8:20-8:59 am until Nov 1. On and after Nov 1 arrival 8:20-8:44 AM/Dismissal is staggered

Stay in your Vehicle on the West Circle Drive

Families of K-5th graders should drop off/pick up children in the west circle drive. Drivers must wait for a staff member to meet their vehicle and conduct a child health check including: temperature screening, confirmation of no-symptoms, and status of weekly COVID-19 test.

The last health check for children is 8:59 AM using our cell phones as timekeeper. Adults must arrange their family schedule to accommodate a last health check at 8:59 AM PreK-5th so staff can be released. Please do not ask us for exceptions on this unless you have prescheduled by 2:00 PM the day prior for a late arrival with Christine and the head teacher.

DO NOT come to school if you arrive after 8:59 AM nor after 8:44 AM starting November 1.

For K-5 dismissal, form a car line along the right hand side of the west driveway and “hug” the inner side of the flagpole island leaving a space for the MTD bus to pass across the parking lot. This traffic pattern is in consideration of our Water Survey neighbors.

K-5 @school learners dismissal for Week 2 is an hour earlier at “2:00” staggered by grade level: 4/5th 1:55, 2/3rd 1:58, and K/1st 2:00. K-5th families with siblings should come to the latest sibling dismissal time.

K-5 @school learners dismissal for Week 3 is at “3:00” staggered by grade level: 4/5th 2:55, 2/3rd 2:58, and K/1st 3:00. K-5th families with siblings should come to the latest sibling dismissal time.

Preschool Arrival 8:20-8:59 am until Nov 1. & Dismissal 12:00 pm (Preschool extended care begins Week 3 at 3:00 pm)

Preschool arrival is at the northeast playground gate between 8:20-8:59 AM. Beginning November 1, arrival is between 8:20-8:44 AM. One adult per family may accompany their preschooler to the gate for a health check. Use the black sidewalk dots for 6-foot social distancing when waiting to enter the playground at arrival.

Preschool dismissal is along the east side of playground fence; use the black sidewalk dots for 6-foot social distancing when waiting for your preschooler. One adult per family may wait. Preschool dismisses @ Noon or @ 3:00 PM for extended preschool.

Preschool families should park on the east side of the Children’s Research Center in designated 30-minute visitor parking spots. Park in the handicapped or motorcycle designated spaces only with appropriate licensure. Bike racks are on the southeast side of the school and securing bicycles is recommended. **University of Illinois employee parking permits for lots north of Kirby Avenue are accepted in our E30 lot—if you have a north of Kirby permit, please park in a non-visitor spot to allow room for other families who do not hold a permit.**

Children not enrolled in extended preschool and not picked up at NOON make the transition for the extended day group difficult. Even one child’s family running late makes this routine difficult for children and staff—you must be on time. Preschool Families will be charged a portion of the extended preschool fee if lateness is an issue.

Prescheduled Late Arrival After 8:59 AM/Picking Up before Designated Dismissal Time

Families arriving/dismissing at times after 8:59 am/before the scheduled dismissal time should park on the east side of the Children’s Research Center in the designated visitor parking spots and buzz the secured playground ramp secure door (intercom/camera). Children will be health checked at that door if entering from a pre-scheduled appointment—the adult must park and walk their child into the school for this health check. *Families must alert Christine and their head teacher before 2:00 the day prior for a scheduled late arrival or early dismissal for an appointment.*

Children in PreK and Elementary Classrooms Drop Off

If you have children in preschool and K-5th classrooms, first drop off your K-5th child(ren) in the west circle drive for their health check and then return to the east side parking lot for the preschool routine. **Do not send your K-5th children over from the preschool line; if they have a temperature, symptoms, or are not conducting their weekly COVID-19 test, they will need to get back in your car.**

Inclement Weather at School

Children will not be dismissed during a severe weather alert (tornado watch/intense lightning storm). Rather, we will wait out severe portion of the storm and then dismissal will proceed. Dismissal is likely to take longer on these days.

Extended Care Preschool/Afterschool

Sign up for optional extended care preschool (12:00-3:00 pm) through the school office. Email Christine with questions. After school for preschool-5th grade (3:00-5:30 pm) is handled through the after school director Kelsey Langley—at this time after school is on pause and we will reassess later this fall for possible after school days. Teachers/Playworkers in these programs thoroughly enjoy this extra time with children and both groups have a lot of fun!

On school days or early dismissal days where no students are here, neither of these programs are offered.

For extended care preschool, children should pack a hearty lunch (see lunch guideline section), a blanket, and a lovey, all labeled and in a labeled zippered backpack or duffle bag. Extended preschoolers have lunch, a quiet time, play studio time, and outdoor play.

Childcare

Uni Primary staff members (teachers, co-teachers, etc.) are not allowed to provide childcare for Uni Primary families during the school year.

Asking staff for childcare places the staff in a complicated position. We would, of course, wish to be called upon if an emergency arose, but not as an occasional or consistent situation. [This is especially important this year as staff may have remote duties.](#)

Encouraging Independence and Confidence

For all children, please support them to develop a predictable morning routine that allows them to get to school on time. Encourage your child to take on tasks involved in their routine of preparing for school. [For example, you should establish a daily routine for where a child packs used masks to be laundered. Children can be responsible for washing out water bottles and lunch boxes at home and help with repacking.](#) A screw on top water bottle and hearty SNACK should be brought to school daily for children PreK-5th. A hearty LUNCH and DRINK (additional water bottle) should be packed for PreK-5th grade students staying for lunch.

Carpools

When your child is enrolled, you may sign a release authorizing the sharing of your name, address and phone number with other families of students in your child's class when you enroll or thereafter. A class list of those signing the release is maintained and distributed by the office prior throughout the year as changes in address or phone occur. Should you wish, you can use this class list to arrange carpooling and childcare with each another. [Some of you are already in social pods; please consider how you can reach out especially to new families in your classroom!](#)

First Day and Weeks of School: Preschool @School learners

The first days of school are a transition as new places, faces, and routines are learned. Please be patient and allow for extra emotion--it's a big deal to be at school for your child and for you!

Consider a shorter rather than longer drop off routine. Once you are out of sight, this allows most children a defined transition from you and to teachers and classmates. When you linger nearby or watch your preschooler to make sure they are "okay" this not only can disrupt your child's routine but the routine of other children.

Preschool Families socialize only out of eye sight of the playground at drop off and pick up—please go to a place in the east parking lot where you cannot be seen or re-seen by your child as this is very difficult for them *and other children* who see a "parent." We know transition is difficult for you too...please talk with each other, and please talk with the preschool team if you have questions about transition to school. We typically have a lovely, small parent breakfast for you to meet and greet but we are not having that this year due to social distance constraints.

School Supplies/Toys

This year children should bring their own backpacks to school, as supplies back and forth to school are increased with COVID-19 precautions.

Safety guidelines for Illinois back to school include keeping all toys at home. An exception is a lovey/blanket for extended preschool.

Your supply fee covers typical school supplies (pencils, markers, scissors, glue, etc.) and we select these supplies for the classrooms. Remote learners will have a supply pick up date or dates coordinated by teachers.

Occasionally, a teacher may have a special supply we may ask families to purchase ([this year's lawn chairs with shade, yoga mat, and special water bottles](#)), but this is not typical.

Clothing & Inside Shoes for @School learners

Please clearly mark your child's name in all outdoor clothing and indoor shoes, as many items look very similar or are exact replicas! Tip: Mark with your last name if items will be passed on to a younger sibling.

Label masks on the inside so your child knows which way faces their mouth.

Please send children in clothes that are able to receive occasional paint spills, stains, mud, grass, etc. We discourage *younger children* from

wearing jewelry or watches to school as these items can break or become misplaced in the classroom. Children will be going outside each day as long as it is not raining heavily, above 104 heat index, or below 20 degrees wind chill. For snowy days, children need water resistant snow pants, boots, hats, gloves/mittens, and a coat to participate in snow play. Cloth gloves do not dry for same day use; please provide a water resistant type.

Please keep a labeled **seasonal** set of extra clothes for your child at school for emergencies. If your child uses these clothes, send a new set in the next day. Tips for younger children: Try to buy clothing your child can manipulate (zip, button).

All children should bring a pair of inside shoes to be kept and worn inside at school. This keeps the room much cleaner and quieter throughout the day. Please purchase inside shoes that are easy for your children to slip on and off—crocs, slippers with a no-slip sole, etc. Please replace these indoor shoes when your child outgrows them. If your child has a special type of footwear s/he needs to wear indoors or outdoors, please let your classroom teachers know.

Homework

Remote Learners may have homework assigned as independent work this year. Children are engaged all day long at University Primary School; they work hard and we hope their home time can be filled with natural learning experiences (cooking, shopping, outdoor time, etc.) and lots of reading and play time. Homework is not typically assigned PreK-3rd (although see below for 2/3rd) but is assigned in the 4/5th grade classroom. Some homework

assignments in younger classrooms that occasionally occur include: project surveys, literacy logs, Junior Great Books, or journaling. **Children in 2/3rd grade are expected to practice all of their addition, subtraction, multiplication, and division basic facts 0-12 at home (flash cards, computer games, etc.) and have facts as mastered as possible before 4th grade.** Children K-3rd grade should be reading nightly for at least 20 minutes with a grown up as much as possible. (They may also read on their own of course; and 20 minutes is a suggested time!) Shared reading with a grown up, discussing stories for comprehension and perspective taking, vocabulary, and debate lays a foundation for more independent reading/comprehension during older years.

Lunches

Remote learners will be included in Lunch Hangouts as much as possible! Lunch is a favorite time of day, and we love all of the different foods children bring from their homes! Children in K-5 or in Preschool extended care should bring a hearty lunch, non-sugared drink (juice is okay, water is great), and a large cloth napkin (to be used as a placemat; replace with a fresh napkin each day). ***Due to severe food allergies, students are not permitted to include any peanut or tree nut products in their lunches. We are a nut free zone!*** Products that “may contain traces of nuts” are acceptable (such as items made in your home if you consume nuts in your home) and will be contained to the cloth napkin placemat. Children are allowed to bring egg, dairy, soy, and gluten lunch products to school, though we do have children with these allergies or sensitivities. Children may not share any lunch items. We do not have facilities for either heating or cooling foods for student lunches so you may try an icepack or thermos. Helpful Hint: Test home and purchased containers/wraps for user-friendly openings. Try soy or sun butter as sandwich spread alternatives to nut spreads.

Snacks & Cooking Activities

Snacks are **not** provided by Uni Primary **this year to optimize safety.** **Communicate with your classroom teacher if your child needs a prepackaged snack. Please pack a hearty snack and daily water bottle—wash all snack bags and bottles nightly. We will not have traditional cooking activities in classrooms this year.**

Allergies

At Uni Primary we strive to create a safe learning environment for all students. Please be aware that there are children with life-threatening food

allergies (peanuts, tree nuts, etc.) attending our school. If your child has a known food allergy, known allergy to insect venom or latex, please complete an Illinois Food Allergy Emergency Action Plan form provided by the school office. This form, including your child's photograph, medications (Epi-pen, single doses of liquid Benadryl or pills—no bottles) and special instructions should be brought to the school office on or before the first day of school. Uni Primary will keep a school Epi-pen, as allowed by the state of Illinois for unknown anaphylactic emergencies (such as venomous insect sting). Staff are bi-yearly trained in First Aid/CPR including Epi-pen use and will dispense Epi-pen should an emergency occur. Uni Primary does not ban any allergen except nuts, due to the difficulty of containing other allergens and the frequency these allergens are a part of other children's diets. We have worked with and are advised by Carle Hospital allergist specialists on this decision.

Illness/Wellness Policy: See COVID-19 aspects for wellness in the school plan on-line for details

Children must be well and COVID-19 symptom free to attend school.

COVID-19 symptoms are:

- cough
- fever
- shortness of breath or difficulty breathing
- chills
- fatigue
- muscle and body aches
- headache
- sore throat
- new loss of taste or smell
- congestion or runny nose
- nausea, vomiting, or diarrhea

We will send your child home if they are experiencing symptoms and/or have a fever of 100.4 degrees or above as measured on our school thermometer. Parents should report confirmed COVID-19 case or other contagious diseases (e.g., chicken pox, strep throat, pink eye, fifth's disease, or head lice) to the school office immediately so that a notice can be sent

home to students in the same class cohort as an alert. A child's name is not shared in this alert but may be shared by public health or the family for COVID-19 contact tracing. See the back to school plan for current and updates to when to stay home from school. A big change is for fever: 72 hours without fever reducing medication. Children who are ill but feeling well enough to attend school remotely, may join remotely by emailing their teacher and Christine by 2:00 PM the day prior.

We may conduct head checks if lice are reported in a classroom—this involves a staff member looking for lice or nits on a child's head.

Medications

Uni Primary does not employ a school nurse. Please talk with your physician about scheduling prescription medication to avoid school hours whenever possible. If this is not possible, you will need to fill out a SCHOOL MEDICATION AUTHORIZATION FORM (obtained from the school office) and have your physician sign and provide legible details on the form regarding that medication. You will need to provide a form for each medication to be given—this includes self-administered Epi-pens and diabetes medication.

All medication must be in an original container, labeled by a pharmacy. The label must show the name of the child, the dosage, the schedule of administration, what the prescription contains, the date of purchase, and the doctor's name. Without these components, medication may not be kept at the school. All prescription medicine to be administered by school staff should be taken to the school office at the beginning of each school day by an adult; under special circumstances, the office or classroom may hold a child's prescribed medication.

For self-carry/self-administration of asthma medication, we will need in your child's file:

1. A signed parent/guardian permission notification (i.e., the SCHOOL MEDICATION AUTHORIZATION FORM), and
2. A copy of the prescription.

For self-carry/self-administration of diabetes medication, we will need in your child's file:

1. A signed parent/guardian permission notification (i.e., the SCHOOL MEDICATION AUTHORIZATION FORM), and
2. A signed physician diabetes care plan that also carries a parent signature.

Parents/guardians may opt to come to school and give their child prescribed medication rather than completing the doctor signed and prescribed authorization form. There will be a trained “delegated care aide” to work with students with diabetes; however, safety is a first priority for your child and for other children. Therefore, if staff do not feel qualified/properly trained to supervise a specific child’s self-administered medication, we will talk with a family member to support us in training.

Physician, family, and a designated school care aide (typically the principal or classroom teacher) will create a care plan for diabetes medication and management during the school day including monitoring blood glucose, insulin, and carbohydrates.

Staff members and are not allowed to administer over-the-counter medications “as needed.” Children are not allowed to administer over-the-counter medications “as needed.”

Emergency Forms

It is imperative that you provide us with a completed **INFORMATION and EMERGENCY MEDICAL RELEASE FORM on or before the first day of school**. We must know how to contact you or others in case of an emergency. We have called 911 before! The information form also authorizes others to pick up your child from school. Please add to the authorized list of names throughout the year as your child makes new friends. The Emergency Medical Release portion of the form authorizes emergency treatment at your preferred hospital if you cannot be reached. **PLEASE UPDATE THIS INFORMATION IF YOU MOVE OR CHANGE WORK/CELL NUMBERS.**

It is expected that children who become ill at school be picked up in 30 minutes or less from the time their adult is called. Please arrange for this contingency—you may have to designate adult friends!

Health Forms

Health forms must be updated and on file on or before the first day of school. Health forms that reflect a physical less than a year old are required the first year of: preschool and kindergarten. All students must have a health form on file. Kindergarten students must have their vision exam completed by “a physician licensed to practice medicine in all its branches or a licensed optometrist”. Dental exams are required for kindergarten and second grade students. Please submit the appropriate state form for these exams to the school office. In addition to the above, hearing screenings are mandated by the State of Illinois for all students in grades preschool – 5th grade and vision exams are mandated for preschool students. These screenings will be done at the school by a state licensed screener from the Champaign-Urbana Public Health Department. You will be informed if your child does not pass one of these screenings.

Birth Certificates

Prior to the start of school, or at least within 30 days from the start of school, each parent/guardian must submit a certified copy of the child’s birth certificate.

Accident Reports

Safety is paramount to learning, and despite watchfulness, unanticipated accidents happen at school. The Uni Primary staff member present at the time of an accident will complete an Accident Report and contact (or have another staff member contact) a parent/guardian within 20 minutes on all known student accidents where:

- the injury is above the shoulders--to the head, face, or neck
- the teacher is suspicious of a broken bone (swelling, discoloration of skin) and the child’s adult should pick up
- bodily fluids are involved, such as spitting or biting
- a teacher is unsure about the extent of an injury
- a child hits or kicks another person/is hit or kicked by another child

A teacher is not asked to complete an accident form or contact a parent/guardian for typical scrapes, scratches, and bumps (unless above the neck). Please communicate with your child’s teacher if you have questions about a specific situation; some accidents remain unknown to us until a child reports at home.

Occasional toileting accidents occur. Children will change their clothes and soiled clothes will be bagged up and sent home for washing. Please return an

extra set of clothes the following day! There is no form completed for a toileting accident.

Concussions and Head Injuries

Any student or adult who exhibits signs, symptoms, or behaviors consistent with a concussion (such as loss of consciousness, headache, dizziness, confusion, or balance problems) shall be immediately removed from the activity and a parent/guardian contacted. The student may not return to play or PE until cleared by a physician licensed to practice medicine in all its branches or a certified athletic trainer working in conjunction with a physician licensed to practice medicine in all its branches.

Emergency Procedures

WEATHER EMERGENCY: If there is a weather emergency (tornado warning, snow storm, or severe storm warning) at the time of dismissal, teachers will remain with their students until parents are able to arrive and take their children home or until it is safe to leave. Students will be secure in an inside hallway on the lower level for monthly tornado drill procedures the first Tuesday of the month in a duck and cover position or in the event of a tornado warning. [We will practice with social distance in mind. In the case of an actual tornado warning, we will first prioritize the weather emergency, then prioritize social distance.](#)

EARTH QUAKE: If the ground is shaking, we will Drop, Cover, and Hold On! Students occasionally practice for an earthquake by dropping to the ground, taking cover by getting under a sturdy desk or table, and holding on to it until the shaking stops.

FIRE: Children practice fire drill procedures throughout the school year. There are exits from the hall and to the outdoors from all classrooms.

LOCK DOWN: If teachers see suspicious strangers on/near school grounds or in the building, or if they feel or are threatened in any way by such a person or persons, they will take students to a designated place of safety and call 911. A lockdown on the University campus will follow campus protocol and students will be taken to a predetermined designated place of safety. The specifics for this procedure are not openly shared in this handbook or during parent meetings, but the staff has specific procedures and will practice a police supervised lock down with children once a year. Families will be

alerted to this practice date; all children attending school that day will be required to participate. The lock down is gentle and matter of fact; not harsh and intimidating.

BUS: Children practice bus safety and evacuation procedures led by the Mass Transit District staff.

Annual Asbestos Notification Letter

Dear Faculty, Parent and Staff,

University Primary School at University of Illinois at Urbana-Champaign (U of I) continues with its goal to maintain a safe educational and working environment. As part of this, University Primary School makes every effort to comply with the Asbestos Hazards Emergency Response Act (AHERA) rules, which were promulgated by the US Environmental Protection Agency (EPA). Per these rules University Primary School periodically inspects its school building and performs repairs as needed; maintains updated Asbestos Management Plans in the school office; and, annually notifies the parents, faculty and staff of the availability of these Management Plans.

The Asbestos Management Plans for University Primary School is available through the school business office and the Facilities and Services Division of Safety and Compliance. You may request to review these plans during regular business hours.

If there are any specific questions regarding the asbestos management in any of University Primary School, please contact Jeremy Neighbors, Assistant Director of Safety and Compliance at the U of I Division of Safety and Compliance, (217) 265-9828.

Sincerely,



Dr. Ali Lewis
University Primary School
Director
Asbestos Designated Person

JDN/jdn

Ineffective Behaviors and Anti-Bullying

The University Primary School community is committed to making our school a safe and caring environment for all people. We will treat each other with peace and kindness and find traits within our classmates that we appreciate. Our teachers model positive support from teacher to pupil and we recognize each other's abilities rather than inabilities. We address ineffective behaviors and bullying behavior or incidents individually and with small groups of involved students (and often families).

Bullying can be defined as behavior that disrespects another person's right to safety, kindness, play, or learning to the point where it interferes with the person's ability to effectively participate in the community. Children are instructed to report and involve an adult if unsafe behaviors or situations arise around physical or emotional well-being. Teachers and students work on an agreement to address situations, and communication with parents and the director is often involved.

The teacher or director will call a parent/guardian during an incident of unsafety and/or if incidents continue. To the greatest extent possible, mutual decision making around programming and support will occur between the school and family (and child). If a mutual agreement for positive support cannot be reached, a family will be asked to pursue an alternative school placement at the discretion of the director of the school.

For all reports or complaints alleging Title IX Sexual Harassment (see [University Sexual Misconduct Policy](#) for definitions), the [Procedures for Addressing Title IX Sexual Harassment Complaints](#) will be used to process the report or complaint. Processing a report or complaint under the [Procedures for Addressing Title IX Sexual Harassment Complaints](#) does not mean that the University Primary School will not process some or all allegations of a report or complaint as described above, to the extent allowed by Title IX and other laws. For all other reports or complaints of sexual harassment other than Title IX Sexual Harassment, above process for addressing ineffective behaviors and bullying behaviors will be used. Please note that the range of discipline for Title IX Sexual Harassment for our students extends from conversations with the child's family to make a plan for safety and understanding, to dismissing the child, following appropriate parental notification and involvement as referenced above.

Cell Phones & Tablet Policy for Children

Pending a specific child or family need, communicated and agreed upon by the family, teacher, and director of University Primary School, *children may not carry or bring cell phones or personal tablets to or from school*. We can make a phone call home an option should a child feel unwell or have a concern to share with their grown up.

Financial Assistance

There is a limited set of funds available each year for applicants seeking financial assistance for our program. Interested families should complete a Tuition and Fee Waiver Form during the application process or when renewing a contract. If you are interested in *providing* financial assistance funds, please see the paragraph below on giving!

Fundraising and Giving

There are intermittent fundraisers for Uni Primary depending on the Parent Staff Alliance's group's desires; however, students occasionally participate in community service projects such as Eastern Illinois Food Bank Food for Families or monetary collections for community causes.

If your family or extended family would like to make a monetary contribution to University Primary School for scholarships, special materials, and staff development, please connect to the College of Education Website and click on "Make a Gift" under the alumni/giving tab and then under "other" specify University Primary School.

Tuition & Materials Fees

Parents will be billed tuition monthly by the University of Illinois. After the due date specified on the bill a finance charge will be automatically assessed at the rate of 18% per year or 1.5% per month for an effective rate of 19.56% for late payments. Families who relocate mid-year should let the director know plans or pending plans as soon as possible so families on the waiting list can be contacted. **Removing your child from Uni Primary mid-year means, you will be billed: 1) child(ren)'s last month of attendance, 2) the remaining semesters' tuition, 3) the May deposit will not be returned.** Material fees must be paid each semester as specified in the financial contract. See your family's specific contract for tuition and fee requirements for enrollment.

Celebrations: Birthdays, Traditions

We celebrate our diverse classroom communities by encouraging children to share family traditions with the class. *Please speak to the classroom teachers about the celebrations or traditions that you would like to share—all are welcome [virtually this year](#).* Traditions may be cultural, holiday, religious, or a special family tradition, even tradition in the form of a routine

can be a part of family culture to share! Contact your teacher about sharing traditions with the class.

We enjoy celebrating birthdays by asking families to share a special activity with all of the other students instead of a food treat. This may include [virtually coming to school and](#) reading your child's favorite book, playing a special game that your family enjoys, or doing a special activity (craft or song). Some families donate a book or wish list item to the classroom in honor of their child's birthday. If your child is planning a birthday party and inviting some but not all children in the class, you may not distribute the invitations using email or US mail.

Non-Discrimination, Human Rights, & Love for Families

At University Primary School we welcome and love each of our families. We believe in human rights for all, and we advocate for the special protection and rights of children and families to the best of our abilities. We are beautified by each of you!

As the University's College of Education Lab School we remain deeply committed and also adopt our University's non-discrimination statement which says, "...we will not engage in discrimination or harassment against any person because of race, color, religion, sex, national origin, ancestry, age, order of protection status, genetic information, marital status, disability, sexual orientation including gender identity, unfavorable discharge from the military or status as a protected veteran and will comply with all federal and state non-discrimination, equal opportunity and affirmative action laws, orders, and regulations. This nondiscrimination policy applies to admissions, employment, access to and treatment in the University programs and activities."

Specifically, University Primary shall comply with applicable federal and State laws prohibiting discrimination, including, but not limited to, Title IX of the Education Amendments of 1972 (20 USC 1681 et seq.), the Individuals with Disabilities Education Improvement Act (20 USC 1400 et seq.), the Age Discrimination in Employment Act of 1967 (29 USC 621 et seq.), Titles VI and VII of the Civil Rights Act of 1964 (42 USC 2000d et seq., 2000e et seq.), the Americans With Disabilities Act of 1990 (42 USC 12101 et seq.), the Illinois School Code [105 ILCS 5], and

relevant case law, including Plyler v. Doe for immigrant families, 457 U.S. 202, 102 S.Ct. 2382 (1982).

Families experiencing or concerned about issues of discrimination are encouraged to consider and follow the procedures as outlined in "communication with families," taking a matter of discrimination directly to the head teacher, then school director, and if needed, further with the Assistant Dean of Academic Affairs and the Dean of Education at the College of Education. Families may choose to directly address a matter of discrimination directly with any of these parties, in any order, at their discretion, as they feel most safe and appropriate. Individuals who believe that a University of Illinois at Urbana-Champaign employee has subjected them to discrimination or harassment in violation of this policy should contact the Office for Access and Equity at accessandequity@illinois.edu or (217) 333-0885.

Please click the link to see the [University of Illinois System Statement on Sex Discrimination, Sexual Harassment and Other Sexual Misconduct](#).

No student, parent/guardian, employee, or other member of the school community will be subjected to retaliation as prohibited by law.

Any person who believes any student, employee, or third party or the school generally has engaged in conduct prohibited by Title IX or the University Sexual Misconduct Policy should report the conduct to the [Title IX Coordinator](#). Danielle Morrison serves as the University's Title IX Coordinator and can be contacted in person or by mail at the Title IX Office, 616 E. Green Street, Suite 214, Champaign, IL 61820; by phone at (844) 616-7978; or by email at titleixcoordinator@illinois.edu. The Title IX Coordinator can also assist with [supportive measures and remedies](#). Students may also report such conduct to any school employee, including any teacher, counselor, or school administrator. Reports may also be made online using the [University Reporting Form](#). The University prefers that all reports and complaints are in writing; however, verbal information will be accepted and processed.

Inquiries about any of the above laws may also be directed to one or more of the following agencies:

U.S. Department of Education

Office for Civil Rights (OCR)
Chicago Office
JCK Federal Building
230 S. Dearborn Street, 37th Floor
Chicago, IL 60604
Telephone: (312) 730-1560
Facsimile: (312) 730-1576
Email: OCR.Chicago@ed.gov

U.S. Equal Employment Opportunity Commission (EEOC)
Chicago District Office
JCK Federal Building
Chicago, IL 60604
Telephone: (312) 872-9744
Facsimile: 312-588-1260
Info@EEOC.org

Illinois Department of Human Rights (IDHR)
Springfield Office
535 West Jefferson
1st Floor
Intake Unit
Springfield, IL 62702
Telephone: (217) 785-5100
Facsimile: (217) 785-5106
Email: IDHR.webmail@Illinois.gov

Conferences & School Records

Parent/Teacher conferences **will be** held **virtually** in the fall and spring. During conferences, families are shown samples of their child's work from their portfolio and the teacher/family discusses a child's progress. **Older children are often included in helping to lead conferences. Remote learners will have portfolio samples collected virtually.** Uni Primary uses a growth model for assessment, evident through photo, video, student work, math and reading assessments, and anecdotal notes. Families should receive an end of semester summary report in the fall and a transition report in the spring, which serve as a record of growth from the semester/year. *If you have concerns about your child, at any time, please contact your child's teacher*

to arrange an appointment. Most concerns are handled best when addressed early.

Families transferring from or transferring to Uni Primary will work with our school and the transfer school to transfer student records in a timely way. Certified copies of transfer students' records shall be requested within 14 days of enrollment, if not prior to enrollment, at Uni Primary. Uni Primary shall send unofficial records of transferring students to other schools within or before 10 days of the other school's request. Student files are kept for five years after a child's last enrollment year, at which time files are disposed of in a confidential manner.

In accordance with The Missing Children Records Act, Uni Primary shall flag a reported missing child's record for compliance with the Illinois State Police, should the police request the record. The record shall be flagged by manner of the school office specialist and communicated to the school director.

Communication with Families

At University Primary School, we have many informal and formal means of communicating with parents. Newsletters and emails are sent home via email or hardcopy in each classroom. When questions or concerns arise, every attempt is made to address them in a timely manner. Families [attending school in person](#) may have brief daily contacts with their child's teachers at drop off/pick up times; however, this is not a productive time to have a discussion of length. Families who have a concern that cannot be addressed through informal means of communication should make an appointment with the head teacher/teaching team. If the issue is not resolved, the head teacher and/or the family may request a meeting with the director. If the issue is still not resolved, concerns may be taken to the Assistant Dean at the College of Education. After these steps, issues that are still not resolved may be taken to the Dean of the College of Education. Issues may range from a developmental concern to a concern of safety and wellbeing.

Family Participation and Volunteer Opportunities

We LOVE to have parent/guardian volunteers at University Primary School [however this year all volunteering will be virtual or through work remotely](#). Early in the school year you will be asked to complete a survey to identify when and where you would like to help. Please let your child's teacher know

about activities, hobbies, traditions or other areas where you can share or enhance the program. Teachers will schedule and coordinate volunteer times.

Pet Policy

Classrooms may have pets as a way for children to learn about animal habitats and caring for animals. The pets add a great deal to the nurturing environment of the classroom and make many children feel more “at home.” Teachers take care to consider student allergies before taking in a pet, and are conscious about the safety of pets in the classroom.

For the safety of children, please refrain from bringing pets out of your vehicle when picking up your child. This is often a hectic time for the children and the teachers. Pets are not always predictable!

Field Trips

The inquiry project work in our curriculum involves students doing their own field work, therefore field trips will be a part of each classroom curriculum. [This year field trips will be virtual in nature, but we are leaving the information that follows as a matter of interest to those who would like to note a more typical procedure.](#)

Teachers will send a permission home for trips and provide a week’s notice of a field trip when possible. We ask your permission for a standing waiver form indicating your child(ren) may/may not use MTD campus and city buses with teacher chaperones. In addition to MTD, we depend on families to help transport students; **please arrange your schedule to transport children on at least one field trip each year!**

Drivers need to complete an Insurance Information form with the school office before transporting children. It is difficult for teachers to make last minute arrangements, so when you volunteer to drive, please understand the importance of that commitment. Children under 80 lbs. must be placed in the back seat in a car seat/booster. Families need to provide a car seat for field trips, marked with a child’s name.

Our Handbook

A reminder that this Handbook is an evolving document, as informed by the school community, Campus, the State of Illinois, and the Nation. This year more than any other year in the school's past, the need to check school emails and any alerts to the procedures and changes related to COVID 19 will be posted on the school website. The inclusion of the next part of the handbook was written specific to this year, and could be modified for future unique circumstances.

Statement of Shared Responsibility and Acknowledgement of Unique Circumstances

We are living in unique and uncertain times. None of us can know what the future holds for sure, but at University Primary School we will work together as a community to make this school year as meaningful, engaging, and inclusive of all learning experiences as possible.

University Primary School's Back to School Plan for the 2020-21 AY is approved by the Champaign Urbana Public Health District and informed the Illinois State Board of Education, Illinois Public Health and by Phase 4 allowances under the Restore Illinois plan issued by the Illinois Governor's office. University Primary School's Back to School plan offers at-school, remote, or blended learning family choice options, if permissible and consistent with prevailing health and other guidance. Circumstances may require University Primary School to provide all school services remotely.

Please understand that:

- University Primary School holds the health, safety and welfare of every member of its community as important.
- Having said that, none of us can guarantee what shape COVID-19 will take, and none of us –including University Primary School – can guarantee a COVID-19-free environment. This is simply not feasible, and it would be disingenuous to suggest otherwise.
- Taking steps to minimize the risk of COVID-19 infections (or any other spread of disease) at University Primary School is a shared responsibility. Every member of our community – including children, families, staff, interns/student teachers –must do their part. This means adhering to national, state, and local health guidelines and requirements, and adhering to those measures University Primary School deems safe and appropriate. Specific details will be provided as circumstances dictate, but adherences may

include such things as: temperature checks, social distancing, wearing masks or other facial coverings, testing, using other PPE, not reporting to school or work if sick, and isolating and quarantining when required.

On behalf of your child, you agree to do all of this not just for yourselves, but for the safety of others, and because this is consistent with the spirit of University Primary School.

- In complete transparency, then, you understand that if you return to the physical school building of University Primary School, there is a risk your child may contract COVID-19. We certainly do not wish this on anyone, and we are taking all recommended steps to mitigate this risk, but we cannot categorically guarantee this will not happen. By coming into school, you understand that this is possible. We want to be transparent with everyone.
- Finally, regardless of the learning environment for 2020/21, the tuition and fees will be the same. The tuition and fees you provide are in exchange for learning that will be provided whether at-school, remote, or blended.

University Primary School Handbook Signature of Acknowledgement

This statement below will be provided in hard copy and electronically for your consideration and signature. You may return the signature of acknowledgement in hard copy or electronically scan the document and send to Christine.

As the parent/guardian of a child or of children at University Primary School, it is important to us that you acknowledge you have both received and reviewed the University Primary School Family Handbook, via electronic form. Given the wide range of topics pertinent to your child(ren)'s school experience, the Family Handbook is the key document by which our school communicates policies, procedures, structure, and guidance for children and their families.

Your signature below serves as acknowledgement that you have both received and reviewed the University Primary School Family Handbook for the 2020-2021 school year.

Parent/Guardian Signature: _____

Date: _____

Name of child(ren) attending University Primary School 2020-21:
