

# University Primary School

## Handbook for Families 2022-2023



## Welcome

The staff and families of University Primary School compile this evolving *Handbook for Families* to share policies and procedures at Uni Primary. Policies are informed by the Illinois State Board of Education and University of Illinois Urbana-Champaign, as well as best practices. Please read and keep this handbook as a reference. Please talk with the school director and teachers, should you have questions to clarify or suggestions for added information to be shared in a future revision. **You will be asked to sign a form to acknowledge that you have received and reviewed this handbook.**

## Contact Information

### Director:

Dr. Alisha (Ali) Lewis [alilewis@illinois.edu](mailto:alilewis@illinois.edu)  
Room 97 Children's Research Center 217-333-3996

### School Office Specialist:

Christine Wyant [cwyant@illinois.edu](mailto:cwyant@illinois.edu)  
Room 95 Children's Research Center 217-333-3996

**Emergency Classroom Number:** 217-244-2940

**Head Classroom Teachers:**

Natalie Roberts (preschool) [nrrobert@illinois.edu](mailto:nrrobert@illinois.edu)  
Ann Clare (K-1<sup>st</sup>) [annclare@illinois.edu](mailto:annclare@illinois.edu)  
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**Preschool-5<sup>th</sup> After School Director**

Kelsey Langley [klangley@illinois.edu](mailto:klangley@illinois.edu)

**University Primary Web Address**

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

**University Primary Facebook**

Public Page:

[www.facebook.com/universityprimarieschool](http://www.facebook.com/universityprimarieschool)

Private page:

[www.facebook.com/groups/universityprimarieschoolfamilies](http://www.facebook.com/groups/universityprimarieschoolfamilies)

**Parent Teacher Alliance**

Slack Site:

[https://upspta.slack.com/join/shared\\_invite/zt-w19rl0qa-94HHzeWEnTCP6FLqKdpQQ#/shared-invite/email](https://upspta.slack.com/join/shared_invite/zt-w19rl0qa-94HHzeWEnTCP6FLqKdpQQ#/shared-invite/email)

Zoom Link for first Tuesday of the month PTA meetings September-May:

<https://illinois.zoom.us/j/81897254905?pwd=Skc5UTFJQjRUZ1BZY0JVeEhHdmhjdz09>

Meeting ID: 818 9725 4905 Password: 696047

**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 strengthen 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.

## **Uni Primary Philosophy**

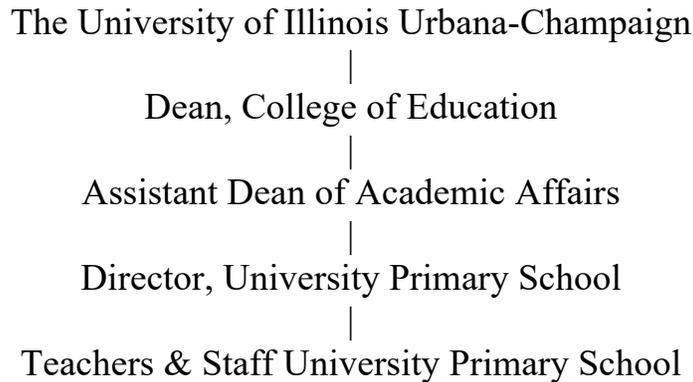
The philosophy of Uni Primary is that young children are best served by teaching and curriculum practices that strengthen and support their intellectual growth and development, initiate them into basic skills aligned with Illinois State Learning Standards, challenge them to increase their proficiency 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 and in small groups most of the time, with teachers often taking the role of guides and 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. Classrooms are inclusive of children with differing abilities to the greatest extent possible; 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-funded 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 is an open group of staff and families who meet to consider policy decisions having an impact on school-family-community relationships, community building events led by PTA, communication and fundraising, and other school needs. Though the alliance 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 adult leaders from our school families 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 September-May between 6:00-7:00 PM on zoom.

<https://illinois.zoom.us/j/81897254905?pwd=Skc5UTFjQjRUZ1BZY0JVeEhHdmhjdz09>

Meeting ID: 818 9725 4905 Password: 696047

## **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 including

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, theory making, field experiences, imagination, representation, social justice, and metacognition.

## **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 and initiate choices 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 literacy approach in which many children learn to read by reading and to write by writing. Some children need general phonemic practice for mastery, and other children may have a learning difficulty or difference in their acquisition of literacy skills. Importance is placed on the "making sense" process (from interpreting 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 skills and concepts are developed throughout project work and explored during Studio time and as subject matter outside of project work in older grades. Inquiry is emphasized in both academic disciplines. 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. Typically, students venture on field studies in the community and especially on campus (using the MTD bus as often as possible). Walking field trips in natural spaces surround the school. Attention to pro-justice conversation, taking social action, and truth and reconciliation are important aspects of social studies and science. Non-fiction and fictional literature is meaningfully shared with students as one way to share perspectives and stories.

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. 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 in the snow when temperatures/conditions are safe. 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. “The Field” is a much-loved outdoor space, typically used by K-5<sup>th</sup> graders and Adventure Play After School. Families

should consider daily tick-checks during fall, spring, and summer months when children play in the field.

## **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. Families are responsible for reading emails for any health alerts regarding COVID-19 or otherwise.

## **Daily Attendance/Absences**

Children are to attend school daily, following the Uni Primary academic calendar.

Absences, late arrivals, and early dismissal for appointments, must be reported to the school office specialist: 217-333-3996 or by email: [cwyant@illinois.edu](mailto:cwyant@illinois.edu) as well as the head teacher. Late arrival/early dismissal for appointments requires a child's adult to walk them to the school door, supervising them until transferred to Uni Primary staff.

## **General 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 handicapped or motorcycle designated spaces only with appropriate licensure. 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.

Bike racks are on the southeast side of the school. Securing bicycles with a lock is highly recommended.

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 unable to rescind a ticket if you park longer than 30 minutes or in a non-designated spot.

*ALL FAMILIES: Refrain from parking on the west side parking lot for school related activities including drop off/pick up. We do not want pedestrian traffic on the west circle drive area.*

## **K-5th arrival 8:20-8:40 AM/dismissal is staggered**

### **K-5<sup>th</sup> Families Stay in your Vehicle on the West Circle Drive**

Families of K-5th graders should drop off/pick up children using the west circle drive unless taking the bus, walking, or biking. Families, please work on your child unbuckling themselves once they are ready to exit, rather than you getting out of your vehicle. This will help keep traffic flowing. If you have K-5<sup>th</sup> and preschool children you may drop off at the playground, following the preschool drop off procedure in the next section. Or you may use the circle drive for your older child(ren), and playground for your preschool child(ren).

*For K-5 dismissal, form a car line along the right side of the west driveway and into the parking lot (rather than blocking traffic on Gerty Drive), “hug” the inner side of the flagpole island with the lead car driving all the way up to the sign that says: Lead Car stop here. On the entry drive, **leave a space for the MTD bus to pass across.** This traffic pattern is in consideration of our Water Survey neighbors and staff may allow you to pass another car by waving you around (do not pass unless staff allows). New families, this will take you a couple of days to get used to, and we will help you!*

K-5 dismissal is staggered by grade level: 4/5<sup>th</sup> 2:55, 2/3<sup>rd</sup> 2:58, and K/1<sup>st</sup> 3:00. K-5<sup>th</sup> families with siblings should come to the youngest sibling dismissal time. K-1 families please do not arrive early, stay in the back section of the line with your hazard lights on until you see the K-1 class. 2nd-5<sup>th</sup> families, please pass ahead of the K-1 families using hazards lights. K-5<sup>th</sup> children who dismiss to after school will be supervised by their teacher until joining after school.

## **Preschool Arrival 8:20-8:40 am/Dismissal 12:00 pm (Preschool extended care dismissal at 3:00 pm)**

Preschool arrival families, please accompany children to the playground (or preschool classroom door during inclement weather). Preschool dismissal is along the black playground fence. Do not let your child(ren) see you if you arrive early or stay late, as it can disrupt their sense of security *and* the sense of security of the other children in the class (ie. Where is my parent? My parent left, but now I see them again.) 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 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 of children and teachers difficult. Even one child’s family running late makes this routine stressful for children and staff—you must organize your schedule to be on time. Preschool Families will be charged a portion of the extended preschool fee if lateness is an issue.

## **Preschool-5<sup>th</sup> Grade Late Arrival After 8:40**

### **AM/Picking Up before Designated Dismissal Time**

Families arriving/dismissing at times other than the designated school times should park on the east side of the Children’s Research Center in the designated visitor parking spots and accompany child(ren) to or from the main school door along the playground ramp. There, families should await a staff member.

## **Inclement Weather at School**

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

## **Extended Care Preschool/Afterschool**

Sign up for optional extended care preschool (12:00-3:00 pm) and Adventure Play Afterschool (3:00-5:30 pm) is handled through the school office. Email Christine with questions. Teachers/Playworkers in these programs thoroughly enjoy this time with children and both groups have a lot of fun!

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

For all children attending after school, they must pack a hearty, nut-free, additional snack to their school day snack/lunch! It helps to designate this snack in a way your child can recognize it (so they don't eat it during the school day).

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.

## **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. Children can be responsible for washing out water bottles and lunch boxes at home and help with repacking.

## **Carpools**

When your child is enrolled, you may sign a "permission to list" 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. Returning families, please consider how you can reach out to new families!

## **First Day and Weeks of School: Preschool**

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 children a defined transition from your care to teachers' care and eventually, classmates. When you linger nearby or watch your child 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 children as this is 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.

## **School Supplies/Toys**

PreK-1<sup>st</sup> grade children use school provided tote bags for hauling items, and 2<sup>nd</sup>-5<sup>th</sup> should bring their own backpacks (no wheels) to school.

Keep all toys at home except when given permission by teachers. This includes trading cards, toy jewelry, stuffed animals, etc. 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. You are asked to provide a lawn chair or an appropriate size, indoor shoes, an extra set of clothes PreK-5<sup>th</sup>, and a family photo. Label items with your child's name.

## **Clothing/Statement on Clothing and Hair & Inside**

### **Shoes**

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

younger sibling. *For reusable facemasks, label masks on the inside so your child knows which way faces their mouth.*

**Please send children in clothes that are able to receive paint spills, stains, mud, grass, etc.** We discourage *younger children* from wearing removable 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 in our section of campus. For snowy days, children need water resistant snow pants, boots, hats, gloves/mittens, and a winter coat to participate in snow play. Cloth gloves do not dry for same day use; please provide a water resistant glove type. Label everything!

Please keep a labeled **seasonal** set of extra clothes for your child at school for emergencies PreK-3rd. 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).

University Primary School will not and does not prohibit hairstyles historically associated with race, ethnicity, or hair texture, including, but not limited to, protective hairstyles such as braids, locks, and twists. Clothing is an expression of self, and therefore clothing of all genders is welcome to be worn by all genders of children and adults.

Clothing with indigenous mascot imagery, clothing that displays hate imagery (see Antidefamation League <https://www.adl.org/>), or clothing that displays hate speech is not allowed. Cos-play and costumes are discouraged with the exception of special events and spirit days.

**All children should bring a pair of inside shoes to be kept and worn inside at school.** This keeps the room much cleaner throughout the day. Please purchase inside shoes that are easy for your children to slip on and off—cros, 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 they need to wear indoors or outdoors, please let your classroom teachers know.

## **Homework**

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-3<sup>rd</sup> (see below for 2/3<sup>rd</sup> year-long assignment). Homework is assigned in the 4/5<sup>th</sup> grade classroom, typically math-reading-writing. Some homework assignments in younger classrooms that occasionally occur include: project surveys, literacy logs, books, or journaling. **Children in 2/3<sup>rd</sup> 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 much as possible prior to 4<sup>th</sup> grade.** Children K-3<sup>rd</sup> grade should be reading nightly for at least 20 minutes (can be with a grown up) as much as possible. 20 minutes is only 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

Lunch is a favorite time of day, and we love all of the different foods children bring from their family cultures! Children in K-5 or in Preschool extended care should bring a hearty nut-free 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

Please pack a hearty, nut-free snack and daily water bottle—wash all snack bags and bottles nightly. Some cooking activities take place in classrooms, and we welcome volunteers for cooking!

## **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:**

*At this time, children must show evidence of a negative COVID-19 test if covid symptoms occur. COVID-19 symptoms are:*

- cough
- fever or chills
- shortness of breath or difficulty breathing
- fatigue
- muscle or body aches
- headache
- sore throat
- new loss of taste or smell
- congestion or runny nose
- nausea or 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 person's name is not shared in this alert but may be shared with public health or the family for COVID-19 contact tracing.

Children must be 24-hours without fever reducing medication and have a negative covid test before coming back to school.

We may conduct head checks if lice are reported in a classroom—this involves a staff member checking for lice or nits on a child's head and reporting to the family if lice or nits are found.

## **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. A child's grown up may administer medication to them at school; use the main door to alert staff of your arrival. 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.

In accordance with Illinois State Board of Education student medical rights, University Primary School and school personnel incur no liability for injuries occurring when administering asthma medication, and epinephrine auto-injector, or an opioid antagonist. Parents/guardians signature acknowledge this protection on the handbook review form.

For self-carry/self-administration of asthma medication, we will need the following 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 epinephrine injectors, we will need the following 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.

For self-carry/self-administration of seizure 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 seizure care plan that also carries a parent signature.

For administration of a medical cannabis infused product to a student who is a registered, qualifying patient:

1. A parent/guardian or other designated care giver may administer the product subject to the restrictions outlined in school code 105 ILCS 5/22-33.

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.” The school does not allow the administration of: undesignated epinephrine injectors, undesignated opioid antagonists, undesignated asthma inhalers, undesignated glucagon. University Primary agrees to comply with any other State or federal law or regulatory requirement, informed by Illinois School Code.

## **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.**

With covid precautions, 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 – 5<sup>th</sup> 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 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.*

Toileting accidents occur and do not require an accident form. 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!

## **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.

**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 staff see suspicious persons on school grounds or in the building, and 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 in our building. 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; it is 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/Guardian, and Staff,*

*University Primary School (UPS) 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 Plan for University Primary School is available through the school business office and the Facilities and Services (F&S) 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 the University Primary School, please contact Jeremy Neighbors, Associate Director of Safety and Compliance at the F&S Division of Safety and Compliance, (217) 265-9828.*

*Sincerely,*

*Dr. Ali Lewis*

*University Primary School Director  
Asbestos Designated Person*

## **Ineffective Behaviors and Anti-Bullying (updated 1/6/23)**

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 and one another that we appreciate. Our staff models positive support from adult to pupil and we recognize each others' abilities rather than inabilities. This handbook including this anti-bullying policy are revised and based on engagement with a range of school stakeholders, including students and families, teachers/staff, social work interns, and University of Illinois at-large.

Interventions are taken to address bullying, including, and not limited to, social work intern services, restorative measures at the classroom and school level, social-emotional skill building, and teaching children regarding reporting of unsafe behaviors/feelings to trusted adults. Though our school does not directly offer counseling and school psychological services, community-based services may be able to be recommended by staff.

Bullying, including cyberbullying is defined as 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 including cyberbullying 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 illustrative and non-exhaustive.

Bullying including is cyberbullying is contrary to State law and the policy of University Primary School.

Children are instructed and practice involving an adult when unsafe behaviors or situations arise around physical or emotional well-being. Promptly reporting bullying is part of school culture, so that issues can be addressed. Incidents of bullying must be documented using the School Accident Form and documentation includes but is not limited to, providing the school e-mail address and school telephone number for the staff person or persons responsible for receiving such reports (staff contact information is provided on the school website).

The procedure for anonymous reporting bullying is to mail a note to the director at the school address 51 Gerty Drive Champaign, IL 61821, or call and leave a message for the director 217-333-3996 which may not be fully anonymous if the phone system identifies the caller. If a student wishes to remain anonymous, their caretaker should report on their behalf to the staff and director, so situations are known and effectively addressed.

Student privacy rights including protecting identifying information are consistent with federal and state laws and rules. Once reported to a staff member, the staff member reports to the director who promptly informs parents or guardians of all students involved in the alleged incident of bullying and discusses, as appropriate, the availability of social work services, outside of school counseling, outside of school psychological services, other interventions, and restorative measures.

The school will promptly investigate and addressing reports of bullying, including the following:

1) Making all reasonable efforts to complete the investigation within ten (10) school days after the date the report of the incident of bullying was received and taking into consideration additional relevant information received during the investigation about the reported incident of bullying.

2) Involving appropriate school support personnel (possibly including University of Illinois personnel) with knowledge, experience, and training on bullying prevention, as deemed appropriate, in the investigation process. The University of Illinois will be involved should the incident be determined to be harassment, and those with expertise at the University level will investigate whether a reported act of bullying is within the permissible scope of the school's jurisdiction.

3) Notifying the director and the director notifying their reporting line at The College of Education of the report of the incident of bullying as soon as possible after the report is received.

4) Maintaining Federal and State laws and rules governing student privacy rights and providing parents/guardians of the students who are parties to the investigation information about the investigation and an opportunity to meet with the school administrator or designee to discuss the investigation, the findings of the investigation, and the actions taken to address the reported incident of bullying.

Staff and students work on an agreement to address situations, and communication with parents and the director is involved. We address ineffective behaviors or incidents individually and with small groups of involved students (and often families). We involve all known parties should an incident of bullying occur.

A parent/caretaker meeting will be called by the teacher or director if an incident of bullying occurs, and mutual decision making around programming and support will be put in place. If a mutual agreement for

positive and effective support cannot be reached, a family may be asked to pursue an alternative school placement at the discretion of the director.

Reprisal or retaliation is prohibited against any person who reports an act of bullying including for a person found to have falsely accused another of bullying as a means of retaliation or as a means of bullying. The consequences and remedial actions for a person who engages in reprisal or retaliation, or falsely accusing as a means of retaliation or bullying includes mutual agreement for positive and effective support on behalf of those involved. If mutual agreement cannot be reached, a family may be asked to pursue an alternative school placement at the discretion of the director.

The school will evaluate through parent-teacher conferences and/or school surveys the outcomes and effectiveness of this policy including but not limited to: 1) The frequency of victimization. 2) Student, staff, and family observations of safety at a school. 3) Identification of areas of a school where bullying occurs. 4) The types of bullying that are common or occurring. 5) Bystander intervention or participation. 6) The information developed as part of the evaluation process will be posted on the school website should information be identified to report.

The bullying policy strives to align with the University of Illinois policies regarding harassment and discrimination as appropriate to minors.

The [University of Illinois System Statement on Sex Discrimination, Sexual Harassment and Other Sexual Misconduct](#) is available on the System HR website. Please take a few minutes to review this important information. The University of Illinois System Statement reiterates that the University of Illinois prohibits and will not tolerate sex discrimination, sexual harassment and other sexual misconduct in its education programs and activities. Should you have any questions regarding the Statement or any related system or university policies and procedures, please contact the Title IX Coordinator at the number or email address included in the Statement.

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, the 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/text to a family should a child have a concern to share with their grown up.

## **Technology, Use of Internet, Social Media**

At Uni Primary, we view use of computers and iPads and all of their many uses as *tools* by which we may learn. We understand use of screen is to be limited with young children, both at school and at home, and we generally do not have screen use except for whole-class instruction in Preschool-1<sup>st</sup> grades. Children in 2-5<sup>th</sup> grades use tablets for: reading books on-line, math practice, monitored research using the internet, and as a tool for writing/editing (paper/pencil are also used), basic programming, and digital arts.

Though we highly discourage any child from having a social media account, we understand that some families allow for such accounts. Children are not allowed to use social media or access social media accounts at school, post to such accounts regarding school matters, and are not allowed to use photos of school/school events on such accounts. If it is reported or discovered that social media is used in a respectful, or disrespectful, or damaging way by a current student at school, the school will hold a meeting with the student and their grown-up(s) to rectify the situation.

Families should also use great discretion if posting photos of any school events on personal social media accounts; families must obtain permission

from other adults to use their image or their child's image from any school related event (examples: Fall Family Reading Night, 5<sup>th</sup> grade promotion) verses a birthday party at one's home with friends from school.

In accordance with Illinois School Code: Uni Primary School may not request or require a student to provide a password or other related account information in order for our school to gain access to a student's account or profile on a social networking website. Uni Primary School may conduct an investigation or require a student to cooperate in an investigation if there is sufficient evidence to suggest the student's social network account violates the school's disciplinary policy; and the school may require the student to share content in the course of such an investigation.

## **Financial Assistance**

There are limited 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 school-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-semester 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. 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.* 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 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](mailto: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](mailto: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](mailto: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](mailto: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](mailto:IDHR.webmail@Illinois.gov)

## **Conferences & School Records**

Parent/Teacher conferences are held 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. 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. 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. PreK families may have brief 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. 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.

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. The need to check school emails and any alerts to the procedures and changes related to COVID 19 are still relevant.

## **This Statement of Shared Responsibility and Acknowledgement of Unique Circumstances is Kept in this Handbook as we are still experiencing a COVID-19 Pandemic**

We are living in unique and uncertain times. University Primary School will work together as a community to make this school year as meaningful, engaging, and inclusive of all learners as possible.

University Primary School's COVID 19 Plan for the 2022-23 AY is informed by the Illinois State Board of Education, Illinois Public Health, Centers for Disease Control, and the University of Illinois. University Primary School will conduct in-person learning when permissible and consistent with prevailing health and other guidance.

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 directed by the school/University including: temperature and health checks, safe distancing, wearing masks, testing, using other PPE, optimizing air flow and ventilation, discouraging travel and testing when returning from travel, staying home from school or work if sick, isolating and quarantining when required, and vaccinating when possible.

On behalf of your child, you agree to comply with school/University safety protocols 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 there is a risk your child may contract COVID-19. We certainly do not wish this on anyone, and we are adhering to 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, 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 or remote.

## **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 Wyant.

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.

-----  
Dear University Primary School Family,

Your signature below serves as acknowledgement that you have both received and reviewed the University Primary School Family Handbook for

the 2022-2023 school year. Also, your signature acknowledges the protection of school and school personnel as holding no liability for injuries occurring when administering asthma medication, an epinephrine auto-injector, or an opioid antagonist in accordance with Illinois School Code.

Parent/Guardian Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Name/grade of child(ren) attending University Primary School 2022-23:

\_\_\_\_\_