

Dr. Martin Luther King, Jr.
Elementary School
Parent/Student Handbook
2024-2025



Learning and Growing Together

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This handbook is only a summary of King School policies and procedures. District and Board policies are available from the Central Office or the district website. This handbook and/or policies and procedures contained within may be amended throughout the school year without notice.

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MISSION and VISION
“Learning and Growing Together”

MISSION

Our mission at King School is to help our students develop the skills and knowledge necessary to make responsible life choices and positive contributions in a diverse society. In collaboration with home and community, we will respond to the needs of every child, ensuring that each child can and will learn.

VISION

We envision a school in which staff:

- Work together in collaborative teams
- Provide a positive atmosphere conducive to student learning
- Seek and implement effective strategies for improving student achievement on a continuing basis
- Embrace and respect cultural differences and individual learning styles

We envision a school in which students:

- Take responsibility for their learning
- Respect themselves and others

We envision a school in which families:

- Support school-wide expectations
- Ensure students arrive ready to learn
- Play an active role in the education of their children by working collaboratively and positively with staff to maximize their child’s learning

KING SCHOOL PLEDGE

I am a King Student.
I am responsible for my learning.
In honor of Martin Luther King Jr.’s life and work,
I pledge to do everything that I can
to make King School
and the world a place
where we live his dream by:
Loving, not hating;
Showing understanding, not anger;
Giving praise, not put-downs.
I promise to build peace at school, at home,
and in my community each day.

PARENT INFORMATION

SCHOOL FEES INFORMATION

Parents are responsible for paying book fees to cover textbook rental during the year. These fees are to be paid before the first day of school or on an installment basis if the parent prefers. Fees are waived for parents who are receiving aid under article IV of the Illinois Public Aid code, or who are unable to afford the fees. The fees are \$100 for each student. Fees are prorated for students arriving after the school year has begun or leaving before the school year ends.

STUDENT ATTENDANCE

School attendance hours are 8:10-3:00. Students should not arrive at school prior to 7:55 a.m. Students SHOULD NOT be waiting outside without adult supervision; morning supervision is not available until 7:55 a.m.

ARRIVAL

- Busses will unload and load on Goodwin and students will use Door #8 to enter. Parents/caregivers should park in front of the school on Fairview.
- Parents/caregivers who choose to drop off, will use Door #1. You will drop your child off at the entrance.

DISMISSAL

- Buses will load between 2:55 and 3:10 p.m. on Goodwin.
- Parents will pick up in front of the building on Fairview Ave.. When using the car lane, cars must keep the traffic flowing: please do not get out of your car. Please just pull up, pick up your child, and pull away. This is a single car lane. Do not pass cars in the car lane.

DAILY ATTENDANCE

- Parents are responsible for contacting the school office (217/384-3675) any day the student is absent. Please call between 7:30 and 8:30 a.m. if possible.
- If an extended absence is anticipated, please complete the form “Request to Classify an Absence as Excused” which is available in the school office.
- You will be contacted by the electronic *School Messenger* system regarding absences. The system will contact you via phone, text, or email regarding absences and school emergencies. **Therefore, it is critical that you update your personal contact information with our office.**
- Your child is considered tardy after the 8:15 a.m. bell. If students arrive at school after 8:10 a.m. they must enter the school via the main office entrance on Fairview Ave with a Parent. All students who are tardy will receive the Sunbutter and Jelly option for lunch.

Both Urbana School District 116 and The Regional Office of Education have compulsory attendance policies. If there are extenuating circumstances preventing your child from being on time, please schedule a time to meet the principal to discuss possible solutions.

CAUSES FOR EXCLUSION

Student illness is a common reason for student absences. Students are excluded from school for the following illnesses: fever of 100 degrees or higher, pink eye, fungal rashes, strep throat and vomiting. In many instances, students must be symptom free for 24 hours or treated by a physical before they can return. If you are unsure of whether to keep your child at home, please call our office for more information.

EXCESSIVE ABSENCES

Mental Health Absences:

What is Mental Health?

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

The Illinois State Board of Education recognizes that supporting our educators' and students' mental and emotional well-being is vitally important to achieving our agency's vision, mission, and goals.

Public Act 102-0321 (Senate Bill 1577) amends the compulsory attendance article of the School Code by allowing students to take up to five mental or behavioral health days per year. Students are not required to provide a medical note and must be given the opportunity to make up any schoolwork missed during such absences. A student may be referred to the appropriate school personnel following the second mental health day.

Excessive Absences:

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

Once a student has accumulated four absences per semester, any additional absence will be considered unexcused and handled as an unexcused absence. Excluded from this policy shall be absences that are verified by a doctor's statement. The doctor's statement must be an original copy signed by a licensed medical professional. It must include the date(s) of the student's relevant absence(s). Students exceeding five (5) unexcused absences per semester will be reported to the Regional Superintendent as chronically truant.

It is crucial for students to be in attendance. We have numerous avenues for support to help you in making attendance a priority. If your student is out for 10+ days, students will be dropped and family will need to re-enroll upon return. All interventions will be attempted when a student has received 10+ unexcused absences, however, this may result in the student being dropped for nonattendance.

Compulsory School Attendance

This policy applies to individuals who have custody or control of a child: (a) between the ages of six (on or before September 1) and 17 years (unless the child has graduated from high school), or (b) who is enrolled in any of grades kindergarten through 12 in the public school regardless of age. Subject to specific requirements in State law, the following children are not required to attend public school: (1) any child

attending a private school (including a home school) or parochial school, (2) any child who is physically or mentally unable to attend school (including a pregnant student suffering medical complications as certified by her physician), (3) any child lawfully and necessarily employed, (4) any child over 12 and under 14 years of age while in confirmation classes, (5) any child absent because of religious reasons, including to observe a religious holiday, for religious instruction, or because his or her religion forbids secular activity on a particular day(s) or time of day, and (6) any child 16 years of age or older who is employed and is enrolled in a graduation incentives program.

SCHOOL BREAKFAST AND LUNCH INFORMATION

The Quest Food Service is in charge of our breakfast and lunch programs at King. All students will be provided breakfast in their classrooms from 8:10-8:25 a.m. this school year. Lunch times are as follows:

LUNCH SCHEDULE

KG & 1st: 10:45 - 11:30

2nd & 3rd: 11:35 - 12:20

4th & 5th 12:25 - 1:10

EMERGENCY PROCEDURES & SCHOOL CLOSINGS

If it is necessary to close schools due to inclement weather, an announcement will be made over a wide variety of local radio, TV, newspapers and the School Messenger system. Schools are in session unless you hear an announcement via the media, or School Messenger system. The decision to close schools is made by the Superintendent of Schools and not by each building. Therefore, the announcement will come from the “Urbana School District”.

VISITORS

As a safety precaution, all visitors are required to sign in at our Main Office (Door #1). You may also be asked to present photo identification upon entry to the building or at any time while in King School.

DRILLS

1. *Fire Drills*

All students and staff are expected to follow the established fire drill plan posted in each room in the school. When a fire alarm has sounded, students and staff are expected to:

- evacuate the building in a quick, quiet, and respectful manner
- evacuate the building through the designated exits
- wait until the “all clear” sound is given, to respectfully re-enter the building

2. *Tornado Drills*

A tornado drill procedure has been established for the school and is posted in each room of the school. When a tornado alarm is activated, students and staff are expected to report quickly and quietly to their assigned area.

3. *Crisis Drills*

The principal will notify when Crisis drills are held.. We have developed a crisis plan at King to safeguard your child in the event of an emergency. All staff members at King are aware of procedures and the plan has been shared with their students.

In the event of a real emergency at King:

- DO NOT CALL or COME TO THE SCHOOL. Police will block the streets and phone lines need to stay open.
- REMAIN WHERE YOU ARE AND TUNE INTO WILL **580 AM**. Official radio station in case of emergencies. Announcements will be made and instructions will be given, so please do not call the radio station for information.

BUS RULES

Students should remain seated until the bus arrives and stops at its destination. Proper and safe behavior is expected on the bus, and inappropriate behavior will not be tolerated.. The bus driver has a great deal of responsibility for all students on the bus, and students should respect and follow any instructions given by the driver. Bus-riding privileges may be suspended due to misbehavior or recurring misconduct. For questions regarding bus transportation, please contact First Student's Transportation Manager at 217/344-4586.

INCLEMENT WEATHER

Due to rain or wind chill temperatures lower than 20 degrees Fahrenheit, students will stay inside during recess. Students will be outside (weather permitting) during lunch recess, class recess, PE and other outdoor class learning experiences.

POLICIES AND PROCEDURES

CLASSROOM VISITATION POLICY

At King School we value and encourage a partnership with parents and families working together to provide a successful learning environment for all King students.

We are always happy to have parents visit King. You are welcome to observe your child's classroom at any time. However, to speak with the teacher about a specific concern or question, we ask that you schedule an appointment through either the classroom teacher, the principal or via a ***Parent Teacher Contact Form***. One-day advance notice is appreciated.

In order to maintain an optimal, learning environment, if the teacher is involved in an instructional activity when you visit, you may be asked to complete a ***Parent Teacher Contact Form***. If your time is limited while here, feel free to take a form home with you. When you return the form to the office, someone will get back to you as soon as possible. Of course, while you are here, we expect you to help us model and adhere to our school-wide expectations for Being Respectful and Responsible.

When you are visiting, picking up, dropping off, or for any related appointments at King, please report directly to the school office and sign in on the visitor's log. Always be sure to wear a Visitor's Sticker while in the building, so staff realize you have already checked in at the main office. This is just a safety precaution for all. Please sign out when you leave.

HEALTH EMERGENCIES AND MEDICATION

In the event a student is seriously injured or ill, parents/guardians will be notified. If the office is unable to reach parents in a reasonable amount of time due to an emergency, the principal or school nurse will make the decision to have the student transported to the hospital emergency room listed on your "Student

Enrollment Card” filed in our office. Please see that the school has up to date information on your “Student Enrollment Card” so you can be reached quickly in the event your child becomes ill or injured while at school. In addition to a home phone number, we need a work number, a cell number (if available), and the number of a relative, neighbor or friend. It is absolutely necessary that the school be provided with an emergency number for all students.

Teachers are not allowed to administer any type of medication at school. However, when it is absolutely necessary for students to take medication at school, a “Medication Authorization Form” must be filled out by the parent, signed by the child’s doctor, and turned in to the office to be filed. The medication should be in the original prescription container and left in the office where students will come to take it at the prescribed time. Non-prescription medications must also be accompanied by a “Medication Authorization Form” and prescribed by the doctor. Students who have asthma and require inhalers must request an additional inhaler from their doctor to be kept at school and used on an as needed basis; an authorization form must be filled out and turned into the office.

PHYSICAL, DENTAL and VISION EXAM INFORMATION

A physical exam and immunizations are required to be on file for every child in the school district. Students new to King School or Urbana School District will have 30 days to comply with this requirement. All students entering kindergarten are required to have a physical examination and submit a record of immunizations prior to attending classes. **If the child does not have a physical prior to the first day of attendance they will not be allowed to attend.** A dental exam is required for all incoming Kindergarten and second graders. A licensed dentist must perform the examination and the dentist must complete a “Proof of Examination Form”. These forms are available on the district’s website or in our office.

DRESS CODE

At King School we expect students’ dress and grooming to reflect pride in themselves and our school. We generally rely on parents’ good judgment as to what students should wear. Students should wear clothing items that are safe and non-distracting in the learning environment. The following guidelines concerning dress and appearance are to be followed during school hours and school sponsored events:

- All clothing should be worn in good taste (i.e. no obscenities, vulgarities, drugs, alcohol, etc.).
- Attire or accessories that advertise, display or promote any drug, alcohol, sexual activity, violence, bigotry/disrespect to any group are not acceptable (e.g. gang-related attire, tight or revealing clothing, sagging clothes allowing underwear or bare skin to show).
- Students should come to school dressed appropriately for the weather conditions each day. In the winter, this calls for heavy coats, hats, and gloves or mittens.
- **Students will not be allowed to wear hats, caps or hoods in class. Students will not be allowed to wear coats in the classroom. Please dress appropriately.**
- Families in need of clothing items are encouraged to contact Goodwill, Salt and Light or the school Social Worker. The school operates a Lost and Found in a storage area in our Multipurpose Room. If your child misplaces any personal belongings, he/she should check in the Lost and Found Room, or parents may phone the office.

PARTICIPATION IN P.E. & RECESS

Students are expected to go outside for recess and P.E. with their class. If the student has been ill and the parent requests that the student be exempt from P.E. or recess, approval can be granted by the principal

for up to three (3) days. Any request beyond three days must be made in writing by the child's physician and approved by the principal following a parent conference to discuss supervision considerations.

PERSONAL BELONGINGS

Please label your child's clothing, book bag, lunch bag, and other personal items that he/she wears/brings to school with his/her first and last name or initials. When you label your child's items, it is easier for staff members to return your child's lost items.. Toys and games should be brought only when they are for a particular event, such as Show-and-Tell, to share with the entire class. **No** cell phones, video games, or sports equipment should be brought to school unless specifically requested or approved by the student's teacher. King School is not responsible for any lost, damaged or stolen items that are brought to school from home. We realize that in some special cases, students may need the use of a cell phone, but it should be turned off and stored in the main office. Any types of guns or weapons (even toy ones) are strictly prohibited at school and will be confiscated, not returned, and parents will be contacted immediately to discuss consequences. The Principal reserves the right to search student lockers and/or desks at any given time. Items confiscated due to student misuse will be kept in the office and parents will be contacted to make pick-up arrangements.

TELEPHONE USE

A telephone is generally not available to students in the school. Parents may leave messages in the school office when necessary, and they will be delivered to students; but, phone use should be reserved for emergency or very special uses. No messages will be given to a student or teacher regarding dismissal procedures/plans after 2:30 p.m. **Please call before 2:30 p.m. to ensure the message gets to your child.**

HOMEWORK POLICY

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

Homework is assigned to:

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

We ask parents to provide quiet time and space for their children to complete their homework daily. We also ask that you monitor the completion and return of all homework, sign when necessary and review corrected homework returned by the teacher. Parents are strongly encouraged to contact their child's teacher if there are concerns or questions related to homework. The expectation is that ALL students will complete homework assignments.

The following include weekly frequency and duration of homework by grade level:

Kindergarten	<p>1st Semester</p> <ul style="list-style-type: none"> ● Family Fluency Folders will be sent home daily (M-F) ● Homework once a week (teacher will determine day, please check classroom newsletters) ● Homework should not exceed 10 minutes <p>2nd Semester</p> <ul style="list-style-type: none"> ● Family Fluency Folders daily (M-F) ● Homework once a week ● Reading log to show 10 minutes of reading a night ● Homework should not exceed 20 minutes and is expected to be returned to school within one week.
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First Grade	<ul style="list-style-type: none"> ● Family Fluency Folders and Literacy Bags will be sent home daily (M-F). ● This should not exceed 20-30 minutes in length. ● Math Practice will be sent home on Tuesdays and Thursdays, graded and returned by the following week.
Second Grade	<ul style="list-style-type: none"> ● Homework will be assigned daily and should not exceed 30-45 minutes in length. ● The above includes the expectation that students will read for 20 minutes every night and complete a reading log. ● Homework is expected to be returned the next school day.
Third Grade	<ul style="list-style-type: none"> ● Homework assigned daily (M-Th) and should not exceed 60 minutes in length. Reading Logs should be signed daily. ● Homework is expected to be returned the next school day, unless otherwise noted. Parents will be expected to sign the log the Monday of the following week.
Fourth Grade	<ul style="list-style-type: none"> ● Homework will be assigned daily (M-F) and should not exceed 60 minutes in length. Assignments will include but are not limited to Math, Spelling, Reading and Reading logs. ● Science and Social Studies homework will be assigned as related to special class projects. ● Homework is expected to be returned the next school day or by Friday (please refer to teacher newsletters). ● Parents will be expected to sign homework and/or reading logs.
Fifth Grade	<ul style="list-style-type: none"> ● Homework will be assigned daily (M-F), weekly. ● Reading logs will be assigned daily for a minimum of 120 minutes a week. <p>On any given day, homework should not exceed 90 minutes. A typical night of homework will include reading-log, basic math facts worksheets, math worksheets related to the math lesson of the day, and a brief reading assignment.</p>

PROGRAM AND SERVICES

CURRICULUM

The curriculum of King School has been developed by the school staff within the guidelines provided by the district curriculum aligned to the Common Core Learning Standards, and Illinois Learning Standards.

It includes:

- Basic skills of Reading, Writing and Mathematics
- Basic Science processes such as observation, prediction, and recording are taught through a selection of topics
- Social studies: Concepts Taught involve people-to-people relationships, developing sensitivity to cultural differences and the belief in the dignity and worth of all people.
- Health and physical education.
- Art, music, drama, movement and other aesthetic experiences are taught by teaching specialists in each area.
- Instrumental music classes (strings, brass and woodwinds) are offered to students in the fifth grade during regular school hours.
- Computers have become an integral learning tool, and every classroom has computer and Internet access. We attempt to teach responsible computer skills, and parents are asked to sign an “Internet Permission Form” in order to give consent for their child to access the Internet. For additional information about the elementary curriculum in the Urbana schools, contact Yavonnda Smith, 217/384-3582.

INSTRUCTIONAL MATERIALS

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

A comprehensive list of core materials and major works that may be used for instruction can be found at each building and on the district website: www.usd116.org under the Curriculum link. This list is reviewed by the Board of Education on an annual basis. This complies with Board of Education policy 6:210, Instructional Materials.

KING SCHOOL WEBSITE and CLASS DOJO

Please visit our homepage at the following link: www.usd116.org/king. The page is constantly under construction as we update the site with photos, news of special activities, and information regarding events occurring at King. You may also find staff email and links to district wide dates, events, forms, and curriculum information. Our Class Dojo is available for parents to have immediate access to the classroom teacher via text. Please sign up with your classroom teacher. Additionally, our Class dojo school story page is available for current events and important information for parents.

NATIVE LANGUAGE PROGRAM

The multicultural/multilingual nature of the school population provides a particularly rich learning environment at King School. The presence of teachers from other countries makes it possible to provide instruction in a language other than English to many English Language Learners. Most students from other language backgrounds have the opportunity for instruction through their native language. Students are provided instruction in reading and writing in their own language, since the best predictor for learning English is a strong foundation in the native language. In addition, assistance is provided through the native language for understanding work in the General Ed and English as a Second Language (ESL) classes.

LIBRARY

Students come to the library for thirty minutes of library instruction each week. The library program emphasizes the teaching of literature appreciation and information literacy skills. In addition to instruction, classes come to the library at designated times to check out materials from the library collection. All books are due one week from the date that they are checked out, and parents are expected to pay for damaged or lost library materials. You will receive information about your student's library day at the beginning of the school year.

The King School Library is a tremendous resource for students and staff. Our collection of over 30,000 materials includes books, videos, audiobooks, magazines, leveled readers, and artifacts from many countries. Our main collection includes picture books, chapter books, nonfiction books, graphic novels, and many titles in other languages that are available to our diverse student population.

Volunteers are always welcome to assist with the re-shelving of books. The time you can give to the library will enable the librarian to spend more time working with students. Please contact Mr. Charles Atteberry at catteberry@usd116.org if you are interested in helping out on a weekly basis.

SCHOOL WIDE TITLE I SERVICES

Title I, a federally funded program, offers both direct instruction to students and special programs for parents. As a school-wide Title I school, we also implement a Response to Intervention (RtI) Model which is a framework for high quality instruction and assessment providing students with individual or classroom-based intervention opportunities. Student data is analyzed and staff meet regularly to problem solve student needs. Title I and RtI specialists may work with any King student as part of this school wide model. Literacy Specialists are available to teach in classrooms or on an individual or small group basis with students experiencing difficulties in reading.

SPECIAL EDUCATION

Special Education teachers are available to work on an individualized or small group basis with students having special learning needs, which influence their school achievement.

SOCIAL WORKER

The Social Worker is available to work with students, staff, and parents. Some of the common issues include making and maintaining positive social relationships, developing positive self-esteem, and helping students with a variety of social/emotional development issues.

STUDENT EDUCATION ADVOCATE/SEA WORKER

The SEA Worker is available to enhance home-school communication, assist students with homework, and provide behavior support. He/she also coordinates our efforts in the school attendance area.

OTHER SPECIALISTS

Several specialists who assist in other buildings in the district , but are at King on a regular basis (1-4 days per week), include: a school psychologist, an occupational therapist, a physical therapist, social emotional learning clinician, as well as consultant for students with special visual or auditory needs. As a parent, you have the right to review teacher qualifications upon request pursuant to board policy. You may also request a parent teacher conference at any time to review instructional materials or discuss your child's education program.

POSITIVE BEHAVIOR INTERVENTIONS AND SUPPORT (PBIS):

PBIS is a proactive system approach to establishing the behavioral supports and social culture needed for all students in a school to achieve social, emotional, and academic success.

At King School, our system of support includes proactive strategies to define, teach, and sustain appropriate student behaviors to create a positive school environment. A matrix/continuum of positive behavior support for all students is implemented in all areas including the classroom and non-classroom settings (i.e. hallways, restrooms, lunchroom and playground). The climate of each learning community is different; therefore at King the expectations we have adopted to strengthen our culture of learning is to Be Respectful, Be Responsible, and Be Safe. A copy of our PBIS matrix of support is provided.

Ten Things You Should Know about PBIS at King School

1. PBIS – **Positive Behavior Interventions and Supports**
2. PBIS is a proactive systems approach for establishing the behavioral supports and social culture needed for all students in a school to achieve social, emotional, and academic success.
3. PBIS Big Ideas: Research demonstrates that schools make greater academic gains when they build a school-wide positive social culture. This social culture leads to a safer learning environment where students excel academically while building positive, social relationships.
4. PBIS is an evidence-based practice.
5. Our evidence-based practices include defining and teaching positive social expectations, acknowledging positive behavior, arranging consistent consequences for problem behavior, collecting data for decision-making, and offering a continuum of interventions.
6. Our students need to know our school-wide expectations: **Be Respectful, Be Responsible, and Be Safe** and what that looks like in all school settings.

7. All teachers teach our students the expectation through our social emotional learning curriculum called Second Step, or Morning Meetings and Class Meetings. As opportunities occur or are needed, we re-teach expectations to individual students, small groups, or whole classes. Twice a year we host a school-wide expectation walk through.
8. Students earn Monarch Moolah for following our expectations. We always make sure students know why they earned a reward. Monarch Moolah are collected in classrooms prior to shopping at our PBIS store.
9. There are instances when students do not follow expectations. In these cases, major or minor consequences are given. Parents are contacted for major offenses and for repeated occurrences.
10. Once a month we acknowledge students, staff, and classes who consistently model being respectful, being responsible and being safe during our school-wide Community Meeting where students are rewarded for positive behavior.

PARENT PARTICIPATION

PTO

The PTO (Parent-Teacher Organization) is a group of parents and teachers working together and sharing ideas. Their goal is to help provide an excellent education and learning environment for our children. PTO is open to ALL parents, and all parents are encouraged to come and share their ideas. There are regularly scheduled meetings held once a month (reminder notices will be sent home) to discuss business and plan special events. Please take a moment to read more about our Family Engagement Services.

Family Engagement Supports Student Success

The success of family engagement in Urbana School District #116 is dependent upon the active participation of families and all school staff members (administrators, teachers, teaching assistants, office staff, and all members of the school community) working collaboratively together for one goal: to support student success. We all play a vital role in family engagement.

What is Family Engagement?

- Meaningful family engagement is based on the premise that families, educators, and community members share responsibility for the academic, physical, social, emotional, and behavioral development of youth.
- Family engagement is fostered through a deliberate process that is embraced throughout the school.
- Family engagement empowers adults to jointly support student growth, addresses any barriers to learning, and ensures college and career readiness.
- Effective family engagement systems, policies, and practices are mindful of diverse school communities that are rich in language, culture, and school experiences. They are responsive to student and family needs.

Why is Family Engagement Important?

True engagement takes place when families and school staff work together, on an ongoing basis, to support and improve the learning and growth of students.

- When families, schools, and communities partner in promoting learning and healthy development for all children, schools thrive and student growth increases.
- Research indicates that when families are engaged with their children's education, whether in school or at home, students perform better academically.
- Regardless of socio-economic background, students with involved families are more likely to:
 - ✓ earn high grades and test scores
 - ✓ enroll in higher level programs
 - ✓ attend school regularly
 - ✓ exemplify positive behavior
 - ✓ develop better social skills

VOLUNTEERS & MENTORS

There are many ways parents are encouraged to participate at King School.. Parent assistance is needed in the library, and in the PTO to help make family events run smoothly. Parents can also be a great help to the teachers in the classrooms or as student mentors. The more help we have, the more we can do for our children. If you are interested in volunteering on a regular basis or mentoring a student, please call (384-3675) and speak with our Volunteer/Mentor Coordinator. She will provide you with details related to background checks and fingerprinting policies required by the Urbana School District.

HOME-SCHOOL COMMUNICATION

Student progress reports are completed quarterly for every student summarizing a child's performance in the classroom, and how well they are meeting grade level expectations. These reports include information on progress in all mandated content areas and support programs and are aligned with grade level expectations and Illinois State Learning Standards.

Parent-Teacher conferences are an important part of your child's education. They are a time for you to meet with your child's teacher(s) and discuss his/her progress and any concerns you or the teacher may have. They will be held in October and March. If parents have concerns, they wish to discuss with teachers at other times, you are encouraged to either send a note with the child or to contact the teacher directly. If parents have concerns about something that happened in the classroom or at school, please contact the classroom teacher..

Much of the communication from the school is sent home with the students. For this reason, it is VERY important to look over the materials your child brings home on a nightly basis. Please encourage your child to empty his/her book bag each night and look over the contents for connection activities, notes from the office, homework, or classroom newsletters.

King School Class DOJO is another form of communication to parents and students. You receive up to the minute information about what is happening at King School, and in your child's classroom. You are able to immediately text the teacher if there is an immediate concern. Sign up for Class Dojo with your classroom teacher.

STUDENT EXPECTATIONS FOR BEHAVIOR

UNIVERSAL EXPECTATIONS FOR STUDENT BEHAVIOR

A very important part of having an effective school is to maintain a safe and orderly environment, which is conducive to learning. King School staff members, with the help of students and parents, have established three school wide expectation (see PBIX matrix chart), which they feel all students in the school should follow:

BE RESPECTFUL BE RESPONSIBLE BE SAFE

Teachers and other staff members use praise, positive reinforcement, choice language and sometimes other tangible rewards as incentives for those students who follow these expectations. Students may be sent to the main office for "time-out" if necessary.

We anticipate that the great majority of students at King School will strive to meet the expectations for responsibility and self-discipline. It is also understood, however, that no single set of procedures will be effective in helping every student develop the skills and attitudes necessary for success. Therefore, a series of interventions will be designed for students who have not been motivated by the school wide procedures and behavioral expectations. As teachers and staff adapt disciplinary procedures to meet individual needs, the focus will remain positive and an emphasis will be placed on the continuing need for calm and consistent consequences. These consequences include but are not limited to: in class time out, loss of lunch recess or class recess privileges, non-participation in special or incentive activities, and after school detentions. Blatant violations such as fighting, bullying/intimidation, or severe verbal/physical aggression will not be permitted and will result in automatic detentions or in school and out of school suspensions. Parents are always contacted as soon as possible and expected to follow through on the decisions made by the principal.

BEHAVIORAL INTERVENTIONS

In an effort to help all King Students achieve at the highest level possible and to be their best academically, socially, and behaviorally, we implement a Daily Check-in System called Check In/Check Out and Social. Academic, Instructional Groups. These interventions are designed to reach students whose behavior may be getting in the way of their academic success. Our goal is to provide additional support early for students experiencing these challenges. With parent consent, students receive interventions in the form of increased adult attention, frequent feedback about behavior and academics and additional positive reinforcement. We also use a screening tool for grades first-fifth to identify behaviors which may require an early intervention. If you have questions about Check In/Check out, our Social, Academic, Instructional Groups or our screening tool feel free to contact the principal.

STUDENT DISCIPLINE POLICY

For specific discipline information, please refer to the Board of Education Student Discipline Policy.

THE STOP/WALK/TALK PROGRAM

At King School, we want every student to *Be Respectful, Be Responsible and Be Safe*. This helps us create a safe and positive learning environment for all students. King's **Stop/Walk/Talk** procedures are a school-wide bully prevention program that is incorporated within our PBIS system. We teach students to *Stop/Walk/Talk* when they do not feel safe or are not being treated respectfully. We are careful here at King School not to label students as bullies, but describe behavior as "bullying behavior".

When a student does not feel safe or is not feeling respected...

1. They should use the stop signal and clearly tell the other person to **STOP**. However, if the situation is a serious safety concern the student should tell an adult immediately.
2. If the other student does not stop, then the student should **WALK** away.
3. If the behavior continues, they should **TALK** to an adult right away and report the problem.

Adults will:

1. Ask the student if they gave the STOP signal and if they walked away.
2. If the student answers yes, they will re-teach the expectations with both students present.
3. If the student answers no, the adult will remind them to use their Stop signal and WALK steps.
4. Refer the disrespectful student to the office, if needed.

STATEMENT REGARDING DISRESPECTFUL BEHAVIOR

At King School, we expect all individuals to practice respectful, responsible and safe behavior. As part of our positive approach to learning, we are careful not to label students as bullies, but instead describe their repeated actions as "bullying behavior". All incidents of reported "bullying behavior" are taken very seriously and addressed immediately by all King School Staff. As a proactive measure to teach and support a positive learning environment, all students are specifically taught expectations and social skills necessary for making positive contributions to the King School Community.

These expectations are taught through our tiered model of interventions and curriculum, which include:

- PBIS School-wide universal behavior program
- Second Step Social Emotional Learning Curriculum
- Morning Meetings and Class Meetings
- The *Stop/walk/Talk* Program
- Character Education focusing on the following district adopted traits, Respect, Responsibility, Integrity, Compassion, Cooperation and Perseverance
- School-wide Community Meetings and Celebrations
- Classroom behavior management plans aligned with positive behavior support programs
- Zones of Regulation

As students need additional support to be successful academically, socially, and behaviorally, we also provide more individualized interventions (e.g. Check In/Check Out, Social Academic Instructional Groups, Behavior intervention plans, and other specialized programs). If a student, parent, or staff member observes or reports that another individual is not feeling safe or being treated respectfully, the following/steps are followed:

- All King Staff members follow our PBIS school-wide model for discipline support and report

minor and major behavior infractions through observations, a written STAR plan, or Discipline Referral Form.

- Once a pattern of disrespectful and unsafe behaviors are documented or reported, a staff member, teacher, or the principal will investigate.
- Following the investigation or conversation with the students or staff, the teacher or the principal will notify all parents.
- Depending on the severity of the disrespectful behaviors, then interventions and/or consequences will be enforced.
- The situation will be monitored to ensure that the above-mentioned curriculum and behavior/social emotional supports are being provided for all students involved.

**KING SCHOOL STAFF
2024-2025**

Principal - Michelle Turner - Main Office

Assistant Principal - Julie Blixen - Rm 10

Secretary - Jeni Brewer - Main Office

Secretary - Sheila Butts - Main Office

Custodian - Gena Atteberry

Nurse - Julie Suits - Main Office

Kindergarten Teachers:

Alicia Caldwell - Room 3

Marianna Hernandez - Room 5

Arnitra Jenkins - Room 1

First Grade Teachers:

Sara Abbott - Room 2

Susie Myers - Room 4

Valeria Willetts - Room 6

Second Grade Teachers:

TBD - Room 20

TBD - Room 22

TBD - Room 23

Third Grade Teachers:

Jalisa Huckabee - Room 15

Jennifer White - Room 16

Fourth Grade Teachers:

Denise Wiertelak - Room 17

Mikayla Osborne - Room 18

TBD - Room 21

Fifth Grade Teachers:

Matt Mockbee - Room 28

Sally Thompson - Room 27

Raymond Hoffman - Room 26

Special Services:

Lekisha Hall - Room 19
Amy McCartney - Room 14
Lisa Stiverson - Room 13
TBD - STARS - Room 7
TBD - Room 12
TBD - Room 12

Psychologist - Jennifer Powell - North Office
Social Work - Yolande Cooke - Room 25
Clinical Practitioner - TBD
Speech/Language - Meg Deland-Owen - Room 9
Occupational Therapist - Melissa Schluter - Room 145
SEA - Davion Williams - Room A

Tier One Interventionists:

Gregg Delgadillo - Room 11
TBD - Room 11
TBD - Room 11
Tori Harvey - Room 25
Carla Vincent-Westfield - Room E

ESL/Native Language Support:

Sarah Fisher - Room D
Aleta Williams - Room C
Lihui Zhang (Chinese/ESL) - Room 8
Abir Hassanin (Arabic) - Room 8
TBD (Pashto) - Room 8

Fine Arts:

Samuel Rivera - Music - Room 24
Sherrie Hildreth - Dance/Drama - Room 146
Sarah Tavis - Art - Room 147
Stacey Peterik - Band - Room 146/147
Tamra Gingold - Strings - Room 146/147

Physical Education - Caleb Ross - Gym
Library Media Specialist - Charles Atteberry - Library
Mentor Coordinator - Tim Tuffte - Main Office
Parent Liaison - Room B
Building Based Sub - Loraine Wright
Building Based Sub - Edward Williams

Teaching Assistants:

Shari Caston - Special Education
Elizabeth Chin - Special Education
Sandra Shelby - Special Education
Naro Anderson - Special Education
Karen Ross - Special Education
TBD - Special Education

TBD - Special Education
Jamie See - Special Education - STARS
TBD - Special Education - STARS
TBD - Special Education - STARS
TBD - Special Education - STARS

Lunchroom Supervisors:

Esperanza Adam
Johnnie Britt
Kenneth Ferdinand
Jai' Ansa Johnson

ACCELERATION PLACEMENT ACT

The Illinois Acceleration Placement Act (Public Act 100-0421) was signed into law on August 25, 2017 and took effect on July 1, 2018.

WHAT ARE THE MOST COMMON TYPES OF ACCELERATION?

Definitions:

Accelerated placement is the placement of a student in an educational setting with a curriculum that is usually reserved for students who are older or in higher grades than the student.

Accelerated placement includes, but not be limited to: early entrance to kindergarten or first grade, accelerating a student in a single subject, and grade acceleration.

Early entrance to kindergarten is the admission to kindergarten of a student who: (a) will not be five years of age on or before September 1 of that school term; or (b) is admitted prior to the dates established in the School Code based upon an assessment of his or her readiness to attend school.

Early entrance to first grade is the admission to first grade of student who: (a) is assessed for readiness, attended a non-public preschool and continued his or her education at that school through kindergarten, was taught in kindergarten by an appropriately certified teacher, and will attain the age of six years on or before December 31; or (b) is admitted prior to the dates established in the School Code based upon an assessment of his or her readiness to attend school.

Single subject acceleration is the practice of assigning a student to a higher subject level than is typical, given the student's current age/grade placement, for the purpose of providing access to appropriately challenging learning opportunities in one or more subject areas. It may be accomplished by either; (a) physically moving the student to a higher, level class for instruction; or (b) using higher level curricular or study materials in the student's current classroom.

Grade acceleration is the practice of assigning a student to a higher grade level than is typical, given the student's age, for the purpose of providing access to appropriately challenging learning opportunities in all subject areas. Commonly referred to as skipping a grade, grade acceleration may be done at the beginning of or during the school term.

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

Discrimination and harassment on the basis of race, color, or national origin negatively affect a student's ability to learn and an employee's ability to work. Providing an educational and workplace environment free from such discrimination and harassment is an important District goal. The District does not discriminate on the basis of actual or perceived race, color, or national origin in any of its education programs or activities, and it complies with federal and State non-discrimination laws. Examples of Prohibited Conduct Examples of conduct that may constitute discrimination on the basis of race, color, or national origin include: disciplining students more harshly and frequently because of their race, color, or national origin; denying students access to high-rigor academic courses, extracurricular activities, or other educational opportunities based on their race, color, or national origin; denying language services or other educational opportunities to English learners; and assigning students special education services based on a student's race, color, or national origin. Harassment is a form of prohibited discrimination. Examples of conduct that may constitute harassment on the basis of race, color, or national origin include: the use of racial, ethnic or ancestral slurs or stereotypes; taunts; name-calling; offensive or derogatory remarks about a person, actual or perceived race, color, or national origin; the display of racially-offensive symbols; racially-motivated physical threats and attacks; or other hateful conduct.

Making a Report or Complaint; Investigation Process Individuals are encouraged to promptly report claims or incidences of discrimination or harassment based on race, color, or national origin to the Nondiscrimination Coordinator, a Complaint Manager, or any employee with whom the student is comfortable speaking. Reports under this policy will be processed under Board policy 2:260, Uniform Grievance Procedure. Any District employee who receives a report or complaint of discrimination or harassment must promptly forward the report or complaint to the Nondiscrimination Coordinator or a Complaint Manager. Any employee who fails to promptly comply may be disciplined, up to and including discharge. Reports and complaints of discrimination or harassment will be confidential to the greatest extent practicable, subject to the District's duty to investigate and maintain an educational environment that is productive, respectful, and free of unlawful discrimination, including harassment. This policy does not impair or otherwise diminish the existing rights of unionized employees to request an exclusive bargaining representative to be present during any investigatory interviews, nor does this policy diminish any rights available under an applicable collective bargaining agreement, including, but not limited to, a grievance procedure.

Federal and State Agencies

If the District fails to take necessary corrective action to stop harassment based on race, color, or national origin, further relief may be available through the Ill. Dept. of Human Rights (IDHR) or the U.S. Dept. of Education's Office for Civil Rights. To contact IDHR, go to:

<https://dhr.illinois.gov/about-us/contact-idhr.html> or call (312) 814-6200 (Chicago) or (217) 785-5100 (Springfield).

Prevention and Response Program

The Superintendent or designee shall establish a prevention and response program to respond to complaints of discrimination based on race, color, and national origin, including harassment, and retaliation. The program shall include procedures for responding to complaints which:

1. Reduce or remove, to the extent practicable, barriers to reporting discrimination, harassment, and retaliation;
2. Permit any person who reports or is the victim of an incident of alleged discrimination, harassment, or retaliation to be accompanied when making a report by a support individual of the person's choice who complies with the District policies and rules;
3. Permit anonymous reporting, except that an anonymous report may not be the sole basis of any disciplinary action;
4. Offer remedial interventions or take such disciplinary action as may be appropriate on a case-by-case basis;
5. Offer, but do not require or unduly influence, a person who reports or is the victim of an incident of harassment or retaliation the option to resolve allegations directly with the accused; and
6. Protects a person who reports or is the victim of an incident of harassment or retaliation from suffering adverse consequences as a result of a report of, investigation of, or a response to the incident.

Policy Posting and Distribution

This policy shall be posted on the District's website. The Superintendent shall annually inform staff members of this policy by posting it in a prominent and accessible location such as the District website, employee handbook, staff intranet site and/or in other areas where policies and rules of conduct are made available to staff. The Superintendent shall annually inform students and their parents/guardians of this policy by posting it on the District's website and including an age-appropriate summary of the policy in the student handbook(s).

Enforcement

Any District employee who is determined, after an investigation, to have engaged in conduct prohibited by this policy will be subject to remedial action and/or disciplinary action, up to and including discharge. Any District student who is determined, after an investigation, to have engaged in conduct prohibited by this policy will be subject to remedial action and/or disciplinary action, including but not limited to, suspension and expulsion consistent with Board policy 7:190, Student Behavior. Any third party who is determined, after an investigation, to have engaged in conduct prohibited by this policy will be addressed in accordance with the authority of the Board in the context of the relationship of the third party to the District, e.g., vendor, parent, invitee, etc. Any person making a knowingly false accusation regarding prohibited conduct will likewise be subject to remedial and/or disciplinary action.

Retaliation Prohibited

Retaliation against any person for bringing complaints, participating in the complaint process, or otherwise providing information about discrimination or harassment based on race, color, or national origin is prohibited (see Board policy 2:260, Uniform Grievance Procedure). Individuals should report allegations of retaliation to the Building Principal, an administrator, the Nondiscrimination Coordinator, and/or a Complaint Manager.