

Dr. Preston L. Williams, Jr.
Elementary School



Parent/Student Guide & Handbook

2024-2025

“Everybody is Somebody!”

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Welcome to Dr. Preston L. Williams, Jr. Elementary School

At Dr. Williams School, we are a family that is committed to building a learning community that:

- Is equitable for all learners from diverse backgrounds
- Fosters pride, individualism, advocacy, and global citizenship
- Celebrates multilingualism and multiculturalism
- Fosters continuous reflection, growth, and perseverance
- Empowers students, families, staff and community partners to work to be better together
- Is a safe, caring, and welcoming environment where everyone feels respected

Principal: Ms. Danielle Jackson

Assistant Principal: TBD

Administrative Assistants: Jayla Eison & TBD

School Telephone Number: (217) 384-3628 / 384-3629

Fax Telephone Number: (217) 384-3626

School Office Hours: 7:30 a.m.- 4:30 p.m. (Mon - Thurs)

Fridays: 7:30 a.m.-4:00 p.m.

Our Message

Welcome to Dr. Williams Elementary School where “Everybody Is Somebody!”

We are very excited about the upcoming school year! Our philosophy is to provide an educational environment that enables all students to succeed. We will provide a learning environment that is intellectually challenging and supports student’s physical, emotional, social, and academic needs. Our students are learning skills today that will empower them to be leading tomorrow.

We hope you will be able to share in all aspects of your child’s learning. We will invite you into instructional moments that will occur throughout the school year and look forward to your involvement in your child’s learning. Please feel free to visit our school, we look forward to seeing you!

Ms. Danielle Jackson, Principal

Breakfast & Arrival

Breakfast will be served within the classroom daily from 8:10 a.m - 8:30 a.m.

Students cannot arrive before 7:55 a.m.

Supervision begins at 7:55 a.m.

Kindergarten –2nd Grades line up in the NEW Gymnasium

K -1st grade students enter at Door 2

3rd - 5th grades line up in the Multipurpose Room

2nd - 5th grade students enter at Door 1



Class Time



8:15 a.m. — 3:00 p.m.

Please remember to respect the instructional learning environment at Dr. Williams School. We ask that you make arrangements with/give messages to your child ahead of time concerning rides home and ways of transportation. It is difficult at the end of the day to deliver the correct message to the classrooms, therefore we are asking for your cooperation with this:

No messages will be given after 2:30 pm.

Please help us maintain an environment conducive to learning.

Thanks!

Why is School Attendance Critically Important?

Chronic absence means missing 10 percent or more of school days due to absence for any reason—excused, unexcused absences and suspension. Absences can translate into students having difficulty learning to read by the third-grade, achieving in middle school, and graduating from high school. Read this [elementary parent handout](#) for more details.

Parents should telephone the office if your child will be late or absent in order to excuse the absence.

Students who are excessively tardy or absent will be contacted by our Student Engagement Advocate.



ARRIVAL & DISMISSAL PROCEDURES

Supervision for students begins at 7:55 a.m. until this time students stand outside in front of the building in their grade level lines until staff escort them into the building. We ask that all students are dropped off in the front of the school building.

The side lot is for our staff, buses and daycare vans.

Please drive a moderate speed through our parking lot, we have a number of students walking or crossing the parking lot in order to get to the entrance. Students will not have access to the building prior to 7:55 a.m.

To ensure the safety of all students and staff, please wait outside during dismissal times!

Dismissal Procedures:

- Students will exit safely and quietly.
- Students will walk single-filed accompanied by their teacher to the dismissal area.
- Exiting the school, students will walk on the sidewalk to the bus, car, or home.
- Students will not walk across the parking lot or grass area as a shortcut.
- Students will only use appropriate physical contact.
- Students will walk their bicycles on school grounds.

This will be strictly enforced. Thank you for your cooperation!

Reminder!

Don't Forget to:

Please remember to Drive Slowly in DPW's parking lot (5mph)



We ask that all students exit the car at the curb to ensure safety. If you would like to walk your student into the building, please park in one of our designated Friends & Family spots. We would like to ensure traffic continues flowing.




Academic Programs

Education Standards

A. Language Arts

Urbana School District # 116 adopted a new literacy curriculum: Amplify Core Knowledge Language Arts (CKLA) which is a language arts program we will use for Grades K–5 that combines a multi-sensory approach to phonics with rich texts carefully sequenced to build content knowledge—so that students learn to read and read to learn at the same time. While teaching skills in reading, writing, listening, and speaking, Core Knowledge Language Arts (CKLA) builds students' knowledge and vocabulary in literature, history, geography, and science. Learn more about the program in this brief [video](#).

B. Math

Our school district has adopted a problem-based curriculum, where students spend most of their time in class working on problems. Teachers help students understand the problems, ask questions to push their thinking, and facilitate discussions to ensure that the mathematical takeaways are clear. Learners gain a rich and lasting understanding of mathematical concepts and procedures and experience applying this knowledge to new situations. Students frequently collaborate with their classmates—they talk about math, listen to each other's ideas, justify their thinking, and critique the reasoning of others. Additionally, they gain experience communicating their ideas both verbally and in writing, developing skills that will serve them well throughout their lives. See Illustrative Math in action in this brief [video](#).

C. Physical Education & Health

Our school district has adopted new standards in this area. We have purchased physical education materials and equipment to meet the curriculum needs. Students will have PE two times per week, please check with the classroom teacher so that students can wear or bring gym shoes on the days they have PE.

D. Science & Social Studies

Our school's science core curriculum is guided by Next Generation Standards. Our school provides hands-on instructional opportunities in science. We utilize Social Studies texts, and teacher created materials to meet the Illinois Learning Standards for Social Science. In addition, we invite local community or university personnel to present in regarding specific topics that meet the Common Core Learning Standards.

Fine Arts

Dr. Williams Elementary School has a core curriculum in fine arts for the areas of music, art, and dance & drama on a six (6)-week rotation. A variety of performances occur throughout the school year within these areas, please watch for information regarding school-wide events.

F. Student Activities

There are numerous activities for students: Safety Patrol, Student Council, Young Authors, Band & Strings (5th grade only).

G. Assessment Support

All students are assessed three (3) times per year using the NWEA Measures of Academic Progress assessment tool (Fall, Winter, & Spring). This assessment measures student growth in the areas of: math, reading and language usage. Family reports will be sent to your email after the benchmarking period.

Frequently Asked Questions About Acceleration



Is acceleration the same as “grade skipping?”

Whole-grade acceleration or “grade-skipping” is just one of the many forms of acceleration. Other forms of acceleration include:

- Early admission to Kindergarten
- Early admission to first grade
- Subject acceleration/partial acceleration;
- Advanced online courses;
- Concurrent/dual enrollment
- Continuous progress;
- Self-paced instruction
- Telescoping curriculum (e.g. covering three years of learning goals in a two-year compacted program)
- Structure apprenticeship or mentorship experiences
- Early graduation
- Credit by examination or demonstration of mastery
- Early entrance into middle school, high school, or college

What is the Referral process in USD #116?

- Make a written request for acceleration to building administrator.
- Complete a Request for Acceleration Referral Form and return it to the building administrator.
- The building administrator or designee contacts the parent/guardian to discuss the referral.
- The school team determines whether an evaluation for accelerated placement is warranted and schedules a meeting with the parent/guardian to discuss the referral.
- To determine whether an evaluation is warranted, school staff may review existing data about the student, utilize screening data, and conduct preliminary procedures.
- School staff will provide the student’s parent(s)/guardian(s) with written notice of the referral determination outcome to the Evaluation Process.

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 may 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 a 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.



GUIDELINES FOR VISITORS

1. All visitors to school property must adhere to the following sign-in procedures:
 - a. Sign in and document the purpose for the visit and location/staff member to be visited through either a visitors' or volunteers' log
 - b. Show identification
 - c. Wear a visitor's badge/sticker throughout the visit
2. Any requests to meet or confer with a staff member must be scheduled in advance and occur at a mutually agreeable time outside of the staff member's instructional time. When scheduling a conference:
 - a. Contact the staff member to set up a mutually agreed upon time to meet
 - b. Follow sign-in procedures at the main office, as indicated above
 - c. When in the building for a conference, visitors may not visit other spaces without checking in at the main office and following the above procedures
3. Requests for classroom observations by a parent or qualified professional must be made 48 hours in advance to the Building Administrator AND the Executive Director of Student Services. This request is made through an Observation Request Form so the administration can coordinate the observation with the classroom staff.
 - a. If the visit will be completed by someone other than a parent or guardian, the parent or guardian must provide written permission via the District's Release of Information form. This form must be completed at least annually and maintained within the student's file.
 - b. While it is preferable that decisions for observations be discussed via a team meeting, we recognize that this is not always possible. However, attempts to hold a team meeting should be made.
4. Parents or other community members who visit a school building to volunteer in a classroom or school event must follow the sign-in procedures listed above. In accordance with Board Policies 4:175 and 6:250, all volunteers must follow District protocols regarding criminal background checks before volunteering at any school event. When in the building for purposes of volunteering, volunteers are to follow the directions of the staff member in charge of the volunteer event/activity and may not visit other classrooms or spaces in the building.

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

All visitors must check in before visiting classrooms and attain a visitor's sticker to be worn on the upper part of your shirt.



ATTENDANCE

The following guidelines, procedures, and definitions have been developed to deal with excused and unexcused absences. Adjustments were made to insure conformity with the Compulsory Attendance Article as amended in the State of Illinois School Code, the revised guidelines issued by the Illinois Office of Education, and the attendance policy of District #116. These policies and guidelines apply to all levels of K-12.

The current policy of Urbana School District #116 states the following:

The acceptable reasons for absence are illness of the student or illness in their immediate family, family emergency, observance of religious holidays, death in the immediate family, and such situations beyond the control of the student. If a child is not well, they should stay at home for their own sake and in consideration of their classmates. When it is necessary for a student to be absent, the parents/guardians are required to call the attendance office on the first day of absence. Students who are out of school because of illness may be requested to present a medical excuse upon their return to school.

If it is necessary for a student to be absent for reasons other than illness, a parent's/guardian's written request may be accepted by school authorities as a justifiable reason for an absence. At such times, the written request must be submitted prior to the absence.

When a student wishes to be excused from school for reasons other than the above, the parent/guardian must call to explain the reason for the proposed absence. The principal will give approval if the reason for the absence is valid.

General Guidelines:

1. All absences, except absences due to personal illness or death in the immediate family as defined in the policy, are to be recorded and treated as unexcused unless approval for the absence is obtained prior to its occurrence. Procedures for requesting that an absence be classified as excused are outlined in numbers two through four following.
2. Requests for classifying an anticipated absence as excused must be filed with the building principal at least five (5) school days prior to the absence.
3. The request must be filed in writing using the approved form designed for the purpose. The request filed using this form is not complete without a parental signature, teachers' signatures, and an administrative signature. Forms for filing this request are available in all school offices.
4. Upon receipt of the request, the principal will classify the anticipated absence as either "approved" or "unapproved". The criteria for making this determination will include the following: recommendations from teachers, previous attendance record, and reasons(s) for the anticipated absence. Notification of the classification will be sent to the parent and teachers involved prior to the anticipated absence.
5. Primarily for secondary students, work missed as a result of an excused absence may be made up for credit; work missed as a result of an unexcused absence may not be made up and will result in a "O" for the day(s) missed. Work made up from an excused absence must be completed immediately after returning to school. The student will be allowed one day to make up work for each day of excused absence unless other previous arrangements have been made with the teacher.

Procedures for Reporting Excused Absence:

When a student is absent because of illness, observance of a religious holiday, death in the immediate family, or an emergency in the immediate family, as defined in the school policy, these procedures are to be followed:

The parent or guardian is to call the school attendance office (principal's office in schools other than the middle school and high school) on the morning of the first day of the absence. The parent is to indicate the reason for the absence and the estimated duration of the absence. In special cases where absence is over an extended time or is frequent, the principal may request reasons in writing from the parent and/or a statement from a physician.

- Attendance Office, Urbana Middle School, 384-3688
- Attendance Office, Urbana High School, 384-3522
- King, 384-3675
- Leal, 384-3618
- Dr. Preston L. Williams Jr., 384-3628
- Thomas Paine, 384-3572
- Yankee Ridge, 384-3608
- Urbana Early Childhood School, 384-3616

All absences, regardless of reason that are not reported by phone will be recorded as unexcused. Written statements are also accepted at all buildings except Urbana High School. At Urbana High School, telephone calls must be made between 7:15 a.m. - 4:15 p.m. on the day of the absence, or the absence will be considered unexcused.

Mental Health Absences:

What is Mental Health?

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

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

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

Excessive Absences:

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

Once a student has accumulated four absences per semester, any additional absence will be considered

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

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

Continued patterns of excessive excused or unexcused absences may result in a parent meeting with the school's Student Engagement Advocate, Attendance Review Team, referral to the Regional Office of Education Truancy Officer, and/or a referral to the Champaign County State's Attorney.

Truancy:

Truancy is defined as unexcused absence for any school day or portion thereof.

Habitual or chronic truancy is defined as unexcused absences totaling 5% or more of the previous 180 regular attendance days. Parents will be notified by their school before student absence reaches the 5% level.

Schools will utilize supportive services and other school resources in an attempt to correct the truant behavior of students who are approaching a chronic truancy classification.

If the positive measures provided by the school fail to correct the behavior of a student, a chronic truancy report will be made to the Truancy Officer at the Regional Office of Education, who will take appropriate action against the parents or the student, whichever is indicated by the situation.

7:70 Attendance and Truancy

Compulsory School Attendance

This policy applies to individuals who have custody or control of a child: (a) between the ages of six (on or before September 1) and 17 years (unless the child has graduated from high school), or (b) who is enrolled in any of grades kindergarten through 12 in the public school regardless of age. Subject to specific requirements in State law, the following children are not required to attend public school: (1) any child attending a private school (including a home school) or parochial school, (2) any child who is physically or mentally unable to attend school (including a pregnant student suffering medical complications as certified by her physician), (3) any child lawfully and necessarily employed, (4) any child over 12 and under 14 years of age while in confirmation classes, (5) any child absent because of religious reasons, including to observe a religious holiday, for religious instruction, or because his or her religion forbids secular activity on a particular day(s) or time of day, and (6) any child 16 years of age or older who is employed and is enrolled in a graduation incentives program.

The parent/guardian of a student who is enrolled must authorize all absences from school and notify the school in advance or at the time of the student's absence. A valid cause for absence includes illness (including mental or behavioral health of the student), observance of a religious holiday, death in the immediate family, attendance at a civic event, family emergency, other situations beyond the control of the student as determined by the Board, voting pursuant to policy 7:90, Release During School Hours ([10 ILCS 5/7-42](#) and [5/17-15](#)), other circumstances that cause reasonable concern to the parent/guardian for the student's mental,

emotional, or physical health or safety, or other reason as approved by the Superintendent or designee. Students absent for a valid cause may make up missed homework and classwork assignments in a reasonable timeframe.

Absenteeism and Truancy Program

The Superintendent or designee shall manage an absenteeism and truancy program in accordance with the School Code and Board of Education policy. The program shall include but not be limited to:

1. A protocol for excusing a student from attendance who is necessarily and lawfully employed. The Superintendent or designee is authorized to determine when the student's absence is justified.
2. A protocol for excusing a student in grades 6 through 12 from attendance to sound Taps at a military honors funeral held in Illinois for a deceased veteran.
3. A protocol for excusing a student from attendance on a particular day(s) or at a particular time of day when their parent/guardian is an active duty member of the uniformed services and has been called to duty for, is on leave from, or has immediately returned from deployment to a combat zone or combat-support postings.
4. A process to telephone, within two hours after the first class, the parents/guardians of students in grade 8 or below who are absent without prior parent/guardian notification.
5. A process to identify and track students who are truants, chronic or habitual truants, or truant minors as defined in [105 ILCS 5/26-2a](#).
6. A description of diagnostic procedures for identifying the cause(s) of a student's unexcused absenteeism, including interviews with the student, their parent(s)/guardian(s), and staff members or other people who may have information about the reasons for the student's attendance problem.
7. The identification of supportive services that may be offered to truant, chronically truant, or chronically absent students, including parent-teacher conferences, student and/or family counseling, or information about community agency services. See Board policy 6:110, Programs for Students At Risk of Academic Failure and/or Dropping Out of School and Graduation Incentives Program.
8. A process for the collection and review of chronic absence data and to:
 - a. Determine what systems of support and resources are needed to engage chronically absent students and their families, and
 - b. Encourage the habit of daily attendance and promote success.
9. Reasonable efforts to provide ongoing professional development to teachers, administrators, Board members, school resource officers, and staff on the appropriate and available supportive services for the promotion of student attendance and engagement.
10. A process to request the assistance and resources of outside agencies, such as, the juvenile officer of the local police department or the truant office of the appropriate Regional Office of Education, if truancy continues after supportive services have been offered.
11. A protocol for cooperating with non-District agencies including County or municipal authorities, the Regional Superintendent, truant officers, the Community Truancy Review Board, and a comprehensive community based youth service agency. Any disclosure of school student records must be consistent with Board policy 7:340, Student Records, as well as State and federal law concerning school student records.
12. An acknowledgement that no punitive action, including out-of-school suspensions, expulsions, or court action, shall be taken against a truant minor for his or her truancy unless available supportive services and other school resources have been provided to the student.
13. The criteria to determine whether a student's non-attendance is due to extraordinary circumstances shall include economic or medical necessity or family hardship and such other criteria that the Superintendent believes qualifies.
14. A process for a 17 year old resident to participate in the District's various programs and resources for

truants. The student must provide documentation of his/her dropout status for the previous six months. A request from an individual 19 years of age or older to re-enroll after having dropped out of school is handled according to provisions in 7:50, School Admissions and Student Transfers To and From Non-District Schools.

15. A process for the temporary exclusion of a student 17 years of age or older for failing to meet minimum attendance standards according to provisions in State law. A parent/guardian has the right to appeal a decision to exclude a student.

Monitoring

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

Adopted: January 23, 2024

DISCRIMINATION AND HARASSMENT ON THE BASIS OF RACE, COLOR, AND NATIONAL ORIGIN PROHIBITED

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

NEW

Discrimination and harassment on the basis of race, color, or national origin negatively affect a student's ability to learn and an employee's ability to work. Providing an educational and workplace environment free from such discrimination and harassment is an important District goal. The District does not discriminate on the basis of actual or perceived race, color, or national origin in any of its education programs or activities, and it complies with federal and State non-discrimination laws.

Examples of Prohibited Conduct

Examples of conduct that may constitute discrimination on the basis of race, color, or national origin include: disciplining students more harshly and frequently because of their race, color, or national origin; denying students access to high-rigor academic courses, extracurricular activities, or other educational opportunities based on their race, color, or national origin; denying language services or other educational opportunities to English learners; and assigning students special education services based on a student's race, color, or national origin.

Harassment is a form of prohibited discrimination. Examples of conduct that may constitute harassment on the basis of race, color, or national origin include: the use of racial, ethnic or ancestral slurs or stereotypes; taunts; name-calling; offensive or derogatory remarks about a person's actual or perceived race, color, or national origin; the display of racially-offensive symbols; racially-motivated physical threats and attacks; or other hateful conduct.

Making a Report or Complaint: Investigation Process

Individuals are encouraged to promptly report claims or incidences of discrimination or harassment based on race, color, or national origin to the Nondiscrimination Coordinator, a Complaint Manager, or any employee with whom the student is comfortable speaking. Reports under this policy will be processed under Board policy 2:260, *Uniform Grievance Procedure*.

Any District employee who receives a report or complaint of discrimination or harassment must promptly forward the report or complaint to the Nondiscrimination Coordinator or a Complaint Manager. Any employee who fails to promptly comply may be disciplined, up to and including discharge.

Reports and complaints of discrimination or harassment will be confidential to the greatest extent practicable, subject to the District's duty to investigate and maintain an educational environment that is productive, respectful, and free of unlawful discrimination, including harassment.

This policy does not impair or otherwise diminish the existing rights of unionized employees to request an exclusive bargaining representative to be present during any investigatory interviews, nor does this policy diminish any rights available under an applicable collective bargaining agreement, including, but not limited to, a grievance procedure.

Federal and State Agencies

If the District fails to take necessary corrective action to stop harassment based on race, color, or national origin, further relief may be available through the Ill. Dept. of Human Rights (IDHR) or the U.S. Dept. of Education's Office for Civil Rights. To contact IDHR, go to: <https://dhr.illinois.gov/about-us/contact-idhr.html> or call (312) 814-6200 (Chicago) or (217) 785-5100 (Springfield).

Prevention and Response Program

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

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

Policy Posting and Distribution

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

Enforcement

Any District employee who is determined, after an investigation, to have engaged in conduct prohibited by this policy will be subject to remedial action and/or disciplinary action, up to and including discharge.

Any District student who is determined, after an investigation, to have engaged in conduct prohibited by this policy will be subject to remedial action and/or disciplinary action, including but not limited to, suspension and expulsion consistent with Board policy 7:190, *Student Behavior*.

Any third party who is determined, after an investigation, to have engaged in conduct prohibited by this policy will be addressed in accordance with the authority of the Board in the context of the relationship of the third party to the District, e.g., vendor, parent, invitee, etc. Any person making a knowingly false accusation regarding prohibited conduct will likewise be subject to remedial and/or disciplinary action.

Retaliation Prohibited

Retaliation against any person for bringing complaints, participating in the complaint process, or otherwise providing information about discrimination or harassment based on race, color, or national origin is prohibited (see Board policy 2:260, *Uniform Grievance Procedure*).

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

Statement of Need

The Urbana School District acknowledges that persistent racial disparities, inequities, and academic barriers in our district are unacceptable. While efforts have been made to address the inequities between White students and students of color, these efforts have been largely unsuccessful. Equity is essential to the well-being and success of our schools, our students, and our community.

Equity is the removal of systematic barriers and strives to achieve inclusion of all students, especially those who have historically been underserved in public education settings. The concept of educational equity goes beyond equality, where all students are treated the same, to fostering a barrier-free environment in which all students, regardless of their background or personal attributes, are extended the opportunities and resources required for success.

The purpose of this policy is to re-imagine a framework of actionable steps to eliminate institutional racism, inequities of opportunity, and academic disparities in our district. Those factors affect student achievement and learning, and our ongoing work will allow us to create equitable working and learning environments that welcome, respect, and value diversity.

We acknowledge the responsibility for the disparities among our young people rests with adults, not children. We affirm the following:

- We affirm our commitment to close disparities in academic performance between White students and Black, Indigenous, Students of Color (BISOC) students.
- We affirm our commitment to equalizing the disproportionate graduation percentage rates between White students and Black, Indigenous, Students of Color.
- We affirm our commitment to eliminate the disproportionate disciplinary consequences between Black, Indigenous, Students of Color compared to White Students for similar offenses.
- We affirm our commitment to eliminate all identified systemic barriers that have created opportunity gaps in access, enrollment, and success in advanced classes for Black, Indigenous, Students of Color.
- We affirm our commitment to eliminate all identified systemic barriers and inequities that have constructed academic and social opportunity gaps for students with (dis)abilities.
- We affirm our commitment to eliminate all identified systemic barriers and educational inequities that have negatively impacted multilingual and immigrant students compared to White, English-speaking students.
- We affirm our commitment to create intentional systemic college and career readiness pathways to assist all students in post-high school success.

This list of patterns does not represent an exhaustive list of ways in which disparities exist within our schools. We acknowledge that any disparity is unacceptable and directly at odds with our belief that all students can achieve.

We recognize that the Urbana School District has a responsibility to educate, but we also acknowledge that public schools have an important role in demonstrating inclusiveness and antiracism to the community as a whole.

Vision

The District's vision for all students is to ensure that all learners acquire knowledge, develop skills, and build character to achieve and succeed at high levels to reach their personal greatness. This requires the District to see each student as an individual with different strengths and needs and meet each student where they are academically, emotionally, and socially. We seek to nurture the potential of each student. We acknowledge it is

imperative that every student sees themselves, their history, and their culture reflected through their educational experience.

Urbana School District affirms that equity will not be achieved if it consists of merely inviting students and families into spaces that already exist. Instead, this policy requires us to be intentional in our efforts to create new spaces and opportunities that are intentionally founded with the diverse backgrounds of our historically marginalized families in mind. In order to realize equitable opportunities and outcomes for everyone, equity must be applied across the following list, which includes but is not limited to:

- race,
- ethnicity,
- gender,
- gender identity,
- gender expression,
- sexual orientation,
- socioeconomic status,
- religion,
- national origin,
- foster status,
- involvement with the juvenile justice system,
- (dis)ability,
- immigration status,
- or linguistic backgrounds.

Urbana School District's climate and culture are designed and operated to be reflective of equitable policies, practices, and procedures in each building, every classroom, and all extracurricular activities.

Commitment

We, Urbana School District, are committed to disrupting and transforming the current and historical systems that have been inequitable in their existence. We recognize that our students have various real-life experiences and personal characteristics that will require diverse pathways to success.

In order to achieve educational equity for our students:

The District shall...

- A. The District shall provide every student with equitable access to an academically rigorous, socially and emotionally responsive, and culturally sustaining education, even when this means differentiating resources to accomplish this goal.
- B. The District shall provide ongoing professional development in the areas of bias and culturally responsive teaching, which include adequate time for feedback and self-reflection.
- C. The District shall negotiate, re-allocate, and re-imagine resources, opportunities, and supports when equal distribution results in inequitable outcomes that do not adequately meet the specific needs and interests of all groups of students.
- D. The District shall recruit, employ, support, and retain racially and linguistically diverse and culturally competent teachers, support staff, and administrators.
- E. The District shall remedy the inequitable practices that lead to the over-representation of students of color in areas such as special education and discipline and the under-representation in programs such as acceleration and Advanced Placement.
- F. The District shall strengthen partnerships with and empower families, especially historically marginalized populations, which include underrepresented people of color and those with varying

linguistic backgrounds, as authentic partners in the educational process, school planning, and District decision-making.

G. The District will investigate existing policies that may serve as barriers to access and full engagement for students.

Definitions

For the purposes of this policy, the following terms shall have the following meanings:

“Academic Barriers” are the unequal distribution of academic resources, including but not limited to; school funding, qualified and experienced teachers, books, and technologies to socially excluded communities. These communities tend to be historically disadvantaged and oppressed.

“Bias” means a positive or negative inclination towards a person, group, or community; it can lead to stereotyping.

“Culturally Responsive Teaching” bridges the gap between teacher and student by helping the teacher understand the cultural nuances within the classroom, an approach that focuses on integrating and sustaining students; multiple cultural identities within the classroom environment and curriculum.

“Diversity” or **“Diverse”** means variety in, including but not limited to race, ethnicity, gender, gender identity, gender expression, sexual orientation, socioeconomic status, religion, national origin, foster status, housing circumstance, involvement with the juvenile justice system, IEP status, disability, learning difference, immigration status, or spoken languages and people with different beliefs.

“Ethnicity” is a social construct that divides people into smaller social groups based on characteristics such as a shared sense of group membership, values, behavioral patterns, language, political and economic interests, history, and ancestral background.

“Equity” refers to fairness and justice and is distinguished from equality. Whereas equality means providing the same to all, equity means recognizing that we do not all start from the same place and must acknowledge and make adjustments to imbalances.

“Implicit Bias” means biases of which people usually are unaware or which operate at the subconscious level. Implicit bias is usually expressed indirectly.

“Institutional Racism” means social policies, practices, procedures, and/or discourse that benefit people who are white at the exclusion of people of color, often unintentionally.

“Opportunity Gap” means the unequal or inequitable distribution of educational resources and opportunities on the basis of race and/or ethnicity; resources may include staffing, academic supports, social and emotional supports, high-quality curriculum, and other programs.

“Racial and Ethnic Equity” means the systematic fair treatment of people of all races and ethnicities that allows equitable outcomes.

“Racism” means the prejudice, discrimination, or antagonism directed against someone of a different race based on the belief that one’s own race is superior.

“Systemic Barrier” means policies, procedures, or practices that unfairly discriminate and can prevent individuals from participating fully in a situation. Organizational or systemic barriers are often put into place unintentionally.

“Urbana School District #116” includes all employees, students, consultants, and contractors of Urbana School District #116.

Procedures & Safeguards

Arrival Time: 8:10 a.m.—All adult supervision begins at 7:55 a.m. Students should line up in their designated areas. Students are considered late at **8:15 a.m. Please do not drop children off prior to 7:55a.m.**

Afternoon Dismissal: Kindergarten—5th grades are dismissed at 3:00 p.m. **It is important that students stay at school until dismissal time because they lose valuable instructional time; we encourage you to adhere to this concern.** All students must be signed out if you are picking them up early in the office. An ID must be presented in order for students to be released early. It is our expectation that parents make arrangements to pick up their child(ren) in a timely manner. Please discuss with your child how they will be arriving and departing from school each day. **Messages cannot be given to students during the last 30 minutes of the school day (2:30-3:00pm).** Please help us with ensuring our dismissal procedures are kept clear & concise.

Afternoon Dismissal & Teachers: Please make an appointment to discuss your child’s progress, if needed on a consistent basis. Teachers are asked to provide supervision while waiting with students, unfortunately they are not available to hold conferences during dismissal.

Bicycle Rules: We encourage students from grades 2nd—5th grades be permitted to ride their bicycles to school with helmets. We are not responsible for lost or stolen bicycles, so please provide your child with a secure lock and key. All riders shall dismount after they reach school grounds for safety purposes.

Bus Riders: Students assigned to ride the bus transportation home will be dismissed at 2:55 p.m. It is their responsibility to get to the bus after being trained to do so in the first couple of days of school. Please encourage your child to get to the bus on-time. All buses leave promptly at 3:00 p.m.

Field Trips: The purpose of a field trip, as defined by USD#116 policies, is an “extension of classroom instruction”. Students will adhere to the Dr. Williams expectations on the field trip as they would at school. Students who have demonstrated unsafe behavior leading up to the field trip will need to have an adult chaperone attend the field trip with them. Students who do not have a signed permission slip cannot attend the field trip due to liability purposes. Collaborate with teachers to participate in these classroom extension activities.

Classroom Visitation Policy: Parents and guardians are encouraged to visit their child’s school. Please make sure to sign in the office every time you enter the school. Visitors not wearing a visitor’s sticker will be asked to return to the office to attain one.

Crisis Plans/Emergency Drills: Throughout the year, we will practice our Crisis Plan, Tornado Drills, and Fire Drills. Please understand that it is vitally important for Dr. Williams students and staff to practice these procedures since it helps prepare for any possible problems in the future. If we have a tornado warning, all students will be kept at school until impending danger is lifted. You may pick up your child; however, you must sign them out and get a pass from the office to maintain safety and to help us know where our students are. Additional details in the Emergency Procedures section.

Inclement Weather Conditions: The school district may dismiss students for weather conditions. In cases of threatening weather or possible school closing, please listen to the local radio stations for current information.

Procedures & Safeguards

Parent/Teacher Conferences: There are two Student-led Parent/Teacher Conferences each year.

Fall conferences will be held on Thursday, October 24~ Conference Hours: 4:00 - 8:00 p.m. and Friday, October 25 Conference Hours: 8:00 - 11:00 a.m. **There will be no school for students both days.** (Please note this new change to the calendar.)

Spring Conferences will be held Thursday, March 27~ Conference Hours: 4:00 - 8:00 p.m. and Friday, March 28~ Conference Hours: 8:00 - 11:00 a.m. **There will be no school for students both days.** (Please note this new change to the calendar.)

You may also set up a conference with your child's teacher at any point throughout the school year at a mutually agreed upon time.

Personal Items: All personal items should be kept at home. We are not responsible for any audio equipment, electronics, cameras, trading cards, etc. **Cell phones brought to school must be turned in to your teacher so that it can be locked and stored for safekeeping.**

It is not our responsibility to investigate items lost or misplaced as we ask that they not be brought to school.

Playground Procedures: All students shall have access to our playground during the school day. After school, the after school care program uses the playground for their students. **Once students are dismissed, they must leave the premises.**

Safe Walking Routes: Please review the safe walking routes. All students should use the sidewalks. Students must cross at the crosswalk where the Adult Crossing Guard is located. All students must adhere to the Crossing Guard's instructions. Any disregard for this instruction will result in consequences for misbehavior. **Please instruct your child not to speak to strangers on their way to school and to report any suspicious individuals to you as well as the school.**

Snacks: Snacks are not part of the school curriculum. Snacks can be requested by the classroom teachers. **ALL SNACKS must be pre-packaged. NO homemade items may be brought in for snack.** Please let the office know of any medical needs, along with a note from the physician. Any opened items will be returned home.

Student Injuries: All student injuries must be reported to the office or your child's teacher as soon as possible.

Tardiness/Absences: Please notify the school at 217-384-3628 each morning if your child will be late or absent. All absences are recorded unexcused if there is no correspondence with the office regarding the absence. **We are required to notify the Champaign Regional Office of Education when a child has a 10% chronic absenteeism rate or is excessive tardiness.** Please report any contagious diseases to the office if your child has contracted an infection and must miss school. This allows us to notify the class when deemed necessary by our District policies and procedures.

ALCOHOL, DRUGS, TOBACCO, & FIREARMS

By State law, the use of firearms, alcoholic beverages, drugs and tobacco on school premises is prohibited.

MANDATED REPORTER GUIDELINES

Illinois law (Public Act 94-0888) made significant changes to reporting requirements under the Abused and Neglected Child Reporting Act (ANCRA), which imposes mandatory reporting obligations on individuals whose work involves the care and welfare of children. First, the definition of “school personnel” in the law was clarified to specifically include “administrators and both certified and non-certified school employees” as mandated reporters. Thus, almost any individual who is employed by a school or school district is required to report suspected child abuse to the DCFS Hotline.

Possible physical indicators of child abuse are:

Physical Abuse:

Unexplained bruises and welts

- on face, lips, mouth
- torso, back, buttocks, thighs
- in various stages of healing
- on several different surface areas
- regularly appear after an absence, weekend, or vacation
- teeth marks

Unexplained burns

- cigar, cigarette burns, especially on soles, palms, back, or buttocks
- patterns like electric burner, iron, etc.
- infected burns, indicating delay in seeking treatment

Unexplained fractures/dislocations

- to skull, nose, facial structure
- in various stages of healing
- multiple or spiral fractures

Neglect: Denial of Critical Care

Denial of Physical Needs

- Underweight, poor growth pattern (e.g., small in stature, failure to thrive)
- Consistent hunger, poor hygiene, inappropriate dress
- Consistent lack of supervision, especially in dangerous activities or for long periods
- Wasting of subcutaneous tissues
- Unattended physical problems or medical needs
- Abandonment
- Abdominal distention

Denial of Emotional Needs

- Lags in physical, socio-emotional or intellectual development
- Failure to thrive
- Shallow, empty facial appearance



It is our responsibility to keep each child safe!



From the Nurses' Desk

It's that time of the year again when kids are heading back to school! In the office, we find ourselves seeing students with scraped knees, upset stomachs, headaches, and other maladies associated with the school day and playground mishaps. Here are a few reminders to help us tend to your children and make sure they are taken care of in the best possible way.

- **Help the school keep others healthy. Don't send your child to school sick, especially if they are running a fever.** The student must be clear from the fever for 24 hours before returning back to school.
- In addition, notify the nurse if your child develops an infectious disease or condition such as pinkeye, chickenpox, or strep throat.
- Keep your child up to date on his/her immunization schedule. Make sure your child has all the appropriate shots and boosters for their age, and give a copy of those records to the school each year.
- **Registering Students entering K, Gr. 2, Gr. 6-** The Illinois State Board of Education requires that all children in **kindergarten, second, and sixth grade** have an oral health examination. Please share proof of an exam with the office.
- **Registering students entering Early Childhood, K, Gr. 6, Gr. 9-** Students entering the Early Childhood Program, kindergarten, sixth, or ninth grade must have a physical exam on file with the school district prior to enrolling. *Students who do not have physical exams by the first day of school will not be allowed to attend school. This policy will be strictly enforced.*
- Update emergency contact information. The school nurse should have a way of contacting you in the event of an emergency, as well as a back-up contact should you be unavailable during the day.
- Update medical information on a regular basis. If your child has a chronic illness, such as asthma, his medication and physician's instruction should be on file in the office.
- Keeping your child healthy and able to attend school will make their time in class go much easier and be more enjoyable for all involved. Let's look forward to another great year!



EMERGENCY MEDICAL INFORMATION

All students are required to have emergency medical information on file. Please note that it is the school district policy to call 911 for any medical emergency. If 911 is called, the office will make every attempt to notify parents immediately. If families have not arrived and the student is taken to a hospital via ambulance, a school administrator or designee will go with the child.

Please be sure to keep school staff up-to-date on any health issues that may need to be addressed.

Most staff members are certified in AED/CPR/First Aid. Staff members have also been trained in very specific medical techniques such as Epipen use, diabetes control, and seizure control. An updated list of certified staff members is available in the school office; an AED and Epipen are available outside the school gym doors. Note: training and certification in these areas does not keep staff from calling 911 in an emergency.

MEDICATION AT SCHOOL

If medication needs to be given during school hours, the following rules **MUST** be followed:

- All medications, including non-prescription drugs, given at school must be prescribed by a physician. A School Medication Authorization Form **MUST** be completed each school year. **THE DOCTOR MUST SIGN THE FORM.** The form is available in the school office.
- Prescription medication must be in the original container labeled by the Pharmacy showing the student's name, name of medication, dosage and schedule of administration, date, and the prescriber's name.
- Non-prescription medication must be in the original labeled container with the student's name on the container. A medication authorization form must be completed.
- No medication will be given at school unless the above guidelines are met.
- Under **NO** circumstances should the medication be sent to school with the child on the bus.

*Contact our District School Nurse if you have any questions. (217-384-3600)

HEALTH CONCERNS

If a child is ill, and has any of the following symptoms/concerns, they should be kept at home:

Fever	Temperature of 100 degrees or more. Students must be fever free without medication for 24 hours before returning to school.
Diarrhea	Students must be diarrhea free (without medication) for 24 hours before returning to school.
Vomiting	Students must not have vomited for 24 hours (without medication) before returning to school.
Skin Rash	Excluded until under a doctor's care unless doctor has verified that it is not contagious.
Pink eye	Students may return to school when they have been treated for 24 hours.
Ringworm	Students may return to school when they have been treated for 24 hours.
Impetigo	Students may return to school when they have been treated for 24 hours.
Chicken pox	Students will stay home 6 days and then may return after the pox has been scabbed over for 48 hours.
Scabies	May attend after being treated for 24 hours with effective insecticide, all family members are treated with insecticide, and clothing and bedding has been laundered.

Any child who becomes ill or is severely injured at school must be picked up by a parent or designated adult unless the school office receives specific instruction from the parent to do otherwise with the student.

If a child has any of the listed illnesses or is suspected to have something contagious, they will be isolated until a family member or designated adult picks up the child from school. Before the student returns to school, they must be symptom free from fever, vomiting, or diarrhea **WITHOUT MEDICATION** for 24 hours. Please report any contagious illness to the office or teacher. A classroom note will be sent home if a child is exposed to a contagious illness. If a student misses more than 3 days due to illness, a physician's note may be required to excuse absences and/or ensure that the student is ready to return to school. Families will be notified of any injuries and an accident report is completed.

If there are any changes in a child's health status, please contact the office immediately. To ensure that the school can reach families in case of an emergency, it's important to make sure that the office has an up-to-date phone number, emergency contacts, and doctor's name.

GUARDIAN TELEPHONE – ADDRESS CHANGE

Please contact the office with any changes to your address or telephone numbers. It is important in case the school needs to contact families regarding emergencies, conferences, etc. "emergency contacts" should also have updated phone numbers in our system in the event we cannot reach the primary contacts.

Homework Policy:

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

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

Students are responsible for:

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

Parents are responsible for:

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

Teachers are responsible for:

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

Homework Help

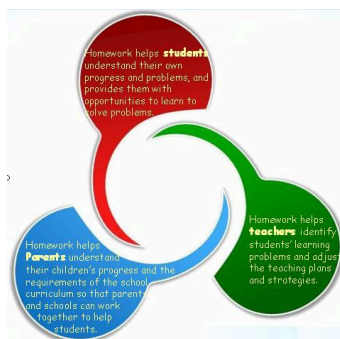
Please connect with the teacher if your child is struggling with homework completion so we can explore the option of your child joining our homework club.



Homework Policy Expectations for Grade Levels

Kindergarten	<ul style="list-style-type: none"> • Students need to read/be read to for 10 minutes each night. • Monthly family involvement projects will be sent home at the beginning of each month and have a set due date. • Optional homework may be sent home to reinforce skills learned in the classroom.
First Grade	<ul style="list-style-type: none"> • Students need to read for 20 minutes each night. • Homework may be assigned weekly. • Homework should not exceed 30 minutes. • Optional homework may be sent home to reinforce skills learned in the classroom.
Second Grade	<ul style="list-style-type: none"> • Students need to read for 20 minutes each night. • Homework may be assigned weekly. • Homework should not exceed 30-45 minutes. • Optional homework may be sent home to reinforce skills learned in the classroom.
Third Grade	<ul style="list-style-type: none"> • Students need to read for 20 minutes every night. • Homework will be assigned Monday – Thursday in their homework folder. • Homework should not exceed 30-45 minutes per night. • Homework is expected to be returned on the next school day.
Fourth Grade	<ul style="list-style-type: none"> • Students need to read for 20 minutes each night. • Students will be assigned weekly homework in their homework folders. • Homework should not exceed 30-45 minutes each night.
Fifth Grade	<ul style="list-style-type: none"> • Students need to read for 20 minutes each night. • Homework will be assigned Monday – Thursday in their homework folder. • This folder will include any work your child did not complete in class and a homework assignment. • Homework should not exceed 60 minutes.

Teachers + Families = SUCCESS!



Dress Code

Student dress has an effect on the learning environment. Recent changes in fashion trends have made an affect on the school atmosphere. The dress code has been modified to address these concerns. Students who wear clothing deemed inappropriate by school policy will be asked to change into appropriate clothes for that day.

Appropriate Dress

We request for all students to dress appropriately.

Skirts, dresses and shorts must be beyond fingertip length when standing and mid-thigh while sitting. If tights are worn, dress code appropriate clothing must be worn over them.

The following will not be allowed:

Tops with the back out, Thin strap tank tops

Tops with cleavage showing

Tops with any midriff showing

Bandanas

muscle T-shirts

doos rags

These items are not acceptable:



Coats

Coats may not be worn during the school day. We strongly suggest for the students to bring a sweater or light jacket during the winter months.

Tennis Shoes

We encourage all students to wear tennis shoes for physical education and playground or recess activities. Flip flops and slides do not allow proper foot coverage for recess and physical education.

Lunchroom Procedures

Lunchroom Schedule

10:45-11:30– Kindergarten

11:00-11:45– 2nd Grade

11:15-12:00- 4th Grade

11:30-12:15– 1st Grade

11:45-12:30- Third Grade

12:00-12:45– 5th Grade

Please note: Students are not able to bring gum, soda pop, chips, candy, or junk food to school to have with their school lunch. A student may only bring in food to the lunchroom as part of their home lunch for the day.

Lunchroom Procedures

1. Enter the lunchroom quietly.
2. Keep hands and feet to yourself.
3. Use a 6 inch voice.
4. Use kind words such as please and thank you.
5. Dismiss in an orderly fashion.
6. On good weather days, ALL students will go outside.
7. All food must be eaten in the lunchroom.
8. Students are to play cooperatively.

Shoving, hitting, threatening, or fighting will not be tolerated.

Students are allowed to talk with the students that are at their table only. We encourage you to visit the lunchroom to better understand the importance of a neat and orderly environment.

Illinois' "Right To Play"

The Right to Play Every Day: What parents and schools need to know IL law now requires 30 minutes of recess every day for students in grades K-5 in public school.

FAQ

According to federal guidance and health research, children should have at least 20 minutes of seated time for lunch. So, although the law does not prohibit it, lunch should not be reduced to increase play time.

If schools are currently holding recess, will that count as play time? Yes. As long as that recess is screen-free, allows for unstructured play and is 15 minutes or longer.

Can schools withhold playtime for disciplinary reasons? No, only if a student's participation in play time poses an immediate threat to the safety of the student or others. To the greatest extent possible, schools should minimize exclusion from play.

In other words: Physical aggression toward students or staff during recess will result in the student being in a time out during recess due to safety concerns.

What accommodations should be made for students with disabilities?

Play time is part of a child's free and appropriate public education. Students with IEPs or 504 plans should receive any necessary accommodations or services in their plans to be able to participate fully in play time.

Should schools withhold playtime for academic reasons? The American Academy of Pediatrics and the National Association of School Nurses recommend play time not be withheld for academic reasons. Play should be regarded like other academic and non-academic instructional time; e.g. if a child would not be withheld from art, PE or music class for interventions, then they should not be withheld from play time.

WE ARE A NUT FREE SCHOOL

STUDENTS WITH SPECIAL DIETARY NEEDS (examples – allergies, diabetes) will be accommodated when (and ONLY when) documentation from a medical doctor is provided. The documentation shall include the student's name, diagnosis, special diet, allowable substitutions, doctor's signature, and date.



Some examples of items that contain nuts: Nutella, Reese's, Snickers, PB&J, Trail Mix etc.

Parent Engagement Statement

Dr. Williams students, staff, and parents believe in the importance of working together to support student success and academic achievement. Establishing effective communication is a priority. Parents are recognized as having a significant role in their child's education. Activities are planned and implemented to support parents in this role.

Important information about school and classroom activities are included in weekly newsletters, info-sharing meetings during Open House, Parent/Teacher Conferences, phone calls, and individual written communications. Parents are welcome to visit classrooms.

Surveys are used as a "needs assessment" to help determine the direction of parent/family engagement activities. Survey results are taken into consideration by both staff members and PTA members when planning family/extracurricular activities.

A number of activities are planned for students and their families throughout the school year, including: Back to School Night, Special Person's Day/Grandparent's Day, Family Game Night, National African American Parent Involvement Day activities, Family Reading Night, Fine Arts Night, and more! Parents are also encouraged to volunteer/participate in Fun & Field Day, Walk/Bike to School Day, & 100th Day.

Parent/family activities and events are purposely scheduled at different times of the day to encourage attendance and enable parents to participate actively in their children's education. Both staff members and representatives of the Dr. Williams School PTA plan and facilitate these events.

Discussions occur that determine if there are barriers to student and/or parent participation in activities and attempts are made to provide the necessary services or support to remove those barriers. Attendance at events is studied to determine if all Dr. Williams neighborhoods are equally represented.

Title I Parent Advisory Meetings will be held at Dr. Williams quarterly to assess parents' needs and concerns. Dr. Williams' parents can also serve on the district level Title I committee that advises the Title I Coordinator on issues regarding students and their families.

Dr. Williams Elementary School is a Title I School.

Families + Teachers + Students = Success!



A Parent's Guide

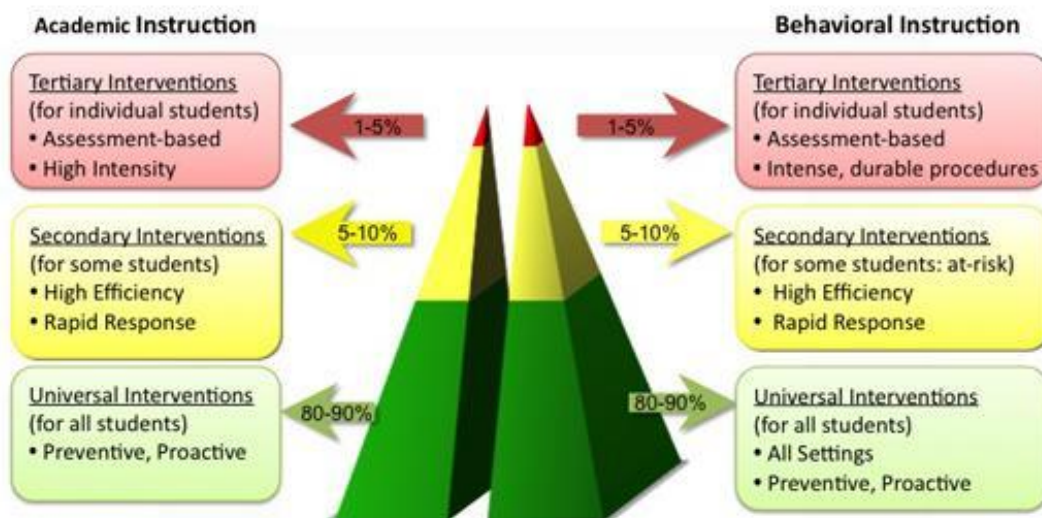
Positive Behavior Interventions & Supports (PBIS)

Every student is held accountable for their choices.

The goal for the Dr. Williams Elementary School community is to provide each student an environment conducive to learning. It is our expectation that all students can and will learn in a safe and disruption free environment. Please hold us accountable, as well, for being calm, consistent, and clear in our interactions with your child(ren). USD #116 is committed to providing a consistent behavior system throughout all the elementary schools.

What is PBIS? PBIS is a data-driven, proactive systems approach for establishing the behavioral supports and social environment needed for all students in a school to achieve social, emotional, and academic success. It conforms to the behavioral systems of the Multi-Tiered Systems of Support (MTSS) model.

Designing Schoolwide Systems for Student Success



Tier 1: Core behavior expectations are taught, modeled, and reinforced by all staff in all school settings. This should meet the needs of about 80-90% of the student population.

Tier 2: Supplemental interventions for small groups of students not meeting behavioral expectations. These interventions should meet the needs of 5-10% of the student population.

Tier 3: Customized interventions for individual students not meeting behavioral expectations. Typically, 1-5% of the student population may need assistance at this level.

How will PBIS be implemented in Dr. Williams Elementary School?

Behaviors will be taught just like academic skills. Our focus is to build a positive environment in our schools and classrooms. The school has chosen the three R's:

Respect yourself.

Respect others.

Respect property.

By teaching these core behavior expectations, the school wants to equip all students with the knowledge necessary to achieve their unique potential. PBIS enables our students to behave in the spirit of the Dr. Williams School motto: Dr. Williams Elementary School is the school where EVERYBODY is SOMEBODY.

What happens when my child displays expected behaviors?

Any administrator, teacher, or staff member in the building can give rewards to students who display the expected behaviors. Rewards include, but are not limited to:

PBIS Star Tickets: Tickets are given to students throughout the school day in all settings, including lunchroom, Fine Arts, & Library. All tickets are placed in the "Star" box for an "All Star" drawing. All drawings are held two times per week.

Monthly Celebrations: At the end of every month, a celebration is held for students that have followed the behavior and academic expectations for the month.

Classroom Rewards: Students are rewarded on either a weekly or daily basis by their classroom teacher/specialty teacher.

What interventions are offered to help students through PBIS?

CICO (Check in, Check out): Our goal is to provide additional support early for students experiencing these challenges. With parent consent, students receive intervention support with increased adult attention, frequent feedback about behavior and academics and additional positive reinforcement.

Social Work Groups: Students are identified to receive small group interventions.

Social Academic Instruction Groups (SAIG): Students are assigned to meet weekly with a group to work on specific skills (i.e. organization, following directions, getting to school on time, homework completion, etc).

How is disrespectful behavior dealt with at Dr. Williams Elementary School?

We expect all students to behave in a respectful manner. 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 "bullying behavior" are taken very seriously and addressed immediately by all Dr. Williams School staff. As a proactive measure to teach and support students, we create a positive learning environment in which all students are taught specific expectations and social skills necessary for making positive contributions to our school.

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

Students 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.

If the other student(s) does not stop, then the student should **WALK** away.

If the behavior continues, the student should **TALK** to an adult right away and report the problem.

Adults will:

1. Ask the student if they gave the STOP signal and 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.

What curriculum is used to support interventions and expectations?

- PBIS School Matrix
- Second Step Social Emotional Learning Curriculum
- Morning Meetings & Class Meetings
- S.W.A.T. Program and implementation (Stop, Walk away And Tell and adult see description above)
- Project Wisdom
- USD #116 Character Traits: *Ready/Readiness, Respect, Responsibility, Integrity, Compassion, Cooperation, & Perseverance*
- Social Emotional Learning Competencies: Self-Awareness, Social Awareness, Relationship Skills, Responsible Decision-Making & Self-Management
- School Celebrations
- Classroom Management Plans
- Zones of Regulation

What can I do to help with PBIS?

- Review the expectations with your child.
- Ensure that your child is well rested and on time for school each day.
- Ask your child about their school day.
- Stay in contact with your child’s teacher(s).
- Encourage your child to respond in a respectful manner including tone and body language.
- Incorporate Dr. Williams School Expectations: Respect yourself, respect others, and respect property.
- Be involved with the school. Attend school functions and activities when possible.

All school procedures are in compliance with:

Urbana School District Board Policy 7:180~ Preventing Bullying, Intimidation, & Harassment

Urbana School District Board Policy 6.220~Discipline

Building Character.... One student at a time!



How can you help yourself?

The BLUE zone	The GREEN zone	The YELLOW zone	The RED zone
How might you feel?	How might you feel?	How might you feel?	How might you feel?
sad tired bored moving slowly	happy okay focussed ready to learn	nervous confused silly not ready to learn	angry frustrated scared out of control
What might help you?	What might help you?	What might help you?	What might help you?
Talk to someone Stretch Take a brain break Stand Take a walk Close my eyes	The goal of this exercise is to get to the GREEN zone. What can you do to be happy, calm and ready to learn?	Talk to someone Count to 20 Take deep breaths Squeeze something Draw a picture Take a brain break	Stop what I'm doing Make sensible choices Take deep breaths Ask for a break Find a safe space Ask for help

Dr. Williams School Student Education &

Behavioral Expectations

Every student is held accountable for their choices.

The goal for the Dr. Williams Elementary School community is to provide each student an environment conducive to learning. It is our expectation that all students can and will learn in a safe and disruption free environment. Please hold us accountable, as well, for being calm, consistent, and clear in our interactions with your child(ren). USD #116 is committed to providing a consistent behavior system throughout all the elementary schools. This year all schools recommit to implementing PBIS. Students will be taught expectations on a week/monthly basis through “Cool Tools”.

Dr. Williams School’s Expectations:

Respect yourself.

Respect others.

Respect property.

Incentives

“All-Star Students”

Hallway Incentives

Character Trait Nominations

Monthly School-wide Incentives & many more!

Consequences

Timeout

Teacher Partner

Loss of Classroom Privileges

After school detention

Office Referrals & other disciplinary actions

Bully Prevention Lessons & Curriculum:

S.W.A.T.: Stop! - Walk Away - Talk

Goal: Teaching all students responsible behaviors for all settings.

EMERGENCY PROCEDURES & SCHOOL CLOSINGS

If it becomes necessary to close schools due to inclement weather this winter, announcements will be made over a wide variety of local radio, TV, newspapers, and the *Crisis Go* system. Students and parents are reminded that, until they personally hear an announcement via the media, they should assume that schools are operating normally. The decision to close schools is made by the Superintendent of Schools and not by each building. Therefore, the announcement will be made regarding the "Urbana School District", not specifically about Dr. Williams School.

As a safety precaution, all visitors are required to sign-in at our Main Office. You may also be asked to present photo identification upon entry to the building or at any time while in Dr. Williams Elementary School.

DRILLS

Fire Drills are a necessary routine for ensuring the safety of students and staff. All students and staff are expected to follow the established fire drill plan posted in each room in the school. When the fire alarm bell sounds students are expected:

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

Tornado Drills are also a necessary routine to ensure the safety of students and staff in the event of a tornado. A tornado drill procedure has been established for the school and is posted in each room of the school. When a tornado alarm is sounded students and staff are expected to report quickly and quietly to their assigned area of safety.

Crisis Drills are held as needed but will be done at least twice a year. The principal will notify you when Crisis drills are held so you are aware. At Dr. Williams we have developed a crisis plan to safeguard your child in the event of an emergency. All staff members at Dr. Williams know what to do in an emergency and the plan has been discussed with their students. In the event of a real emergency at Dr. Williams Elementary:

- DO NOT COME TO THE SCHOOL, law enforcement agencies will block the streets near us.
- DO NOT CALL THE SCHOOL, in a real emergency we need to keep the phone lines open.
- REMAIN WHERE YOU ARE AND TUNE INTO WILL 580 AM, they have agreed to be our official radio station in case of emergency. Announcements will be made and instructions given, so please do not call the radio station for information. If necessary, we will contact you.

BUS RULES

While on the bus, students should remain seated until the bus arrives and stops at its destination. Proper and safe behavior is expected on the bus, and the principals will deal with inappropriate behavior. The bus driver has a great deal of responsibility for all students on the bus, and students should show respect and follow any instructions given by the driver. Appropriate behavior is expected on the bus, and bus-riding privileges may be suspended for recurring misconduct. For questions regarding bus transportation, please contact First Student's Transportation Manager at 217-344-4586.

INCLEMENT WEATHER

On most days students are outside during lunch and/or class recesses, P.E., and/or class excursion times. If it is raining or if the wind chill temperature is lower than 20 degrees Fahrenheit, students are allowed to wait/stay inside during these times.

School Emergency Parent Guidelines
Dr. Preston L. Williams, Jr. Elementary School



Emergency Plan Overview

Our school developed an emergency plan in collaboration with Urbana School District 116 along with local law enforcement to ensure the safety of all Dr. Williams students in the event of an emergency. All staff are trained and prepared to respond to an emergency at school. Staff dedicate time to discuss procedures and plans with students within the classroom to ensure all students are prepared to respond in the event of an emergency. Our goal is to keep parents informed about our plans and how you should respond in the event of an emergency. Please take a moment to read the information included and we ask that you keep a copy of this in a safe place at home.



Parents Emergency Preparedness Plan

In the event of an emergency in which we evacuate the building our emergency plan outlines having students K-2 taken off site to Living Hope Four Square Church and 3-5 students taken to Brookens County Administrative Building. If we do not need to evacuate all students will remain inside of the school building.

- ~ We ask that you do not come to the school. In the event of a serious problem law enforcement agencies will block off the streets near the school allowing access to emergency personnel only. Thus they will not allow you to enter the area.
- ~ We ask that you do not call the school so that we can keep the phone lines open.
- ~ Keep all phone numbers up to date with the office to ensure we can contact you regarding any emergencies. We will call all parents through our Skylert System to update parents regarding the emergency.
- ~ Depending on the emergency, we will release students to parents/guardians when it is safe to do so. It is important that you arrive with photo identification as students will only be released to parents/guardians or emergency contacts listed. All students must be signed out using the student sign-out log.



Communication to Parents

- ~ Please understand that during an emergency our first concern is for the safety of our students and staff. We will provide information about the problem after everyone is safe and the problem is under control. Expect a call through the Skylert system notifying you of the situation. It could take time for us to communicate with you as we will follow the directives of emergency personnel.
- ~ We know that your child and his/her safety is of utmost importance to you. We also realize we are asking for a lot of patience with us as we progress through an emergency plan. Please know that we take your child's safety very seriously and we will contact you as soon as possible to provide updates regarding the emergency and any reunification plans when necessary.
- ~ We hope to never need to use our emergency plans, but we want to ensure we are prepared and notify you of our general plans to ensure the safety of all students and staff. Thank you for your cooperation, patience & preparedness.

Revised 6/2020



Urbana School District #116 School Board

Paul Poulosky, President

Tori Exum, Vice-President

Sheri Langendorf, Board Secretary

Ben Baxley, Secretary Pro-Tem

Jennifer Hixson, Board Member

Lola Jones, Board Member

Citlaly Yuritzi Stanton, Board Member

The School Board meets every 1st & 3rd Tuesday of each month at 6:30 p.m.

You are welcome and encouraged to attend!

Board Room at Tiger Academy

303 East Fairlawn Dr., Urbana,

Urbana, IL 61801

(217) 384-3600

URBANA
SCHOOL DISTRICT #116

2024-2025 URBANA SCHOOL DISTRICT #116 CALENDAR



DATE	DAY	EVENT & DETAILS
August 13-14	Tues-Wed	Institute Days – No School for Students
August 15	Thursday	No UECS Student Attendance-Family Conferences/Home Visits ½ of Kindergarten Students Attend, All of Grades 1-5, Grade 6 and Grade 9 Students in Attendance No School for Grades 7, 8, and 10-12
August 16	Friday	No UECS Student Attendance-Family Conferences/Home Visits, other ½ of Kindergarten Students Attend (Grades 1-12 in Full Attendance)
August 19	Monday	All Students EC-12 in Attendance
September 2	Monday	Labor Day – No School
September 20	Friday	Staff Development Day – No School Grades EC-5, Early Dismissal: UMS @ 1:15 and UHS @ 12:26
October 11	Friday	No UECS Student Attendance-Assessment and Portfolio Writing End of 1 st Quarter (41 Student Attendance Days)
October 14-18	Mon.-Fri.	Fall Break – No School
October 24	Thursday	Fall Institute-No Students Student-Led Family-Teacher Conference Night at Each School ~ Conference Hours: 4:00 - 8:00 pm
October 25	Friday	Student-Led Family-Teacher Conference Morning at Each School ~ Conference Hours: 8:00 - 11:00 am <u>No school for students</u>
November 4	Monday	Staff Development Day – No School Grades EC-5, Early Dismissal: UMS @ 1:15 and UHS @ 12:26
November 5	Tuesday	Election Day – No School
November 27-29	Wed.-Fri.	Thanksgiving Break – No School
December 19	Thursday	End of 2nd Quarter (40 Student Attendance Days) & End of 1st Semester (81 Student Attendance Days) Winter Break Begins at Close of School Day for Students
December 20	Friday	Institute Day and Semester Planning – No School for Students
December 23-Jan. 5		Winter Break
January 6	Monday	No UECS Student Attendance-Family Conferences/Home Visits School Resumes at Regular Time(s)
January 20	Monday	Martin Luther King Jr. Day – No School
February 7	Friday	No UECS Student Attendance-Assessment and Portfolio Writing
February 14	Friday	Staff Development Day – No School Grades EC-5, Early Dismissal UMS @ 1:15 and UHS @ 12:26
February 17	Monday	Presidents' Day – No School
March 14	Friday	End of 3rd Quarter (47 Student Attendance Days)
March 17-March 21	Mon.-Fri.	Spring Break – No School
March 27	Thursday	Staff Development Day – No School Grades EC-5, Early Dismissal: UMS @ 1:15 and UHS @ 12:26 (Possibly SEL focus) Student-Led Family-Teacher Conference Night at Each School ~ Conference Hours: 4:00 - 8:00 pm
March 28	Friday	Student-Led Family-Teacher Conference Morning at Each School ~ Conference Hours: 8:00 - 11:00 am <u>No school for students</u>
April 18	Friday	Spring Holiday – No School
May 26	Monday	Memorial Day – No School
May 30	Friday	5/30 No UECS Student Attendance-Assessment and Portfolio Writing Half-Day Inservice – Early Dismissal: Elementary @ 12:45, UMS @ 1:15, and UHS @ 12:26, No school for UECS • An Early Dismissal will be the last official day of school ~ Date subject to change if use of Winter Weather Days End of 4th Quarter (48 Student Attendance Days) & End of 2nd Semester (95 Student Attendance Days)
June 6	Friday	Last Official School Day If 5 Winter Weather Days Used

Dr. Williams Elementary School – Urbana School District #116
Suggested School Supply List
2024-2025

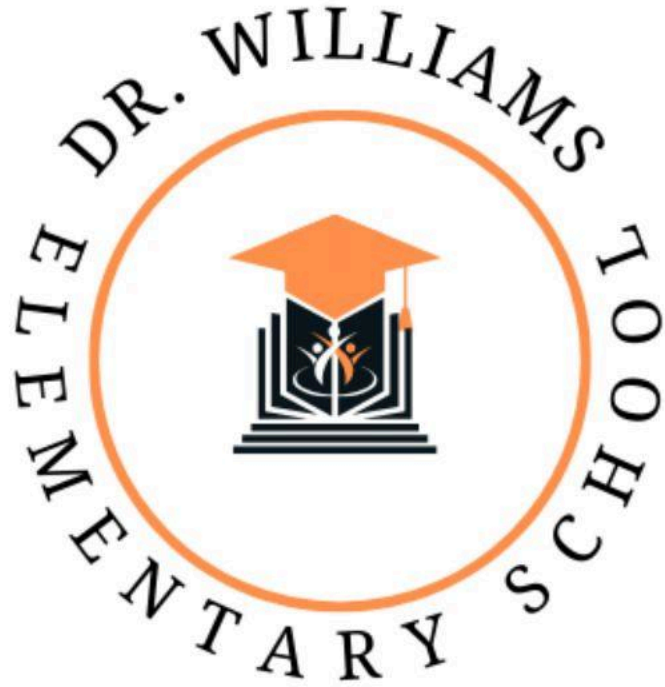
<u>KINDERGARTEN</u>	<u>1ST GRADE</u>	<u>2ND GRADE</u>
<p>1 Book Bag (carried daily & labeled with child's first and last name) 3 boxes of Kleenex 1 box of sandwich size Ziploc bags 1 box of gallon size Ziploc bags 50 count cups (8 oz or larger) 1 box small dixie cups 3 boxes of <u>Crayola</u> crayons (24 ct) 8 Elmer's glue sticks 1 boxes of broad line Crayola markers (10 ct) 1 box of fine line Crayola markers 2 sets of Crayola watercolors (8 ct) 1 package of paper plates 1 set of headphones - labeled w/student name (not earbuds) 1 package of Expo markers 3 Clorox wipes containers 2 rolls of paper towels 1 package Ticonderoga pencils Additional Optional Supplies: Play-Doh Q-tips Paper bowls Highlighters Construction paper</p>	<p>1 Book Bag (carried daily & labeled with child's first and last name) 3 boxes of Kleenex 2 sets of washable Crayola markers 3 boxes of Crayola crayons (24 ct) 12 Glue sticks 24 pre-sharpened pencils (#2) 1 pair of Fiskar scissors 2 Composition books (WIDE ruled) 4 – 2-pocket prong folders (One red, green, blue and yellow, plastic suggested) 4 erasers 1 set of headphones with microphone (not earbuds) 2 pk Expo markers- black 1 box gallon size slider Ziploc bags - last name A-M 1 box quart slider Ziploc bags - last name N-Z 1 supply box 1 package of Clorox wipes 1 bottle of hand sanitizer</p>	<p>1 Book Bag (carried daily & labeled with child's first and last name) 3 packages of 24 pencils (#2 sharpened) 2 boxes of Crayola crayons (24 ct) 1 box of Crayola markers 8 Glue sticks 2 pairs of Fiskar scissors 3 boxes of Kleenex 2 boxes of Expo markers 1 spiral notebook (WIDE ruled) 1 box of quart size slider ziploc bags 1 box of gallon size slider ziploc bags 1 pencil box or pouch 1 set of headphones (not earbuds) 3 2-pocket plastic folders with prongs 2 package of Clorox wipes 2 bottles of hand sanitizer 50 count cups (8 oz or larger, paper or plastic) 1 package of paper plates 1 set of watercolors 1 water bottle with lid, labeled with child's name 2 rolls of paper towels</p>
<p><u>3RD GRADE</u> 1 Book Bag-with name 8 packages of 12 pencils (#2) Sharpened Ticonderoga requested 1 pair of Scissors 2 - 24 count Crayola crayons / colored pencils 1 pack of Markers 4 - glue sticks 1 set of headphones (Non Earbuds) 1- composition notebook 1- wide ruled spiral notebook 1- Pencil box/bag 1 box of Expo markers 2- containers of Clorox wipes 3 boxes of Kleenex 1- Post it notes 1-Gallon zip lock bags 1-sandwich ziploc bags 1 Water Bottle</p>	<p><u>4TH GRADE</u> 1 black 1-inch 3-ring binder 1 book bag 3 boxes of Kleenex 2 packages of wide-ruled notebook paper 1 wide-ruled spiral notebook 48 pencils (#2) 2 sets of colored pencils 3 two-pocket folders (1 red, 1 blue, 1 green) 2 boxes of thin markers 1 closed/sealed water bottle 2 boxes Expo markers (thin or thick) 1 pencil box 1 set of headphones (not earbuds) 3 containers of Clorox wipes 1 box of quart ziploc bags</p>	<p><u>5TH GRADE</u> 1 Book Bag 1 water bottle 3 boxes of Kleenex 2 containers of Clorox wipes 1 box/pack of colored pencils 1 pair of scissors 4 glue sticks 1 box/pack of (#2) pencils 1 package of pink erasers 2 packs of loose leaf notebook paper 6 two-pocket plastic folders 5 wide ruled spiral notebooks 1 1-inch binder 1 set of headphones 1 package of dry erase markers 1 pack of index notecards (lined)</p>

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

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

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

DPW



**Learning today,
leading tomorrow**