

Listen, Read, Write to Understand, That's the Westview Wildcat Plan!

Family/Student Handbook
2026-2027

Westview Elementary School
703 S. Russell
Champaign, Illinois 61821
Phone: (217) 351-3905
Westview Elementary Website

Table of Contents

Principal's Welcome 3
History of Westview 4
Westview Targeted Learning Focus 5
Westview Behavior Expectations 5
Westview Pledge of Respect 5
Westview's 3 Rs – School Wide Expectations 5
Partners in Learning Community Compact 6
Building Information 8
School Hours 8
Arrival and Dismissal Procedures 8
Bus Routes 10
Bicycle Safety 10
Absences 10
Tardiness 11
Breakfast and Lunch Programs 11
Lunch 11
Cold Weather and Recess 11
Birthday Parties 12
Toys and Cell Phones 12
Dress Code 12
Parent and Guardian Information 13
Parent-Teacher Conferences 13
Parent-Teacher Association (PTA) 13
Visitors **VERY IMPORTANT CHANGE** 14
Program Supports 15
Library 15
Music 15
Physical Education 15
Visual Arts 16
Multi Language Learners (MLL) 16
Enrichment 16
Health and Safety 17
Major Accidents 17
Administering Medications 17
Immunizations, Physicals, Dental and Vision 18
Sickness 18
Vision-Hearing Screening Notification 19
Tornado Watch and Warning Procedures 20
Tornado Watch 20
Tornado Warning 21
Guide for School Emergencies 22
Response to Intervention (RTI) 24
Asbestos Hazard Emergency Response Act (AHERA) 28

Principal's Welcome

On behalf of the Westview staff, we would like to welcome you to the Wildcat family! At Westview, we strive to provide a safe and nurturing learning environment where all students can learn and grow. We want our partnership with families and the community to be one that helps our students become 21st-century learners who are on the path to becoming innovative, active, and productive citizens.

As I start my tenth year at Westview, I can say I love my job! I have been blessed to work with an amazing staff that puts kids first. They go above and beyond to support students academically and socially/emotionally. The students continue to amaze me with their grit and persistence in the classroom as they grow their brains. This is not possible without the support and involvement of our families. It has been a privilege to work with an amazing PTA that supports students, families, and staff. I cannot wait to see what the 2026-27 school year brings.

What can you expect from me as principal? I will communicate with all stakeholders in a timely and transparent fashion, be student-focused, and bring a collaborative approach. We, as educators at Westview, are not able to accomplish what we need to without your help. In serving as principal, I will be an instructional leader who makes decisions based on data and what is best for students. Together, we will have a school that is welcoming to all and where students feel safe and are eager to learn.

I am excited to continue my service to the students, staff, and families of Westview Elementary!

Sincerely,
Nick Swords
Principal

History of Westview School

Westview School opened its doors in 1951, with seven classrooms and 153 students, and a PTA-sponsored kindergarten program. During the 1955-56 school year, the building grew to include a new addition of eight classrooms. In 1957, a special education room was opened for blind children. That year saw Westview's highest enrollment to date, with 596 pupils, which did not include kindergarten students. Of the regular 21 classrooms, grades first through sixth, five were first-grade rooms. With the implementation of the middle school program in 1977, the school shifted to housing kindergarten through fifth-grade students. Since 1981, Westview Kindergarten has been a full-day program.

In 1988, three large additional classrooms were created under the east side of the first floor. A permanent library/media center was established in the largest of these rooms. The '90s saw the other two classrooms used for kindergarten, a "Writing to Read" computer lab for K-1, special education, and then, with the reestablishment of the elementary visual arts program, as an art classroom.

In 1998, Westview adopted "Communicating In the 21st Century" as the School of Choice theme. Communication continues as a resounding theme that drives the vision and the shared work of the Westview faculty and staff. In the fall of 1999, Westview was selected as a site for the "English as a Second Language" program that continues to grow today. The 2026/2027 school year represented the 75th anniversary of Westview School.

In June of 2012, construction began on six additional classrooms and a new gymnasium. Along with the addition, Westview received a comprehensive floor-to-ceiling renovation in the existing structure while staff and students spent the school year at "Westview on Kirby," the former home of Carrie Busey School. Doors to the newly renovated Westview campus opened in August 2013.



Westview Targeted Learning Focus

Listen, Read, Write to Understand, That's the Westview Wildcat Plan!

Westview Behavior Expectations

Westview Pledge of Respect:

I have the RIGHT to be treated with RESPECT.
I have the RESPONSIBILITY to treat others with RESPECT.
I must first GIVE RESPECT,
If I want to RECEIVE RESPECT.

Westview's 3 Rs – School-Wide Expectations:

Respect Yourself
Respect Others
Respect Property

Everyone at Westview has the right to be treated with respect and the responsibility to treat others with respect. Respect is the foundation of our school climate and culture. Students have the right to a positive learning environment. Teachers have the right to teach all students without disruptions. Westview uses a PBIS (Positive Behavior Interventions and Supports) approach. We have clearly defined behavioral expectations for all areas of the school building. Students are taught what it looks like to be respectful in each location of the school. Classes and individual students are recognized for the respectful ways they interact with others throughout the school day by earning "gotchas". Individual incentives and rewards are used to acknowledge students who show their 3Rs. We also provide interventions like verbal warnings, reset, check-in check-out, peer mediation, social skills instruction, parent conferences, and in/out of school suspension for students who need additional support with following their 3 Rs. Westview follows the Unit 4 Student Code of Conduct for all behaviors leading to an office referral. By teaching, reinforcing, and celebrating our students' use of the Westview expectations, our school's positive climate is one where learning is maximized. You can learn more about PBIS at www.pbis.org.

Partners in Learning Community Compact:

At Westview, we recognize that for our students to be successful, it takes a commitment on the part of all individuals in the learning community. Below is a copy of our Learning Community Compact that is available at Registration for you to sign. Please read this over, as this is a commitment that we must all make to help our students succeed.

We know that learning can take place only when there is a partnership between the home and school. We are going to do our best to promote his/her achievement. Our goal is that:

> Every student will learn to read well, read often, and enjoy reading through a focused alliance of family support and powerful classroom teaching.

Every child will acquire solid study habits and skills through consistent homework practices and parental guidance.

Every child will develop a sense of responsibility and respect for self and others through consistent direction from their families and schools.

Parent/Guardian Agreement – I pledge to:

- See that my child is here on time, attends school regularly, and comes prepared to learn.
- Read to my child and/or listen to my child read to me regularly.
- Monitor my child's progress by attending scheduled conferences, checking over my child's homework, and communicating frequently with my child's teacher and other school staff.
- Make sure that my child is following school and classroom rules and does not disturb the learning of others or his/her own learning.

Student Agreement – I pledge to:

- Come to school on time and be ready to learn.
- Do my best on my school assignments.
- Not disturb the learning of others or my own learning.
- Follow the school code of respecting yourself, respecting others, and respecting property. Teacher Agreement – I pledge to:
- Provide necessary instruction, quality teaching, and leadership to help my student succeed in his/her classroom
- Motivate the students to succeed in the classroom.
- Encourage parent/guardian participation in students' learning.
- Provide the parent/guardian with feedback on student progress and success. Principal Agreement – I pledge to:
- Create a welcoming, safe and orderly learning environment.
- Promote positive communication between the teacher, parents/guardians, and students.

● Enforce the school code of respecting yourself, respecting others and respecting property.
● Provide appropriate in-services and training for teachers and parents

Building Information

School Hours

Doors open: 7:40am
First Bell: 7:50am
Second Bell: 8:00am*
Lunch: 11:30 to 1:10pm
School Dismisses: 2:50pm
*Students are considered tardy if they are not in their classrooms before the 8:00am bell and must go to the office for a tardy pass when arriving after 8:00am.

Arrival and Dismissal Procedures:

Parents, please communicate with your child and the school at the beginning of the day if your child's method of getting home is different than usual.

Arrival Procedures:

Students participating in the Breakfast Program are allowed to enter the building beginning at 7:40 a.m. For reasons of safety, students will not be allowed to use the playground area before school.

Car Riders: Student Drop Off and Pick Up - Parents in cars:

All students (Kindergarten through 5th grade) will be dropped off and picked up at the Russell Street door. Cars will not be permitted to park on Russell Street. Starting at 7:40am, a staff member will be on hand to greet your child during the morning and guide your child to your car in the afternoon. You will be given a placard on which to put your child's name so

that a staff member can call your child from the designated waiting area outside the school to quickly get your child to you during dismissal.

- Get in the Eastbound line on John and use the parent pick-up area on Russell Street
- Always stay in your car while picking up/dropping off your child
- Pull forward to the crosswalk
- Be mindful of the crosswalk by not stopping on top of it and by giving pedestrians the right of way.

You must stay in your vehicle during both arrival and dismissal. If you wish to come into the school, you must park away from Russell Street as this will be an unloading and loading zone only. For the safety of our students, Russell Street is one-way (southbound) during arrival and dismissal. Do not attempt U-turns. Your patience is appreciated and helps the process be smooth and safe.

Bus Riders - Arrival and Dismissal:

Buses will unload and load students on William Street, and as such, all traffic will be required to stop while students are loading. During arrival (7:40-8:00am) and dismissal (2:40--3:10 pm) William Street is a one-way street with traffic traveling West.

Walking to and from School - Parents who park off campus or walk:

All students who walk in the morning to school will enter the building using the Russell Street doors. Walkers will be dismissed through the West center, playground doors. Safety is of the utmost concern for our students as they walk to and from school. Please review the safety rules below with your child(ren) to ensure their safety as they walk to and from school.

1. Children should always walk on the sidewalk when one is available.
2. Children should not walk on other people's property.
3. Children should cross only at intersections. If an adult crossing guard is present, a child must obey them. An adult crossing guard is located at the intersections of John St. and Mattis Ave. and John St. and Russell St.

Parents who park off campus or walk:

- Meet your child on the West side of the building at Door 9 by the playground
- Kindly refrain from blocking or parking in residential driveways off campus or the staff parking lot
- Pick up your child in the same designated area each day.

Bus Routes:

Due to varying bus schedules, parents will get bus stop information from the Transportation Department prior to the start of the school year. Routes and stops are annually reviewed for safety and efficiency. Buses will be running routes prior to the first day to school and you will have an opportunity to check out your bus stop. We look forward to a smooth start this school year. There is a bus app that parents can download: My Ride K-12.

Bicycle Safety:

Bicycles are to be placed in the bicycle racks at the front of the building. It is suggested that they be locked to the rack. Students should walk their bicycles on school grounds, including sidewalks, driveways, and parking lots, for the safety of all. We recommend that all children wear a helmet while riding their bicycles.

Absences:

Parents/guardians are asked to call the Westview Office (351-3905) when their child will be absent from school. If parents/guardians have not called in to notify the office of their child's absence by 8:30 a.m., office staff will contact them.

Excessive Excused Absences:

When fifteen (15) excused absences are accumulated without written documentation from a doctor, the school will send a letter to the

parent/guardian. If, after receipt of the letter, a doctor's note is not provided for future excused absences, then those absences are considered unexcused. It is the principal or designee's responsibility to monitor all future absences. However, the school has the right to request a doctor's excuse at any point as deemed necessary and appropriate for absences to be excused.

All other absences shall be considered unexcused and may be interpreted as truancy. All absences are unexcused if a parent/guardian does not contact the office or classroom teacher by phone, note or in person.

Excused Absence for Religious Observance (Adopted July 1980):

The school board, by policy, authorizes excused absences for students to observe major religious events. Requests must be signed by a parent or guardian and submitted to the building administrative office at least five (5) school days prior to the requested absence. There should be two copies of the request, one for the teacher and one for the office.

Tardiness:

Tardiness is a serious problem as students miss valuable instruction time and interrupt the learning of others. A student is considered tardy if he/she is not in his/her assigned classroom when the tardy bell rings at 8:00 a.m. If your child is consistently tardy to school, they may be required to have a conference with the principal.

Breakfast and Lunch Programs:

Breakfast begins at 7:40 a.m. and is free to all students.
Lunch is provided to all students free of charge as well.

Cold Weather and Recess:

If the outside temperature with wind chill is below 20 degrees Fahrenheit, or in the event of inclement weather, our students will remain inside during

the lunch recess period, where various activities or games are available in classrooms or the gym. All students are expected to go outside when the weather and temperature permit, unless a note is provided by their doctor.

Birthday Parties:

Due to an allergy found in the school, balloons **CANNOT** be brought to the school. Students are allowed to bring birthday treats for the entire class with prior approval of the classroom teacher. However, please be mindful of any food that should be avoided if there is an allergy in the classroom.

Toys and Cell Phones:

Due to the possibility of loss or damage, students are not to bring personal toys to the school. The only exceptions would be for educational reasons approved by the classroom teacher. Cell phones are not permitted to be used at school, and if brought for safety purposes, are to be kept turned off and in backpacks. If cell phones are inappropriately used during the day, they will be kept in the office until the end of the day. Parents/Guardians may be asked to pick the phone up personally. The school assumes no liability for lost or stolen items.

Dress Code:

A student dress code helps to support a more respectful learning and teaching environment. Students must dress appropriately in order to provide an atmosphere conducive to learning. All students will follow the regulations below:

A. Students may not wear clothing with inappropriate words, pictures, or graphics. Examples of these include items that advertise alcoholic beverages, promote illicit drug use, use profane or inappropriate language, support violence, violent acts, harassment or discrimination or present characters or figures that defy authority.

B. Students may not wear immodest clothing, which includes clothing that exposes undergarments or inappropriately exposes the body. No

spaghetti straps. Skirts/Shorts must be the length of a student's fingertips when arms are held down at their side.

C. Students may not wear beach or swimming attire or clothing generally considered sleeping attire.

D. Students may not wear pants in a sagging manner below the hips.

E. Students may not wear coats during the school day.

F. Students may not wear or carry hats, caps, head wraps, scarves, bandanas, or other head apparel during the school day, unless that head apparel is part of a student's customary religious attire.

G. Students may not wear chains on wallets or belts, or carry cell phones. H. Students may not wear sunglasses in class.

I. Students are encouraged to wear shoes with a back. Students who wear flip flops, slides, or Crocs are not allowed to participate in athletic games during recess. Closed-toe shoes are recommended. Roller shoes are not permitted.

When students choose not to follow the dress code, the consequences are as follows:

1. If unacceptable clothing is worn by a student, a teacher or administrator will speak to the student and make a reasonable request. (e.g. Clothing turned inside out, replaced, or covered).
2. If the request cannot be met, contact may be made with the parents/guardians to provide acceptable clothing.

Parent/Guardian Information

Parent Teacher Conferences:

One of our most effective ways of communicating progress to parents/guardians is through our scheduled parent-teacher conferences, which are held twice a year (October and March). Parents/guardians or teachers may also initiate conferences should a concern arise regarding the student's progress.

Meeting with a Teacher:

A parent/guardian who needs to meet with a teacher, must first reach out to schedule a time to hold such meeting. Teachers' contractual work hours are from 7:35am-2:55pm, however, during that time, they have numerous responsibilities and are not available for an impromptu meeting/conversation. This is comparable to entering a doctor's office without an appointment. If you request a meeting and do not receive a response within 24 hours, please contact Mr. Swords or Mr. Mann to facilitate the scheduling of a meeting.

Parent-Teacher Association (PTA):

The Westview PTA helps provide communication between parents/guardians and teachers/administrators so that families can be more informed about school activities and have input into school policies. In addition, through funds and volunteer time provided by the PTA, programs, supplies, and equipment are made available to students and teachers that would not be provided through the normal school budget.

The Westview PTA Board meets monthly on Wednesdays at 6-7pm in the Cafeteria (with virtual link shared via Class Dojo), check Westview's family calendar for the exact date of each meeting. All members are invited to attend. Membership is open to all Westview parents/guardians and teachers with a nominal membership fee. If you wish to learn more about the PTA, please see our webpage or inquire in the office.

Visitors:

We welcome parents/guardians to visit our school. All visitors are asked to sign in and out at the front office with our Raptor System and a government-issued ID or passport upon arrival. Once your ID is scanned, you will be given a visitor badge with your name and picture on it, which must be worn while in Westview. Visitors are to enter and exit through the Russell Street doors. For security purposes, all of our doors are locked, and

visitors must push a buzzer located at the main entrance to enter the building.

Staff is on duty and will be supervising the halls in the morning. Parents are asked to drop their child off at the front door upon arrival. Below is the expectation for parents/guardians to start saying goodbye at the front door:

K - September 25	First-grade - September 18	Second-grade - September 11
Third-grade - August 28	Fourth-grade - August 21	Fifth-grade - August 21

Parents/guardians are not allowed to wait outside classroom doors at the morning bell or at dismissal. Parents/guardians who have after-school meetings need to wait outside, or if during inclement weather, just inside the front doors until dismissal has been completed. When parents/guardians wait in the halls they become very crowded. We have a very orderly dismissal with adults walking the students out the doors. We appreciate your cooperation.

Pupils belonging to another school are discouraged from visiting classrooms. Exceptions are made only at the discretion of the teacher and principal, at least one day in advance of the visit. Parents/guardians of Westview students are welcome to visit the classroom at any time. However, it is requested that parents/guardians contact the school office and teacher to schedule their visit to avoid possible conflicts with other scheduled activities. Parent/guardian classroom visitations shall be no longer than 30 minutes, except when requested by a teacher to extend the visitation time.

Support Programs

Library:

The resources of the Westview library are available to students weekly. Every class has time scheduled weekly for instruction in library skills and for

checking out materials. The library is staffed with a full-time library media specialist, a part-time library clerk, and parent volunteers. Parents/guardians interested in becoming volunteers should contact the library staff. Many special events are planned throughout the year to support and enrich the curriculum and to promote the use of the library.

The library is available to students daily. A library clerk and parent volunteers are in the library every day. A certified school librarian is also available to conduct classes in the library during the week.

Music:

Exposure to music is an important part of laying a foundation of children's knowledge of music. Students have music every week under the guidance of our music specialist. Children are introduced to a selection of music, and focus on the elements of melody, rhythm, and beat. Children will dance, play instruments, and sing during music class.

Physical Education:

Physical Education (P.E.) is an important part of children's health and fitness, and as such, is a state-required class. As such, students may only be excused from class if they have a doctor's and/or parent's note. All students need to wear rubber-soled gym shoes in P. E. (no sandals or flip flops). Students receive P.E. every week under the guidance of our physical education specialist. Students will be given an alternative activity to do if they do not have the appropriate shoes.

Students in Kindergarten, 1st, and 2nd grade have many activities designed to strengthen their large motor skills, among them are ball handling and cooperative games. Students in 3rd, 4th, and 5th grade will work on sports skills and physical fitness.

Visual Arts:

Visual Arts is an important part of children's school experience in learning to appreciate and experience art in a variety of forms. Students have visual arts every week under the guidance of our Art specialist. Students work with a wide variety of art materials and media - drawing, design, painting, printmaking, and sculpture. Art heritage and art criticism are also a focus of the visual arts program. Student artwork is frequently selected for display around the community.

Multi Language Learners (MLL):

The MLL program is an intensive English instruction program provided to non-native English speakers. Students attend a daily MLL class to help them improve English listening, speaking, reading, and writing skills. Students may also receive help from a native language tutor.

Enrichment:

Westview School offers many learning opportunities for students, which enrich the required curriculum. Our enrichment specialist coordinates and co-teaches activities that are supported by classroom teachers. One goal of this program is to support our school-wide theme of "Communicating Into the 21st Century," through the development of WVOW-TV.

Health and Safety

Major Accidents:

Parents/guardians are notified immediately if an emergency involving their child occurs. If parents/guardians are unavailable, the alternate emergency contact appearing on the registration form is notified. A student needing immediate medical attention will be sent to the medical facility indicated on their registration form. All medical fees are the parents' responsibility. **Parents/guardians should always make sure that a current emergency phone number and contact person (other than parents/guardians) is on record in the school office**.

Administering Medications:

If a student is required to take oral medication during school hours and the parent/guardian cannot be at school to administer the medication, only the principal or a certified designee may administer the medication in compliance with district guidelines. Administration of medication will be limited to the instances where failure to do so could jeopardize the student's health and/or education. For example, the district will administer Ritalin or other ADD (attention deficit disorder) medicines, asthma, seizure, and diabetic medications. Students who require medication during the school day must follow these guidelines:

1. The original prescription container or written statement from the doctor is required.
2. Written request and signed permission from the parent/guardian, and signed by the doctor is required to be on file in the office.
3. Medication must be brought to the school in appropriately labeled containers. District personnel will not administer injections that call for administration by trained personnel. Nor will the school discharge short-term medications such as antibiotics, cough syrups, and aspirins

IN ALL CASES THE SCHOOL RETAINS THE RIGHT TO REJECT A REQUEST TO ADMINISTER MEDICINE.

Immunizations, Physicals, Dental, and Vision:

All students will be required to have the necessary immunizations and screenings for preventable communicable diseases and physical examinations (kindergarten, sixth, and ninth graders, and all students new to the district) by September 1. Failure to comply with the above requirements by September 1 will result in the student's exclusion from school until the required health forms are presented to the District.

All students entering kindergarten and second grade are required to have a dental examination form filled out by a licensed Dentist by May 15. If you have any questions, please call the school office at 351-3905.

All kindergarten students and all students new to Illinois are required to have a vision screening from a licensed Optometrist by October 15.

Sickness:

Sometimes, the decision on whether to send your child to school or keep them at home due to sickness can be a difficult one to make. The following guidelines for different conditions or symptoms serve to help make this decision easier to ensure the safety of your child and the safety of other children.

Fever:

A fever is a warning that all is not right with the body. If a child has a fever over 100 degrees, they should not be sent to school. You need to keep your child at home until they have been free of fever for 24 hours without medicine. If your child develops a fever of over 100 degrees while at school, the office will contact parents/guardians to pick up the child.

Vomiting:

If your child is vomiting, it is advisable that they remain at home or seek medical attention until they are able to keep their food down. Students must stay home for 24 hours after their last vomiting.

Diarrhea:

A child with diarrhea should be kept at home or seek medical attention. Students must stay home for 24 hours after their last Diarrhea.

Colds and coughs:

A child with a heavy cold and/or a hacking cough belongs home in bed. Learning becomes difficult when your child is not feeling well, and when

your child comes to school with such a condition, they expose other children to the same sickness.

Rashes/Itching:

Certain rashes or conditions of the skin can be very contagious, and as such, we ask that if your child has a questionable rash, you seek medical attention before sending your child to school.

Communicable Infections or Conditions:

In the event that your child becomes infected with a communicable infection or condition (strep throat, chicken pox, head lice, etc.), we request that you notify the school office (351-3905). If a particular infection or condition reoccurs within a particular classroom (strep throat, chicken pox, head lice, etc.), notices will be sent home warning parents/guardians of possible infections or conditions.

Vision-Hearing Screening Notification:

Vision screenings will be done as mandated in the Illinois School Code for the following students**: preschool, kindergarten, 2nd, 8th, all special education students K-12** and new students entering the district for the first time. The teacher and/or parent/guardian may also request a screening for students they have concerns about who are not in the vision-mandated grades. Vision screening is not a substitute for a complete eye examination by an optometrist. Your child is not required to undergo this vision screening if an optometrist or ophthalmologist has completed and signed a report form indicating that an examination has been administered within the previous 12 months and that evaluation is on file at the school. **Vision screening is not an option. If a vision exam form is not on file at the school for your child, your child (in the mandated age/grade/group) will be screened.**

***Kindergartners entering school for the first time and any student, regardless of grade, entering the district from another state or country

must now have a completed vision examination done by an optometrist according to Illinois Law. Proof of the exam must be given to the school office no later than October 15th. If an appointment has been scheduled for later than that date, you must call the office to inform them of the appointment date and time. Schools will hold student report cards for failure to comply.

Hearing Screenings will be performed on all **preschool, kindergarten, 1st, 2nd, 3rd grade students, special education students K-12,** and new students to the district. The teacher and/or parent/guardian may also request a screening for students who are not in the hearing-mandated grades if there have been prior concerns.

Any questions or concerns may be directed to Faith Shelby-White, Certified Hearing-Vision Technician at 373-7312 ext. 237.

Tornado Watch and Warning Procedures

Tornado Watch:

A Tornado Watch means that conditions are such that a tornado could develop. Usually, a watch includes a geographical area within which the watch is announced. A Tornado watch means staying alert to the conditions.

Tornado Warning:

A Tornado Warning is announced when a confirmed funnel cloud sighting has been reported. The warning will announce where the sighting of the funnel cloud occurred. A tornado warning means take cover or be prepared to take cover.

In the case of storm warnings, Westview School is equipped with a weather radio. In addition, the Windsor Administrative Building has provided an emergency cellular phone to notify the school of storm warnings.

If a tornado watch is in effect at dismissal time, the regular dismissal procedure will be followed. Each teacher will announce to the students that a tornado watch is in effect and that they should go directly home. The principal is authorized and has the responsibility to interrupt dismissals and initiate proceedings when conditions seem to warrant. All pupils will be held when a tornado warning is in effect during dismissal time.

If a hold is in effect at dismissal time during a tornado warning, parents/guardians may pick up their children if they wish. Parent/guardian and/or carpool drivers must come to the designated area and sign their names and the names of pupils they are taking with them. NO CHILD IS TO BE RELEASED TO PROCEED ON HIS OWN EVEN THOUGH A PARENT/GUARDIAN REQUESTS IT. The parent/guardian must be responsible for arrangements for travel home during such an emergency situation.

BUS PUPILS will be kept in the building if a hold is in effect at dismissal time. As soon as the dangerous conditions clear, the school buses will operate on their usual schedule.

Guide for School Emergencies

Working closely with the Unit 4 administrative office and local law enforcement and emergency agencies, the staff at Westview School has developed a plan to safeguard your child in the event of an emergency. All staff members at Westview know what to do during an emergency, and the plan has been discussed and

rehearsed with students in their classrooms. We want you to know what we plan to do in an emergency and want you to know how you can help us should such an event occur.

If there is a problem at Westview, what should I do?

1. DO NOT COME TO THE SCHOOL. If we have a crisis situation, law enforcement agencies will block the streets near the school so that emergency services have access. They will not allow anyone to enter the area.

2. DO NOT CALL THE SCHOOL. In an emergency, the phone lines must remain open.

Will I be able to pick up my child?

1. Depending on the nature of the emergency, we will release students to parents/guardians when it is safe to do so. Do not come to the school until you hear our instructions to do so. Those instructions will include where to go at the school.

2. If we must evacuate the school, we will provide information on where students may be picked up after we have checked attendance and accounted for all students who were in school that day.

3. Anyone who picks up a student will have to produce identification and sign the school's student release form. Please do not take your child without signing him or her out.

When will I find out what has happened?

1. Please understand that during an emergency, our first concern is for the safety of students and staff. We will provide information about the problem after everyone is safe and the problem is under control. This may take some time as our staff must follow the instructions of law enforcement and emergency services agencies when they are at the school.

2. Depending on the problem it may take us some time to sort through what has happened. We will explain after we understand the situation. We will confirm what we know before we make any statements because we do not want to mislead anyone about an emergency situation. We appreciate your patience.

Thank You:

We know that your child is the most important person in the world to you. We also know that it may be difficult for you to do what we ask. Please realize that we take your child's safety very seriously. In an emergency, what you do can help or hinder the efforts of law enforcement agencies, emergency services, and our staff as we work to protect all of Westview's students. It is hoped that we will never have to use our emergency plan, but being prepared makes Westview School a better and safer place for your child. We appreciate your support.

Multi-Tiered Systems of Support

As embodied in the mission statement, Champaign Unit #4 School District guides "all students in gaining knowledge, skills, and attitudes necessary to direct their lives, improve a diverse society, and excel in a changing world by providing dynamic, resource-rich learning environments and experiences in which people and lifelong learning are valued." Equity of access to quality public education is the right of every student and the responsibility of the District. Unit #4 embraces the use of a multi-tiered system of support in order to accelerate the learning of all students. This is a collaborative and comprehensive system of differentiated supports that includes the following three elements:

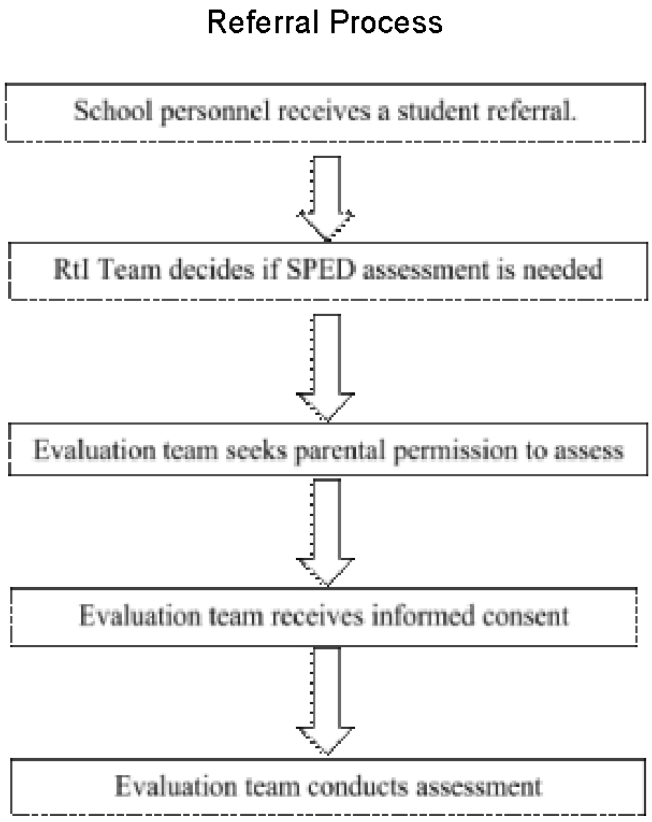
- Using a three-tier model of school supports that utilizes increasingly more intense instruction and interventions. Tier I consists of the core curriculum, which is designed for all students in the general education curriculum and consists of scientific, research-based instructional and behavioral

methodologies, practices, and supports. Differentiation of curriculum and instruction occurs by the classroom teacher at Tier I. At Tier II, supplemental instruction and interventions are provided in addition to core instruction to those students for whom data suggest additional instructional support is warranted. Tier III consists of intensive instructional interventions provided with the goal of increasing an individual student's rate of progress. Differentiation of instruction and assessment occurs within each Tier.

- Utilizing a problem-solving method for decision-making at all levels (district, building, classroom, and student) in order to match instructional resources to educational needs.
- Having an integrated data system that informs instruction so that progressively more intensive interventions and supports are coupled with more frequent progress monitoring of student achievement in order to guide the educational planning. Data systems used for screening and progress monitoring within an MTSS model are consistent across all three tiers and are scientifically based.

In each tier, evidence-based instruction, universal screening, and progress monitoring are matched to student needs. Educational decision-making using individual and group data supports students' educational progress and outcomes. RTI services are dynamic and are adjusted according to student progress. Tiers are not locations (i.e. Literacy room, Cross-Categorical room, Self-Contained room, etc.); rather, they are increasing levels of student support. Tiers are fluid, and students can move freely between tiers based on data and needs.

Special Education Services:



Characteristics for Determining Eligibility for Special Education:

Eligibility for special education and related aids and services shall be determined in a multidisciplinary conference and be based on the results of a case study that documents the presence of one or more of the following categories of disabilities that adversely affect a child's educational performance.

1. **AUTISM** is a developmental disability that significantly affects verbal and nonverbal communication and social interaction and is generally evident before age 3. Characteristics often associated with autism are engagement in repetitive activities and stereotyped movements, resistance to environmental changes or change in daily routines, and unusual responses to sensory experiences. The term does not apply if a child's educational performance is adversely

affected primarily because the child has a serious emotional disturbance.

2. **BEHAVIORAL/EMOTIONAL DISORDER** is an impairment that, even after supportive assistance has been provided, causes a child to exhibit one or more of the following characteristics over an extended period of time and to a marked degree:

a. an inability to learn which cannot be explained by intellectual, sensory, health, cultural, or linguistic factors;
b. an inability to develop or maintain satisfactory interpersonal relationships with peers and adults;
c. Inappropriate types of behaviors or feelings under normal circumstances; d. a general, pervasive mood of anxiety, unhappiness, or depression; or e. a tendency to develop physical symptoms or fears associated with personal or school

3. **DEAF/BLINDNESS** is an auditory and visual impairment or a condition in which there is a progressive loss of hearing or vision or both that results in vision and hearing impairments. a. An auditory impairment means one or more of the following:

*a sensor neural or ongoing or chronic conductive hearing loss with aided sensitivity of 30 dB HL or less.
*functional auditory behavior that is significantly discrepant from the person's present cognitive and/or developmental levels.

b. A visual impairment means one or more of the following:

*corrected visual acuity of less than 20/70 in the better eye,
*restricted visual field of 20 degrees or less in the better eye,
*cortical blindness
*does not appear to respond to visual stimulation

4. **DEVELOPMENTAL DELAY** is one or more disabilities as defined in this section for children aged 3 through 5 experiencing a delay in at

least one of the following domains: physical development, cognitive development, communication development, social and emotional development, or adaptive development.

5. **HEARING IMPAIRMENT** is an impairment in hearing, whether permanent or fluctuating, that impairs a child's ability to process linguistic information through hearing with or without amplification. The term includes hard-of-hearing and deafness.

6. **MENTAL DISABILITY** is an impairment of the brain that causes a child's general intellectual functioning to be mild to profoundly sub-average and concurrently causes mild to profound deficits in two or more adaptive skill areas.

7. **MULTIPLE IMPAIRMENTS** is the presence of more than one impairment as identified in this section.

8. **OTHER HEALTH IMPAIRMENT** means having limited strength, vitality or alertness, due to chronic or acute health problems such as, but not limited to, a heart condition, tuberculosis, rheumatic fever, nephritis, asthma, sickle cell anemia, hemophilia, seizure disorders, lead poisoning, leukemia, chronic renal failure, chronic liver failure, cystic fibrosis, AIDS, attention deficit disorder or diabetes.

9. **PHYSICAL DISABILITY** is any physical impairment other than hearing and vision dysfunctions. Physical disabilities may be caused by congenital anomalies, disease, accidents or injuries and would include, but not be limited to, cerebral palsy, spina bifida, amputations, club foot, poliomyelitis, bone tuberculosis, spinal muscular atrophy, muscular dystrophy, leukodystrophy and burns with significant contractures.

10. **SPECIFIC LEARNING DISABILITY** is a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, which may manifest itself in an imperfect ability to listen, think, speak, read, write, spell, or to do mathematical calculations. The term includes but is not limited to, such conditions as perceptual handicaps, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia. The term does not apply to children who have learning problems that are primarily the result of visual, hearing, mental, emotional, or motor disabilities; or of environmental, cultural, or economic disadvantage.

AHERA Notification

Asbestos Hazard Emergency Response Act (AHERA):

All employees, students, parents, guardians, and the general public are hereby notified of the availability of the Inspection Report and Management Plan concerning asbestos-containing materials. These documents are available for review in the school administrative offices.

All employees, students, parents, guardians, and the general public will be notified of any response actions and other matters concerning activity with Asbestos Containing Materials. Asbestos Containing Materials are inspected and evaluated periodically and additional measures are taken when needed to protect the health of the building occupants.

For more information on the federal AHERA, please go to

www.epa.gov/asbestos/asbestos-and-school-buildings#resources

Notificación del AHERA

La Ley para la Respuesta de Emergencia a los Peligros de Asbestos AHERA – por sus siglas en inglés, Asbestos Hazard Emergency Response Act
Todos los empleados, estudiantes, padres, guardianes y el público en general por este medio quedan notificados acerca de la disponibilidad del Reporte de Inspección y el Plan de Administración acerca de los materiales que contienen asbestos. Estos documentos están disponibles para revisión en las oficinas administrativas de la escuela.

Todo los empleados, estudiantes, padres, guardianes y el público en general serán notificados sobre cualquiera acción de repuesta y otros asuntos acerca de la actividad con los materiales que contienen asbestos. Materiales que contienen asbestos son inspeccionados y evaluados periódicamente y medidas adicionales se toman cuando es necesario proteger la salud de los ocupantes del edificio.

Para obtener más información sobre la ley federal AHERA, por favor vaya a www.epa.gov/asbestos/asbestos-and-school-buildings#resources