

Parent/Student Handbook

2017-18

Addison Elementary School



Slinger School District

A Tradition of Excellence

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Table of Contents

Message from the Principal	3
Addison Elementary School Philosophy	4
The First Priority: The School as a Community	4
The Second Priority: A Curriculum with Coherence	4
The Third Priority: A Climate for Learning	5
The Fourth Priority: A Commitment to Character	5
Core Virtues by Month	6
School Mission	7
School District of Slinger Mission Statement	7
Addison Elementary Belief Statement	7
Success Indicators	7
Addison Staff Code of Honor	8
Enrollment	9
ENROLLMENT AGE	9
ENROLLMENT FEE	9
WITHDRAWAL OF STUDENTS	9
INSURANCE	9
General School Procedures	10
School Hours	10
SCHOOL CANCELLATION or DELAY (Severe Weather)	10
EMERGENCY EARLY DISMISSAL	11
EMERGENCY PROCEDURES	11
VISITORS	11
DRUG FREE ZONE	11
PETS	11
ABSENTEEISM	11
HABITUAL TRUANCY	12
FAMILY TRIPS	12
TELEPHONE REGULATIONS	12
SOLICITING POLICY	12
SCHOOL LUNCH PROGRAM & HEALTHY SNACKS	12
FIELD TRIPS	13
GIFT POLICY	13
LOST AND FOUND	13
BOOKSTORE	13
BICYCLES	13
NON-DISCRIMINATION POLICY	13
SCHOOL RULES	14

CONDUCT	14
BUILDING REGULATIONS	14
GENERAL SCHOOL RULES	15
DRESS CODE	15
SCHOOL BUS REGULATIONS	15
Bus Procedures:	15
Bus Boarding:	16
Bus Rules:	16
HEALTH CONCERNS	17
ILLNESS	17
MEDICINE POLICY	17
VISION AND HEARING	18
IMMUNIZATION CERTIFICATE	18
HEAD LICE	18
STUDENT SUPPORT SERVICES	20
SPECIAL EDUCATION	20
TITLE 1	20
STUDENT ASSISTANCE TEAMS	20
GUIDANCE SERVICES	20
HOME/SCHOOL COUNSELOR SERVICES	21
TESTING	21
READING SERVICES	21
HOME/SCHOOL COMMUNICATION	22
REPORTING TO PARENTS	22
OPEN HOUSE	22
HOMEWORK	22
AWARDS	22
ASSIGNMENT NOTEBOOKS	23
PTO=PBO	24
NEWSPAPER ARTICLES/STUDENTS IN THE NEWS	24
PARENT CURRICULAR NIGHTS	24
PROMOTION/RETENTION	24

Message from the Principal

On behalf of everyone here at Addison Elementary School and the Slinger School District, welcome to our school community! We are so happy to have you be a part of our school family. Over the years, our district has earned an outstanding reputation for offering top quality education and programming. The results of our national and state test have been exceptional. In 2016 Addison Elementary School was recognized on the national level as “A National Blue Ribbon School of Excellence.” A large part of our success is a direct results of the level of cooperation achieved between home and school. To ensure continued educational success, it is essential that teachers, parents and administrators communicate openly and frequently concerning student progress.

To that end, our schools pledge to make special efforts to create and promote positive relationships between home and school. Parents can expect frequent newsletters, conferences, and regular contact (as needed) as part of these efforts. In addition, every teacher and building principal has a private voice-mail line and e-mail address to make contact possible everyday and at every hour. We invite your immediate response to any concern or question you have about the elementary program offered to your child(ren). Staff e-mail can be found on the School District of Slinger’s website: www.slinger.k12.wi.us

With your continued support, our school district can maintain the proud tradition of academic excellence. Hopefully, we can do everything possible to provide your child with an education that will equip him/her with the tools needed for a successful future.

Sincerely,



Joel T. Dziejic
Principal
Addison Elementary School



Addison Elementary School Philosophy

The Basic School Concept:

A Community for Learning

To assist us in accomplishing our mission, Addison Elementary has adopted the concepts and the principles of “The Basic School – A Community for Learning”. The main premise of the Basic School is a shared vision of **excellence for all**. Education, in this framework, is accomplished through a comprehensive plan that brings together the key components of an effective education.

To achieve excellence for all, the Basic School has four priorities that are considered the essential building blocks of the school. Fitted within these priorities are the components of an effective education.

The First Priority: ***The School as a Community***

A Shared Vision: The Basic School is a place everyone comes together to promote learning. In the Basic School, the separate classrooms are connected by a clear and vital mission.

Teachers as Leaders: In the Basic School, teachers are the leaders, with the principal as lead teacher.

Parents are Partners: In the Basic School, the circle of community extends to embrace parents, who are viewed as the child’s first and most important teachers.

The Second Priority: ***A Curriculum with Coherence***

The Centrality of Language: In the Basic School, literacy is the first and most essential goal. All children are expected to become proficient in the written and spoken word, as well as in mathematics and the arts.

The Core Commonalities: In the Basic School, all students become well informed. They study the various fields of knowledge – reading, mathematics, language arts, science, and social studies, for example – which are organized thematically within a framework called “The Core Commonalities”. This is not so much a new curriculum, as it is a new way to think about the curriculum.

Measuring Results: The Basic School is accountable to parents, to students, and to the community at large. High academic standards are established in both language achievement and general knowledge. Student progress is periodically evaluated, with assessment always in the service of learning.

The Third Priority: *A Climate for Learning*

Patterns to Fit Purpose: In the Basic School, every student is encouraged to become a disciplined, creative, self-motivated learner. Class sizes are kept as small as possible, the teaching schedule is flexible, and student-grouping arrangements are varied to promote learning.

Resources to Enrich: The Basic School makes available to all students rich resources for learning—from building blocks to books. The school also gives students access to the new electronic tools that connect each classroom to vast networks of knowledge.

Support Services for Children: The Basic School is committed to serving the whole child. Beyond a solid academic program, the school provides basic health and counseling services and various enrichment programs for students.

The Fourth Priority: *A Commitment to Character*

The Core Virtues: The Basic School is concerned with the ethical and moral dimensions of a child's life. Ten core virtues – honesty, respect, acceptance, responsibility, compassion, self-discipline, perseverance, friendship, cooperation, and giving—are emphasized to guide the Basic School as it promotes excellence in living, as well as in learning.

Living with Purpose: The core virtues of the Basic School are taught both by word and deed. Through curriculum, school climate and service, students are encouraged to apply the lessons of the classroom to the world around them.

In addition to the larger objective of excellence for all, the Basic School defines five sharply focused educational goals:

First, to communicate effectively: Language, defined broadly to include not just words, but also mathematics and the arts, is not just another subject; it is the means by which all other subjects are pursued.

Second, to acquire a core of knowledge: Students become well informed by learning a core of knowledge, while making connections across the disciplines and relating what they learn to life.

Third, to be a motivated learner: Students remain curious and develop both the desire and skills to study on their own. They learn how to gather information and become problem-solvers.

Fourth, to feel a sense of well being: Through school support, students become physically healthy, socially competent, and emotionally secure.

Fifth, to live responsibly: Students learn by word and deed the core virtues that promote good conduct and citizenship.

It is our hope that the Basic School can serve as the foundation and the framework for growth, improvement, and excellence in our overall elementary program. Please join us in helping us to reach our goals here at Addison Elementary.

Core Virtues by Month

Month	Virtue
September	<i>Respect</i>
November	<i>Friendship</i>
January	<i>Acceptance & Compassion</i>
March	<i>Honesty</i>
May	<i>Cooperation</i>

Month	Virtue
October	<i>Self-Discipline</i>
December	<i>Giving & Generosity</i>
February	<i>Perseverance</i>
April	<i>Responsibility</i>
June	<i>Reflection</i>

School Mission

To assist us in accomplishing our mission, Addison Elementary School has adopted the concepts and principles of “The Basic School – A Community for Learning” by Ernest Boyer. The main premise of the Basic School is a shared vision of excellence for all. To achieve this, the Basic School is organized into four main priority areas, which are considered the essential building blocks of the school. They are: 1) The School as Community, 2) A Curriculum with Coherence, 3) A Climate for Learning, and 4) A Commitment to Character. It is our hope that the Basic School can serve as the foundation and framework for growth, improvement, and excellence in our overall school program.

School District of Slinger Mission Statement

The School District of Slinger’s mission is to successfully educate all children and, thereby, to graduate high quality, lifelong learners who are college and career ready. To do so, the district is committed to: challenging every student’s educational potential; hiring, developing, and retaining a high quality staff; supporting, involving, and utilizing the community; and providing a friendly, safe, and clean learning environment.

Addison Elementary Belief Statements

The Addison Elementary School Educators believe that cooperative interaction among students, teachers, staff, families, and the community is vital to the growth, development, and education of each individual learner.

We believe that education is a continuous process resulting in a lifelong desire for learning and that all students can learn, achieve, and succeed, if given the proper instruction, guidance, and nurturing. Our focus is to help children transfer school experiences to their daily lives and prepare them to be productive, responsible, and sensitive citizens.

Success Indicators

A school that exemplifies this philosophy would have inherent in its programs, policies, and procedures these characteristics:

- An atmosphere of high expectations – academically, socially, and behaviorally.
- That all staff members are teachers. The educational process is a collaborative effort that involves all adults in the school community. We ultimately share the responsibility of taking care of students and educating them – whether a teacher, an aide, custodian, cook, or volunteer.
- A nurturing, safe, and secure learning environment, which is free from violence, harassment, and bullying. This type of school environment would allow each student to develop a positive self-concept, while achieving his or her highest potential.

- Tolerance and acceptance of individual differences, learning styles, cultural backgrounds, and the needs of the developing child. Children are accepted for who and what they are. Mutual respect for all is a cornerstone of this concept and character education is actively taught and modeled.
- The fostering of critical thinking, creativity, problem solving, planning, and decision-making.
- The enabling of an individual to understand, be sensitive, and contribute productively to a changing society.
- The realization and understanding that the total education of the child needs to include intellectual, physical, social, emotional, and artistic development.
- That school decisions are balanced between being both child-centered in nature and data driven or supported by research.
- An atmosphere, which emphasizes the importance of developing readiness skills in each child across all subject areas and promotes a lifelong love of reading.

Addison Staff Code of Honor

Being a staff member at Addison Elementary encompasses being a part of a larger, more meaningful group, which shares the responsibility for educating all children in the building and supporting the efforts of all staff. It also includes being professional in manner, deed, and attire, being a positive role model, and treating others with respect and dignity. Establishing professional learning communities and a culture of trust (through ongoing professional growth and development and collegial sharing) are viewed as critical activities in maintaining and developing the structure for school improvement here at Addison. While bricks, mortar, and the environmental setting help to make Addison Elementary a unique building; a positive, interactive, and proactive staff helps to make Addison a school.

Enrollment

ENROLLMENT AGE

Kindergarten - A child must be four (4) years of age by September 1 to enroll in the 4-year-old Kindergarten program offered by the School District of Slinger. A child must be five (5) years of age by September 1 to enroll in 5-year-old Kindergarten (Board Policy 421). Pre-registration materials are mailed in spring to all families of prospective Kindergarten students. Parents are asked to complete basic information on their child and return it to the school. A copy of the birth certificate and proof of residency must be presented to the school prior to enrollment of a child.

Grade One - A child must be six (6) years of age by September 1 to enter first grade and have successfully completed 5 year old kindergarten.

Early Entrance – If a child has not reached the age requirements listed above, parents may submit a written request to the District for early entrance. Early entrance may be granted according to established district criteria and procedures (Board Policy 421, Rule 2)

ENROLLMENT FEE

An enrollment/registration fee is collected at the beginning of the school year. It covers the cost of the use of books and materials provided to the child, by the school. The School Board sets this fee on an annual basis. Children must purchase their own supplies such as pencils, paper, crayons, and erasers. Each child will be held responsible for keeping books covered at all times. It is suggested that the child have a book bag or backpack of some type to carry books/materials to and from school.

WITHDRAWAL OF STUDENTS

The school should be notified at least two days in advance of the student's impending withdrawal. All textbooks, library books, lunch payments, and fines must be cleared before the student leaves.

INSURANCE

The insurance carrier for the School District of Slinger is First Agency, Inc. This is a **supplemental** insurance policy (not primary). A description of the coverage is available from the office. If a child is injured at school, the school will call the family to pick up the child to take home or to seek medical assistance. If you seek medical attention for your child due to an injury that occurred at school, please notify the school immediately. We will process the insurance form for the supplemental insurance coverage if needed.

General School Procedures

SCHOOL HOURS

4 year old Kindergarten	
AM 4K Program	8:40am - 11:30am
PM 4K Program	12:50 - 3:40pm

5 year old Kindergarten through Grade 5	
Student Arrival Time	8:30am
Start of School Day	8:40am
Student Departure Time	3:35pm (1st Bell) 3:40pm (2nd Bell)
Late Start Arrival	10:40am
Early Dismissal Departure	1:15pm (generally/weather related)

SCHOOL CANCELLATION or DELAY (Severe Weather)

Notification of School District closing or 2-hour delay due to inclement weather will be given on these radio/television stations:

TELEVISION STATIONS

Channel 4 (NBC) Channel 12 (ABC)
Channel 6 (FOX) Channel 58 (CBS)

RADIO STATIONS

WTKM Hartford: 1540 AM & 104.5 FM WTMJ Milwaukee: 620 AM
West Bend: WBKV 1470 AM
 WBWI 92.5 FM

The district will also use an automated recorded messenger system to communicate with parents via phone number indicated in Skyward. A message regarding closings or delays will also scroll on the homepage of the school district's web site.

EMERGENCY EARLY DISMISSAL

During early dismissal of school due to weather conditions or any other unexpected situation, the telephone lines become congested and it is extremely difficult to make outgoing calls or receive incoming calls. Therefore, parents are urged to discuss with their children what they need to do or where they should go in the event of unexpected early school dismissal. An Emergency School Closing Form will be sent home for parents to fill out and return at the beginning of school. Children will be sent home according to the Emergency School Closing Form unless the school is notified in writing or by phone about any other procedures different than that for that particular day. Please contact the school should your emergency early dismissal plan change.

EMERGENCY PROCEDURES

Fire, tornado, lock-down, and bus evacuation drills are practiced regularly throughout the year. Students are instructed in proper procedures to follow in the event of an emergency. All drills are taken seriously.

VISITORS

All visitors **must** sign in at the school office and obtain a visitor pass. Students are not permitted to have visitors during the school day, unless it directly relates to a classroom activity or presentation. Parents, grandparents or other family members are welcome to visit school to have lunch with their child, whenever it is possible. Parents wishing to schedule a conference with school personnel or visit a classroom should contact the teacher in advance.

DRUG FREE ZONE

Following State of Wisconsin regulations the school and grounds are drug free zones. No use of alcohol, chewing tobacco, smoking materials, or illegal drugs is permitted on school property by anyone.

PETS

Due to allergies and overall safety issues, pets are not allowed on the school grounds. The only exception to this rule, would be an educational or assembly type program.

ABSENTEEISM

When a student is unable to attend school, parents should call the automated attendance line at **644-1956**. This number may be used any time of the day or night. Please report an absence to the attendance line before 9:00 a.m. the day of the absence. Parents should give their name, the student's name, teacher's name, and reason for the absence. If a parent forgets to call, the school will make an effort to confirm the student's absence by calling home and/or work.

HABITUAL TRUANCY

Habitual truancy means a student is absent from school without an acceptable excuse under Wisconsin State Statute 118.15 for part or all of 5 (five) or more days on which school is held during a semester. State law provides habitual truancy penalties.

Examples are:

1. Truant could be ordered to attend school.
2. The truant or parent or both could be assessed a \$500.00 fine plus court costs and be imprisoned up to thirty days.

Please note that Wisconsin Act 239 permits parents to excuse up to 10 days of absence in a school year. Students exceeding 10 days of absence for reasons other than illness, may be in jeopardy of being considered truant.

FAMILY TRIPS

Family trips scheduled during the school year interrupt a child's education. This is extremely critical during testing time. Contact your child's teacher and the office in advance for approval. A guideline on this topic will be sent home periodically during the year.

TELEPHONE REGULATIONS

The use of the office telephone is restricted to school related issues. Long distance calls are to be collect calls unless the student is ill or must call to be picked up.

Parents may leave students messages for emergencies only!!! All other messages are discouraged.

SOLICITING POLICY

Addison Elementary School does not participate in fundraising activities through direct solicitation. The PTO/PBO does fund-raising on approval of the administration and/or school board.

SCHOOL LUNCH PROGRAM & HEALTHY SNACKS

Hot lunch and milk are available to all full-time students in grades 5K through grade 5. The cost is determined at the Slinger School District's annual meeting. Students with food allergies are required to contact the school in writing. Healthy snacks such as fruits, vegetables, sandwiches, etc. are strongly encouraged at break times. Guidelines for healthy snacks and birthday treats are provided to all families early in the school year. The District participates in the Federal Government's Free and Reduced Program for low-income families. Forms and information are available in all school offices.

FIELD TRIPS

Field trips are an extension of the curriculum. Each trip has instructional objectives as part of a particular lesson. Permission slips are required to be signed by a parent/guardian prior to the actual trip. All trips and expenses are the responsibility of the student/parent. However, no child will be denied participation because of insufficient money. Please call the principal if you are unable to pay. Supervision of all children is the overall responsibility of the teachers and chaperones during the trip. Chaperones should not bring preschool children along on a field trip due to the learning nature of the activity and their role in supervision.

GIFT POLICY

It is the policy of the school district to discourage gifts by the parents, child, or teacher for special holidays or occasions. The exception is Christmas when some classes exchange names for small gift giving.

LOST AND FOUND

Each year, valuable articles are lost by students, while here at school. We recommend that you label all coats, sweaters, mittens, boots, etc. By doing this, it should be possible to return lost items to their owners. Misplaced articles are put in the lost and found cabinet, located in our lower level. After a period of time, unclaimed items are donated to charitable organizations.

BOOKSTORE

The Supply Junction is a bookstore that sells school materials, paper, folders, notebooks, pens, pencils, etc to the students of Addison Elementary. The store is generally open one morning per week (usually Tuesday or Wednesday). The children are not required to purchase their supplies from the school bookstore.

BICYCLES

Because of the location of our building and the fact that we are on a busy road with no sidewalks, riding bicycles to school (or walking to school) is prohibited.

NON-DISCRIMINATION POLICY

The School District of Slinger does not discriminate against pupils on the basis of sex, race, national origin, ancestry, creed, pregnancy, marital or parental status, sexual orientation, or physical, mental, emotional or learning disability or handicap in its education programs or activities. Federal law prohibits discrimination in employment on the basis of age, race, color, national origin, sex or handicap.

The district encourages informal resolution of complaints under this policy. If any person believes that the School District of Slinger or any part of the school organization has failed to follow the law and rules of s. 118.13, Wis. Stats., or in some way discriminates against pupils on the basis listed above, he/she may bring or send a complaint to the administration office at the following address: District Administrator, 207 Polk St., Slinger, WI 53086.

SCHOOL RULES

CONDUCT

All students shall obey the rules and regulations for the good order of the school as set forth by the Board of Education or the school authorities. Addison Elementary School follows a uniform system of behavioral management. It is based on the premise that all students can behave and positive things will happen by following the rules. Student self-discipline is our ultimate goal. A structured discipline program is a tool, used for consistency in helping students achieve this goal. School rules are posted in each classroom and reviewed regularly.

First, certain general rules are expected of all children, such as, following directions; only one person talking at a time; keeping hands, feet, and objects to your self. Second, consequences for breaking rules are set for consistency, including parental involvement. Third, those students who consistently show good behavior will be rewarded for their effort.

BUILDING REGULATIONS

1. Outdoor recess will be held in most types of weather. Dress children appropriately, especially in winter, since even during cold weather they will play outdoors.
2. Children are not to leave the school grounds at anytime.
3. Profanity, fighting, or defacing property will not be tolerated.
4. Dangerous, illegal, or inappropriate objects are not allowed at school, (i.e., any type of weapon, matches, cigarettes, boom boxes, video games, etc.)
5. Students are discouraged from bringing any type of valuable personal items to school (for example: expensive baseball gloves, remote control cars, battery operated games, skateboards, roller blades, CD players, etc.)
6. Student cell phone use is allowed, but only with parent permission and school supervision. Cell phones may not be used during instructional time and must be kept in a safe and secure location during the school day. The school is not responsible for lost or stolen cell phones.

Board Policy 832 (Weapons Policy) reads in part:

In accordance with state statutes, students shall not carry, use, threaten, display, or possess weapons within 1000 feet of school grounds or while under the supervision of school authorities. Additionally, no student shall carry, display, or possess a facsimile weapon in a manner that could reasonably be expected to alarm, intimidate, threaten, or terrify another person while on school grounds or under the supervision of school authorities. "Facsimile weapon" means any replica, toy, starter pistol, or other object that bears a reasonable resemblance to or that reasonably can be perceived to be an actual weapon, regardless if manufactured for that purpose. Whoever violates this policy shall be subject to disciplinary action including suspension and expulsion, in accordance with state and federal laws and will be reported to the local police.

GENERAL SCHOOL RULES

Addison Elementary School Rules (posted in each room):

1. Talk softly, if your voice is heard you are too loud
2. Keep hands, feet, and objects to yourself.
3. Walk at all times.
4. Follow directions given by adults.
5. Think and act in a safe manner.
6. Treat each other with respect and courtesy
7. Share random acts of kindness with others.

Consequences:

1. Verbal warning and discussion of inappropriate behavior with child and teacher.
2. Loss of privileges (such as recess, time out, etc)
3. Student calls parent at home or work –or- completes written plan of action for changing behavior, which is then reviewed and discussed with the parent.
4. Principal contacts the parent.

Reinforcements:

1. Positive reinforcement is used to encourage appropriate school behavior.
2. Reinforcements vary according to the grade and age of the child.

DRESS CODE

Student dress can be a difficult issue as styles evolve and change. Students should come to school wearing clothes that are appropriate for a serious educational setting and are not disruptive or distracting to others. Clothing that displays inappropriate images, illegal or inappropriate activities or suggestive language is prohibited. Keep in mind that not all summer clothing is school appropriate. Short shorts and spaghetti straps (for girls) are not appropriate. Student clothing should not be low-cut nor expose bare backs, bare midriffs, or undergarments. Shirts with sleeves are recommended. Flip-flops and sandals without straps are discouraged due to their clumsy nature during recess play, when on the steps, and boarding or departing from the bus. Brightly colored hair is discouraged.

SCHOOL BUS REGULATIONS

Bus Procedures:

1. School buses deliver children to school and return children home safely.
2. Buses will run whenever weather permits. In the event of inclement weather, announcements will be made on the local radio/TV stations concerning operations.
3. Please do not call the school or bus company to check if school is in session. Listen for announcements.

Bus Boarding:

1. Be on time, keep the bus on schedule.
2. Wait until the bus comes to a complete stop before attempting to approach or enter the school bus. Board the school bus in an orderly manner. Use handrails. Go to seats quickly and quietly.
3. If it is necessary to cross the road to board the bus or after leaving the bus, always wait for the signal from the driver.
4. The driver is instructed **not** to let riders off at places other than their regular bus stop unless they have a bus pass from the school office.

Bus Rules:

1. Follow the bus driver's directions.
2. Stay in your seat.
3. Keep your hands, feet, and other objects to yourself.
4. Talk quietly. The driver will warn you when you are getting too loud.
5. No eating, drinking, or smoking.

***School buses can be equipped with video camera equipment that is used to monitor and document student behaviors.**

Consequences:

1. Verbal warning.
2. Change in assigned seat and conference with driver.
3. Unsatisfactory conduct report filed, plus conference with the principal.
4. Conference or contact with parents.
5. Serious or repeated problems may lead to suspension or expulsion of bus privileges.

Please note: Addison Elementary, in cooperation with Riteway Bus Service, participates in a bus behavior incentive program called "**Battle of the Buses**". On a daily basis, the overall behavior of students on each bus is rated using a 5 point scale. These behavior sheets are then reviewed by the principal on a weekly basis. Buses accumulating the most points on a monthly basis are acknowledged at monthly assemblies. Part of this program involves the assigning of permanent seats on the bus, much like a teacher in the classroom setting. Seat assignments are subject to change, based on student behavior and performance.

Board Policy 411.1 (Harassment Policy) reads in part: *The School District of Slinger does not permit harassment in any form and will take all necessary and appropriate action to eliminate it, up to and including discipline of offenders. It is the policy of the District to maintain and insure a learning environment free of harassment or intimidation toward and/or between students. Student harassment is defined as behavior towards students based in whole or in part, on sex, race, national origin, ancestry, creed, pregnancy, marital or parental status, sexual orientation, or physical, mental, emotional, or learning disability which substantially interferes with a student's school performance or creates an intimidating, hostile, or offensive school environment, and is considered a form of student discrimination as defined by PI 9.02 (5) of the Wisconsin Administrative Code.*

Board Policy 463 (Use of Computer Technology) reads in part: *Computer technology is used to enhance learning and support instruction for all students, including students with special needs. Computer networks allow individuals to interact electronically with other people within a school building and within the district. The Internet allows individuals to interact electronically with people and networks throughout the world. It is the policy of the School District of Slinger that all computer technology shall not be deemed private and shall be used in a responsible, efficient, ethical, and legal manner. School computers and Internet access is for educational purposes. Failure to adhere to this policy is a violation of school rules and shall result in the immediate revocation of access privileges. Additional disciplinary action up to and including expulsion and referral to legal authorities may result. Unacceptable uses of school district computer technology include, but are not limited to:*

- 1. Violating any district policy or state or federal law;*
- 2. Accessing, creating, transmitting, or retransmitting inappropriate items including pornographic material, materials using profanity, obscenity, or other language and images which offend community standards or which promotes violence or advocates destruction of property;*
- 3. Copying software, music, artwork, etc., in violation of copyright laws. Internet materials used in school work should be cited following the same procedures as referenced printed materials;*
- 4. Using technology for personal financial gain, commercial venture, or illegal activity;*
- 5. Damaging or destroying any component of technology, including hardware, peripherals, or files;*
- 6. Malicious use of any technology, including hardware, peripherals, or files;*
- 7. Using encryption software, other than school authorized packages, from any access point within the school district;*
- 8. Committing or attempting to commit any willful act involving the use of the network which disrupts the operation of the network within the school district or any network connected to the Internet.*

HEALTH CONCERNS

ILLNESS

When students are ill or injured, they will be sent to the Health Room. Parents of students too ill to remain in school, will be called to have the student picked up. If parents are unable to be reached, the emergency form kept on file in the office will be used to call the emergency person appointed by the parents to pick the student up in such cases.

MEDICINE POLICY

It is the policy of the School District of Slinger that all required medication, prescription or non-prescription drugs, be administered by parents at home (if possible). Under certain circumstances, medication may be administered by school personnel with the following guideline:

School employees authorized by the school administrator or school principal may:

- 1) administer any drug that may lawfully be sold over the counter without a prescription to a pupil in compliance with the written instructions of the pupil's parent or guardian.
- 2) administer a prescription drug to a pupil in compliance with the written instructions of a licensed practitioner, if the pupil's parent or guardian consents in writing.

VISION AND HEARING

In the fall, children in first and third grades have both their vision and hearing screened. Students in the fifth grade have only their vision screened. Both screenings are conducted under the supervision of the school nurse. In addition, if vision or hearing problems are suspected in any students in other grades, these students will also be checked. All district 4-year-old children have their hearing and vision tested at a district-wide screening, which takes place mid-year.

IMMUNIZATION CERTIFICATE

Wisconsin law requires all students enrolled in a public school to have a certificate of adequate immunization. This form may be secured from the school office. The school maintains a record of immunizations according to State law. A student may be restricted from school attendance if he/she fails to meet the appropriate level of compliance.

HEAD LICE

Head lice are common among school age children. Parents are urged to check their child's scalp on a regular basis. You should look for tiny white eggs on the hair that may appear to be like dandruff, but stick to the hair. The louse, which is about ant size with wings, may also be present. Parents must contact the school if their child has head lice so that a screening examination can occur. If head lice are suspected, parents will be contacted. Follow the steps below for treatment.

HEAD LICE – HEALTH DEPARTMENT RECOMMENDATIONS

1. Treatment
 - a. Several shampoos that kill head lice are on the market. Some can be bought over-the-counter at your local drugstore, others require a prescription.
 - b. All persons in the household who have head lice should be treated.
2. Procedures
 - a. Remove all clothing.
 - b. Use shampoo as directed on label.
 - c. Put on clean clothes after shampooing.
3. Wash (using very hot water) all clothing, towels and bed linens used by persons

with lice.

4. Dry clean all clothing and hats that cannot be washed.
5. Treatment takes only about an hour. Your child will be readmitted to school immediately after treatment is judged to have been effective by school officials.
6. All initially infected persons should be retreated in 8 to 10 days. Your child will be rechecked at this time.
7. To prevent spreading head lice, students are encouraged not to share articles that come in contact with the head, neck or shoulders (combs, brushes, hats, coats, towels, etc.).

Board Policy 458 (Wellness Policy) reads in part:

The School District of Slinger is committed to providing school environments that promote and protect children's health, well-being, and ability to learn by supporting healthy eating and physical activity. To afford students the opportunity to fully participate in the educational process, students must attend school with minds and bodies ready to take advantage of the learning environment. This district-wide wellness policy encourages all members of the school community to create an environment that supports lifelong healthy choices. School programming decisions ought to reflect and encourage positive nutrition messages and healthy food choices. This wellness policy also aims to provide students the opportunity to develop the knowledge and skills for a variety of physical activities, maintain physical fitness, and understand the benefits of a physically active and healthy lifestyle.

STUDENT SUPPORT SERVICES

SPECIAL EDUCATION

If your child is experiencing learning difficulties or problems adjusting to school, we encourage you to contact his/her teacher or the principal. The school staff will work with you to develop a learning program within the regular school curriculum that will be appropriate for your child. Your child may also be evaluated to find out if he/she may have an exceptional education need and/or a need for special education programming.

The general areas describing a special education need are: 1) hearing impaired; 2) vision impaired; 3) orthopedic impaired; 4) emotional disturbance; 5) learning disability; 6) cognitive disability; 7) autism; 8) other health impaired; 9) traumatic brain injury; or 10) speech/language delays. These areas of possible disability are described in Wisconsin's Chapter 115 and the Individuals with Disabilities Education Act (IDEA).

The Slinger Schools provide testing, programming, and special education services for any student age three [3] through twenty-one [21].

If you suspect that your child may have a need for special programming or special education, call any school. The principal will provide you with information and refer you to appropriate school staff members.

TITLE 1

The School District of Slinger participates in a federally funded program called Title 1. This program is federally funded for students with academic and financial needs. We strongly recommend and encourage early intervention programs at the 4 and 5 year old Kindergarten levels. Addison Elementary provides early intervention programs, but is not considered a Title 1 school by definition.

STUDENT ASSISTANCE TEAMS

When a child is experiencing educational difficulty in a particular subject area, a team of educators (teacher, guidance counselor, home/school counselor, psychologist, principal, etc.) meets to discuss strategies to assist the child. The classroom teacher will notify parents of such meetings, when needed.

GUIDANCE SERVICES

Guidance services are provided through individual, small group, and/or classroom settings. Parents seeking advice or assistance should contact the school principal or the school counselor.

HOME/SCHOOL COUNSELOR SERVICES

Home/School Counselor services are provided for families in need of assistance. Contact the school principal for additional information.

TESTING

The Slinger School District participates in a variety of testing programs for elementary students. Many of these programs are state mandated by the Department of Public Instruction.

District sponsored tests and screening devices are administered periodically during the school year to all students in grades 4K-5th, as part of the district's Response to Instruction (RtI) initiative. State mandated achievement tests are administered in 3rd, 4th, and 5th grades in April or May (Wisconsin Forward Exam). Students in grades 4K & 5K are also administered a state assessment for early literacy (PALS).

The test results are shared with parents where appropriate. Contact the school in advance so a conference can be set up with either the teacher or the principal if you have questions or concerns with the test or the results.

READING SERVICES

Reading support services are provided for students in 5K through fifth grade who may need support in specific areas of reading. These students will receive either individual or small group instruction with the reading teacher or an aide. Services are provided based on teacher recommendation and assessment results. For the intermediate grades (3-5), services can also be provided within the classroom by collaborating with the grade level teachers.

The role of the reading teacher at Addison Elementary is to:

- provide services to all students
- collaborate with classroom teachers to provide best practices in literacy instruction, in order to improve student learning
- assess students and assist classroom teachers in assessments
- provide literacy information and resources for parents and teachers
- organize literacy events for the school

HOME/SCHOOL COMMUNICATION

REPORTING TO PARENTS

Student report cards are sent home every nine weeks. In 5K through 5th grade, we now utilize a standards based grading scale of: S (Secure in Standards), D (Developing in Standards), or NI (Needs Improvement on Standards). Traditional letter grades (A, B, C, D, F) are no longer used. Teachers will continue to provide remediation and retesting for students who receive grades of NI. Students who continually fail to meet grade level objectives will be encouraged to attend Summer School remedial class in their area of deficiency. Also included is a section that indicates your child's progress in Social Skills. Parent/Teacher conferences are held in fall (November) and winter (late February).

OPEN HOUSE

Open house is held in the early part of the school year (end of August) to enable parents to meet their child's teacher, plus acquaint themselves with the school environment. These dates are published and sent home with registration materials.

HOMEWORK

Work at home affords the child an opportunity to further practice areas covered in the classroom. Homework for primary students (K-2) generally consists of practicing math facts and/or reading for 10 to 20 minutes each night, to reinforce skills learned in class. Homework for intermediate students (3-5) generally consists of completing work from the day that was not completed. This may be 30-60 minutes in length, depending on the age and grade of your child. If it is any longer than this, please let your child's teacher know, as your child may not be making good use of their time while here at school. Other projects might be assigned during the course of the year that involve homework. Timelines for these projects will be announced and outlined in advance.

AWARDS

The purpose of the awards program is to promote high standards and give recognition for accomplishments within a wide range of student abilities and interests. At the end of the school year, awards are presented in both the classroom and at the annual awards ceremony. Awards are presented in the following areas: Art, Music, PE, Math, Spelling, Reading, Writing, Penmanship, Citizenship, Perfect Attendance, Most Improved, and Special Recognition.

Awards are also given throughout the year, during First Friday Assemblies, for academic achievement, outstanding effort, citizenship/character development and participation in school related activities.

Board Policy 347 (Student Records Policy) reads in part:

The School District of Slinger will continue to follow the guidelines of the Federal Educational Rights and Privacy Act (FERPA). Sensitive student records will not be released to third parties without first contacting parents or guardians. FERPA allows schools to disclose information not generally considered harmful or an invasion of privacy. This information is called “directory information” under FERPA and includes the student’s name, address, telephone listing, date and place of birth, major field of study, participation in officially recognized activities and sports, height and weight of athletic team members, dates of attendance, grade level, degrees received, honors and awards received, email address, photograph, and most recent and previous educational agency or institution attended. A parent/guardian must inform the school in writing (within 14 days of this notification) of the directory items they refuse to permit the school district to designate as directory information. The school does not provide this directory information to advertisers.

ASSIGNMENT NOTEBOOKS

Assignment notebooks are first introduced to our elementary students during 5K, strictly as a home/school communication device. Students in grades one and two begin to use them extensively as a true assignment notebook. This marks the first transition for 1st and 2nd grade students, preparing them to move from the primary grades (K-2) to the intermediate grades (3-5). The use of assignment notebooks is standard practice for students in grades 3-5.

Using an assignment notebook serves multiple purposes. Among them are the following:

- It’s a communication device between home and school. Teachers and parents can use this to communicate in written form as needed.
- It is a record of all assignments given on a daily basis.
- It is an organizational tool for the child, which allows them to check off assignments for the day, when they are completed.
- It serves as a homework log. Any work not completed during the day, and not checked off as completed, is considered homework.
- In addition to homework, the assignment notebook serves as a reminder or notifier of any upcoming tests, projects, or special events.

How Is It Used?

At the beginning of each day, classroom teachers using the assignment notebook list all the assignments (for all subjects) to be taught that day. This is completed on a 2’ x 3’ laminated poster, which is posted at the front of the room and is identical to the blank pages in the assignment notebook. Once students arrive, one of their first tasks of the day is to duplicate this list in their own books. As assignments are completed during the day, they are to be checked off one by one. At the end of the day, teachers will typically review what was covered and help guide the students to determine what needs to go home and what doesn’t.

The use of the assignment notebook is first introduced in 1st grade, thoroughly taught in 2nd grade, and then reinforced in later years. The goal in using the assignment notebook is to teach organizational skills and responsibility. As students get older, their use of this device should become more of an independent activity.

As parents, we would ask that you check your child's assignment notebook on a daily basis. This is your opportunity to stay "connected" with our school and to check on your child's school activities and homework on a daily basis.

PTO=PBO

The Addison Elementary Parent Teacher Organization (PTO) is known as the Addison Elementary – People Behind the Owls (PBO). PBO's exist at every level of our district from grades K-12. The PBO exists to promote the welfare of children in the home, school, and community by providing opportunities for enrichment of home life and building a positive relationship between the home and the school. The Addison PBO has five open meetings per year (Sep, Nov, Jan, Mar, May) and meets in the computer lab of Addison Elementary. Please consider participating in your Addison PBO!!

NEWSPAPER ARTICLES/STUDENTS IN THE NEWS

On occasion photographers from the newspapers take pictures of children in various learning environments. Parents not wanting to have their child's picture and/or name in the newspaper should contact the Addison Elementary Office at 644-8037.

PARENT CURRICULAR NIGHTS

Addison Elementary now sponsors parent curricular nights, one for each grade level during the course of the year (replacing PACT Nights). These meetings are hosted by the principal, guidance counselor, and our teachers and are held in the fall of the year (Sep/Oct). These meetings are designed to assist parents to gain a better understanding of what their child is learning in a particular grade level, how to best support their child, and to increase knowledge and understanding of grade level expectations. A schedule for these meetings can be found in the Addison School Calendar for Parents/Students.

PROMOTION/RETENTION

Students shall be placed at the grade level to which they are best adjusted academically. For some students, retention is an option based upon consideration of academic progress. Parents/guardians of students considered for retention will be provided initial notification as early as possible during the school year. Students being retained shall have notification sent to their parent/guardian by the end of the school year. The decision to retain may be appealed within five workdays of notice.

ACCELERATED READER (AR)

Addison Elementary uses a supplemental reading program called "Accelerated Reader" or AR. This program encourages reading, uses technology to document progress, allows students and teachers to set goals for reading, and motivates kids to get excited about reading and literacy.

Accelerated Reader is a levels-based program that helps students build reading skills at each student's independent reading level. The program is one of the most researched programs of its kind and is used in many schools across Wisconsin and the USA.

The program is very basic. Once a quarter, all students go to the computer lab with their class and take a STAR test (Standardized Test for Assessment of Reading), which evaluates each child's reading ability. The program then assigns them a Zone of Proximal Development (ZPD) or Reading Zone, which is their independent reading level. Based on their ZPD level and teacher direction, a point goal is set for the quarter.

Children are then encouraged to choose books in the library from the AR listing, which are within their reading level. Nearly every book in our library is color coded for the various AR levels. Each book is also assigned a point total based on the level and difficulty of the book.

Once the child has finished the book, he/she takes a computerized quiz. The quizzes are intriguing yet simple enough for children, but still challenging enough to keep them learning. The quiz takes the place of book reports, assuring the teacher that the student has in fact read the book. The questions on the quizzes are literal questions on facts and events in the story. The tests can be taken anytime of the day, either in the classroom, the breakout areas, in the lab, or in the library. Student progress and performance is monitored through the program, with feedback provided to parents on a regular basis.