

Mt. Horeb Area School District 2024-2025

Family Handbook



Principal: Rachael Johnson

Early Learning Center (Early Childhood/Kindergarten) 300 Spellman St. Mt. Horeb, WI 53572 Phone: 437-7606 Fax: 437-4027 Colleen Kittleson, Secretary	Primary Center (Grade 1 & 2) 207 Academy St. Mt. Horeb, WI 53572 Phone 437-7506 Fax: 437-4620 Lyndsay Evans Eder, Secretary
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The Mount Horeb Area School District does not discriminate against pupils in its educational programs or activities on the basis of sex, race, religion, national origin, ancestry, creed, color, homelessness status, pregnancy, marital or parental status, sexual orientation, transgender status (including gender expression, gender identity and gender nonconformity), physical, mental, emotional, or learning disability, or any other status protected by state or federal law.

The district encourages informal resolution of complaints under this policy. If any person believes that the Mount Horeb Area School District or any part of the school organization has failed to follow this policy or the law and rules of Statute 118.13 Wis. Stats. and PI-9 Wisconsin Administrative Code or in some way discriminates against pupils on the basis listed above, he/she may bring or send a complaint to the following address:

District Administrator
Mount Horeb Area School District
1304 East Lincoln Street
Mount Horeb, WI 53572
(608) 437-7006

MOUNT HOREB EARLY LEARNING & PRIMARY CENTER

Websites mounthorebschools.org/schools

Addresses (ELC) 300 Spellman Street, Mount Horeb, WI 53572

(PC) 207 Academy Street, Mount Horeb, WI 53572

Phone (ELC) 608.437.7606 | (PC) 608.437.7506

Fax (ELC) 608.437.7602 | (PC) 608.437.4620

August 2024

Dear ELC/PC Families,

Welcome to the Early Learning and Primary Centers! We look forward to a year filled with countless opportunities designed to instill a love of learning and positively support your child's well-being.

For those of you new to our district and/or schools we would like to welcome you to our school community. If you are a returning family, we are excited about beginning another year with your child. It is with your help and support that our children can reach their fullest potential.

This handbook is designed to be a resource for you. If you would like a paper copy of our handbook, please contact either the ELC or PC office to request one. If you have additional questions or need more information do not hesitate to give us a call.

I am looking forward to working with you and your child.

Sincerely,

Rachael Johnson, Principal



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ELC/PC Mission (Our Why)

At the Early Learning and Primary Centers, all students will attain high levels of learning through equitable and engaging experiences while establishing meaningful relationships that foster lifelong learning in a positive and safe environment.

Vision (Our What)

We will...

- Build strong, positive connections with and among students as we instill honesty, respect, and empathy
- Empower students to think critically and reach their highest potential
- Establish collaborative partnerships that encourage our students to positively contribute to our society

Collective Commitments (Our How)

- We will invest in all students to develop a trusting relationship.
- We will explicitly teach, model, and practice the skills of honesty, respect, and empathy.
- We will utilize a variety of research based instructional strategies to support all students' engagement in critical thinking skills.
- We will commit to continuous improvement and use of data to adjust our practices.
- We will work interdependently with colleagues and partner with families to support students' growth.
- We will provide students opportunities to contribute to their classrooms, schools, and communities.



SCHEDULES

ARRIVAL/DISMISSAL TIMES

EARLY CHILDHOOD

Early Childhood programming will occur at one of our amazing 4K sites in the AM.

ELC/PC ARRIVAL/DISMISSAL TIMES

Bus Drop off at PC. 7:45-8:05 a.m.

Instruction Begins. 8:05 a.m.

Students are tardy after 8:15 a.m.

Students Dismissed. 3:15 p.m.

Bus Departure at PC 3:20 p.m.

DAYS IN EACH QUARTER

1st Quarter	09/03/24 to 11/06/24	45 days
2nd Quarter	11/07/24 to 01/24/25	45 days
3rd Quarter	01/27/25 to 04/04/25	44 days
4th Quarter	04/07/25 to 06/11/25	<u>46 days</u>
		180 days

LUNCH SCHEDULES

ELC LUNCH SCHEDULE

Teacher	Lunch/Recess
Beer Chamberlain Nichols Johnson	Lunch 11:00-11:25 Recess 11:30-11:55
Arneson Moore Hurley Schauf	Recess 11:00-11:25 Lunch 11:30-11:55

PC LUNCH SCHEDULE

Teacher (Grade)	Lunch/Recess
Beerkircher (1) Evans(1) Morrisard (1) Rohowetz (1)	Recess 10:00-10:25 Lunch 10:55-11:20
Gludemans (1) Harlan (1) Quinlan (1) Shields (1)	Recess 10:30-10:55 Lunch 10:55-11:20
Geissbuhler (2) Guski (2) Jankowiak (2) Lange (2) Norris (2) Olmsted (2) Pelton (2) Severson (2)	Recess 11:35-12:00 Lunch 12:00-12:25

BUILDING COMMITTEES/PROGRAMS/TEAMS

PROBLEM SOLVING TEAM (PST)

The primary purpose of the PST is to provide a problem-solving forum for teachers to use whenever they would like help in determining how best to meet the needs of a particular student. The participants in a PST meeting will work together to act as a sounding board, to brainstorm for regular education strategies and interventions, and to suggest resources to use for a particular need.

The PST will also make decisions regarding the Special Education referral process, and take part in decisions about placement and retention. The team process will share teacher competencies and ideas, improve staff communication and reduce inappropriate Special Education referrals.

The Problem Solving Team membership varies, depending on the student in need. In general, however, the teams will consist of several pupil services staff along with the referring teacher and a building staff representative. The classroom teacher will notify parents/guardians of their intent to bring their student to the Problem Solving Team.

PARENT TEACHER ORGANIZATION (PTO)

The purpose of the Mt. Horeb Parent-Teacher Organization is to advocate for children, teachers, and schools, to create a closer working relationship between home and school, and to enhance communication between parents, teachers, and the community.

Formed in the fall of 1989 this organization is open to all parents of elementary children as well as elementary teachers and community members. The PTO continues to grow in membership as well as in its contributions.

The PTO raised substantial funding for many valuable programs and resources.

The PTO sponsors several activities for families and students throughout the year.

The PTO is excited about the upcoming school year and would like to invite new parents to its organization.

Plenty of help is needed to make the many PTO activities a success. If you have any questions about the PTO or would like to get involved right away to help launch the school year, please contact a member of the Steering Committee or you can visit the [PTO website](#) for more information

STUDENT ASSISTANCE PROGRAM

The student assistance program offers support services such as individual counseling and student support groups for students experiencing problems ranging from school, peer and/or family issues. Support groups are offered each semester and topics include self-esteem, friendship, family change, stress and grief/loss. This program is strictly on a voluntary confidential basis. For more information on this program, please contact the Guidance Counselor, Brooke Running and/or the District School Social Worker, Megan Handrick.

TALENTED AND GIFTED (TAG) PROGRAM

Sita Powell, District TAG Coordinator

Through the TAG program, the Mt. Horeb School District makes a commitment to meeting the varying needs, interests and abilities of all students and recognizes that all students have talents and/or gifts. Some students however, possess these talents and gifts to a marked degree. Our goal is to discover and nurture these talents through a variety of programming experiences that offer challenge and enrichment opportunities. Our intent is to provide flexible access to a set of systematic and continuous instructional activities, which are appropriate to meet the needs of these students.

TITLE I READING

The Early Learning Center, Primary Center, and Intermediate Center will continue to implement a Schoolwide Title I Program. With a Schoolwide Title I program, academic support may be brought into the classroom to work alongside the teacher to help all students. Below outlines general information for Schoolwide Title Programming.

Why is it so important to be a Schoolwide Program?

Title I Schoolwide programs have the flexibility to organize the funding sources available to them. The funding is used to improve the academic achievement of all students while addressing the needs of the lowest performing students.

What are the core parts of a Schoolwide Program?

There are three components of a Title I Schoolwide program:

1. thorough assessment of needs which identifies the school's strengths and challenges in the key areas that affect student achievement
2. comprehensive schoolwide program plan that describes how the school will achieve the goals it has identified as a result of the needs assessment
3. annual evaluation to determine if goals and objectives of the plan were achieved and if the plan needs revision or an update

How do Schoolwide Programs achieve high levels of performance?

Schoolwide programs serve all children in a school. All staff, resources, and classes are part of the overall Schoolwide program. The purpose is to generate high levels of academic achievement in core subject areas for all students, especially those students most in need. The purpose of high levels of achievement is reached through:

1. high quality instruction by highly qualified teachers
2. reform strategies and methods based on the use of scientifically based research
3. strategies to improve teacher quality and professional development
4. consolidated and flexible use of funds

If you have questions or want to learn more about Schoolwide Title I programming contact, you can visit <https://dpi.wi.gov/title-i/schoolwide-program>. For other district-specific questions, please contact Sarah Straka, Director of Instruction, at strakasarah@mhasd.k12.wi.us or at [608.437.7013](tel:608.437.7013).

VOLUNTEER PROGRAM

You can make a difference in the Mt. Horeb School Volunteer Program. Volunteer participation by community members can enrich the curriculum, boost the self-images of children and contribute to the quality of their education.

People who want to help others are needed to be influential in the school system and to provide positive role models for children. Volunteers also learn and grow from this enjoyable interaction. Formal training is not needed.

Whatever time you can give is needed. Whether it is just an hour a week or a month, this program can use you.

The program provides many opportunities to help students and teachers.

PROCEDURES/GUIDELINES

ACCIDENTS-INJURIES-ILLNESSES

First Aid

Our staff will attempt to call a parent of any child who becomes ill and/or sustains a significant injury while at school. Emergency aid will be rendered as is deemed appropriate and necessary. To help ensure immediate and appropriate response and communication, parents are asked to keep contact numbers and emergency information updated in Infinite Campus using the Infinite Campus Parent Portal. It is also requested that parents keep the school office informed of any phone number, name or address changes that occur within the school year.

Administration of Medication

The Medication Consent Form (See Appendix A) must be completed and submitted to the school office before any type of medication can be given to a student. This includes over-the-counter medications, as well as prescription medications. All medications are kept in the office and dispensed by office personnel. Medication Consent forms are available from your school office, our district website for ELC or PC (www.mhasd.k12.wi.us) or your medical provider.

Ambulance/Physician Contact

The school nurse, staff emergency response team, or school administrator shall have the authority to call the EMS whenever the student or staff member is in a life-threatening situation or otherwise requires immediate medical attention and treatment. The cost for involving the EMS and/or physician shall be assumed by the injured party or their parents.

Home Referral

The school office designee shall contact the student's parent/guardian if it is determined that a student should go home (illness, accident, contagious ailment, etc.). No student shall be sent home unless appropriate contact has been made, and in no case will a student be sent to an unsupervised home without expressed parental/guardian permission.

ALLERGIES

We strive to make all school environments and buildings allergy-safe in the following ways:

- Bus- Any food on the bus must be in a backpack or airtight sealed container. No latex balloons will be permitted.
- Hallways-No open food containers in the hallways.
- Lunchroom- We are able to minimize exposure risks for students with LTAs by designating allergy safe seating areas. This allows students without LTAs to eat peanut, tree nut foods and other common allergen foods in the lunchroom. Food sharing is not knowingly permitted.
- Classroom- Common food allergens such as peanuts and tree nuts will not knowingly be permitted in the classroom.
- Classroom-Parent or teacher-provided shared foods will not knowingly be permitted to contain peanuts and tree nuts.
- Field trips- Precautions used in the lunchroom will be implemented to the degree permissible in that setting. (i.e. designating an area to eat that will be allergen free)
- Balloons- No latex balloons in schools or on the bus.

The link to the entire LTA Policy (#453.61) can be found in Appendix C towards the back of this handbook.

ARRIVAL/DISMISSAL

Walkers

Students are to use sidewalks during arrival and dismissal. Major sidewalks run along Second Street, Academy Street and Spellman Street. Parents are asked to periodically review street safety rules with their children.

Bike Riders

All bike riders are to follow village safety rules when using public streets and sidewalks. In addition, students are to walk their bike while on school property. Bike racks are located in front of the Early Learning Center and Primary Center. Parents are asked to periodically review bike safety rules for street use as well as expectations while on school property.

Skateboard/Roller Blades

Use of skateboards and rollerblades on school property is prohibited. However, if students use skateboards and/or roller blades as a means of alternative transportation it is requested that students carry both types of "transportation" while on school property. Student cubbies can be used for storage. The school is not responsible for damage or theft of these items.

Bus Riders

The bus pick-up and drop-off is located between the ELC and PC for all K-2 students

Bus Drop-off/Pick-up Procedures

Transportation procedures for the school year continue as follows: "Only one pick-up and one discharge address allowed". The school district's responsibility shall be limited to one pick-up and one drop off address based on a time period duration of one week provided seats are available. Families who have varying schedules have a responsibility to provide their own transportation for children when schedules vary from the above rule. **Multiple or alternate day pick-up or drop requests will not be honored.**

Parent Drop-off/Pick-up Procedures

If You are an ELC Student and are Driven to/from School...

- Arrive after 7:45a.m. That is when staff supervision is available.
- Always enter our parking lot slowly from Spellman St.
- Children should exit/enter the vehicle using the passenger side/curbside.
- Vehicles in the pick-up/drop-off lane must remain occupied by the driver.
- If you want to walk your child into school, you **MUST** park in a designated parking stall.
- Exit lot following One Way sign out to 2nd Street.
- Follow all No Parking, Stopping or Standing signs.
- Pick up ELC student(s) curbside or park your car in a designated stall and escort your child across the parking lot.
- If parking on the street, please do not park within 20 feet of a crosswalk.

If You are a PC Student and are Driven to/from School:

- Arrive after 7:45 a.m. when supervision is available. Please drive slowly in our lot!
- Always drive forward to the front of the drop-off/pick-up lane. Do not leave gaps between cars.
- Use the drop-off lane to drop off and pick up children. Children should exit/enter the vehicle using the passenger side/curbside.
- For the safety of your child, students may not be dropped off in the Drive Thru lane.
- If you want to walk your child into school, you **MUST** park in a parking stall.
- Vehicles in the pick-up/drop-off lane must remain occupied by the driver
- If you park in a stall that faces the PC, you must back out when leaving. You may not drive forward into the Drive Thru lane.
- If you are dropping off or picking up on Academy St., please have your child exit curbside. If you are dropping off or picking up on the other side of Academy St., please escort your child across the street to the nearest crosswalk.
- When exiting the Drop/Pick Up Lane drivers **MAY NOT** cut through parking stalls to exit.
- Follow all traffic patterns/signage
- If parking on the street, please do not park within 20 feet of a crosswalk.

ATTENDANCE

Students are expected to be at school each and every day unless they have an excused absence. If a student cannot attend school, a parent/guardian should call the school office at 437-7506 (PC) or 437-7606 (ELC) before 8:00 am. Families can also notify the schools of their child's absence by submitting an absence request through the infinite campus parent portal. If we are not contacted by a parent/guardian, a "safe call" will be made to verify the child is safe. Parents may send in a note in advance of planned absences. This note should include the following information:

- Date(s) of absence/tardy
- Reason(s) for absence/tardy
- Parent/guardian signature

****Following the return from a medical appointment, students should provide a note from the medical provider.*

[State law](#) requires that all absences be recorded as excused or unexcused, and it permits up to 10 days of student absences.

Why School Attendance Matters

Research shows that students who miss 9 or fewer days of school in one academic year in Kindergarten and 1st grade are more likely to be reading on grade level by 3rd grade. Building the habit of good attendance early on is key to academic and social emotional success long-term. Said another way, by letting your child miss today, you give them permission to ditch later. Missing school in the early grades teaches them it's okay to miss school when they are older.

[Here](#) is a resource to help your family build healthy school attendance habits.



Absences

Excused absences may include, but are not restricted to: illness, family emergency, medical appointments, and family vacation. [School Board Policy 431](#) and [School Board Policy #431.1](#) further spells out the conditions of the school attendance policy.

Parents and guardians may excuse their child for up to 10 days per year without a medical excuse. These days may be taken in ½ day increments according to the [Full Day Attendance Policy #431.1](#) and will be calculated as follows:

- Students who receive at least 90% of district-supervised educational services will have been considered in attendance a full day;
- Students who receive 33-89% of instruction will accrue 0.5 of attendance; and
- Students who receive less than 33% of instruction receive no attendance accrual for the day

Said another way:

- Students reporting to school after 8:15 a.m. will be marked tardy.
- Students arriving after 8:45 a.m. will be marked absent for a ½ day increment.
- Students leaving school before 2:45 p.m. will be marked as absent for a ½ day increment.
- Students leaving after 2:45 p.m. will be marked tardy.
- Students gone for more than five hours of the day will be marked absent for the entire day.

Absences due to illness or appointments beyond a total of 10 days are considered unexcused. These absences may only be excused if a medical provider's note is provided. Absences that are medically excused do not accrue towards the 10 allowable absent days. Families are encouraged to seek and provide a professional note in order for an absence to be marked as medically excused.

Unexcused absences occur when a parent does not contact school to report the absence or a student exceeds their 10 allowable absent days without a medical excuse.

During school hours, the office shall release students only to parents, legal guardians, or persons designated in writing by the parent/legal guardian. Students who become ill during the school day, must go to the office in order for the office to contact a parent/legal guardian. All students who leave the building during the day must be signed out in the office. If this procedure is not followed, absences will be considered unexcused and will count for truancy.

Family Vacations

Please keep in mind that much of the work completed during the school day will not be able to be duplicated. It is recommended that families take trips that match the vacation schedule within the school calendar. Students are expected to bring a note from their parents/guardians a minimum of one week before a family vacation. It is the student and parents' responsibility to see his/her teacher to inquire in advance about missed schoolwork.

Excessive Absences

It is widely recognized that any pattern of excessive absences (excused, unexcused or a combination) has an adverse effect on the learning process. The Mount Horeb Area School District believes early intervention is most successful in making a positive difference in a child's school experience. Because of this philosophy, all schools in our district make formal responses to situations involving excessive or unexcused absences. If problems are suspected, a parent meeting will be held to discuss reasons for the absences and to determine an action plan designed to improve school attendance and the child's educational program.

Truancy

Truant and habitual truant are two classifications used by the Early Learning and Primary Centers when Wisconsin State Law (S.118.16) maximum days of excusable absences are passed. Absences that are not called in and/or not excused for any of the above reasons are considered unexcused. The ELC and PC are obligated to refer truant and habitual truant students to local, county and state agencies.

School Withdrawal

Parents are to notify the school office if students are withdrawing from school. A special form will be completed by parents and school personnel. This form, along with other school records will then be sent to the student's new school.

**MOUNT HOREB AREA SCHOOL DISTRICT
DISTRICT BEHAVIOR STANDARDS**

POLICY #443

Book	Policy Manual
Section	Series 400 - Students
Title	DISTRICT BEHAVIOR STANDARDS
Code	443
Status	Active
Adopted	July 19, 1999
Last Revised	December 5, 2022
Last Reviewed	December 5, 2022
Prior Revised	Dates 11/20/2017

The District has a legal duty to make its schools as free as possible from the dangers of violence, weapons, drugs, harassment, and other behavior harmful to the educational environment.

The District follows a code of conduct for all school programs inclusive of co-curricular and school-sponsored activities. Each school shall publish their code of conduct at the start of each school year.

The day-to-day operations of the school(s) follow a Positive Behavior Intervention and Support (PBIS) model. PBIS is a complex, multi-tiered system of supports for students. As part of the PBIS model each building does the following:

- Foster an environment where students and staff thrive in a positive school climate;
- Create a Behavior Matrix that defines behavioral expectations in all school settings, reviewed annually at a building level;
- Establishes a common language that staff and students use in all school settings;
- Provides instruction in expected student behaviors each year with repeated and supported practice provided when behaviors warrant intervention;
- Collects and analyzes data using our student information system that includes the number of behavior referrals, type of behavior, time of day and location of behavior occurred, students with referrals, staff involved in referrals and consequences to determine patterns and develop a plan to increase positive choices of students at the school, teacher, and/or student level;
- Creates a program of support for students that include incentives, repeated and supported practice with an adult, series of interventions, analysis of behaviors to determine student needs and access to supports available; and
- Uses data from staff and the building PBIS team to determine readiness and effectiveness of PBIS implementation.

The District shall not unlawfully discriminate in standards and rules of behavior, including student harassment, or disciplinary actions on the basis of sex, sexual orientation, race, color, national origin, ancestry, religion, creed, pregnancy, marital or parental status, any physical, mental, emotional or learning disability, or any other legally protected status or classification. Discrimination complaints shall be processed in accordance with established procedures.

Legal	Wis. Stats. §118.164(2) Wis. Stats. §120.13(1)(a)
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Cross References	431 - COMPULSORY SCHOOL ATTENDANCE 431.1 - STUDENT ATTENDANCE ENFORCEMENT 431.2 - FULL DAY ABSENCE 443.4 - STUDENT ALCOHOL AND/OR OTHER ILLEGAL DRUG USE 443.6 - FIREARMS AND WEAPONS 443.71 - STUDENTS - ANTI-BULLYING/HARASSMENT/INTIMIDATION 447.1 - USE OF PHYSICAL FORCE/CORPORAL PUNISHMENT, RESTRAINT AND SECLUSIONARY TIME-OUT BY STAFF 447.3 - SUSPENSIONS AND EXPULSIONS
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An Overview of PBIS

The ELC and PC are PBIS (Positive Behavior Intervention and Supports) schools. This program clearly aligns with the district's student behavior standards and is designed to provide students with a clear set of positive expectations for their behavior in every school setting. (PBIS) is a proactive system that provides behavioral support for all students to achieve social, emotional, and academic success. We will use three "R's" as the backbone to our student behavior expectations; Respectful, Responsible and Ready. As a school and within each individual classroom we will be constantly reviewing the meaning of these words and how these character traits look and sound in each school setting. All school staff will use the three "R's" as the base for student expectations in all areas of the school.

Please see the ELC-PC Behavior Matrix on the next page for the specific positive behavior expectations your child will be expected to follow in each area of our school.

Please review the ELC-PC Behavior Incident Report (BIR) form on the following page to see how our staff will document, classify, communicate and correct inappropriate behavior choices.

TOKENS

Students earn red tokens for exhibiting positive behaviors all around the school. Red tokens get exchanged for a gold token. At the Primary Center, 20 red tokens will equal 1 gold token. At the ELC, 10 red tokens will equal 1 gold token. School wide celebrations will occur each time our students earn 100 gold tokens.

ASSEMBLIES

Assemblies will be held each month to celebrate outstanding behaviors. Classrooms are awarded trophies to be recognized as the group that has been the most respectful, responsible and ready in that school setting during the month.

What Can I Do As a Parent to Support PBIS?

- Include "Respectful, Responsible, Ready" as part of your language and expectations at home
- Provide your child with positive reinforcements at home for good behaviors in all settings (socially, academically, and community)
- Participate by attending our PBIS monthly assemblies
- Ask questions – we learn best from each other!

PBIS Tier 2

Several of our PBIS Tier 1 committee members have completed PBIS Tier 2/3 training. It is an intervention to help improve the behavior of 10-15% of students who need additional behavioral support. There are a couple of strategies used to support students in PBIS Tier 2: Check-In/Check-Out and Social Academic Instructional Groups (SAIG)

Behavior data will drive qualification for Tier 2 interventions. Teacher and parent support and participation will be crucial.

Why are we implementing CICO?

- Improves student accountability
- Increases structure
- Improves student behavior and academics when other interventions have failed
- Provides feedback and adult support on a daily basis
- Improves and establishes daily home/school communication and collaboration
- Improves student organization, motivation, incentive, and reward
- Helps students to self-monitor and correct their behavior
- Internalizes success and accomplishment of goals
- Students get involved and excited about the program, enjoying the structure, support, and incentives of the intervention
- Leads to maintenance free responsible behaviors, habits, and effort

What is SAIG (Social Academic Instructional Groups)?

- It is a Tier 2 intervention where students are re-taught school-wide expectations
- Occurs in addition to CICO
- Students meet with a staff member in a small group to work on a specific skill

- Students receive direct instruction, and practice positive replacement behaviors and/or strategies
- Topics that may be covered include:
- Organizational/study skills for academic success
- Conflict resolution

ELC/PC School-Wide Behavior Matrix

	Classroom	Hallway	Playground	Bathroom	Lunchroom	Assembly	Bus
Voice Levels SCHOOL-WIDE EXPECTATION <u>Responsible</u> Take Care of Self	0-2 1. Follow all adult directions 2. Keep body and belongings to yourself	0-1 1. Follow all adult directions 2. Keep body and belongings to yourself	0-3 1. Follow all adult directions 2. Keep body and belongings to yourself 3. Use and return equipment	0 1. Follow all adult directions 2. Keep body and belongings to yourself	0-2 1. Follow all adult directions 2. Keep body and belongings to yourself 3. Only eat your own food	0-2 1. Follow all adult directions 2. Keep body and belongings to yourself	0-1 1. Follow all adult directions 2. Keep body and belongings to yourself 3. Get on and off the bus one at a time
SCHOOL-WIDE EXPECTATION <u>Respectful</u> Take Care of Others	1. Use kind words and actions 2. Keep classroom neat and clean 3. Use walking feet 4. Share and take turns	1. Keep hallways neat and clean 2. Use walking feet 3. Stay to the right	1. Use kind words and actions 2. Include others 3. Share and take turns	1. Give privacy 2. Keep bathroom neat and clean	1. Use kind words and actions 2. Keep Lunchroom Neat and Clean 3. Use walking feet	1. Use kind words and actions	1. Use kind words and actions 2. Keep the bus neat and clean
SCHOOL-WIDE EXPECTATION <u>Ready</u> Follow the Group Plan	1. Come prepared to do your best	1. Go directly where you need to go 2. Look where you are going	1. Line up when the whistle blows	1. Go, flush, wash, dry, and rejoin the group 2. Use only when needed	1. Come prepared to eat 2. Stay seated and raise your hand if you need help	1. Come prepared to listen	1. Sit back to back, seat to seat, and feet on the floor until your stop 2. Wait until you are off the bus to eat or drink (ASCA)

SS-Second Step
 ASCA- ASCA Mindsets and Behaviors <https://www.schoolcounselor.org/>
 SEL- SEL Competencies from DPI <https://dpi.wi.gov/ssow/mentalhealth/social-emotional-learning>

Mount Horeb K-5 Behavior Incident Report (BIR)

Student Name:				Grade:		Date:		Time:			
Classroom Teacher:				Referring Staff:							
Location: (Please indicate the primary location of the incident)											
Bathroom		Bus		Classroom		Field Trip		Gym		Hallway	
Library		Lunchroom		Office		Playground		Other:			

*Only **one** behavior below can be recorded in Infinite Campus. Please indicate the primary behavior. If the student behavior is a potential discriminating factor based on age, race, religion, disability/handicap, color, national origin, citizenship status, sex or sexual orientation, or transgender status please contact an administrator immediately.*

Minor Behaviors (Staff)				Major Behaviors (Admin)			
Dress Code Violation		Physical contact/ Horseplay		Abusive language		Repeated minor behavior	
Failure to follow directions		Other:		*Bullying (Policy 443.71)		Stealing	
Inappropriate language				Cheating		Threatening language	
Inappropriate use of supplies				Disrespect/ Insubordination		Vandalism	
Inappropriate voice level				Fighting/Physical aggression		Weapons	
Lying/Tattling/Gossiping				*Harassment (Policy 443.71)		Other:	
Minor disruptive behavior				Major disruptive behavior		<i>*Additional documentation required per Policy 443.71</i>	

Staff Decision (Minor Behaviors)				Administrative Decision (Major Behaviors)			
Caregiver contact				Caregiver contact		Other:	
Conference with student				Fix it plan/Think sheet		In-School Suspension Information:	
Fix it plan/Think sheet				Follow up agreement			
Loss of privilege				Individualized instruction		Out-of-School Suspension Information:	
Modification in classroom				Loss of privileges			

Comments: (Please include names of other students and staff involved)

Administrative signature:					Date:				
Caregiver contacted:				Method:			Date:		
Routing:			Classroom teacher:			Admin:		Entry/File:	

Our Motto:

“Vikings, are you READY?!”

BULLYING

Bullying, harassment, or intimidation in any fashion is unacceptable behavior and is prohibited at school. The ELC/PC strives to create a school community where all people are welcome and students learn to be respectful, responsible, and ready when working with others. To learn more about our proactive efforts, please visit our **Social Emotional Learning page**.

Despite our best efforts, peer conflict will happen. When it does, it is important to know when it reaches the level of bullying.

According to **stopbullying.gov**, “Bullying is unwanted, aggressive behavior that involves a real or perceived power imbalance. The behavior is repeated, or has the potential to be repeated, over time. In order to be considered bullying, the behavior must be aggressive and include:

- An Imbalance of Power: Individuals who bully use their power—such as physical strength, access to embarrassing information, or social status—to control or harm others. Power imbalances can change over time and in different situations, even if they involve the same people.
- Repetition: Bullying behaviors happen more than once or have the potential to happen more than once. Bullying includes actions such as making threats, spreading rumors, attacking someone physically or verbally, and excluding someone from a group on purpose.”

Bullying is **not** perceptions of rudeness, criticism, “not getting your way,” healthy peer conflict, isolated and unintentional physical contact, or lack of consideration. These are examples of conduct that is unlikely to constitute bullying, harassment, and/or intimidation.

Regardless if the problem is bullying or not, we want to know about it so we can address it. Please notify the Dean of Students, [Katie Hardyman](#), if your student is struggling with a peer conflict.

If you believe the concern does constitute bullying, we need you to document your concern by completing **this form** and submit it to the Dean of Students or the Principal, [Rachael Johnson](#). When **this form** is submitted, an investigation into the issue will begin and will be completed within 10 school days.

To learn more about our Anti-Bullying/Harassment/Intimidation Procedures, read administrative regulations **here** to learn more.

See something? Say something!

One of the best ways to improve school safety is for students, families, and staff to share concerning behavior with school administrators when they see it. If you have traveled by airplane, you are familiar with the regular announcements to report any suspicious activity to the Department of Homeland Security. “If you see something, say something” also applies at school.

When students hear of situations where someone might get hurt or they see someone harming another person, they are taught to report the issue to the supervising adult. This could be the classroom teacher or the supervising adult at lunch or recess. If students hear something outside of school or on the bus, they can still come to the office to report the issue directly to Mrs. Johnson, the ELC/PC principal, or share what they heard or saw with office staff.

Parents or community members can also report issues of safety or concern to the school. This could be via phone at 437-7506 or 437-7606, via email to Mrs. Johnson or another staff person, or stopping into the office in person. Any individual can also submit a concern using the [Speak Up Speak Out WI](#) online reporting tool.

BIRTHDAYS

Birthdays come only once a year but when they do, they are a special occasion for students at school. Parents are asked to follow the classroom teacher's birthday/celebration procedures. Some parents may wish to celebrate by donating a birthday book to the classroom library on behalf of their child. The school librarian would be pleased to give you some suggestions as to suitable book titles.

BUS MANAGEMENT GUIDELINES

Please use the link in Appendix C to view Policy #751.20, Student Conduct On the Bus. Parents are to call Brian Toth, Transportation Coordinator, at 437-7057 with questions or concerns. (See Appendix B for a list of specific guidelines) The following bus rules are posted on each bus:

1. Follow all adult directions.
2. Talk quietly (Level 1)
3. Sit in your seat until the bus stops at your bus stop.
4. Enter and exit the bus safely.
5. Keep body and belongings to yourself.
6. Keep the bus neat and clean.
7. Use kind and polite words.
8. Keep things in your backpack.
9. Watch for your bus stop.

TEMPORARY BUS RIDING CHANGE FORM (Blue Note)

This electronic form is required to be filled out and submitted by a parent/legal guardian requesting and giving permission for their child to be able to ride home with a friend or ride a different bus other than what they are assigned. This form must be completed by a parent/legal guardian for each student and for each day an alternative bus plan is being requested. Longer bus changes must be documented by the district's transportation department and notification must be given to your child's school. To access the Temporary Bus Riding Change form, go to the district webpage, click on services, click on transportation and then click on "[BLUE NOTE](#)" Temporary Bus Riding Change." Complete the fillable form and submit it by 2:00PM (9:00AM on early release days) on the day the bus change is requested. If you are unable to access the online form, please contact the district's transportation department (437-7056) or your child's school (ELC 437-7606 or PC 437-7506) to submit a Temporary Bus Riding Change request.

CHILD ABUSE/NEGLECT

If child abuse or neglect is suspected, it is mandatory by law that the suspected abuse is reported. The principal, nurse, counselor and/or social worker will be informed immediately in order to assist with the necessary contacts to county level social services.

CLOSING OF SCHOOL

As soon as the district administration determines that the schools must be closed or delayed due to inclement weather or special circumstances they will call selected radio and TV stations. The announcement will be made over the following radio and TV stations:

Radio Stations:

WXXM - 92.1FM	WMGN - 98.1FM	WMMM - 105.5FM	WTSO - 1070AM
WJQM - 93.1FM	WDMP - 99.3FM	WWQM - 106.3FM	WIBA - 1310AM
WJJO - 94.1FM	WIBA - 101.5FM	WRIS - 106.7FM	WLMV - 1480AM
WOLX - 94.9FM	WZEE - 104.1FM		WHIT - 1550 AM
WMAD - 96.3FM	WMHX - 105.1FM		WOZN - 1670AM

TV Stations:

WISC-TV3 <http://www.channel3000.com/weather/closings>

WMTV-15 <http://www.nbc15.com/weather/closings>

WKOW-27 <https://wkow.com/closings-and-delays/>

If school is released early or canceled all evening activities will be postponed or canceled.

Announcements will also be made over these stations during the day if school must be canceled or dismissed early because of bad weather or building emergencies.

Parents/Guardians are asked to keep their contact information up to date in the Infinite Campus Parent Portal. Elect to receive text and/or email notifications from the district as another way to stay informed of school dismissal and cancellation information.

Parents are asked to have arrangements in place, in advance, for the care of their children in the case that school may be closed, delayed or dismissed before the end of the day.

CONCERNS/COMMENTS PROCEDURES

Throughout the course of a school year, concerns may arise and it is vital that we problem-solve together. Please don't hesitate to reach out to staff if you have concerns. We are on the same team and want to hear from you and find a solution that works for everyone.

Classroom Concern? - Contact your child's teacher

Lunch or Recess Concern? - Contact [Katie Hardyman](#)

Social Emotional Concern? - Contact [Brooke Running](#)

School Concern? - Contact [Rachael Johnson](#)

Special Education Concern? - Contact special education teacher or [Nicole Tepe](#)

Bus Concern? - Contact the Bus Garage at 608-437-7106

Other Concerns? - Check out our **Who to Contact** directory

CURRICULUM INFORMATION

Parents are welcome to look through curriculum materials at any level and for any subject. For an overview of our curriculum resources. Please visit the [Elementary Resources](#) tab on our district's website. Please contact the office or classroom teacher so that we can best accommodate your requests.

DRESS CODE

The Board of Education recognizes that each student's mode of dress and grooming is a manifestation of personal style and individual preference. The responsibility for the dress and grooming of a student rests primarily with the student and their caregivers. The District has the responsibility to address violations of this code in any school related setting.

Allowable Dress & Grooming

- Students must wear clothing that includes a top and bottom.
- Shoes are required.
- Shirts and dresses must have fabric in the front, back, and on the sides.
- Clothing must cover undergarments; waistbands and bra straps excluded.
- Fabric covering all private parts must not be see-through.
- In grades 3-12, hats and hoods must allow the face to be visible and not interfere with the line of sight to any student or staff.
- Clothing must be suitable for all scheduled classroom activities including physical education.
- Specialized courses may require specialized attire, such as sports uniforms or safety gear.
- If Public Health Madison Dane County or any governing body requires face coverings due to a pandemic, it is a requirement that they are worn.

Non-Allowable Dress & Grooming

- In grades PK-2, hats or hoods are not permitted in the classroom.
- Clothing shall not depict, advertise or advocate the use of alcohol, tobacco, marijuana or other controlled substances.
- Clothing shall not depict pornography, nudity or sexual acts.
- Clothing shall not depict profanity, innuendo, or hate speech targeting individuals or groups based on race, ethnicity, gender, citizenship, sexual orientation, gender identity, religious affiliation or any other protected groups.

- Clothing shall not include any gang identifiers.
- Clothing must not be used to threaten the health or safety of any other student or staff Clothing that adversely impacts or disrupts the learning environment

If the student's attire or grooming violates this policy, then discipline for dress or grooming shall be consistent with discipline policies for similar violations. The district shall not discriminate in instances in which the student's attire or grooming is required by or displays an expression of his or her sincerely-held religious beliefs or non-beliefs, or disability, or based on a student's health condition as verified by a medical professional

EVACUATION PROCEDURES

Evacuation drills will take place on a monthly basis. Tornado drills will take place during the spring to coincide with Tornado Awareness month. Teachers are given specific procedures to follow to ensure the safety of all the students. All staff, visitors and volunteers that are present in the building are asked to evacuate along with the students.

FIELD TRIPS

Field trips can be an important extension of the classroom curriculum. Parents will be informed about upcoming trips through letters and will be asked to sign permission slips prior to each OUT-of-district trip. Parents will give permission for all IN-district trips during the yearly registration process using the infinite campus parent portal. However, teachers will notify parents in advance of all in-district field trips. First aid kits and emergency cards will be taken on field trips along with an ample number of adult supervisors. Parents are encouraged to volunteer as chaperones provided they can do so without being accompanied by their younger children. A parent's undivided attention is needed to ensure the safety of the students on the trip. All field trip chaperones are required to have a completed Visitor Background Check on file with the school district.

HEALTH PROGRAM/NURSE'S SCHEDULE

Christy Staats is the 4k-Grade 5 Mount Horeb Area School District's Nurse. Parents are to contact Christy Staats at 437-7543 or email staatschristy@mounthorebschools.org with questions or concerns regarding health information.

Student Immunization Requirements

Parents are to present written evidence of any school-required immunizations received outside the state of Wisconsin for each of their school age children. Immunizations received in the state of Wisconsin will be available to the school through the Wisconsin Immunization Record. Schools are required to contact the office of the District Attorney if written evidence of immunizations are not submitted for new students within 30 days of the first day of school.

Immunizations are available from your family doctor or Dane County Public Health provides free immunizations throughout the county. Call (608) 242-6255 for more information.

2024-2025 School Immunization Requirements

Kindergarten through grade 6	4 DTP/DTap/DT	4 Polio	2 MMR	2 Varicella	3 Hep B
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1. Children 5 years of age or older who are enrolled in a Pre-K class should be assessed using the immunization requirements for Kindergarten through Grade 5, which would normally correspond to the individual's age.
2. D = diphtheria, T = tetanus, P = pertussis vaccine. DTaP/DTP/DT/Td vaccine for all students Pre-K through 12: Four doses are required. However, if a student received the 3rd dose after the 4th birthday, further doses are not required. Note: A dose four days or less before the 4th birthday is also acceptable.

3. DTaP/DTP/DT vaccine for children entering Kindergarten: Each student must have received one dose after the 4th birthday (either the 3rd, 4th, or 5th dose) to be compliant. Note: a dose four days or less before the 4th birthday is also acceptable.
4. Polio vaccine for students entering grades Kindergarten through 12: Four doses are required. However, if a student received the 3rd dose after the 4th birthday, further doses are not required. Note: a dose four days or less before the 4th birthday is also acceptable.
5. Laboratory evidence of immunity to hepatitis B is also acceptable.
6. MMR is measles, mumps, and rubella vaccine. The first dose of MMR vaccine must have been received on or after the 1st birthday. Laboratory evidence of immunity to all three diseases (measles and mumps and rubella) is also acceptable. Note: A dose four days or less before the 1st birthday is also acceptable.
7. Varicella vaccine is chickenpox vaccine. ***New: Students with a reliable history of varicella disease are not required to receive the Varicella vaccine. A physician, physician assistant, or advanced practice nurse prescriber must document a reliable history of varicella disease by indicating that the student has had varicella and signing the Student Immunization Form (DHS Form 04020L). Students (excluding new enterers and kindergartners) with a parental report of disease prior to May 2024 are considered compliant.**

Indoor Recess Requests

Based on consultations with medical professionals, our position with regard to students staying in from recess is that, if students are properly dressed and well enough to attend school, they should be able to go out to recess. Individual exceptions will be made when necessary. A note from the child's physician will be required in cases in which parents request that a child needs to stay in from recess for an extended period of time.

Medications

NO medication will be administered by school personnel without a completed Medication Consent form. (See Appendix A). Appropriate signatures are required. Be sure to check the notes below for specific guidelines.

Special Notes

Prescription Medication - 2 signatures - Distribution requires both the signature of the physician and parent/guardian. Prescription containers also require the physician's written instructions, as well as the following label information:

- * Name of pharmacy
- * Student's name
- * Name of physician
- * Name of drug
- * Dosage to be given
- * Time to be given

Over-the-Counter Medication - 1 signature - Distribution requires the parent/guardian signature only. Medications must be in original container or packaging to ensure that the parent's instructions do not exceed manufacturer's dosages. Student's name will be written on the container by the parent/guardian to ensure proper distribution.

- Medication Consent forms and medications will be kept in the school office. A record will be kept of when the medication was administered and by whom.
- Parents will be requested to provide no more than a month's supply at a time.

- Students will be responsible for coming to the office to receive their medication. Students may self-administer their medication provided the completed Medication Consent form includes written verification.
- Forms must be renewed annually for students on long-term medication.
- Three times a day medication should be scheduled around school hours if at all possible (before school, after school and at bedtime).
- Medication Consent forms are available from your school office, our district website for ELC or PC or your medical provider.

HOMEWORK

All elementary children are periodically assigned homework. The purpose of homework is to:

1. Provide students with an opportunity to finish assignments that they were unable or chose not to complete during the school day.
2. Provide students with an opportunity to review materials they have not mastered.
3. Teach students that learning takes place in a variety of situations and environments.
4. Involve parents/community in the learning process.
5. Begin the process of preparing students for future educational and life experiences that require daily work.

INSURANCE – VOLUNTARY STUDENT PROGRAM

If you are interested in voluntary student insurance coverage for the school year, please go to the insurance company's website: 1st Agency. After choosing "Wisconsin" as the state in the menu option, please choose "Mount Horeb" from the list of schools. Here you will find options and prices associated with this voluntary student insurance.

LIBRARY EXPECTATIONS

1. Students are allowed to check out one (1) book per week in kindergarten and three (3) books per week in grades 1 and 2.
2. Books are due in two (2) weeks.
3. Overdue lists will be sent to the teacher.
4. Overdue book email reminders will be sent to parents.
5. A fee will be assessed for damaged books.
6. Full price of book replacement will be charged if a book is lost.

Book Fines

Fines may be given to students/families for book loss or for property damage beyond what is considered normal wear. Fines are determined by the library staff and will be communicated to parents.

LOST AND FOUND

Smaller lost and found items such as jewelry, toys, pens and pencils will be kept in the office. Clothing and larger items will be placed in a lost and found area. Periodically, a special lost and found table will display items near the front entrance doors. All unclaimed items will be donated to a local charitable agency.

LUNCH PROGRAM

The District uses a computerized lunch program. Students are assigned a lunch account number and purchases will be deducted from their account. Their PIN number does not change while they are in school. New this year, we are switching to LINQ. All money that was in their myschoolbucks account will be transferred to LINQ. If you wish to pay by check, you may bring it to any school office or mail it to the School Nutrition Department at the High School, 305 S. 8th Street, Mount Horeb, WI 53572. **Please indicate that the check is for lunch fees and for which student account(s) the money is for.**

You may also pay online at [LINQ Connect](#). **The fee for online payments will be waived from July 10 to August 9.** For menu, allergen and nutrition information, please visit [LINQ Connect](#) (menus coming soon...). Please note that the menu is subject to change based on product availability.

Please note that school lunch and breakfast are not free. Breakfast costs \$1.65 (K-5) and \$1.85 (6-12). Breakfast is free for those on free or reduced priced meals (students must take 3 items with one being a fruit to be reimbursed for free or reduced). Lunch costs \$2.75 (K-5), \$2.85 (6-8), and \$2.95 (9-12). Lunch is \$0.40 for reduced price meals and free for those who qualify for free meals (students must take at least 3 items with one being a fruit or vegetable to be reimbursed).

If you think your family may qualify for Free or Reduced Price School Meals, you may apply by completing the application found on [LINQ Connect](#). Once completed, you are welcome to email your application to denkmichelle@mounthorebschools.org or return it to any school office. Paper applications are available at all school offices. **Please remember that you will need to complete a form annually** as it may qualify you for other services (e.g. Optional Chromebook device protection insurance).

Use of [LINQ Connect](#) to view student accounts, pay for meals online, apply for free and reduced price lunches and view menus:

- a. To set up an account, click on “Register” to create a new account. You will need the following information to successfully link your student(s) to your account:
 - i. First name (as registered with the school)
 - ii. Last name (as registered with the school)
 - iii. Grade
 - iv. School
 - v. Date of birth (MM/DD/YY)
 - b. Additional meals, extra portions and other a la carte options are available at market prices to secondary students in grades 6-12. Parents/guardians of secondary students must notify food service staff if they want to limit this spending.
- 2. Account Deposits**
- a. Online payments may be made using credit cards or checking accounts. The district is utilizing [LINQ Connect](#) to process online transactions with the assistance of a secure third party payer.
 - b. A standard transaction fee is charged to the parent and paid to the secure third party payer for using the online payment option. The district does not benefit from this service. There is no limit on the amount you can deposit on LINQ Connect.
 - c. Parents may make payments at any school office at no cost to them. Payments may also be mailed to MHASD High School, 305 S. 8th Street, Mount Horeb, WI 53572.
- 3. Insufficient Student Accounts**
- a. Unless they have opted out, parents will be notified by district email for each student. Please check your spam to make sure these emails are not delivered to spam. Students will not be allowed any a la carte, extra portion, or extra milk charges if they do not have sufficient funds in their account. You may also set up low balance alerts on LINQ Connect and monitor their purchases or transfer money between your student accounts.
- 5. Refunds and Other Credits to Lunch Accounts**
- a. Any funds remaining in a student meal account shall carry over to the next school year.
 - b. If a student graduates and they have siblings, their funds will be divided among their accounts.
 - c. If a student graduates and they do not have siblings, they will receive a refund automatically.

- d. All refunds or other credits to a student account shall be requested by the parent/guardian. Checks are then issued within the next six to eight week period utilizing the Business Office.
- e. Any refunds not issued will go into a fund to assist with unpaid meal charges. Parents may also wish to donate their balances to this fund.

6. Family Assistance Fund

- a. The Family Assistance Fund was created to assist families in paying for additional school expenses regardless of their financial situation.
- b. Funds shall be voluntarily obtained from any interested donors.
- c. To qualify for assistance from this fund, families must meet one of the following guidelines:
 - i. The family is directly referred to the Assistance Fund by the District Student Services Staff or
 - ii. On an as-needed basis determined by the Food Service Staff in consultation with the Food Service Director and Student Services Director.
- d. Funds may be distributed to resolve existing negative balances that meet the assistance guidelines.

PICTURES

VIP has been contracted to do K-2 student pictures this year. Specific procedures and schedules will be distributed shortly before each picture day. The tentative dates are as follows:

ELC/PC Picture Day
Sept. 10th

Retake Day
Oct. 10th

Please note that participation is voluntary and provided as a service for families. Parents who do not want to participate are asked to contact their child's classroom teacher prior to picture day.

REPORT CARDS AND CONFERENCES

Report Cards

Report cards are designed to provide a clear reflection of how students are performing in school. Great care is taken to ensure that the completed report includes fair and objective information. The report cards are designed to more clearly communicate your child's developmental progress. Report cards will be sent home in paper form and will be available through your family's Infinite Campus Parent Portal at the end of the second and fourth quarters for kindergarten, first and second grade students.

Conferences

Formal conference times are provided for parents during the fall and spring. Emails or newsletters will be sent out prior to parent conferences to confirm dates and times. The formal conference dates are listed below. Additional conference time is also available throughout the year, based on parent request and/or student need. Parent-teacher conferences are a vital link in home/school communications! Our staff appreciates your attendance and your feedback. To get the most out of the time allotted, please take a few minutes before your conference to write down any questions you may have. Remember, it is important to focus on your child's overall progress.

Parents and teachers working together to help a child is best accomplished through discussion and planning. Report cards tend to become the center of conversation at home and during conferences. In order to keep the focus of discussion on what the child is actually doing, thinking, feeling and learning, K-5 teachers will share actual samples of student work (portfolios) instead of a report card.

Students will diligently prepare for their upcoming portfolio conference. This is their opportunity to showcase their work, reflect on their progress and set goals for the next quarter. It is a lot of work on their part, but they see it as worthwhile because their progress is shared with the significant adults in their lives. Therefore, we ask that parents attend these conferences together, rather than asking the child and teacher to schedule two conferences. Your child will know how much you value his/her efforts and will appreciate celebrating his/her accomplishments with the people who mean the most to him/her.

Fall Conferences
November 12th & 14th

Spring Conferences
March 13th

RECORDS

It is the policy of the Mount Horeb School District to maintain the confidentiality of all pupil records kept by the district. The policy (#347) outlines all parent and student rights regarding student records. A copy of this policy is available in the school offices or online. It is required that behavioral records are shown in the presence of a person qualified to explain the content of the records. Parents may contact the principal or the Director of Student Services to make arrangements for this service.

SECURED ENTRY PROCEDURES FOR VISITORS

Visitor Check-In Procedures:

1. All parents and visitors will be asked to push the button located to the right of the ELC front doors and to the left of the PC front doors when requesting access to a building.
2. Once the button is pushed for assistance, office personnel will welcome the visitor and ask the person to share his/her name and state the reason for the visit.
3. After the name and purpose of visit are stated by the parent/visitor, they will hear the door click and be prompted by school personnel to enter the building.
4. Once inside the building, visitors/parents must report directly to the main office.

If Visitor/Parent will be going beyond the school office into the school building, the following will also occur:

5. Visitors/Parents will be asked to provide a Photo ID and fill out a Visitor Background Check form, if one hasn't been submitted yet for the year.
6. If completing a Visitor Background Check form at the time of arrival, we will request that the parent/visitor have a seat in the main office so the Background Check can be completed by office personnel prior to being allowed entry into the main building. (We advise all parents/visitors to complete and submit a Visitor Background Check form at least 48 hours in advance of visiting/volunteering.)
7. After showing Photo ID and completing the background check, parents/visitors will be asked to sign in and wear a visitor sticker during the entire time of their visit.
8. Parents/Visitors are required to sign out in the office at the end of their visit.

Here are some important reminders for parents/visitors to ensure a smooth and quick "check in" process when visiting our schools:

1. Remember to have a **Photo ID** (i.e.-driver's license) with you when coming into the building.
2. Complete and submit your annual [Visitor Background Check Form](#) in advance of your visit.

Please contact Rachael Johnson, K-2 Principal, with any questions at 608-437-7511 or at johnsonrachael@mounthorebschools.org

TOBACCO USE & TOBACCO-RELATED DEVICES ON SCHOOL PREMISES

The Mount Horeb Area School District is committed to the health and well-being of students, visitors, and staff. The use or consumption of any tobacco product, tobacco-related devices, or electronic cigarettes in school buildings, in school vehicles, during school-sponsored events, and on other property owned, rented by or under the control of the District is prohibited.

Definitions:

The term "Tobacco Product" means any product containing, made, or derived from tobacco that is intended for human consumption, whether chewed, smoked, absorbed, dissolved, inhaled, vaporized, snorted, sniffed or ingested by any other means. Examples include but are not limited to: cigarettes, cigars, little cigars, dry snuff, moist snuff/chewing tobacco, snus, dissolvables, electronic cigarettes, hookah, and blunt wrap.

The term "electronic cigarettes" means any oral device that provides a vapor of liquid nicotine, lobelia and/or other substances, and use or inhalation of which simulates smoking. The term should include any such devices, whether they are manufactured, distributed, marketed or sold as e-cigarettes, e-cigars, e-pipes, or under any other product or descriptor.

VISITORS

Parents are encouraged to visit and/or do volunteer work in our classrooms. Contact your child's teacher to make arrangements for your time at school. All potential volunteers are to complete a [Visitor Background Check Form](#) before they begin volunteering in our schools. All visitors and volunteers are to sign in and out at the school offices. We also request that you wear a visitor badge from the office for safety and identification purposes.

WEATHER GUIDELINES

51 Degrees & Above = Student Choice

40-50 Degrees = At least long sleeves

Under 40 Degrees = Coat Required

0 Degrees or Below = Indoor Recess

DISTRICT ANNUAL NOTICES

These annual notices may be viewed on this [page](#).