

Madison Elementary

2020-2021

Remote Plus for a

>>>Safe Start

Family Handbook



Principal: Mr. Juan Gaona

Assistant Principal: Mrs. Melissa Van Straten

907 E. Fir St

Mount Vernon, WA 98273

Phone: (360) 428-6131 • Fax: (360) 428-6171

The purpose of this handbook is to provide a tool for Madison Elementary families that highlights expectations and behaviors expected during Remote PLUS learning. We have designed this handout to address specific questions families may have around Remote PLUS learning.

Table of Contents

| | |
|--|----|
| Vision and Mission Statements | 2 |
| Parent-Student-Teacher Compact/Contract | 3 |
| Madison School Staff | 4 |
| Madison Dual Language Program | 5 |
| Tools for Remote Plus Learning | 6 |
| Daily Schedules | 7 |
| Attendance | 10 |
| Student Expectations | 12 |
| Student Safety and Well-Being | 12 |
| Common Expectations for Remote Plus Learning | 13 |
| Instruction | 14 |
| Breakfast and Lunch | 14 |
| PTO | 14 |
| Parent and Family Engagement Policies/Plans and Procedures | 15 |

Important Phone Numbers

| | |
|---------------------------|--------------|
| Madison Elementary School | 360.428.6131 |
| To Report an Absence | 360.428.6131 |
| Technology HotLine | 360-428-6252 |

MVSD Vision Statement

To graduate inspired and critical thinkers who embrace diversity and are committed to the betterment of their own lives and the lives of others.

MVSD Mission Statement

To expect, encourage, and facilitate the pursuit of excellence in our students, preparing them for a global environment in which lifelong learning is critical to their success and happiness.

MVSD Goal

100% of our students will graduate with the knowledge and skills necessary to be successful in post-secondary education, careers, and life.

Madison Vision Statement

Through high quality instruction our Spanish/English two-way dual language immersion program uses intentional standards-based integrated units to achieve academic excellence, biliteracy and bilingualism, and cultural competence. Using equitable practice and inquiry we develop proud bilingual citizens ready to engage in our multicultural world.

Madison Mission Statement

To become a community of innovative leaders inspiring excellence.

Madison School Rule

No one has the right to interfere with the learning, safety or well-being of others.

MADISON ELEMENTARY PARENT-STUDENT-TEACHER COMPACT/CONTRACT

Effort is the Key to My Successful Education

As a student, I will

- always put forth effort and do my best in my work and in my behavior,
- ask for help when I need to,
- work cooperatively with my classmates,
- give my parent/guardian all notices and information received by me from my school every day,
- show respect for myself, my school and other people,
- obey the school and bus rules,
- take pride in my school,
- come to school prepared with my homework and my supplies,
- believe that I can and will learn and,
- do my best to learn in my second language.

As a parent/guardian, I will

- assure that my child attends school regularly and on time,
- provide a home environment that encourages my child to learn,
- insist that all homework assignments be completed,
- communicate regularly with my child's teachers including attend conferences,
- ask my child for any communication from the school and read it promptly,
- provide the necessary school supplies and replace them as needed,
- support the school in developing positive behaviors,
- talk with my child about his/her school activities every day,
- encourage/require my child to read at home,
- show respect and support for my child, the teacher and the school and,
- support and encourage my child to do their best while learning a second language.

As a teacher, I will

- have confidence that each student can learn and grow to his/her fullest potential,
- show respect for each child and his or her family,
- come to class prepared to teach,
- provide an environment that is conducive to learning,
- provide meaningful and appropriate homework activities,
- enforce school and classroom rules fairly and consistently,
- maintain open lines of communication with students and his/her parents,
- seek ways to involve parents in the school program and,
- demonstrate professional behavior and a positive attitude.

As a school, Madison Elementary School and the Mount Vernon School District will:

- provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating child to meet the State's student academic achievement standards,
- hold parent-teacher conferences in the fall and spring,
- provide parents with two report cards per year
- provide an opportunity for parents to visit teachers, when needed, either the 30 minutes before school or after school,
- provide parents the opportunity to volunteer or participate in school or classroom activities or to observe classroom activities (see the parent/student handbook or call the school for procedures for volunteering or visiting classrooms.)

WE WILL WORK TOGETHER TO CARRY OUT THE AGREEMENT OF THIS COMPACT.

No one has the right to interfere with the learning, safety or well-being of others

MADISON SCHOOL STAFF
Office Hours: 8:30 AM to 4:00 PM

Principal:
Assistant Principal:
Head Secretary:
Assistant Secretary:
Classroom Instructional Support Specialist:
ELL Specialist:
Reading Intervention Specialist:
Math Intervention Specialist:
Health Room Assistant:
Counselor:

[Juan Gaona](#)
[Melissa Van Straten](#)
[Andrea Chavez Reyes](#)
[Rosita Cardona-Arce](#)
Amanda Rodriguez
Gabriela Flores
Christina Sanchez
Giordan Yunge
Traci Gromus
Ann Klitzke-Nelson

Early Kindergarten

Judy Vivanco

Kindergarten

Zaira Cortez
Natalie Bassett
Eleanor Kerr
Rachel Martens

1st Grade

Lyn Anderson
Dalia Delgado
Anna Chilcoat
Courtney Kelley

2nd Grade

Cristina Ashcraft
Nancy Payne
Cecilia Guzmán-Marrón
Leah Clayberg

3rd Grade

Ken Payne
Adán Rodríguez
Maya Romero
Tanita Tilbury

4th Grade

Poli Ferran
Petter Nordal
David Irvine
Linda Lewis

5th Grade

Oriss Acevedo
Leah Bright
Elizabeth Linderman
Gracie Woolley

Special Ed Teachers

Megan Grosshuesch
Karissee Moore

Occupational Therapist

Galit Shilo

Physical Therapist

Laura Torseth

Speech Language Pathologist

Melinda Bowen
Mindy Parker (Sara Reddington)

Psychologist

Yejin Chung

Nurse

Lauri Miller

Librarian

Melissa Campbell

Physical Education

Melissa Ramkissoon
Betsy Sundquist

Music

Suzanne Lund

Health

Karen Lorente

Migrant/Bilingual Advocate

Ja'net Perez

Kitchen Staff

Kris Adams
Jeanene Marsh
Barbara Parker - Head

Custodians

Francisco Gonzalez, Head
Laura Rodriguez
Alexis Suazo

Paraeducators

Karen Crossman
Jammie Espinoza
Scott Ganhs
Debra Gudmundsson
Rosa Ibarra
Guillermo Linderman
Melanie Lovingier
Melissa McPhaden
Lilia Ocampo
Bridget Perez
Jen Renfro
Liz Wood

DUAL LANGUAGE PROGRAM

The Madison Dual Language Program uses best practices and embraces the linguistic and cultural diversity of our school community as the foundation for preparing students to excel in a pluralistic, global society.

What is Madison's Dual Language Program?

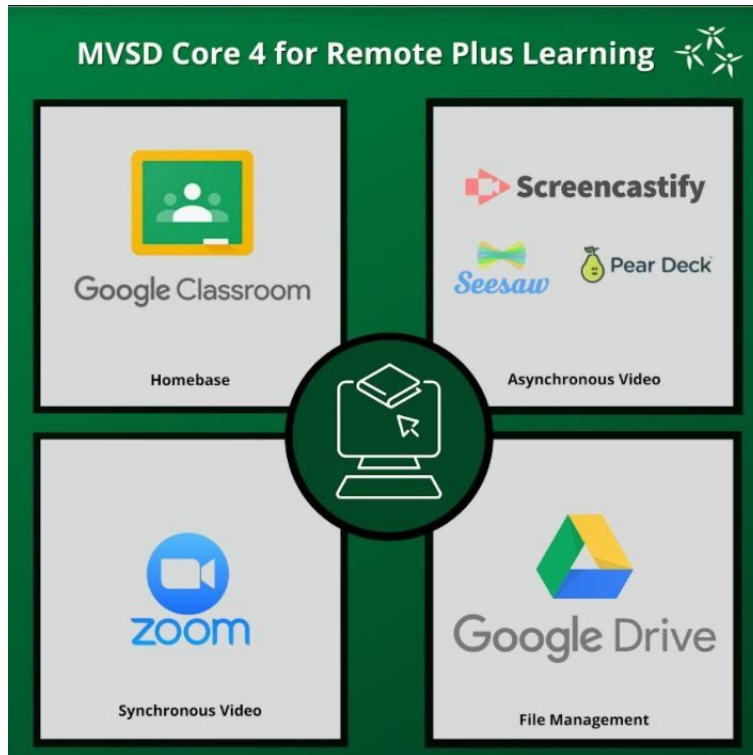
The dual language program at Madison is a two-way program that combines students from different language backgrounds for instruction in both languages. Our two-way program uses a 50:50 model, which means that all students receive Spanish instruction for 50% of the day and English instruction for 50% of the day. Approximately 50% of the students at Madison are Emerging Bilingual Spanish speakers and the other 50% are Emerging Bilingual English speakers. Spanish speakers, English speakers and emerging bilingual students are instructed together in all subject areas. Each student has two teachers; one who instructs in Spanish and the other who instructs in English. Spanish literacy instruction is integrated with science and English literacy instruction is integrated with social studies. Math instruction happens in English and Number Corner happens in Spanish.

The goals for Madison's dual language program are based on the three pillars of dual language:

- **Biliteracy and Bilingualism**-Students become comfortable and fluent communicating in Spanish and English, and will develop high levels of proficiency in their first and second languages.
- **High Academic Achievement for All Students in Both Program Languages**-Students will achieve proficiency in academic subjects, meeting or exceeding state and district standards.
- **Sociocultural Competence**-Students will cultivate an understanding and appreciation of other cultures and prepare for a multicultural world.

Dual language programs are long-term. To achieve the benefits of this program, families need to commit to the program through high school.

Tools for Remote Plus Learning



The primary tools that will be used district-wide for Remote Plus teaching and learning are known as the Core 4. Having a common set of tools K-12 creates coherence and supports ease of access for students and families.

- Google Classroom will be the Learning Management System
- Zoom will be used for synchronous instruction
- Screencastify (Supported by Pear Deck K-12 and/or Seesaw K-5) will be used for asynchronous instruction.
- Google Drive will be used for file storage and sharing

Remote Plus Common Vocabulary

Remote Learning- daily learning activities are delivered through remote learning modalities that include but are not limited to, distance learning, hybrid classrooms, rotating schedules, and other methods that allow for the delivery of basic education services during the COVID-19 epidemic. Remote learning activities may be synchronous or asynchronous.

Synchronous Learning- Learning that is “live” and occurs all together. Teachers will use Zoom for synchronous learning.

Asynchronous Learning- Asynchronous learning self-paced and can occur with or without teacher support. Teachers may use Seesaw, Google Slides, Peardeck, and Zoom for asynchronous learning.

DAILY SCHEDULE

Madison Kindergarten & First Grade Student Schedule

| Time | | Monday | Tuesday | Wednesday | Thursday | Friday |
|--------------|--|---|---|---|---|---------------------------------------|
| 8:30-9:00 | S p a n i s h o r E n g l i s h | Family Appointments | Family Appointments | Independent Learning | Family Appointments | Family Appointments |
| 9:00-9:15 | | Morning Meeting | Morning Meeting | | Morning Meeting | Morning Meeting |
| 9:15-10:15 | | Instructional Time (Literacy OR Math) | Instructional Time (Literacy OR Math) | | Instructional Time (Literacy OR Math) | Instructional Time (Literacy OR Math) |
| 10:15-11:15 | | Lunch / Recess (Free Time) | Lunch / Recess (Free Time) | | Lunch / Recess (Free Time) | Lunch / Recess (Free Time) |
| 11:15 -12:00 | | Instructional Time (Literacy OR Math) | Instructional Time (Literacy OR Math) | | Instructional Time (Literacy OR Math) | Instructional Time (Literacy OR Math) |
| 12:00 | | Switch | Switch | | Switch | Switch |
| 12:00 - 1:00 | | Instructional Time (Literacy OR Math) | Instructional Time (Literacy OR Math) | | Instructional Time (Literacy OR Math) | Instructional Time (Literacy OR Math) |
| 1:00 - 1:45 | | Instructional Time (Literacy OR Math) | Instructional Time (Literacy OR Math) | | Instructional Time (Literacy OR Math) | Instructional Time (Literacy OR Math) |
| 1:45 - 2:00 | s h o r E n g l i s h | Plan, Do, Review-K Independent Learning-1 | Plan, Do, Review-K Independent Learning-1 | Plan, Do, Review-K Independent Learning-1 | Plan, Do, Review-K Independent Learning-1 | |
| 2:00 - 3:00 | | Specialists | Specialists | Specialists | Specialists | |
| 3:00 - 3:30 | | Family Appointments Independent Learning | Family Appointments Independent Learning | Family Appointments Independent Learning | Family Appointments Independent Learning | |
| 3:30 - 4:00 | | Family Office Hours | Family Office Hours | Family Office Hours | Family Office Hours | |

- Time blocks shaded pink are direct sessions with the classroom teacher. Time blocks shaded green are not direct sessions with the classroom teacher.
- Students start the day with their homeroom teacher. The language of instruction is dependent on who the homeroom teacher is.
- Family Appointments is a time for teachers to have one-on-one meetings with families. Students engage in independent learning.
- Students will log in twice, once at 9:00am and remain logged in until 10:15am. They will log in a second time at 11:15am and will remain logged in until 1:45pm.
- Morning Meeting is for students to connect with their teacher and with their peers to build community.
- Plan, Do, Review is structured playtime. Kindergarten families will learn more about this from their classroom teacher. Independent Learning is a time for focusing on learning individually designed for your child. First grade families will learn more about this from their classroom teacher.
- Specialist lessons (Physical Education, Health, Music, and Library) will be provided for students to engage with independently.
- Family Office Hours is an informal time for families to log into a Zoom session hosted by the classroom teacher to ask questions. It is an open time, and several families might log in at once. If you need a one-on-one meeting, you can request that with the classroom teacher.

Madison Second & Third Grade Student Schedule

| Time | | Monday | Tuesday | Wednesday | Thursday | Friday |
|-------------|--|--|--|-------------------------|--|--|
| 8:30-9:00 | S p a n i s h o r e n g l i s h | Family Appointments | Family Appointments | Independent Learning | Family Appointments | Family Appointments |
| 9:00 –9:15 | | Morning Meeting | Morning Meeting | | Morning Meeting | Morning Meeting |
| 9:15-10:15 | | Instructional Time (Literacy OR Math) | Instructional Time (Literacy OR Math) | | Instructional Time (Literacy OR Math) | Instructional Time (Literacy OR Math) |
| 10:15-11:15 | | Instructional Time (Literacy OR Math) | Instructional Time (Literacy OR Math) | | Instructional Time (Literacy OR Math) | Instructional Time (Literacy OR Math) |
| 11:15-12:15 | | Lunch / Recess (Free Time) | Lunch / Recess (Free Time) | | Lunch / Recess (Free Time) | Lunch / Recess (Free Time) |
| 12:15 –1:15 | | Specialists | Specialists | | Specialists | Specialists |
| 1:15 | | Switch | Switch | | Switch | Switch |
| 1:15 – 2:15 | | Instructional Time (Literacy OR Math) | Instructional Time (Literacy OR Math) | | Instructional Time (Literacy OR Math) | Instructional Time (Literacy OR Math) |
| 2:15 – 3:15 | | Instructional Time (Literacy OR Math) | Instructional Time (Literacy OR Math) | | Instructional Time (Literacy OR Math) | Instructional Time (Literacy OR Math) |
| 3:15 – 3:30 | | Student Office Hours Independent Learning | Student Office Hours Independent Learning | | Student Office Hours Independent Learning | Student Office Hours Independent Learning |
| 3:30 – 4:00 | Family Office Hours | Family Office Hours | Family Office Hours | Family Office Hours | | |

- Time blocks shaded pink are direct sessions with the classroom teacher. Time blocks shaded green are not direct sessions with the classroom teacher.
- Students start the day with their homeroom teacher. Language of instruction is dependent on who the homeroom teacher is.
- Family Appointments is a time for teachers to have one-on-one meetings with families.
- Students will log in twice, once at 9:00 am and remain logged in until 11:15AM. They will log in a second time at 1:15PM and will remain logged in until 3:15PM.
- Morning Meeting is a time for students to connect with their teacher and with their peers to build community
- Independent Learning is a time for focusing on learning individually designed for your child. Families will learn more about this from their classroom teacher
- Specialist lessons (Physical Education, Health, Music, and Library) will be provided for students to engage with independently.
- Student/Family Office Hours is an informal time for students/families to log into a Zoom session hosted by the classroom teacher to ask questions. It is an open time, and several students/families might log in at once. If you need a one-on-one meeting, you can request that with the classroom teacher.

Madison Fourth & Fifth Grade Student Schedule

| Time | | Monday | Tuesday | Wednesday | Thursday | Friday |
|--------------|-----------------------------|---|---|-------------------------|---|---|
| 8:30-9:00 | Spanish Shore English | Family Appointments | Family Appointments | Independent Learning | Family Appointments | Family Appointments |
| 9:00-9:15 | | Morning Meeting | Morning Meeting | | Morning Meeting | Morning Meeting |
| 9:15-10:15 | | Instructional Time (Literacy OR Math) | Instructional Time (Literacy OR Math) | | Instructional Time (Literacy OR Math) | Instructional Time (Literacy OR Math) |
| 10:15-11:15 | | Instructional Time (Literacy OR Math) | Instructional Time (Literacy OR Math) | | Instructional Time (Literacy OR Math) | Instructional Time (Literacy OR Math) |
| 11:15-12:15 | | Specialists | Lunch / Recess | | Lunch / Recess | Lunch / Recess |
| 12:15 - 1:15 | | Lunch / Recess (Free Time) | Lunch / Recess (Free Time) | | Lunch / Recess (Free Time) | Lunch / Recess (Free Time) |
| 1:15 | | Switch | Switch | | Switch | Switch |
| 1:15 - 2:15 | Spanish Shore English | Instructional Time (Literacy OR Math) | Instructional Time (Literacy OR Math) | | Instructional Time (Literacy OR Math) | Instructional Time (Literacy OR Math) |
| 2:15 - 3:15 | | Instructional Time (Literacy OR Math) | Instructional Time (Literacy OR Math) | | Instructional Time (Literacy OR Math) | Instructional Time (Literacy OR Math) |
| 3:15 - 3:30 | | Student Office Hours Independent Learning | Student Office Hours Independent Learning | | Student Office Hours Independent Learning | Student Office Hours Independent Learning |
| 3:30 - 4:00 | | Family Office Hours | Family Office Hours | | Family Office Hours | Family Office Hours |

- Time blocks shaded pink are direct sessions with the classroom teacher. Time blocks shaded green are not direct sessions with the classroom teacher.
- Students start the day with their homeroom teacher. Language of instruction is dependent on who the homeroom teacher is.
- Family Appointments is a time for teachers to have one-on-one meetings with families.
- Students will log in twice, once at 9:00 am and remain logged in until 11:15. They will log in a second time at 1:15PM and will remain logged in until 3:15PM.
- Morning Meeting is a time for students to connect with their teacher and with their peers to build community.
- Independent Learning is a time for focusing on learning individually designed for your child. Families will learn more about this from their classroom teacher
- Specialist lessons (Physical Education, Health, Music, and Library) will be provided for students to engage with independently.
- Student/Family Office Hours is an informal time for students/families to log into a Zoom session hosted by the classroom teacher and ask questions. It is an open time, and several students/families might log in at once. If you need a one-on-one meeting, you can request that with the classroom teacher.

ATTENDANCE

Every day counts...even while learning remotely.

Attendance Requirements for Remote Plus Learning

Attendance is a critical building block for student learning. If students are not present, they cannot engage in learning. Attendance is a leading indicator of equity that signals when students might need additional support and areas for system and school improvement. We acknowledge that there are barriers to participating in planned instructional activities, and we want to support students and families to ensure equitable access to learning.

In the same way that attendance and participation are required during an in-person school model, students are expected to be present for and participate in synchronous and asynchronous learning activities daily.

1. Attendance will be expected daily with attendance taken twice a day - during the first synchronous session and then again in the afternoon session.

WAC 392-401A-016

Definition of absence from remote learning:

1. A student is absent from remote learning when the student is not participating in planned instructional activities on a scheduled remote learning day.
2. Evidence of student participation in remote learning may include, but is not limited to:
 - a. Daily logins to learning management systems;
 - b. Daily interactions with the teacher to acknowledge attendance (including messages, emails, phone calls or video chats); or
 - c. Evidence of participation in a task or assignment.

This means to be present your child must be on the computer completing work each scheduled school day. For those days where the planned instructional activities for a course are synchronous, attendance is based on participating in that planned instructional activity. For those days where the planned instructional activities for a course are asynchronous, teachers will monitor whether students attend and/or complete the planned instructional activity for that day. This may be done through google form, collaborative board, slides, etc.

Tardies

Success in school depends on regular on time attendance. It is our policy that students are logged in and on time for class. Acceptable reasons for being late would be a doctor, dentist, or other appointments for the student, however, please make every effort to make appointments before or after the school day. Students logging in 30 minutes or more late will be marked absent. Those who arrive late to class must notify the office in order to excuse the absence.

Tardy--Up to Half the Period (0-30 minutes)--Accumulates as Tardy

Tardy Absent--Half the Period or More (31 minutes or more)--Accumulates as Absence

Absent--Never Attended--Accumulates as Absence

Regular Attendance Matters

We do not want your child to fall behind in school and get discouraged. Here are a few tips to help support regular attendance:

- Make sure your child has a regular bedtime and morning routine.
- Lay out clothes the night before.
- Ensure that your child logs in to class every day unless they are truly sick.
- Avoid scheduling vacations or appointments when school is in session.
- Ask your child's teacher and our counselor, Ann Klitzke-Nelson, for advice if your child feels anxious about going to school.
- Let us know how we can best support you and your child while they are learning remotely. We want your child to be successful and to feel connected, and want to work with you to support them in doing so.
- Please don't hesitate to call the school if you have any questions or would like more information! 1

Reporting an Absence

To report your child's absence from their remote learning sessions, please:

Click on 'Report Student Absence' on Madison Elementary School website

(<http://madison.mountvernonchools.org>)

OR

Email: Rosita Cardona-Arce at rarce@mvsd320.org AND Andrea Chavez-Reyes at areyes@mvsd320.org

OR

Call: 360.428.6131

Attendance Communication Tools

Madison Elementary and the Mount Vernon School District are committed to maintaining regular communication with families about their child's attendance. Please anticipate that you will receive phone calls, text messages, and/or letters from school personnel that relate to your child's attendance and participation in remote learning.

STUDENT EXPECTATIONS

At Madison Elementary, we teach that no one has the right to interfere with the learning, safety, or well-being of another person. This expectation remains the same during the Remote Plus model as students engage in online learning with their teachers and peers.

Harassment / Intimidation / Bullying/Cyberbullying

The District will not tolerate harassing, intimidating, or bullying/cyber bullying behavior between any students. Any substantiated charge against a student shall subject the student to disciplinary action in accordance with due process which may include suspension or expulsion. Furthermore, the district prohibits retaliation against any employee or student because he or she has made a report of alleged sexual harassment or against any employee or student, who has testified, assisted or participated in the investigation or report. Retaliation is itself a violation of federal and state regulations prohibiting discrimination and will lead to disciplinary action against the offender.

STUDENT SAFETY AND WELL-BEING

The physical and emotional well-being and safety of our students remains one of our top priorities. Assuring student physical and emotional well-being and safety is not something that school and district staff can do independently; it takes support from and collaboration with families and community members to create a positive and safe learning environment for our students.

- **Goguardian**-While engaging in online learning, it is sometimes difficult for a guardian to monitor all of the websites and content their child is engaged in on the Chromebook. This year, elementary schools will be using Goguardian to provide an extra safe guard while your child is online. Goguardian is monitored by your child's teacher and allows for them to set parameters around the content your child engages in during class time. This will allow for maximal learning. Your child's teacher will be able to monitor the content your child is looking at while online. Goguardian does not make the internet 100% safe and so continuously monitoring your child's activity online is still highly recommended.
- **Maintain Open Communication** with Your Child and with the School-Talk to your child every day about their school day Please let the school know if your child reports that someone is making them feel physically or emotionally unsafe while they are engaging in remote learning.
- **Monitor Social Media, Media, and Video Game Usage-**
 - Social Media, video games, tv shows, and movies have the potential to offer many benefits to students, including the opportunity to socialize and to learn. However, if social media, media, or video game usage happens without conversations about personal responsibility and safety, students risk being exposed to violent content or content that is intended for mature audiences. They also face having their privacy invaded, or becoming involved with cyberbullying.
 - While we don't want to discourage social media, media, or video game usage, we do ask that families talk to their children about personal responsibility and appropriate use when it comes to those things.

Common Expectations for Remote Plus Learning

| Virtual Spaces | Common Expectations to Teach and Reinforce |
|--|--|
| School Readiness | <ul style="list-style-type: none"> ★ Log-in a few minutes early so that you are on time ★ Mute your microphone when you log-in ★ Eat breakfast before joining class ★ Dress as if you were going to school ★ Find a quiet, comfortable place to work . ★ Be mindful of your surroundings ★ Come prepared and have any materials you need today. |
| Synchronous Whole Group Instruction | <ul style="list-style-type: none"> ★ Raise your hand to participate ★ Remain on camera...we want to see you! ★ Stay on task in the chat box ★ Keep your microphone off unless your teacher calls on you to speak |
| One-on-One Instruction | <ul style="list-style-type: none"> ★ Keep your microphone off unless your teacher asks you to unmute |
| Small Group Activities (Breakout Rooms w/teacher) | <ul style="list-style-type: none"> ★ Stay on task ★ Keep your microphone off unless your teacher asks you to unmute ★ Take turns when speaking ★ Greet the other people in your group/breakout room ★ Everyone needs to participate |
| Students online while teacher is in a break-out room | <ul style="list-style-type: none"> ★ Stay on task ★ Keep your microphone off unless it's your turn to speak ★ Take turns when speaking ★ Greet the other people in your group/breakout room ★ Everyone needs to participate |

INSTRUCTION

Biliteracy

Madison is a dual language school that uses a biliteracy approach to teach students how to read, write, listen, and speak in both Spanish and English every day. Within our model, Spanish literacy is integrated with the science content area and English literacy is integrated within the social studies content area. Teachers develop content-integrated units of study called Biliteracy Unit Frameworks (BUFs) and use them to teach and assess Common Core State Standards for Language Arts, Next Generation Science Standards, and the Washington State Social Studies Standards. Teachers will continue to teach using the Biliteracy Unit Frameworks as they teach within the Remote Plus model.

BREAKFAST AND LUNCH

Meals will be available at Madison Elementary daily from 10:15am-1:15pm. Meals are only available to Mount Vernon School District students and are free of cost. To pick up the bagged meals, families should drive up to the main entrance of the school and provide their child(ren)'s name. You do not have to go your child's school to pick-up a meal.

PARENT GROUP (PTO)

Every parent is a member of the Madison Parent Group. Our goal is to promote communication between Madison families and school and to work together to provide the best education for all our students.

Parent Group Meetings

Meetings are generally held the second Tuesday of every other month beginning in September. Meetings will be held virtually while the district is using the Remote Plus model. Please look for communications from the PTO. For monthly updates, please join our PTO Email list by emailing MadisonWildcatsPTO@gmail.com. You can also find us on Facebook at : www.facebook.com/MadisonWildcatsPTO

PARENT AND FAMILY ENGAGEMENT POLICIES/PLANS AND PROCEDURES

MOUNT VERNON SCHOOL DISTRICT NON-DISCRIMINATION STATEMENT

The Mount Vernon School District does not discriminate in employment, programs, or activities on the basis of age, race, color, national origin, creed, religion, sex, sexual orientation, gender expression, gender identity, honorably discharged veteran or military status, or the presence of any sensory, mental or physical disability or use of a trained guide dog or service animal by a person with a disability and provides equal access to the Boy Scouts and other designated youth groups. Inquiries regarding compliance and/or grievance procedures may be directed to the District's Title IX/Civil Rights Compliance Coordinator, Bill Nutting, Assistant Superintendent, 124 E. Lawrence Street, Mount Vernon, WA 98273 (360)428-6110; Section 504/ADA Coordinator, Clint Carlton, Director of Special and Support Services, 920 S. Second Street, Mount Vernon, WA 98273, (360)428-6141.

COMPLAINT

Citizen Complaint Against a School District or Other School Service Provider.

A citizen complaint is a written statement that alleges a violation of a federal rule, law or regulation, or state regulation that applies to a federal program. • Anyone can file a citizen complaint. • There is no special form. • There is no need to know the law that governs a federal program to file a complaint. Please contact Juan Gaona with questions @ 360.421.6131 for the information you need to move forward. You may also access this information online at <http://www.k12.wa.us/Equity/Complaints.aspx>

TITLE 1 SCHOOL WIDE PROGRAM

The Title 1 Schoolwide Program helps us increase the academic achievement of students by providing additional services to students. To accomplish our goals the school and the district use student assessment data to determine areas of need and outline a plan for addressing student needs. We structure professional development activities to support the needs, we connect the school with parents and the community, and we formulate an evaluation plan to monitor the progress of our efforts.

As a school that receives federal Title I funds we must meet some specific federal rules. These include providing information to families regarding teacher and Para Educator qualifications, parent involvement, and schoolwide planning.

PARENTS' RIGHT-TO-KNOW-STUDENT ACHIEVEMENT

We provide every parent with information that describes the level of academic achievement reached by their child. This information provides the child's achievement on state and district assessments and is sent home formally in June. We strive to communicate throughout the school year in multiple ways regarding student achievement and learning progress.

SCHOOL'S WRITTEN FAMILY INVOLVEMENT POLICY

We have a written parent involvement policy outlining how we work together as a school community to support all of our students, staff and families. The current Parent Involvement Policy can be requested at your school, Also, you may view it on our School Webpage at <http://madison.mountvernonschools.org/>.

TITLE 1, PARENT MEETING

We invite parents to learn more about Title I, Part A programs operating at our school by attending school and district meetings throughout the year. In the Spring we host a meeting where we explain the requirements of this federal program, and let parents know they have a right to be involved in school program activities funded by Title I, Part A.

PARENTS' RIGHT-TO-KNOW-- HIGHLY-QUALIFIED TEACHERS

We provide timely notice to every parent if a teacher who is not highly qualified has been assigned or has taught their child for four or more consecutive weeks. All of our teachers meet the federal highly qualified status. In addition our Para Educators working with children on academic support also meet the required federal highly qualified requirements.

SCHOOL-PARENT COMPACT--SHARED RESPONSIBILITY

We work together, families and the school, to share in the responsibility of the high quality education for each child. Working closely with the parents of children who receive Title I, Part A services we create School-Parent Compacts each year. This compact takes the form of a written agreement that identifies shared responsibilities that parents, school staff and students carry out to improve academic achievement.

ANNUAL LEA REPORT CARD

You may access Mount Vernon School Districts report card that includes student achievement disaggregated by category-graduation rates, LEA performance, and other required information outlined in ESSA Section 111(h)(2). For a paper copy or for assistance, please contact Madison Elementary at 360.428.6131. You may also access online at <http://reportcard.ospi.k12.wa.us>