

Student / Family Handbook

2022-2023

Madison Elementary School



Interim Principal: Mrs. Susan Husband
Assistant Principal: Ms. Madison Wolter

907 E. Fir St
Mount Vernon, WA 98273
Phone: (360) 428-6131 • Fax: (360) 428-6171

Table of Contents

Vision and Mission Statements	2
Parent-Student-Teacher Compact/Contract	3
Daily Schedule	4
Madison School Staff	5
Madison Dual Language Program	6
Attendance	7
Student Expectations	12
Daily Procedures for Students and Families	12
School Wide Expectations	15
Student Health	15
Communication	16
Emergency	17
Student Safety and Well-Being	18
Instruction	21
Volunteers and School Visitors	23
PTO Board Members	24
School Information/Permission Forms & Applications	24
Parent and Family Engagement Policies/Plans and Procedures	25

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 Wide Expectations

We try our best to be learners, respectful, and safe!

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.**

School Wide Schedule

lunes - martes jueves- viernes

Desayuno y Llegada:
8:30

Primera campana: 8:55

La escuela comienza: 9:00

Salida: 3:30

Almuerzo y Recreo:

TK, K, y 1^o 11:30-12:10

2^o y 4^o 11:50-12:30

3^o y 5^o 12:15-12:55

Monday-Tuesday, Thursday-Friday

Breakfast & Drop Off: 8:30

First Bell: 8:55

School Starts 9:00

School Ends: 3:30

Lunch & Recess:

TK, K, & 1st 11:30-12:10

2nd & 4th 11:50-12:30

3rd & 5th 12:15-12:55

miércoles **Salida temprana**

Desayuno y Llegada: 8:30

Primera campana: 8:55

La escuela comienza: 9:00

Salida: 1:30

Almuerzo y Recreo:

TK, K, y 1^o 11:30-12:10

2^o y 4^o 11:50-12:30

3^o y 5^o 12:15-12:55

Wednesday **Early Release**

Breakfast & Drop Off: 8:30

First Bell: 8:55

School Starts 9:00

School Ends: 1:30

Almuerzo y recreo:

TK, K, & 1st 11:30-12:10

2nd & 4th 11:50-12:30

3rd & 5th 12:15-12:55

MADISON SCHOOL STAFF

Office Hours: 8:30 AM to 4:00 PM

Interim Principal:
Assistant Principal:
Head Secretary:
Assistant Secretary:
Classroom Instructional Support Specialist:
Multilingual Specialist:
Reading Intervention Specialist:
Math Intervention Specialist:
Health Assistant:
Counselor:
Behavior Interventionist:
Behavior Interventionist:

Susan Husband
Madison Wolter
Andrea Chavez Reyes
Rosita Cardona-Arce
Amanda Rodriguez
Natalie Bassett
Christina Sanchez
Giordan Yunge
Jennifer Tolf
Ann Klitzke
Melissa McPhaden
Jenni Ramirez Barriga

Transitional Kindergarten

Judy Vivanco
Cecilia Guzmán-Marrón

Kindergarten

Zaira Cortez
Liz Donat
Juan Gaona
Francisco MacFarland

1st Grade

Dalia Delgado
Lyn Anderson
Anna Chilcoat
Courtney Kelley

2nd Grade

Nancy Payne
Cristina Ashcraft
Rachel Martens Stiling
Leah Clayberg

3rd Grade

Elizabeth Linderman
Ken Payne
Maya Romero
Tanita Tilbury

4th Grade

Petter Nordal
Poli Ferran (Andrea Rubio S.)
Linda Lewis
David Irvine

5th Grade

Oriss Acevedo
Leah Bright
Azucena Zavala-Montalvo
Gracie Woolley (Andrew Bumgarner)

Special Ed Teacher

Karisse Moore
Megan Grosshuesch

Occupational Therapist

Galit Shilo

Physical Therapist

Laura Torseth

Speech Language Pathologist

Melinda Bowen
Misty Parker

Psychologist

Yeojin Chung

Nurse

Debbie Johnson

Librarian

Melissa Campbell

Physical Education

Melissa Ramkissoon
Adan Rodriguez

Music

Dana Brown

Health

Karen Lorente

Migrant/Bilingual Advocate

Ileana Guillen

Kitchen Staff

Kris Adams
Jeanene Marsh
Barbara Parker-Head

Custodians

Francisco Gonzalez, Head
Laura Rodriguez
Alexis Suazo

Paraeducators

Lacey Rojas
Debbie Cleland
Yunuen Nava Perez
Beatriz Ponce Solis
Abby Renteria
Karen Crossman
Jammie Espinoza
Melanie Lovingier
Rosa Ibarra
Vanessa Banuelos
Lilia Ocampo
Bridget Perez
Jen Renfro
Liz Wood
Kaylene Flanery

DUAL LANGUAGE PROGRAM

The Madison Dual Language Enrichment 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 in 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.

Who is eligible?

There is no specific criteria to enter the program. Priority is given to students who have siblings in the program. The next consideration goes to MVSD residents and then to students who live outside the district.

In order to apply, families must attend a mandatory meeting that happens in the early Spring for the following school year. Contact Madison Elementary for meeting times and more information.

The program needs a balance of students from each program language. In order to achieve language balance, student applications are divided by home language. A random selection process is used to determine acceptance into the program.

The dual language program is a choice program, meaning that it is a unique educational program in the Mount Vernon School District. Enrollment in a choice program also signifies that school procedures may differ from those of other schools in the district, and by enrolling at Madison, families agree to adhere to school procedures.

ATTENDANCE

Every Day Counts!

Your child and their success in school, both now as elementary students and in the future as middle and high school students, is very important to us. Regular school attendance, beginning in Kindergarten and continuing through high school, has a huge impact on a student's academic, language, social, and behavioral success.

The Mount Vernon School District's goal is for *100% of students to graduate with the knowledge and skills needed to be successful in post-secondary education, careers, and life.* To support that goal, one of our goals at Madison Elementary is to ensure that every student attends school regularly.

We realize some absences are unavoidable due to health problems or other circumstances. However, we also know that when students miss too much school—regardless of the reason – it can cause them to fall behind academically. Your child is less likely to succeed if he or she is chronically absent—which means missing 18 or more days over the course of an entire school year. Research shows:

- Children chronically absent in Kindergarten and 1st grade are much less likely to read at grade level by the end of 3rd grade.
- By 6th grade, chronic absence is a proven early warning sign for students at risk for dropping out of school.
- By 9th grade good attendance can predict graduation rates even better than 8th grade test scores.

As a student at a dual language school, your child's instruction is designed to provide students with frequent opportunities for cooperative, collaborative, and authentic use of both program languages. Excessive absences will result in limited exposure to Spanish and English, which can lead to deficiencies in your child's bilingual development. Since language acquisition is a collaborative and social experience, your child's regular attendance in school is not only important for their own learning, but also that of their peers.

Absences can add up quickly. A child is chronically absent if they miss just 2 days every month!

Regular Attendance Matters

We don't 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 and pack backpacks the night before.
- Ensure your that your child goes to school every day unless they are truly sick. If a child must stay home due to illness, ask the teacher for resources and ideas to continue learning at home.
- Avoid scheduling vacations or appointments when school is in session.
- Ask your child's teacher and our counselor, Ann Klitzke for advice if your child feels anxious about going to school.
- Develop back up plans for getting to school. Call on a family member, neighbor, or another parent to take your child to school if you are unable.
- Let us know how we can best support you and your child so that they can show up for school on time every day. We want your child to be successful in school and want to work with you to support their success. Please don't hesitate to call the school at 360.428.6131 if you have any questions or would like more information!

Attendance Requirements

State law requires that children attend school regularly. The Office of the Superintendent of Public Instruction (OSPI) in the state of Washington is working to address the challenge of chronic absenteeism, in an effort to improve student learning outcomes and to support student success in school. Success in school depends greatly on regular attendance and it is the policy of the Mount Vernon School Board that all students be punctual and regular in attendance.

According to Washington State Legislature, students must report to school before the fifth school day of the year. If a student is not present before the fifth academic day of the school year, they will be dropped from the school and will be required to re-enroll with the district. After being dropped, student re-acceptance into the dual language program at Madison will depend on the status of the waiting list at the child's grade level. The student's spot may be given to a student on the waiting list.

Definition of Absence

OSPI defines an absence as when a student is:

- a) Not physically present on school grounds; and
- b) Not participating in the following activities at an approved location:
 - i) Instruction
 - ii) Any instruction-related activity
 - iii) Any other district or school approved activity regulated by an instructional/academic accountability system, such as participation in district-sponsored sports

A full day absence is defined as a student missing 50 percent or more of their scheduled day.

Excused Absence

The following list contains valid excuses for absences from school. The school principal or other designee has the authority to determine whether or not an absence is excused:

- Illness and/or medical appointments
- Religious observance
- Court and court-ordered activity
- Family emergency including, but not limited to, a death or illness in the family - Please notify the school of this absence when feasible.

*Please note, this is not an exhaustive list. Consult WAC 392-401-020 for a complete list.

**Absences may be excused by a verbal excuse in person or by phone call, email, or written note. Written notes should have a date and be signed by the parent/guardian. Excuses for absences need to be submitted directly to the main office, not the classroom teacher. You will only have up to 5 business days to excuse an absence.

***At the elementary level, schools will follow state law and district policy regarding parent conferences following 5 excused absences in a month or 10 excused absences in a year. If the excused absences are partially/completely due to illness, mental health, or medical, dental, or therapy appointments, the school will request a doctor's note and/or arrange a time for the family to consult with the school nurse after 5 excused absences within one month or 10 excused absences within a year. The school nurse will work with the family regarding release of information to allow for partnership with the child's medical provider to implement support to improve the child's attendance.

Excusing Parent Approved Activities

To implement a common practice around an *approved activity consistent with district policy* and *parent approved activities*, an agreement is in place regarding a district wide practice of excusing up to five parent approved activity days. Schools will emphasize the importance of pre-arranging these days, but pre-arranging will not be a requirement of the five days being excused.

Unexcused Absence

Any absence from school is unexcused unless it meets one of the criteria provided in WAC 392-401-020. Reasons for an absence that would be considered an unexcused absence include:

- The student choosing not to go to school
- Missing the bus
- Oversleeping
- The student does not attend a school/district curricular activity and does not go to school those days.

Extended Absence

If a student will be absent for 3 consecutive days or more (not due to illness), a meeting needs to be scheduled with a school administrator prior to the absence. This meeting will determine if the absence will be excused or unexcused and will reinforce the importance of school attendance. Please call the office to set up this meeting.

Reporting an Absence

In an effort to ensure your child's safety, we request that you call the school everyday the morning your child is going to be absent. This procedure gives us an immediate check to see that all students have arrived safely at school. In the event we do not hear from you and your child does not arrive at school, we will attempt to contact you.

To Report an Absence:

Click on 'Report Student Absence' on Madison Elementary School website
(<http://madison.mountvernonschools.org>)

OR

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

OR

Call: 360.428.6131

OR

Respond to the automated Remind announcement that is sent out

Tardy Policy

Success in school depends on regular **on time** attendance. It is our policy that students are here and arrive on time. Acceptable reasons for being late would be a doctor, dentist, or therapy appointment for the student, however, please make every effort to make appointments before or after the school day. Students who arrive late to school must go to the school office to obtain an admittance slip for class and to notify the office if hot lunch is being purchased. Students, parents and visitors must enter through the front main entrance doors. Students who arrive between 9:00 AM and 9:30 AM will be marked tardy. Student arrival between 9:30 AM and 12:00 PM will generate a half-day absence.

Appointments

Please make every effort to schedule your child's doctor, dentist, or therapy appointments before or after the school day. If the appointment falls during the school day, please have your child attend school prior to the appointment and/or return to school after the appointment (unless the care provider advises otherwise).

Late Arrivals and Early Dismissals

Late arrivals to school or early dismissal from school for medical, dental, and therapy appointments will be excused. When dropping your child off after school has already begun, please go directly to the office to sign them in. When picking up your child early, please come directly to the office to sign them out. We will then call and have your child sent to the office. This procedure creates less disruption in the classroom.

Each day consists of two periods; a morning period and an afternoon period. If your child misses more than half of a period (90 minutes or more), they would be considered absent for that period. If your child misses more than half of the school day, the student would be considered absent for the full day. Even if your child has missed more than half of a period, please bring your child to school. Student presence at school is the most important part of attendance.

Attendance Communication Tools

Madison Elementary and the Mount Vernon School District are committed to maintaining regular communication with families about their child's attendance. In order to do so, we will be sending the following communications to families. These communications are meant to be an educational tool for families.

Nudge Letters-In order to keep families aware of and informed about their child's attendance, we will be sending home communication letters about attendance on a quarterly basis. These letters will provide information about the number of absences your child has had up to a fixed point in the school year. It will also compare your child's absences with the average number of absent days for students at Madison Elementary.

Attendance Calendar Automated Emails-Automated emails will go out to families anytime a student has been absent two or more days each month. These emails will have a brief message and a calendar with attendance information will be attached.

Attendance Automated Remind Text-Automated texts will go out to families anytime a student is absent. These emails will have a brief message and a calendar with attendance information will be attached. You can respond to this text with an attendance excuse.

BECCA Bill Information

School Attendance is a serious issue in Washington State. "The BECCA Bill" was enacted (RCW 28A.225.010) and requires parents to provide a timely excuse with the reason stated why students are away from school for legitimate reasons. Without a parental excuse and school verification (within 5 days), a student's absence will be documented as unexcused. All schools are required to take daily attendance and to notify families when their child has an unexcused absence. If your child has 3 unexcused absences in 1 month, state law requires that we schedule a conference with you and your child to remove barriers and identify resources to ensure regular attendance. In elementary school, after 5 excused absences in any month, or 10 or more excused absences in the school year, the district is required to contact you to schedule a conference. A conference is not required if you have pre-arranged the absences in writing or a doctor's note has been provided, and an academic plan is in place. If your child has an IEP or a 504 Plan, the team that created the plan must reconvene.

Before a child reaches 7 unexcused absences in 1 month, the district will enter into an agreement with the child and family to establish attendance requirements. If your child has 7 unexcused absences in any month or 15 unexcused absences within the school year, we are required to file a petition with the juvenile court, alleging a violation of RCW 28A.225.030, the

mandatory attendance law. The petition will be automatically stayed, and your child and family will be referred to a Community Engagement Board or other coordinated means of intervention. If truancy continues, you may need to go to court.

STUDENT EXPECTATIONS

Appropriate & Respectful Clothing

Clothing of a violent nature or displaying alcohol, drug, tobacco, sexual or gang symbolism, or the glorification of these themes, is not allowed. Clothing with obscene language, racial comments, questionable wording, or which could be considered harassing or intimidating will not be allowed. No head covering (hoods, scarves, bandanas, hats, etc.) of any kind will be allowed except on designated "hat days" and for religious purposes. Students who come to school with inappropriate clothing will be asked to call home for a change of clothes. The school has the right to determine inappropriate attire.

We believe that all students have the right to dress in a way that supports their identity, learning, and a safe environment for their peers. To uphold a focused learning environment, students are expected to wear clothing that covers all private body parts and/or undergarments. Additionally, clothing should not be likely to reveal body parts and/or undergarments as students go about their day. To keep our focus on learning, students should avoid:

- short crop tops, sports bras worn as a shirt, or see-through fabrics
- tops that are cut very low
- low-hanging or sagging pants
- shorts, skirts, or dresses that are shorter than mid-thigh
- footwear that does not protect your feet during school activities or has wheels
- covering one's skin with marker, paint or other ink for non-academic reasons

Personal Property Disclaimer

Please do not leave any items of personal property (clothing, jewelry, technology, musical instruments, etc.) at school. The school and school district will not be responsible for any personal item reported lost or missing. **Electronic equipment from home is not allowed at Madison without permission from the child's teacher.** If a cell phone is brought to school, it must be off and stored at the bottom of the backpack while at school. The school is not responsible for lost or damaged cell phones brought to school.

Harassment / Intimidation / Bullying

The District will not tolerate harassing 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.

DAILY PROCEDURES FOR STUDENTS AND FAMILIES

Before and After the School Day

Supervision is not available before 8:30 AM. For student safety, we cannot have students on school grounds without permission before 8:30 AM. Parents and visitors wanting to meet with a staff member between 8:30 AM to 8:55 AM must enter the school through the main entrance and sign-in and get a visitor's badge. At 9:00 AM, the front doors will be locked and all students, parents, and visitors will need to be buzzed into the building and check-in with the office staff. Checking-in allows the office to monitor who is in the building, and helps us provide a safe learning and working environment for our students and staff.

Arriving at and Departing from School

Car drop off and pick up:

Car drop off and pick up will be located on the East side (parallel to 12th Street) of the school. Families will use the pick-up/drop off lane that is indicated by the solid white line. Families must stay within this line until they reach the area where drop off or pick up will happen.

Please do not drop off or pick up students beyond the area designated for drop off or pick up. For student safety, students must exit and enter vehicles on the right side (sidewalk side) of the vehicle.

Students who are dropped off in the morning will enter the building through the East Wing Doors. Students may choose to eat breakfast or go outside to play. If students choose to eat breakfast, they must do so before going outside. If a student does not eat breakfast, they must play outside or stay in the cafeteria.

Families who would like to walk their child into the school building or accompany their child to breakfast must enter the main front doors, sign-in, and get a visitor's badge. Please sign-out, return the visitor's badge, and exit through the main front door when leaving.

Walkers and Bikers:

Students who walk or ride their bikes to school will enter through the sidewalks on E. Fir Street that lead to the school's main front entrance. Students who walk or bike need to enter the school through the main front doors. We provide student patrol and adult crossing guards before and after school at the main crosswalk in front of the school and the entrance for car drop-off and pick-up. We urge you to discuss with your child the safest route to take to and from your home to school each day.

School Safety Patrol and Walking Routes

It is extremely important that we work together to instruct the students in proper walking procedures. Please review the following safety guidelines with your child:

1. Walk single file or two side by side, and do not push or shove while walking.
2. Stay on sidewalks and use the crosswalk when crossing streets or parking lots at school.
3. Walk facing traffic if there are no sidewalks.
4. Look both ways more than once when crossing streets.
5. Help our younger students.

6. Walk directly to and from school.
7. Cooperate with School Safety Patrol.
8. Do not approach a car or take a ride from a stranger or without parent permission.

Bicycles & Scooters

If your child will be riding a bike to school, please review the following bicycle-riding safety rules and responsibilities with your child:

1. Walk your bike in the school grounds when arriving and leaving.
2. Park your bike in the bike rack with a good lock.
3. Keep your bike in good safe condition with properly working brakes.
4. When riding:
 - Stop at STOP signs
 - Slow down at street intersections
 - Ride straight, do not weave in and out of traffic
 - Never carry a second person on your bike with you
 - Ride on the RIGHT HAND side of the road, not the left or center
 - Ride single file, one bike behind the other
 - Use a light at night
 - Give hand and arm signals:
 - Left turn- *Left arm straight out*
 - Right turn- *Left arm held up*
 - Stop or Slow- *Left arm down, palm back*
5. **ALWAYS WEAR A BIKE HELMET.** The best protection you can offer your child against head injury when bicycle riding is a bike helmet. Head injuries account for more than half of all bicycle related injuries.

School Bus Transportation:

Each day, bus drivers see that every child is delivered safely to their designated bus stop. **No child is allowed to get off the bus at other than their designated stop, unless by permission of school authorities acting upon written parental request.** If a child is unsure of their bus stop or is on the wrong bus, the child is returned to the school or the bus garage and families called. Please be sure your children know their bus numbers and caution them about safety and courtesy on and off the bus. Students who ride the bus will be dropped off at and picked up from the front of the building. Bus information can be obtained by calling the transportation office at 428-6147. If there is a change in busing or normal routine, please call or send a note to school before 2:30 PM. Students will ride their regularly assigned bus at all times unless a note or phone call has been received at school. Since riding the bus is seen as an extension of the school day, students must follow Madison's Make Your Day rule that *No one has the right to interfere with the learning, safety or well being of others.* Students must follow the direction of the bus driver and should behave in a courteous and orderly manner at all times. Misbehavior presents a serious hazard to the safe riding privileges and may result in a Step 4 conference at the school or cause forfeit of riding privileges.

Breakfast and Lunch

Breakfast is served in the cafeteria from 8:30-8:55 AM each day and is free to all Madison students. Students who would like to eat breakfast in the morning must eat before going outside for recess. Lunch is also free to all Madison Elementary Students and is scheduled dependent on their grade level. Mount Vernon Schools offer a complete Class A hot lunch program for your children.

End of the Day

Please remember that school ends at 3:30 PM. Learning activities are taking place until the time students leave. Families who are picking up their child should wait in their cars in a single file car line in the car pick up lane that is indicated by the solid white line. If there is an emergency, the office staff will assist you. Please notify the school by sending a note with your child, calling the school or emailing your child's teachers before 2:30 PM if there is a change in your child's end of the day routine. If you email your child's teachers, please include Andrea and Rosita on the email as well. Their email addresses are as follows: areyes@mvsd320.org and rance@mvsd320.org. Please attempt to keep your child's end of the day routine as consistent as possible. Parents are not allowed in the student gathering areas during dismissals.

KELSO'S CHOICES

Madison uses the Kelsos's Choice learning resource in grades K-5 to teach all students conflict management skills. Mrs. Klitzke-Nelson visits classrooms and teaches lessons that help students to differentiate between little problems and big problems, and that equip students with strategies to use to resolve conflicts.

SCHOOL WIDE EXPECTATIONS

Our three schoolwide expectations are "We try our best to be learners, respectful, and safe." We believe that all of our students are entitled to a safe and positive learning environment and are committed to supporting students in making positive choices that support their learning. We are also committed to partnering with families when challenges and successes in meeting school wide expectations arise. This may be in the form of a phone call, email, or "Glow Note" or "Grow Note".

STUDENT HEALTH

Health Room First Aid Procedures

Our school nurse is Debbie Johnson. The health room is also overseen by our secretaries and by our health room assistants, Ms. Tolf. Each injury is seriously considered. If a bump or injury is severe, we call a parent, guardian, or emergency phone number, which you have provided on the Emergency Form.

Students who have a temperature of 100.4 degrees or higher will be sent home. Students who have any symptoms of COVID-19 will be sent home. *You can help by making sure that we have up-to-date emergency information on your child. Please send us changes of phone numbers (work and home), day care, and emergency numbers. Please call us if you have any questions.*

Medications

Since many medications can be harmful if taken by the wrong person or if a student is given a dosage other than the prescribed dosage, all medicines must be kept in the office and will be administered by the office personnel or nurse. If your child should require medicine during school, we are required by State Law to have appropriate forms signed by parents and

physician for ALL medication- including over the counter medicines. Please contact the office for the appropriate form. Medications must be in their childproof original containers and labeled with the student's name.

Immunizations

Madison Elementary, along with all of the Mount Vernon School District schools, follow state required guidelines for vaccines.

Health Services/Screenings

Vision and hearing are checked annually in Kindergarten through third grades and in fifth grade, or when vision or hearing problems are suspected.

Student Insurance

Student accident insurance is available to students. A dental accident policy is also available at a minimal cost. If you wish to purchase this coverage for your child, complete the enrollment form and return it to school with the premium for the plan of your choice. Enrollment forms are available in the school office.

Lice Policy

We want families to be aware that we do not do regular checks for head lice. It is family responsibility to check their child's head for lice on a regular basis. The school will send a letter to families once there are two or more cases of head lice in one classroom. We will call a child's family if we become aware that they have live bugs. We will not call home if a child has nits, but does not have live bugs. If your child is sent home with head lice, you will have two days to eradicate the head lice problem and we will count the absences as excused. District policy is that on the third day, your child should return to school lice free and a head check will be conducted before your child is allowed back into class. At this time, the parent must come to school with the student and wait while the staff member re-checks the student. If your child doesn't return or still has head lice then each additional day will be counted as an unexcused absence, which will apply towards the BECCA Truancy Law.

Health Curriculum

Each year prior to the presentation of the HIV/AIDS and Human Growth Development Unit of the Health Education Curriculum, Mount Vernon School District provides parents an opportunity to review both the curriculum and the instructional materials. State law requires AIDS education for all students in grades 5-12. This requirement may be waived if parents can verify they have previewed the HIV/AIDS curriculum and prefer to provide this education at home. Families can preview the health curricular resources by calling the school at 360.428.6131 to make an appointment with our health teacher, Karen Lorente.

COMMUNICATION

Change in Transportation

It is often very difficult to locate students at dismissal time with last minute instructions. Please call the office one hour before dismissal (2:30) if you wish to communicate a change to your child's end-of-day routine. Children are not permitted to use the school phone to request permission to visit friends or to ask for a ride home after school. These arrangements must be made before school or after arriving home.

Monthly Communication about Emergency Response Drills

Our most important job is to keep students safe. We believe that providing a safe environment is one of the ways that we can create optimal conditions for student learning. Once a month, students and staff participate in a school wide emergency drill. We practice fire and evacuation drills, earthquake drills, shelter in place drills, lockdown drills and intruder drills. After each monthly practice, families can expect their child to come home with a slip of paper that explains the drill that was practiced. Please help us to turn each drill into a learning opportunity by asking your child to tell you why they practiced the drill and to explain what they learned as a result of the drill.

Photographing Students

From time to time, a reporter may visit our school and write a story about our school activities. A photographer may accompany the reporter and take pictures of our students to publish in a local magazine or newspaper. A form is sent out at the beginning of every school year requiring the parent's signature. *If you would not like to have your child included in these photographs, please indicate this on the form provided.* If we do not hear from you, we will assume that you have granted us permission to have your child photographed for publication.

EMERGENCY

Snow or Emergency Procedures

It can be necessary to close school because of snow or other emergency conditions. All emergency school information will be relayed through the local radio and television stations. These radio stations begin broadcasting emergency schedules or school closure information at 5:30 AM: KAPS AM 660; KBRC AM 1430; KLKI AM 1340, as well as, the local television stations in our area. You may receive an email or text message from the Mount Vernon School District regarding snow or other emergency conditions. If you are interested in receiving information this way, and do not believe you are signed up, please contact the office with your email address and cell phone number.

Student Emergency Information

A Student Emergency Information Sheet is sent home at the beginning of each school year. **This information is of the utmost importance to us and to you.** In case of an emergency or an accident, we need to be able to contact you as soon as possible. Please fill in the information carefully, sign the sheet, and return it to school. If your child does not bring this sheet home in the first few weeks of school, please call the school office to ask for another sheet. If the information on the sheet changes during the year, please advise the office immediately so that we may update your child's emergency record.

Crisis Events

In the event of an earthquake, other natural disaster, or crisis event, information will be posted on our website: <http://madison.mountvernonschools.org>. If you decide to meet your child on campus, please report to the Reunification Center located at the car drop-off/pick up area. Anyone picking up a student will need to show a valid photo ID. You **MAY NOT** take your child without first checking out through the Reunification Center.

STUDENT SAFETY AND WELL-BEING

If you see something, say something

The physical and emotional well-being and safety of our students is one of our top priorities. We want Madison Elementary to be a safe and inclusive learning environment that not only keeps students physically and emotionally safe, but also teaches and educates students about personal safety, appropriate interactions with others, and how to communicate their needs. In addition to being committed to teaching academic content, the Madison Staff is also committed to teaching students how to behave safely and responsibly, and does so through the use of our Make Your Day program and the Kelso's Choice conflict management resource.

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 space for our students.

In order to strengthen the collaborative partnerships between the school, families, and the community, we have listed a few ways that families can support the school in our work to keep our students physically and emotionally healthy and safe.

- **Maintain Open Communication with Your Child and with the School**-Talk to your child about their day at school. Encourage and remind your child to tell an adult at school if anyone is interfering with their safety, learning, or well-being. Please let the school know if your child reports that someone is making them feel physically or emotionally unsafe before school, during the school day, or after school.
- **Monitor Social Media, Media, and Video Game Usage-**
 - Today's elementary school students live in a very technological world. Students are surrounded by opportunities to engage in social media and have easy access to video games, tv shows, and movies.
 - 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.
 - Please monitor the content of your child's interactions on social media, with media, and the content of their video games. If your child has exposure to video games or tv/movie content that is violent in nature, even if they are not the one playing the video game or watching the tv show/movie, it's important to talk about the separation between games/movies and reality so that they don't begin

to internalize and use the language that they hear or engage in the behaviors that they witness.

Elementary school aged students are at varying developmental stages and are learning how to engage and interact in an appropriate manner. As students grow and develop, there may be occasions when they engage in inappropriate behaviors or make alarming statements that require an immediate response.

We want to be proactive in our communication with families about how the school will respond to inappropriate or threatening language or behaviors so that all students and families are aware of the actions that will take place in an effort to keep students safe, and to educate them about safe and school appropriate behaviors.

If a staff member observes or overhears OR a student reports:	Then the school may respond in the following way:
<p>Self-Harm Statements such as, but not limited to:</p> <ul style="list-style-type: none"> ● <i>'I don't want to live anymore.'</i> ● <i>'I would be better off dead.'</i> ● <i>'I'm going to cut myself when I get home.'</i> 	<p>Madison Elementary Staff takes all self-harm threats seriously. The staff member who overheard the statement or who received the student report about the statement will let the school counselor know as soon as possible. The school counselor will meet with the student and will conduct a self-harm risk assessment. If the assessment determines that the student is at risk, the school counselor will call the student's family to make them aware that the statement was made.</p>
<p>Harmful or Threatening Statements Made toward Others such as, but not limited to:</p> <ul style="list-style-type: none"> ● <i>'I'm going to bring a gun/knife to school.'</i> ● <i>'I have a knife in my backpack.'</i> ● <i>'I'll kill you if you don't stop.'</i> ● <i>"I wish you were dead."</i> 	<p>Madison Elementary Staff takes all harmful statements and threats seriously. The staff member who overheard the statement or who received the student report about the statement will let school administration know as soon as possible. School administration and Counselor and/or Student Resource Officer will determine the need for a Level 1 Student Threat Assessment Screening. If the concern is founded, a Site Team will conduct the Level 1 Student Threat Assessment Screening.</p>
<p>Physical aggression towards self or others such as, but not limited to:</p> <ul style="list-style-type: none"> ● Throwing classroom items with an intent to harm ● Physically attempting to harm themselves or others 	<p>Madison Elementary Staff takes physical aggression towards self and others seriously. The staff member who witnessed the aggression will let administration and the behavior interventionist know as soon as possible. Families will be notified of the physical aggression and may be asked to partner with the school by coming to the school to support in the regulation and finding safe solutions to support the student's and the wider Madison's community learning and safety. Physical aggression may result in disciplinary action.</p>
<p>Statements that are Sexual in Nature</p>	<p>The staff member who overheard the statement or who received the student report about the statement will let school administration know as soon as possible. School</p>

	<p>administration or a designated staff member will talk to the student who made the statement and will call the student's family to set up a conference. School administration will educate the student about appropriate conversations. If repeated instances of this behavior occur with the same student, school administration may involve the counselor or the district's School Resource Officer.</p>
Inappropriate Touch	<p>The staff member who observed the incident or who received the student report about the incident will let school administration know as soon as possible. School administration or a designated staff member will talk to the student(s) involved in the incident and may set up a conference to discuss the incident with the student and their family. School administration will educate the student about appropriate contact. If repeated instances of this behavior occur with the same student(s), school administration may involve the counselor or the district's School Resource Officer.</p>
Harassment, Bullying (including cyberbullying, and Intimidation)	<p>The staff member who observed the bullying incident or who received the student report about the incident will let school administration know as soon as possible. School administration or a designated staff member will talk to the student(s) involved in the incident, and if warranted, will set up a conference to discuss the incident with the student and their family. The school will provide the student strategies designed to prevent harassment, intimidation, and bullying, and will seek partnerships with families, law enforcement, and other community agencies as needed. Interventions will be designed to address the impact that harassment, intimidation and bullying has on those involved. Interventions will also be designed to change the behavior of the perpetrator, and to restore a positive school climate. The district will consider the frequency of incidents, developmental age of the student, and severity of the conduct to determine intervention strategies. Interventions may include working with the school counselor, correcting behavior and discipline, to law enforcement referrals.</p>
Child abuse and Neglect	<p>Professional staff are legally responsible for reporting all suspected cases of child abuse and neglect, and all staff are required to by the district. Under state law staff are free from liability for reporting instances of abuse or neglect and professional staff are criminally liable for failure to do so. Legal authorities have the responsibility for investigating each case and taking such action as is appropriate under the circumstances.</p>

INSTRUCTION

Literacy

In June, the Mount Vernon School Board approved American Reading Company as the new K-5 elementary literacy curriculum. American Reading Company or ARC, is a knowledge building curriculum whose mission is to ensure that every student is reading and writing on or above grade level. One of ARC's Big Ideas is to meet students where they are at. Using the Independent Reading Level Assessment (IRLA) and Foundational Skills Tool kits, your child's teacher will identify what your child can do as a reader, and will use that information to co-develop power goals with them to help them advance their literacy skills.

In order to ensure that your child has access to grade level content every day, all elementary schools in the District will be using a common daily schedule created based on research about the amount of time students need to spend engaged in literacy instruction in order to accelerate their literacy skills. This schedule also provides a teacher facilitated recess time during which your child's teacher will address the daily needs of the class to determine if they would most benefit from outdoor unstructured play, outdoor structured play (ie. class game of tag, etc), indoor free play, or an indoor structured game. Intentional opportunities to teach and re-teach students how to play together emerged as an important take away from the 2021-2022 school year. With an increase in instructional minutes in the area of literacy, with new curricular resources, and with a district-wide elementary daily schedule, we expect to see an acceleration in students' love of reading and in their reading abilities. Literacy for All, All for Literacy means that we all have a role to play in supporting the literacy development of our students.

In addition to ARC, teachers will be using the Biliteracy Unit Frameworks created from the Center for Biliteracy to teach integrated reading and writing through science and social studies content.

Math

We use the district-adopted math curriculum titled *Bridges in Mathematics* for all students in Kindergarten through Fifth Grade. *Bridges in Mathematics* is aligned to the Washington State Learning Standards (Common core State Standards) and implements them in a rigorous, coherent and focused manner. The curriculum focuses on developing students' understanding of mathematical concepts, their proficiency with key skills, and their ability to solve complex problems.

Along with Bridges, the district adopted the companion supplemental program titled *Number Corner*. It is a program that revolves around the calendar to introduce, reinforce and extend skills and concepts critical to each grade-level. It is aligned to the Washington State Learning Standards and provides daily practice of skills as well as broader mathematical concepts.

Our teachers understand the importance of helping students to develop a growth mindset; especially when it comes to how students view mathematics and their ability to engage in, enjoy, and succeed with mathematics. Teachers will use growth mindset language and design instructional activities that help students to foster a love of math. Teachers will also will create

a classroom culture that celebrates making mistakes and teaches students how to turn mistakes into valuable learning experiences.

Please visit the website <http://www.mathlearningcenter.org/> for more information.

Science

The Mount Vernon School District uses Amplify and Mystery Science so support science instruction. Madison will also be using a Building Blocks of Science 3D kit to teach science. The Next Generation Science Standards that are used for instruction can be found at <http://www.nextgenscience.org/> for more information.

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 teach with 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. These units were developed by the Center for Teaching for Biliteracy.

Associated Student Body (ASB)

Students involved with ASB promote activities and projects in the best interest of the student body. Fundraising activities finance special projects. We encourage your support.

Elementary School Counseling Program

Elementary counseling is a helping relationship between a knowledgeable professional and student or students working towards an understanding of their unique concerns, problems, or feelings. It is a learning process focusing upon the encouragement of personal growth by which students are assisted in acquiring, developing, and utilizing the skills and attitudes necessary for a satisfactory resolution to their problem or concern. Some of the activities in which the counselor is directly involved include counseling individual students, counseling small groups of students, consulting with parents, teachers, and orienting all students to the role of the counselor. If you would like to talk to or meet with Ann Klitzke-Nelson, our counselor, please call the main office at 360.428.6131 to be transferred to the counselor or to set up an appointment.

VOLUNTEERS AND SCHOOL VISITORS

Volunteers

Volunteers are parents, grandparents, neighbors, community members, middle school students, high school students, and college students who contribute their time and talent to our students and teachers.

We invite you to join us here at Madison and become a valuable participant in the education of all our students. Many opportunities to volunteer are available in the classroom, office, library, on field trips, etc. We welcome you to share your profession or hobbies with our students. We invite you to read with students at breakfast club before school.

To ensure the safety of all our students, the Mount Vernon School District policy requires all volunteers to complete a **Volunteer Application Packet** prior to volunteering in the schools. Application packets are available online at: <https://mountvernonvolunteers.hrmpplus.net>. We encourage parents to volunteer by working in classrooms, through assistance with activities and by chaperoning on field trips. Field trip chaperones must complete their application at least 3 weeks prior to the trip.

All volunteers must complete a volunteer application and be approved. The processing of the application can take up to 3 weeks.

For safety reasons, we ask that volunteers not bring students' younger siblings or any other children with them when volunteering at the school or on field trips.

Visiting School

Families are often interested in visiting school to observe their child at work in their classroom. Families are invited and encouraged to visit school because classroom visits can be helpful to families in understanding their child's school progress and the nature of the activities in which they participate. Here are some tips to get the most out of your visit:

- Arrange your visit with the teacher in advance. (Required)
- Stop by the office when you arrive to sign in and receive a nametag. All visitors, parents, and volunteers are required to sign in and wear a nametag.
- Open the classroom door and walk in. Knocking disturbs the children more than your presence. Either the teacher or a student host will greet you and give you a seat where you can hear and see the activities.
- Please leave other children at home when you are visiting. Try to come for several short visits rather than one long one. A thirty-minute visit is generally best. When you leave, a smile and a nod is all that is usually necessary.

Identification Badges

Visitors or volunteers at Madison are required to check in at the Main Office to obtain a visitor's pass/name badge. This includes families who want to have breakfast with child or who want to walk their child to their classroom. MVSD employees who do not work at Madison must also check-in at the Main Office.

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 are held in the cafeteria. Daycare is provided for children ages 3 years and older. Translation for Spanish speaking parents is also available. Please contact us to be involved in your child's school!

Join our PTO Email List for Monthly Updates: MadisonWildcatsPTO@gmail.com

Like Us on Facebook: : www.facebook.com/MadisonWildcatsPTO

SCHOOL INFORMATION / PERMISSION FORMS & APPLICATIONS

The following forms are available in the office and may be sent home with your child at the beginning of each school year.

- Student Emergency Information
- Free/Reduced Lunch Application Form
- Bus Rules & Permission to Ride
- Alternative Holiday Observances
- Photo/Filming Exclusion
- Internet Use Rules/Permission
- Extended Learning Application
- Permission to Administer Medication
- Adult Volunteer Application Form
- After School Transportation Form
- Emergency Weather Information/Snow Routes
- Playground Expectations
- Transportation/Bus Stop Schedules

The school office is a good resource for any additional information or questions. Please do not hesitate to contact the office if you have any questions.

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>