



4K

Kindergarten

Handbook



(Revised: 9/2016)

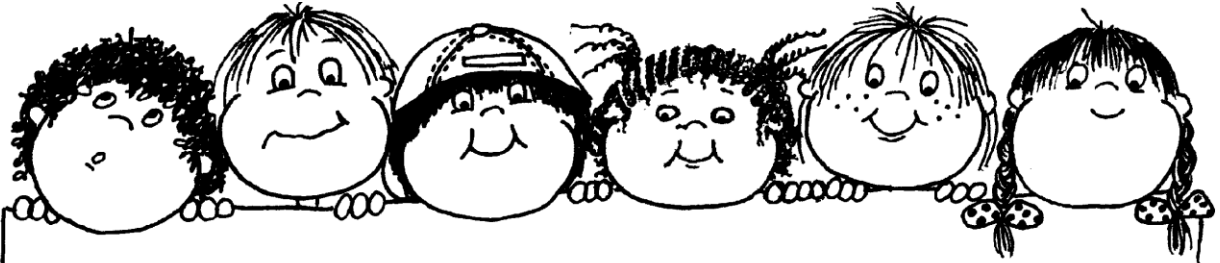


4 year-old Kindergarten Handbook

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Unity

I dreamed I stood in a studio
And watched two sculptors there.
The clay they used was a young child's mind,
They fashioned it with care.
One was a teacher; the tools he used
Were books and music and art;
One was a parent with guiding hand,
And a gentle, loving heart.
Day after day the teacher toiled,
With a touch that was deft and sure.
While the parent labored by his side
And polished and smoothed it o'er.
And when at last their task was done,
They were proud of what they had wrought.
For things they had molded into the child
Could neither be sold nor bought.
And each agreed he would have failed,
If he had worked alone.
For behind the parent stood the school,
And behind the teacher, the home.

~ Anonymous

Karen's Kids

Welcome to 4K!

In partnership with families and the community, the mission of the MNSD 4K program is to provide students with a rich foundation that ensures they obtain readiness skills to be successful in future years. Children learn through play and active exploration of their environment. Preparing our children to be life-long learners is the best start we can provide for them.

Our commitments to students

To become lifelong learners, our students will:

- See themselves as readers, writers, mathematicians, scientists and communicators.
- Make appropriate choices.
- Construct knowledge by engaging in play and discovery.
- Develop into independent thinkers and learners.
- Be actively engaged in learning activities.
- Develop a passion for life-long learning.
- Engage in physical activities, providing opportunities for enjoyment, challenge, self-expression, and social interaction.
- Develop pro-social behaviors.
- Begin to explore and develop a love for listening to and reading books.
- Satisfy curiosity through observation, discovery, and sharing.
- Engage in problem solving and critical thinking skills.
- Begin to explore and develop an appreciation for art, music, and drama through self-expression and group participation.
- Gain self-confidence and self-control.
- Enter 5K with the readiness skills to be successful.

Our core beliefs about student learning

We believe all students will learn when they:

- Are supported, encouraged, engaged, and motivated.
- See themselves as learners.
- Are provided instruction that is developmentally appropriate and meets their unique needs.
- Feel safe to take risks.
- Are provided dynamic learning experiences that encourage them to think and problem solve at their level.
- Are in an environment that supports a variety of learning styles and abilities.
- Are involved in authentic, purposeful (real world) experiences.
- Feel connected to their positive and nurturing learning community.
- Are given opportunities to learn and practice personal responsibility, social skills and self-discipline.

Our commitments to families and the community

We will:

- Engage parents in active and ongoing partnerships.
- Work together to build successful life-long learners through educational experiences that meet the needs of the whole child.
- Ensure access for all children including those with special needs.
- Offer family education through family learning and information nights.
- Foster healthy positive relationships.
- Offer opportunities to explore and appreciate cultures and the arts through outreach activities.
- Ensure that all families remain informed and have access to available options and resources through newsletters, conferencing, phone calls, e-mail and notes home.
- Recognize that the community shares responsibility with parents for the growth and development of children.

Our commitments to one another

We will:

- Recognize and embrace that children enter school at different levels of development.
- Ensure that skills and content areas are integrated into learning centers and activities that are guided by a play-based philosophy.
- Plan for regularly scheduled assessment of curriculum and achievement to guide our improvement efforts.
- Create a positive environment that emphasizes collaboration, cooperation, teamwork, and healthy positive relationships.
- Plan learning activities that are purposeful.
- Embrace life-long learning through engagement in opportunities for continuing education and staff development.
- Help students set goals to achieve excellence.
- Promote, by example and instruction, such values as honesty, respect, responsibility, self-discipline, tolerance, citizenship, fairness, courage and perseverance.

4K Learning Targets (End of Year Expectations)

LANGUAGE DEVELOPMENT & COMMUNICATION

Listening and Understanding

Developmental Expectation: The student will convey and interpret meaning through listening and understanding.

The student will:

- Listen for a variety of purposes (e.g., for enjoyment, to gain and share information, to perform a task, to comprehend, & to converse with an adult or peer).
- Participates in listening to rhymes, finger plays, songs and music.
- Pay attention to sounds in language (e.g., recognize rhymes, hear alliteration, & clap syllables).
- Listens to and discusses books; demonstrates comprehension by asking questions, making connections, and comparing/contrasting texts.
- Understand and follow two and three step directions.
- Participate in turn-taking, alternating listening and responding.
- Respond appropriately when asked to identify familiar objects/person/body parts, or when asked to run, walk, & jump.
- Shows understanding of concept words and sequence of events.

Speaking and Communicating

Developmental Expectation: The student will convey and interpret meaning through speaking and other forms of communicating.

The student will:

- Speak in complete sentences made up of three or more words.
- Speak clearly enough to be understood by adults and use appropriate levels of volume, tone, and inflection.
- Use spoken language to communicate thoughts, feelings, and needs; to express opinions and ideas and to tell stories.
- Initiate conversation, respond to conversations, and stay on topic for multiple exchanges (taking turns speaking, listening, and actively contributing ideas).
- Use new vocabulary and grammatical construction (plurals, pronouns, and past tense) in his/her own speech.

- Repeat or act out familiar stories, songs, rhymes, finger plays and counting games in play activities.
- Use non-verbal communication appropriately.

Early Literacy: Reading and Writing

Developmental Expectation: The student will have the literacy skills and concepts needed to become a successful reader and writer.

The student will:

- Show an appreciation of books and understands how print works.
- Enjoy listening to and discussing books.
- Explore and enjoy books.
- Look at books and ask questions or make comments.
- Understand that print carries a message.
- Know that a book has a title, author, and illustrator.
- Pretend to read; talking through the book using pictures in the book.
- Handle books correctly and show increasing skills in print directionality.
- Choose reading activities and respond with interest and enjoyment.
- Recognize own name.
- Points to and names pictures in a book.

Develop alphabetic awareness.

The student will:

- Explore, repeat, and initiate alphabet related songs and games.
- Recognize the difference between letters and other symbols.
- Recognize beginning letters in familiar words, especially in own name.
- Recognize and name most letters of the alphabet.

Develop phonological awareness (sound awareness of the ways words and syllables can be divided into smaller units such as rhyme, sound awareness, word awareness, alliteration, manipulation of sounds, and blending sounds and syllables together).

The student will:

- Enjoy and join in saying favorite rhymes and songs that repeat sounds and words.
- Recognize and match sounds and rhymes in familiar words.
- Recognize sounds that match and words that begin or end with the same sounds.
- Recognize and produce rhyming words.
- Make some letter-sound connections.
- Identify some beginning sounds.

Demonstrate the use of strategies to read words.

The student will:

- Identify labels and signs in the environment and know some familiar words in print, such as own first name.
- Recognize some familiar words in print such as own first name, and words such as: mom, dad, love, etc.

Use writing to represent thoughts or ideas.

The student will:

- Sees self as writer and writes with interest and enjoyment.
- Create pictures to tell a story.
- Use approximations of letters or known letters to copy or write familiar words (his/her own name, and words such as: mom, dad, etc.)
- Label pictures.
- Prints first name.
- Use letters that represent sounds in writing words.

SCIENCE

The student will use observations to gather information.

- Uses senses to observe and explore materials.

The student will use tools to gather information.

- Uses simple tools and equipment for investigation.

The student will hypothesize and make predictions.

- Asks questions, seeks information and tests possibilities.

HEALTH & PHYSICAL DEVELOPMENT

- Practices self-help skills.
- Takes care of class equipment and cleans up.
- Demonstrates safe behavior.

MOTOR DEVELOPMENT

- Holds and manipulates crayons and pencils with control.
- Holds and uses scissors correctly.
- Demonstrates spatial awareness.
- Participates in group games and movement.

GENERAL KNOWLEDGE

- Knows colors (red, blue, green, yellow, orange, purple, white, black, gray, brown).
- Knows shapes (circle, square, triangle, rectangle, diamond, star, heart, oval).
- Demonstrates understanding of some positional words.

MATH

The student will demonstrate an understanding of numbers and counting.

- Rote counts to 20 or beyond.
- Counts concrete objects to 10 or beyond.
- Make groupings of objects to 10.
- Recognizes, names and writes some numerals.

The student will understand number operations and relationships.

- Uses simple strategies to solve math problems.
- Joins and separates groups of objects.
- Compares concrete quantities.

The student will explore, recognize and describe shapes and spatial relationships.

- Begins to recognize, describe and draw attributes of basic shapes.
- Assembles puzzles of 15 or more pieces.

The student will understand the concept of measurement.

- Participates in measuring activities.
- Determines more, less, many and few.
- Uses non-standard and standard units to explore measurement.
- Uses language associated with time in everyday situations.

The student will use attributes of objects for comparison and patterning.

- Understands same versus different.
- Sorts objects into subgroups that vary by one or two attributes.
- Understands and uses several positional words.
- Recognizes simple patterns, duplicates and extends them.

The student will collect, describe and record information using all senses.

- Begins to interpret simple charts and graphs.
- Draws and describes picture by memory.

APPROACHES TO LEARNING:

Children in the MNS 4K program will display curiosity, risk taking and willingness to engage in new experiences.

The student will:

- Identify themselves as learners and engage in developmentally appropriate learning experiences.
- Attend for longer periods of time and show preference for some activities.
- Is curious and willing to try new and unfamiliar experiences and activities in their environment.
- Demonstrate the capacity to continuously pursue learning despite distractions or interruptions.
- Construct understanding of concepts and new learning through the use of experimentation, observation, and hands-on experiences.
- Experiment, practice, and persist to extend learning.
- Asks questions about events and experiences.

Children in the MNS 4K program will use invention, imagination and play to extend their learning

The student will:

- Recreate and act out real-life and fantasy experiences in pretend play.
- Explore and use a variety of artistic materials, music and movement.
- Express creativity through music, movement and art.

Children in the MNS 4K program will engage in diverse approaches to learning that reflect social and cultural contexts.

The student will:

- Begin to recognize the needs and rights of others.
- Show empathy and honor differences in others.
- Recognize self as a unique individual and become aware of the uniqueness of others.
- Participate successfully as a member of a group.

SOCIAL & EMOTIONAL DEVELOPMENT:

The children will begin to develop social emotional skills necessary to experience success in personal interactions at home, school, and community.

Emotional Development

The student will:

- Separate easily from parents.
- Express feelings, wants and needs using words.
- Understand and respond to others' emotions.
- Learn to help others and develop a caring attitude.
- Demonstrate awareness of own emotions and exhibit self-control.
- Recognize and respect the feelings of others.

Self-Concept

The student will:

- Understand the consequence of his/her behavior and actions.
- Accept responsibility for own behavior.
- Accept individual differences.
- Demonstrate increased independence and responsibility.
- See self as a leader and learner.
- Develop positive self-esteem.
- Begin to recognize own abilities.
- Show awareness of being part of a family and larger community by identifying self as a member of a specific culture, group, or demographic that fits into a larger world picture.

Social Competence

The student will:

- Follow familiar routines and make transitions easily.
- Be engaged in activity for short periods of time.
- Works effectively in small and large groups.
- Ask for help from adult when needed.
- Stay on topic of conversation.
- Know how to join ongoing play.
- Initiate cooperative play.
- Take turns and shares during play.
- Recognize the difference between real and pretend.
- Demonstrate the understanding of rules and social expectations.
- Find appropriate ways to solve problems.
- Use manners in verbal interaction (i.e. please, thank you, excuse me, etc).
- Respect and care for classroom environment and materials.

Curriculum

Important Areas of Literacy Development

Children whose early childhood education targets important areas of literacy development are more successful in literacy in primary settings. So what are these areas of development? There are nine major literacy goals.

1. **Concepts of Print.** Teach children how books “work.” This means that they have a front and a back, are read from left to right, have pictures that give us information about the text, that there is a difference between letters and words, that spaces separate words (concept of word), and that words don’t change between readings.
2. **Phonological Awareness.** The ability to hear differences and similarities in the sounds of words and parts of words. The awareness of individual sounds and groups of sounds in words, including the ability to separate words into syllables or beats; blend sounds into words; segment words into sounds; recognize and generate words with similar beginning, middle, and ending sounds (rhyme); and move sounds around to make new words.
3. **Alphabetic Principle.** The notion that words are made up of letters, that the letters stand for the sounds we make when we say the words, and that by putting the letters together in various ways we make different words.
4. **Letter-Sound Knowledge.** Knowledge of the sound or sounds associated with each letter.
5. **Vocabulary.** The collection of words we understand when being read to and/or use when speaking.
6. **Oral Language.** The understandings we have about how oral language is used to communicate as well as our understanding of word usage and placement within speech.
7. **Listening or Reading Comprehension.** The ability to extract and construct meaning from/with text that is read aloud. This requires language knowledge and background knowledge.
8. **Understandings of Genre.** The understanding that text is used and created for different purposes and comes in different forms based on those purposes, such as newspapers, lists, stories, information books, and poems.
9. **Motivation to Engage with Text.** The desire to listen to and interact through discussion with written text. Motivation is affected by the child’s perception of the value of the activity (is it worthwhile? Is it important?) the child’s perception of himself (am I good at this? Can I do this?), and other factors.

Theme-Based Learning

In most cases, these skills are integrated into units of study and NOT taught separately. They are addressed simultaneously. For example, as a nursery rhyme book is read, concepts of print are highlighted (by showing them how the pages of the book are turned), their phonological development (by exposing them to the book's rhyming patterns), their vocabulary (by talking about words in the book), their genre knowledge (by discussing about what nursery rhymes are and are not), and their positive attitudes toward literacy (by reading with great joy and enthusiasm). The Muskego-Norway 4K program integrates learning through ten themed units. They include:

1. Welcome to School!
2. My Family, My Community
3. My Five Senses
4. Seasons All Around
5. Animals Everywhere
6. Construction Zone
7. In the City, In the Country
8. Let's Move
9. Growing and Changing
10. Ready for Kindergarten!

Reading at Home

We read for a variety of purposes: personal enjoyment, current events, research, gaining advice, becoming informed citizens, etc. To be able to use this skill effectively as adults, children need to begin regular, daily reading at the elementary school level. Daily reading is a vital and important part of learning for all students. To be successful, children need to read both at school and at home.

The following is a list of **minimal recommended daily time allotments** for **Reading at Home**:

4K: 10-15 minutes (reading to or with your child)

Art, Music, and Physical Education Instruction

Formal instruction by a specialist in these areas begins in K5. However the 4K teacher incorporates art, music and movement into their daily schedule.

Mathematics and Science Instruction

Four-Year-Old developmental instruction in math and science, helps children make the transition from intuition to concrete operations and to thinking critically about the world around them. Instructional techniques are designed so that learning occurs through play, use of manipulatives and experimentation, small group instruction and one-on-one experiences. The time spent on learning math and science topics is integrated throughout all other content areas and throughout the day into both daily routines of the classroom and transitional moments that occur during the school day.

Progress Reports and Communication

Background

The report card is a communication tool used to inform parents and students of each individual student's progress. Your child will be assessed both formally and informally throughout the year and the classroom teacher will provide you with information as to the growth your child has made on our 4K Learning Targets. See the next few pages for a list of 4K learning targets that will be assessed and reported on using the progress report as a communication tool.

All elementary schools have been divided into three trimesters. Consequently, parents and students will receive three report cards which will be sent home in your child's take home folder in December, March, and June.

Infinite Campus

Parents have the ability to see their child's report card electronically through Infinite Campus. Teachers also take attendance using IC.

Parent Conferences

Parents will also be afforded two opportunities to personally meet with their child's teacher: In October and March. A conference slip will be sent home prior to each conference, asking parents to indicate 1st, 2nd, 3rd time preferences. The inclusion of children in a conference is a powerful opportunity to affirm their progress and to allow them to help in mapping their goals for the future. More information will be sent home to parents closer to the conference scheduling time.

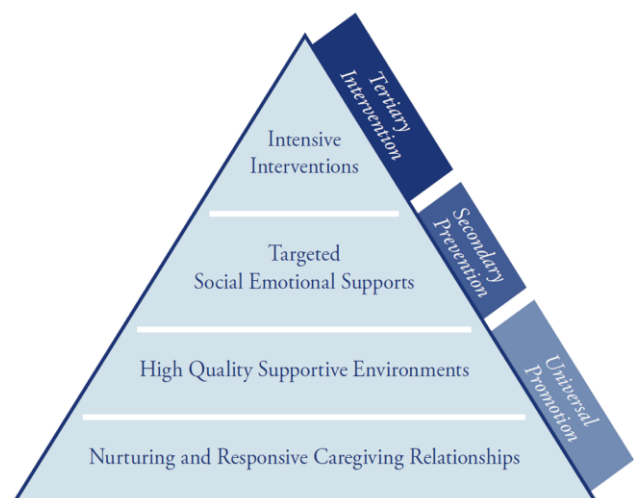
If a parent wishes to have an additional conference to discuss your child's progress, please call your child's teacher to set up a time; often a phone conference will clear up any questions in less than a couple of minutes.

Response to Intervention

Meeting the needs of all students is a high priority in MNS. Throughout the year, staff monitor student progress using formal and informal assessment measures and utilize the results to guide instructional decisions. This monitoring is one piece of a larger process called Response to Intervention. Rti is a process for achieving higher levels of academic and behavioral success for all students through:

- High Quality Instructional Practice
- Continuous Review of Student Progress (multiple measures)
- Collaboration

When students require a modification, accommodation or an intervention in order to meet instructional benchmarks, we employ a problem solving process. Parents are included in this decision making process.



4K Report Card Indicators

Each learning target begins with the phrase, “The student . . .

1. Social/Emotional Development

- a. Exhibits self-control
- b. Shows respect for others by using appropriate language and actions
- c. Expresses feelings, wants, and needs using words
- d. Accepts consequences for own behavior
- e. Demonstrates independence and responsibility
- f. Takes turns, shares, and plays constructively with others
- g. Follows familiar routines and makes transitions easily
- h. Participates in large and small groups
- i. Stays on task

2. Physical Health and Well Being

- a. Practices self-help skills
- b. Takes care of class equipment and cleans up
- c. Demonstrates safe behavior

3. Motor Development

- a. Holds and manipulates crayons and pencils with control
- b. Holds and uses scissors correctly
- c. Demonstrates spatial awareness
- d. Participates in group games and movement

4. Listening and Speaking Development

- a. Listens for a variety of purposes
- b. Understands and follows directions
- c. Speaks clearly enough to be understood by familiar and unfamiliar listeners
- d. Clearly communicates thoughts and ideas

5. Reading Development

- a. Responds to reading with interest and enjoyment
- b. Demonstrates how to use a book correctly and understands that print carries a message
- c. Recognizes rhyming words
- d. Recognizes upper case alphabet letters (in random order)
- e. Recognizes lower case alphabet letters (in random order)
- f. Recognizes first and last name in print
- g. Connects information in books to events in life

6. Writing Development

- a. Sees self as a writer and "writes" with interest and enjoyment (uses pictures, symbols, or letters to convey a message)
- b. Prints first name

7. Approaches to Learning

- a. Tries and reacts appropriately to new experiences
- b. Asks questions about events and experiences
- c. Engages in pretend play
- d. Participates in and explores movement, music, and art
- e. Makes connections between new and past learning

8. General Knowledge

- a. Knows colors (red, blue, green, yellow, orange, purple, white, black, gray, brown)
- b. Knows shapes (circle, square, triangle, rectangle, diamond, star, heart, oval)
- c. Demonstrates understanding of the concept of positional words

9. Mathematical Thinking

- a. Sorts objects by color, shape and size
- b. Duplicates simple patterns
- c. Extends patterns
- d. Rote counts to 20
- e. Counts concrete objects to 10
- f. Make groupings of objects to 10
- g. Recognizes and names numerals randomly to 10
- h. Shows understanding of the concept of more, less, and equal quantities

The Muskego-Norway School District's MISSION:

Every Student Learning, Growing ... Succeeding

School Procedures

ATTENDANCE

A student absence or expected tardiness should be communicated to the 4K site as soon as possible.

Regular school attendance is expected of all students. When your child is absent, parents should telephone the school office before classes start. If this procedure is not followed, the school will call the parents to determine the reasons for the student's absence. After 10 absences, a conference with parents will be requested, and a doctor's excuse may be requested.

Discovery Days North -- (262) 679-9100

Discovery Days South -- (262) 895-6299

Kids Kampus -- (262) 679-5867

Little V.i.P. -- (262) 895-2558

Mary Linsmeier Schools -- (262) 613-5286

If a student is truant from school, parents will be contacted by phone and/or mail.

If a medical or dental appointment requires that your child be released from classes early, parents should send a note to the teacher with the child that morning so the teacher may make plans in advance. We ask that parents make every attempt to schedule family matters at times which will not require the child to miss school, even if only for the last 10 minutes or so of the school day. Removing a child from class at *any time* disrupts learning for all students. Any student taken out of school during the school day for any reason must be signed out in the classroom. A student must also be checked in at the classroom when returning to school after being out.

A NOTE TO SCHOOL

Written notification is required if the parent desires the student to get off the school bus at a different bus stop, or if the child is being picked up by a parent.

SCHOOL HOURS

All 4K Community Partner locations will adhere to the pre-determined school hours*

*subject to change annually due to transportation issues.

MEDICATIONS

We cannot dispense medication without a signed permission slip. A medical doctor's signature is required in order for us to dispense prescription medication. Forms are available from your child's 4K teacher or the site administrator.

EARLY CHILDHOOD

A district cannot refuse entrance into kindergarten to a child who is not toilet trained. However, it is recommended for the safety of all students that parents have worked with their child prior to coming to school. We have received guidance from the Department of Public Instruction on how to handle situations in the event that a child has regular "accidents" at school. The Community Partner and district can work in several ways to address the issue:

- Check with family regarding medical needs.
- Develop a plan for toilet training:
 - A nurse, home-school liaison, or teacher can work directly with the parent to develop a plan for toilet training at home and the school.
 - If it is not possible to have a home and school plan, develop an in-school plan for toilet training.
 - If the child attends regulated child care in addition to 4K, be sure to include the teacher/family provider in the conversation & plan.
- Require the parent to supply clean clothes and changing supplies.
- Depending on the circumstances, the parent may be asked to come to school to assist.
- A child should never be required to change/bag their own clothes.

DRESS CODE POLICY

The Muskego-Norway School Board has established student dress guidelines (Policy 443.1) to address decency and moderation. The site plan requires that a dress code be established for students to clarify these expectations. We believe that students and parents can freely choose apparel that demonstrates individuality, as well as maintain the standards of appropriateness.

The following guidelines will be the expectations for 4K students:

- Children should wear child-friendly play clothes. We teach children creativity, problem solving and pride in their skills. Sometimes these values get a little messy.
- Clothing should be suitable for the weather. We go outside every day in every season. Please label all of your child's belongings.
- Footwear should be safe, comfortable, and suitable for school. Tennis shoes are preferred.

Faculty and staff recognize that the safety and appropriateness of dress may sometimes need to be considered on an individual basis.

EMERGENCY INFORMATION

If a pupil has an accident during school hours or during a school sponsored activity, the pupil must report this to his/her teacher at the time of his/her injury. Therefore, it is essential that the office have on file an emergency information card signed by the parent/guardian, at the beginning of the school year. If there is a change in information (home phone and work number) notify the site administrator immediately.

If a student has a health condition that may affect his/her school work, the parent is urged to notify the teacher and site administrator so that the condition can be recorded on the pupil's permanent health records.

EMERGENCY SCHOOL CLOSINGS

In the event that school needs to be kept closed, closed early or we encounter a delayed opening, a public announcement will be made on the district website, local news and radio stations. Please watch for details specific to 4K. You may contact your site to determine if child care services are still available. *You may also be notified via the **Alert Now Service!** – This is an automated phone call system the district uses to notify parents of emergencies or other notifications.*

LOST AND FOUND

Clothing and personal belongings that are brought to school should be labeled with the child's name. Found articles are to be turned in to the 4K site. Unlabeled or unclaimed property may be turned over to a charity in December and June.

PETS AS VISITORS IN OUR SCHOOL

Due to the fact that many students and staff have allergies to animals, no pets may be brought to school.

Large Motor Activity

Students will have indoor and outdoor playtime as part of their 4K schedule. This is at the site administrator's discretion. On days of inclement weather, students will remain indoors.

Indoor Play in the winter – Required indoor play is determined in the following way:

- First, we determine the temp/wind chill. We use www.weather.com and type in the zip code for our location.
- If the temperature or wind chill is below 0, we stay inside.

Excluded from Class for medical reasons – Students who need to be excluded from physical or outdoor play, need to have a **doctor's excuse**.

SCHOOL SAFETY PROCEDURES

- Parents/guardians or any other adult designated by the parent/guardian, must sign their child out from the classroom when picking the child up from 4K.
- Parents are required to either call the office ahead of time or send a note as a method to communicate a change in transportation procedures or an early pick up for a child.
- When a parent chooses a designee to pick up their child (whether for sickness or an early pick up), the parent/guardian must communicate with the office the identity of this individual. Identification will be required from that individual upon pick up.
- In the event an adult's identity that is unclear, the 4K site will detain the release of the child until confirmation of the adult's identity is cleared by the parent/guardian/police.

DAILY SNACK: A 4K snack will be provided during each session. It is important that the school is notified of any dietary restrictions for your child.

TAKE-HOME FOLDER

Each student is required to have a take home folder brought to and from school daily. This folder will also be a daily communication tool which needs to be checked daily by a parent or guardian.

VISITORS IN OUR SCHOOL

The Muskego-Norway School Board welcomes visits to the 4K classrooms, school buildings, and district facilities by citizens, taxpayers, and parents. Citizens are encouraged to channel expressions of approval as well as constructive criticism to the Site Director, the assigned building Principal and the District Administrator. The Board also believes that the parents of children attending the schools have special rights and responsibilities to keep themselves informed about the day-to-day operation of the schools. Administrators are expected to encourage parents to visit the district's facilities thereby developing a spirit of mutual collaboration.

The Board also recognizes that it has a responsibility to make reasonable efforts to:

- provide for the general safety of students, employees and other individuals, authorized to be in school buildings
- enable educational and other activities to be carried on effectively and without interruption, and
- preserve and safeguard the buildings, equipment and other property of the district.

All persons on school property must first inform the principal or supervisor in charge of their presence in the building and conform to reasonable rules regarding conduct in school facilities.

In order to ensure and maintain proper security and student safety, all persons visiting school are asked to report to the site administrator for check in before going directly to a classroom to see a teacher. Arrangements should be made ahead of time for a conference with interested staff members.

If a family matter requires that a family member speak with a student, we ask again that they report to the site administrator first. The student will then be called out of class. The front doors are the only doors to be used as both the entrance and exit to the site.

VOLUNTEERS

Muskego-Norway Schools understands and appreciates the important role that volunteers and chaperones play in our schools. We encourage parents as well as other community members to volunteer their time supporting the students and staff of our district schools. In an effort to provide a safe environment for our students, the district has established a **Registered Volunteer Program**.

If you are currently a volunteer, or plan to volunteer at a school, or chaperone an event during the upcoming school year, please complete the **Registered Volunteer Application** form and return it to the site administrator at your earliest convenience. Applications are also available online on the district website. The Human Resources department will complete the process and forward a list of registered volunteers to the site office prior to the first day of school. Please understand that no volunteer or chaperone work can be done unless this form is completed and processed and your name is on file at the site. Subsequent background checks will be done on a rotation cycle or as deemed necessary.

This volunteer policy also refers to any parent wishing to attend a field trip. In addition, since parents, as volunteers, are present to keep school district children safe and to assist school personnel, younger siblings are not permitted.

IMPORTANT HEALTH INFORMATION

If your child is not feeling well, concern for his/her well-being and the possibility of infecting others should contribute to the decision about whether your child should stay home from school.

Keep your child home if any of the following are present:

1. A fever of 100 (oral) or higher.
2. Multiple episode vomiting (2 or more times in the past 24 hours). Single episode vomiting with no other symptoms and normal appetite and activity usually does not require exclusion.
3. Diarrhea (24 hours symptom free).
4. Persistent cough producing mucus or shortness of breath.
5. Sore throat accompanied by fever or other symptoms such as swollen, tender glands in the neck, body aches and fatigue.
6. Rash if accompanied by fever and/or sore throat or behavioral changes.
7. Student is lethargic and feels sick and cannot participate comfortably in normal school activities.

- **Students must be fever free for 24 hours before returning to school.**
- **Students experiencing multiple episodes of vomiting and/or diarrhea should be kept home at least 24 hours after symptoms subside.**
- **Students placed on antibiotic therapy for bacterial conditions such as strep throat or pink eye, must be on medication for at least 24 hours before returning to school.**

Please make sure that the school has a phone number where you can be reached during the day if symptoms develop or worsen and your child needs to be sent home. Your physician is the best person to consult if you are concerned about your child's illness or if symptoms worsen or persist longer than 24-48 hours.

Please keep the following in mind when deciding if a child should return to school.

<u>Disease / Condition</u>	<u>Minimum Time Out of School</u>
Strep Throat	24 hours after start of antibiotic therapy (48 hrs. if multiple cases in classroom)
Scarlet Fever	24 hours after start of antibiotic therapy
Conjunctivitis (pink eye)	24 hours after start of antibiotic therapy
Pneumonia, Bronchitis, or Croup	Variable depending on causative organism (viral vs. bacterial) and response to treatment; usually 2 – 7 days
Chicken Pox	For at least 5 – 7 days after rash appears or until all lesions are completely dry and scabbed over
Vomiting – multiple episodes	24 hours after symptoms stop
Diarrhea	24 hours after symptoms stop
Influenza (respiratory)	7 days from onset of symptoms and meeting all other criteria
Upper Respiratory Infections	Variable depending on causative organism, severity of symptoms and ability of student to contain their own respiratory secretions

Transportation, Drop-off & Pick-up Procedures

TRANSPORTATION

- STUDENTS WHO DO NOT RIDE THE BUS TO SCHOOL ARE NOT TO ARRIVE more than 10 minutes before the start of class, unless they are enrolled in wrap-around care. A fee is associated with the wrap-around care. THE PARENT/GUARDIAN must remain and supervise your child outdoors until the start of class.
- Check with your 4K site for specific drop off/pick up locations and restrictions.

Picking Up Your Child After School – Anyone picking up students after school must be at the 4K location no later than **the end of the school day** to sign your child out at the classroom.

Late Pick-up – If you are going to be late, please make other arrangements for someone else to pick up your child(ren) and notify the site or work with a site administrator to provide wrap-around care. A fee is associated with the wrap-around care.

BUS PROCEDURES AND STANDARDS

Questions/Concerns: Call Lamer's Bus Company @ (262) 679-8920.

It is the policy of the School Board to transport by bus, all students attending our 4K Community Partner locations unless WRITTEN PERMISSION is given by the parents to transport privately.

Parents, it is very important that you and your child have had a discussion regarding the following bus standards, and the child shows an understanding of his/her responsibilities:

1. 4K students will be seated at the front of the bus.
2. Know your route and bus number.
3. Be at your stop five (5) minutes before pick-up. The driver must keep a schedule and cannot wait.
4. Be careful in approaching the bus stop. Walk on the left side of the road toward oncoming traffic.
5. If it is necessary to cross the road after leaving the bus, always wait for a signal from the bus driver; walk at least ten feet (10) in front of the bus and wait for the signal before crossing.
6. Use the same school standards while riding on the bus.
7. Remain seated while the bus is moving.
8. Obey the bus driver's instructions promptly.
9. Loud talking, laughing or unnecessary confusion can distract the bus driver's attention and make the task of providing safe transportation extremely difficult.

Potential Interventions to assist students in following the Bus Standards:

- Assigned seating
- Suspended from riding the bus one to ten days

Muskego-Norway School District

School Board Policies

5500 Code of Conduct

The District recognizes and accepts its responsibility to create, foster and maintain an orderly, safe and caring school environment, conducive to teaching and the learning process. By using their experience and expertise, staff will create schools where effective learning is possible. Students are expected to come to school ready and willing to learn.

Students should be able to attend school as free as is reasonably possible from unnecessary and unwarranted distraction and disruption. Behavior which fosters such disruption can interfere with the classroom environment and will not be tolerated. As outlined in the District's Code of Classroom Conduct policy, a student who engages in classroom conduct or behavior which is disruptive may be removed from class by a teacher. In this event the student will be placed in an alternative setting in accordance with established procedures.

8760 Student Accident Insurance

The School Board recognizes the need for insurance coverage for injuries to students caused by accidents occurring in the course of attendance at school and participation in the athletic and co-curricular programs of the schools. Therefore, at the beginning of each school year, the Board may offer parents the opportunity to participate in group accident insurance at the expense of the parents.

A signed statement of insurance coverage on the part of the student's parent or guardian shall be a prerequisite for student registration in any school activity having a potential for personal injury.

The Superintendent shall recommend suitable and qualified insurance carriers and notify all parents of their availability.

9130 PUBLIC REQUESTS, SUGGESTIONS, OR COMPLAINTS

Any individual(s), having a legitimate interest in the staff, programs and operations of this District shall have the right to present a request, suggestion, or complaint to the District and the School Board. At the same time, the Board has a right to protect the staff from inappropriate harassment. It is the intent of this policy to provide guidelines for considering and addressing public requests, suggestions, or complaints in an efficient, reasonable, and equitable manner. Requests, suggestions, or complaints made by District staff members are covered by Policy [3122](#) and Policy [4122](#).

It is the desire of the Board to address any such matters through direct, informal discussions and other means. It is only when attempts at informal resolution fail that more formal procedures shall be used. Generally, requests, suggestions, or complaints reaching the Board or Board members shall be referred to the Superintendent for consideration. Any individual presenting such a matter shall be provided with a copy of this policy. [see full policy on the district website]