



**Adeline Montessori School, Inc.
Public Charter Family Handbook
2025-2026**

Revised 8/2025

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MISSION STATEMENT

Adeline Montessori School's community of staff, faculty, and families strives to prepare children to become self-motivated by their innate sense of curiosity and encourage them to use critical thinking skills and diplomacy to overcome obstacles. The AMS community/team will guide students to problem-solve with empathy as they grow to become adults with integrity.

OUR WORK

At AMS, we work in a collaborative partnership with parents, faculty and children, to combine the innovative Montessori philosophy and its resulting pedagogy with experiential learning. This transformational approach to education allows our students to become joyful learners of high academic prowess, and encourages their development into caring, respectful, responsible, curious and compassionate individuals. AMS is a progressive school for children ages 6 weeks to 14. Children are guided by degreed and certified teachers who embrace the Montessori Philosophy espoused by Maria Montessori and the American Montessori Society. AMS abides by the [AMS Code of Ethics](#) and [accreditation standards](#) in its administrative and teaching practices.

AMS is committed to individualized instruction, appealing to each child's unique traits, and focusing first on what Maria Montessori recognized as a child's natural tendency to be a curious, self-motivated, and eager learner. Students are provided a rich and diverse curriculum, steeped in intercultural experiences, and grounded in developmentally appropriate practices.

By providing a Montessori curriculum that includes English and Foreign Language, Literature, Math (including Geometry and Algebra), political and cultural Geography, Physical and Life Sciences, Music and Movement, Art, and Physical Education, Environmental Studies, as well as Peace and Conflict Resolution, and mindfulness practice, students tackle work that ultimately stretches them beyond that which is typically supported in a conventional classroom by Common Core Standards.

It is important to note that, in compliance with the American Montessori Society standards, Adeline Montessori school is committed "to basic human rights such as freedom, dignity, safety, equitable treatment, and a standard of living adequate for health and well-being drive the Montessori commitment to education for peace and social justice. By creating respectful, inclusive classrooms, celebrating diversity in all its forms, crossing cultural boundaries, and modeling engaged citizenry, Montessori educators nurture students who will transform the world and make it a better place for their generation and the generations that follow." - <https://amshq.org/Educators/Community/Peace>

Our teaching faculty, administrative team and support staff provide a safe, secure environment that feels like an extension of home. Focusing on core values of respect, courtesy, compassion, curiosity, tolerance and appreciation for differences, the collaborative triad of parents, faculty and child creates an environment where emotional intelligence and interpersonal skills are recognized as equal in value to academic accomplishment.

While every child's path at AMS will look, feel, and be different, each graduate will be prepared:

- For a life full of learning opportunities, both in and out of school,
- With a solid academic and executive function skills foundation,
- With the social/emotional experiences and knowledge to navigate age-appropriate peer relationships,
- To contribute to their community and the lives of others.

STANDARDS

Our Scope and Sequence

Throughout the year, children will develop skills while learning about themes meaningful to their lives. We also conduct ongoing curriculum-based assessment to inform both our individual and group instruction. Anecdotal notes and checklists are two of the tools we use. We will share our results with you three times a year, twice in our parent-teacher conference reports and in our end-of-year reports. If at any other time of the year you would like to talk about your child's growth and development, we would be more than happy to schedule an informal conference time as well.

Developmental Needs

If your child enrolls at AMS from another program with an IEP in place, please share the results of that with us so that we may incorporate your child's developmental goals into our daily curriculum.

SECONDARY

Micro-Economics

Students are expected to participate in micro-economic experiences such as developing and running a business and fundraising. These experiences help students learn about finances and help them raise funds for their immersion trips.

- Students are expected to participate in these different activities.
- Parents are encouraged to volunteer their time for these activities.

High School Credits

High school credits are awarded to middle school and high school students when applicable based on [State of Wisconsin Department of Public Instruction Graduation Requirements](#).

In order to receive these credits, students must:

- complete 85% of the assigned work.
- demonstrate mastery (85%) through projects, presentations, papers, and tests.

COMMUNICATION

In a partnership, communication must be two-way. AMS makes every effort to be effective in our communication with parents, and electronic communication seems to be the most effective form of communication for parents and staff. **It is a parent's responsibility to**

make sure that administration has the most updated email and contact information and that AMS emails do not go to a spam folder. Parents are also responsible for making sure that AMS has accurate emergency contact information and parental authority information. It is the responsibility of the parents/ guardians to enroll all school communication platforms such as Transparent Classroom and jmc. Additionally, the AMS Community Portal, found on our website, lists activities and holidays on the school calendar. This is a Google calendar which you are welcome to sync with your family's personal calendar.

Question	Contact
Child's classroom or progress in school	First consult their specific classroom teachers
Admissions and enrollment	Contact the Office Admin at info@adelinemontessori.com
Special Education and 504 Plans	Contact Cassie Maduscha at cmaduscha@adelinemontessori.com
Administrative issue, or questions that have not been answered to your satisfaction	Contact the Principal (Emily Rodriguez) at erodriguez@adelinemontessori.com

FUNDRAISING

AMS relies on its families to help keep tuition affordable. By participating in fundraising events, volunteering time, donating goods and services, or making monetary donations, parents enable AMS to keep tuition competitive while providing an outstanding educational environment for children.

ANNUAL STUDENT RECORDS NOTICE

The Adeline Montessori School maintains student records for each student attending school. These records include:

1. Student progress records – courses taken, grades, immunization records, extracurricular activities, and attendance;
2. Student behavioral records – psychological tests, personality evaluations, records of conversations, written statements relating specifically to an individual student's behavior, tests relating specifically to achievement or measurement of ability, physical health records other than immunization records, law enforcement agency records obtained by the school and any other student records which are not progress records.

State and federal laws require that the maintenance of student records assure confidentiality. The school has also adopted a student records policy and procedures. This notice is subject to state and federal laws and the District's policy and procedures. Accordingly, the following shall apply in the District:

1. An adult student, or the parent(s) or guardian(s) of a minor student, has the right to inspect, review and obtain copies of the student's school records upon request in accordance with established District procedures. The school will respond to such requests without unnecessary delay. Copies of the school's student records procedures are available upon request at the office during normal school hours.
2. An adult student, or the parent(s) or guardian of a minor student, has the right to request the amendment of the student's school records if he/she believes the records are inaccurate, misleading, or otherwise in violation of the student's privacy rights. Complaints regarding the content of student records may be made in accordance with established school procedures. Copies of the school's procedures are available upon request, as outlined above.
3. An adult student, or the parent(s) or guardian(s) of a minor student, has the right to consent to the disclosure of information contained in the student's school records, except to the extent that state and federal laws authorize disclosure without consent. One exception that permits disclosure without consent is disclosure to school officials determined to have legitimate educational or safety interests in the records. A "school official" is a person employed by the school who is required by the Department of Public Instruction to hold a license; a law enforcement officer(s) who is individually designated by the School Board and assigned to the school; a person employed by or working on behalf of the school as an administrator, supervisor, instructor or support staff member (including health or medical staff and police-school liaison personnel); a person serving on the School Board; a person or company with whom the school has contracted to perform a specific task (such as an attorney, hearing officer, auditor, medical consultant or therapist); or a person serving on an official committee such as a disciplinary or grievance committee, or assisting another school official in performing his/her tasks. A school official has a "legitimate educational interest" if the official needs to review a student record in order to fulfill his/her professional or school responsibility. The school also, upon request, forwards a student's records to another school without consent in accordance with state law for purposes related to the student's enrollment or transfer. School procedures outline the specific reasons for disclosure without consent and are available upon request as outlined above.
4. An adult student, or the parent(s) or guardian(s) of a minor student, has the right to file a complaint with the U.S. Department of Education for alleged District noncompliance with federal Family Educational Rights and Privacy Act (FERPA) requirements. The name and address of the office that administers FERPA is: Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue, SW, Washington, DC 20202-5920.

CHILD'S USE OF PREFERRED NAME AND PRONOUNS

To foster an educational environment that is safe, welcoming, and free from discrimination for all students, regardless of gender identity or expression, Adeline Montessori School will allow students to use a chosen name and/or gender pronouns that reflect their identity. Once a student informs a faculty member of this request, a plan will be agreed upon with the student to communicate that information with their parents/guardians. If desired, a [Gender Support Plan](#) can be created and kept in the student's school file.

Adeline Montessori School follows the DPI recommendation for the use of a child's preferred name and pronouns in documents related to, and including Progress Reports, Eligibility Determination, IEP, and Section 504. Should this not be a legal name change, staff is required to talk with students and parents about the implications of printing the preferred name on a student record or transcript if the student is not planning on changing their name legally. Adeline administrative staff will ensure any name changes, whether legally changed or solely on

paperwork, will be communicated for school transfer, university inquiry, or employer inquiry. For further documentation, the LEA can proceed with the WISEid student name change by the request from **one** (1) custodial parent.

ADMISSIONS

Adeline Montessori School does not discriminate on the basis of race, color, religion, national or ethnic origin, or sexual orientation in the administration of its educational programs, admission policies, financial assistance program, and staff hiring.

AMS accepts children starting at 6 weeks of age into our Infant/Toddler Program. Children in this program are not required to be toilet-trained. Children must be at or nearing their third birthday to be considered for enrollment in the Primary classrooms. Montessori classrooms are composed of mixed-age groups. The Montessori curriculum consists of three-year cycles, and parents should plan for a minimum of three-year attendance once their child is enrolled. Children should be toilet trained to enroll in AMS's Primary program. Children need to acquire the self-help skills to remove their own clothing and wash their hands afterward (given child-size equipment or stools for aid.)

Full disclosure of a medical impairment, psychological diagnosis, severe food allergies, and/or learning disability is required of parents when making an application to the school. The school will then assess whether the teaching faculty and learning environments can best meet the needs of the student. All admissions will be limited to the maximum number of children allowed by the Wisconsin Department of Child and Family Services or less.

Currently enrolled children and siblings of currently enrolled children are given first priority for available openings, except for those families who choose to send their children to AMS for only one or two years of the three-year cycle. In this situation, sibling status is forfeited. The three-year cycle is a crucial and culminating experience for a child in a Montessori program.

Admission is based on the [levels provided](#).

A signed charter contract is required to guarantee a position for a child.

MANDATORY ATTENDANCE BY PARENTS

One parent of each family is required to attend Back to School Orientation/New Parent Conferences and the fall Parent/Teacher conference.

OBSERVATION AND CONFERENCES

Observation is one of the pillars of Montessori education. Every Montessori teacher incorporates daily observation to give a scientific foundation to her/his work. He steps back and observes without judgment, follows the child, recognizes the child's needs, and assists the child in finding their strengths and capabilities. Under normal circumstances, parents are invited to observe their children in the classroom throughout the year. Observations can be scheduled with the child's classroom teacher.. Conferences are held in the fall and spring. Conference reports are sent to all parents. Additional meetings may be requested by the parent or teacher and will be held virtually until such

time as they can resume in person.

Parent Work Days

Periodically throughout the school year, Parent Work Days will be offered. This is an opportunity for parents/guardians to come to school and observe the classroom. Parents will be asked to sign up in advance for these one hour opportunities and fill out a survey regarding their classroom observations. These provide us an opportunity to connect with parents about what is happening within the classroom and receive feedback on programming. We would love to have every parent/guardian participate, as this is helpful to us in the support and guidance of our teaching staff and our programming goals.

USE OF ADELINE MONTESSORI BUILDINGS

Adeline Montessori School, Inc., does not lease or provide space to groups or individuals during non-curricular hours.

CLASSROOM PLACEMENT POLICY

Though we value the opinion of parents and guardians regarding classroom placement, those decisions will be made by administration and teaching staff. There are legal parameters that we must consider when placing children, as well as individual needs and group dynamics. We take this task very seriously, as we have the best interest of each of our students in mind.

TRANSITION POLICY

Annually, students who are transitioning to a new level (Kindergarteners, 3rd Graders, and 6th Graders) will be provided opportunities to spend time in the next level classroom. These opportunities will be communicated with families as they are scheduled, typically in the months of March and April as determined by the level teams. Each child will have the opportunity to meet new classmates, explore the classroom, engage in the classroom routine and activities, and build community.

TOILETING POLICY

Students entering our Primary Classroom are required to be toilet trained unless they have a documented medical reason or extenuating circumstances previously discussed with the administration team, including an IEP or 504 Plan. In the Primary, 3 to 6 Program, occasional toileting accidents are part of the learning experience. We handle these situations casually and without shame or blame. We ask that you make independent toileting as easy as possible by not dressing your child in clothing that requires maneuvering and extra time. For instance, buttons, snaps, zippers, belts, and tights. Elastic waistbands are the easiest clothing route for a child learning toileting independence.

NUT AND FOOD ALLERGY POLICY

Anaphylaxis is a serious and potentially deadly allergic reaction, which is most frequently associated with severe nut allergies, but can occur with other significant food allergies. Adeline Montessori School is a nut/food allergy aware school, where we attempt to limit highly allergenic foods throughout the building.

- For classrooms that have students with a life threatening nut allergy, those rooms will be designated nut free (classrooms may also have other allergy-free designations as determined by the District Nurse and Principal).

- To protect those children in our school community who are in danger of an anaphylactic reaction, foods such as peanut butter, Nutella, and any other foods that contain nuts, are currently not permitted in birthday treats or communal snacks.
- Children are not permitted to trade or share food, utensils or food containers.
- All children in danger of suffering an anaphylactic event may only eat lunches that have been prepared or provided from home.
- Parents of these children are required to provide documentation upon application to the school.
- Medication, including Epi-pens, must be prescribed by the physician and kept current by the parents.
- Proper documentation and a current Epi-pen must be kept at school at all times. This requires that families obtain duplicate Epi-pens; one (1) Epi-pen provided by the family will be kept in the child's classroom and the school has an emergency Epi-pen which will remain in the health room. Staff are trained in the administration of such medication annually.
- Parents of students in danger of suffering an anaphylactic event should understand that AMS takes every precaution to ensure that AMS is a nut/allergy aware school. However, AMS cannot guarantee that a student will never experience an allergy-related event while at school. Parents are encouraged to contact the Principal with any questions or concerns.

FOOD SERVICE PROGRAM

USDA Information

In accordance with federal civil rights law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, this institution is prohibited from discriminating on the basis of race, color, national origin, sex (including gender identity and sexual orientation), disability, age, or reprisal or retaliation for prior civil rights activity.

Program information may be made available in languages other than English. Persons with disabilities who require alternative means of communication to obtain program information (e.g., Braille, large print, audiotape, American Sign Language), should contact the responsible state or local agency that administers the program or USDA's TARGET Center at (202) 720-2600 (voice and TTY) or contact USDA through the Federal Relay Service at (800) 877-8339.

To file a program discrimination complaint, a Complainant should complete a Form AD-3027, USDA Program Discrimination Complaint Form which can be obtained online at: <https://www.usda.gov/sites/default/files/documents/ad-3027.pdf>, from any USDA office, by calling (866) 632-9992, or by writing a letter addressed to USDA. The letter must contain the complainant's name, address, telephone number, and a written description of the alleged discriminatory action in sufficient detail to inform the Assistant Secretary for Civil Rights (ASCR) about the nature and date of an alleged civil rights violation. The completed AD-3027 form or letter must be submitted to USDA by:

1. Mail:
U.S. Department of Agriculture
Office of the Assistant Secretary for Civil Rights
400 Independence Avenue SW
Washington, D.C. 20250-9410; or
2. Fax: (833) 256-1665 or (202) 690-7442; or

3. Email: Program.Intake@usda.gov
This institution is an equal opportunity provider.

Lunch Payment

1. Log into your Skyward Family Access account
2. Navigate to the Food Service icon, and click on it
3. Click on the "Make a Payment" button near the upper right hand corner of the screen
4. Make your payment
5. Negative account balances: An alternate reimbursable bag lunch meal consisting of a cheese sandwich, milk and fruit will be provided to students with an account balance below -\$10.00. The student's account will be charged for the alternate meal cost. No ala Carte sales are allowed to an account with a negative balance.

Responsibility

Parents/Guardians are responsible for meal payments to the food service program. Notices of low or deficit balances will be sent to parents/guardians at regular intervals during the school year. Balances may also be checked anytime by accessing their Skyward Family Access account.

Free and Reduced Meals

Children need healthy meals to learn. The School District of Kettle Moraine offers healthy meals every school day. Your children may qualify for free meals or reduced price meals.

Reapplication for the program is necessary each year. If your last application was completed before July 1st, a new application must be filled out unless we have already notified you of your child's eligibility for the new school year.

Request for Dietary Modifications

Requests for dietary substitutions in the school lunch program must be accompanied by a physician's authorization stating the substitution to be made. **Juice or dairy alternatives will only be provided as a dietary substitute if it is ordered by a physician.** If parents choose to have their student bring their own water bottle or juice to school, no physician order is required.

This also applies to any dietary substitution requested such as gluten free, lactose free.

[Click here](#) for the Request for Dietary Modification form.

NAPPING

The Wisconsin Department of Child and Family Services requires children ages 4 and under to have a daily rest time. Those who do not sleep after 30 minutes will be invited to rest or return to work in the classroom. Because of communicable disease precautions and regulations, students will be provided with a designated cot, blanket, pillow with case, and “fitted” sheet that will be washed daily. Nap-aged students are allowed to bring one “love” (blanket, stuffed animal, etc.) from home. This item can stay at school or travel between school and home.

DRESS CODE

Adeline Montessori believes that the responsibility for the dress and grooming of a student rests primarily with the student and his, her, or their parents or guardians and that appropriate dress and grooming contribute to a productive learning environment. Therefore, Adeline Montessori School expects students to give proper attention to personal cleanliness and to wear clothes that are suitable for the school activities in which they participate. School-directed changes to a student’s attire or grooming should be the least restrictive and disruptive to the student’s school day. Any school dress code enforcement actions should minimize the potential loss of educational time. Administration and enforcement of the dress code shall be gender-neutral and consistent.

School-wide:

While we take every precaution to keep children clean and tidy, children should come to school in play clothes that can get dirty and wet. Play shoes, not dress shoes should be worn.

For a variety of reasons, AMS has instituted an indoor shoe policy. The children wear slippers in the classroom to eliminate noise and to create a quiet, clean environment where working on the floor is common practice. Soft-soled slippers are worn by all children in the building. These must meet the following criteria:

- no puppet heads;
- rubber soles required;
- slip-on, but stay-on required (closed backs);
- no outdoor usage;
- slippers stay at school.

Please label all clothing and bags with your child’s full name.

Parents will be provided with instructions from their child’s teachers regarding sending and storage of extra clothing to be kept at school.

Elementary & Secondary Minimum Safe Attire:

- Student attire and grooming must permit the student to participate in learning without posing a risk to the health or safety of any student or school district personnel.
- Students must wear clothing including both a shirt with pants or skirt, or the equivalent (for example dresses, leggings, or shorts) and

shoes.

- When the body is standing straight, clothing must cover the chest, back, torso, stomach, and lower extremities from armpit to armpit to mid-thigh. Tops must have a strap, and at no time may any part of a student's buttocks be exposed.
- Clothing must cover all undergarments. No underwear or undergarments may be visible at any time.
- Clothing may not be see-through showing areas required to be covered as noted in this policy.
- Clothing must be suitable for all scheduled classroom activities, including physical education, science labs, shop classes, field trips, and other activities where unique hazards or specialized attire or safety gear is required. Bare feet are not permitted at any time.
- Attire and/or grooming depicting or advocating violence, weapons, criminal activity, gang-related activity, use of tobacco, alcohol or drugs, pornography, foul language, hate speech, or clothing that could be considered dangerous or that could be used as a weapon are prohibited.

PERSONAL BELONGINGS

Toys and high-valued jewelry are not permitted by any age group. Clothing or accessories of sentimental or high monetary value are not permitted. Children elementary age and younger are not mature enough to manage the responsibility or distraction of bringing or wearing valuables to school. If they do, the school will not be held responsible for loss, misplacement, damage, or breakage.

Umbrellas are a safety hazard and are not permitted.

Students may not store anything that is illegal or dangerous, such as drugs or weapons, in their cubby/ hook/ locker. Personal belongings may be subject to random searches by school officials if there is reasonable suspicion of illegal activity or if there is a threat to the safety of students and staff. Students who violate this policy will be subject to the consequences outlined in the Disciplinary Matrix included in this document.

BEVERAGE ACCESS IN THE CLASSROOM POLICY

This policy is in place to prevent damage to children's work, materials, and technology. Outside of lunchtime or snack time, children may only bring clear water into the classroom, and only if it is in a resealable bottle.

- Bottles must remain closed unless contents are being actively consumed.
- Beverages may not be kept near work, materials, or classroom technology.
- Children who bring something into the classroom that is not clear water in a bottle with a lid will be asked to return that item to their locker/ hook/ cubby until lunchtime.
- Juice, milk, etc., may still be sent for lunch as that is not consumed near work, materials, or classroom technology.
- If spills occur, the child who created the spill is responsible for cleaning up/ assisting with the cleanup of the spill. Damage will be assessed on a case-by-case basis.
- No food or drink may remain in the classroom at the end of the day; all containers and wrappers must be disposed of or removed.

ATTENDANCE

Each day of attendance, classroom staff utilize the school's data management software, jmc, to record student arriva/dismissal as well as

instances of tardiness and absence. School attendance is routinely monitored by administration.

Per state statute PI 8.01 (2)(f), A student is considered a full-time pupil at Adeline Montessori School if they have at least 437 hours of direct pupil instruction in 4K, at least 1,050 hours of direct pupil instruction in grades 1 through 6, and at least 1,137 hours of direct instruction in grade 7 through 12. These hours are less any absences due to illness, vacation days, and tardies.

REPORTING ABSENCES, TARDINESS, AND ILLNESS TO THE SCHOOL OFFICE

Please contact AMS's office to report absences, tardiness, illnesses. You may copy your child's teachers and pertinent staff on these emails, but we appreciate you sending them directly via Transparent Classroom, which handles daily attendance for all classrooms. **It is our policy that absences or tardiness are reported by 8:45 AM.**

CONTACT INFORMATION
Main Number: 262-201-4492 Office Email: info@adelinemontessori.com

Illness

If your child is ill, please keep them home. In the event of extended illness, a specific plan must be addressed with your child's teachers. Illnesses are designated as:

- Fever above 100.4F or the use of fever-reducing medications
- Productive or barking cough
- Vomiting or 3+ loose stools
- Eye redness, irritation, or discharge (Blocked Tear Ducts do not apply)
- Unusual rash (with or without fever) or drainage from a sore that cannot be contained until discussed with a healthcare provider
- Diagnosed with contagious illnesses such as strep throat, impetigo, bacterial bronchitis, COVID-19, influenza, etc
- Any symptoms that prevent the child from active participation in usual school activities OR your child is requiring more care than the school can safely provide.

To view our detailed illness guidelines, visit the [Illness Guidelines page](#) inside the Community page on our website. For instructions on accessing our Community page, click [here](#).

The school follows the Wisconsin [Department of Health Services Communicable Disease Guidelines](#) for childhood illnesses.

Excused Absences

A parent or guardian can request that their child be excused from school for:

- Personal illness
- Death in the family
- Severe illness of family member
- Religious observation
- Required court appearance
- Health appointments

Medical excuses may be requested for excessive illnesses or appointments.

Pre-Planned Absences

We encourage families to plan vacations and other activities when school is not in session, but we know that isn't always possible. To coordinate a pre-planned absence, please complete the School Vacation Request Form on our website.

A parent or guardian may excuse their child from school for no more than 10 days, per the Compulsory School Attendance, Wis. Stat. sec. [118.15](#), and School Attendance Enforcement, Wis. Stat. sec. [118.16](#).

Tardy

A student is considered tardy if they arrive after their designated start time. Start and end times are listed below.

	Start	End
Morning Wrap-Around Care	7:00 AM	8:00 AM
Drop-Off/ Arrival	8:00 AM	8:15 AM
Half-Day Dismissal (4K Only)	12:00 PM	N/A
Full-Day Dismissal	3:00 PM (4K/5K)/3:15 PM Elementary and Secondary	3:30 PM
Afternoon Wrap-Around Care (available only to full-day)	3:30 PM	5:00 PM

students)		
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Should excessive tardiness be noted, the parents/guardians will be notified to contact the school to address the pattern of tardiness. Continued tardiness may result in loss of placement.

Unexcused Absences

Absences are considered unexcused when the school hasn't received any notification from parents/guardians regarding their child's absence. A student is considered habitually truant if they have had 5 or more unexcused absences. Should a student be habitually truant, a meeting will be scheduled with the family and the Principal to develop a plan of action.

Parents/guardians of habitually truant children may be subject to fines or imprisonment based on state law. See the *Truancy* section below.

All absences must be reported to the school office by 8:45 am. Arrival and Pick-up times are detailed above.

Parental Notification

When a student does not attend school and information regarding the absence is not known, the school shall notify the parent(s) or guardian(s) of the student's absence. Notification may be made by personal contact, e-mail, mail or telephone call.

1. The majority of notices will be provided by electronic communication.
2. If the school deems necessary, contact via a phone call or written communication will be made.
3. A written record of all communication shall be kept by the school.

Parents or guardians shall be notified to return the student to regular school attendance and to provide an excuse for the absence(s). The student's attendance record should be updated (excused or unexcused) to reflect the actual reason for the absence.

Truancy

Habitual Truants

1. A habitual truant is a student who has accumulated five (5) unexcused absences within the school semester or trimester.

2. Schools must make concerted efforts to intervene with students and their families prior to the students' being identified as habitual truants. Schools must identify staff members who are responsible for interventions intervening prior to the sending of the five-day habitual-truancy letter.
3. When the student has accumulated five (5) unexcused absences within the school semester or trimester, the school shall mail a habitual-truancy letter by certified or first-class mail.
 - a. The Administrative Assistant, Vice Principal, or Principal shall run and mail the five-day habitual truancy letters.
 - b. Notification may also be simultaneously made by an electronic communication such as email or text message to the parent(s) or guardian(s) of a student who is a habitual truant. The letter shall:
 - i. be sent by certified or first class mail. The parent/guardian can also be simultaneously notified by an electronic communication;
 - ii. include a statement of the parent's or guardian's responsibility under Wis. Stat., § 118.15(1)(a) to cause the child to attend school regularly;
 - iii. include a statement that the parent, guardian, or child may request programmatic or curricular modifications for the child under Wis. Stat., § 118.15(1)(d) and that the child may be eligible for enrollment in a program for children at risk under Wis. Stat., § 118.153(3);
 - iv. request that the parent(s) or guardian(s) meet with school personnel within five (5) school days of the date of the letter to discuss the student's truancy. The date for the meeting may be extended for an additional five (5) days, with the consent of the parent or guardian;
 - v. include the name of the school personnel with whom the parent or guardian should meet; a date, time, and place for the meeting; and the name, address, and telephone number of a person to contact to arrange a different date, time, or place within ten (10) days of the date that the habitual truancy notice was sent; and
 - vi. include a statement of the penalties that may be imposed on the parent or guardian under Wis. Stat., § 118.15(5) if he or she fails to cause the child to attend school regularly as required under Wis. Stat., § 118.15(1)(a).
 - vii. The habitual-truancy letter is required to be sent only once per academic year.
4. The district shall maintain an electronic record of the habitual-truancy letter in a secured school-based server.
 - a. If the school has not scheduled the habitual-truancy meeting with the parent or guardian within five (5) days after the date that the notice was sent or, with the consent of the parent or guardian, within ten (10) days after the date that the notice was sent, any subsequent legal referrals regarding the student's truancy cannot be made, per Wis. Stat., § 118.16(2)(cg)(3) and § 118.16(5)(a).
 - b. If the certified or first-class habitual-truancy letter is returned to the school unclaimed by the parent or guardian, the school shall make diligent efforts to notify the parent or guardian by alternative means, including, but not limited to:
 - i. electronic communication such as email or text message;
 - ii. telephone attempts;

- iii. a notice sent with the student to the student's current place of residence, if deemed appropriate; or
 - iv. a visit to the home or student's current place of residence by the local police department.
5. If the parent or guardian does not attend the scheduled habitual-truancy meeting within (10) school days after the letter is sent, the school shall implement the process for student evaluation and services as detailed in the district's truancy plan, per Wis. Stat., § 118.16(5).

Disputing Student Truancy

A parent or guardian who disagrees that his/her child's absence constitutes truancy (unexcused absence) should request a meeting with the building principal or designee within five (5) days of notification of the disputed truancy (unexcused absence). The purpose of the meeting is to discuss the reason for determination that the absence was truancy.

Resolving the Truancy Problem

1. If the student's truancy is not resolved after the habitual truancy conference has taken place, or if the scheduled conference was unsuccessful, additional supports and services shall be provided.
2. The building principal or designee shall initiate and document referrals for student evaluation and services. Referrals and/or contacts may be made to:
 - a. school-based supportive services and programs, such as the building intervention team;
 - b. community-based supportive services and programs, such as wrap-around programs, juvenile probation/parole, and child welfare agencies.
3. The AMS administrator or designee shall run attendance data to identify and intervene when a student accumulates eight (8) or more absences within the school year and will continue to facilitate, respond, and case manage as necessary.
4. If a student continues to be habitually truant, they will be disenrolled after 10 absences and Adeline Montessori School District Board of Directors review.
5. Upon review, the Board of Directors will send a formal letter of disenrollment to the parents via certified or first-class mail. The parent/guardian can also be simultaneously notified by electronic communication.

Referral to District Attorney

Truancy cases will be reviewed by the Adeline Montessori Board of Directors. Cases will be referred to the County District Attorney at their discretion. The following steps will be taken prior to the Board determination of referral to the District Attorney:

1. a habitual-truancy letter (certified or via first class mail)) was sent after five (5) days of unexcused absence within the school semester;
2. a meeting was scheduled with the parent(s)/guardian(s) to resolve the student's truancy;
3. supports and services were provided and documented as described in section 4 of this document.

Penalties for the violation of Wis. Stat., § 118.15, may include the following:

1. for the first offense, a fine of not more than \$500, or imprisonment for not more than 30 days, or both;
2. for a second or subsequent offense, a fine of not more than \$1,000, or imprisonment for not more than 90 days, or both;
3. performance of community-service work for a public agency or a non-profit charitable organization;
4. participation of parent or guardian in counseling at the parent/guardian's expense, or attendance at school with the child (Wis. Stat., § 118.15(5)).

LATE PICKUPS

At 3:35 pm, children who have not been picked up as usual will be sent to aftercare. If a pick-up is not arranged by 3:40 pm, and/or the child is not picked up by 3:45 pm, a \$25 Drop-In fee may be charged in addition to the posted Wrap-Around Care rate**.

After 5:00 pm, we will first attempt to contact you to establish a pick-up time. For every 5 minutes after our closing time of 5:00 pm that your child is in our care, you will be charged a \$25 late pick-up fee. After 5:00 pm if no one has been reached, authorities may be notified.

***As noted in the Financial, Wrap-Around Care section above, we realize that occasional drop-in care may be needed if a parent is running late for pick-up, needs to drop-off early, or other circumstances, and we will honor the posted Wrap-Around Care rate in those instances. After the second drop-in Wrap-Around care is provided, a \$25 Drop-In Fee may be added to additional drop-in care.*

RELEASE OF STUDENTS TO AUTHORIZED PERSONS

If only one (1) parent is permitted to make educational decisions or to approve absences of the student by Court order, the responsible parent shall provide the school with a copy of the Court order. Absent such notice, the school will presume that the student may be released into the care of either parent.

No student shall be released to anyone who is not authorized by a parent with authority to do so.

TRANSPORTATION SERVICES AND POLICIES

Adeline Montessori School will comply with all state regulations concerning the transportation of regular education students and students with disabilities. All transportation arrangements will be made between the students' families and Adeline Montessori. This handbook shall be distributed to all students, parents/guardians, teachers, school bus drivers, and school administrators to be used as a quick reference guide on transportation rules and guidelines.

Eligibility for Transportation Services

All students enrolled in the Adeline Montessori Charter School (4K - 8th Grade) are eligible for transportation services.

School Closing and Cancellations

Announcements for closing of schools will be made via Skyward, Phone call, and Adeline Montessori Social Media Pages. Announcements of closures will occur as soon as possible, families can expect a notification between 6:00 AM and 7:00 AM, or during the day if a storm develops while students are at school. All school closures are determined by the Head of the School.

Transportation Guidelines and Procedures

The following information relates to the transportation practices at Adeline Montessori School. This information is intended to ensure that all eligible students are provided with safe and efficient transportation to and from school.

Bus Schedules

All bus schedules will be established prior to the start of the school year. The established bus schedules will ensure that all students are picked up and dropped off at a set time. Based on the school bus schedules all students will arrive at school before the start of the school day, and will generally arrive no earlier than fifteen minutes before the school start time.

Students must be at the bus stop location 5 minutes prior to the scheduled pick up time. The school bus will not wait or return for students once it departs from the pick up location. If the school bus is arriving behind schedule families should call the school to notify them.

Bus Route and Bus Stop Locations

All bus route and bus stop location information will be provided to families prior to the start of the school year. This information can also be accessed via the Skyward portal.

Only students assigned on the specified bus route will be allowed to ride.

- If an eligible student needs to accompany another student to/from home or who needs to use a different bus route will need to provide a note from their parent/guardian. The note will then need to be approved by the principal or principal's designee and communicated to the bus driver. Once approved the student will receive a bus pass for a specific date or time period. Student verbal requests for changes will not be honored.
- Students who are not eligible to ride the bus are not allowed to ride with another student. Exceptions may be made at the discretion of the principal, and a note from the parent/guardian.

Students will only be picked up and dropped off at designated stops on the route that are approved by Adeline Montessori.

- It is the responsibility of the parent/guardian to wait with the student at the drop off location until the bus arrives and their student is safely on and off the bus.

- Students will only be released to approved individuals at the drop off location. Parents/guardians must give Adeline Montessori a list of approved individuals to pick-up their student. If a change to this list needs to be made, the parent/guardian must contact the Principal.
 - Bus Drivers will have a printout with all names of students who are assigned to each route and their designated pick up person(s).

Student Ridership Expectations

The following section explains student behavior expectations while on the bus, all families should review these guidelines with their students prior to their first bus ride. Adeline Montessori School views transportation as part of the school day. Therefore, behavior expectations of the students riding the school bus shall be no less than what is required in the classroom. Since students are in a moving vehicle rules will be stricter than those for the classroom. Each bus driver carries the responsibility of ensuring transportation for students and is authorized to enforce all established rules. Adeline Montessori School reserves the right to modify the following rules, expectations and consequences at any time. In addition, Adeline Montessori authorizes the use of video cameras on school buses to assist with student management issues. Violation of these rules may result in disciplinary action up to and including removal from the school bus.

Prior to Loading

1. Arrive at the designated pick up and drop off location 5 minutes prior to the scheduled time of arrival.
2. Students should wait in a safe area while waiting for the bus. All students should respect private property while waiting for the bus.
3. Students should not move towards the school bus until the bus has been brought to a complete stop. Watch for the driver's signal when entering the bus, and crossing the street. All students should always cross the street in front of the bus.

While on the Bus

1. Students should avoid crowding or pushing when getting on or off the bus. Students may need to share seats on the bus up to two students per seat. The use of the emergency door is restricted for emergency evacuations only.
2. Students should take a seat as soon as they board the bus and remain seated at all times until the bus has stopped completely at the designated drop off point or at the school. All students are to be seated prior to the bus proceeding on its route.
 - a. Adeline Montessori reserves the right to assign seats to students.
3. Students should keep arms, legs, heads and other objects inside the bus and out of the aisle. This includes items such as musical instruments, athletic equipment. Any items that can not fit safely in the students lap should not be brought onto the bus. All items that are not permitted on the premise of the school are not allowed onto the school bus, please review the AMS family handbook for more information. All students must keep their arms, hands, and legs to themselves while riding the bus.
4. Students should use quiet and normal voices in conversations with fellow riders. Yelling, screaming, or profane language is not acceptable and will not be tolerated. Additionally, harassing, bullying, disorderly contact, hazing, anti-social behavior, or sexually harassing behavior will not be tolerated.

- a. It is important to remember that loud talking, laughing, or unnecessary behaviors divert a bus driver's attention and may create a safety hazard.
 - b. A quiet bus is required at every railroad crossing.
5. Treat bus equipment with care. No littering is permitted on the school bus. Property damage and the cost of repair to such damage will be charged to the individual who caused the damage.
6. Students should show respect for all bus drivers, personnel assisting with the school bus, and all other students on the bus.
7. Students may only drink water on the bus, no other eating or drinking is permitted.
8. In the case of an emergency all students must remain on the bus unless otherwise directed by the bus driver.
9. While riding the bus, all Student Handbook expectations apply and can be utilized.

When Exiting the Bus

1. When getting off the bus all students must immediately move away from the side and never towards the rear of the bus. If a student needs to cross the street they should wait until the driver signals for them to do so, and they must cross in front of the bus.
2. All students will be required to have an approved adult at the drop off location. The bus drivers will only release the student to the approved adult.
 - a. Parents can request approval from the principal for a student to be released from the bus without an adult present, these requests will be reviewed on a case by case basis.
3. Students will be dropped off at the designated bus lane when they are at the school. All students will enter the school building upon arrival.

Missing Approved Adult at Pickup Procedure

If the approved adult is not at the drop off location, the bus driver will notify the school who will then get in contact with the adult.

1. The bus will wait 2 minutes, and then will continue on their route, keeping the student on the bus.
2. The student will be returned to school where the approved adult can pick up the child. This will incur a \$50.00 fee per instance. After 3 instances, the child will be suspended from the bus for the remainder of the school year. Any bus fees paid will not be refunded.
3. If an approved adult has not been in contact with the school upon return of the child, the appropriate authorities will be notified to come assist with the situation.

Responsibilities of Parents, Principals, and Bus Drivers

Expectations of Parents/Guardians

- All parents/guardians should inform their students of the bus rules and expectations for behaviors.
- All parents/guardians should discuss the consequences of violating the bus rules.
- All parents/guardians should discuss with their children that the bus is an extension of the school day.
- Parents/Guardians are responsible for ensuring their students arrive at the pick up location 5 minutes before the scheduled pick up time. They are also responsible for waiting with their students until they are safely on the bus, and are safely off the bus.

- Parents/guardians are responsible for contacting the principal for school bus passes relating to riding on another route or accompanying students. Student verbal requests for changes will not be honored.
- Parents/guardians can contact the principal with any concerns their student has over busing or bus drivers to the principal.
- Parents/guardians assume the responsibility for the behavior of their students while riding the school bus. If the right to ride the school bus is revoked, the parent/guardian will have the responsibility to transport their student to and from school safely.

Expectations of Principals and School Administrators

- The Principal or school administrators are responsible for carrying out any necessary disciplinary action related to conduct on the school bus.
 - Consequences for violating the safety rules may include discussing the incident with the student, holding a conference to discuss the incident with the parents/guardians, or disciplinary action up to removal from the bus.
- The school will follow all Adeline Montessori bus management procedures as well as discipline procedures outlined in the Family Handbook..
- The Principal may create an assigned seating chart.
- The Principal may issue temporary bus passes to students to eligible riders with parent knowledge.
- The Principal and school administrators will have all information relating to bus stops, routes, eligibility, and approved pick-up individuals.

Expectations of the Bus Driver

- Bus drivers must be consistent on stop locations, rules, and regulations.
- Bus drivers will follow discipline tips given by the school in order to avoid any discipline problems.
- Bus drivers will report any misconduct to the principal, and will include proper descriptions of the incident.
- Bus drivers will follow all state, federal and school guidelines on operating the bus.

Discipline Process

Minor Rule Violations

In general minor rule violations will result in a verbal warning from the bus driver or principal to the student. If the student has multiple minor rule violations it will result in a consequence that will be determined by the principal, which may include suspension from the bus. Below are some examples of minor violations that may occur on the bus.

- Yelling, screaming, singing, or talking excessively loud.
- Using profane or unacceptable language.
- Failure to remain seated or to sit in the assigned seat if required.
- Failure to keep arms, legs, hands, and head to oneself and out of the aisle.
- Blocking the aisle with themselves or with other objects.

- Littering on the bus
- Throwing items in or out of the bus
- Being disrespectful towards the driver, other adults, or other passengers

Major Rule Violations

In the case of a major rule violation the bus driver will document the incident to the best of their ability and share it with the principal. The school will then immediately investigate the incident and will contact the parent/guardian. The principal will then decide the necessary consequences, which may include suspension from the bus. Below are some examples of major rule violations.

- Vandalizing bus property or damaging bus property.
- Tampering with bus equipment
- Possessing a firearm, knife, explosive, flammable material or other objects that are not allowed by Adeline Montessori and may be considered dangerous or cause harm.
- Interfering with the safe operation of the bus.
- Smoking, chewing or possessing tobacco or related products.
- Physically assaulting or verbally threatening another individual on the bus.
- Any action that puts another individual in an unsafe situation.

Transportation Fees

- Each bus rider will be charged a flat fee of \$300 for one school year. Bus fees can be prorated if services are added after the school year starts.
 - Payment plans can be arranged
- Any rider that is removed from bus services due to disciplinary reasons or not being picked up from the bus stop will not be eligible for a refund.

SEVERE WEATHER OR SCHOOL EMERGENCIES

In the event of severe weather or other school emergency closings, the following protocol will be implemented:

1. Families will receive a text alert
2. An email will be sent to families
3. A message will be posted to our Facebook page

In instances of widespread power outages, it is wise to assume that school is closed unless you have received confirmation that it is not. The safety of your children and the staff of AMS is of utmost importance. Please be prepared with backup childcare if your work schedule will be disrupted by a school closing. Because we have children attending AMS from several different communities, we do not follow the closing decision of any one school or district. It is the sole responsibility of the parent to check for school closings through one of the

above-mentioned methods. Providing the school with the most updated email address and telephone number is the sole responsibility of the parent. **Remember that grandparents and babysitters must also be informed if they are providing transportation; it is the parents' responsibility to inform transportation contacts.**

IMMUNIZATION POLICY

AMS follows the standards and recommendations of The Centers for Disease Control and Prevention (CDC), and the American Academy of Pediatrics. These organizations recommend vaccinations from birth through adulthood to provide a lifetime of protection against many diseases and infections. Immunizations have had an enormous impact on improving the health of children in the United States. Vaccination is one of the best ways parents can protect infants, children, and teens from potentially harmful diseases. Vaccine-preventable diseases can be very serious, may require hospitalization, and can even be deadly – especially in infants and young children, particularly those with compromised immune systems.

Properly documented medical exemptions will be allowed. Those requiring medical exemption must provide current documentation, signed by a family physician or a pediatrician, prior to the child's start date.

If seeking religious exemptions, a request form must be completed and approved by the HOS. Please refer to the WI Immunization Record Form as we will be following these guidelines to comply with state and federal law.

[Student Immunization Record](#)

MEDICATIONS

1. A child needing medication during the school day needs a [Medication Authorization Form](#) completed by the parent/guardian for each medication, including over-the-counter products. Paper copies are also available in the office.
2. Children are not permitted to bring medication (prescription or OTC), sunscreens, bug spray, and skin lotions or topicals, without written documentation from a doctor or a parent (DCFS Requirement).
School personnel are not allowed to administer any type of OTC or prescription medication without parental consent or a doctor's order.
3. Medications will be kept in the office or in the classroom in some cases.
4. All medications must be kept in their original package with clear labels. The directions on the prescription or package must match the directions on the medication authorization form. If the instructions are different, staff cannot give the medication without written directions from a medical provider.
5. All medications dispensed will be documented by a staff member.

ADMINISTRATION OF MEDICATION/EMERGENCY CARE

Medications should be administered to school children at home rather than at school, whenever possible. School personnel who are authorized to do so in writing by the Principal may administer medications to students under the procedures and conditions established to implement this policy that are developed with the assistance of school personnel and adopted by the Board.

Trained school personnel will be responsible for overseeing the receipt of the written medication instructions and consents, the maintenance of complete and accurate medication administration records, the proper storage of medications, and the disposal of outdated and unused medications in accordance with AMS procedures. Administration will be responsible for ensuring that the written medication administration instructions that are on file in the school are periodically reviewed.

No school personnel, other than a healthcare professional, will be involuntarily required to administer any medication to a student by any means other than ingestion. Authorized school personnel who voluntarily agree to administer a prescription drug or nonprescription drug product that must be injected into a student, inhaled by a student, rectally administered to a student, or administered into a nasogastric, gastrostomy or jejunostomy tube will complete all state-mandated training before administering medication to a student through such means.

Students may possess (carry) and use an inhaler or epinephrine auto-injector (e.g., Epipen®) with the written approval of the student's physician and parent or guardian.

No school policy or procedure will be interpreted to limit or detract from the immunities and other limitations on liability available under the law to nurses and other persons who engage in or assist with the administration of medication to students.

Any staff member or volunteer, authorized in writing by the Principal, is immune from liability for his/her acts or omissions in administering medication, including, but not limited to, glucagon and epinephrine, unless the act or omission constitutes a high degree of negligence. Such immunity does not apply to healthcare professionals.

Any staff member or volunteer who, in good faith, renders emergency care to a student is immune from civil liability for his/her acts or omissions in rendering such emergency care.

Authorization for School Personnel to Administer Medication to Students

The Principal may make a general designation of authority (1) for any registered nurse serving AMS to administer any medication by any means permitted within the scope of the individual's nursing license and (2) for other school personnel to administer medication via ingestion, eye drops, ear drops, topical application, an inhaler, and/or an epinephrine auto-injector, provided that the individual has completed any applicable state-mandated training. Nothing in this paragraph prevents, in certain cases, an administrator or registered nurse serving the schools from expressly limiting the personnel who will have authority to administer particular medication to a particular student.

All school personnel authorized to administer medication to students will receive a copy of the AMS administering medication to students policy and a copy of these procedures.

Administration of Prescription Medication

Except for the specific emergency situations identified below, authorized school personnel will administer a prescription drug to a student only if all of the following conditions are met:

The school has received written consent from the student's parent(s) or guardian(s) for designated school personnel to administer medication to the student in the dosage prescribed by the healthcare practitioner. "Healthcare practitioner" is defined as any physician, dentist, optometrist, physician assistant, advanced practice nurse prescriber or podiatrist.

The school has received written instructions from the student's healthcare practitioner regarding the administration of the prescribed medication. These instructions will include the medication name, dose, route, frequency, time/conditions, duration, and the healthcare practitioner's name and contact information. Where applicable or where requested by school personnel, such instructions may also include relevant precautions, information about possible reactions and/or interventions, and the circumstances under which the healthcare practitioner should be contacted.

The prescription medication is supplied to the school in the original pharmacy-labeled package and it specifies the name of the student, the name of the prescriber, the name of the prescription drug, the dose, the effective date, and the directions in a legible format.

If the prescription medication is required to be injected into the student, inhaled by the student, rectally administered to the student, or administered into a nasogastric tube, a gastrostomy tube or a jejunostomy tube, the school personnel designated to administer the medication to the student has completed all state-mandated training required for administering medication through that particular means prior to administering the medication to the student. Such additional training is not required for healthcare professionals (e.g., registered nurses).

Administration of Glucagon or Epinephrine by School Personnel in Emergency Situations

School personnel who have been authorized to do so in writing and who have received all state-mandated training may administer glucagon or epinephrine to a student in an emergency situation if all of the requirements for the administration of a prescription medication, as defined in the previous section, have been met, or under the following additional special circumstances:

With respect to epinephrine, such school personnel may use an epinephrine auto-injector to administer epinephrine to any student who appears to be experiencing a severe allergic reaction if, as soon as practicable, the person administering the drug reports the allergic reaction by dialing the telephone number "911" or, in an area in which the telephone number "911" is not available, the telephone number for an emergency medical service provider.

With respect to glucagon, such school personnel may administer glucagon to any student who the employee or volunteer knows is diabetic and who appears to be experiencing a severe low blood sugar event with altered consciousness if, as soon as practicable, the person administering the drug reports the event by dialing the telephone number "911" or, in an area in which the telephone number "911" is not

available, the telephone number for an emergency medical service provider.

Administration of Nonprescription (Over-the-Counter) Medication

Authorized school personnel will administer nonprescription drug products to a student only if all of the following conditions are met:

1. The parent or guardian has provided the appropriate school personnel with written consent and instructions.
2. If the nonprescription medication is supplied by the student's parent or guardian, it is supplied in the original manufacturer's package, and the package lists the ingredients and recommended therapeutic dose in a legible format. School personnel may administer nonprescription medication to a student in a dosage other than the recommended therapeutic dose only if the request to do so is accompanied by the written approval of the student's health care practitioner.
3. If the nonprescription medication is required to be injected into the student, inhaled by the student, rectally administered to the student, or administered into a nasogastric tube, a gastrostomy tube or a jejunostomy tube, the school personnel designated to administer the nonprescription medication to the student has completed any Wisconsin Department of Public Instruction-approved training that is required for administering medication through that particular means prior to administering the medication to the student. Such training is not required for healthcare professionals (e.g., registered nurses).

Student Possession and Use of Inhalers and Epinephrine Auto-Injectors

An asthmatic student may possess (carry) and use a metered dose inhaler or dry powder inhaler while in school or at a school-sponsored activity under the supervision of a school authority if all of the following conditions are met:

1. the student uses the inhaler before exercise to prevent the onset of asthmatic symptoms or uses the inhaler to alleviate symptoms;
2. the student has the written approval of the student's physician and, if the student is a minor, the written approval of the student's parent or guardian; and
3. the written approval(s) are on file in the school records.

A student may possess (carry) and use an epinephrine auto-injector (e.g., EpiPen®) if all of the following conditions are met:

1. the student uses the epinephrine auto-injector to prevent the onset or alleviate the symptoms of an emergency situation;
2. the student has the written approval of his/her physician and, if the student is a minor, written approval of the student's parent or guardian; and
3. the written approval(s) are on file in the school records.

When providing the required approvals to the Principal for students to possess and use their inhalers or epinephrine auto-injectors, parents and guardians and physicians should consider the student's knowledge of his/her medication and his/her ability to use the inhaler or epinephrine independently. If the physician or parent or guardian determines that it is appropriate to have assistance from school personnel in administering the inhaler or epinephrine auto-injector medication to the student in any emergency or non-emergency situations, the medication must be administered in accordance with procedures outlined above for the administration of prescription medication.

Medication Storage and Disposal

All prescription and nonprescription student medication in the school's possession will be kept in a safe and secure location(s). Medication will be stored to maintain quality in accordance with the manufacturer's or health care practitioner's storage instructions. Medication which needs to be accessible to the student will be stored in an appropriate location per student need.

For field trips and other co-curricular or extracurricular activities held off school premises, student medication will be stored in a secure location determined appropriate by the activity supervisor, keeping in mind the manufacturer's or health care practitioner's storage instructions.

For all field trips, the coordinating teacher, advisor, or administrator will notify necessary personnel of the trip no fewer than seven (7) calendar days prior to the trip to ensure the proper preparation of plans, medication, and trained staff for the field trip.

Parents and guardians will be asked to pick up any unused portions of prescription and nonprescription medications within ten (10) days after the completion of the school year or when the student's medications have been discontinued. Unused medications will not be sent home with students.

Student medications that have reached their expiration date and medications that have not been picked up by the student's parent or guardian will be disposed of in a safe and proper manner in accordance with the Wisconsin Department of Public Instruction's Guidelines for Disposal of Medications in the Schools.

Recordkeeping

Administration is responsible for maintaining written records of the school personnel who have been authorized to administer medication to students and documentation of staff completion of all required training courses (including the dates on which such training occurred).

Upon receipt of a student's medication at the school, school personnel will document the date of receipt, the type of medication, and verify the amount of medication supplied to the school. The person receiving the medication will ensure that the student's name is affixed to the package of any nonprescription drug product.

The written consents and instructions from the student's parent or guardian and from the health care practitioner, the medication supply receipt documentation, and the staff training documentation required above will be kept on file in the school. Administration will review the medication administration instructions received from the health care practitioner and/or parent or guardian prior to school personnel administering medications to help ensure the safety of students.

School personnel designated to administer medication to students, whether at school or during co-curricular or extracurricular activities, will do the following:

1. Record each dose of prescription or nonprescription medication administered to a student on the medication administration log, including the date and time given. If the medication is not administered to the student as scheduled, the reason will be noted on the log (e.g., student was absent from school, the student refused to take the medication, lack of supply of the medication from the student's parent or guardian).
2. Document any medication administration that deviates from the instructions of the health care practitioner and parent or guardian (medication administration error) on the medication administration log. Some examples of medication errors include: administration of a medication to the wrong student, administration of the wrong medication to a student, administration of the wrong dosage of medication to the student, administering the medication via the wrong route, administration of the medication at the wrong time, and failure to administer a medication in accordance with the appropriate health care practitioner and parent or guardian instructions. An incident report should be completed and submitted to administration. The student's parent or guardian and health care practitioner (if applicable) should also be notified of the incident.

The above documentation should occur immediately after the medication is administered to the student to assure accuracy and safety.

School personnel will maintain the confidentiality of student health and medication administration-related records in accordance with applicable state and federal laws and regulations and the school's student records policy and procedures.

Medication given at school must be documented by your child's physician and administered by school personnel. Children are not permitted to bring medication (prescription or OTC), sunscreens, bug spray, and skin lotions or topicals without written documentation from a doctor or a parent (DCFS Requirement). Additionally, school personnel are not allowed to administer any type of OTC or prescription medication without parental consent or a doctor's order. Medication forms must accompany the medication and are available in the school office. Please request a medication form from the Office of Administration.

LICE POLICY

Head lice are occasionally a problem in any school. AMS has a no-nit policy regarding head lice. If your child has contracted head lice, they may not return to school until they are nit-free. We recommend a local expert when needed. <https://liceclinicsmilwaukee.com>.

BIRTHDAY POLICY

Children's birthdays are celebrated with a special ceremony in the Montessori classroom. We encourage students to bring in a favorite book to share. In consideration of nutrition, allergies, and unique family needs, we will not be allowing food as a birthday treat. Students are welcome to bring in non-food items such as pencils, fidgets, small toys, etc.

CELL PHONE POLICY

We recognize that cell phones have become a common tool for communication. However, they can also be a major distraction to the learning environment and vulnerable to theft. Students are allowed to carry cell phones to school once they enter upper elementary. However, we ask that you allow your child to carry a cell phone only if absolutely necessary. Phones must be turned off and stored during class time. Phones may not be used to talk, take pictures, play games, record, or text during school hours, including recess or aftercare. Parent permission to carry a phone must be on file in the school office.

If a student violates the cell phone policy, the following consequences will apply:

1. **First Infraction:** Students will have their cell phones taken away and returned at the end of the day.
2. **Second Infraction:** Students will have their cell phone taken and locked up in the office until a parent can come to school to retrieve it.
3. **Third Infraction:** Students will no longer be allowed to bring a cell phone to school until a parent conference with the Principal is held.

AMS is not responsible for lost, damaged, or stolen electronic devices of any sort.

SMARTWATCH POLICY

We recognize that smartwatches and similar devices are becoming more commonplace, especially with our younger students who do not have cell phones. As with cell phones, these can also be a major distraction to the learning environment and vulnerable to theft. Students are permitted to wear a smartwatch or similar device if the cellular function is turned off during the school day. Students are responsible for turning off the cellular function prior to the start of the school day. Cellular function may be turned back on after the conclusion of the school day. Devices may not be worn during any testing.

If a student violates the smartwatch policy, the following consequences will apply:

1. **First Infraction:** Students will have their device taken away and returned at the end of the day.
 2. **Second Infraction:** Students will have their device taken and locked up in the office until a parent can come to school to retrieve it.
 3. **Third Infraction:** Students will no longer be allowed to wear a device to school until a parent conference with the Principal is held.
- AMS is not responsible for lost, damaged, or stolen electronic devices of any sort.

TECHNOLOGY AGREEMENT

Elementary and Middle School students and parents/guardians must read and sign the Acceptable Use of Technology Agreement by the first Friday of each school year. It is located at the end of this handbook and a copy will be available on jmc and the AMS website.

PARENT CODE OF CONDUCT

Adeline Montessori School always requires the parents of enrolled children to behave in a manner consistent with decency, courtesy, and respect. One of the goals of Adeline Montessori School is to provide the most appropriate environment in which a child can grow, learn, and develop. Achieving this ideal environment is not only the responsibility of the employees of Adeline Montessori School but is the responsibility of every parent or adult who enters the center. Parents are required to behave in a manner that fosters this ideal environment. Parents who violate the *Parent Code of Conduct* will not be permitted on AMS property thereafter.

Swearing/Cursing

No parent or guardian is permitted to curse or use other inappropriate language on school property at any time, whether in the presence of a child or not. Such language is considered offensive by many people and will not be tolerated. If a parent or guardian feels frustrated or angry,

it is more appropriate to verbally express the frustration or anger using non-offensive language. At NO time shall inappropriate language be directed toward members of the staff.

Threatening of Employees, Children of Other Parents, or Adults Associated with Adeline Montessori School

Threats of any kind will not be tolerated. In today's society, Adeline Montessori School cannot afford to sit by idly while threats are being made. All threats will be reported to the appropriate authorities and will be prosecuted to the fullest extent of the law. While apologies for such behavior are appreciated, AMS will not assume the risk of a second chance. In addition, PARENTS MUST BE RESPONSIBLE FOR AND IN CONTROL OF THEIR BEHAVIOR AT ALL TIMES.

Communication

Respectful communication between parents/ guardians and Adeline Montessori School staff members is crucial for the success of all students. For this reason, AMS requires all communication to be respectful and collaborative. Parents or guardians who are found to be obstructive, rude, combative, harassing, or inappropriate may be barred from communicating with school personnel. Continued or persistent communication of this nature may result in dismissal from Adeline Montessori School at the discretion of the Board of Directors.

Physical/Verbal Punishment of Your Child or Other Children at Adeline Montessori School

Adeline Montessori School does not support nor condone corporal punishment of children, such acts are not permitted in the childcare or school facility. While verbal reprimands may be appropriate, it is not appropriate for parents to verbally abuse their child. Doing so may cause undue embarrassment or emotional distress. Parents are always welcome to discuss a behavior issue with the teacher and to seek advice and guidance regarding appropriate and effective disciplinary procedures. Parents are prohibited from addressing, for the purpose of correction or discipline, a child that is not their own. Of course, no parent or other adult may physically punish another parent's child. If a parent should witness another parent's child behaving in an inappropriate manner or is concerned about behavior reported to them by their own child, it is most appropriate for the parent to direct their concern to the classroom teacher and/or Administrator. Furthermore, it is wholly inappropriate for one parent to seek out another parent to discuss their child's inappropriate behavior. All behavior concerns should be brought to the classroom teacher or Administrator's attention. At that point, the teacher and/or Administrator will address the issue with the other parent. Although you may be curious as to the outcome of such a discussion, teachers and/or the Administrators are strictly prohibited from discussing anything about another child with you. All children enrolled in our agency have privacy rights and are further protected by our Confidentiality Policy. You may be assured that we will not discuss anything about your child with another parent or adult visiting the center.

Smoking/ Vaping

For the health of all AMS employees, children and associates, smoking and vaping is prohibited anywhere on agency property. Parents are prohibited from smoking and vaping in the building, on the grounds, and in the parking lot of Adeline Montessori School . Parents who are smoking in their cars must dispose of the cigarette prior to entering the parking lot.

Entry Door Safety

For the safety of all the children, we have secured doors. Only people who are authorized can enter the building while children are present. Please do not hold the door open for unauthorized individuals. In addition, do not follow another family member; instead, press the button to buzz the office. These procedures are designed to protect the welfare and best interests of the employees, children, and families of AMS. Be alert and immediately report any breaches or concerns to the office.

Confrontational Interactions with Employees, other Parents, or Associates of Adeline Montessori School

While it is understood that parents will not always agree with the employees of Adeline Montessori School or the parents of other children, it is expected that all disagreements be handled in a calm and respectful manner. Confrontational interactions are not an appropriate means by which to communicate a point and are strictly prohibited.

Policy for Handling Parent Concerns

If a parent has a concern, he/she should first discuss it with the lead teacher of the child's class. If the lead teacher and parent cannot resolve the concern together and to the satisfaction of both, the matter should be brought to the attention of Administration. A three-way conference may be arranged at this time. If a resolution is not reached, the matter will then be brought to the attention of the Principal and/or the Board of Directors for their consideration

Social Media

This social media policy applies to parents, employees, students, and The Board of Directors of Adeline Montessori School. This policy includes (but is not limited to) the following technologies:

- Social networking sites (e.g. Facebook, Snapchat, Instagram)
- Blogs
- Discussion forums
- Collaborative online spaces
- Media Sharing services (i.e. YouTube)
- Micro-blogging (i.e. Twitter)

As part of our duty to safeguard children, it is essential to maintain the privacy and security of all our families and employees. We therefore require that:

- No photographs taken within Adeline Montessori's settings or at AMS special events and outings with the children are to be posted for public viewing, except those of your own child.
- Parents are advised that they do not have a right to photograph anyone else's child or to upload photos of anyone else's children.

(This excludes those photographs taken by staff for the children's Transparent Classroom Portfolio, which, with parent permission, are sometimes used for display in the setting, for use on Adeline Montessori School website, and in other advertising material if parental permission is given).

- No public discussions are to be held or comments made on social media sites regarding Adeline Montessori Schools children, staff, or Administrators (except appropriate use for marketing fundraising events) or that could be construed to have any impact on Adeline Montessori's reputation, or that would offend any member of staff or parent using the school.
- If a parent names Adeline Montessori School on any social media platform, they must do so in a way that is not detrimental or derogatory to the school.
- Parents are not permitted to set-up private or public social media (i.e. Facebook, Instagram, Twitter) accounts/groups related to Adeline Montessori School without expressed written consent from the Principal.

Violation of Social Media Policy

Any parent found to be in violation of the above or by posting remarks or comments that breach confidentiality, bring Adeline Montessori School into disrepute or that are deemed to be of a detrimental nature to Adeline Montessori School, its employees, or other children could result in immediate dismissal from the school.

DISMISSAL

An invoice detailing the past due balance will be forwarded to the address indicated in the child's file within one (1) week of the dismissal. Any balances remaining after the 30-day period will be referred to the agency's legal counsel for collection. Ultimately, continued enrollment will be at the sole discretion of Administration.

A parent who wishes to appeal a dismissal from school may do so by arranging a meeting with the Board of Directors at which the lead teacher and Administration will outline attempted modifications and discuss their effectiveness. The parent may request further or alternative modifications. However, the Board will not overturn the decision of the Administration unless it is shown that she/he has acted in a biased or unprofessional manner during the dismissal process.

Adeline Montessori School or designee will assist the parent in gathering their child's belongings at the time of dismissal and parents are required to leave AMS property in a calm and respectful manner, immediately. Adeline Montessori School will request assistance from local police should any parent become disruptive and/or uncooperative while gathering their child's belongings upon dismissal.

A dismissed child and his/her parents are required to call and request an appointment with the Administration if they wish to return to AMS property following a dismissal. Appointments are made at the discretion of the Administration and are not a right of the dismissed child or parent.

Following a dismissal, any parent or child who harasses, threatens, or in any manner causes harm to anyone affiliated with AMS by calling, writing, or any other means, will be prosecuted to the fullest extent of the law by Adeline Montessori School.

WITHDRAWAL

One month written notice, as of the end of a month, is required when withdrawing a child for any reason. If the proper notice is given, the Advance Tuition Deposit on file will apply to the last month's tuition. Advanced Tuition Deposits will not be refunded; any overages will be credited to your account.

The parents and child, following their last day of enrollment, are not permitted to re-enter AMS property without prior permission of the Administration. A withdrawn child and his/her parents are required to call and request an appointment with the Administration if they wish to return to AMS property following the last day of enrollment at Adeline Montessori School. Appointments are made at the discretion of the Administration and are not a right of the withdrawn child or parent.

DISCIPLINARY CONSEQUENCES FOR STUDENT MISCONDUCT

The goal in a Montessori classroom is to elicit self-discipline in children. By consistent reinforcement of ground rules, within a structured environment that allows for free choice, children learn to monitor and regulate their own behaviors. This freedom within limits is of long-lasting benefit to children, who in more conventional settings, may be given little opportunity to learn self-regulation.

If the school is to function effectively and students are to be free to pursue their education, then all students must accept responsibilities and meet certain expectations. Student behavior that interferes with the educational process or violates the rights or safety of others will not be tolerated. Students are expected to comply with school and classroom rules, school board policies, and state and federal laws at all times.

When children are having difficulty, communication and cooperation from parents is crucial. Parents are required to be available for conferences and to seek professional assistance for their child when requested by the Principal. In extreme cases of behaviors that infringe upon the rights and safety of other children and adults in the classroom, parents will be required to remove their child from AMS.

Students will be disciplined for unacceptable conduct. The exact nature of disciplinary action depends on the circumstances of each individual case. Such conduct includes but is not limited to the following actions:

Level I

Principal/Administrative discretion, but could involve Level II or Level III discipline:

- Loitering
- Record and identification falsification, including violation of the academic honesty policy
- Repeated tardiness
- Unauthorized use of mobile devices
- Arrests or convictions in the community, such as an ordinance violation, a misdemeanor, a felony, or a traffic violation on or adjacent to school property, related to student safety or contrary to the educational environment.
- Any behavior listed above, when transmitted via electronic means (including, but not limited to the Internet, blogs, e-mails or social networking sites) or any interactive and digital electronics or cell phones used as a delivery mechanism.

- Defiance of authority
- Disorderly or disruptive conduct, including fighting and foul or abusive language or gestures
- Harassing, threatening, or intimidating others; or sexual harassment
- Possession or use of tobacco in any form
- Misuse or destruction of any school equipment, technology, data, or facilities
- Theft, robbery, or extortion
- Vandalism
- Willful disobedience, non-compliance, and insubordination
- Hazing - This policy defines hazing as any activity that recklessly or intentionally endangers the mental health, physical health, or safety of a student for the purpose of initiation or membership in or affiliation with any organization recognized by the Board. Examples of physical and mental health shall include, but not be limited to, whipping, forced calisthenics, other forced physical activity, or forced conduct which could result in extreme embarrassment. Any hazing activity, whether by an individual or a group, shall be presumed to be a forced activity, even if a student willingly participates.
- Bullying - This policy defines bullying as any deliberate or intentional behavior (words or actions) that involves an imbalance of power or intent to harm, threaten, intimidate, or humiliate. The behavior may be motivated by an actual or perceived distinguishing characteristic such as, but not limited to: age, color, national origin, race, religion, gender, gender identity/expression, sexual orientation, physical attributes, physical or mental ability or disability, social or family status. Each school shall provide for a process of reporting bullying and keeping records of instances and consequences for bullying that resulted in serious discipline.
- Addressing a teacher, administrator, or other staff member with foul or abusive language through verbal, written or electronic media
- Being under the influence of alcohol or any other illegal controlled substance, including unauthorized use of any over-the-counter mood-altering drugs

Level II

Serious violations or repeated violations of the above-mentioned behaviors will result in suspension or pre-expulsion review.

As a general rule, the following progressive discipline will be used:

1. **First Offense:** 1-3 day suspension
2. **Second Offense:** 5 day suspension
3. **Third Offense:** move to pre-expulsion review

Level III

Proceed directly to pre-expulsion review:

- Endangering the health and safety of others
- Possession of weapons or dangerous articles

- Setting false fire alarms or setting fires
- Chronic insubordination and/or refusal to follow school rules
- Criminal charge of battery and/or assault or sexual assault
- Use, possession, sale, or distribution of alcohol or any other illegal controlled substance, including unauthorized use of any over-the-counter mood-altering drugs

Disciplinary action should promote individual student growth, and foster future acceptance of responsibility. Its goal is to eliminate behaviors and situations which interfere with the educational process. It should take place whenever possible at the most appropriate level, i.e. when or where the problem arises or occurs.

Consequences of actions that interfere with the educational process violate the rights or safety of others, violate school or classroom rules, Board policies, or State or Federal laws may include, but are not limited to, any of the following:

- Teacher or staff conference with student
- Teacher-parent contact by phone or letter
- Referral to a counselor, social worker, Student Assistance Program (SAP), etc.
- Referral to the vice principal or principal
- Administrator-parent contact by phone or letter
- Restricted privileges
- Parental conferences at school with a teacher and/or a counselor and/or vice principal or principal
- Suspension, in-school and out-of-school
- Recommendations for expulsion by the Board

In addition, those offenses that are violations of local ordinances or state law will be referred to law enforcement. Any student who is determined to have brought a gun to school will be brought before the Board for an expulsion hearing.

If a student engages in inappropriate behavior not specifically cited in this document, the behavior shall be dealt with in a manner that reflects the spirit of this document.

Students who refer themselves to the proper school authorities for alcohol and other drug infractions prior to disciplinary actions shall be given special consideration if a prescribed educational/treatment program is sought and completed.

Students with an up-to-date IEP and/or 504 will follow disciplinary policies in place by [IDEA](#). For families who meet this criteria, visit the Special Education [page on our website](#) to review the documentation.

Due Process

For suspensions and expulsions, students have the opportunity for full protection of due process, including but not limited to the following:

1. Notice of charges
2. Prior notice of hearing
3. Right to legal counsel at all appropriate stages
4. Hearing before an impartial party
5. Right to compel supportive witnesses to attend
6. Right to confront and cross-examine adverse witnesses and/or to view and inspect adverse evidence prior to hearing
7. Right to testify on one's own behalf
8. Right to have a transcript of proceedings for use on appeal

Suspension

1. A record will be compiled that includes the following information:
 - a. The infraction allegedly committed
 - b. The time of the alleged infraction
 - c. The place where the alleged infraction occurred
 - d. Those person(s) who witnessed the alleged act
 - e. Previous efforts made to remedy the alleged misbehavior
2. Students facing suspension will be provided notice followed by a brief informal hearing.
3. Students will be provided either oral or written notice of charges against them and the evidence school authorities have to support the charges, and should be provided an opportunity to refute the charges.
4. Because permanent removal is not intended, no delay is necessary between the time notice is given and the time of the actual hearing. In most instances, school officials may informally discuss alleged misconduct with students immediately after it is reported.
5. During the hearing, the school official will listen to all sides of the issue. Adequate time will be provided for students to present their side of the issue without interruption.
6. Parents or guardians will be informed of the hearing and provided written notification of the action that results from the hearing. At a minimum, the written notice will include the following:
 - a. The charge(s) brought against the student
 - b. A description of the available evidence used to support the charge(s)
 - c. The number of days suspended
 - d. A determination of whether the suspension is an in-school or out-of-school suspension
 - e. A list of other conditions that must be met before the student returns to school (e.g., a conference with parent or guardian)
 - f. A statement that informs parents or guardians that the suspension can be appealed to the Board of Directors
7. Parents or guardians should be informed by phone of the suspension, followed by written notification, via email

Expulsion

1. Students, parents, or legal guardians will be informed based on school or district policy of specific infractions that may result in expulsion. Students, parents, or legal guardians will be informed of the expulsion process.
2. In cases of serious misconduct for which serious disciplinary measures may be imposed, the student is entitled to written notice of the charges and a right to a fair hearing. Written notice will be furnished to the students and parent or guardian well in advance of the actual hearing.
3. At a minimum, the following procedural steps will be considered:
 - a. Written notice of charges
 - b. Right to a fair hearing
 - c. Right to inspect evidence
 - d. Right to present evidence on the student's behalf
 - e. Right to legal counsel
 - f. Right to call witnesses
 - g. Right to cross-examination and to confrontation
 - h. Right against self-incrimination
 - i. Right to appeal

BITING POLICY

Biting does occur occasionally, particularly with younger children. It is handled in a developmentally appropriate way by the staff. Conflict resolution, emotional vocabulary, and empathy development are used as tools with the children. Should biting occur in the classroom, parents will be notified by teachers with strategies to support the children involved. In the primary (3 to 6) classroom and older, we treat biting as a more serious offense, and in order to reinforce this safety standard for the children involved, parents are telephoned and required to take the child home for the day. This has proven to be an effective and impactful deterrent.

ABUSE OR MISTREATMENT OF ONE STUDENT BY ANOTHER STUDENT

Adeline Montessori School has zero tolerance for abuse, mistreatment, or sexual activity among students within the organization. This organization is committed to providing all students with a safe environment and will not tolerate the mistreatment or abuse of one student by another student. Conduct by students that rises to the level of abuse, mistreatment, or sexual activity will result in intervention or disciplinary action, up to and including, dismissal from the program.

In addition, our organization will not tolerate any behavior that is classified under the definition of bullying, and to the extent that such actions are disruptive, the organization will take the necessary steps to eliminate such behavior.

ABUSE & NEGLECT POLICY

As required by the Wisconsin Department of Health and Family Services, any suspected case of child abuse or neglect will be reported

immediately to the proper authorities. Such reports may be made anonymously and school personnel are not required to disclose such a report to parents.

STUDENT ANTI-HARASSMENT

Prohibited Harassment

It is the policy of AMS to maintain an educational environment that is free from all forms of harassment, including sexual harassment. This commitment applies to all school operations, programs, and activities. All students, administrators, teachers, staff, and all other school personnel share responsibility for avoiding, discouraging, and reporting any form of harassment. This policy applies to conduct occurring in any manner or setting over which the school can exercise control, including on school property or at another location if such conduct occurs during an activity sponsored by the school.

The school will not tolerate any form of harassment and will take all necessary and appropriate actions to eliminate it, including suspension or expulsion of students and disciplinary action against any other individual in the school community. Additionally, appropriate action will be taken to stop and otherwise deal with any third party who engages in harassment against our students.

The school will vigorously enforce its prohibition against harassment based on the traits of sex (including transgender status, change of sex, or gender identity), race, color, national origin, religion, creed, ancestry, marital or parental status, sexual orientation or physical, mental, emotional or learning disability, or any other characteristic protected by Federal or State civil rights laws (hereinafter referred to as "Protected Classes"), and encourages those within the school community as well as third parties, who feel aggrieved to seek assistance to rectify such problems. Additionally, the school prohibits harassing behavior directed at students for any reason, even if not based on one (1) of the Protected Classes, through its policies on bullying.

Harassment may occur student-to-student, student-to-staff, staff-to-student, male-to-female, female-to-male, male-to-male, or female-to-female. The school will investigate all allegations of harassment, and in those cases where harassment is substantiated, the school will take immediate steps designed to end the harassment, prevent its recurrence, and remedy its effects. Individuals who are found to have engaged in harassment will be subject to appropriate disciplinary action.

For purposes of this policy, "school community" means individuals, students, administrators, teachers, staff, and as well as Board members, agents, volunteers, contractors, or other persons subject to the control and supervision of the Board.

For purposes of this policy, "third parties" include, but are not limited to, guests and/or visitors on school property (e.g., visiting speakers, participants on opposing athletic teams parent), vendors doing business with, or seeking to do business with the school, and other individuals who come in contact with members of the school community at school-related events/activities (whether on or off school property).

Other Violations of the Anti-Harassment Policy

The school will also take immediate steps to impose disciplinary action on individuals engaging in any of the following prohibited acts:

- Retaliating against a person who has made a report or filed a complaint alleging harassment or who has participated as a witness in a harassment investigation;
- Filing a malicious or knowingly false report or complaint of harassment;
- Disregarding, failing to investigate adequately, or delaying investigation of allegations of harassment, when responsibility for reporting and/or investigating harassment charges comprises part of one's supervisory duties.

Definitions

Bullying

Bullying is prohibited. It is defined as deliberate or intentional behavior using words or actions, intended to cause fear, intimidation, or harm. Bullying may be a repeated behavior and involves an imbalance of power. Furthermore, it may be serious enough to negatively impact a student's educational, physical, or emotional well-being. Bullying need not be based on any Protected Class. Bullying behavior rises to the level of harassment when the prohibited conduct is based upon the student's sex (including transgender status, change of sex, or gender identity), race color, national origin, religion, creed, ancestry, marital or parental status, sexual orientation of physical, mental, emotional or learning disability, or any other characteristic protected by Federal or State civil rights. Complaints brought under this policy that are more appropriately handled under the Bullying policy shall be referred for investigation consistent with the procedures in that policy.

Harassment

'Harassment' means any threatening, insulting, or dehumanizing gesture, use of data or computer software, or written, verbal or physical conduct directed against a student based on one (1) or more of the student's Protected Class that:

- places a student in reasonable fear of harm to his/her person or damage to his/her property;
- has the effect of substantially interfering with a student's educational performance, opportunities, or benefits; or
- has the effect of substantially disrupting the orderly operation of a school.

Sexual Harassment

"Sexual harassment" is defined as unwelcome sexual advances, requests for sexual favors, sexually motivated physical conduct or other verbal or physical conduct or communication of a sexual nature when:

- submission to that conduct or communication is made a term or condition, either explicitly or implicitly, of access to educational opportunities or program;
- submission or rejection of that conduct or communication by an individual is used as a factor in decisions affecting that individual's education;
- that conduct or communication has the purpose or effect of substantially or unreasonably interfering with an individual's education, or creating an intimidating, hostile, or offensive educational environment.

Sexual harassment may involve the behavior of a person of either gender against a person of the same or opposite gender.

Prohibited acts that constitute sexual harassment may take a variety of forms. Examples of the kinds of conduct that may constitute sexual harassment include, but are not limited to:

- unwelcome verbal harassment or abuse;
- unwelcome pressure for sexual activity;
- unwelcome, sexually motivated or inappropriate patting, pinching, or physical contact, other than necessary restraint of students by teachers, administrators, or other school personnel to avoid physical harm to persons or property;
- unwelcome sexual behavior or words including demands for sexual favors, accompanied by implied or overt threats concerning an individual's educational status;
- unwelcome sexual behavior or words, including demands for sexual favors, accompanied by implied or overt promises of preferential treatment with regard to an individual's educational status;
- unwelcome behavior or words directed at an individual because of gender; Examples are:
 - repeatedly asking a person for dates or sexual behavior after the person has indicated no interest;
 - rating a person's sexuality or attractiveness;
 - staring or leering at various parts of another person's body;
 - spreading rumors about a person's sexuality;
 - letters, notes, telephone calls, or materials of a sexual nature;
 - displaying pictures, calendars, cartoons, or other materials with sexual content.
- inappropriate boundary invasions by a school employee or other adult member of the school community into a student's personal space and personal life;

Boundary invasions may be appropriate or inappropriate. Appropriate boundary invasions make medical or educational sense. For example, a teacher or aide assisting a kindergartner after a toileting accident or a coach touching a student during wrestling or football can be appropriate. However, other behaviors might be going too far, are inappropriate, and may be signs of sexual grooming.

Inappropriate boundary invasions may include, but are not limited to, the following:

- hugging, kissing, or other physical contact with a student;
- telling sexual jokes to students;
- engaging in talk containing sexual innuendo or banter with students;
- talking about sexual topics that are not related to the curriculum;
- showing pornography to a student;
- taking an undue interest in a student (i.e., having a "special friend" or a "special relationship");
- initiating or extending contact with students beyond the school day for personal purposes;
- using e-mail, text messaging or websites to discuss personal topics or interests with students;
- giving students rides in the staff member's personal vehicle or taking students on personal outings without administrative approval;

- invading a student's privacy (e.g., walking in on the student in the bathroom or locker room, asking about bra sizes or previous sexual experiences);
- going to a student's home for non-educational purposes;
- inviting students to the staff member's home without proper chaperones (i.e., another staff member or parent of a student);
- giving gifts or money to a student for no legitimate educational purpose;
- accepting gifts or money from a student for no legitimate educational purpose;
- being overly "touchy" with students;
- favoring certain students by inviting them to come to the classroom at non-class times;
- getting a student out of class to visit with the staff member;
- providing advice to or counseling a student regarding a personal problem (i.e., problems related to sexual behavior, substance abuse, mental or physical health, and/or family relationships, etc.), unless properly licensed and authorized to do so;
- talking to a student about problems that would normally be discussed with adults (i.e., marital issues);
- being alone with a student behind closed doors without a legitimate educational purpose;
- telling a student "secrets" and having "secrets" with a student;
- other similar activities or behavior.

Inappropriate boundary invasions are prohibited and must be reported promptly to one (1) of the administrative staff members or board members.

- remarks speculating about a person's sexual activities or sexual history, or remarks about one's own sexual activities or sexual history; and
- verbal, nonverbal or physical aggression, intimidation, or hostility based on sex or sex-stereotyping that does not involve conduct of a sexual nature.

It is further the policy of the school that a sexual relationship between staff and students is not permissible in any form or under any circumstances, in or out of the workplace, in that it interferes with the educational process and may involve elements of coercion by reason of the relative status of a staff member to a student.

Race/Color Harassment

Prohibited racial harassment occurs when unwelcome physical, verbal, or nonverbal conduct is based upon an individual's race or color and when the conduct has the purpose or effect of interfering with the individual's educational performance, of creating an intimidating, hostile, or offensive learning environment; or of interfering with one's ability to participate in or benefit from a class or an educational program or activity. Such harassment may occur where conduct is directed at the characteristics of a person's race or color, such as racial slurs, nicknames implying stereotypes, epithets, and/or negative references relative to racial customs.

Religious (Creed) Harassment

Prohibited religious harassment occurs when unwelcome physical, verbal, or nonverbal conduct is based upon an individual's religion or creed and when the conduct has the purpose or effect of interfering with the individual's work or educational performance; of creating an intimidating, hostile, or offensive learning environment; or of interfering with one's ability to participate in or benefit from a class or an

educational program or activity. Such harassment may occur where conduct is directed at the characteristics of a person's religious tradition, clothing, or surnames, and/or involves religious slurs.

National Origin Harassment

Prohibited national origin harassment occurs when unwelcome physical, verbal, or nonverbal conduct is based upon an individual's national origin and when the conduct has the purpose or effect of interfering with the individual's educational performance, of creating an intimidating, hostile, or offensive working and/or learning environment; or of interfering with one's ability to participate in or benefit from a class or an educational program or activity. Such harassment may occur where conduct is directed at the characteristics of a person's national origin, such as negative comments regarding customs, manner of speaking, language, surnames, or ethnic slurs.

Disability Harassment

Prohibited disability harassment occurs when unwelcome physical, verbal, or nonverbal conduct is based upon an individual's physical, mental, emotional or learning disability and when the conduct has the purpose or effect of interfering with the individual's educational performance; of creating an intimidating, hostile, or offensive learning environment; or of interfering with one's ability to participate in or benefit from a class or an educational program or activity. Such harassment may occur where conduct is directed at the characteristics of a person's disabling condition, such as negative comments about speech patterns, movement, physical impairments, defects/appearances, or the like.

Reporting Procedures

Students and all other members of the school community, as well as third parties, are encouraged to promptly report incidents of harassing conduct to a teacher, administrator, or board member so that the Board may address the conduct before it becomes severe, pervasive, or persistent. Any teacher, administrator, or board member who receives such a complaint shall file it with the school or board at his/her first opportunity.

Students who believe they have been subjected to harassment are entitled to utilize the school's complaint process that is set forth below. Initiating a complaint will not adversely affect the complaining individual's participation in educational or extra-curricular programs unless the complaining individual makes the complaint maliciously or with the knowledge that it is false.

If, during an investigation of a reported act of bullying in accordance with the Bullying Policy, the Principal determines that the reported misconduct may have created a hostile learning environment and may have constituted harassment based on sex (including transgender status, change of sex, or gender identity), race, color, national origin, religion, creed, ancestry, marital or parental status, sexual orientation or physical, mental, emotional or learning disability, or any other characteristic protected by Federal or State civil rights laws, the Principal will assume responsibility to investigate the allegation in accordance with this policy.

Reporting procedures are as follows:

- Any student who believes s/he has been the victim of harassment prohibited under this policy will be encouraged to report the alleged harassment to any employee, such as a teacher, administrator or other employees.

- Any parent of a student who believes the student has been the victim of harassment prohibited under this policy is encouraged to report the alleged harassment to the student's teacher, building administrator or Principal.
- Teachers, administrators, and other school officials who have the knowledge or received notice that a student has or may have been the victim of harassment prohibited under this policy shall immediately report the alleged harassment to the Principal.
- Any other person with knowledge or belief that a student has or may have been the victim of harassment prohibited by this policy shall be encouraged to immediately report the alleged acts to any employee, such as a teacher, or administrator.

SCHOOL VIOLENCE AND BULLYING

Bullying (verbal, physical, or cyberbullying) is considered a serious offense, and whether it is perpetrated by a child or an adult, it will not be tolerated at AMS. Incidents such as these are extremely rare due to our dedication to the Montessori philosophy of peace and respect towards one another. **Bullying is differentiated from typical growing pains and friendship issues that are a normal part of growing up. Children are learning how to navigate their social interactions and our expectations have to take this into consideration. Bullying is defined as more purposeful, pervasive, and targeted behavior.** It is the policy of AMS that all students, employees, and parents deserve an educational setting that is safe, secure, and free from harassment and bullying of any kind. Conduct that constitutes bullying and harassment, as defined below, is prohibited.

Bullying includes cyberbullying and means systematically and chronically inflicting physical hurt or psychological distress on one or more students or adults. It is further defined as unwanted and repeated written, verbal, or physical behavior, including any threatening, insulting, or dehumanizing gesture by a student or adult that is severe or pervasive enough to create an intimidating, hostile, or offensive educational environment, causing discomfort or humiliation; or interfering with the individual's school performance or participation; and may involve but is not limited to:

Some examples of Bullying are:

- Physical – hitting, kicking, spitting, pushing, pulling, taking, and/or damaging personal belongings or extorting money, blocking or impeding student movement, unwelcome physical contact.
- Verbal – taunting, malicious teasing, insulting, name-calling, making threats.
- Psychological – spreading rumors, manipulating social relationships, coercion, or engaging in social exclusion/shunning, extortion, or intimidation.
- "Cyberbullying" – the use of information and communication technologies such as e-mail, cell phone and pager text messages, instant messaging (IM), defamatory personal websites, and defamatory online personal polling websites to support deliberate, repeated, and hostile behavior by an individual or group, that is intended to harm others.

The Board recognizes that cyberbullying can be particularly devastating to young people because:

- cyberbullies more easily hide behind the anonymity that the Internet provides;
- cyberbullies spread their hurtful messages to a very wide audience with remarkable speed
- cyberbullies do not have to own their own actions, as it is usually very difficult to identify cyberbullies because of screen names, so

- they do not fear being punished for their actions and
- the reflection time that once existed between the planning of a prank – or a serious stunt – and its commission has all but been erased when it comes to cyberbullying activity;
- hacking into or otherwise gaining access to another’s electronic accounts (e-mails, social media, etc.) and posing as that individual with the intent to embarrass or harm the individual.

Cyberbullying includes, but is not limited to the following:

- posting slurs or rumors or other disparaging remarks about a student on a website or on a weblog;
- sending e-mail or instant messages that are mean or threatening or so numerous as to drive up the victim’s cell phone bill;
- using a camera phone to take and send embarrassing photographs of students;
- posting misleading or fake photographs of students on websites.

Reporting an act of bullying or harassment begins with the teacher if the complaint is from a student. Other reports from staff or parents should be made first to the Principal.

CARE OF DISTRICT PROPERTY

Basic to the philosophy of Adeline Montessori School is a respect for the rights of others. Students are urged to exercise this respect in regard to the belongings of others, including District property. Each student should realize that vandalism to District property is costly to repair and is directly related to increased school taxes.

Attempts should be made to teach students respect for property which can be done in connection with the care of textbooks and the use of District materials and equipment.

In accordance with the law, students who cause damage to District property shall be subject to disciplinary measures, including suspension and expulsion. Also, their parents shall be financially liable for such damage to the fullest extent of the law.

The Board authorizes the imposition of fines for the loss, damage, or destruction of District owned, borrowed or leased equipment, computing devices, school records, apparatus, musical instruments, library materials, textbooks, classroom materials, and for damage to District buildings or facilities.

The Principal or designee may report to the appropriate authorities any student whose damage of District property has been serious or chronic in nature.

RESTRAINT AND SECLUSION POLICY

It is the priority of Adeline Montessori School District to promote a safe learning environment for all students and staff. The Board recognizes that there may be emergency situations where it becomes necessary for a staff member to physically restrain or place a student in seclusion when the student’s behavior poses an imminent risk of serious physical harm to self or others. The purpose of this policy is to ensure that all students and staff are safe in school and that any student who may have a behavior crisis is free from the inappropriate use of physical restraint or seclusion.

The Board does not condone the use of restraint or seclusion when responding to student behavior and prohibits the use of corporal punishment and unreasonable use of physical force against a student as forms of discipline or methods of classroom governance. The Board recognizes, however, that it may be necessary to use reasonable and appropriate physical restraint and/or seclusion when it is the least restrictive intervention and when the student's behavior poses an imminent danger of serious physical harm to self or others. The Board supports school-wide programs and services that promote positive student behavior to improve overall school safety and create an environment that is conducive to learning while also minimizing the need for the use of physical restraint and seclusion and ensuring that they are only used as a last resort in an emergency.

Definitions

- "Aversive technique" means physical, emotional, or mental distress as a method of redirecting or controlling behavior.
- "Chemical Restraint" means using drugs or medication to control behavior, not including those prescribed by and administered in accordance with the directions of a qualified health professional.
- "Crisis intervention" means implementation of a predetermined strategy to mitigate immediate harm to students or staff in a behavioral crisis.
- "Corporal punishment" means knowingly and purposely inflicting physical pain on a student as a disciplinary measure.
- "De-escalate" means utilizing strategically employed verbal or non-verbal interventions to reduce the intensity of threatening behavior before a crisis situation occurs.
- "Emergency" means a situation in which a student's conduct creates a reasonable belief in another person that the student's conduct has placed the student or a third person in imminent danger of serious physical harm. An emergency requires an immediate intervention.
- "Functional behavioral assessment (FBA)" means the evaluation process of gathering information that can be used to hypothesize about the function of student behavior to develop a behavior intervention plan (BIP) for those students demonstrating, or at risk for demonstrating, challenging behavior.
- "Imminent" means likely to happen right away or within a matter of minutes.
- "Mechanical Restraint" means the use of any device or equipment to restrict a student's freedom of movement. This term does not include devices implemented by trained school personnel, or utilized by a student that have been prescribed by an appropriate medical or related services professional and are used for the specific and approved purposes for which such devices were designed, such as:
 - Adaptive devices or mechanical supports used to achieve proper body position, balance, or alignment to allow greater freedom of mobility than would be possible without the use of such devices or mechanical supports
 - Vehicle safety restraints when used as intended during the transport of a student in a moving vehicle
 - Restraints for medical immobilization; or
 - Orthopedically prescribed devices that permit a student to participate in activities without risk of harm
- "Physical escort" means a temporary touching or holding of the hand, wrist, arm, shoulder, or back for the purpose of inducing a student who is acting out to walk to a safe location. In addition, physical restraint does not include behavioral interventions used as a response to calm and comfort (e.g., proximity control, verbal soothing) an upset student.

- “Physical Restraint” means personal restriction that immobilizes or reduces the ability of a student to move his or her torso, arms, legs, or head freely. The term physical restraint does not include a physical escort.
- “Life-threatening physical restraint” (1) restricts airflow to a student’s lungs, whether by compressing the student’s chest or otherwise, or (2) immobilizes or reduces a prone student’s ability to freely move his or her arms, legs, or head. The use of prone (i.e., lying face down) physical restraints should be avoided.
- “Positive behavioral interventions and supports” means application of a broad range of systematic and individualized strategies for achieving important social and learning outcomes, while preventing challenging behaviors by making them irrelevant, inefficient, and ineffective.
- “Seclusion” means the involuntary confinement of a student alone in a room or area from which the student is physically prevented from leaving. It does not include a timeout, which is a behavior management technique that is part of an approved program, involves the monitored separation of the student in a non-locked setting, and is implemented for the purpose of calming.

Prohibited Practices

The following are prohibited under all circumstances, including emergency situations:

- The use of restraint and seclusion, and corporal punishment, as a form of discipline, punishment, or as a method of managing classroom behavior.
- The use of chemical restraints (i.e., drugs or medication) to control behavior or restrict freedom of movement unless it is (1) prescribed by a qualified health professional, and (2) administered as prescribed by the qualified health professional.
- School employees may not use a life-threatening physical restraint on a student.
- The use of physical restraint or seclusion procedures when a known psychiatric, medical or physical condition of the student would make physical restraint or seclusion dangerous for that student. For example, seclusion is inappropriate for students who are severely self-injurious or suicidal.

Appropriate Use of Physical Restraint or Seclusion

Restraint or seclusion will only be implemented in situations where a student’s behavior poses imminent danger of serious bodily harm to self or others, and not as a routine strategy to address classroom management or inappropriate behavior. School staff will implement positive behavioral interventions and supports, functional behavioral assessments, and related behavior and crisis plans and utilize constructive methods to de-escalate potentially dangerous situations.

Staff members are authorized to restrain a student or place a student in seclusion when an emergency exists, or when a student’s individualized education program (IEP), behavioral intervention plan (BIP), or crisis plan describes the specific behaviors and circumstances in which restraint and seclusion may be used as a response to imminent danger of serious physical harm to self or others.

The following applies to the use of physical restraint or seclusion:

1. Staff members will make reasonable efforts to prevent the need for the use of physical restraint or seclusion by implementing positive behavioral interventions and supports.
2. Staff members will only use physical restraint or seclusion in situations where (1) the student's behavior poses imminent danger of serious bodily harm to self or others and (2) efforts at de-escalation or interventions are ineffective.
3. Staff members will utilize the least restrictive technique necessary to end the threat of imminent danger of serious bodily harm.
4. Any behavioral intervention used by staff members must be consistent with the child's rights to dignity and to be free from abuse.
5. Staff members will carefully and continuously visually monitor the student when physical restraint or seclusion is used to ensure the appropriateness of its use and the safety of the student and others.
6. Staff members will immediately terminate the use of physical restraint or seclusion as soon as it is determined the student is no longer in imminent danger of serious bodily harm to self or others or if the student is observed to be in severe distress.
7. Staff members will document in writing each incident requiring physical restraint or incident immediately and no later than 24 hours after the event.
8. All staff members directly assigned to students or classrooms who demonstrate aggressive or dangerous behaviors will receive training in crisis management, de-escalation techniques, classroom behavior management, functional behavior assessment, behavior intervention planning, and when appropriate, the safe use of physical restraint and seclusion. Only trained personnel will employ these interventions whenever possible.
9. Staff members will review and revise behavioral strategies as appropriate to address the underlying cause of the dangerous behavior and to prevent the repeated use of physical restraint or seclusion to manage the dangerous behavior.
10. Parents will be notified verbally regarding physical restraint or seclusion as soon as possible and no later than 24 hours following the restraint or seclusion. (See "Notice to Parent/Guardian" section).

Notice to Administrator

Staff members must notify the building principal and Special Education Coordinator immediately when a student is physically restrained or placed in seclusion.

Observation of Student

Seclusion will not be used unless a staff member can continuously monitor the student for visual and auditory signs of physiological distress and can communicate with the student. A staff member will maintain continuous, direct visual and auditory contact with the student throughout the duration of any physical restraint or seclusion to ensure the appropriateness of its use and the safety of the student and others.

Students will be permitted to use the restroom upon request and will be escorted to and from the restroom. Students will also be provided with water on request. Students will not be denied access to meals. If the student's level of escalation prevents the student from participating in planned mealtimes, the student will be permitted access to meals immediately as soon as the risk of serious physical danger to self or others has passed. See the *Time and Duration* section below for information on the allowable length of seclusion.

Monitoring will be conducted by a staff member who has received the required training to ensure the safety of the student and that procedures are appropriately implemented and documented.

Seclusion Area

If seclusion is to be employed by the district, each school building must designate a clean and safe seclusion area intended for confining a student without causing or allowing the student to harm him- or herself or others. The seclusion area will be of reasonable size; adequately lighted, ventilated, and heated/cooled; free from any objects or potential hazards that unreasonably expose the student or others to harm; permit direct, continuous visual and auditory monitoring of the student; must not be locked; and must comply with state and federal fire safety requirements. A push lock may be used with consistent monitoring but may not prevent the student from exiting the area should an emergency arise.

A staff member will visually inspect the seclusion area before and after each use to determine whether the area is clean and safe and address any concerns by cleaning the area and/or reporting the concerns to maintenance staff.

Time and Duration

Physical restraint and seclusion will not be used any longer than necessary to allow a student to regain control of his/her behavior and may not exceed thirty (30) minutes.

If an emergency seclusion lasts longer than thirty (30) minutes, the following are required: additional support (e.g., change of staff, introducing a nurse or specialist, or obtaining additional expertise) and documentation to explain the extension beyond the time limit.

Reintegration into the Classroom

Staff members will follow the steps outlined in the student's Crisis Plan to determine when the student is ready to be reintegrated into the classroom or activities. If no Crisis Plan is in place, staff members (at least two (2) staff members) may make an independent judgment about when the student is ready to rejoin classmates or other activities. Reintegration may occur quickly, or may be very gradual, but will depend on the circumstances and the emotional state and readiness of the student to return to the normal situation.

Incident Reporting

Immediately after the student has restored emotional and behavioral control following the use of physical restraint or seclusion, a staff member not involved with the incident will visually examine the student to ascertain if any injury has been sustained during the physical restraint or seclusion.

The staff member(s) involved with the incident will complete a written incident report immediately and no later than 24 hours after the event.

The building principal or designee will place a copy of the report in the student's education file.

Each staff member involved in an incident will engage in a debriefing session within two (2) days of the incident to determine what could have been done to prevent the need for the use of physical restraint or seclusion for this student specifically and for other students in similar situations.

Incident Report Requirements

The following information will be included in the incident report created after each instance of physical restraint or the use of seclusion:

1. Information about the student (i.e., name, grade, etc.).
2. If the student has a disability (IDEA or Section 504), and the type of disability.
3. The date and start and end times of the restraint or seclusion.
4. The location of the incident.
5. A description of the incident.
6. Possible events that triggered the dangerous behavior that led to restraint or seclusion.
7. Prevention, redirection, or pre-correction strategies that were used during the incident.
8. A description of the dangerous behavior that resulted in the implementation of physical restraint or seclusion.
9. A description of the restraint or seclusion strategies that were used during the incident and a log of the student's behavior during physical restraint or seclusion.
10. A description of any injuries or physical damage that occurred during the incident.
11. How the student was monitored during and after the incident.
12. A description of behaviors displayed demonstrating the student's ability to return to the educational environment.
13. The staff member(s) who participated in the implementation, monitoring, and supervision of physical restraint or seclusion and whether the person(s) had training related to restraint or seclusion.
14. The extent to which the staff member(s) adhered to state and district procedural implementation guidelines.
15. The follow-up that will occur to review or develop the student's positive behavioral interventions and supports in order to avoid the use of restraint or seclusion in the future.
16. The date and time the parent/guardian was notified.

Frequent Use of Restraint or Seclusion

Schools must follow these procedures in cases where a student is placed in physical restraint or seclusion four (4) or more times in 20 school days.

In cases where such a student requires, may require, or is being evaluated for special education services or a 504 plan, the student's planning and placement team must meet to (1) conduct or revise the student's functional behavioral assessment and (2) create or revise any applicable behavioral intervention plan, including the student's IEP or 504.

For all other students, a school administrator, at least one (1) of the student's teachers, the student's parent, or guardian, and, if any, a mental health professional must meet to (1) conduct or revise the student's behavioral assessment, (2) create or revise any applicable behavioral intervention plan, and (3) determine if the student may require special education services.

Notice to Parent or Guardian

The building principal or designee will verbally notify the parent/guardian of a student requiring physical restraint or seclusion as soon as possible and no later than 24 hours following the incident.

Verbal notice will include a brief summary of the incident and contact information for the staff member who will provide additional information. The delivery of the notice will be documented by the district.

Verbal notice will be provided via telephone or in person. In the event a staff member is unable to speak directly to the parent via telephone, a message will be left on the individual's voicemail, if available. If unable to reach the parent via telephone or leave a message on voicemail, the staff member will send an e-mail to the parent if the e-mail address is known.

Parents/ guardians will receive written, annual notice about the district's policies and procedures for restraint and seclusion. Parents/ guardians will be notified within thirty (30) days of any changes to such policies and procedures.

All student handbooks in our schools will contain a statement regarding the use of restraint and seclusion consistent with this policy and outline reporting procedures.

Crisis Intervention Training

The district will provide all staff directly assigned to students or classrooms with regular professional development training regarding positive behavior supports, de-escalation techniques, classroom behavior management, and when required, the correct use of restraints and seclusion, the implementation of functional behavior assessment, behavior intervention plans, and crisis plans. This training will be recurrent and will be provided to new staff when necessary.

Restraint and seclusion techniques will only be utilized by a person who has been trained in crisis intervention. Untrained staff should request assistance from trained staff in the event of a behavior incident that requires the use of these techniques by utilizing a walkie talkie to call for immediate support.

Monitoring and Reporting

The head of school or designee will oversee the use of physical restraint and seclusion procedures and ensure compliance with this policy in the district. The head of school or designee will comply with all state and federal requirements for reporting incidents of physical restraint or seclusion.

The principal or designee will oversee the use of physical restraint and seclusion procedures and ensure compliance with this policy within the school.

Annual Review

In conducting this annual review, the district shall also review the reports of all events of seclusion or restraint that occurred with the district's students in the past school year. This review will include an analysis as to whether or not the district's personnel are following the terms of this policy, whether additional training activities are necessary, or if there is any weakness in the implementation of this policy that can be strengthened.

Annually, the Special Education Coordinator or designee shall submit to the Board a report containing all the following data:

1. The total number of incidents of seclusion during the previous school year.
2. The total number of students (i.e., students with and without disabilities) who were involved in incidents of seclusion during the previous school year;
3. The number of students with disabilities who were involved in incidents of seclusion during the previous school year;
4. The number of incidents of physical restraint during the previous school year;
5. The total number of students (i.e., students with and without disabilities) who were involved in incidents of physical restraint during the previous school year; and
6. The number of students with disabilities who were involved in incidents of physical restraint during the previous school year.

WEAPONS ON SCHOOL PREMISES

The Adeline Montessori School District is committed to providing a safe and healthy working environment for all of its employees, students and visitors. As part of that commitment, and subject to state and federal law, the District has established a policy prohibiting all firearms or other weapons of any type, concealed or unconcealed, on District property.

This weapons policy applies to all District employees, students, visitors, contractors and all other persons on District property, regardless of whether or not they are licensed to carry a concealed weapon. The only exceptions to this policy are law enforcement officers acting in their official capacity and where state law prohibits a school district from restricting an individual's right to possess a firearm or other weapon on District property.

For purposes of this policy, "weapons" include, but are limited to, firearms (whether loaded or unloaded), knives, billy clubs, tasers or similar electronic control devices, ammunition, explosives, and any other device, instrument, or substance which, in the manner it is used or intended to be used, could cause death or great bodily harm. "District property" covered in this policy includes, without limitation, all District-owned or leased space and vehicles.

In addition to this policy's general prohibition on weapons, District employees are also specifically prohibited from possessing or carrying

weapons while in the course and scope of performing their jobs and to the extent permissible by law when they are performing their jobs while away from District property. Employees who violate this policy may be subject to discipline, up to and including discharge from employment.

Students are specifically prohibited from possessing weapons on school property, school-provided transportation, or at any school-related event. Any student who violates this policy shall be subject to disciplinary action and may be referred to local law enforcement authorities. Student possession of a firearm or other weapon at school or under the supervision of a school authority shall result in suspension. In addition, the School Board shall commence an expulsion hearing and expel a student from school for not less than one year if it finds a student, while at school or while under the supervision of a school authority, is in possession of a firearm or other weapon. The School Board may modify this requirement on a case-by-case basis.

If an employee or student has reason to believe that an employee, student, visitor, or other person has a weapon (whether concealed or not concealed) on District property in violation of this policy, that individual is required to report such belief to a member of the District's administration. There will be no retaliation against any individual who, in good faith, makes a report of a violation of this policy or who assists in an investigation of such a report.

Weapons of any kind, or toy replicas of weapons, must never be brought to school, and doing so will be considered a serious offense, subject to suspension or expulsion of the student. Threats of violence are also considered a serious offense. Because of the unfortunate climate of violence in schools nationally, parents should discuss the consequences of this in advance with their children so that the expectation is understood. In addition, children in elementary school sign an agreement as members of the school community. Parents sign the Family Handbook.

GRIEVANCE PROCEDURE

Parents questioning actions taken by the school may do the following:

1. In classroom matters, contact the teacher to discuss the problem.
2. If the teacher meeting does not resolve the problem, the teacher and parents can arrange a meeting with the Principal.
3. If the problem is not classroom-related, the parents may contact the Principal.
4. The other party will be notified in advance if such persons are present.
5. The Principal will advise parents in writing of the decision regarding the grievance within fourteen (14) days after the conference of the appeal conference.

Social Media

Services like Facebook, Instagram, Twitter, and others are powerful communication tools. However, they can also be used in inappropriate ways to malign or judge circumstances out of context, thus becoming a weapon against individuals and organizations. Therefore, Social Media should never be used as a way to air grievances. We require that parents follow the *Grievance Procedure* above. These procedures will assist parents in addressing concerns in a way that preserves their signed agreement with the school and the integrity of all parties.

Open Door Policy

AMS is committed to providing all members of the community with all the tools necessary to be successful and happy in the community. However, we are only able to address either personal or professional issues affecting the community of which we are aware. If you feel you are not being treated fairly, have a personal issue that is adversely affecting your or your child's ability to be a member of this community, or feel confronted with any other type of school-related issues), you should take advantage of the following procedures:

1. First, if practical, discuss the problem or complaint with the Principal at AMS for first-level awareness and response.
2. Second, if the issue cannot be resolved at the school level or if the Principal is the subject of the complaint, the community member should contact the AMS BoD.

AMS will make every effort to help resolve the situation in a fair and objective manner.

Acknowledgement of Family Handbook

Please sign and date this page to acknowledge that you have read and understand the contents of the AMS Family Handbook for the 2024-2025 School Year. Please turn this acknowledgment into the office to be kept in your file.

Student Names (Please Print)

Parent Name (Please Print)

Parent Signature

Date

Acceptable Use of Technology Agreement for Students

Students at Adeline Montessori School must develop the research, information fluency, and technology skills that will allow them to be successful in this digital world, as well as the skills necessary to live safely and ethically. Computer access and access to the Internet, digital communication and collaboration tools, and online learning spaces are critical to teaching these skills. The guidelines set forth in this document are based on the Children's Internet Protection Act (CIPA), Children's Online Privacy Protection Act (COPPA), and Adeline Montessori School Family Handbook to promote the safe, legal, and ethical use of technology.

Failure to adhere to Adeline Montessori School's policies, procedures, and guidelines for the use of technology resources may result in revocation or restriction of access privileges and/or disciplinary action as defined in the Family Handbook as a Level I Disciplinary Consequence. In addition to the standard consequences for misbehavior, any network misuse or illegal activities may result in contact with the student's parent/guardian, or if a violation of the law has occurred, contact with law enforcement authorities.

Filter

Adeline Montessori School provides students with access to various technology resources, including a wide range of educational resources through the Internet. Adeline Montessori School uses content filtering technology in compliance with the Children's Internet Protection Act (CIPA) on all school computers with Internet access to protect against unacceptable web content. However, because no web filtering technology is 100% safe, Adeline Montessori School makes every effort to monitor online activity.

Student will:

1. follow all school and classroom policies, procedures, and guidelines when using technology.
2. use all technology resources to create files and projects for school-related work, research, and college and career planning.
3. keep my usernames and passwords private.
4. treat others with respect, and use appropriate language in all my electronic interactions with others.
5. immediately tell a teacher or other adult staff member if I receive an electronic comment or communication that makes me feel uncomfortable or if I accidentally access inappropriate materials, pictures, videos, or websites.
6. respect the work and intellectual property rights of others, and I will not intentionally copy, damage, or delete another user's work. I will properly cite my sources when I use someone's information, pictures, media, or other work in my own projects and assignments.
7. respect the privacy of others. I will limit all in-school photography, video, and audio recording to educational use. I understand that this applies to both Adeline Montessori School's technology resources and my personal electronic devices.

Student will not:

1. use technology resources to find, create, or send information to spread lies or misinformation, or harass, harm, or bully others.
2. use technology to gain unauthorized or inappropriate access to resources.
3. use, retrieve, store, or send improper language, pictures, or other digital content.
4. use technology resources or my personal electronic device to cheat. I will not copy and submit someone else's information or assignment as my own or conduct other similar forms of electronic cheating.

5. access inappropriate or blocked resources using personal Wi-Fi accounts, 3G/4G, anonymous proxy sites, or by any other manner while on campus during school hours.
6. share or post any personally identifiable information about others or myself that could help someone locate or contact others or me. This includes such things as e-mail address, full name, home or school address, phone number, parent's or guardian's names, and school name.

We understand:

1. use of technology resources, including networks, computers, mobile devices, and the Internet is a privilege that may be denied, revoked, or restricted at any time for misuse or abusive conduct.
2. Adeline Montessori School reserves all rights to control its technology resources and may monitor or restrict a user's technology resources. Adeline Montessori School may search any computer, mobile device, or electronic storage device that is assigned to a user or used on any school computer or network; and retrieve, alter, and delete any data created, received, or maintained by any user using technology resources.
3. use of technology resources is at my own risk; the system is provided on an "as is, as available" basis; and Adeline Montessori School is not responsible for any loss, damage, or unavailability of data stored on the system regardless of the cause.
4. online learning spaces and communication and collaboration tools should be treated as a classroom space, and language and behavior that is not appropriate in the physical classroom are not appropriate in online spaces, no matter what time of day those spaces are accessed.

Acknowledgment and Consent of Acceptable Technology Use Policy

By signing below, I agree to follow Adeline Montessori School's Secondary Handbook and Acceptable Use of Technology Agreement. I understand my use of technology resources is a privilege and requires proper online behavior.

Student Name (Please Print)

Student Signature

Date

By signing below, I acknowledge that I have reviewed the acceptable use guidelines, and I give permission for my child to use technology resources and access the Internet.

Parent/Guardian Name (Please Print)

Parent/Guardian Signature

Date