

APPLETON PUBLIC MONTESSORI



FAMILY HANDBOOK

2022-2023 School Year

Letter From The Principal

Welcome to Appleton Public Montessori School:

This handbook has been put together to provide you with some basic information regarding Appleton Public Montessori School (APM). We hope you will find the information useful and informative to help guide you through the 2022-2023 school year. Should you have any questions regarding the information contained in this handbook, or need additional information, please do not hesitate to contact the school office.

Appleton Public Montessori was established in 2005 as a charter school within its host school, Johnston Elementary. The two schools developed a strong working relationship to the benefit of students and families, and both schools flourished. However, with the establishment of the Children's House serving children ages 4 and 5, it became necessary for APM to look for its own building in which to grow and mature to its potential. Thus, in 2013 Appleton Public Montessori moved to its present site within Plamann Park.

I cherish the role of principal of Appleton Public Montessori School. I am honored to work with your children and lead APM into the future. I invite you to be an active participant in your child's education – and our school as a whole. If I can be of service at any time throughout your child's elementary school career, please do not hesitate to contact me. Have a wonderful school year!

Sincerely,
Cassie Guilbeault
Appleton Public Montessori Principal

Contact Information

Contact Us

School Telephone	832-6325
Fax	832-6322
Website	https://apm.aasd.k12.wi.us

School Hours

4 year olds	8:25 – 11:25
5 year olds – 6th Grade	8:25 - 3:25

Office Hours

School Office Hours	7:30 - 4:00
Summer Office Hours	8:00 - 2:00

The Appleton Public Montessori Mission

Appleton Public Montessori seeks to nurture the full potential of every child through the presence of the Montessori philosophy in all learning environments, encouraging intrinsic motivation, and instilling a love of learning, now and for a lifetime.

Who We Are

Appleton Public Montessori is committed to the development of the whole child by implementing curriculum and methodology based on the Montessori philosophy of education and human development. We seek to maximize the potential of every child in a structured, hands-on, and beautifully crafted environment that encourages critical thinking, communication, collaboration, and creativity. In a classroom filled with peace and joy, students become intrinsically motivated to love learning now and for a lifetime.

Appleton Public Montessori Staff 2022-2023

Administration/Office

Cassie Guilbeault	Principal
Jenny Martzahl	Secretary
Paula Reigel	Day Steward

Classroom Teachers

Maureen Russell	Ages 4 and 5(Children's House)
Ashley DeBruin	Ages 4 and 5(Children's House)
Jody Fowler	Grades 1-3 (E1)
Sarah Andrews	Grades 1-3 (E1)
Sarah Strand	Grades 4-6 (E2)
Matthew Lederer	Grades 4-6 (E2)

Performing Arts Specialist

Corrina Albright	PA Teacher
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Art

Rachel Stutzman	Art Teacher
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Para-professionals

Jenna DiPietro	Instructional Assistant
Amy Crozier	Instructional Assistant
Amy Hoffmann	Instructional Assistant
Ellie Bur	Instructional Assistant
Pat Costello	Instructional Assistant
Robin Hertting	Instructional Assistant

EEN

Jacci Nagan	Speech / Language
Megan Sauer	Special Education Teacher
Gina Plosczynski	Social Worker
Amelia Hock	Psychologist

Student Services

Megan Kersten	Nurse
Brad Lehman	Police Liaison Officer

Governing Board

The Appleton Public Montessori Governing Board consists of thirteen members. Their primary focus is to assure that the mission, vision, and charter of the school are upheld. Following are the Board members for 2022-2023:

Steering Committee:

President: Sarah Scanlan

Vice President: Andrea Fourness

Treasurer: Tianna Beebe

Secretary: Ben Champeau

Principal: Cassie Guilbeault

Resources Chair: Dana Krueger

Resources Vice Chair: Sarah Chisholm

Diversity Equity & Inclusion Chair: Ivy Casarez

DEI Vice Chair: Jayce Cruz

Community Chair: Katy Sunstrom

Community Vice Chair: Lindy Adams

Facilities Chair: Paige Knoke

Extra-curricular and Enrichment Chair: Vacant

E & E Vice Chair: Courtney Mui

Board meetings are held regularly throughout the school year and open to all interested parties.

Nondiscrimination Statement

The Appleton Area School District does not discriminate against students on the basis of sex, race, color, religion, age, national origin, ancestry, creed, pregnancy, marital or parental status, sexual orientation, gender identity, gender expression or physical, cognitive, emotional or learning disability in its education programs or activities.

El Distrito Escolar de Appleton no discrimina a los estudiantes con motivo de sexo, raza, color, religión, edad, lugar de origen, ascendencia, credo, gravidez, estado civil o de paternidad, orientación sexual, identidad o expresión de género o incapacidad física, mental, emocional, o de aprendizaje o minusvalía en los programas educacionales o actividades.

Tsev kawm ntawv hauv Appleton tsis cais tawm menyuam kawm ntawv los ntawm qhov yog poj niam los txiv neej, haiv neeg, cev nqaij daim tawv txawv, kev teev hawm, lub hnuv nyoog, keeb tiv ntawm haiv neeg, poj koob yawm txwv, kev ntseeg, lub cev tsis tab seeb, muaj txij nkawm los yog leej niam leej txiv, hloov lub cev poj niam mus ua txiv neej hloov txiv neej lub cev mus ua poj niam, tus yam ntxwv poj niam los txiv neej, hais lus coj li poj niam los txiv neej los yog cev nqaij daim tawv, lub hlwb kev xav, tus xeeb ceem kev xav los yog muaj qhov ua rau kawm tsis tau ntawv nyob rau cov khoo ka kawm ntawv los yog tej kev ua ub ua no.

PUBLIC CONCERNS AND COMPLAINTS

The School Board and District staff welcome concerns and complaints from the public. A concern is defined as “a cause of anxiety or worry.” A complaint is defined as “a statement that a situation is unsatisfactory or unacceptable.” For the purposes of this policy, the terms are used interchangeably and the process for resolving concerns or complaints is identical.

The School Board relies on District teachers, staff, and administrators to resolve concerns or complaints of the public. It is the policy of the District to provide for resolutions first at the level most directly involved and in an informal manner starting with the teacher or staff member, and then building principal/administrative supervisor. If resolution cannot be accomplished at these two levels, the matter may be appealed to the Assistant Superintendent.

Then, if necessary, further appeal may be made to the Superintendent with an opportunity for further review by the Board of Education (see Appendix 1).

Nothing in this policy or its implementing procedures is intended to supersede timelines or procedures specified in other policies of the District or in other applicable legally-mandated timelines or processes.

Anonymous statements are discouraged. Statements of concern from identifiable individuals are encouraged. The appropriate office or employee will be made aware of the stated concern.

Adoption Date: September 14, 1987

Amended Dates: April 23, 2018 and October 28, 2019

PUBLIC CONCERNS AND COMPLAINTS

Procedures

School District staff are expected to respond to complaints and concerns in a respectful, timely, and otherwise appropriate manner. These procedures are intended to address public complaints and concerns.

A. Submitting a Complaint

To ensure that District staff will respond to the issue as a formal complaint under these procedures and to avoid miscommunication, the District strongly encourages all complaints under these procedures to be submitted in writing. Staff have discretion to notify a complainant that a verbal complaint is being treated and processed in the same manner as a formal, written complaint under these procedures. Complaints should be first made to the school employee most closely involved in the situation or issue. In particular:

1. Complaints about matters relating to individual employees that have not been resolved informally via direct communication with the employee, should be made to the employee's immediate supervisor. An individual employee shall, unless prohibited by law, be advised of the nature of the complaint and shall be given opportunity for explanation, comment, and presentation of the facts as he or she sees them and when appropriate to do so.
2. Complaints about a school-wide matter should be made to the building principal.
3. Complaints about a district-level matter such as transportation, finances, policies, etc., should be made to the administrator who is responsible for the function in question.
4. Complainants not sure of whom to contact should contact the Office of the Superintendent to obtain further direction.
5. If an individual Board member receives a complaint or other communication from a student, parent or guardian, District employee, or other person that appears to require further investigation on the part of the District and/or that appears to call for a response from the District, the Board member should (1) inform and encourage the individual to follow the District's Complaint Procedure (this policy 870, 870-Rule, and Appendix 1) and (2) inform the Superintendent of the concern. However, in highly unusual circumstances where such referral to the Superintendent may not be appropriate, the Board member should instead contact the Board President (who may involve District legal counsel) or alternatively request a special meeting of the Board.

The Board shall be notified of written and signed complaints, which are being investigated by the Superintendent, which are about the Superintendent, or which are addressed to the Board, unless prohibited by law.

Anonymous complaints are strongly discouraged. The Superintendent will determine what follow-up, if any, is made in response to an anonymous complaint. The further procedures described in this Rule will not be applied to anonymous complaints.

870-Rule (cont.)

There is no absolute deadline for the filing of a complaint. However, the District can usually respond most effectively when the complaint is filed shortly after the occurrence of the event(s) giving rise to the complaint. Timeliness may be considered in the response to any complaint or appeal.

B. Appeals and Requests for Reconsideration

Complaints not resolved following communication with the employee(s) most closely involved in the situation or issue may be appealed or brought forward for reconsideration using the following procedure:

1. If no resolution has been reached with the teacher or staff member, the complainant shall notify the building principal/administrative supervisor.
2. If resolution is still not reached after talking to the building principal/administrative supervisor, the complainant shall notify the Assistant Superintendent.
3. If the complainant remains dissatisfied with the Assistant Superintendent's response on appeal/reconsideration, the complainant may request a final administrative review/reconsideration of the complaint from the Superintendent. The Superintendent will then provide the final administrative response to the complaint.
4. Complaints not resolved at the Superintendent level may be appealed to the Board. Appeals to the Board shall be made in writing to the Board President. The Superintendent shall in conjunction with other staff prepare a report with information about the complaint, the District's response(s) and recommendations to the Board. The Board shall base its decision on this report unless it desires to meet with the complainant, meet with any staff member, order further investigation, or otherwise supplement the record. The Board reserves the right to summarily affirm or reverse the final administrative response with or without further comment or explanation.

Adoption Date: September 14, 1987

Amended Dates: April 23, 2018 and October 28, 2019

Appendix 1

AASD Complaint Procedure

Appleton Area School District staff are committed to working closely with parents and guardians to resolve issues and concerns in a way that is mutually agreeable.

What are the steps to follow when you have a concern, question, or problem that needs attention?

1 First, contact the **classroom teacher or staff member**. If there is a serious issue, you may wish to schedule a face-to-face meeting rather than phone.

2 If no resolution has been reached, or if your concern is school wide, please contact the school's **Principal/Administrative Supervisor**.

3 If resolution is still not reached, please contact the **Assistant Superintendent** assigned to your school at 832-6301.

4 Unresolved issues may be appealed to the **Superintendent** at 832-6126.

5 The final step in the District appeal process is the Board of Education. Appeal requests should be submitted in writing to the **President of the Board of Education**, AASD Scullen Leadership Center, P.O. Box 2019, Appleton, Wisconsin 54912-2019, or email AASDBoard@aasd.k12.wi.us.

STUDENT HARASSMENT

The Appleton Area School District (AASD) will not tolerate student harassment in any form and will take all necessary and appropriate action to prevent, remediate and eliminate it, up to and including discipline of the offenders. The District's policy is to maintain and ensure learning and working environment free of any form of harassment or intimidation, including verbal, non-verbal, physical, unwelcomed conduct or behavior, sexual, bullying, cyber-bullying or other forms of harassment toward and between students, employees, School Board Members, parents, volunteers, independent contracted service workers and applicants for employment. The District is committed to providing a safe, secure, and healthy environment that allows all students to maximize their learning potential.

Any student who believes he/she has been the subject of harassment based on, in whole or in part, sex, race, color, religion, age, national origin, ancestry, creed, pregnancy, marital or parental status, sexual orientation, gender identity, gender expression, or physical, cognitive, emotional or learning disability, which interferes with his/her school performance or creates an intimidating, hostile or offensive school environment shall report the matter in accordance with the District's Student Nondiscrimination Policy, 411.2 complaint procedures, 411.2 Rule.

Any student who believes he/she has been the subject of harassment of any kind, including sexual harassment, shall report the matter in accordance with the reporting procedures identified in this Policy. If the alleged harasser is the person to whom complaints would normally be reported, the harassment complaint should be reported to the next higher administrative authority. If a student is not comfortable making the report to that person, he/she may report the complaint to another adult employee of the District and that person will ensure the harassment complaint is properly filed. All harassment reports and complaints shall be taken seriously and investigated in a timely manner. There shall be no retaliation against students for filing complaints or reports under this policy or participating in the investigation of a complaint under this policy.

Student and Staff Responsibility

School staff members and school officials who observe or become aware of acts of harassment should report these acts to the building administrator/designee. Any other person, including a student who is either a victim of the harassment or is aware of the harassment is encouraged to report the conduct to the building administrator/designee.

Cross References: Bullying Policy, 443.71
Student Discipline, 447
Reporting Suspected Child Abuse and Neglect, 454
Employee Harassment, 512
Use of District Telecommunication Systems 363 (522.7)
Student Nondiscrimination, 411.2

411.1 (cont.)

Legal References: Title II (implementing the Americans with Disabilities Act), 28 CFR
part 35
Title VI, Civil Rights Act of 1964
Title VII of 1964 Civil Rights Act Section 703
Title IX of 1972 Education Amendments
Wisconsin State Statute 111.31, 111.32, 118.13, 118.46
Wisconsin Child Abuse and Neglect Act Section 48.981
Wisconsin Administrative Code PI 9

Adoption Date: October 25, 1993

Amended Date: June 23, 2014

STUDENT HARASSMENT

The Appleton Area School District (AASD) is committed to maintaining and ensuring a learning and working environment that is free of harassment. The District will not tolerate any form of harassment which includes but is not limited to verbal, non-verbal, physical, unwelcomed conduct or behavior, sexual, bullying and cyber-bullying or other forms of harassment.

Definitions

Verbal Harassment

Unsolicited or unwelcome verbal conduct, including but not limited to innuendoes, degrading or suggestive comments, jokes, unwelcome flirtations, degrading words used to describe an individual, obscene and/or graphic descriptions of an individual's body or threats that school performance in the learning environment could be affected if the individual does not agree to or submit to unwelcome conduct.

Non-Verbal Harassment

Unsolicited or unwelcome non-verbal conduct, including, but not limited to sexually suggestive or offensive objects or pictures, inappropriate usage of voicemail, electronic messaging, email, the internet or other such sources as a means to express or obtain sexual or discriminatory material, printed or written materials including offensive cartoons, suggestive or offensive sounds, whistling, catcalls or obscene gestures, or any material which inappropriately raises the issues of sex or discrimination.

Physical Harassment

Unsolicited or unwelcome physical contact, which may include touching, hugging, massaging, kissing, pinching, patting, or regularly brushing against the body of another person.

Unwelcomed Conduct or Behavior Which Constitutes Harassment

For the purpose of this policy, conduct is unwelcome when the person subjected to the conduct did not solicit or incite the conduct and regarded the conduct as undesirable or offensive. Conduct may be unwelcome despite participation by the offended student and despite the fact that the offended student does not tell the accused the conduct is unwelcome. Unwelcomed conduct or behavior can include conduct that fits within "harassment" definitions, toward students or staff based upon political views, sex, age, race, national origin, ancestry, creed, pregnancy, marital or parental status, sexual orientation, gender identity, gender expression, or physical, cognitive, emotional or learning disabilities.

Sexual Harassment

Sexual harassment includes:

- Unwelcome or unwanted sexual advances. This means patting, pinching, brushing up against, hugging, cornering, kissing, fondling, or any other similar physical contact, which is considered unacceptable by another individual.
- Unwelcome requests or demands for sexual favors. This includes subtle or blatant expectations, pressures or requests for any type of sexual favor accompanied by an implied or stated promise of preferential treatment or negative consequence.

411.1–Rule (cont.)

- Verbal abuse or joking that is sexually orientated and considered unacceptable by another individual. This includes commenting about an individual’s body or appearance where such comments go beyond mere courtesy: telling “dirty jokes” that are clearly unwanted and considered offensive by others; or any tasteless, sexually-orientated comments, innuendos, or actions that offend others.
- Engaging in any type of sexually-orientated conduct that would unreasonably interfere with another’s school or work performance. This includes extending unwanted sexual attentions to someone such that personal productivity or time available to work at assigned tasks is reduced.
- Creating an environment that is intimidating, hostile or offensive because of unwelcome or unwanted sexually-orientated conversations, suggestions, requests, demands, physical contacts, or attentions.
- Creating an environment that is intimidating, hostile, or offensive because of the existence at the school-site of sexually-orientated materials including, but not limited to, photographs and posters.

Bullying

Bullying is deliberate or intentional behavior using words or actions, intended to cause fear, intimidation or harm. Bullying includes aggressive and hostile behavior that is intentional and involves an imbalance of power between the bully and the bullied and is behavior that is repeated over time rather than an isolated incident. This behavior may include, but is not limited to physical and verbal assaults, nonverbal or emotional threats or intimidation, harassment, social exclusion and isolation, and extortion.

Cyber-Bullying

Cyber-bullying is harassment through various forms of electronic systems and technology including, but not limited to, web-based and internet-based social medial options. Cyber-bullying includes, but is not limited to the following misuses of technology: harassing, teasing, intimidating, threatening, or terrorizing another person by sending or posting inappropriate and hurtful email messages, instant messages, text messages, digital pictures or images, website postings, and social media.

Other Forms of Harassment

Persistent and unwelcome conduct or actions on the basis of race, color, religion, national origin, disability, sex, arrest or conviction record, marital status, sexual orientation, gender identity, gender expression, membership in the military reserve, use or nonuse of lawful products away from work, political affiliations and other protected categories under federal or state law are prohibited under this policy.

A report of prohibited conduct as defined above per the policy procedures will begin the complaint and investigation process.

Procedures

The Appleton Area School District is committed to maintaining and ensuring a learning and working environment free of any form of harassment.

Dissemination

- Every student or student's parent/guardian will receive a copy of the Policy and Procedures.
- The principal or supervisor (or his/her designee) shall be responsible for the display of the policy in a prominent place. It is recommended that the policy and additional copies be posted in conspicuous locations where students have ready access. Students will be informed about harassment and positive, caring and constructive interpersonal relationships will be encouraged.
- Students shall be informed of the process they are encouraged to follow if they perceived that harassment has taken place. The complaint procedure will be made available to any student or parent/guardian wishing to file a complaint.
- Discussion of harassment will be age appropriate with all students. Building administrator and staff will be responsible for the appropriate delivery of information and instruction. Education of students regarding the policy will need to be planned, structured, and scheduled yearly.
- Rules, including the complaint procedure and associated form, will be given to any individual wishing to file a complaint.
- The policy and rules will also be reviewed each year with employees.

Confidentiality

Students shall know that the complainant will remain confidential unless there are compelling reasons to disclose such identity. If there are compelling reasons to disclose the identity of the complainant, then the complainant shall be asked if he/she wants his/her identity disclosed. If the complainant does not want his/her identity disclosed, then the identity of the complainant shall be kept confidential. If a formal complaint is submitted, it may be necessary to identify the name of the complainant. The District shall maintain confidentiality of the report and related student records to the extent required or permitted by law.

Retaliation

Individuals reporting incidents of any harassment or participating in an investigation or complaint process will be protected from retaliation. Any individual who engages in retaliatory conduct against a complainant will be subject to discipline under this policy.

No student shall threaten or insinuate, either explicitly or implicitly, that a student's refusal to submit to advances or the adoption of their political or religious views will adversely affect that person's school performance or the learning environment. Similarly, no student shall promise, imply, or grant any preferential treatment in connection with another student engaging in sexual conduct or conduct related to the adoption of political or religious views.

411.1–Rule (cont.)

Any student or any parents/guardians, who believes their student has been subjected to harassment, should report the incident(s) to the building principal/designee. If a student or parent is not comfortable with making a complaint to the building principal/designee, the complaint may be made to a teacher, school counselor, school social worker, school psychologist, or school nurse with the understanding that incidents must be reported to administration for review and action. The employee receiving the complaint shall report the complaint to the building principal/designee and the appropriate Assistant Superintendent/School Services. No retaliation or intimidation directed towards anyone who makes a complaint or participates in any way in an investigation will be tolerated. Any student or employee who is determined after an investigation to have engaged in harassment in violation of this policy will be subject to appropriate response, which may include suspension or expulsion.

Third party witnesses are strongly encouraged to report observed incidents of harassment to the administration. Every effort will be made, when requested, to maintain the confidentiality of witness identity unless the witness is requested to testify at a hearing.

Address for making reports is as follows:

*Michael Hernandez, Assistant Superintendent of School Services
Appleton Area School District
131 E. Washington Street, Suite 1A
P.O. Box 2019
Appleton, WI 54911
(920-832-6142)*

The Assistant Superintendent of School Services serves as Coordinator for Section 504, Title II, VI, and IX Complaints.

Reporting Procedures

Reporting Procedures

If harassment occurs, students are encouraged to take the following steps:

1. Clearly say “stop” to the person whose behavior is unwanted and report to a trusted adult.
2. Speak with a trusted adult at school, such as a teacher, school counselor, school social worker, school psychologist, school nurse, or administrator.
3. When reporting to an adult, include the following information:
 - a. Give the name of the person and specific unwanted behavior
 - b. Describe the nature of the harassment
 - c. Give the date(s) of the event
 - d. Tell briefly what happened and note all incidents of harassment that may have taken place
4. A building administrator/designee may make an appropriate person(s) aware of the situation to discuss the case and determine the follow-up. All efforts will be made to handle the situation in a discreet manner and maintain appropriate confidentiality. The building administrator/designee will also inform students of the prohibition against retaliating against another student for reporting an incident of harassment or participating in an investigation.
5. Any employee who witnesses harassment between students must intervene by giving a verbal warning. In some cases it may be necessary to provide a report of bullying incidents to a building administrator/designee.
6. There shall be no retaliation against individuals making such reports or participating in an investigation. Individuals engaging in retaliatory behavior will be subject to disciplinary action.

Procedure for Investigating Reports of Harassment

The building administrator/designee will begin the investigation of a report of harassment within one school day. This investigation will include an interview of the person(s) involved and a collection of the information that will determine the facts and seriousness of the report. Parents and/or guardians of all people involved in the harassment incident will be notified of the complaint, process for reviewing the complaint and the conclusion of the investigation. The District shall maintain confidentiality of the report and related student records to the extent required by law.

Any student who believes he/she has been the subject of prohibited harassment shall report the matter in accordance with the District’s student discrimination complaint procedures found in the Student Nondiscrimination Policy, 411.2 and 411.2-Rule.

Adoption Date: October 25, 1993

Amended Date: June 23, 2014; July 25, 2022

STUDENT NONDISCRIMINATION

The Appleton Area School District does not discriminate against students on the basis of sex, race, color, religion, age, national origin, ancestry, creed, pregnancy, marital or parental status, sexual orientation, gender identity, gender expression or physical, cognitive, emotional or learning disability in its education programs or activities.

Cross References: Nondiscrimination on the Basis of Disability 112.1
Programs for Students 342.1 with Disabilities
Student Nondiscrimination Complaint Procedure, 411.2-Rule

Legal References: Wisconsin State Statute 118.13
Wisconsin State Statutes 115 Subchapter V
Wisconsin Administrative Code PI 9
Titles II, VI and VIII, Civil Rights Act of 1964
Title IX, Education Amendments of 1972
Section 504, Rehabilitation, Act of 1973
Americans with Disabilities, Act of 1990
Individuals with Disabilities Education Act
Civil Rights Act of 1991

Adoption Date: January 26, 1993

Amended Dates: June 23, 2014 and April 22, 2019

STUDENT NONDISCRIMINATION COMPLAINT PROCEDURE

Procedures

If any person believes that the Appleton Area School District or any part of the school organization has failed to follow the law and rules of Wisconsin State Statute 118.13 and Wisconsin Administrative Code PI 9, or in some way discriminates against pupils on the basis listed above or under Section 504, Title II, VI, or IX, he/she may bring or send a complaint to the following address:

*Michael Hernandez, Assistant Superintendent of School Services
Appleton Area School District
131 E. Washington Street, Suite 1A
P.O. Box 2019
Appleton, WI 54911
(920-832-6142)*

The Assistant Superintendent of School Services serves as Coordinator for Section 504, Title II, VI, and IX Complaints.

INFORMAL RESOLUTION OF COMPLAINTS AND CONCERNS

The District encourages the voluntary, informal resolution of student discrimination complaints or related concerns. For example, if an issue or concern is brought to the attention of a building principal and the building principal offers a resolution that is satisfactory to both the District and to the person who presents the issue(s), it is not necessary to initiate or complete a more formal investigation or to issue a formal determination of the complaint under the steps outlined below. However, if a complainant is not satisfied with a proposed resolution or believes the issue is too significant to pursue and resolve informally, the complainant may initiate (or continue to pursue) the formal procedures according to the steps listed below.

FORMAL COMPLAINT PROCEDURES

Step 1: A written statement of the complaint shall be prepared by the complainant, signed, and submitted to the Compliance Officer or his/her administrative-level designee. The District shall send written acknowledgment of receipt of the complaint within 45 days. The Compliance Officer shall investigate or coordinate an appropriate investigation of the issue(s) and, in a manner consistent with applicable student records laws, issue a written determination to the complainant and any other appropriate parties indicating the extent to which the complaint was or was not substantiated and including such other information as may be appropriate under the circumstances. A good faith effort will be made to complete the initial, written administrative determination within 45 days of the filing of the statement of the complaint, dependent upon the complexity of the complaint. If a complaint presents particularly complex or serious allegations, or witnesses are not immediately available, the Compliance Officer may will confer with the Superintendent in deciding how to proceed to an initial administrative determination of the complaint.

The District will provide a determination within 90 days unless the parties mutually agree to extend the timeline by written consent, pursuant to PI 9.

411.2-Rule (cont.)

COMPLAINT PROCEDURE - SPECIAL EDUCATION

Discrimination complaints relating to the identification, evaluation, educational placement, or free appropriate public education of a student with a disability in connection with state and federal special education laws shall be submitted and processed in accordance with the applicable laws and regulations and the District's established special education policies and procedures.

MAINTENANCE OF COMPLAINT RECORDS

Records shall be kept under District records retention procedures of all formal and informal written complaints submitted under these procedures. The records shall include information on all levels of the complaint and any appeals.

Except as otherwise required by law for any specific records, such complaint-related records shall be maintained for at least seven (7) years or the period of time, if any, that is otherwise specifically identified in any official District records retention schedule, applicable state or federal law.

Adoption Date: January 26, 1993

Amended Dates: June 23, 2014; April 22, 2019; July 25, 2022

411.2-Rule (cont.)

- Step 2:** If any actual party in interest to the complaint (including any alleged victim/target or any alleged responsible party) wishes to appeal an initial administrative determination of a formal complaint, he/she may submit a signed statement of appeal to the Superintendent. After conducting any further inquiry into the matter that he/she deems appropriate, the Superintendent shall formulate a conclusion and respond in writing to the appeal. The response will normally be issued within 10 school days. If the Superintendent was involved in making the initial determination, the request for appeal shall be treated as a request for reconsideration.
- Step 3:** If any actual party in interest to the complaint disagrees with the determination of the complaint made by the Superintendent, he/she may either (1) treat the Superintendent's decision at the previous step as the final District determination of the complaint and proceed to Step 4 (if applicable), or (2) submit at the Office of the Superintendent within 10 business days a further appeal through a signed, written statement to the School Board that describes in reasonable detail the factual and/or legal basis for the person's disagreement with the previous determination. Within 30 days, the Board shall address the appeal at a meeting. Upon its review of the appeal and the record of the complaint, the Board may affirm, reverse, or modify the previous determination or remand the matter for additional information. The Board may or may not meet with any of the parties in interest prior to reaching a decision. Notice of the Board's disposition of the appeal shall be sent by the Board Clerk or his/her designee, to appropriate parties within 10 business days of reaching a disposition. Such notice shall inform the complainant of his/her right to appeal the District's determination of the matter to the State Superintendent of Public Instruction to the extent permitted by law.
- Step 4:** If, at this point, the complaint has not been satisfactorily resolved, further appeal may be made within 30 days to the Department of Public Instruction (DPI), Equal Educational Opportunity Office, 125 S. Webster Street, P.O. Box 7841, Madison, WI 53707-7841. An appeal to the DPI should be in writing and signed. The following information should be included: the reason for the appeal, the facts that make the complainant believe discrimination occurred; and the relief or outcome the complainant is requesting. If the person appealing is a minor, a parent or guardian must sign the appeal. In addition, the complainant may appeal directly to the DPI if the District has not provided written acknowledgement within 45 days of receipt of the complaint or has not made a determination within 90 days of receipt of the written complaint.

Depending on the alleged basis of the discrimination (e.g., sex, disability, race, age, etc.), a complaint or appeal may also be made to the U.S. Department of Education's Office for Civil Rights (OCR), Citigroup Center, 500 W. Madison Street, Suite 1475, Chicago, IL 60661-4544. Email: OCR.Chicago@ed.gov as authorized by various federal laws, or a complaint or suit may be filed with another external governmental agency or court. Such agencies and courts independently determine the extent to which any given complaint or appeal falls within their realm of authority. Such actions may be taken in lieu of or in addition to filing a complaint under the District's local procedures.

About Montessori

Early in the twentieth century Dr. Maria Montessori, one of Italy's first female physicians, developed educational materials and methods based on her observations that children learn best by doing, not passively accepting other people's ideas and pre-existing knowledge. It was an innovative concept. This idea of learning promotes the active personal pursuit of many different experiences: physical, social, emotional, cognitive. The materials Montessori devised foster an environment in which such learning takes place.

Montessori believed learning should occur in multi-age classrooms where children at various stages of development learn from and with each other. Her developmentally appropriate approach was designed to fit each child instead of making each child fit the program.

Montessori teachers know that children learn more by touching, seeing, smelling, tasting, and exploring than by just listening. Teacher training prepares them to create dynamic, interactive learning environments that encourage each child to reason, cooperate, collaborate, negotiate, and understand. Their goal is the development of an autonomous individual, competent in all areas of life, not merely someone with the "right" answers.

Montessori Key Concepts:

The aim of Montessori education is to foster competent, responsible, adaptive citizens who are lifelong learners and problem solvers.

Learning occurs in an inquiring, cooperative, nurturing atmosphere. Students increase their own knowledge through self-and teacher-initiated experiences.

Learning takes place through the senses. Students learn through manipulating materials and interacting with others. These meaningful experiences are precursors to the abstract understanding of ideas.

The individual is considered as a whole. The physical, emotional, social, aesthetic, spiritual, and cognitive needs and interests are inseparable and equally important.

Respect for self, others, the environment, and life is necessary to develop a caring attitude toward people and the planet.

Basic Characteristics of the Montessori Classroom:

Teachers educated in the Montessori philosophy and methodology appropriate to the age level they are teaching.

A community of the school and its families. The family is considered an integral part of the student's total development.

A multi-aged, multi-graded, heterogeneous group of students.

A diverse set of Montessori materials, activities, and experiences, which are designed to foster physical, intellectual, creative, and social independence.

A schedule that allows large blocks of uninterrupted time to solve problems, to see the interdisciplinary connections of knowledge, and to create new ideas.

A classroom atmosphere that encourages social interaction for cooperative learning, peer teaching, and emotional development.

Our Community

By modeling a strong commitment to community, we can help our children grow into responsible adults. We encourage family members to use their talents and skills to involve students in our school, local, and global communities. Examples include joining the efforts of the Friends of Plamann Park, being active in the community supporting events, and participating in global awareness by being involved in environmental causes – to name a few.

What does it mean to be a “charter” school?

APM has the same status as any other elementary school in the Appleton Area School District. Our principal and staff are employees of AASD and must abide by the policies as stated by the district. However, there are also distinct differences in how a charter school is governed as well as added flexibility in how it operates.

Being a charter school means that this public school has received: 1) approval from the Wisconsin Department of Public Instruction and the AASD to teach children using a different approach than the traditional classroom that most of us grew up with, and 2) the federal grant money that allows us to start up our program. The state and federal governments allow the use of alternative approaches in hopes that every child's learning style might be accommodated and every child will have a successful school experience.

As a school established under the charter laws, APM is required to have a Governing Board that holds the charter contract with the AASD, and meets periodically to make sure that the Mission and Vision originally proposed and set out in the charter contract and grant applications are being followed as promised. Serving on the Governing Board is only one small way that a parent can be involved in the school.

Homework

In the Montessori philosophy, homework is all work that a child does at home. From doing chores to taking a walk, it furthers the child's education by developing language skills, cultural awareness, making math a real part of the home environment, and giving the child a voice in family decisions. Homework should be meaningful; that is, it should be an extension of the child's interests.

No educational system can be successful in preparing the child for a place in society without parental support. Education is, in fact, a cooperative effort that begins at home and is supplemented by the schools. For these reasons, it is assumed and expected that parents take an active part in choosing homework appropriate for the child.

Your child's teacher may or may not assign homework. Homework in the lower grades is usually designed as follow-up on class lessons and as practice so that children can build their academic skills. Homework for children in upper grades also includes long-term projects that your child may work on alone or with your assistance. Also, be sure your child has a quiet place to read and write at home on a regular basis.

The following is a list of real life activities that are "homework" for the child and parent:

- Letter writing (thank you notes, invitations, etc.)
- Story writing
- Regular library trips
- Reading aloud to your child
- Having your child read aloud to you
- Scanning newspaper headlines and discussing news topics with your child
- Drawing objects from the home environment/neighborhood
- Experimenting with clay, string, etc.
- Counting money
- Allowing your child to help plan and prepare meals
- Having your child compare newspaper ads and coupons for food prices, etc.
- Having your child write the grocery list
- Using maps to plan outings with your child and allowing your child to navigate around town
- Taking hikes and bike rides with your child

Parent/Guardian Involvement

Parent involvement in APM is different than a traditional school model in that helping within the classroom is difficult unless you have training specifically in the Montessori Method. Therefore, we rely greatly upon parent volunteers in many other areas of our school and its operation. Serving on the Governing Board and/or committees of the Board are vital in the successful operation of our school. Also supervising field trips,

tutoring children in reading, assisting in special classroom / school events, attending Time for Me, and sharing your expertise in a field of study are all ways that we love to see parents involved. Our school families are a large part of our success!

Classroom Visits

As a parent you have the right to visit your child's class as an observer. However, our first concern is always the children's work and concentration, so we respectfully request that parents notify the teacher in advance of any visit. The classroom teacher will suggest the best time for a parent to observe without disturbing the children's work and lessons, and are limited to thirty minutes maximum.

Children often change their behavior and find it difficult to concentrate when there is an extra adult in the classroom. We ask that all classroom visitors follow a few guidelines so that the visit is beneficial and does not disturb the work of the class.

- Make an appointment with the classroom teacher.
- Sign in and receive a name tag at the reception desk upon entering.
- Remain seated in the place provided.
- Do not engage children in conversation.
- Make notes of questions and discuss them with the teacher at a mutually agreed time or call / e-mail the teacher with questions.
- Do not stay for more than thirty minutes.

It is important to remember that because the Montessori Method of teaching is based on the natural tendencies of the child, it is impossible to predict what children may be working on at any given time. Lessons are directed toward individual children or small groups. Children who are not in lessons are expected to make work choices based on lessons they have already received.

Issues of Concern and/or Conflict

Appleton Public Montessori staff are committed to working closely with parents and guardians to resolve issues and concerns in a way that is mutually agreeable.

This is your guide for communicating with APM and the Appleton Area School District. We hope you find this helpful. Please note that this procedure mirrors AASD Complaint Procedure. You will always be directed to the first level of contact to help resolve things.

We ask that you refrain from posting your concerns on social media. We want all of our families to retain their confidentiality and integrity.

What are the steps to follow when you have a concern, question, or problem that needs attention?

1. First, contact the **classroom teacher** or staff member. If there is a serious issue, you may wish to schedule a face-to-face meeting rather than phone or email.

2. If no resolution has been reached, or if your concern is school wide, please contact Ms. Guilbeault the school's **Principal**.

2a: From here you may be advised to contact an **AASD District Department** for example: the Diversity, Equity, Inclusion Office, Student Services, etc.

2b: You may be advised to contact the **Appleton Public Montessori Charter Board (APMA)** if it is a board related issue.

3. If resolution is still not reached, please contact the **Assistant Superintendent**, Mr. Zimmerman, assigned to your school at 832-6301.

4. Unresolved issues may be appealed to the **Superintendent**, Mr. Hartjes, at 832-6126.

5. The final step in the District appeal process is the Board of Education. Appeal requests should be submitted in writing to the President of the Board of Education, AASD Scullen Leadership Center, P.O. Box 2019, Appleton, Wisconsin 54912-2019, or email AASDBoard@aad.k12.wi.us.

APM Bully Prevention Letter

Dear APM Families,

October is National Bullying Prevention month and I wanted to take an opportunity to share some of the things APM does, and will do, to support anti-bullying. In October we will be participating in Unity Day. On Unity Day we wear orange to show unity for kindness, acceptance, and inclusion. Also we want to continue our APM Student and Family Bully Prevention Pledge. We have made bully prevention a continued priority focus at APM. Part of that focus is making sure we are on the same page about what

bullying means, what we can do about it, and what you can expect if your child is involved in a bullying incident.

In this packet you will find:

1. A description of Bullying
2. A description of Bullying vs. Conflict
3. What Students, Staff, and Parents Can Do
4. AASD District Policy on Bullying and Harrassment (411.1)
5. Examples of Restorative Protocols when bullying is reported
6. Student Bully Prevention Pledge
7. Family Bully Prevention Pledge

The Appleton Area School District and the staff of Appleton Public Montessori are committed to providing a safe, secure, and healthy environment that allows all students to maximize their learning potential. The Board of Education and staff consider bullying to be detrimental to the health and safety of students and disruptive to the educational process.

What is bullying?

Bullying is deliberate or intentional behavior using words or actions, intended to cause fear, intimidation or harm. **Bullying includes aggressive and hostile behavior that is intentional and involves an imbalance of power between the bully and the bullied and is behavior that is repeated over time rather than an isolated incident.** This behavior may include but is not limited to physical and verbal assaults, nonverbal or emotional threats or intimidation, harassment, social exclusion and isolation, extortion, use of computer or telecommunications to send messages that are embarrassing, slanderous, threatening or intimidating (cyber-bullying). Bullying may also include teasing, put-downs, name calling, rumors, false accusations, and hazing. Bullying based on sex, race, color, religion, national origin, ancestry, creed, pregnancy, marital or parental status, sexual orientation or physical, mental, emotional or learning disability or handicap in its education programs or activities is also prohibited by law and Board policy. In addition, the District prohibits bullying or discrimination on the basis of gender identity and gender expression.

What is bullying vs. conflict?

Conflict happens. Sometimes we use the word bully when it's really a conflict. Here's a snapshot of the some of the differences:

<p>Conflict</p> <ul style="list-style-type: none"> • Conflict is a disagreement or argument in which both sides express their views. • Equal power between those involved. • Generally stop and change behavior when they realize it is hurting. 	<p>Bullying</p> <ul style="list-style-type: none"> • Goal is to hurt or to harm. • Person bullying has more power*. • Continue the behavior even when they realize it is hurting. <p>*Power can mean a person bullying is older, bigger, stronger, or more popular.</p>
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Conflict, while sometimes uncomfortable, can be an opportunity for equal partners in the situation to learn how to solve problems. This will happen by both people working the problem out through healthy and positive means. Bullying is done by someone perceived to be more powerful than the target and is unwanted, negative, and meant to cause harm to the bullying target through physically or emotionally damaging means that are repeated or threatened to be repeated.

Anytime a bullying concern is brought to the school's attention we do an investigation. We also do an investigation for reporting purposes. All incidents that are brought to our attention, whether deemed bullying, harassment, or conflict are documented.

For a more thorough comparison of Bullying vs. Conflict see here: <https://www.pacer.org/bullying/info/questions-answered/conflict-vs-bullying.asp>

What are students learning about bullying and prevention?

The Appleton Public Montessori provides students guidelines for school wide expectations and social responsibility outside the classroom. Students are taught the Stop/Walk/ Talk response to disrespectful behavior. Stop/Walk/Talk is a three step response students use to eliminate disrespectful behavior themselves and seek help from an adult if necessary. Students are also taught how to appropriately respond when they are a bystander or the aggressor. At APM we believe in using Restorative Processes to support students.

What are staff doing about bullying and prevention?

Staff focus on pre-correction of inappropriate behavior, the use of the three-step response, and responding to reports of disrespectful behavior. It is well known that

schools are successful when they help children grow academically, socially, and emotionally. For this to happen, it is imperative that we have a safe environment that is supportive and conducive to growth. By setting forth clear social and behavioral expectations, it is our goal to create an atmosphere for learning. As always, any reporting that is done must always stay confidential. Our staff can not share any information about other students.

What can parents do?

To be most effective, bullying prevention efforts are the shared responsibility of parents, staff, and community. Parental pride and involvement in the school sets a positive example for children. As adults, we can:

- *Teach self-respect.*
- *Discuss the seriousness and negative effects of bullying behaviors.*
- *Talk about the Virtues at home.*
- *Set a good example. Children learn more by actions than from words.*
- *Consider signing the Family Bully Prevention Pledge*

What is the APM and Appleton Area School District's policy on bullying?

At this website: <https://www.aasd.k12.wi.us/district> go to "Families" and then "Bullying Supports"

Speak Up Speak Out Bully and Incident Reporting

The Wisconsin Department of Justice Office of School Safety recently launched SPEAK UP, SPEAK OUT (SUSO), a 24/7 comprehensive bullying and incident reporting system. The AASD will be implementing this system starting with the 2022-2023 school year.

Students, families, school staff, and community members can submit a school safety concern by downloading the SUSO app ([Android](#) and [iOS](#)), [submitting a tip online](#), or calling 1-800-MY-SUSO-1. We recommend typing in "AASD" into the search field to see all AASD schools.

Resource Center staff work around-the-clock to respond to reports and deploy a response locally by communicating directly with school administrators, law enforcement, and counselors. This system will be used to identify not just threats to schools, but also other daily safety concerns students encounter, such as bullying, drug use, self-harm, suicidal thoughts, and more. Who knows more about what's going on, in or out of school, than students themselves? Individually and collectively, they play an essential role in keeping schools safe. It's crucial for students to understand that there's a clear difference between tattling or "snitching" and disclosing concerning information to a trusted adult to keep themselves and their classmates safe.

The SUSO threat reporting system aims to empower students to share their concerns safely and confidentially without fear of retaliation. We encourage you to talk to your students about the importance of sharing their safety concerns with a trusted adult or using the confidential SUSO system. [Learn more here.](#)

Parent Resource Library

The Parent Resource Library is located within the main entrance of APM. Books, magazines, and articles are available to be checked out relating to Montessori education, parenting, Virtues, etc. You are welcome to check out materials at any time.

Time For Me

We will offer three “Time For Me” evenings during the year from which you can attend any time between 3:45-6:15pm. These are evenings when your child will show you around the classroom and let you know what they have learned and are learning. These evenings are special times to share with your child. Please refrain from socializing with other parents during these events and focus your full attention on your child. If you have more than one child at APM, plan to attend on separate evenings with each child – or one parent with each child.

Progress reporting

The Montessori approach is holistic, in that it does not focus on a student’s academic achievement as its sole goal, but also that of the student’s social and emotional growth. It is important that all aspects of a student’s development are assessed from time to time, so that the child, teacher, and parents can see progress across the board that relates to the whole child.

Weekly and Quarterly

Teachers and students will devise an individual work plan each week, and teachers will monitor the progress of each plan. A class newsletter will be part of regular communication and will include information on cultural and other larger group activities. Opportunities will be available for parents to attend periodic Parent-Teacher Conferences during the school year. Montessori-appropriate progress reports are sent out with all students at the end of the first and second semester.

Standardized Testing

Part of the federal and state legislation that authorizes funding for charter schools like ours also requires that the charter school report their academic progress. Similarly, the Wisconsin Department of Public Instruction must make sure that the public schools are,

in fact, teaching the children of this state. Therefore, despite the fact that Maria Montessori hoped for a day when there would be no formal testing in any schools, Appleton Public Montessori students must participate in the mandated standardized testing of academic achievement by the State. Students also take the MAP computerized testing twice yearly.

Alcohol, Tobacco, and Other Drug Abuse Prevention

The Appleton Area School District provides classroom instruction regarding alcohol, tobacco, and other drug abuse (ATODA) to all students in compliance with state and federal law. Parents who wish their child or children to be withdrawn from these instructional lessons and assemblies during the school year should call the school office.

Drop-off and Pick-up Procedures

Drop Off Details:

Doors will open at 8:00 for students.

- Drop off your child(ren) at the turn around. NO drop off at the playground. You may use the full turn around to let your child(ren) out of the car.
- ALL students will enter through the main office door and walk through the main hall to the playground.
- CH/EI students will carry their backpacks (and anything else they bring to school) to the playground. There is a designated spot for them to drop them off on the playground.
- E2 students will be given the privilege of dropping their backpacks off at their hooks since they walk right by their hooks.
- If you want to park and walk, plan to park as usual in our lot and walk your child to the main office door. From there they will walk independently to the playground.
- Doors will open for school to start at 8:25.

Dismissal Details:

Afterschool Pick-up times are from 3:25-3:40 pm. Please pick up your children between those times. Students will remain in the building until parents arrive. A supervisor will be at the front of the building and call students when their parents arrive in the pick-up zone.

If you wish to pick your child/ren up by coming into the building, please park in the lot.

Space is limited in the parking lot, so we ask that you only walk your child/ren out if necessary. Please check in at the front office, wait there, and your child/ren will be called down to you.

We appreciate your patience, cooperation and understanding to the before/after school procedures. Our goal is to ensure the safety of all students, while maintaining efficient arrival and dismissal procedures. Thank you for your support!

Student Attendance

The Appleton Area School District believes there is a positive relationship between school attendance and student success. It further believes that school attendance is a responsibility shared by students, parents, schools and community.

The District, in accordance with State law, requires that all students between six and eighteen years of age (and those students enrolled in 5-year-old kindergarten) attend school regularly during the full period and hours, religious holidays excepted, that the school in which the student is enrolled is in session until the end of the school term, quarter or semester of the school year in which the student becomes 18 years of age, unless they have an acceptable excuse, meet attendance exceptions outlined in state law, or have graduated from high school. Although not required by state law, students in 4-year-old kindergarten are expected to attend 4K programming on a regular basis and excused and unexcused absences will be determined based on the procedures described in this policy. It is the responsibility of each school's attendance officer to determine if an absence is excused, unexcused, or truant.

A student will be considered excused for school attendance if the student is considered temporarily not in proper physical or mental condition to attend school, but can be expected to return upon termination or abatement of the illness or condition. The school attendance officer may request that the parent/guardian obtain a written statement documenting the existing condition.

A student may be excused in writing by the parent/guardian prior to an absence occurring. Under this provision, absences through prior parent request cannot exceed 10 days in a school year. A student who has reached the age of 16 years and meets criteria established in Wisconsin statutes may also be excused from school attendance to participate in programs leading to high school graduation or high school equivalency.

No student shall be denied credit in a course or subject solely because of an excused or unexcused absence.

Please see Board policy 430 and 430 Rule for more information.

https://www.aasd.k12.wi.us/district/board_of_education/school_policies/400s

Educational Programs

STUDENT SERVICES

Part time assistance is available from our school social worker, speech / language pathologist, special education teacher, psychologist, nurse, and police resource officer. If at any time you feel that your child needs the services of one of these individuals, please feel free to contact your child's teacher, the school office, the principal, and/or the specialist directly.

Special education services are available to students in need and is initiated upon a referral by the teacher and/or parent. Students must meet the necessary criteria for placement in the program. If you feel that your child is in need of special education services please contact your child's teacher or the principal.

PERFORMING ARTS

Students at APM receive two thirty-minute classes weekly of performing arts in CH, E1 and E2. The performing arts program incorporates singing, dance, and instruments (ukuleles and drumming) music literacy and composition with an emphasis on multicultural musical studies. E2 students who choose to play in the APM orchestra or take band lessons receive an additional 30 minutes weekly of elective strings instruction.

VISUAL ARTS

Students in Children's House, E1 and E2 receive art instruction weekly. Within a Montessori framework, we focus on understanding how to use and care for materials; as well as lessons that introduce and deepen the students' understanding of various techniques, the elements of art, and art history. Emphasis is placed on the cultivation of observation and creative thinking skills, and the children are encouraged to work both independently and collaboratively on student driven projects. Above all, Art at APM is about the joy and wonder of creating art together!

PHYSICAL EDUCATION

Kindergarten, E1 and E2 students receive physical education instruction twice weekly for 30 minutes. Our physical education program is delivered through the YMCA and involves many different activities such as yoga, snowshoeing, pilates, etc.

Homeless Education

Students of homeless individuals and unaccompanied homeless youth (youth not in the physical custody of a parent/guardian) residing in the District shall have equal access to the same free appropriate public education including comparable services, as provided to other students and youth who reside in the District. Homeless students and youth shall not be required to attend a separate school or program for homeless students and shall not be stigmatized by school personnel.

The student's education may continue in the school of origin for the duration of homelessness and/or in any case in which a family becomes homeless between academic years or during an academic year, or for the duration of the academic year, if the student becomes permanently housed during an academic year. For further information, please contact the principal.

Exclusion from Physical Education and/or Recess

Physical education and recess are important times during the school day for all students to be involved in. Every child should participate in physical education and/or recess unless there is a physical limitation restricting them from doing so for a period of time. In those cases, a written excuse is necessary from the parent/guardian and/or a physician indicating the reason and length of time for the child to be excluded. Reasons must be of legitimate nature whereby the physical stress will exasperate the problem.

Leaving School Grounds

Under no circumstances should a child leave school grounds without permission during the school day. Students leaving for a doctor's appointment should bring in a note from their parent/guardian indicating the time they need to leave, who will pick them up, as well as whether they will be returning to school afterwards. If an emergency appointment is made during the school day, parents/guardians should contact the school office to make arrangements. Parents/guardians are asked to pick the child up from the office at those times. If someone other than a parent/guardian is picking the child up, identification must be presented in the office.

Field Trips

The Board of Education recognizes the value of field trips. Field trips must be well planned, properly timed and related to regular learning activities whenever possible.

Each field trip will be adequately supervised. Each student going on the trip must have submitted a written parental consent form prior to the trip. No student will be denied participating in a field trip if the family cannot afford the cost.

Nature Walks

One of the benefits of being located in Plamann Park is the opportunity for our students to experience the beauty of nature. Walking through the woods is not only a peaceful and tranquil experience, but also provides the opportunity to teach about nature in a very hands-on way. Many of our classes take nature walks periodically during the week (weather permitting). A permission slip is distributed at the beginning of the year to all parents / guardians allowing the school to take your child on these excursions into Plamann Park.

Appleton Public Library Trips

APM does not have a library on premises; therefore, we have developed a partnership with the Appleton Public Library for services. All students in kindergarten, E1 and E2 visit the library to take out books for reading and to conduct research. A permission slip is distributed at the beginning of the year to all parents / guardians allowing the school to take your child to the Appleton Public Library at these times. Library trips are scheduled for the year and can be found on the school's calendar within our website. Students need a public library card in order to take reading books out.

Lost and Found

Lost and found clothing items can be found outside the office. Please feel free to go through the cabinet at any time to search for your missing belongings. Small items such as watches, bracelets, and rings are kept in the office and can be requested by asking the school secretary.

Lunch Program/Waiver of Fees

APM, along with all Appleton Schools participate in the National School Lunch Program. Hot meals are provided at school every day. Menus can be found on the school and District website. The cost of the lunch is \$2.70 for a hot lunch complete with the salad bar. Milk may be purchased separately by any student for \$.35 per carton. Milk choices are whole, 2%, and skim.

Lunches must be paid for in advance. Appleton Area School District/Chartwells Food Service currently enforces a policy for NO charged meals. Please make checks payable to the Appleton Area School District and include the student's name on the check. Send

payment to school in a sealed envelope with the student's name, teacher's name, room number, and amount of payment marked clearly on the front. If payment is for more than one student, please indicate the names and amount for each.

Nutrition information on the meals is available from the Food Service Office (832-1719). Some students may qualify for a free or reduced lunch based on guidelines for family income. Families whose income is below this established guideline are also entitled to apply for free milk and waiver of school fees. Contact the school office or Food Service Office for these applications. All applications are treated confidentially.

In cooperation with Chartwells Food Service, APM offers lunches that are in compliance with national food regulations to provide a quality and nutritious hot lunch meal.

Along with this, we look upon the atmosphere during lunch time to be a teaching experience that is peaceful and pleasant. Lunch is served at round tables complete with cloth napkins, silverware and a plant in the center. Each week the work of a musical composer is presented during lunch time. Students are given the responsibility of setting tables and cleaning afterwards – including the washing and drying of the napkins. Our goal is to teach proper eating habits while enjoying the company of classmates during lunch time.

HEALTHY EATING HABITS

Healthy eating patterns are essential for students to achieve their full academic potential, full physical and mental growth, and life long health and well-being. The Center for Disease Control (CDC) has published research which shows that poor nutrition has an adverse effect on school performance and that even moderate under-nutrition can have lasting effects on the cognitive development of children. Water is encouraged as the primary beverage and supplemented with milk or 100% juice. We invite treats for classes that are healthy in nature. Appleton Public Montessori School is committed to providing the best education possible for its students and nutrition is a vital part of that commitment.

Healthy School Snacks

- Fresh or dried fruit
- Pretzels
- Cheese
- Crackers
- Sandwich half
- Bagel
- Raw vegetables
- Granola bars (no chocolate)
- Muffins
- Juice boxes (100% juice)
- Yogurt

- Popcorn
- Nuts
- Unsweetened cereal
- Water bottle

None of these, please

- carbonated beverages
- high sugar, high fat foods
- desserts
- items needing refrigeration
- potato chips or similar chips
- fruit roll-ups, prepackaged “fruit snacks”
- poptarts
- candy
- for young children...things they cannot open on their own!

Your help in keeping our Montessori kids healthy is appreciated!

Birthday Celebrations

In an effort to emphasize healthy alternatives instead of sugary food items, students are able to choose an activity or special privilege to celebrate their birthday at school. Teachers provide a list of alternatives that children can choose from and that can be enjoyed by all classmates in celebration. Please look for the birthday information from your child’s teacher at the beginning of the school year.

Snow Days & Emergency School Closings

In cases of bad weather or other school emergencies necessitating an early dismissal, every attempt will be made to assure that all children arrive to their destination safely with proper supervision. The Appleton Area School District uses TV and radio stations to inform families of such schedule changes. A listing of those stations can be found in the Elementary School Policy Manual located on the district and school website. Please talk to your child about what they should do should such an emergency arise and return the completed informational sheet found in your registration materials.

Student Dress Code

Appleton Area School District students are prohibited from wearing clothing or possessing accessories which, in the opinion of school authorities, is contrary to acceptable health and safety standards or may disrupt the educational process or learning atmosphere. Student dress attire must conform to the following minimum standards:

- Headgear may not be worn in the school building.

- Jackets, coats, and gloves must be removed at the student's locker or coat storage area. Any such items may not be worn around the building during school hours.
- Students must wear shoes/appropriate footwear. Metal cleats may not be worn.
- Students may not wear scanty/revealing clothing.
- No garments which advertise or promote alcohol, tobacco products, or other drugs may be worn.
- No attire with messages or symbols that include profanity, violent or sexual language/actions are allowed.
- Any attire or accessory which by its design, use or intended use, could cause bodily harm, property damage, or intimidation to other person, may not be worn (e.g. chains, leather straps, pet collars, spikes, etc.).
- No attire with a gang related purpose is allowed.

Body markings or tattoos that do not meet the above standards must be fully covered.

This policy is in force during the school day, in school vehicles, and at all school activities. The wearing of outer garments and headwear will be permitted in school vehicles and at school activities when appropriate.

Authority of Principals and Consequences for Violations

If there is disagreement between students and/or parents and the staff regarding the appropriateness of clothing and body markings, the principal or his/her designee will review the situation and make a decision. Violations of any of the above standards will be subject to disciplinary actions specified in school handbooks.

Student Belongings at School

Students are discouraged from bringing play items from home to school for use at recess time. Items such as handheld video games, card collections, and/or play equipment and toys are distractions at school and at times end up broken or missing. Play equipment such as bats, balls, etc., are provided to students for recess times. Items such as skateboards, roller blades/skates and scooters are not allowed at school. On occasion students may bring items such as sleds when permitted due to a class activity.

Parent/Guardian Involvement

APPLETON AREA SCHOOL DISTRICT
Resolution RE: Parent Involvement

The Appleton Area School District Board of Education supports the development, implementation, and ongoing evaluation of parent and community involvement programs

in every school. The Board supports the National Standards for Parent/Family Involvement Programs as developed by the National PTA.

- Standard I** Communicating - Communication between home and school is regular, two-way and meaningful.
- Standard II** Parenting - Parenting skills are promoted and supported.
- Standard III** Student Learning – Parents play an integral role in assisting student learning.
- Standard IV** Volunteering – Parents are welcome in the school, and their support and assistance are sought.
- Standard V** School Decision Making and Advocacy – Parents are full partners in the decisions that affect children and families.
- Standard VI** Collaborating with Community – Community resources are used to strengthen schools, families, and student learning

The Appleton Area School District endorses the Parent and Community Involvement Parameters which were developed by the Village Partnership.

Visiting / Volunteering at School

For the security of all, we ask that when visiting and/or volunteering at school you immediately sign in the office and wear a name tag. Please use the front entrance (closest to the parking lot) when entering the building during school hours. All entrances to the building are locked during school hours and require being buzzed in to enter at the main door. Upon leaving please stop at the office area, sign out, and exit through the front door. In this way we accurately know who is in the building at any time.

Background Checks for Volunteers

The Appleton Area School District has become very proactive in assuring the safety of all school children. As one part of that, Appleton Public Montessori requires all school volunteers working with children in an unsupervised area undergo an initial background check. For those continuing to volunteer in future years, another background check needs to be updated every 5 years or sooner if factors warrant. It is important that we as a school and you as parents/guardians are comfortable in the fact that the adults who work with your child/ren at school – employees and volunteers, are of the utmost character and conduct themselves as positive role models within our school and society. The information you provide on the background check form will not be shared with others and only used for the intended purpose. Thank you for your understanding and cooperation.

Home / School Communication

Effective communication between home and school is essential to the success of your child here at school. Once a month a school newsletter along with a classroom newsletter will be sent electronically to the e-mail address provided, and posted on the school's website. Please take the time to read the newsletters as they contain important and timely information regarding our school and the programming for your child. If you do not have internet access, please notify the office and we will be glad to provide you with printed copies.

We encourage you to contact your child's teacher(s) with any questions you may have or to schedule a time to visit with them if you have a question and/or concern. One way to contact your child's teacher is to call the school office. If the teacher is unavailable a message will be taken and your phone call returned as soon as possible.

Another method of communication is e-mail. The Montessori website has a listing of all teacher e-mail addresses for easy access. Please understand that often teachers do not have time to check their e-mail during the school day. Therefore, do not send an e-mail during the day requiring a response or action if it is in need of immediate attention before the end of the school day (i.e. change of departure plans for your child).

The Virtues Program

The *Virtues Program*, developed by Linda Kavelin Popov, believes that schools should be a safe and happy learning environment for all children. The purpose is to develop a culture of character where respect, patience, self-discipline, tolerance and joy for learning are among the virtues children master. During the school year the fifty-two virtues are taught and discussed with the students. These virtues exist within each child in potential and it is our purpose to awaken each virtue within them. For more information, visit the Virtues Project website and/or check-out the Virtues Project Parent Guide from our school parent resource library.

School Website

Please visit our website at apm.aasd.k12.wi.us. APM has chosen to use the website and email as the primary means of communication with families. Please click through the links on the top and familiarize yourself with the information within the website! A calendar of APM events is also on the website to keep you informed throughout the school year of upcoming vacations and events. We hope you find our website informational and informative!

HAVE A WONDERFUL SCHOOL YEAR

-The APM Staff

