



Janet Berry Elementary Handbook

Once a Bobcat, Always a Bobcat!

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Janet Berry Elementary School Mission Statement

Janet Berry Elementary School is committed to providing all students with an educational climate that inspires a sense of confidence, dignity, respect, and worth. We will maintain a safe and nurturing environment by engaging students as active, valued participants into the total school community. Quality educations will be enhanced by the collaboration of staff, families, and community, assisting all students to achieve their fullest potential.

School Colors

The Janet Berry Elementary School colors are Columbia blue (light blue) and silver. The mascot/nickname is the Janet Berry Bobcats.

School Song

Janet Berry Elementary Bobcats are the best.

We're the school that fights so hard

with our togetherness! Go! Go! Go

Berry Blue and Silver, too: we wear them with such pride,

As we play and work and share, side by side.

(Sung to the UW Fight Song)

Grade Level Teams and Units

Each grade level consists of a "Team" of about three teachers who work together on a regular basis to plan, present, and evaluate the educational programming for students. In addition to the classroom teachers, other special area teachers and special education teachers become part of the grade level team to prepare integrated curriculum experiences and to meet the individual needs of students. Within the grade level teams, teachers might team teach with all students in one room or change classrooms for instruction in one or more curricular areas.

In addition to grade level teams, we also maintain a structure of cross grade level units that are made up of Early Childhood/Kindergarten, 1st and 2nd grades, 3rd and 4th grades, and 5th and 6th grades. The teachers within these units meet periodically to discuss and evaluate curriculum programming and may plan unique experiences that benefit students at both grade levels. Teachers also plan opportunities for students in upper grade levels to work together with students in the primary grades. These experiences have proven to be very beneficial to all of our students and help to develop student cohesiveness throughout the school.

Each grade level team or unit will plan together, carry out, and evaluate instructional programs for each student in the unit, plan and participate in staff development activities, and plan and implement grade level and unit activities and lessons. The team and unit structure allows teachers to better utilize their strengths and to work together in order to provide each child a high-quality, individualized education.

Combined Grade Looping - Fifth/Sixth Grade Classrooms at Janet Berry

Since the opening of Janet Berry Elementary School in the fall of 1991, 5th and 6th grade students have worked together in combined grade looping homeroom classes. Over the years, this structure has proven to be very effective. Research clearly supports the benefits that a combined grade level can create as well as the benefits of working with a teacher over a two year period. For students, parents, and teachers familiar with the practice, it has become second nature. Those new to the setting; however, are unfamiliar to the approach. Below is a summary of the many different benefits and challenges we recognize.

The Benefits and Challenges of Combined Grade Looping Classrooms

The benefits and challenges of combined looping classes, although wide-ranging, can be divided into general areas: Academic, Social, Programming, Impact on Special Education, and Communication.

Academic Benefits and Challenges

- By greatly reducing time spent learning names and basic classroom routines, fall “warm-up” for 6th grade students is virtually eliminated.
- Sixth grade students willingly share their experience with 5th graders, telling them how they can be successful in the classroom. This allows students and teachers to establish classroom routines in a matter of days rather than weeks.
- Teachers have the chance to witness an extended timeline of growth, enabling greater opportunities to assess and address individual student needs.
- Students, teachers, and parents have the opportunity to work together over a longer period, establishing strong connections that translate into improved student performance.
- Transition to middle school is much smoother because Janet Berry students entering James Madison are already acquainted with many of the 8th grade students. Similarly, when our students become 8th graders, they already know most of the new 7th graders.
- Students are better prepared for the middle school structure by working with multiple teachers and schedule changes throughout the day. They have skills for dealing with the demands of different teachers, managing daily work, and transitioning during the day.
- Permanently blended classrooms allow you to rotate through the science and social studies curriculum over two years. One challenge with this is that students who enter from other Appleton Schools during the year or leave to another Appleton school may have overlapping curriculum.
- Students can be easily grouped by grade level for math instruction at their grade level. Our structure easily accommodates the math needs of all students.
- Literacy instruction and common core expectations are easily adapted to the 5/6 structure.
- At times, the abilities of the students to complete written work and their reading level impact their success within student groups or on whole group assignments. Teachers adjust their expectations based on the needs of the students.
- Students who sometimes struggle academically may benefit from the familiarity of the academic routines and the ongoing relationship with the teacher.

Social Benefits and Challenges

- Older students begin the year as role models for younger students affording them the opportunity to develop leadership skills. Students tend to demonstrate strong growth in their 6th grade year.
- Younger students develop the skills and confidence to interact comfortably with and learn from older students.
- Students observe first-hand that creativity, effort, cooperation, and other important skills, characteristics, and qualities are not based on chronological age. They learn to examine ideas based on merit rather than in their proponent’s age or size.
- Working with the same group of adults over a two year period helps students achieve a comfort and confidence level that encourages participation, examination, and risk-taking.
- Social Challenges – There are social challenges that the students face when they have only 10-15 grade level peers and only 5-7 same sex/same grade peers in their homerooms.
- The current structure promotes the development of friendships over two grade levels and with all students across the 5/6 program.
- Building a cohesive classroom community with two grade levels is a unique challenge for teachers.

- During lunch, students are grouped by homeroom to build community at the start of the year. As the year progresses, the students have opportunities to sit with peers not in their homerooms.
- Balancing the needs of building a strong cross-grade community while maintaining grade level relationships is something that we are aware of and look to develop throughout the year.
- Not every teacher is a match for every student. When a change is needed to improve the success of the student, we look to make a change that is in everyone's best interest.

Programming Benefits and Challenges

- In order to build in collaboration time for grade level teachers, the special subject schedules (art, music, Phy. Ed., guidance, library, etc.) need to be organized so that classrooms have special subjects at the same time so that they are able to meet and plan together as part of a PLC (professional learning community)
- Because it is not possible within the schedule to build in collaborative time for all 5 sections of gr. 5/6 teachers, the group tends to collaboratively plan in a group of 2 teachers and 3 teachers.
- Teachers need to plan for additional opportunities to collaborate with their entire grade 5/6 colleagues – meetings need to occur at lunches or before/after school.
- Maintaining instructional consistency across all 5/6 classrooms is an ongoing challenge. We celebrate the uniqueness of each teacher's approach to instruction.
- Janet Berry's enrollment typically accommodates 2 sections of each grade level and would consistently need to have the 5th section become a 5/6 combination classroom as we do at other grade levels. Because we plan for all combined classrooms at 5/6, this arrangement is always eliminated. Students do not need to be put into the one combination classroom and teachers do not need to be rotated through the combined classroom.
- Parents are typically concerned about their child being one of the few selected for one combination classroom at a grade level. Students are sometimes unsure of how they will feel in a combination classroom and will often express that concern to parents.
- Having only one combination classroom creates scheduling problems to be able to teach math and grade level curriculum for science and social studies. Schedules need to be all aligned and would create high class sizes for science and social studies for the other classrooms.
- The grade 5/6 curriculum in science, social studies, and literacy works well at either grade level and is easily rotated over two years.

Benefits and Challenges for Students Who Receive Special Education Support

- Students who receive special education support are clustered in specific homerooms for two years. Special education programs are placed in all of the 5/6 classrooms.
- The students are able to learn the routine as 5th graders and are very comfortable as 6th graders.
- Students build positive relationships with their homeroom teachers and the students in their class over two years. The relationships are deeper because of their interaction over two years.
- The teachers know the needs of the students, have participated in IEP meetings, and have collaborated with the paraprofessionals and program teachers.
- Teacher collaboration over a two year period enhances support for individual students.
- The consistency of schedules, routines, and expectations allows special education teachers to more effectively support students.

Communication Required to Make Combined Grade Levels Successful

- Parent/Teacher Conferences – Conferences are scheduled with the homeroom teacher. Notes and feedback provided by the teachers in other subject areas such as math should be provided for parents so they know their child's progress in those areas. If requested, parents do have the opportunity to meet with other teachers to discuss progress in the curricular areas they support.
- Progress Report Completion – This is a combined effort with teachers to accurately reflect student progress. Comments on the progress reports will be completed by the teacher who instructs the child in that content area.
- Classroom Newsletters – Include specific information about activities, events, and expectations for each of the classrooms. Newsletters are often developed collaboratively with 5/6 teachers.
- Daily Assignment Notebooks – Each day, homeroom teachers provide an opportunity for students to update their daily assignments from the different teachers. This helps all teachers know what the expectations are in the other subject areas and it helps students to prepare each day for their responsibilities.
- E-mail and telephone exchanges between parents and staff are important ways to keep each other informed about student progress or ongoing needs.
- Two Way Street – Communication about how the students are doing or feeling about school needs to be shared by both staff and parents in order for us to meet the needs of students. It is an expectation that parents and teachers work together to address academic and social needs.

Structure of 5/6 Combined Grade Looping Classrooms

Fifth and 6th grade students at Janet Berry School work in educational settings that include instruction in small group, homeroom, mixed homeroom, team, and multiple homeroom groups.

1. Combined Grade Homerooms and Small Groups (25-32 students)

All fifth and sixth grade students are assigned to one of five combined homerooms based on established criteria. The total number of students at each grade level are divided equally among the 5/6 classrooms. The greater portion of each student's day is spent working in small and large groups in his/her homeroom. This is also the group in which students attend music, physical education, and art classes. Generally, the homeroom teacher provides literacy instruction for the students in their classroom as well as one or more of the other curricular areas.

2. Mixed Grouping for Content Areas (25-30 students)

For some curriculum instruction (usually math, science and social studies) students are rearranged into homeroom sized groups comprised of students drawn from two or more of the five combined grade homerooms. This setting provides opportunities for students to interact with their peers from other homerooms and sometimes at just their grade level. These groups meet on a regular basis for periods of time ranging from a quarter to a full school year. Math groupings include 5th Grade, 6th Grade, and the faster paced Gr. 7/8 curriculum. Students who are accelerated as 5th graders attend math with a 6th grade group. Teachers are assigned to teach either 5th or 6th grade math. For the past two years, the faster paced 7/8 math has been held in our LMC and taught by an additional teacher.

3. Teams (50-60 students)

The physical structure of the building leads to the grouping of the 5 combined homerooms into two teams. Teams are located in adjoining classrooms that share a folding wall or are in close proximity. This setting facilitates flexible grouping and larger gatherings, and as in the case of mixed homerooms, provides opportunities for students to interact with their peers from other homerooms. Depending on the time of year and type of activity, teams may meet anywhere from a few times per month to daily. Some academic instruction (science and social studies) may occur in this large group format with two teachers providing support and instruction. Generally this teaming structure is created through the scheduling process where collaborative opportunities with teachers are built into the weekly routine.

4. Multiple Homerooms (75-180 students)

Occasionally, students will participate in very large group activities that include three or more homerooms. This arrangement occurs at lunch and recess as well as for any unique opportunities that all groups share in common such as the Civil War Living History Day experience or other field trip experiences. Sometimes grade level groups are gathered to deliver specific health education curriculum that is grade specific. An example of this might be when teachers arrange their schedule to have grade 5 students working on guidance curriculum while grade 6 students work on library skills. Teachers across all homerooms meet to plan for these large group events.

Summary

The structure of our grade 5/6 program is unique and successful. Feedback from parents has indicated that our 5th grade students do undergo some transitioning during the first couple of months in the program, but as students move into the second semester of the 5th grade year their confidence builds. The biggest growth noted comes during the 6th grade year when they are most familiar with the teacher and the routines of the classroom. The long-term benefits we have observed as students move through the two year program have far outweighed the challenges they face. Many of those challenges help to develop strong life skills that our students will take with them as they leave our school. Janet Berry students continue to achieve at the highest level when compared to other elementary schools in the Appleton School District. This success also transfers to James Madison Middle School and eventually East High School.

Communication

A variety of general information distributed in school is sent with each family's youngest child attending Janet Berry Elementary School. On some occasions, information is distributed to all students. Parents are expected to check daily for notes from school. It is important for parents to set up a process for their children to give them information from school to remain informed and prepared. Additional copies of fliers that are distributed in school are always available on the counter in the school office or from the school secretary.

Teachers also prepare and distribute many other classroom notes and letters to keep parents informed. E-mail, voice mail, assignment notebooks, written notes, phone calls, face-to-face meetings, and parent/teacher

conferences are all important methods for maintaining strong communication between home and school.

Parent Newsletters

The Berry Patch is the title of our newsletter. The electronic newsletter is distributed every other Monday (or the first day of that week) throughout the school year. The Berry Patch is e-mailed directly to any e-mail address provided at the beginning of the year. All newsletters are also posted on our school website. Paper copies of the newsletter are available in the message center in the lobby. The deadline for submitting articles for the Berry Patch is the end of the day on the Thursday before distribution day. All entries must have the approval of the building principal prior to publication.

Many classroom teachers prepare and distribute weekly or monthly classroom electronic newsletters to inform parents about specific activities and events occurring at the classroom level. Other letters may also be distributed any day of the week in order to keep our parent community informed.

All notes distributed to students from any organization or group must have the approval of the building principal and; in most cases, the approval of the district office.

Inclusive Education at Janet Berry Elementary

In an inclusive educational environment, each person is an important accepted member of the school and community. As educators, we work to create a sense of community and belonging within the group; we celebrate diversity. Our focus is on the positive, including respect and dignity for everyone. We want inclusion to become a reality in all aspects of life.

INCLUSION CREATES OPPORTUNITIES FOR ALL PEOPLE, ADULTS & CHILDREN, TO LEARN TOGETHER.

- Inclusion means a climate of acceptance - no one is rejected or left out. All students can be a part of classroom, playground, lunchroom, physical education, music, art, field trip, and any other all school activities.
- Inclusion focuses on everyone's abilities and possibilities - not on disabilities and limitations.
- Inclusion acknowledges that everyone has different skills, talents and gifts to offer - no one has to be good at everything. Everyone has the right to participate.
- Inclusion means that all school staff, students, and parents work together as a team in a partnership -we don't work in isolation. We all need to be advocates for students.
- Inclusion is characterized by gentleness, individualization, openness and humor - it is not rigid, regimented or authoritarian. All students deserve this kind of environment.
- Inclusion means talking openly about differences in a productive, positive way - not ignoring differences or talking about them in stereotypical ways.
- Inclusion is a dynamic process and a belief system - not just a replicated model. Your actions reflect your beliefs.
- Inclusion requires problem solving - to discover what is possible, not to place blame. Inclusion is solution oriented. It is an obstacle to overcome; not a barrier.
- The inclusionary process is beneficial to all students and staff.

Office Hours

Office Hours (M-F) 7:30 a.m. - 4:00 p.m.
 Summer Office Hours (M-F) June & August 8:00 a.m. - 2:00 p.m.
 Closed during the month of July

***Voice messages can be left at 832-5750 at any time of day or night.**

Arrival/Dismissal Schedule

Students Arrive 8:00 a.m. - 8:22 a.m.
 Line Up Bell/Entrance to School 8:22 a.m. - 8:27 a.m.
 Grades K through 6 8:27 a.m. - 3:16 p.m.

***Parents should not drop students off before 8:00 a.m. daily or 10:00 a.m. on late start days.**

Lunch Schedules and Bell Schedules

Lunch Schedule

<u>Grade</u>	<u>Lunch</u>	<u>Recess</u>	<u>Location</u>
K	11:15 – 11:40	11:40 – 12:00	Multi-Purpose Room – South
1	11:45 – 12:10	12:10 – 12:30	Gym - South
2	11:40 – 12:05	12:05 – 12:25	Gym – North
3	11:25 – 11:50	11:50 – 12:10	MPR – North
4	12:10 – 12:35	11:50 – 12:10	MPR – South
5/6	12:05 – 12:30	11:45 – 12:05	Gym – North & South

Dismissals from Lunch

K	11:40 – To playground - MPR
1	12:10 – To playground - Gym
2	12:05 – To playground - Gym
3	12:10 – To classrooms - MPR
4	12:35 – To classrooms - MPR

5/6 12:30 – To classrooms – Gym

Recess Bells

9:55 – Kdgn. out to recess

10:15 – End of Kdgn. recess

1:25 – Gr. 5/6 & Gr. 3 out to recess

1:45 – End of Gr. 3/5/6 recess

1:55 - Gr. 1, 2, 4 out to recess

2:15 – End of Gr. 1, 2, 4 recess

Arrival at School

The Berry staff will begin playground supervision at 8:00 a.m. or at 10:00 a.m. on 2 hr. late starts. **Please arrange to have your child arrive no earlier than 8:00 a.m. and before 8:22 a.m.** A playground *without* supervision can be very dangerous! If your child is arriving at school before 8:00 a.m., you need to consider the YMCA School Age Care Before School Program. (Refer to that section below.)

Parents are encouraged to drop students off on the east side of the school and then walk to the playground. All students dropped in other areas should report to the back playground by walking around the school on either side. Students should not walk through the main lobby in the morning unless they are part of safety patrol or need to drop off a musical instrument. If you have a special circumstance, please contact the building principal to discuss your options.

In the case of inclement weather (steady precipitation or temperatures below zero) prior to the start of school, students will enter the building through the main doors and go directly into the multipurpose room until the bell rings. Students in K-2 will sit in lines by class. Students in grades 3-4 will gather at the back of the multipurpose room. Grade 5/6 students will gather in the gym and sometimes the art room. **A sign with a green dot (Come in!) will be placed on the door of the main entrances to indicate to students that they should enter the building.** After the 8:22 bell rings, the supervisors dismiss students by grade level. If there is not a sign in the window of the main entrances, students should report to the back playground area until a supervisor indicates they should enter.

On normal days, students should remain in the back, on the playground. When the first bell sounds, students in grades K-3 should line up at their designated class location and wait for a supervisor to direct them into the building. Students enter through the south entrance. Grade 4th - 6th grade students enter through the west entrance and come in on their own when the first bell rings.

LATE START Wednesdays at Janet Berry

- The Appleton School District will have a 2 hour late start on the 2nd Wednesday of each month throughout the school year. These days are used for staff development and collaboration.
- In order to ease the burden on parents during late starts, all parents can register their children for before school care with our YMCA at no charge. Staff will be available to supervise students from 8:00 a.m. until 10:00 a.m. Students are then dismissed to the playground for the normal start of the school day.
- **Registration** – Parents must register for Late Start Supervision each month. The form must be turned in to the office the Friday before the late start date.
- **Drop off location:** We are going to make a change here. Please drop off in the front of school or at the regular drop locations and have your child walk in through the main entrance.
- **Drop off time:** 8:00-8:15 a.m. **No drop offs after 8:15 a.m.** Please consider other arrangements if you can't drop off during this window.
- **Procedures:** Once students come in the main entrance, they will be checked in and then proceed to the assigned location for their grade level – K-1 Multipurpose Room, 2/3 Art Room, 4/5/6 gym. Students will rotate through the areas during the morning.
- **School start time:** The official school day begins at 10:27 a.m. - Adult supervision begins at 10:00 and an announcement will be made to have students line up at 10:22 a.m. Students from the Late Start Supervision will be released to the playground at 10:00 a.m. School supervision will then begin.
- **Playground Notice:** The playground and school is closed until 10:00 a.m. for students not signed up for the late start supervision.
- **Buses:** Buses will always run two hours later than usual on Late Start Wednesdays.
- **Breakfast Snack Bags** – Breakfast snack bags are available to all students who purchase them or receive them free. Those who normally get the snack bag can pick that up when they arrive for late start supervision.
- **Change in Plans** - It is **extremely** important that we have accurate numbers for the Late Start Before School program. **If your plans change and your child will NOT be participating but you signed up for it, please call the school office.** We are required to do the follow up phone contact with parents for any students who are signed up, but do not show up.

Expectations – Students will be expected to display appropriate behavior at all times. If they do not, they will not be able to participate in the late start service.

FIRST DAY OF SCHOOL

Students and parents will be permitted to enter the building by following the P.A. announcements. A PTO Welcome Back Coffee will be held for parents at 8:35 a.m. in our multi-purpose room.

YMCA School Age Care

Child care is provided at Janet Berry Elementary School through the Appleton YMCA. Please call 954-7641 for details on enrollment and services, or stop in to talk with the coordinators directly. Students attending this program report directly to the multipurpose room and gym area after drop off in the morning and at dismissal. Drop off can be as early as 6:30 a.m., and pick up as late as 6:00 p.m. to accommodate most parent schedules. Service is provided on all weekdays during the year and throughout the summer, unless it is a recognized holiday. Continuous care is provided when there are half days of school.

Lunch Count and Lunchroom Procedures

Each morning, classroom teachers take a hot lunch count that is reported to the school secretary along with attendance. Students must notify their classroom teacher if they will eat the regular hot lunch, sandwich of the day, a salad, or a peanut butter and jelly sandwich. If parents will be eating hot lunch, their child must notify the classroom teacher so it can be added to the overall count. If parents bring in a cold lunch or special lunch, please do not bring in soda. All food items are prepared on site, but they are delivered on a daily and weekly basis. If a child selects a sandwich of the day, salad, or peanut butter and jelly sandwich, their individual name is written on the wrapper for easy pick up. There is also a fruit and vegetable cart available daily. Students may select any items for the cart in addition to their regular meal. A computerized system is used to monitor student/family lunch accounts and allow for easy check-in of students. Each child in grades 2 - 6, is assigned a lunch account number that will be entered before they go through the lunch line. Students proceed through the service line on both sides and move to the eating tables.

Students in K - 1 will have individual wooden sticks with their account number on them. These sticks are handed in as a class group and the account number is entered by the food service.

Students in all grades sit with students from their classroom. Students may not exclude one another at the lunch tables. They may not exchange food in the lunchroom. Students in grades 5/6 will be assigned to classroom pairs for seating. Students from grades 5 and 6 can volunteer to become lunch servers and will be trained to help with the lunch service. Students in grades 2 and 3 can volunteer to help wipe lunch tables at the end of their lunch period. All students are expected to clean up their individual spaces and help to keep a clean table and floor area. Dustpans and brooms are available for cleanup. Students who display inappropriate behaviors may be assigned a seat in or out of the lunchroom, miss lunch recess, or complete assigned duties. Tables are dismissed when the area is picked up and the students are in order. When dismissed, students deposit all garbage items in the available cans, empty milk cartons, deposit recyclable materials, stack trays and then proceed to either their classroom areas or to the coat hook/playground area.

Any student who goes home for lunch must have written permission from parents to leave Janet Berry School at lunchtime. Students must sign out and sign back in to the office. When they return to school, they should join their grade level classmates in the lunchroom or on the playground until the bell rings. Very few Berry

students leave school during the lunch period and, for safety reasons, we discourage parents from having students regularly go home for lunch. The lunch and recess periods are very important social times for students where friendships and interactive skills are developed.

School Lunch Program/Waiver of Fees

Appleton schools participate in the National School Lunch Program. Hot meals are provided at school every day. Menus are distributed monthly to all students to be shared at home. The cost of the hot lunch is \$2.50 per day. Any student may purchase milk separately for 35 cents per carton. Milk choices are whole, 2%, skim, chocolate (1%). An adult lunch is \$3.75. A fresh salad, peanut butter and jelly sandwich, or a sandwich of the week are also available on a daily basis in place of the main entrée.

Lunches must be paid for in advance, and can be prepaid in any amount. Please make checks payable to the Appleton Area School District (AASD) 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, amount of payment, and "Lunch Program" marked clearly on the front.** If payment is for more than one student, please indicate the names and amount for each. To receive an update on account balances, parents can log on to the district portal to view all transactions. Aramark can also be contacted directly.

Nutrition information on the meals is available from the Food Service Office located in the Morgan Building, 120 E. Harris Street, Appleton. Students may qualify for a free or reduced lunch based on guidelines for family income. Families whose income is below this established guideline are entitled to apply for free milk and waiver of school fees (refer to *School Fees*). Contact the school office (832-5750) or Food Service (832-1718) for these applications. All applications are treated confidentially.

Closing Of School/Inclement Weather

Parents and children can assume school will always be open unless they are notified by the TV, radio, robo call, or e-mail. If the weather is stormy in the morning and you are uncertain if school will be in session, simply listen to your local radio stations or the Green Bay television networks. They will announce all the school closings, late buses, and late openings. When school is cancelled for students, the office will not be open, so it will not be possible for you to contact the school. School cancellation may occur due to the weather, mechanical failures within the building, or other unforeseeable events. The YMCA Care Program is also cancelled when school is cancelled. Early dismissals during the school day will also be made known to you by radio or television station.

District Nutrition Standards

The Appleton Area School District promotes healthy schools by supporting wellness, good nutrition, and regular physical activity as a part of the total learning environment. Please be sure to review the guidelines established in the District Student Nutrition Policy. (Refer to the Appleton Area School District Handbook). No district school can sell soda or artificially sweetened drinks during the school day. In support of this policy, we ask that cold lunch students make healthy choices of milk, water, and fruit juices rather than soda or artificially

sweetened drinks. Parents, we ask that you work with your children to make more appropriate and healthy choices when packing cold lunches.

Janet Berry Elementary School Healthy School Snacks and Birthday Treats

We encourage all of our families to work together with the school to help provide healthy snacks for our students whenever there is a special occasion that calls for food to be brought into the classroom. Below is a list of suggested snacks that meet the nutrition guidelines established by the school district. Please help us by not sending traditional “high sugar” birthday treats to school. This list can also serve as a healthy after school snack list throughout the year. The health and wellness of our students, staff, and families will continue to be a major goal for our school into the future.

Healthy Snack Ideas:

- **Fresh fruit** – There are many different fruits to choose from – some are easy and need little preparation, others require time cutting, etc. Apples, pears, bananas, grapes, strawberries, blueberries, peaches, plums, and oranges are all easy to handle. There is not time for the teachers to cut up fresh fruit for 25 students!
- **Dried fruit** – Unsweetened - a wide variety of dried fruits are available
- **Cheese** – many different kinds, cut in cubes or sliced, string cheese also works well
- **Cheese and meat sticks**
- **Pretzels** – there are several different flavors to choose from
- **Crackers** (whole grain and stoned wheat are better)
- **Unsweetened cereal** – can be mixed together for variety
- **Granola bars** – low fat, low sugar content
- **Sandwich halves or triangles** – with meat, cheese, etc. – whole wheat bread is best
- **Whole grain bagels** – with low fat spread
- **Rice cakes** – different flavors to choose from
- **Raw vegetables** – broccoli, cauliflower, carrots, celery, low fat ranch dressing
- **Muffins** (low fat)
- **Fruit juice or juice boxes** (100% juice only)
- **Yogurt** – flavored or plain – children like vanilla mixed with fresh fruit or granola
- **Popcorn** (no butter)
- **Nuts and seeds** – peanuts, cashews, almonds, sunflower seeds, etc. - Parents are encouraged to check with the classroom teacher for any nut allergies.
- **Water bottle** – Students may have a water bottle at school. Teachers will establish expectations for access.
- **Applesauce cups** (unsweetened)

Birthday Treat Suggestions:

- Fruit or cheese kabobs
- Apple wedges
- Mixture of dried fruits
- Fresh vegetable platter with low fat ranch dressing
- Fresh fruit platter with yogurt dip
- Trail mix (nuts, dried fruit, unsweetened cereal, sesame sticks, etc.)
- Celery with peanut butter or cheese and raisins
- Rice cakes with low fat spread

- Cheese and meat platter with whole grain crackers
- Yogurt sundaes – vanilla yogurt in a cup with fresh fruit, granola, or nuts – keep it simple

None of these please:

- Carbonated beverages – no soda
- High sugar, high fat foods
- Desserts – cookies, cupcakes, cake, etc.
- Potato chips and similar chips such as Doritos, etc.
- Fruit roll-ups, prepackaged “fruit” snacks – check the labels for sugar content
- Pop tarts or other prepackaged sweet treats
- For younger children...avoid sending things children cannot open on their own!

SCHOOL POLICIES

Absences/Tardiness

If it is necessary to keep your child out of school for any reason, please notify the school office at 832-5750. We will need to know your child’s name, teacher, and reason for absence. If we do not hear from you by 8:45 a.m. on the day of an absence, you will be called at your home or place of employment to confirm your child’s absence. We follow this procedure for the safety of your child. With our voice mail system, you can leave a detailed message for our secretary at any time of the day or night (include child’s name, teacher, and reason for absence). Please be considerate and call the school to report absences so that our secretary’s time can be used much more productively.

Absences are considered **EXCUSED** for illnesses, religious holidays, family emergencies, doctor or dental appointments, or a death in the family. We must receive a call from a parent to excuse the absence. All others are **UNEXCUSED** unless prior approval has been obtained from the principal. Parents of students who experience repeated absences over time will be contacted by the building principal to discuss the individual circumstances and to identify strategies for improving attendance.

Students who are not in their classroom at 8:27 a.m., or when instruction begins in the afternoon, are considered TARDY to school. They must report to the school office, sign in, and get a tardy pass before going to class. Parents of students who are repeatedly tardy will be contacted by the school principal to discuss options that may help correct the situation. It is our goal, as it is yours, to teach promptness. Please refer to the state statute regarding truancy in the District Handbook.

Please use good judgment, and do not send your child to school when he/she is actively ill. If they have thrown up in the morning or they have had a fever within 24 hours, do not send them to school. Should your child have a communicable disease (chicken pox, measles, head lice) the local Health Department (832-6429) and the school nurse (832-5750) should be notified. Please read carefully the District’s Head Lice Policy. (Refer to the AASD Handbook).

Vacations During School

Vacations can be a very exciting learning experience for students as well as a healthy and educational family activity. Although we encourage all families to try to schedule vacations when school is not in session, we understand that occasionally you may need to schedule a trip when students are expected to be in school. If your child will be out of school for any length of time for vacation purposes, please contact the school secretary and the classroom teacher by phone or with a hand written note detailing the absence. Your phone contact or letter will serve as the official notification so that we can mark your child's attendance record as "Excused." The teachers will make reasonable accommodations for missed work, but the missed instructional time cannot be made up. The impact that school absence has on individual children is different for each child and circumstance. Please work with us to help minimize any concerns. Repeated absence due to vacation or appointments is discouraged. Parents who wish to have their child miss school due to a family trip must complete a Vacation form for the days that will be missed. Approval of the principal is required for these absences to be excused.

Alcohol and Other Drugs (ATODA) Policy

Janet Berry Elementary School is a drug-free school. Please read carefully the District's AODA policy (District Handbook). This also means that individuals may not smoke anywhere on the school grounds at any time.

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.

Appointments with Staff

If you need to see a staff member during the school day, please call in advance, send a note, or send an e-mail to set up an appointment. Do not simply show up and expect to be able to talk with the teachers. The teachers have very busy schedules, so please give them the courtesy to schedule meetings to discuss your child or other important issues. We ask this to avoid disruptions to the learning environment and to ensure our accountability for visitors in the building. It is not appropriate to try to discuss personal information when teachers are in classrooms, hallways, or supervising students. Your cooperation is necessary and appreciated!

During office hours, all phone calls are directed through the school secretary. You can be transferred to any staff member's voice mail to leave a detailed message. Please know that teachers may not be available immediately to check for messages. All teachers are expected to check for messages at the end of the day prior to leaving school.

When the school office is not open, you will need to leave your messages with the school secretary and she will transfer them to the appropriate staff in the morning. Staff members are notified of phone message through the district e-mail system.

Change of Address, Telephone, E-Mail, Etc.

At the beginning of each school year, you will be asked to go on line and update all of your emergency information. Up-to-date information is very important during emergency situations. If at any time during the school year you move to a different address, change your telephone number, add a cell phone, change your e-mail address, or change any other important information related to emergency contacts, it is your responsibility to update the information in the parent portal.

Dress Code - Adopted January, 2006

This dress code is consistent with all elementary schools in the East Cluster, as well as with Madison Middle School and East High School.

We take pride in the appearance in our students. How students act is often affected by what they wear. Students are expected to dress appropriately in clean, well-fitting clothing appropriate for the weather. This makes them feel more comfortable about school and increases their chances of being successful students ready to learn.

Students' dress or attire must adhere to the following minimum standards. The standards maintained align with the BOE approved policy 443.1, June, 1999, found in the family district handbooks.

- Students may not wear scanty/revealing clothing. Examples of these items include, **but are not limited to**, tube tops, halter tops, backless tops, strapless tops, spaghetti straps, and clothing that expose the midriff and/or undergarments. For the older students, if bra straps are showing, it is inappropriate.
- Jackets, coats, and gloves must be removed at the student's locker/hallway hook area. Any such items may not be worn around the building during school hours.
- Students are not allowed to wear head gear in the school building. Removing a person's hat when entering a building is a well-established sign of respect in our country, and one that will be reinforced in our schools. Examples of head gear include, **but are not limited to**, hats, caps, and bandanas.
- Students must wear shoes/appropriate footwear in and around the school at all times. Flip-flops are strongly discouraged for safety reasons. Please help to set this expectation at home with your children. Do not let them out of the house with inappropriate footwear.
- No garments that advertise alcohol, alcohol establishments, tobacco products, or other drugs may be worn.
- No attire with messages or symbols that include profanity, violent or sexual language/actions, or inappropriate subject matter is allowed to be worn in the school buildings.
- Any attire or accessory which by its design, use, or intended use, could cause bodily harm, property damage, or intimidation to other persons, may not be worn. Examples of these items include, **but are not limited to**, chains, leather straps, pet collars, and spikes.
- No attire with any gang related purpose is allowed.

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 deemed appropriate by building administration.

This list is not meant to be exhaustive; rather it is intended to provide some idea of acceptable dress.

Since styles of clothing change rapidly, the administration reserves the right to restrict certain fashions that are inappropriate, as well as interpret what is considered to be in poor taste or distracting to the learning environment. Members of the staff will use their professional judgment when enforcing this policy.

Authority of Principals and Consequences for Violations:

If there is a 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 final decision. Violations of any of the above standards will be subject to disciplinary actions as determined at the time of the incident or otherwise specified in school handbooks.

Winter Clothing Expectations and Transition to Fall/Spring

Gr. K-2– Should wear snow pants and boots for each recess during the winter months. Warm jackets, mitten/gloves, and a hat are required.

Gr. 3-4 – Need to wear boots daily, snow pants if they are off the blacktop, warm jackets, mittens/gloves, and a hat.

Gr. 5-6 – Need to wear boots if off the blacktop. Jackets are required. Hats/hood and gloves/mittens are expected.

As the weather begins to turn cold in the fall and begins to warm in the spring, announcements will be made when clothing expectations change. Lighter jackets and hooded sweatshirts are acceptable at that time. Tennis shoes are acceptable in the spring if the student remains on the blacktop. If there is snow on the ground or if the ground is wet and sloppy, boots must be worn off the blacktop. Jackets should remain on during the recess unless an announcement is made.

Fire, Tornado, and ALICE Drills

Fire drills must be conducted once per month and are an important safety precaution. When the fire alarm is heard within the building, all students, staff, and visitors must exit the building through designated exits which are clearly posted near the door inside each room. Classroom teachers will accompany their students out of the building and take attendance once outside. The principal and building engineer will provide the “all clear” signal for students and staff to re-enter the building. Please reinforce with your children that tampering with fire alarms or firefighting equipment at the school is punishable by law.

Tornado drills are completed in conjunction with the statewide tornado awareness week in April of each year. Teachers also review tornado drill procedures at the beginning of each year. Each room has a designated safe site location within the building which is posted on the inside of each classroom.

ALICE drills are conducted yearly to insure the ongoing safety of students. During an ALICE drill there are two different stages – Yellow or Red. In a Yellow Alert, classroom, hallway, and exterior doors are all locked and instruction continues. During a Red Alert, all classrooms are locked, lights are turned off, and students are moved to a safe/hidden section of the classroom. Students and staff might also barricade doorways or choose to evacuate the building if that is the best alternative. An announcement is made to initiate all ALICE drills. This procedure would be used if an intruder entered the building or if there was some impending danger either

inside or outside of the school building. Students and staff who evacuate during a Red Alert situation would make their way to the Eternal Love Lutheran Church. Students and staff would remain at this location until directed by district officials or law enforcement.

School evacuation - In the event that we would need to evacuate our building at any time when students are present, buses will provide transportation to the Alliance Church off of Hwy 41. All students would be held in various locations at this site for parent pick up. Parents must sign each student out. Radio and television stations would be contacted to broadcast information about a school evacuation and social media would be used. If an evacuation were to occur, it is very important for you to be patient and follow procedures in order to maintain a safe and orderly transition for all students.

Janet Berry Homework Policy

Homework is important because it reinforces what has been learned in class, prepares students for future lessons, teaches organization and responsibility, encourages innovation and creativity, and helps students to develop good work habits. Homework also acquaints parents with what their children are learning in school. Based on school instruction and guided practice, students should be able to successfully complete work at home within a reasonable amount of time.

Homework is an integral part of the learning process requiring shared responsibility of teachers, parents and students.

What are the students' homework responsibilities?

Students will:

- Have the responsibility to complete the assignment and return the completed assignment to school.
- Have the responsibility of communicating any confusion regarding the assignment to teachers.
- Clearly communicate homework assignments to parents using a take-home folder and/or assignment notebook.
- Request and complete any missed assignments due to absences or missed class time.

What are the teachers' homework responsibilities?

Teachers will:

- Provide variety in homework assignments: review, practice and enrichment.
- Provide expectations for homework quality and due dates.
- Individualize homework assignments when necessary.
- Review and provide feedback for all homework.
- Clearly communicate homework assignments through the use of a take-home folder and/or assignment notebook.
- Monitor completion and quality of assignments and determine consequences for incomplete work.

What are the parents' homework responsibilities?

Parents will:

- Promote a positive attitude and outlook toward homework.

- Understand that the responsibility of homework rests with the child and that by doing the work for the child it will not help the child.
- Provide support when asked by the child.
- Communicate concerns regarding student needs/frustrations to the teacher.
- Provide the necessary time, a quiet study area, and needed supplies for the student.
- Check assignment notebook and/or take-home folder on a daily basis. Sign the notebook if requested by the teacher.

Interest and support is the most important factor in insuring success in school for the child. When the students, teachers, and parents work together, the results of this teamwork are evident in the student's progress and success in school.

Library Media Center (LMC)

The LMC has a wide array of books, magazines, computer programs, and other materials for students to use for their homework and their enjoyment. All circulating materials must be checked out of the LMC. Our school uses an automated checkout system that tracks all of our materials. Student bar code IDs are used for this. Fines are assessed and collected for materials not returned on time or in good condition. Please help your children remember to turn in books and help them distinguish the Janet Berry Elementary School library books from those of the public library or classroom. Public library books, which are mistakenly returned to the JANET BERRY LMC, will be held there until claimed. Our media center is not affiliated with the public library, and our staff cannot return materials there for you.

The Janet Berry LMC seeks parent volunteers to perform the necessary tasks to keep books and materials in order and to help students in any way they can. Recruiting and training are generally done in September; however, volunteers are welcome throughout the school year. If you are interested, please contact the LMC specialist, through the school office at 832-5750.

Books, magazines, and parent resources are available for parents to check out. All parents must sign up for a library card in the LMC.

Lost or Damaged Library Books - Students are responsible for taking care of all materials checked out of the LMC. Students will be responsible for the cost of lost or damaged books.

Textbooks

Students are provided with the textbooks necessary for their classes. The school fee that is collected at the beginning of each year is for rental of the books and does *not* cover damage to the books due to neglect or carelessness. If a student's textbook is damaged beyond repair or beyond what is reasonably expected from normal use, the student may be fined. **Please help your children cover their textbooks and care for them properly.** Letters notifying parents of damage to textbooks will be sent out when the damage occurs or after the books have been collected at the end of the year.

Lost and Found

The lost and found department is located in cabinet in the main lobby. An incredible number of items are lost each school year and never claimed. Students should check the lost and found during their recess time when they have lost something. Lost schoolbooks are turned over directly to teachers. **Please label your child's outdoor clothing, boots, and books so these items can be returned when they are misplaced.** Lost and found items are placed in the cabinet and will be put on display during parent/teacher conferences. After conferences and at the end of each school year, unclaimed items will be sent to a local charity organization. We do not make general announcements to locate individual items. Students who wear retainers often accidentally throw them away with their lunch garbage. Please establish a routine with your child to help prevent this. Digging through bags of lunch garbage is not a fun process. If a student loses something, they should first check their desk and coat hook areas and the surrounding areas.

Medications at School/ Self Medication – Elementary Schools

Medications may be administered to your children at school at your request. However, you must carefully follow the procedures listed in the District's *Medication Administration in the School Setting* policy (refer to District Handbook). You can obtain the forms for this from the school office. Very strict procedures are followed for the distribution of medications in the school setting. Please talk with your child's physician to discuss options so that your child does not need to take medication in the school setting. Most medications can be given before and after the school day with equal effectiveness.

Although it is permitted, and it sometimes is necessary for students to carry and administer their own medication, this is not recommended for elementary students. If a parent wants their child to possess medication for self-administration, the parent should contact the school nurse to discuss this. Due to a change in state law and district policy, asthma inhalers and controlled substances (such as Ritalin, Adderall, & Codeine) need parent and physician authorization in order to be self-administered. Authorization forms are available in the school office. Please contact the school nurse if you have any questions.

Parent Comments or Concerns

Do you have a question or concern about what is happening at Janet Berry Elementary School? Please be sure that you and your children read this handbook and a current copy of *The Berry Patch* for information related to school policies, procedures, and events. If you still have questions, please call the school office at 832-5750.

If you have concerns about anything that happens within the school or on the playground, please do not hesitate to contact the individual staff member that is most directly connected to the situation. If no resolution is reached, then contact the building principal. Parent and student input are always welcome and are an important part of the school improvement process. Consistent with Appleton Board of Education policy, anonymous calls and letters are disregarded unless they are related to an emergency.

Physical Education and Recess

The policy of the Appleton Public Schools is:

- Every child must go out at recess unless he/she has a written excuse from his/her physician which details the child's condition and why being outside would be detrimental to them. In most cases if a child is dressed appropriately, being outside does not cause illness or make their current condition worse.
- Every child must participate in gym activities. To be excused, he/she must provide a written excuse from his/her physician.

School Fees

School fees are assessed at the beginning of each school year and are primarily a rental fee for the textbooks and equipment used by your child during the year (see *Textbooks*). Students who enter school later in the year are assessed pro-rated fees. Fees for the upcoming school year are \$30.00 for each child in grades K - 6, or \$15.00 for each child in half-day kindergarten or early childhood classes. Families for whom the fees pose a financial hardship may apply to have these fees waived. Waiver forms are available in the office. Applications are treated confidentially.

School Telephone

We have one telephone located on the office counter that is available to students and parents at any time in an emergency. Classroom phones may also be used with the permission of the teacher. Parents who have emergency messages for their child should call the school office to have the message relayed. Students will not be permitted to use school phones to arrange after-school activities or to make other non-emergency calls. These activities must be planned in advance along with parents. Parents must write a note for their child if they are expected to go home with another child or if there is a change in their normal routine.

Cell Phones (District Policy) - Students are not permitted to use a cell phone at any time during the school day. Students may use cell phones at the end of the school day to contact parents for pick up, etc. Any student who violates these expectations will not be allowed to have a cell phone at school. Cell phones not approved will be collected in the school office and returned to parents at a meeting with the principal.

School Visitor Procedures

All parents, guests, and other visitors must sign in and out in the school office for the safety of our students and staff. You will find the sign-in book and visitor sticker badges on the main office counter. Name tags are used to allow staff to identify visitors. Any visitor who does not have a name tag should be asked to report to the office to sign in.

Visits to individual classrooms must be arranged in advance with teachers or the building principal. It is expected that all visitors have a specific purpose when they visit our school. It is the responsibility of all staff

and parents to see that adults entering our building are following the sign-in procedure and are wearing a visitor badge. Parents must follow this policy at all times of the day. Do not hesitate to direct someone to the check in table if they do not have a name tag on. The safety of everyone in our building is a top priority. Parents may not check in at the end of the day to meet their child outside of the classroom. Your child will be called to the office or can meet you in the school lobby, bike rack area, or other designated location.

Security Cameras

Janet Berry has several security cameras that monitor all areas of the school and playground. These cameras allow our staff to monitor activities in and around the school throughout the day.

Janet Berry Elementary School

Parking, Morning Drop-Off, and Afternoon Pick-Up Expectations

The key to maintaining safe parking and pick up/drop areas is having all parents, staff, and visitors following the same set of rules and expectations. These procedures make it safe for all children!

- Janet Lane is designated as a “drive-thru” drop off area in the morning. Do not park on Janet Lane between the two fire hydrants during drop-off. You may park in this location for pick-up.
- Telulah Ave. on the East side of the school is also a designated drop-off zone. This is where we would like most parents to drop off each morning. **Please do not park your vehicles anywhere along this area** to allow for continuous drop-off. Please keep the drop-off line moving! Have your children ready for the drop off.
- After dropping off on Telulah, vehicles should proceed around the block to Hulke and Orchard Blossom. Please be cautious at the corner of Orchard Blossom and Telulah since there is a lot of traffic and many students crossing at that intersection. Be sure to stop rather than rolling through the right turn. The police will be watching this intersection throughout the year. Be cautious of our safety patrol students.
- There are no drop-offs or parking on the east side of the Telulah drop off site. It is not safe for your child to cross through traffic and vehicles dropping off other children.
- Do not make U-turns, Y-turns, or double-park during drop-off or pick-up on Janet Lane or Telulah.
- Do not create your own parking stalls in the parking lot. This primarily occurs at the end of the school day. If there are not lines for a parking stall, don't park there!! This is unsafe and creates a traffic flow problem for everyone else.
- Observe all “No Parking” signs and drive slowly at all times in the school zone.
- **The parking lot and circle drive are not for drop off or pick up.** Several short-term stalls have been created just off of the circle drive for parents who need to enter school with their child to take care of school business. The circle drive must be kept clear for buses and morning food service deliveries.

- Please use the designated drop off areas at all times and during all weather conditions. We need to follow the same procedure when it rains, snows, or is very cold.
- A couple of parents of children who have disabilities have been given special permission to drop off in the circle drive since they need staff assistance to enter. Please understand that this is necessary for the needs of their children and does not mean that you can do it when you see them parked in the circle.
- Large busses, small busses, day care vehicles, and taxis all have permission to use the circle drive for pick-up and drop-off.
- The angle parking stalls near the entrance are for short-term parking during the school day only. If you are here for the day, use the main parking lot.
- All students and parents must cross the streets where the safety patrols and crossing guard are stationed. Follow the directions of the safety patrol.
- All bikes and scooters must be walked through crosswalks and on sidewalks next to school property.
- The only safe location to cross Midway Road is at the Telulah crossing. Do not allow your child to cross Midway at other locations - it is not safe.
- Do not park in handicapped access spaces unless you have a handicap sticker. These spots are needed for loading students in wheel chairs.
- Be respectful to our safety patrol. Please report any misconduct by our safety patrol to the school office.
- **If you are dropping off for intramurals or before school Y-Care, please use the designated drop-off areas or short term angle parking stalls so that we are consistent with the start of school.**
- Please remember that our children are precious and that sometimes they make poor choices. As adults, it is our responsibility to model good choices and following the rules.
- Please report any problems you witness to the school office so that we can correct the situation. License numbers are very helpful.
- Let's all work together to keep our arrivals and dismissals safe for everyone!!!
- Do not block the circle driveway near the school during pick-up or drop-off.
- Do not park in handicapped access spaces unless you have a handicap sticker and are handicapped.
- All students and parents must cross the streets where the safety patrols and crossing guard are stationed.
- All bikes, scooters, and skateboards must be walked through crosswalks and when next to school property.
- The only safe location to cross Midway Road is at the Telulah crossing. Do not allow your child to cross Midway at other locations - it is not safe.
- Please remember that our children are precious and that sometimes they make poor choices. As adults driving vehicles near a school, we can't afford to make poor choices.

SCHOOL AND STUDENT ACTIVITIES

Ambassadors

As new students enter throughout the school year, student “ambassadors” are assigned to the new students to help them become more comfortable with Janet Berry Elementary School. The ambassadors are chosen at the beginning of the school year. They meet with the school guidance counselor throughout the year during the lunch period to plan for meeting new students and updating the needs of the program

Band

Band classes are restricted to 6th grade students because of staff limitations. (Students who have had private instruction prior to 6th grade may be eligible to participate also, depending on their degree of proficiency and the availability of instruments.) Band instruction emphasizes listening skills as well as performing skills. Willingness to practice outside of band lessons/class is of utmost importance. Instructional performances are held during the school day for students and parents.

Chorus: *The Special Edition*

The Special Edition chorus is a group of 5th and 6th grade boys and girls who enjoy singing. *The Special Edition* chorus rehearses twice a week, either during lunch recess or before school throughout the school year. They perform in the three school concerts that are held in the evenings. Other performance opportunities may be scheduled during the year, such as the White Heron Chorale performance at Lawrence University, caroling at Christmastime, or singing the National Anthem at a Timber Rattler game. Any 5th or 6th grade student is welcome to be a member of this chorus. They sing unison, two and three-part harmony, and often add simple choreography to some of their songs. Members of the chorus must strive to attend all rehearsals and performances.

Strings Program

String instruments instruction is available to all 4th through 6th grade students. Third grade students wishing to participate may do so, providing parents attend the lessons with them. In Appleton, all string instruction follows the Suzuki philosophy that emphasizes learning to play by ear before note reading is begun, and encourages parental involvement and practice outside the school day. Students may perform for their peers during the school day and for parents at special evening events. If your child is interested in participating in this activity, you can contact the program teacher directly.

Peer Helpers

Peer Helpers are students who are selected by their peers and by staff to promote appropriate student conduct, plan unique projects, communicate directly with other students in the classroom setting, and to provide specific support for individual students. Staff advisors work with Peer Helpers to develop and plan for school-wide activities throughout the year.

Safety Patrol

The Berry School Safety Patrol is open to any interested 4th, 5th, or 6th grade student who has shown responsibility both in and out of the classroom. Patrol members serve on corners and at driveways around the school on a rotating basis, where it is their responsibility to promote safety by helping students cross streets and obey safety standards. They serve as an example to their peers. Patrol members are trained at the beginning of each year. Safety Patrol members are responsible for being at their assigned post on time.

Patrol duty is demanding, especially during the long winter months. Safety patrol meetings are held as needed throughout the school year. All safety patrol members are invited to attend an end-of-the-year reward trip to a water park. The school safety patrol is under the guidance of a school faculty advisor.

Student Service Club

The Janet Berry Elementary Student Service Club is a student organization with representation from grades 4, 5, & 6. This group works together to promote activities, spirit days, and community service. Becoming a member of Student Service Club offers students an opportunity to learn leadership skills and correct procedures for running business meetings. The Student Service Club generally promotes school spirit through special days during the school year and looks for opportunities to participate in community service activities. Members are responsible for communicating with their classrooms, and are required to attend monthly meetings. Staff advisors provide guidance and direction for the group.

Community Service Activities

Staff members are encouraged to initiate community service activities with students in order to develop an early commitment and understanding of what it means to give back to a community. Student and staff ideas are developed, organized, and completed at different times during the school year. Local scouting groups are also encouraged to complete community service activities.

Flag Raisers

Fifth and Sixth grade students are selected each year to serve as the school flag raisers. These students work as a team to make sure that the Wisconsin flag and the United States flag are properly displayed and lowered during each school day throughout the year. Students must put the flag up and down in all conditions and always maintain proper care and respect. Flag raisers meet as a group during the year to discuss ways to increase school awareness of our flag and to promote patriotism. Interested students meet to form teams and develop a rotating schedule. This group is supervised by the building principal.

Yearbook Committee

Students in grades 5 & 6 work with a teacher advisor to plan for the layout and to prepare the variety of pictures throughout the year to present in the annual yearbook.

AFTER SCHOOL ACTIVITIES

Art Club

Art Club is an after school enrichment opportunity that in the past met on selected dates over the course of the year. Art Club currently does not have an advisor and is not functioning.

Boy Scouts

Scouting for boys in grades K-6th grade is offered by the local scouting council. Registration for scouting is done during our back to school events and during an annual recruitment night. Meetings are generally held at Janet Berry

Girl Scouts

There are three levels of Girl Scouts: **Daisies** (Kindergarten), **Brownies** (1st – 3rd grades), and **Juniors** (4th – 6th grades). Some troops meet after school; others meet in the evening. Registration for Girl Scouts will be held during the Facts and Fees Day.

Intramurals

The intramural sports program will run throughout the school year both before and after school. There will be a wide variety of sports activities featured. This program is designed for all different grade levels. Students at all skill levels are encouraged to participate in any/all of the activities. There is no cost involved, and it is a great way to keep active over the colder months of the school year. Intramurals may be before school or after school. Parent permission is required. Intramural schedules are published in each school newsletter. Morning intramurals begin at 7:45 a.m. and end at 8:15 a.m. After school intramurals are held from 3:16 - 4:00 p.m. The intramural schedule is published every two weeks in the school newsletter and on the school website.

KidStage

KidStage is a for profit company that offers an after school theatrical experience for interested students in grades K - 6. Practices are held in the LGI and performances are at the PAC Little Theatre. Registration and payment are all made through KidStage.

Recreation Department Team Sports

Seasonal information can be obtained from the Appleton Parks and Recreation office through the web link below. <http://www.appleton.org/departments/?department=6fbb3e4ba77d>

PARENT TEACHER ORGANIZATION (PTO)

Janet Berry PTO Mission Statement

The members of the Janet Berry PTO are advocates for children. We are a community volunteer organization composed of parents, school staff, and other interested individuals, whose purpose is to enrich the education, health, and safety of *all* children in the Janet Berry Elementary School community.

PTO Membership

The Janet Berry PTO is open to any parent, school staff member, or other interested individual who has an interest in Janet Berry Elementary School. PTO meetings held once in the fall and once in the spring. PTO board meetings are held monthly. All parents are strongly encouraged to get involved with the PTO through a variety of opportunities listed through the PTO link on the website. Contact our PTO officers for more information.

PTO Activities

Berry Wear - Selling clothing featuring Janet Berry logo/artwork enhances school pride and raises money for PTO activities. This committee compiles and delivers orders for the school sportswear in the fall. It determines if new designs or items will be offered.

Berry O'Rama - This is an end of year all-school activity where students participate in a wide variety of fun indoor/outdoor games and activities. The coordinator works with volunteers to set up the games, rotation schedule, and communicates with staff about procedures.

Book Fair - Coordinators of this fall and end of the year event solicit volunteers to staff the checkout table during the week in which the Book Fair is held. Our Book Fairs will be held in the fall during Parent/Teacher Conferences and again at the end of the school year. All proceeds from our book fairs go directly back into each classroom and our library in the form of new books.

Box Tops for Education - This committee organizes the collection of Box Tops of Education that are given to the school by Berry families throughout the year. Leaders pack and prepare items for shipment to the redemption centers. The Box Top collection bin is located in the school lobby.

Communications - Members of this committee write or edit short articles for presentation in the weekly *Berry Patch* or other necessary communications such as meeting notices and bulletin board displays.

Family Activities - Committee members help to plan enjoyable all-school activities in which Janet Berry families are encouraged to participate. These could include Back to School Night, Welcome Back Coffee, Coffee Chats, family dances or other unique Family Fun Nights.

Fundraising - While fundraising is not a primary goal of the PTO, they do need to obtain funds in order to provide enrichment programs and events for Janet Berry students and families. Funds raised are used to directly support the PTO budget, PTO initiatives throughout the school year, and to help support programs that benefit all students. The main fundraiser each year is the annual fun run where students collect funds for the laps they complete on our Bobcat Track. A culminating event is always exciting. Our PTO also sells SCRIP gift

cards throughout the year. Parents earn back a percentage of the sale of each card while the other portion goes directly to the PTO.

Picture Day - This group solicits volunteers to work with personnel from a photo studio during school picture days held in the fall and spring of the year. Organizing students and money envelopes, keeping track of names, following a specific schedule and combing back stray hairs are the main duties for this twice a year commitment.

Pre-Kindergarten Story Hour - This is a series of three or four one-hour sessions held in the spring as an opportunity for pre-kindergarten students to become acquainted with the school, meet the support staff, spend time in the kindergarten rooms, and meet other students from the school district. Sessions are held during the day and in the evening for parental convenience. Parents drop their children off and return for pick-up. The coordinator makes the necessary arrangements with the kindergarten teachers and notifies the families of pre-registered kindergartners about the program.

Fang's Reading Program - This committee promotes reading in all grades through the established reading program sponsored by the Timber Rattlers. Members of this committee promote and organize the program, plan and supervise incentive distribution, and coordinate the end of the year game ticket purchase and distribution. Students read each night to earn their way around the bases while earning a simple prize for each base.

Room Parents - One or two room parents are designated for each classroom. They assist the teachers in arranging for parent volunteers and in disseminating information regarding special classroom projects, field trips, or events. Room parents are selected and rotated each year based on those who express an interest on the PTO volunteer form.

Sixth Grade Farewell - This evening event is organized and presented by volunteer parents as a special evening to honor all exiting 6th graders. Coordinators of this event oversee all aspects of the evening. Typically, the event has involved setting up, taking down, decorating, soliciting, or purchasing refreshments, and developing a program agenda. Each year, a professionally prepared 6th grade farewell video featuring a collection of student photos and video has been produced and shared on this evening.

Staff Appreciation/Parent-Teacher Conference Meals for Staff - This committee plans activities throughout the year and during staff appreciation week to show the staff our appreciation for a job well done! The committee also plans meals and snacks for the staff during Parent/Teacher conferences in the fall and spring. Coordinating the donation or purchase of the meal items is also a responsibility.

School Board Meetings

All district school board meetings are posted on the district website through the link below.

http://www.aasd.k12.wi.us/district/board_of_education/schedule/

Bobcat Way Meetings and Assemblies

All classroom teachers work with one other staff member to meet with the students in their classroom to discuss expectations for behavior, acceptance of other students, identifying and eliminating bullying behaviors, planning for special classroom events, and dealing with ongoing social issues that have an impact on the

classroom. The PBIS committee shares various lesson plans that are shared throughout the school. During the first week of each month a celebration is held in the gym where we talk about our progress and award various prizes.

PBIS

Janet Berry uses PBIS (positive behavioral interventions and supports) to promote positive student choices throughout the school day. Students work together to Be Safe, Be Responsible, and Be Respectful with everyone at school. Students are all trained so they understand the expectations in all school environments and understand hallway basics, line basics, and bathroom basics. Individual classrooms create a matrix of expectations each year which tie directly to the schoolwide matrix. Student behaviors and office referrals are tracked throughout the year and then activities and interventions are designed to specifically target what the data is telling us. Teacher coordinators work with the building PBIS committee to plan for and implement strategies and activities throughout the school year.