



ONE CITY
SCHOOLS

2025-26 SCHOLARS & FAMILY HANDBOOK



Latest Revision Approved on August 26, 2025
by One City Schools Board of Directors

One City Elementary School **One City Preparatory Academy**

Kaleem Caire, Founder and CEO
Maria Yturriaga Dyslin, Chief Academic Officer
Hilary Brandt, Elementary School Principal
Ayodeji Ogunniyi, Middle School Principal

www.onecityschools.org | (608) 531-2128 | fase@onecityschools.org

Table of Contents

About One City Schools	6
Core Values, Habits of Character, and Expected Outcomes	8
Our Core Values	8
Expected Outcomes	9
.....	10
General Information	11
Communication Chain	11
Absence Reporting.....	12
Arrival.....	12
Dismissal	12
Parking	13
Late Arrivals and Tardies.....	13
Unexcused Early Dismissals.....	14
Extended Day Academic Program and Before/After Care	14
A. Mission Statement.....	15
B. Hours of Operation.....	15
C. General Program.....	15
D. Enrollment.....	15
E. Holidays and Vacation	15
F. Daily Tuition Fee Rates	15
G. Late Pick Up Policy	16
H. Absences and Withdrawals.....	16
I. Before School Care Arrival	16
J. After School Care Arrival.....	16
K. Release of Scholars	16
L. Changes	16
M. Behavior and Disciplinary Policy	17
N. Medication.....	17
Payments for Before/After Care	17
2025-2026 Academic Year Calendar-in-Brief	17
Required Enrollment Forms	18
Age of Enrollment	18
No Registration Fees or Tuition	19
Other School Fees	19

Admission Procedures and Wait List	20
Promotion, Retention, and Acceleration	21
A. Guiding Beliefs about Scholar Promotion	22
B. Scholar Grade-Level Promotion Requirements.....	22
C. Retention	22
Acceleration.....	23
Preferred Timeline	23
Third to Fourth Grade Reading Promotion Policy	24
<i>One City Schools' Expectations</i>	24
Partnership Agreement and Conditions	24
Family Partnership Feedback Form	25
<i>Community Care and Standards</i>	25
Equity and Inclusivity	26
Equity	26
Equal Opportunities	26
Children with Disabilities	27
Cell Phones and Personal Technology	27
Communication.....	27
Stewardship.....	29
School Attire	30
General Uniform Guidelines:	31
Uniform Frequently Asked Questions (FAQ's).....	31
Possible School Responses, Interventions or Consequences	32
Clothing and Personal Belongings.....	32
Outdoor Play	32
Community Solicitation Policy	32
Accountability	33
Scholar Code of Conduct	34
Violations of Community Standards	34
Level 1 Infractions	35
Possible School Responses, Interventions or Consequences to Level 1 Infractions	35
Level 2 Infractions	35
Possible School Responses, Interventions or Consequences to Level 2 Infractions (including Level 1 and/or the following)	36
Level 3 Infractions	36
Possible School Responses, Interventions, or Consequences to Level 3 Infractions (including Levels 1, 2 and/or the following).....	37

Level 4 Infractions	38
Possible School Responses, Interventions, or Consequences to Level 4 Infractions (including Levels 1, 2, 3 and/or the following)	38
Reflection	39
Suspensions and Expulsions	39
A. Suspensions.....	39
B. Expulsions	39
C. Disciplinary Hearings.....	39
<i>Harassment, Sexual Harassment, Title IX Policy, and Bullying/Cyberbullying</i>	<i>40</i>
Harassment	40
Sexual Harassment	41
Title IX Policy	42
Bullying/Cyberbullying	43
A. Being Rude	43
B. Being Mean	43
C. Bullying	43
<i>INTERNET SAFETY AND ACCEPTABLE USE.....</i>	<i>44</i>
Internet Use (Privacy and Safety).....	44
Digital Citizenship Expectations.....	46
Child Internet Protection Act (CIPA).....	47
Children’s Online Privacy Protection Act (COPPA).....	47
Technology and Scholar Device Program	47
Smoking Policy	47
Drugs, Alcohol and Narcotics	47
Reporting an Incident Anonymously	48
Searching	48
Vandalism.....	48
Academic Dishonesty	49
Attendance Policy.....	49
Types of Absences and Notification.....	50
Extracurriculars and Athletic Participation.....	52
Crew	52
<i>Academics</i>	<i>53</i>
K-Grade 8 Completion Requirements.....	53
Academic Support Plans	53

Schedule and Scheduling Process.....	53
A. Daily and Weekly Schedule Features: OCES & OCPA	53
Athletics: OCPA.....	54
Expeditions.....	54
Extended Learning Academies	54
Healthy Meals	54
Summer Session	54
Animals in School.....	55
PowerSchool: One City’s Learning Management System	55
Homework Policy	55
Field Work/Expeditions.....	55
Standardized Assessments	55
Books and Supplies	56
<i>Scholar Support Services.....</i>	<i>56</i>
Scholar Support Team (SST).....	57
INDEPENDENT EDUCATIONAL EVALUATION POLICY	57
Parent Rights Under IDEA.....	57
School Response to IEE Requests.....	58
School Criteria for IEEs.....	58
Exceptions to Cost or Location Limits	59
Legal References	59
Crew Leader	59
Mandated Reporting.....	59
Directory Information	60
Scholar Records	60
Directory Information	60
Family and Scholar Engagement (FASE) Team.....	61
School Social Workers	61
Family Resource Center.....	61
Family Engagement.....	61
Volunteers at One City Schools	62
Health Services	62
A. Counseling Services	63
B. Confidentiality.....	63
C. Consent.....	63
D. Role of School Counselors.....	63

E. Role of School Social Workers.....	64
F. Injuries.....	64
G. Procedure When Children are ILL.....	64
H. Medication Policy	65
I. Communicable Diseases.....	65
J. Immunization.....	66
<i>One City Athletics</i>	66
Competitive Team Sports	66
Intramural Activities.....	67
Expectations of One City Scholar Athletes	67
Conduct of Scholar Athletes	68
One City Parent and Guardian Expectations.....	68
<i>Appendix.....</i>	69
Parent Report Card.....	69
Parent Improvement Plan	72

About One City Schools

A. Our Mission, Vision, and Agenda

Established in 2014, **One City Schools, Inc.** is a nonprofit 501(c)(3) school management organization based in Madison, Wisconsin that operates high quality preschools and tuition-free independent public charter 4K - 12 schools in Wisconsin. One City's **mission is to seed a new model of public education that ensures children and teens are on track to succeed in a college or career preparatory program from birth through high school graduation.** We are dedicated to ensuring that our Scholars live and lead with good character, practice self-care and personal wellness, and possess the requisite knowledge, skills, motivation, adaptability, and preparation to make the world better through acts of service, and whatever careers or occupations they will choose in the future.

Furthermore, our 21st Century Equity agenda is:

1. Breaking the cycle of longstanding achievement and opportunity gaps that have symbiotically undermined the goals, aspirations, and potential of generations of children of color and under-resourced children in Wisconsin and across the United States, and
2. Creating a new system of public education that effectively prepares all children, from birth through higher education, to tackle today's challenges, solve tomorrow's greatest problems, and lead successful, happy, and enriching lives as adults and parents in a rapidly changing and globally competitive economy.

To this end, One City's goal is to ensure young children are prepared to read, compute, and succeed at grade level by the time they reach first grade. More importantly, we aim to partner with families and the broader community to cultivate children who become free, global, and deep thinkers, curious learners, effective problem-solvers, humanitarians, happy people, and young people who care about the world around them.

B. Our Organization and Schools

One City Preschool (OCP) is an accredited, award-winning, tuition-based early childhood learning center operated by One City Schools, Inc. that serves children ages 3 months through 4-years-old. OCP facilitates and supports children's early learning, development, and wellness within a play-based learning environment, which leads to their success and a joy for learning in grade school and beyond. OCP is accredited by the City of Madison (WI) Child Care Division and recognized as a 5-Star (out of 5) childcare program by the Wisconsin Department of Children and Families. OCP presently has two locations: a campus enrolling up to 104 two-year-olds to four-year-

olds that is open to the broader community, and an infant and one-year-old program that is limited to the children of One City staff.

One City Elementary School (OCES) is an independent tuition-free public charter school in Madison, Wisconsin dedicated to preparing children in grades 4K to 5 to have a positive and sustainable impact on the world. Established in 2018 by One City Schools, and authorized by the Universities of Wisconsin's Office of Educational Opportunity (OEO), OCES fosters a deep love of learning, community, and strong character within its students. By cultivating broad cultural and global perspectives, OCES empowers its young Scholars to think deeply and critically, solve complex problems, and approach challenges with confidence, commitment, joy, and creativity. The school's emphasis on reading, writing and STEM, along with personal wellness, teamwork, effective communication, and high-quality work, equips children for success in middle school and beyond. OCES's enrollment capacity is 362 children. Its attendance boundaries are broad: any age and grade-eligible child residing anywhere in Wisconsin can attend OCES if their parents can provide transportation.

One City Preparatory Academy (OCPA) is an independent tuition-free public charter school in Madison, Wisconsin, dedicated to preparing young people in grades 6 through 12 to have a positive and sustainable impact on the world. Established in 2022 by One City Schools, and authorized by the Universities of Wisconsin's Office of Educational Opportunity (OEO), OCPA fosters a deep love of learning, community, and strong character within its students. By cultivating broad cultural and global perspectives, OCPA empowers its Scholars to think deeply and critically, solve complex problems, and approach challenges with confidence, commitment, joy, and creativity. The school's emphasis on personal wellness, teamwork, effective communication, and high-quality work equips its students for success in high school, college and beyond.

C. Terms of One City's Charter with Universities of Wisconsin

One City Elementary School and One City Preparatory Academy are chartered by the Universities of Wisconsin's Office of Educational Opportunity (OEO) to operate as two independent charter schools serving Scholars in 4-year-old kindergarten through 6th grade (OCES) and 6th grade through 8th grade (OCPA). One City Elementary completed its fifth year in 2023 and renewed its charter for an additional 5 years, through 2028. The term of the secondary charter is also five years and will be up for renewal in 2027. Both One City Elementary School and One City Preparatory Academy are governed by One City Schools, Incorporated's diverse and accomplished Board of Directors, which meets eleven times per year. All meetings of the Board are open to the public.

D. Our Administrative and School Facilities

One City Preschool is located at our Krupp-Grove Family Unity Campus at 2012 Fisher Street in Madison, Wisconsin. One City Elementary School, One City Preparatory

Academy and our primary Administrative Headquarters are located at our Pleasant T. Rowland Leadership Campus at 1707 W. Broadway in South Madison/Monona, Wisconsin. Both campuses are owned by One City Schools.

The Krupp-Grove Campus covers 17,424 square feet of space, including a 10,238 square foot facility that has six spacious classrooms with restrooms in them, four offices, a commercial kitchen, laundry and utility rooms, and indoor play space. The campus is located directly adjacent to the Taft Street location of Boys and Girls Club of Dane County, and an additional half acre of outdoor play space. It is also one block from South Madison's Penn Park. The facility was constructed in 1969 and is the second oldest free-standing childcare center in Wisconsin, and the oldest in Dane County. One City has invested \$1.5 million in its renovation since 2016.

The Pleasant T. Rowland Leadership Campus covers 13.5 acres of land owned by One City Schools, in the City of Monona, Wisconsin. The campus includes a 157,000 square foot facility that serves as One City's administrative headquarters, and home to One City's elementary and secondary schools, serving grades K to 8 in 2024-2025. It also includes a 700-stall parking ramp, a large, wooded nature area, significant space for outdoor play, and sits adjacent to wetlands, between Lakes Monona and Waubesa, and is 10-minutes from downtown Madison. The school facility is currently undergoing an \$18 million renovation.

Core Values, Habits of Character, and Expected Outcomes

Our Core Values

1. Habits of Character

- We focus on, explicitly teach, and intentionally live five specific habits of character from at all grade levels: **Compassion, Risk-Taking, Integrity, Self-Respect, Persistence (CRISP)**
- We are honest, fair, and fulfill the commitments we make, building a culture of respect, mutual trust, and mutual accountability.
- We give our best effort, take intellectual risks, and learn to persevere.
- We reflect and live with purpose, working toward goals that embody our genuine interests.
- We are a school that values educational excellence, community, and integrity. We are dedicated to lifelong learning.
- We have high expectations of all Scholars, staff, families, and partners.

2. Community

- We embrace the village concept – that it truly takes an entire village to raise a child.
- We support and celebrate one another and take responsibility for our words and actions, acknowledging that we shape the lives of others in our community.

- We work together with parents and the broader community to ensure our Scholars have the fundamental capacity to succeed in school and life.
- We utilize a robust network of community partnerships, routinely evaluate our success, and stay current on the latest research to ensure we are doing our very best to cultivate happy, healthy, and successful children.

3. Equity

- We embrace and celebrate diversity within our school, knowing that it deepens our learning and enhances our empathy.
- We recognize that each person has different circumstances, and we allocate resources and opportunities needed to provide an equal playing field for our Scholars and their families.

4. Wellness

- We promote the health and wellbeing of our Scholars and employees.
- We provide two nutritious meals and a snack for our Scholars and staff daily.

5. Great Looking Schools

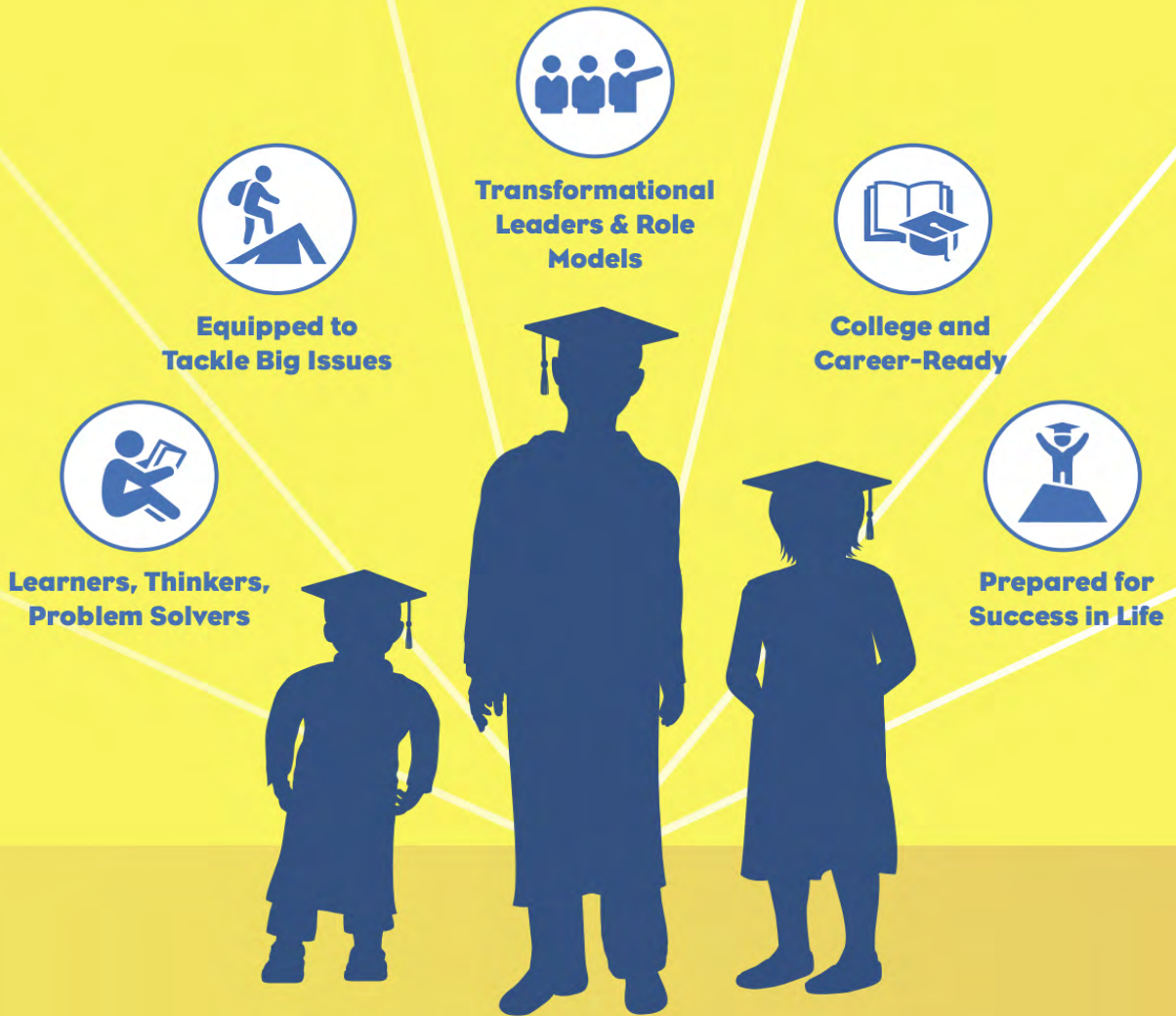
- We are committed to One City looking great every day. We dedicate time, energy, and resources to ensure that our temporary and newly renovated facilities are presentable and well maintained daily.
- Clean windows, floors, flat surfaces, bathrooms, classrooms, offices and common areas inside our facilities, and well-maintained grounds outside of our facilities, are a high priority at One City. Quality standards for cleanliness are checked daily, weekly, monthly, and quarterly.

Expected Outcomes

When One City Scholars graduate from our school, they will always be a part of our community. They will emerge from our program as deep thinkers, learners, and problem-solvers, ready to tackle life's challenges and provide effective leadership in our state and globally.

Our graduates will be prepared to lead in the local and global community and serve as role models, mentors, and problem-solvers. They will understand the importance of reflection, perseverance, compassion, and risk-taking. One City Scholars, to put it simply, will make the world a better place.

ONE CITY GRADUATES ARE



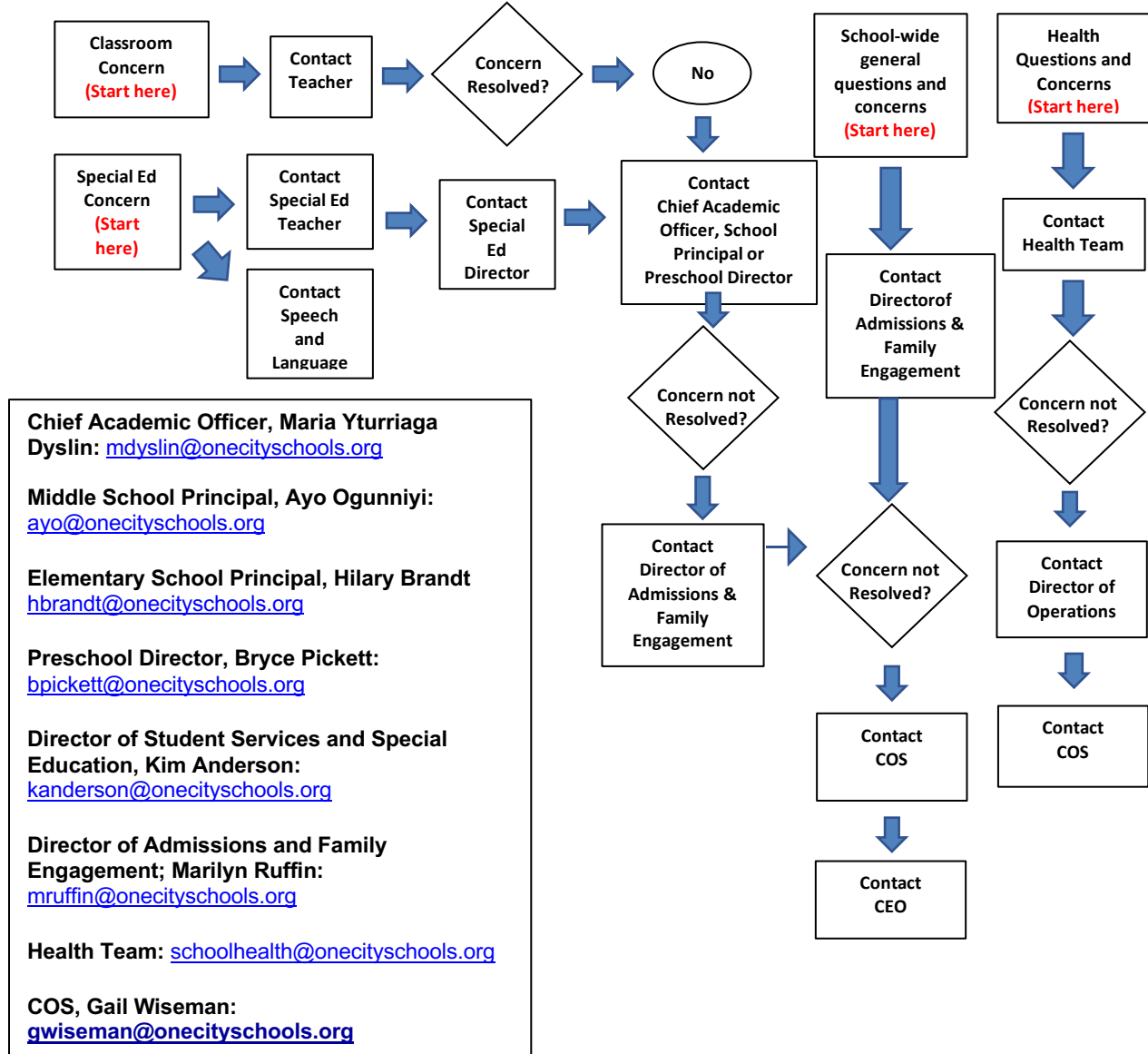
General Information

Communication Chain

To enrich Scholar learning and development, we believe Scholars, parents, teachers, and staff must treat one another fairly. When issues occur, please let us know.

If an issue arises in the classroom, the first person you should contact is the Teacher. If the Teacher is unable to resolve your concern, contact the School Principal or Preschool Director.

If the School Principal or Preschool Director is not able to resolve your concern, contact (in this order) (a) the VP of Family and Scholar Engagement (FASE), Marilyn Ruffin, (b) Chief Academic Officer, Maria Dyslin, (c) Chief Of Staff (COS) Gail Wiseman, and finally (d) CEO Kaleem Caire (in that hierarchical order). We are committed to responding to parent and family concerns in the most timely, efficient, effective and respectful way.



Arrival and Dismissal

Absence Reporting

At One City Schools, absences should be reported through PowerSchool. After logging in, navigate to GENERAL FORMS, scroll down to Ecollect Communications, and select the Scholar Absence Form. As our school staff are particularly busy in the mornings, we kindly ask parents and guardians to avoid calling the school to report absences.

Arrival

- **Elementary School (Grades K - 4):** The school day begins at 7:50 am and ends at 4:30 pm. Elementary Scholars arriving after 8:10 am are considered tardy.
- **Middle School (Grades 5 - 7):** The school day begins at 8:00 am and ends at 4:30 pm. Middle School Scholars arriving after 8:15 am are considered tardy.
- **Early Release Mondays:** The school day ends at 1:30 pm for all Scholars.
- For details on the extended academic program and before/after care, please refer to page 15 below.
- Morning drop off will be through a carline in the driveway. Parents will be asked to remain in their cars and drop off their scholar(s) quickly and safely. Please reserve the visitor parking area for those with mobility needs.
- If your Scholar is arriving late, please park and walk them into the building. They will need to stop at the front desk to obtain a tardy slip.

Dismissal

To ensure the safety of Scholars, families, and staff, One City uses an automated dismissal process designed to be simple, efficient, and secure. By utilizing the [PikMyKid](#) program/app, we enhance school safety, allowing teachers and staff to focus on what matters most—Scholar learning and well-being.

Parents are required to download the [PikMyKid](#) app before the first day of school. This app gives parents/guardians complete control over their child's dismissal plans, allowing them to communicate and make schedule changes instantly. With real-time updates, staff can ensure Scholars are released to the correct locations and individuals, whether it's afterschool programs, athletics, tutoring, or pick-up by a designated person approved in PowerSchool. (Please [see the parent instructional video](#) for details.)

When a Scholar leaves our campus by car or attends any afterschool programs, parents will receive a time-stamped push notification confirming their safe dismissal.

Staff will also have access to real-time reports on Scholar locations and dismissal times.

Car Line Dismissal Process:

1. Upon entering our campus, parents "announce" their arrival by activating a green button in the PikMyKid app and then proceed to the car line. ([See instruction video](#))
2. Teachers will only release Scholars whose parents have "announced" their arrival on campus. ([See instruction video](#))
3. One City staff will manage the dispatch of Scholars as they leave the building and assist with loading them into vehicles, while also ensuring proper traffic flow.

Extended Learning / After School Care / Athletics Dismissal Process:

1. Parents designate in advance that their child will attend afterschool activities (e.g., tutoring, athletics).
2. Teachers dismiss the Scholars to their designated activities.
3. Afterschool/Athletics staff "check in" the Scholars, triggering a push notification to parents. ([See instruction video](#))

Parking

The parking deck across from the school building is designated for staff and family parking. If you wish to walk your Scholar into the building, please use this parking lot. Parking along Bridge Road or in the WPS parking lot is not allowed.

When parking and walking your Scholar to or from the building, please be sure to check in with staff to ensure your Scholar is marked as present for the day upon arrival. Scholars must be accompanied by a parent/guardian when parking in the deck and walking to the front of the school building.

Late Arrivals and Tardies

Scholars in grades K-8 are considered tardy if they arrive after 8:15 am. Any Scholar arriving after the scheduled start time must report to the school office with a parent/guardian to check in, receive a tardy pass, and then proceed directly to class. There may be certain restrictions on parent/guardian entry into the building, such as those required for public health and safety reasons.

Punctuality is crucial for a Scholar's success, as learning at One City Schools begins the moment Scholars walk through the door. Parents/guardians are expected to ensure their Scholar(s) arrive on time every day. Scholars who arrive late often miss critical instruction, disrupt their peers' learning, and risk falling behind academically.

Timely participation in all classes and activities is essential for building a strong community and maximizing each Scholar’s growth opportunities. Since every required activity is vital to the Scholar’s development and the school community, we expect Scholars and families to contribute to a culture where everyone arrives promptly for their commitments.

However, we recognize that occasional delays are inevitable. Our concern arises when a Scholar develops a pattern of tardiness. In such cases, no distinction will be made between “excused” and “unexcused” tardies. If school support staff identify that a Scholar or family is struggling with punctuality, they will reach out to discuss strategies for improvement. Chronic tardiness or failure to improve may result in additional measures being taken.

Unexcused Early Dismissals

Unexcused early dismissals are treated as tardies. Picking up a Scholar before the official dismissal time is considered an early dismissal. One City Schools will not release Scholars before the end of the school day without a parent/guardian signing the Scholar out in person or through a telephone call to the school office.

To minimize disruptions to the end-of-day academic programming and dismissal process, no early dismissals will be allowed between 3:00 - 4:10 pm. During this time, parents should not expect to enter the building and must wait until the doors open at 4:10 pm. If you have an extenuating circumstance, you must contact the front office to request a special exception.

Extended Day Academic Program and Before/After Care

The school day for all grades begins at 7:50 a.m. and ends at 4:30 p.m.

On Early Release Mondays, the school day for both elementary and middle school will conclude at 1:30 p.m. If you need care after 1:30 p.m., please contact the VP of Family Engagement.

Parents requiring Before or After School Care between 7:00 a.m. - 7:45 a.m. and/or 4:30 p.m. - 5:30 p.m. will be charged a fee. The weekly fees for After School Care are listed below. Families who qualify (at or below 200% of the poverty level) may use Wisconsin Shares funding to help cover their Before and After School care fees. Those who do not qualify for Wisconsin Shares are responsible for paying the full fee.

Program	Single Scholar Fee	Family Fee
Before School Care	\$50 Weekly	\$75 Weekly
After School Care	\$75 Weekly	\$125 Weekly

A. Mission Statement

The After School Care Program at One City Schools offers a safe and nurturing environment where Scholars engage in educational and recreational activities, supporting their academic growth, social development, and overall well-being.

B. Hours of Operation

The Before School Care program operates from 7:00 a.m. to 7:45 a.m. Monday through Friday. The After School Care program runs from 4:30 p.m. to 5:30 p.m. Tuesday through Friday. Scholars must be picked up no later than 5:30 p.m. A late fee of \$1.00 per minute will be charged for any pick-ups after 5:45 p.m. NO EXCEPTIONS.

C. General Program

After school programming is grounded in physical activity and play. This offers numerous benefits for children's overall development:

- **Promotes Exercise:** Regular physical activity helps combat childhood obesity and promotes a healthy lifestyle.
- **Develops Motor Skills:** Activities like running, jumping, and playing sports enhance motor skills and coordination.
- **Reduces Stress:** Physical activity triggers the release of endorphins, reducing stress and promoting emotional well-being.
- **Social Skills:** Group activities teach children how to work together, fostering teamwork and cooperation.
- **Enhances Communication:** Through play, children learn to express themselves, improving verbal and non-verbal communication skills.

D. Enrollment

To enroll your child in the Before and After Care Program, all forms required by state-law must be filled out appropriately, emergency contact and release form must be completed, and registration and program payments must be paid in full.

E. Holidays and Vacation

The Before and After School Care Program will operate on the same annual and daily school schedule as One City Schools. We will be closed for all school-approved holidays and Teacher Workdays. There will be no charge for the winter, spring, or summer recesses.

F. Daily Tuition Fee Rates

The Daily Tuition Fee is available for parents on an as-needed basis and applies to Scholars who are not enrolled in the After Care program. The daily rate is \$15.00 per child, per day. This fee is charged as soon as the teacher checks the Scholar into After Care immediately following dismissal, with no grace period. Whether the child is picked up 5 minutes, 30 minutes, or 2 hours late, the fee remains \$15.00. Payment is required on the SAME DAY and must be made online using Square. No exceptions will be made.

Payments must be received before the start of each new service period. A \$15.00 LATE FEE will be applied to any payments not received within 5 days of the scheduled due date, and this policy will be strictly enforced. No child will be permitted to start a service period without full payment. Please note that no credits or deductions will be given for partial attendance under any circumstances. Payments can be made through our online credit card link or by check/money order payable to One City Schools.

G. Late Pick Up Policy

Any child picked up after 6:00 p.m. more than three times will be withdrawn from the program without a refund. ALL PAST DUE BALANCES MUST BE PAID IN FULL BEFORE THE END OF THE SCHOOL YEAR. Scholars with an outstanding balance may be restricted from participating in non-academic school activities, as determined by the administration.

H. Absences and Withdrawals

Since expenses continue whether your child is present or not, there will be no credits or deductions given for the absence of your child. Please inform the school if your child will be absent for an extended period. If you need to withdraw your child from the After School Program, a 2-week written notice is REQUIRED and should be submitted to the VP of Family Engagement.

I. Before School Care Arrival

Before school begins at 7:00 a.m., Scholars must be dropped off in the lower level of the parking garage, where they will be greeted by the Before School Care teacher. Attendance will be taken while Scholars enjoy breakfast at their designated location.

J. After School Care Arrival

At school dismissal, all Scholars enrolled in After Care will be escorted by their teacher to a designated location. After attendance is taken, the After School Care teachers will bring the Scholars to their assigned area. Please refer to the information on page 16 for details on the "Daily Rate".

K. Release of Scholars

Scholars will only be released to individuals listed on their contact cards and in the PikMyKid app. If the school has not received verbal confirmation from the parent or legal guardian, the Scholar will not be released. All individuals, including parents/guardians, must present proof of identification to the office before a Scholar can be dismissed. An adult is required to enter the building to physically pick up the Scholar. If you need to change your Scholar's after-school plan, please notify the front office by 2:00 p.m.

L. Changes

One City Schools must be immediately notified of changes in telephone numbers (home, work, cellular phones, and emergency contact), job, family status, custody changes, doctors, and authorized persons to pick up your child. This is essential for

your child's safety. Keeping us informed ensures we can provide the best care and protection for your child.

M. Behavior and Disciplinary Policy

All children will be supervised by qualified personnel. The guidelines and rules for the program are consistent with those of the regular school day, ensuring a safe learning environment. Scholars are expected to follow the same policies and rules outlined in the One City Family Handbook and the Parent Agreement signed during registration. Scholars who fail to adhere to these rules and guidelines will be withdrawn from the program. A Scholar will be withdrawn from the program after receiving three (3) incident reports.

N. Medication

The program does not permit the administration of any medication. Parents are welcome to visit the school during operating hours to administer any necessary medication to their child.

Payments for Before/After Care

Before and After School Care invoices will be emailed through The SQUARE payment system and will auto-generate between 1st - 5th each month. Payments are due by month-end and can be made in-person with cash, checks/money orders (payable to "One City Schools.") The Square will send auto-generated reminder emails before the invoice due date and a \$15.00 LATE FEE for any payments not received after 5 days of the scheduled payment due date. This will be strictly enforced. Invoices will be credited via accurate payments received in WI Shares portal, if applicable.

2025-2026 Academic Year Calendar-in-Brief

**Monday early release dismissal is 1:30pm*

- **September 1:** No School (Labor Day)
- **September 2:** New Scholar Orientation
- **September 3:** All Scholars First Day of School
- **September 22:** No School (Professional Development)
- **October 20:** No School (Professional Development)
- **November 10:** No School (Scholar Led Conference Day)
- **November 26-28:** No School (Thanksgiving Break)
- **December 8:** No School (Professional Development)
- **Dec 22 - Jan 2:** No School (Winter Break and Professional Development)
- **January 19:** No School (Martin Luther King, Jr. Day)
- **February 16:** No School (Professional Development)
- **March 16:** No School (Professional Development)
- **March 23 - March 27:** No School (Spring Break)
- **April 13:** No School (Scholar Led Conference Day)
- **May 18:** No School (Professional Development)
- **May 25:** No School (Memorial Day)
- **June 8-12:** No School (Summer Intersession)

- **June 19:** Juneteenth (Service Day at School)
- **July 3:** No School (Fourth of July)
- **July 17:** Last Day of School for Scholars

One City Schools expects all Scholars to be present for the entirety of the school year as shown in the above calendar. The extended school year model is a foundational piece of One City School's educational model and your child's educational experience.

Required Enrollment Forms

One City Schools uses a system called **PowerSchool** to manage its required forms. These forms are accessed through the family portal at the top of the homepage of One City's website: www.onecityschools.org. If you need assistance accessing PowerSchool or navigating the forms, please contact the FASE team: fase@onecityschools.org

Required forms:

1. Child's Birth Certificate (Documentation) Form (must be original as we cannot accept a copy)
2. Scholar Emergency Contact Form
3. Scholar Demographics Form
4. Family Information Form
5. Residence Survey (Proof of Residence) Form
6. Parent and School Partnership Agreement
7. Health Record Information including Immunization Record
8. Health Authorization Form
9. Previous Enrollment and Records Release Form
10. Media and Photo Release Consent Form
11. Home Language Survey
12. Alternate Household Income Form

Age of Enrollment

One City Schools will enroll children who are age-eligible under state guidelines to enroll in a four-year old kindergarten (4K), five-year old kindergarten (5K), or 1st through 8th grade classroom.

Child's Age (by September 1)	Child's Grade
4 years old	4K
5 years old	5K
6 years old	1st
7 years old	2nd
8 years old	3rd

9 years old	4th
10 years old	5th
11 years old	6th
12 years old	7th
13 years old	8th

Wisconsin state law prohibits enrolling children in 4K who are not four years old by September 1st. However, children who turn five or six between September 2nd and October 15th may be considered for early admission. This consideration is contingent upon a formal request made by the parents to One City's School Principal or Preschool Director, followed by an assessment of the child's social and academic skills. After the assessment is completed and reviewed, and following a discussion with the parents, approval for early admission will be based on seat availability in the desired grade, as well as the child's maturity and readiness to succeed. In most cases, One City encourages waiting until the appropriate age for enrollment to ensure that children have the opportunity to fully develop at their own pace.

No Registration Fees or Tuition

As independent public charter schools authorized by the Universities of Wisconsin Office of Educational Opportunity (OEO), One City Schools does not charge tuition or registration fees to any family for full-time school enrollment. Families who require Before and After School Care will be charged a fee for this service. Please refer to the Before and After School section for more information.

Other School Fees

Public schools in the United States generally provide free education, but there are certain situations where they may charge fees to parents. These fees are typically for optional or supplementary activities and materials that are not considered part of the core instructional program. Common fees that public schools may charge include:

1. **Extracurricular Activities:** Fees for participation in sports teams, clubs, or other extracurricular activities, such as drama or music programs.
2. **Field Trips:** Costs associated with educational field trips, including transportation, admission fees, and other related expenses.
3. **School Supplies:** Fees for specific supplies that are beyond the basic requirements, such as art materials, lab supplies, or technology fees for devices like Chromebooks or tablets.
4. **Transportation:** Fees for transportation services if a student lives within a certain distance from the school, as well as for optional bus services for extracurricular activities or field trips.

5. **Lunch Programs:** Charges for school meals, unless the student qualifies for free or reduced-price lunch under federal programs.
6. **Uniforms:** Fees for school uniforms, gym uniforms, or specific attire required for certain activities or sports.
7. **Testing Fees:** Fees for standardized tests, Advanced Placement (AP) exams, or other specialized testing services.
8. **Parking Permits:** Fees for students who drive to school and need a permit to park on school grounds.
9. **Damage or Lost Items:** Charges for lost or damaged textbooks, library books, or school property, such as technology equipment.
10. **Graduation Fees:** Costs associated with graduation ceremonies, including caps, gowns, and sometimes tickets for family members.

It's important to note that public schools must ensure that fees do not create barriers to participation in required activities or classes. If a family is unable to afford certain fees, schools often have waivers or assistance programs in place to ensure equitable access for all students.

One City Schools may assess fees for activities in accordance with state law. In the event a check is returned by the bank for insufficient funds for any fees paid to One City Schools, the school will assess an additional fee of \$40.00.

For all fee-related questions, please contact One City Schools' business office via email: accounting@onecityschools.org. Families interested in contributing school supplies/funding supplies should contact the Family and Scholar Engagement team at fase@onecityschools.org.

Admission Procedures and Wait List

One City Schools does not discriminate in admissions or deny participation in any program or activity based on a Scholar's sex, race, religion, national origin, citizenship status, ancestry, pregnancy, marital or parental status, gender identity, sexual orientation, or physical, mental, emotional, or learning disability, or any other characteristic protected by local, state, or federal law.

One City Schools is authorized to enroll any child residing within the boundaries of the service area that each charter school serves (the state of Wisconsin). Preference for enrollment is given to Scholars who were enrolled in the previous year and their siblings, provided that the required forms are submitted during the open enrollment period. However, it's important to note that One City Elementary School and One City Preparatory Academy operate under two separate contracts. As current state legislation stands, Scholars enrolled in 5th grade at One City Elementary School do not

receive preference or a guaranteed spot for enrollment in 6th grade at One City Preparatory Academy. The FASE team will communicate the necessary information and required forms to current families each school year. If the number of applicants exceeds the school's capacity, One City will conduct a lottery no later than 30 days before the start of the school year.

Scholars not selected in the lottery will be placed on One City's waitlist for the upcoming school year, and parents will be informed of the earliest possible enrollment date. There is no fee required to remain on the waitlist. If a spot becomes available, parents will have two (2) business days from the notification date to accept the seat. After this period, the seat will be offered to another child. Parents of Scholars not currently enrolled in either One City Elementary or One City Preparatory Academy must reapply each year, as the waitlist does not carry over to future school years.

To ensure that Scholars receive the appropriate services and educational plan to meet their needs, all newly accepted applicants will be assessed after admission and before the start of the school year. Assessment results will be used to determine the necessary instructional supports once the Scholar is enrolled at One City. After being offered a seat, new families must schedule and complete an assessment for their Scholar within a reasonable time frame. If One City staff are unable to schedule and complete the assessment despite multiple attempts, the Scholar may lose their seat, which may then be offered to the next Scholar on the waitlist, if applicable.

In accordance with its charter contract with the University of Wisconsin-System Office of Educational Opportunity and Wisconsin Statutes § 120.13(1)(f), One City may inquire about the expulsion status of an applicant and will determine whether to admit or enroll any applicant during their term of expulsion from another school district, consistent with Wis. Stat. § 120.13(1)(f).

Promotion, Retention, and Acceleration

The decision to accelerate a Scholar to the next grade or retain a Scholar as an educational alternative is made after careful consideration of academic achievement in core academic subjects (reading, writing, math, science, and social studies). Other considerations include social/emotional skills, study skills, alternative assessments, other district assessments, accomplishments of ELL (English Language Learner) goals, IEP (Individual Education Plan) goals, physical development, problem-solving skills, and attendance.

A request for acceleration or retention may be initiated by a parent/guardian or by school personnel. The One City School's Scholar Success Team (SST) will convene to review Scholar data, progress, intervention efforts and teacher recommendations. Acceleration and retention decisions are typically made by the team only after considering the factors in each case and exploring the various alternatives. While consensus is desirable, it may not always be possible. If an agreement is not achieved, the School Principal or Preschool Director (depending on the grade level of the Scholar) will be the individual ultimately responsible for making the final acceleration

and retention decision. Parent(s)/Guardian(s) may appeal the decision with One City's Chief Academic Officer or CEO.

A. Guiding Beliefs about Scholar Promotion

At One City, and in alignment with EL Education, we believe that assessment practices should inspire Scholars to take charge of their own learning. Scholars will monitor their progress toward standards-based learning targets, set personal goals, and reflect on their growth and challenges. Both Scholars and teachers will routinely analyze quantitative and qualitative data, including assessments, reflections, and Scholar work, to guide goal-setting and instructional decisions. Scholars will regularly showcase their achievements and growth through Scholar-led family conferences, passage presentations, and celebrations of learning.

B. Scholar Grade-Level Promotion Requirements

Scholar promotion at One City Schools is determined by a combination of factors, including attendance, performance on state and local assessments, overall academic achievement, teacher observations and recommendations, and other relevant academic criteria. Local assessments, used to measure Scholar growth, also help identify areas where additional support is needed, as well as areas where Scholars have achieved or exceeded grade-level proficiency in subjects such as reading/language arts, math, and others. The interventions provided based on these assessment results ensure that Scholars are well-prepared for key grade transitions.

C. Retention

It is the goal of One City Schools to assist Scholars to reach their maximum potential. The determination of the appropriateness of retention as the best educational alternative for the Scholar shall be made after careful and systematic consideration of a variety of factors. On rare occasions, it may be evident to the Scholar, parents, and teachers that a Scholar has not made adequate progress during the year and that more time is needed to meet certain academic goals as measured by assessments including MAP, portfolios assessments and teacher or program-based assessments. When this occurs, a Scholar will be invited to remain at a grade level and join a new Crew. We define "adequate progress" as achieving competency in district benchmarks and state summative assessments.

One City recognizes that retention can be difficult for Scholars and parents and will work aggressively and proactively to support struggling Scholars at risk for retention. Teacher teams analyze data related to academic, behavior, attendance, and language proficiency, and differentiate instruction and target interventions to further student growth. Our team will examine each case on a one-on-one basis and determine if the Scholar can continue growing these skills while at the same time being exposed to new ones, or whether it is in the best interest of the Scholar to gain proficiency in these prior to being exposed to new content and skills. If a Scholar's attendance falls below 85%, they will be at risk of retention.

Prior to making the decision to retain a Scholar, the Scholar Support Team composed of the classroom teacher, reading and/or math specialist, instructional coach and administrator will meet to determine research-based interventions and develop a progress monitoring plan. Once interventions have been completed, the team will review the data and use that information, in addition to others, to help make an informed decision whether to retain the Scholar.

Acceleration

A Scholar who demonstrates exceptional academic achievement for the current grade placement may be considered for grade acceleration. The determination of the appropriateness of accelerating a Scholar to the next grade level as the best educational alternative for the Scholar shall be made after careful and systematic consideration of the following factors:

Age of the Scholar	Academic Performance
Developmental Readiness	Teacher Recommendations
Scholar's Attitude	Parents' Input
Social/Emotional Development	Attendance
Maturity Level	Availability of Advanced Learning Supports

Prior to making the decision to accelerate a Scholar, the SST team will meet to determine research-based interventions. Once those discussions have been completed, the team will review the data and use that information, in addition to others, to help make an informed decision whether to accelerate the Scholar. A referral to the SST team by either a parent or a teacher must be made no later than March 1st of the current academic year to allow time for decision making.

No Scholar shall be accelerated or retained more than twice in their school career.

Preferred Timeline

- **November:** If Teacher assessment reveals a concern regarding the learning trajectory of a Scholar, then problem-solving will occur between classroom teacher, instructional specialist(s), and families.
- **January:** If Teacher assessment reveals a continued concern for retention/acceleration, then two actions will be implemented by classroom teacher and parents.
- **March:** If Teacher assessment reveals a continued concern for retention/acceleration then two actions will be implemented by classroom teacher and parents
- **May:** Teacher will make a recommendation for retention or acceleration.
- **June:** SST will assess the Teacher's recommendation for retention/acceleration and present their recommendation to the School Principal or Preschool Director for a final decision.
- **July:** Parents may appeal the decision to the One City's Chief Academic Officer and CEO.
- *Section Note: Legal Reference: Section 118.33(6) Wisconsin Statutes*

Third to Fourth Grade Reading Promotion Policy

One City Schools' Expectations

One City Schools expects Scholars, families, and staff of both One City Elementary School and One City Preparatory Academy to adhere to the policies outlined in this Scholar and Family Handbook. Our policies, rules, and expectations are closely aligned with One City's mission, vision, core values, and habits of character. They are also deeply rooted in our structured and supportive culture, which prioritizes academic excellence, college and career readiness, character development, and a two-generation model of support.

The two-generation model is a cornerstone of One City Schools' mission and vision, fostering a strong partnership between parents and educators to enhance Scholars' educational experiences and outcomes. Staff, teachers, and parents are committed to actively participating in building a fair and supportive community at One City Schools. This involves working collaboratively, recognizing our interconnectedness, and nurturing an environment where everyone is motivated to grow and succeed. Key examples include maintaining open communication, supporting learning at home, ensuring consistent attendance and punctuality, participating in school activities, adhering to uniform guidelines, and promoting overall health and well-being.

At One City, we believe in a culture of feedback, which is essential for continuous growth and improvement. We will utilize tools that help staff and families reflect and grow together in our shared commitment to excellence.

Partnership Agreement and Conditions

To fulfill the goals of our two-generation family engagement agenda, One City Schools holds the below expectations of its families and Scholars. We care about growth and maturity. We want our school to be a safe, kind, and respectful environment, a place where we can make mistakes, learn from them, and grow. We join with all members of the One City community in committing ourselves to be mindful of our connections to each other in our daily lives, in our choices, and in our relationships.

As a parent/guardian of a One City Scholar:

1. I agree to uphold One City Schools' mission and vision.
2. I see school choice as a commitment to a meaningful partnership. This means that I am intentionally committed to having open and honest communication with One City Schools' staff and to the development of my child(ren) as good Scholars and citizens.
3. I agree to exercise mutual respect when interacting with faculty and staff.

4. I recognize that the behavior I model for my own child(ren) has a direct impact in our community and in others. In that spirit, I commit to acting with integrity, respect, kindness, and mindfulness at home and on school grounds.
5. I understand the value of maintaining a positive attitude, whenever possible, so my child(ren) and other community members are able to feel encouraged by my spirit.
6. I agree to continue learning with passion and confidence so that I may inspire life-long learners.
7. I agree to practice One City Schools' belief that we all have a role in creating a space for growth in an equitable community, and that by doing so we honor interdependence, collaboration, and intrinsic motivation.
8. I agree to help keep the One City Schools' facilities clean and orderly to promote a sense of pride and ownership in my child(ren).
9. I agree to get my child to and from school with at least 95% attendance.
10. I agree to bring my Scholar to school during scheduled start and end times.
11. I will ensure my child gets an appropriate amount of sleep, is wearing the appropriate uniform, and to make myself available to my child's teachers.
12. I understand and agree to being a partner in the two-generation model at One City. I will participate in all One City mandatory meetings, workshops and events and will engage with One City staff and parents through participation in the Parent Council and monthly parent meetings.

Family Partnership Feedback Form

At One City Schools, we believe that a strong partnership between school staff, teachers, and parents is essential for the success of our Scholars. Building a fair, supportive, and engaged school community requires collaboration, mutual respect, and a shared commitment to our children's learning and growth. Beginning with the 2025-26 school year, One City Schools will introduce a Family Partnership Feedback Form to further strengthen the relationship between parents and teachers, ultimately enhancing student outcomes and educational experiences.

Community Care and Standards

We are proud of One City School's inclusive, vibrant, and welcoming community. We expect Scholars, families, and staff to foster and maintain this community by holding kindness, generosity, and respectful relationships—both with themselves and others—in

the highest regard. We seek to create a culture both in and out of the classroom that supports our community as a whole.

Equity and Inclusivity

A cornerstone of One City's care for the community is its commitment to equity and inclusion. Understanding that everyone needs to feel seen, heard, and valued to grow and thrive, One City works to identify the obstacles to equity and inclusion and remove them. Given the deep history of racial and gender inequities in this country, we know that this is ongoing work at an institutional, structural level as well as an individual one.

Equity

One City's commitment to equity shows up in many ways. Three of the most obvious are providing everyone with the same technology devices, with a healthy, freshly prepared breakfast, lunch, and snack, and with the same coursework opportunities. Additionally, our uniform policy is intended to support equitable educational access. As part of our commitment to equity, we ask that Scholars are mindful of inclusion and considerate of how their actions may have the unintended impact of making others feel excluded.

In support of equity, personally owned or home laptops and devices are not allowed on the One City Schools campus. Exceptions are only extended if the personal laptop helps to accommodate a disability. Scholars seeking an exception must contact the School Principal or Preschool Director.

We are fortunate to have an Executive Chef and full kitchen staff at One City. Our team provides a variety of healthy meals and snacks throughout the school day. The single universal food service also helps support our values of community and equity, as we enjoy our meals together without displaying differences between what is consumed and at what cost. To support these values and reduce waste in the building, Scholars are not allowed to bring outside food into the school or have food delivered to the school. For extenuating or special circumstances, contact the front office and your child's teacher.

Equal Opportunities

One City Schools values the richness of difference and diversity. In our programs, curricula, and resources, we seek to provide mirrors and windows to provide Scholars with support in various aspects of their identity development. We support our community members' ability to show up as their authentic selves in everything we do.

It is the policy of One City Schools to ensure equal opportunity without discrimination or harassment on the basis of age, race, sex, sexual orientation, marital status, disability/handicap, citizenship status, pregnancy, national origin, creed, color, political affiliation, genetic information, ancestry, arrest or conviction record not substantially related to employment, military service, use or nonuse of a lawful product off school premises during non-working hours, declining to attend a meeting or participate in any

communication about religious or political matters, or any other reason prohibited by state or federal law. One City Schools prohibits and will not tolerate any such discrimination or harassment.

Children with Disabilities

Children with disabilities shall be identified and provided educational services in accordance with chapter 115, Wis. Stats., the Individuals with Disabilities Education Act, and Section 504 of the Rehabilitation Act of 1974. Questions should be directed to the Director of Special Education, Kimberly Anderson (kanderson@onecityschools.org).

Cell Phones and Personal Technology

At One City, our top priority is creating an educational environment that fosters learning and growth. To minimize distractions and barriers to Scholar engagement, the use of cell phones, tablets, smartwatches, and other personal electronic devices is strictly prohibited during the school day. Scholars in grades K-4 are not allowed to bring personal electronic devices to school. They should leave their devices at home or with their parents/guardians before entering the school building.

Scholars in grades 5-8 may only use their devices before school starts and after school ends. If parents or guardians need to reach a Scholar during the school day in an emergency, they should contact the main office at (608) 531-2128. Please note that classroom teachers will not be interrupted to receive or return phone calls during instructional time, except in emergencies or for pre-scheduled meetings and calls. Teachers will return calls and emails during non-instructional times. One City provides laptops for Scholars to use for instructional purposes at school. If a Scholar is found in possession of a personal electronic device during the school day without authorization, the device will be confiscated, and a parent/guardian will need to retrieve it from designated staff after school.

After the first offense, parents of Scholars in grades 5-8 will be required to purchase a phone lock case for \$10, which the Scholar must use during the school day. For repeated violations, a teacher or administrator will contact the family to discuss the issue. Continued violations of this policy may result in disciplinary action and/or further restrictions on the right to possess a device on school grounds.

The use of cell phones or any device capable of capturing images is strictly prohibited in locker rooms or restroom areas, whether at school or during school-related events. Scholars who bring devices to school do so at their own risk, and One City is not responsible for any loss, damage, or liability related to these devices.

Communication

One City Schools believes in the village concept and prioritizes the home-school connection as a critical component of Scholar success. Please find below a brief explanation of the various platforms we use for home-and-school communication.

PowerSchool	Schoology	Remind	Facebook	Family Newsletter and Weekly Emails	Individual Email/Phone
PowerSchool is our Learning Management System. Families use PowerSchool to complete enrollment paperwork, check progress reports, attendance tracking, electronically sign permission slips and more.	Schoology is a Learning Management System specific to OCPA Middle School. Families can use Schoology to communicate with their child's teacher, access their child's assignments, and gain an understanding of what their Scholars are learning in the classroom.	REMIND is the primary day-to-day system used to communicate with families. Families must opt into REMIND via computer or smartphone. REMIND notifications come from a specific phone number; if an individual blocks this number, they will miss out on relevant and important One City Schools' information.	One City Schools hosts two Facebook groups: one for One City Schools Community members and one for the general public. Within the OCS Community Group, families are welcome and encouraged to reach out to each other for carpools, gatherings, or shared resources.	A weekly family newsletter full of school and community happenings, school menus, and timely information is emailed and texted (via Remind) each week from the Family and Scholar Engagement Team. A weekly classroom newsletter is emailed and texted (via Remind) each week from the elementary grade-level teams.	It is critical that families keep their contact information updated in PowerSchool. This information is used for teachers to reach out regarding your individual Scholar.
	Access PowerSchool by clicking here or by visiting our website, and clicking on the top tab on the menu bar for "PowerSchool"	Download the REMIND app: https://www.remind.com/apps To join One City Elementary (5K-4th), click: https://www.remind.com/join/oc5k-4th To join One City Middle (5th-8th), click https://www.remind.com/join/oc5th-8th	Join both Facebook groups: Public: here Private / family and community: here	Ensure your email information is accurate in PowerSchool	Ensure your phone and email information is accurate in PowerSchool

Teachers will provide regular feedback, both formal and informal. If Scholars are having noticeable difficulty in class as demonstrated by a lack of growth, missing or late work, or other challenges, the teacher will speak directly with the Scholar and/or send an email inviting the Scholar to have a conversation about how to address this. If communication happens by email, the teacher will copy the Scholar's crew leader,

Scholar Support Team (when applicable), and parent or guardian so that everyone can support the Scholar in addressing the difficulties.

Parents and Scholars should note that while a teacher or staff member may respond via email outside of school hours, we do not require that they read or reply to school email before 8:00 a.m. or after 5 p.m. Teachers regularly check their email and will respond to a school email within 24 hours except weekends. Teachers will most frequently be attending directly to Scholars during a school day; families should not expect that teachers will see this information during the school day.

The use of all-school email listserv is reserved for club leaders or members of Scholar leadership groups with the understanding that the contents of the email have been approved by a staff supervisor. Prior to sending a communication on the all-school email listserv, club leaders and members of Scholar leadership groups must have the contents of the communication approved by a staff supervisor. Individual Scholars who wish to send an all-school or all-grade-level email should consult with their teacher, crew leader, or administrator.

Stewardship

We strive to be mindful of our impact on our environment, whether it is our immediate environment in the building, or the natural spaces surrounding the school. All members of One City Schools are expected to take care of our spaces. This includes cleaning up after ourselves and pitching in to help keep classrooms and common areas clean and tidy. Recycling and garbage bins are available around the building. We take responsibility for proper disposal of food, trash, and recyclables. To maintain a clean learning environment, food is allowed only in designated spaces unless approved by a staff member.

We are also stewards of the land upon which our campus was built and strive to leave the spaces we use in better condition than we found them. Land acknowledgements serve to disrupt the invisibility and ongoing erasure of Native American People. We acknowledge our debt to the Native American ancestors from the Archaic period, who inhabited the land upon which our campus was built. We also acknowledge living on the traditional lands of the Ho-Chunk, who were deprived of their lands after a series of treaties and who hold rights to these lands today. We commit to learn, respect, and honor the ways in which the Ho-Chunk Nation and other local Native American communities revered the land and cared for it.

School Attire

One City Schools believes in a school uniform because uniforms:

- Reflect the unity and seriousness of One City's learning culture.
- Support equitable educational access.
- Allow Scholars to focus on learning rather than clothing.
- Alleviate competition for trendy or expensive clothing.
- Simplify the morning routine.

Uniform Description	
All Grades (Tops)	Solid Light or Navy-blue polo shirt (1 provided by One City Schools)
	Solid Navy or Light blue button-down shirt
All Grades (Bottoms)	Solid Navy or Khaki Pants, Shorts, Skorts, or Rompers
	Closed-toe shoes (Crocs not permitted)
Optional (All Grades):	Navy blue sweater, blazer, or One City fleece (these options are the only outerwear permissible to wear during school hours)
	Long-sleeve shirts may be worn as undershirts
	Adjustable Tie
	Belt
The uniform dress code may be revised throughout the school year if deemed necessary.	

One City has selected [FRENCH TOAST](#) as a uniform provider.

If purchasing extras from Old Navy, Target, Lands End, etc., please make sure there are **no** logos, slogans, or emblems other than the One City logo/emblem.

OPTIONAL: Families can also purchase clothing from other vendors if it meets dress code guidelines above. From time to time, another one of our vendors -- Badger Sporting Goods -- will have One City T-shirts and other One City clothing gear available for **purchase** for children and adults. We will share with parents when families may place orders for merchandise.

Scholars can choose to wear One city tops in lieu of polos on Friday, with uniform bottoms.

Our uniform policy is gender neutral. Children and families may choose from **any** of the options listed in this document.

General Uniform Guidelines:

1. Coats, jackets, non-One City uniform specific optional outerwear as noted above, and winter wear will be placed in cubbies or lockers unless being used for outdoor activity.
2. No rips or tears in clothing.
3. Must not show undergarments. Shorts/skirts/rompers must be at least mid-thigh. No bellies, shoulders, nor backs may be shown.
4. Shoes must be closed-toe and allow for active use.

Uniform Frequently Asked Questions (FAQ's)

1. **Do I have to purchase school clothes from a particular store?**
Polos, quarter-zip tops, pants, shorts, skorts, and physical education uniform items must be purchased from the School Office or designated school-approved vendor. All other items may be purchased from any store. Polos and Quarter Zips must be purchased directly from the School Office.
2. **Will there be any out-of-uniform days?**
Yes, the School Principal or Preschool Director will make non-uniform "Dress-Down" and Spirit Days available.
3. **What should I do if I am having difficulty affording uniform clothing?**
Contact the VP of Family and Community Engagement.
4. **What should I do if I am having difficulty purchasing vendor-specific clothing online?**
Contact the VP of Family and Community Engagement.
5. **What if I am having trouble finding uniform clothing in my Scholar's size?**
Contact the VP of Family and Community Engagement.
6. **What if my Scholar has a medical reason or religious belief that necessitates a modified uniform?**
Contact the School Office. Reasonable accommodations on a case-by-case basis will be made to address a Scholar's disability, medical necessity, or religious beliefs.
7. **How will my Scholar be able to express his/her individuality?**
Uniforms encourage individual self-expression as Scholars find ways to express themselves creatively through arts, music, sports, and academic achievement rather than through their clothing style.

Possible School Responses, Interventions or Consequences

Scholars not following the uniform dress code will be counseled and the parents/guardians will be notified. Scholars who willfully and continuously disregard the uniform dress code will be subject to the following consequences:

- 1st Violation- Warning, Replacement of Clothing
- 2nd Violation- Phone call home, Lunch Reflection, Replacement of Clothing
- 3rd Violation- Parent / Guardian Meeting, Reflection with Administrator, Replacement of Clothing

Clothing and Personal Belongings

One City Elementary School requires each child to have two extra sets of uniform clothing at school in case of accidents. This should include an extra pair of uniform shorts or pants, a uniform shirt, underwear, socks, and any other necessary items. Please label each item with your child's full name.

It's important for your child to wear comfortable, washable play clothes that can withstand food spills, paint, sand, and water play. Shoes must be worn at all times. If your child goes home in clothing provided by One City Schools, please wash and return the items the next day.

One City is not responsible for the theft or loss of personal property. Scholars should avoid bringing valuables to school or school-sponsored activities unless necessary. Any valuables brought to school should be kept on the Scholar's person and not left unattended in backpacks. Scholars with additional bags or equipment, such as sports bags or musical instruments, should use lockers to store these items throughout the school day.

Toys brought from home are not permitted and may be held by a teacher or staff member until the end of the day.

Items left on campus are placed in the Lost and Found, which is cleared out at the end of each month, with contents donated. Please contact the front desk with any questions.

Outdoor Play

One City Schools provides extended outdoor play daily, including during cold temperatures in our Wisconsin winters. During inclement weather, the teachers provide indoor activities that involve active large muscle activities for a minimum of 20 minutes. One City Schools staff carefully monitors outdoor play to provide adequate water and shade. Please be sure your child has weather appropriate clothing for all seasons.

Community Solicitation Policy

Family directories, networking events, and email lists are intended for non-commercial and private use only. Scholars, family members, and other community members are

not permitted to solicit donations, sell goods or services, or engage in any transaction involving money with other community members unless they have received approval from the School Principal or Preschool Director.

Approved Sales: Scholars who are active participants in organizations may request permission from the School Principal or Preschool Director (depending on their grade level) to sell products to school staff on school grounds. Approval will only be granted for sales that benefit the One City Schools community. Scholars may post sales notices on the community bulletin board, allowing interested customers to approach them. However, Scholars are not permitted to set up stands, advertise on school grounds (except on the community bulletin board), or conduct sales during instructional time. The School Principal or Preschool Director may revoke a Scholar's right to sell to community members if these guidelines are not followed.

Accountability

We hold our Scholars to high standards of honesty, integrity, and respect, both on and off campus. We expect them to refrain from any conduct that could harm or threaten themselves, others, property, or the One City Schools community.

Everyone makes mistakes. Even with the best intentions, our words and actions can sometimes have negative consequences. We encourage all members of our community to practice mindful speech and behavior, to acknowledge their mistakes, and to take steps to make amends. As an educational institution, we value the concept of "failing forward," recognizing that mistakes can be learning opportunities. However, when harm is caused, a response from the school may be necessary.

Certain behaviors can disrupt our community and interfere with the educational mission of the school. The purpose of discipline is to either correct inappropriate behaviors or, if necessary, to remove a Scholar to maintain a positive learning environment. One City Schools employs a restorative practices model, which promotes problem-solving when behavioral issues arise. This approach helps Scholars learn to resolve conflicts, take responsibility for their actions in ways that restore relationships and community, and engage in acts of empathy and forgiveness. The goal is to provide Scholars and adults with a framework for navigating personal, social, or cultural conflicts, emphasizing resolution through social healing, guided restoration, and community building.

The primary measure of assessing Scholar progress at One City Schools is their growth. If a Scholar is not demonstrating academic, social, or behavioral progress, their placement at One City Schools may be reviewed. The following are potential reasons for such a review:

1. **Academics:** If a Scholar fails to earn credit in two consecutive trimesters, we must consider whether One City Schools is the best fit for their educational needs.
2. **Attendance:** Repeated violations of the Attendance Policy may prompt a review

of whether this is the best school for a Scholar who is not attending regularly.

3. **Alcohol and Drug Violations:** We will assess what interventions are necessary to support the Scholar.
4. **Harassment, Bullying, or Physical Fighting:** Engaging in physical fights or actions that violate the community's anti-harassment policy may lead to removal from One City Schools due to the impact on the community. We must ask whether a Scholar's actions are contributing to an unsafe environment.
5. **Lack of Family Partnership:** One City Schools is built on a two-generation family engagement model. If a Scholar's family is unwilling to partner with the school in a respectful and collaborative manner, we must consider if this is the best placement for the Scholar and their family.

Scholar Code of Conduct

To make One City Schools a safe and joyous community of learning, we will all embrace the ten Design Principles of EL Education:

1. The Primacy of Self-Discovery
2. The Having of Wonderful Ideas
3. The Responsibility for Learning
4. Empathy and Caring
5. Success and Failure
6. Collaboration and Competition
7. Diversity and Inclusion
8. The Natural World
9. Solitude and Reflection
10. Service and Compassion

If we model the 10 Design Principles, we will all:

- ☐ Find value in diversity.
- ☐ Act with honesty and integrity.
- ☐ Treat others, our surroundings, and the environment with dignity and respect.
- ☐ Take responsibility for our own actions.
- ☐ Be a role model for others.

Violations of Community Standards

While restorative practices and character education are built into the culture of One City Schools to create a safe, joyous, and productive learning environment, we recognize that there may be times where consequences for inappropriate actions may occur. These consequences are not limited to, but may include the following depending on the infraction:

Level 1 Infractions

Level 1 infractions are primarily Teacher managed - parent/guardian collaboration is encouraged. Actions that are categorized as a Level 1 are the least serious infractions that interfere with the orderly operation of the classroom, a school function, extracurricular/ co-curricular program, or approved transportation.

- ☐ Engaging in minor disruptive or disrespectful behavior
- ☐ Failing to follow directions
- ☐ Arriving late to school/class or violating the school's attendance policy
- ☐ Violating the Dress Code
- ☐ Littering on school grounds or causing minor damage to school property
- ☐ Going to an area within the school building (e.g., other classrooms, the Main Office, stairwells) without permission or at undesignated times
- ☐ Horseplay/play fighting/inappropriate physical contact
- ☐ Inappropriate noise levels in lunchroom, gym, or during arrival or dismissal
- ☐ Verbal or nonverbal messages that may include swearing, name calling, gossiping, spreading, or starting rumors, or purposely embarrassing or humiliating another staff or Scholar.

Possible School Responses, Interventions or Consequences to Level 1 Infractions

- ☐ Verbal or Non-Verbal Warning by School Staff
- ☐ Reminders of Appropriate Behavior and Task at Hand - Redirection
- ☐ Written Assignment – Analyzing The Impacts of These Behaviors On Our Community
- ☐ Recommended Counseling
- ☐ Community Service Assignment
- ☐ Restorative Practices Circle
- ☐ Loss of Privileges
- ☐ Other In-School Disciplinary Action
- ☐ Reflection
- ☐ Conversation with the School Principal or Preschool Director.

Level 2 Infractions

Level 2 infractions are teacher, support staff or administrator managed (depending on frequency and/or intensity). Staff member collaboration with the Scholar's parent/guardian is required. These actions are chronic examples of the infractions in Level I, or more intense in nature. Level II acts are directed against or toward people or property that do not seriously endanger the health or safety of others.

- ☐ Committing repeat Level 1 Infractions,
- ☐ Using school equipment (e.g., computers, tablets, phones) without permission, improperly, or in an unsafe manner,
- ☐ Unauthorized use of a cell phone,

- ☐ Verbally or physically disrespecting a fellow Scholar, whether in person or using the Internet, social media, or other technology, by teasing, name-calling, being rude, mocking, taunting, or engaging in similar behavior inside or outside of school grounds and regardless of the device used in such a way that materially and substantially disrupts the work and discipline of the school,
- ☐ The delivery of direct or technology-based messages that involve intimidation, exclusion, threats, or name calling - repeated, unfair, and one-sided,
- ☐ Repeated or deliberate physical contact (bumping, shouldering, pushing, shoving, etc.) between two or more Scholars that is harmful or disruptive, but is quickly de-escalated and does not result in injury,
- ☐ Consistently arriving late to school or class, or violating the school's attendance policy,
- ☐ Disrupting class or educational process repeatedly (which includes, but is not limited to, making excessive noise in a classroom, failing to participate, refusing to work with partners, etc.),
- ☐ Leaving class, school-related activity, or school premises without the school's authorization, or
- ☐ Posting, viewing, or distributing inappropriate or offensive materials inside or outside of school grounds and regardless of the device used.

Possible School Responses, Interventions or Consequences to Level 2

Infractions (including Level 1 and/or the following)

- ☐ Conversation with the School Principal or Preschool Director
- ☐ Meeting with OCS staff, Scholar, and a parent/guardian
- ☐ A verbal or written apology to the community
- ☐ Community Service Assignment
- ☐ Counseling Support
- ☐ Restorative Practices Circle
- ☐ Reflection
- ☐ Suspension

Level 3 Infractions

Level 3 infractions are teacher, support staff or administrator managed (depending on frequency and/or intensity). Staff member collaboration with the Scholar's parent/guardian is required. These actions are chronic examples of the infractions in Level II, or more intense in nature. They include repeated misconduct acts from Level II; serious disruptions of school order; threats to the health, safety, and property of others; and other acts of serious misconduct.

- ☐ Committing repeat Level 2 Infractions
- ☐ Delivering disrespectful messages with the intent to hurt in any format (including attire) related to gender, ethnicity, sex, race, religion, disability, physical features, or other protected class.

- ☐ Retaliating by hitting a person back is not self-defense and will be considered as actively participating in the physical altercation
- ☐ Physical Altercation/Fighting: Physical contact between two individuals which is harmful, has the potential to cause injury, and is disruptive to the orderly operation and safety of others within the school environment. These events are more serious than “minor physical altercation” as a larger response is required to diffuse the situation.
- ☐ Exhibiting blatant and repeated disrespect for school policies, community, or culture
- ☐ Violating Technology, Internet Safety, and Technology Acceptable Use Policy (see below)
- ☐ Forgery
- ☐ Lying or providing false or misleading information to school personnel
- ☐ Engaging in academic dishonesty (which includes, but is not limited to, cheating, plagiarizing, copying another’s work, or colluding or engaging in fraudulent collaboration)
- ☐ Tampering with school records, documents, or materials
- ☐ Falsely activating a fire alarm or other disaster alarm
- ☐ Making threats of any kind, whether in person or using the Internet, social media, or any other technology inside or outside of school grounds and regardless of the device used
- ☐ Vandalizing or misusing school property or property belonging to any member of OCS (which includes, but is not limited to, writing on desks, writing on school books, damaging property)
- ☐ Stealing or knowingly possessing property belonging to another person without proper authorization
- ☐ Throwing, slamming, or pushing classroom materials, doors, furniture, or other objects that cause bodily harm or property damage.
- ☐ Repeatedly failing to attend class, school, or any school activity or event or repeatedly violating the school’s attendance policy, including missing mandatory academic intervention

Possible School Responses, Interventions, or Consequences to Level 3 Infractions (including Levels 1, 2 and/or the following)

- ☐ A Conversation with the School Principal or Preschool Director
- ☐ Meeting with OCS staff, Scholar, and a parent/guardian
- ☐ A verbal or written apology to the community
- ☐ Community Service Assignment
- ☐ Alternate learning environment
- ☐ Restorative Practices Circle
- ☐ Counseling Support
- ☐ Reflection
- ☐ Suspension

Level 4 Infractions

Level 4 infractions are administrator managed. Collaboration with the Scholar's parent/guardian is required. These actions are chronic examples of the infractions in Level III, or more intense in nature. Level IV acts of misconduct are the most serious.

Level IV acts may result in a suspension with consideration for a recommendation for expulsion.

- ☐ Committing repeat Level 3 Infractions,
- ☐ Engaging in gang-related behavior (which includes, but is not limited to, wearing gang apparel, making gestures, or signs),
- ☐ The willful or malicious destruction of school system property or the property of others, including theft,
- ☐ Engaging or attempting to engage in inappropriate, unsafe, or unwanted physical contact, including, but not limited to, sexual harassment, sexual misconduct, and physical or sexual assault,
- ☐ Engaging or attempting to engage in stalking, intimidation, bullying, discrimination, harassment, coercion, or extortion of any member of OCS,
- ☐ Using social media, technology, or any web-based tool to impersonate, create false profiles/personalities, accessing systems without authorization (hack), or engage in similar deceitful behavior on any platform or school-issued or personal device,
- ☐ Possession of knives and/or guns (real or look alike), or other objects capable of causing bodily harm. Possession of a toy weapon where the toy weapon is used to threaten, intimidate, or harm another person or cause a disruption,
- ☐ A violent act motivated by bias against race, religion, disability, sexual orientation, ethnicity, gender, or gender identity, or
- ☐ Possessing, selling, sharing, or using alcohol, tobacco products (including cigarettes, E-cigarettes, and vaping), or illegal or controlled substances.

Possible School Responses, Interventions, or Consequences to Level 4 Infractions (including Levels 1, 2, 3 and/or the following)

- ☐ Meeting with OCS staff, Scholar, and a parent/guardian
- ☐ Nonparticipation in a school activity (which may include, but is not limited to, communal lunch, enrichment or extracurricular activities, sports, school events, or trips)
- ☐ Community Service
- ☐ Alternate learning environment
- ☐ Restorative Circle and Repair of Harm
- ☐ Counseling Services
- ☐ Suspension
- ☐ Expulsion
- ☐ Police Involvement

Reflection

A Scholar who violates the Scholar Code of Conduct may be assigned a period of reflection for one or more days at the discretion of OCS administration. Reflection must be completed on the day it is assigned, in its entirety. Failure to fully serve the reflection period may result in a suspension. During reflection, Scholars will have the opportunity to consider their choices, understand how their actions impacted the community, and determine appropriate steps for making amends.

Suspensions and Expulsions

A. Suspensions

A Scholar who violates the Scholar Code of Conduct may be suspended from school for one or more days. If a suspension is issued, parents/guardians will be notified by a school staff member via phone, email, or in person. They will also receive a suspension letter detailing the length of the suspension. Parents/guardians must coordinate with the school to arrange alternate instruction for the Scholar during the suspension. Additionally, a re-entry meeting with school administration is required on the first day the suspended Scholar returns to school. This meeting is crucial as it involves discussions about the future and strategies to prevent similar incidents from recurring. Restorative practices will be employed to address the harm caused to the Scholar and the school community.

Suspended Scholars will have the opportunity to make up all class assignments, quizzes, exams, and projects missed during the suspension. During the suspension period, the Scholar is prohibited from participating in or attending any after-school or athletic activities. Suspensions are counted as absences, and the days missed due to suspension will be recorded as such.

B. Expulsions

Scholars who reach ten suspensions or more may be subject to expulsion. Further, any Scholar who commits a Level 4 violation of the Scholar Code of Conduct may be expelled regardless of the number of suspension incidents.

C. Disciplinary Hearings

Before any communication with families, One City's Executive Team must review any recommendations for expulsion. If expulsion is recommended, the Scholar will be provided with a disciplinary hearing before the expulsion decision is made. The following steps will be followed for a Disciplinary Hearing:

Notification:

The Scholar and their parent/guardian will receive written notice of the Disciplinary Hearing, which will include:

- A detailed account of the incidents leading to the recommendation for expulsion,

- The date, time, and location of the disciplinary hearing,
- A statement of the Scholar's right to be accompanied by their parents/guardians, and
- A statement of the Scholar's right to be represented by an attorney at the hearing.

Hearing:

During the hearing, the Scholar has the following rights:

- An impartial decision-maker,
- The right to be present at the hearing with their parents/guardians,
- The right to be represented by an attorney,
- The right to receive and review the information and evidence presented by the administration,
- The right to question the administration regarding the evidence and recommendation, and
- The right to present evidence in response to the expulsion recommendation.

The hearing will be conducted by the School Principal or Preschool Director in front of an Independent Hearing Officer (IHO) and will be audio-recorded. Within 48 hours of the Disciplinary Hearing, the IHO will inform the Scholar and their parents/guardians, in writing, of the decision. The possible outcomes include expulsion for the remainder of the Scholar's educational career, conditional re-enrollment, or a return to school.

The IHO will also inform the Scholar and parents/guardians of their right to appeal the decision. Appeals can be made in writing to the Chief Executive Officer and the OCS School Board within 30 days of the Disciplinary Hearing.

If the IHO decides against expulsion and the Scholar returns to school, a community circle will be convened with appropriate members of the school community. The Scholar will be expected to repair the harm caused by their actions, work on restoring relationships, and address any damage to the school community.

Harassment, Sexual Harassment, Title IX Policy, and Bullying/Cyberbullying

Harassment

For the purposes of this policy, the term harassment shall be defined as conduct (verbal, nonverbal, or physical) based on gender, gender identity, race, religion, national origin, age, sexual orientation, or disability, that creates an intimidating, hostile or offensive educational or work environment and/or that unreasonably interferes with another individual(s) education or work performance.

Sexual Harassment

Sexual harassment is harassment (verbal, nonverbal, or physical) which is of a sexual nature; this can include a range of behaviors including innuendoes, comments, jokes, insults, threats, or disparaging remarks, sexual insults and name-calling, off-color jokes, micro-aggressions, intimidation by words or actions, offensive touching, and pressure for sexual activity.

Scholars who are harassed or who witness harassment should report the situation to a staff member immediately. Harassing behavior is subject to immediate disciplinary consequences based upon One City Schools' Code of Conduct, up to and including expulsion. It may also be grounds for legal action and fines through the civil justice system.

Title IX Policy

Title IX of the Education Amendments of 1972 and its implementing regulations in 34 C.F.R. Part 106 (collectively “Title IX”), and Wis. Stat. §118.13 and Wisconsin Administrative Code Ch. PI 9 (collectively “State Law”), prohibits discrimination, including harassment, on the basis of sex against Scholars in an education program or activity. One City Schools (“One City”) does not discriminate on the basis of sex in its education programs or activities, and it is required by Title IX not to discriminate in such a manner. The requirement not to discriminate in One City’s education programs and activities extends to admission and employment. Inquiries about the application of Title IX may be referred to the Title IX Coordinator or the Assistant Secretary for Civil Rights of the United States Department of Education, or both. Contact information for the Title IX Coordinator is provided below.

This policy is only intended to address sexual harassment against Scholars and other applicable individuals, other than employees, under Title IX. All other forms of discrimination and harassment (including sexual harassment under State Law) against Scholars or other applicable individuals, other than employees, based on sex, race, religion, national origin (including persons whose primary language is not English), ancestry, creed, pregnancy, marital or parental status, sexual orientation, gender expression, gender identity, gender non-conformity, physical, mental, emotional or learning disability are addressed in a separate policy.

When One City has actual knowledge of sexual harassment under Title IX in an education program or activity of One City against an individual, including a Scholar, in the United States, One City shall respond promptly in a manner that is not deliberately indifferent.

“Actual knowledge” means notice of sexual harassment or allegations of sexual harassment under Title IX to (1) One City’s Title IX Coordinator; (2) any official of One City who has authority to institute corrective measures on behalf of One City; or (3) any employee of One City.

“Education program or activity” includes locations, events, or circumstances over which the recipient exercised substantial control over both the individual who has been reported to be the perpetrator of conduct that could constitute sexual harassment under Title IX and the context in which the sexual harassment occurred.

One City Administrator is designated as the “Title IX Coordinator” and authorized by One City to coordinate its efforts to comply with Title IX and this Policy. The contact information for the Title IX Coordinator is as follows:

Kennedy James
Chief People Officer, One City Schools
1707 West Broadway Street, Monona, WI, 53713
Phone: (608) 531-2128 / Email: kjames@onecityschools.org

Any person (including a person not alleged to be the victim of sexual harassment) may report sexual harassment at any time, including during non-business hours, to the Title IX Coordinator by mail, by telephone, by electronic mail, or by any other means that results in the Title IX Coordinator receiving the person's verbal or written report.

[Click here for One City's full Title IX Policy and Procedure](#) or contact the Title IX Coordinator.

Bullying/Cyberbullying

Many parents are concerned about bullying, protecting their children from it, and making sure their children aren't engaging in it. But with so much talk about bullying, sometimes we call behavior "bullying" that is actually not. So how can you tell the difference? Visit StopBullying.gov/Resources/Get-Help-Now for more information.

A. Being Rude

Being rude involves unintentionally saying or doing something that hurts someone. For children, this might look like social blunders such as "burping in someone's face, cutting in line, boasting about getting the highest grade, or even throwing leaves at someone." The key point is that "rudeness is typically a spontaneous, unplanned act of thoughtlessness or poor manners, driven by a lack of consideration rather than a deliberate intent to cause harm."

B. Being Mean

Being mean means deliberately saying or doing something to hurt someone, either once or a couple of times. Unlike unthinking rudeness, which can be accidental, mean behavior is specifically intended to cause harm or diminish someone's worth. Often, this behavior in children stems from anger or the misguided desire to boost themselves by putting someone else down. Although both rudeness and mean behavior need to be addressed, they are distinct from bullying in key ways that are important to understand for effective intervention.

C. Bullying

Bullying is characterized by deliberate, aggressive behavior that occurs repeatedly over time and involves a power imbalance. Children who bully engage in intentionally hurtful actions or words, persistently targeting others without feeling remorse—even when the victims show their distress or ask them to stop. According to Whitson, bullying can take various forms, including physical aggression, verbal attacks, relational aggression (such as social exclusion, hazing, or spreading rumors), and cyberbullying. The defining feature of all these forms is their repetitive nature, which leaves victims feeling powerless and fearful.

Bullying may be driven by real or perceived differences, such as age, national origin, race, ethnicity, religion, gender, gender identity, sexual orientation, physical attributes, mental or physical abilities, and social or economic status.

Bullying can manifest in physical, verbal, non-verbal, indirect, or direct forms. It can occur face-to-face, electronically, in writing, or through others acting as intermediaries. It often involves repeated incidents.

Cyberbullying is a specific type of bullying conducted through technology or electronic devices. This includes, but is not limited to, email, instant messages, text messages, and online posts.

Reporting

If you see something, say something. Should you be a victim or a witness to any bullying incidents that adhere to the aforementioned criteria, we urge you to report your concern by completing and submitting an incident report to our school administration. [Click here](#) to file a report.

Note: The link to this Incident Report is also available on the One City Schools website under “For Families.”

INTERNET SAFETY AND ACCEPTABLE USE

Consistent with applicable federal laws, One City Schools believes that the best approach to Scholar safety as it relates to use of the internet and other electronic resources involves a combination of technology protection measures, monitoring, and instruction. One City Schools’ comprehensive approach to Scholar internet/technology safety shall consider the differing ages and instructional levels of the Scholars in One City Schools.

Internet Use (Privacy and Safety)

Google Workspace for Education (GWFE) is primarily for educational use. Apps, sites, email, and groups are not public forums. They are extensions of classroom spaces where Scholar free speech rights may be limited.

- **Privacy:** School staff, administrators, and parents/guardians all have access to Scholar email for monitoring purposes. Scholars have no expectation of privacy on the Apps system.
- **Limited personal use:** Scholars may use Apps tools for personal projects but may not use them for the following purposes:
 - Unlawful activities, including gambling,
 - Access to sites not approved for school usage (i.e., Facebook, Instagram, other Social Media sites),
 - Commercial purposes (running a business or trying to make money),
 - Personal financial gain (running a web site to sell things),
 - Viewing or purchasing obscene, pornographic, or other inappropriate sexual or offensive content harmful to minors,

- Engaging in cyberbullying, intimidation, or otherwise threatening behavior, toward another person, or
- Misrepresentation of TLA, staff, or Scholars.
- **Safety:**
 - Scholars may not post personal contact information about themselves or other people. That includes last names, addresses, email addresses, and phone numbers.
 - Scholars agree not to meet or communicate with someone they have met online without their parent's/guardian's approval and participation.
 - Scholars will tell their teacher or administrator about any message they receive that is inappropriate or makes them feel uncomfortable.
 - Scholars are responsible for the use of their individual accounts and should take all reasonable precautions to prevent others from being able to use their account. Under no conditions should a Scholar provide his or her password to another person.
- **Access Restriction - Due Process:**
 - Access to GWFE is considered a privilege accorded at the discretion of One City Schools. One City Schools maintains the right to immediately withdraw the access and use of Apps when there is reason to believe that a Scholar has engaged in conduct in violation of law or school policies. In such cases, the alleged violation will be referred to the School Principal or Preschool Director for further investigation and account restoration, suspension, or termination.
- **Use of Electronic Equipment and Hardware:**
 - Scholars will not use electronic equipment in a way that disrupts or interrupts the work of others. This includes printing without permission, or not using headphones for sound when necessary.
 - Scholars will not deliberately waste printer ink or paper supplies.
 - Scholars will not deliberately damage or alter any school hardware or software in any way.
 - Scholars will not modify the setup of any school computer.
 - Scholars will not install software on any school computer.
 - Scholars may not take any One City owned computers or electronic devices home unless home use is mandated by the Scholar's IEP, approved by Director of Special Education, and the parent/guardian requests to borrow a One City owned device.
- **Special Considerations:**
 - Any inclusion of Take-Home Devices in an IEP must include details on what specifically the Scholar will be using the Chromebook for and what time period it will be required.

- Parents/guardians who request a Take-Home Device must sign an agreement in PowerSchool. Parents are responsible for damages or loss to a One City owned device, beyond typical wear & tear.
- **Damage to School Issued Equipment and Technology:**
A Scholar who damages a Chromebook beyond normal wear and tear will result in charges to parents/guardians as follows:
 - First damage/loss: \$50
 - Second damage/loss: \$100
 - Chromebook not returned at the end of school OR third damage/loss: cost of replacement.
 - All requests for Take-Home Devices must be made to One City's IT Department in writing.

Digital Citizenship Expectations

1. **Be Kind:** Just as a hurtful comment in the school hallway can be painful, so can a mean email or online post. When communicating via email or posting on forums and webpages, always strive to be kind. Remember that everything you write can be seen by others, so think carefully before typing. Be mindful of how your words affect both others and yourself.
2. **Respect Copyright:** Copyright infringement happens when someone reproduces a protected work without permission. If a work specifies how it can be used, follow those guidelines. If you're unsure whether you can use a particular work, seek permission from the copyright owner.
3. **Understand Your Rights:** While scholars have First Amendment rights to free speech, these rights may be limited in school settings. If a post or email disrupts the learning environment, the right to free speech may be restricted. School websites, email, and groups are intended for educational purposes and are not public forums for open debate. Therefore, schools have the authority to limit speech that interferes with the educational process.

These are the laws that help to protect One City Scholars online:

Child Internet Protection Act (CIPA)

The school is required by CIPA to have technology measures in place that protect Scholars from harmful materials including those that are obscene and pornographic. This means that Scholar email is filtered. Mail containing harmful content from inappropriate sites will be blocked.

Children's Online Privacy Protection Act (COPPA)

COPPA applies to commercial companies and limits their ability to collect personal information from Scholars under 13. By default, Google advertising is turned off for GWFE users. No personal Scholar information is collected for commercial purposes. This permission form allows the school to act as an agent for parents/guardians in the collection of information within the school context. The school's use of Scholar information is solely for educational purposes.

Technology and Scholar Device Program

Technology use and the Scholar device program are governed by our Responsible Use Policy. All parents/guardians are required to acknowledge that they have received and read the policy by signing within PowerSchool. Scholars will review and sign the policy separately.

For any questions regarding One City Schools' technology, the Scholar device program, or the policy, please contact Yesid Perea, Director of Technology, at yperea@onecityschools.org.

Smoking Policy

The Smoking Policy includes tobacco, chewing tobacco, and e-cigarettes/ vaporizers.

Under Wisconsin law, all tobacco, chewing tobacco, and e-cigarettes/ vaporizers are prohibited in all school buildings and facilities, on school grounds, and in school buses by all individuals. Scholars and adults are prohibited from being in possession of tobacco products, tobacco related products (including electronic cigarettes), vaporizers, lighters, or matches on school property. Violation of this policy will result in disciplinary actions aligned to consequences for drugs, alcohol, and narcotics.

Drugs, Alcohol and Narcotics

One City Schools is committed to maintaining a healthy, safe, and supportive environment for all scholars, staff, and visitors. Under Wisconsin law, it is illegal for individuals under 21 to use or possess alcohol, and illegal for anyone, regardless of age, to use or possess illicit drugs. As such, all forms of illegal and unhealthy activity are strictly prohibited on our campus, including in vehicles.

In cases of actual possession, sale, or distribution of alcohol or drugs, the Monona Police Department will be notified, and school administration will hand over any drugs or contraband to the police before the end of the school day.

We are dedicated to assisting scholars who voluntarily seek advice or treatment for substance abuse while ensuring the due process rights of all individuals. For information on potential consequences, please refer to the "Code of Conduct."

Reporting an Incident Anonymously

Any member of the community can report an incident of harassment, bullying, or violation of the smoking, drugs, and alcohol policy through an anonymous Incident Report form found on One City's website under "For Families". School administration will investigate reports made.

Searching

To ensure a safe and orderly environment for everyone, One City Schools may conduct searches when necessary. Searches might be carried out during large gatherings, such as prom or overnight trips, or when there is suspicion of violating the smoking and substance use policy. Refusal to cooperate with a search will be treated as insubordination, which may result in immediate removal from school or school events.

In certain cases, an individual Safety Contract may require daily or random searches. Searches can include school and personal technology, breathalyzers, and personal vehicles. One City Schools reserves the right to search all property within its jurisdiction, in line with the Supreme Court's decision in *New Jersey v. T.L.O.* (1985).

Vandalism

Vandalism, including the destruction of, damage to, or effacement of school property or the property of another is expressly prohibited. Restitution will be made for damaged property by the student(s) or individuals responsible, or by their parents or guardians. The property of One City school personnel and volunteers is covered by this rule 24 hours a day.

Destruction of Property/Vandalism/Theft: The willful or malicious destruction of school system property or the property of others, including theft, that exceeds a cost of \$200

IF ...	Then ...
A student destroys property as a result of a dysregulated state <i>(flipping chairs, tipping tables, climbing on shelving or easels, etc)</i>	Once regulated the student will be held accountable for community service as a way to repair damage caused to the community space. If first offense then parent contact is made and replacement behavior is taught and practiced. If a second offense occurs then a parent meeting is convened to address damage and identify what needs to happen to make things right. Additional offenses will require a meeting with the building principal and district level leadership.
A student is found committing destruction of property, vandalism, or theft over \$200	Investigate, complete an incident report, contact and inform parents. Depending on what led to the destruction of property student(s) involved will either: • Be placed on a community service restoration plan • Additional offenses will require a meeting with the building principal and district level leadership. • Family of the scholar may be billed for the destruction as determined by district level leadership.

Academic Dishonesty

At One City Schools, academic honesty and integrity are fundamental commitments that each member of our community makes to themselves and to others. Both teachers and scholars engage in thorough discussions about academic honesty in relation to each class and subject area. Below are some examples and definitions of academic dishonesty:

- **Excessive Assistance:** While scholars are encouraged to seek appropriate help from teachers, classmates, and tutors, it is considered a violation to copy another person's work, provide work for others to copy, or receive undue assistance. Scholars should understand and adhere to the teacher's expectations for collaboration, which may vary by assignment. It is also expected that scholars acknowledge any assistance they receive on their submitted work.
- **Plagiarism:** Plagiarism is literary theft. It is the act of using another person's or source's ideas or language without proper attribution and credit, whether intentionally or unintentionally. This includes having someone else write your work, copying someone else's work, or presenting someone else's ideas or language as your own.
- **Cheating:** Cheating involves copying someone else's work or answers, presenting another's work as your own, or knowingly allowing someone else to copy or use your work for credit.

Attendance Policy

Wisconsin state law mandates that all scholars aged six to 18 attend school full-time. One City Schools, guided by state regulations and the Board of Directors' policies, upholds strict attendance standards. Here's a summary of our attendance policies:

Classes at One City Schools are designed to be scholar-centered, involving collaborative projects, hands-on learning, and Socratic discussions—elements that cannot be effectively replicated through home study or videoconferencing. Consequently, absences or excessive lateness (i.e., missing more than 50% of a class) may hinder a scholar's ability to achieve the required proficiencies. In elementary and middle school, repeated absences could necessitate repeating courses or grade levels. All absences, including early dismissals, will be recorded.

While we emphasize the importance of attendance, we also prioritize scholars' health and well-being. Scholars who are unwell or feeling fatigued should stay home to recover, ensuring they are in the best condition to fully participate in their education.

To protect both individual health and the community, sick scholars should not attend school. If patterns of consistent absenteeism arise, OCS staff will proactively reach out to parents or guardians to discuss a plan. For further details, please see below.

Types of Absences and Notification

A. Excused Absences

A child will be excused from regular school attendance for the following reasons:

- ☐ **Personal Illness:** The Scholar is not in proper physical or mental condition to attend school or an educational program.
- ☐ **Appointments:** Medical, dental, vision or other professional medical appointments. A parent must provide a doctor's note for a Scholar to be excused for a medical appointment. Parent(s)/guardian(s) must enter the school building to sign their child out of school before the appointment **and** sign them in following the appointment.
- ☐ **Funerals:** A death in the immediate family or funerals for close relatives and family friends.
- ☐ **Religious Holidays**
- ☐ **Court/Legal Matters:** A court appearance or other legal procedure which requires the attendance of the Scholar or parent(s)/guardians. Parents must provide documentation from the court system for the absence to be excused.
- ☐ **Other Special Circumstances** that show good cause which are approved in advance by the school.

B. Unexcused Absences and Truancy

An absence is deemed unexcused if the school does not receive notification from the parent/guardian or advance notice of a planned absence. Scholars who demonstrate a pattern of unexcused absences may face disciplinary action. All unexcused absences contribute to the total count of absences.

Both excused and unexcused absences accumulate towards the attendance threshold. It's crucial to ensure that the total number of absences, excused or unexcused, does not exceed 15 days in a school year, as consistent attendance is essential for learning. A Scholar is considered habitually truant if they are absent without a valid excuse for all or part of five or more days in a school semester, according to Wis. Stat. sec. 118.16(1)(a) and (c).

Truancy will be addressed on a case-by-case basis, involving input from relevant personnel and discussions with the parent(s)/guardian(s). The following steps will be taken to address truancy:

- ☐ **5 unexcused absences (per semester, including half days):** A letter, email, phone call, and check-in will be issued.

- ❑ **10 unexcused absences:** A second letter (sent via certified mail), with a required meeting within 5 days of receipt; a possible home visit may also occur.
- ❑ **15 unexcused absences:** A third and final letter will be sent, along with a referral for truancy violations.

Additional Guidelines for Consecutive Absences: If a Scholar is absent for 15 consecutive days or more, withdrawal from the school may be considered.

C. Make Up Work

Except for expelled Scholars, all Scholars with excused absences will have the opportunity to make up missed work, following these guidelines:

1. **Parent/Guardian Responsibility:** It is the responsibility of the parent(s)/guardian(s) to contact the teacher(s) to arrange for making up any work missed during the Scholar's absence.
2. **Opportunity to Make Up Work:** Scholars who miss school will be given the chance, whenever possible, to complete missed work upon their return to school.

D. Parent(s)/Guardian(s) Responsibility

When a Scholar is absent, their parent(s)/guardian(s) must notify the school either by phone or by completing the absence form in PowerSchool. If the school is not contacted, an automated call may be made to the parent(s)/guardian(s) at home or work. Parent(s)/guardian(s) can retroactively excuse their Scholar's absence within 7 days of the missed day. If an explanation for the absence was not provided on the day of the absence, it must be submitted afterward. Additionally, parent(s)/guardian(s) must check Scholars in and out, with their teacher(s) and One City's front desk, for any appointments during the school day. If a Scholar visits a physician, dentist, chiropractor, or other licensed healthcare professional, the school may request verification of the visit to excuse the absence.

E. Scholar Responsibility

Scholars are required to attend school every day unless they have an excused absence. A Scholar must complete all make-up work assigned by the teacher(s).

F. Teacher Responsibility

Teachers are required to emphasize the importance and necessity of good attendance. Legally, teachers are required to take daily attendance in their classes and keep a record of absences. If a teacher has concerns about a Scholar's attendance, they are encouraged to contact the parents and collaborate with One City's attendance team, particularly if a Scholar has been absent from a class for approximately three days.

G. School Leader (or Designee) Responsibility

One City's School Principals and Preschool Directors are responsible for maintaining official records of all excused and unexcused absences within the school. In cases of repeated or frequent absences due to a Scholar's illness, the School Principal or

Preschool Director, or their designee, may request that the Scholar's parent(s)/ guardian(s) provide a written statement from a physician or licensed healthcare practitioner verifying the Scholar's physical or mental condition. This written excuse must specify the period it covers, which cannot exceed 30 days. The School Principal or Preschool Director, or their designee, will communicate with parents as needed.

Extracurriculars and Athletic Participation

To participate in a school activity, a Scholar must attend classes for the entire school day. If there are extenuating circumstances, the school office must be notified in advance. The School Principal or Preschool Director will have the final say on whether the Scholar is permitted to participate under those circumstances.

Crew

Morning and afternoon crew are integral parts of a One City education and an essential part of building and maintaining our school community. Crew is built into the school day and Scholar attendance is required.

What is Crew? In an EL (Expeditionary Learning) Education school, "Crew" refers to a core component of the school's culture and community-building efforts. The concept of Crew is central to EL Education's philosophy, emphasizing teamwork, personal responsibility, and mutual support. Here's what "Crew" typically involves:

1. **Daily or Regular Meetings:** Crew usually meets daily or several times a week, often at the beginning of the school day. These meetings provide a consistent time for students to connect, reflect, and prepare for the day's learning.
2. **Small Groups:** Crew groups are typically small, allowing for meaningful interaction. Each Crew is led by a teacher or staff member who serves as the Crew leader. The Crew leader often stays with the same group of students over multiple years, fostering deep relationships.
3. **Focus on Personal and Academic Growth:** Crew sessions focus on both academic and personal development. Activities might include goal setting, academic check-ins, discussions about character and leadership, social-emotional learning, and service projects. The aim is to support students in their holistic development—intellectually, emotionally, and socially.
4. **Building Community:** Crew is designed to create a sense of belonging and community within the school. It's a space where students can support each other, discuss challenges, and celebrate successes. This communal aspect of Crew helps build a positive school culture where every student feels valued and connected.
5. **Student-Led:** While Crew is facilitated by an adult leader, it often emphasizes student leadership. Students are encouraged to take ownership of Crew activities, lead discussions, and contribute to the group's direction.

In summary, Crew in an EL Education school is a foundational practice that nurtures community, accountability, and personal growth among students, aligning with the broader mission of fostering engaged and self-directed learners.

Morning and afternoon crew are integral parts of a One City education and an essential part of building and maintaining our school community. Crew is built into the school day and Scholar attendance is required.

Academics

K-Grade 8 Completion Requirements

One City is committed to the comprehensive and ongoing development of each Scholar. The responsibility for a Scholar's progress is shared among all stakeholders in the educational process, including the Scholar, parent(s)/guardian(s), and school staff. Scholars who do not meet grade-level expectations in two or more core subjects may be at risk of not advancing to the next grade. Furthermore, the School Principal or Preschool Director reserves the right to retain a Scholar who has missed thirty (30) or more days of school during a school year. Please refer to One City's Retention Policies for additional details.

Academic Support Plans

When a Scholar is experiencing ongoing and significant difficulty in meeting One City's expectations, our goal is to build short-term additional support for the Scholar so that they (and the adults supporting them) can better understand their challenges and develop new/improved strategies for their growth. We do this by creating a support plan to identify the key areas for improvement and strategies for Scholar support.

Schedule and Scheduling Process

A. Daily and Weekly Schedule Features: OCES & OCPA

Elementary Scholars start their day in Crew, a centering, team-building activity focused on character development and learning targets (See page 67 for more details about "Crew"). At One City, teachers guide students through learning activities and projects every day, tailored to their age and developmental level. As Scholars grow older, the projects they undertake become more complex, involving deeper learning in reading, language arts, mathematics, social studies, and STEM subjects. We encourage Scholars to pursue their interests or approach new opportunities with an open mind, helping them to discover and develop their unique passions.

Athletics: OCPA

One City Preparatory Academy (OCPA) is a probationary member of the Wisconsin Interscholastic Athletic Association (WIAA) and as such abides by the rules and regulations of the WIAA. Participation in athletics will include after school sport contests and responsibilities.

Expeditions

Middle school Scholars will grapple with questions, collaborate on projects, and create exhibitions of learning throughout their 8-week interdisciplinary expeditions of study. Each expedition will include field work, guest lecturers, and feedback and reflection loops. We believe true learning is a process, not an end game. One City uses EL Education's Expeditionary Learning framework to guide our expeditions, with a focus on character, high quality work, and mastery of knowledge and skills.

Extended Learning Academies

One City takes pride in its strong connections with the community and is committed to providing our Scholars with a wide range of learning opportunities. To enrich their educational experience, we have dedicated music and arts instructors on staff, introducing Scholars to visual, creative, and performing arts. Additionally, One City collaborates with community partners to offer courses and activities that further extend and enhance our Scholars' learning.

Healthy Meals

One City Scholars receive USDA-approved meals and snacks daily, prepared by an in-house chef and a team of cooks trained in USDA guidelines. These guidelines serve as an excellent resource for dietary planning, ensuring that your Scholar's meals and snacks are nutritious and well-balanced. Weekly menus are posted in your Scholar's classroom.

If your Scholar has a food-related allergy or medical needs, you must provide documentation from a licensed medical practitioner and discuss the allergies with the front office before your Scholar's first day of enrollment. For other special dietary needs, please consult with the front office and your Scholar's teacher. One City Schools will work with the family and medical provider to develop a personalized food plan.

Scholars are not permitted to bring food from home unless an approved food plan is in place.

Summer Session

The summer session is an extension of our regular school year and is an opportunity for our Scholars to continue their academic learning while also immersing themselves in outdoor activities and summer hands-on educational expeditions.

Animals in School

One City Schools recognizes that animals may have educational value in the school setting in some circumstances. It is critical that the safety and wellbeing of all Scholars, staff, and animals are considered first and foremost. Live animals may be brought into the classroom as part of a written curriculum, but only with pre-approval from One City's School Principals or Preschool Director.

PowerSchool: One City's Learning Management System

One City Schools uses PowerSchool as our Scholar Information System (SIS). The system holds official Scholar records, including health, contact, and school attendance information.

Homework Policy

Every child is unique in their individual pacing and course selections. With a longer school day, we aim to build in time for individual, small group, and large group work during the school day. For a full explanation of the homework policy for One City Schools, [click here](#).

Field Work/Expeditions

Experiences outside the classroom and school building are a fundamental part of One City's educational program. Parents should anticipate regular trips beyond the school grounds throughout the year, designed to complement the academic subjects and topics taught in the classroom. Field work is particularly frequent during the summer session, with teachers often enhancing classroom learning through these external experiences. Field work can range from a few hours to several days during workshops and may also take place on weekends.

Teachers will inform Scholars and parents/guardians in advance about the details of the field work, including timing, location, and transportation plans. Since field work is an integral part of One City's educational approach, parents will not need to complete a permission form for each outing. Instead, a general consent form is completed at the start of the school year. For overnight trips, an additional waiver may be required. Scholars who are on an academic support plan, facing academic or behavioral challenges, or nearing attendance limits may be required to participate in other classes or interventions instead of attending field work.

Standardized Assessments

In addition to classroom assessments, One City utilizes a variety of standardized assessments to evaluate Scholar growth. Some of these assessments are mandated by the state of Wisconsin, others by our charter school contract, and some are specific to One City.

AIMSweb Plus

It measures early literacy and math skills in K-3 students to monitor their academic progress and identify learning needs. It provides quick, reliable assessments that track skills like reading fluency, comprehension, and foundational math concepts to inform instruction.

STAR/Renaissance Learning (Grades K-8):

This tool supports our special education and Response to Intervention (RTI) programs, aids in academic acceleration for advanced Scholars, and facilitates school-wide reading and math activities, as well as learning and enrichment at home.

Interim Assessments and EL Benchmarks (Grades K-8):

These school-based assessments evaluate proficiency in reading and math standards taught during a specific instructional period.

Forward Exam (Grades 3-8):

This state exam assesses how well Scholars are meeting the Wisconsin Academic Standards and their proficiency in grade-level Common Core Standards. For Scholars with an IEP specifying an alternate curriculum, the DLM serves as the state exam.

ACCESS Test (Grades K-8):

Administered annually to Scholars identified as English Learners, this test monitors their progress in learning academic English. It fulfills U.S. federal requirements under the "Every Scholar Succeeds Act (ESSA)" for tracking and reporting progress toward English language proficiency. The test is based on the WIDA English Language Development Standards and assesses Listening, Speaking, Reading, and Writing.

Books and Supplies

One City provides textbooks, laptops/Chromebooks, software, calculators, and other materials necessary for class work. Scholars are welcome to purchase additional supplies like binders, notebooks, pens, and pencils. For safety reasons, Scholars are not permitted to carry backpacks during the school day; backpacks must be stored in their assigned cubbies. If a safety threat is reported, One City reserves the right to search a Scholar's belongings to ensure the safety of all staff and Scholars.

Scholar Support Services

At One City, we recognize that there are many ways to learn and express understanding. Effective teaching involves using diverse pedagogical approaches to accommodate the variety of learners in our classrooms. Our teachers collaborate with all One City Scholars to cultivate good study habits and develop approaches tailored to their individual learning needs.

To support Scholars with diagnosed learning differences, the Scholar Support Team at One City Schools is dedicated to:

- ❑ Making the curriculum accessible to all Scholars,
- ❑ Encouraging active engagement in learning,
- ❑ Empowering Scholars to effectively self-advocate by communicating their learning strengths and needs,
- ❑ Collaborating with families, staff, and deans to implement effective learning strategies.

One City Schools provides accommodations for Scholars with learning differences to ensure they can access the curriculum. We also teach strategies to both Scholars and faculty to help them meet school expectations.

Parents/guardians of Scholars transferring to One City Schools with an Individualized Education Plan (IEP) must ensure that One City has all necessary information to meet the Scholar's needs as outlined in the IEP. It is important that parents/guardians communicate during enrollment if a Scholar has an IEP so that One City Schools can obtain the Scholar's records.

Scholar Support Team (SST)

One City's Scholar Support Team consists of a diverse group of school personnel who meet regularly to discuss topics related to Scholar well-being, academic progress and achievement, character development, and individual Scholar concerns. They also create plans to address needs and concerns among our community of learners, school staff, contracted support and externally-provided (by parents) specialists, and trained volunteers.

Members of One City's SST include:

- Dean of Scholars
- Director of Special Education
- Special Education Teachers
- Scholar Support Specialists
- School Social Workers
- Director of Admissions and Family Engagement
- Athletic Director
- Chief Academic Officer, School Principals, and Preschool Director (for 4K only)
- Instructional Coaches
- Reading and Math Specialists

INDEPENDENT EDUCATIONAL EVALUATION POLICY

Parent Rights Under IDEA

Parent(s)/guardian(s) of a student with a disability have the right to request an Independent Educational Evaluation (IEE) at public expense if they disagree with an evaluation conducted by One City Schools.

An IEE is defined as an evaluation conducted by a qualified examiner not employed by the school, and “public expense” means the school either pays for the evaluation directly or ensures it is provided at no cost to the parent(s)/guardian(s).

A parent/guardian may request one publicly funded IEE for each evaluation the school conducts.

School Response to IEE Requests

Upon receiving a request for an IEE:

- The school may:
 - Agree to fund the IEE in accordance with this policy, or
 - Initiate a due process hearing to show its evaluation is appropriate.
 - Offer mediation to resolve concerns, if both parties agree.

If a parent obtains an IEE without notifying the school in advance and later seeks reimbursement, the school will determine whether the IEE meets criteria and whether reimbursement is appropriate. If not, the school may initiate due process.

School Criteria for IEEs

1. Location of Evaluators

- Evaluators must be located within 50 miles of the school unless unique circumstances justify an exception (e.g., specialized expertise not available locally).

2. Qualifications

- An evaluator must be licensed or certified
- An evaluator must be independent and may not have a conflict of interest (e.g., current provider to the student/family).
- Parents must provide the School a release of information to communicate directly with the evaluator and the evaluator must agree to provide the School with the assessment and results (including parent surveys) prior to payment.
- If the District’s evaluation included observations of the student in the student setting, the evaluation must include at least one observation in that setting.
- The same criteria apply to school evaluators and independent evaluators.

3. Cost Limitations

- The total cost of the IEE will be the average cost per day or per hour for a similarly situated qualified staff member employed by the School as determined by local pay scales and may not exceed \$2,000. The School is not responsible for transportation or lodging unless the parent can demonstrate that evaluation services are not available in the community.
- The evaluator must submit to the School detailed invoice showing:
 - Time and type of each assessment
 - Hourly rate

Note: The school will not reimburse:

- Time spent attending IEP or related meetings (unless requested by the school)
- Costs incurred by staff participation in the evaluation (e.g., teacher forms)

Exceptions to Cost or Location Limits

Parents/guardians may request an exception to the cost limit or location rule based on unique circumstances. Requests for exceptions must be submitted in writing and will be reviewed on a case-by-case basis. If the costs exceed the School's cost criteria and factors do not exist to justify the requested exception, the School will reimburse the evaluator up to the maximum allowable and will immediately initiate a due process hearing.

Legal References

- Individuals with Disabilities Education Act (IDEA)
 - 34 CFR §§ 300.502–507 (Independent Evaluation Rights and Procedures)
 - 34 CFR §§ 300.530–536 (Evaluation Procedures)
- Wisconsin State Statute § 115.792 (IEP Requirements & Due Process)

Crew Leader

Each Scholar works closely with a staff member who serves as their crew leader and advocate in academic and personal matters relating to school life. In addition to getting to know each Scholar personally, crew leaders in the secondary school help Scholars plan their course of study and monitor Scholars' academic progress. Scholars meet daily with their crew leader. Crew leaders serve an important link between home and school. Parents and guardians are invited to speak with their Scholar's advisor about any questions or concerns they may have.

Mandated Reporting

All employees of One City Schools are mandated reporters, legally required to report to Child Protective Services (CPS) or law enforcement if they have reason to suspect that a minor

encountered during their employment has been subjected to neglect or abuse—whether sexual, emotional, or physical, including sexual assault. Employees are not allowed to investigate suspected abuse before making a report. They are also legally obligated to keep mandated reports confidential and may not be able to inform Scholars or parents/guardians if a report has been made.

One City Schools' disciplinary process is independent of any CPS or law enforcement investigation. The school's investigation is focused solely on determining if there has been a violation of school policies, not on establishing whether criminal activity has occurred—that responsibility lies with law enforcement. The standards of proof and evidence available to the school differ from those in a criminal investigation. Scholars and parents should be aware that if law enforcement or CPS is conducting an investigation, the school may need to delay or defer its own inquiry to avoid interfering with the official proceedings.

Directory Information

In accordance with FERPA and state law, One City Schools may disclose directory information, but only after notifying parents and guardians and providing them with an opportunity to opt-out of such disclosure. Directory information may include the Scholar's name, address, telephone number, date and place of birth, major field of study, dates of attendance, participation in officially recognized activities and sports, weights and heights of athletic team members, the Scholar's photograph, the most recent educational institution attended by the Scholar, and any degrees or awards received.

Scholar Records

One City Schools ensures the confidentiality of Scholar records throughout their collection, storage, disclosure, and destruction, in accordance with the Family Educational Rights and Privacy Act (FERPA) and relevant state laws. FERPA is a federal law that protects the privacy of Scholar education records and grants parents/guardians the right to review these records. One City Schools adheres to FERPA policies.

Scholar records are made available for inspection or release only with notification or prior written consent from the Scholar's parent or guardian, unless federal or state law permits or requires the release of records without such notification or consent.

One City Schools will respond to a parent or guardian's request to access their Scholar's records within a reasonable timeframe, not exceeding 45 days from the receipt of the request. Upon request, One City Schools will also provide a copy of the Scholar's record and arrange for a review with a qualified individual who can explain and interpret the contents of the records.

Directory Information

In compliance with FERPA and state law, One City Schools may release directory information after notifying parents and guardians and giving them the option to opt out. Directory information may include the Scholar's name, address, telephone number,

date and place of birth, major field of study, dates of attendance, participation in officially recognized activities and sports, weights and heights of athletic team members, the Scholar's photograph, the most recent educational institution attended, and any degrees or awards received.

Family and Scholar Engagement (FASE) Team

One City's Director of Admissions and Family Engagement acts as the primary liaison between the school and families, managing regular digital communications, hosting virtual and in-person meetings, and coordinating school-wide events. Through our FASE Team and an extensive network of community partnerships, One City Schools offers a variety of seminars, workshops, special events, and other learning activities that are informative, engaging, and enjoyable for parents and the entire family. Additionally, One City Schools assists parents and family members in identifying educational and employment opportunities available in the Greater Madison community. We also provide educational opportunities for parents, volunteers, and community members to learn and share strategies to support children's positive growth and development, ensuring they are prepared for and succeeding in school.

School Social Workers

One City School Social Workers are important to ensuring high levels of Scholar achievement and success at One City. They work with general and special education Scholars and their families to resolve social, emotional, and behavioral challenges that interfere with Scholars' educational success and development. Our Social Workers accomplish this through (a) assessment, (b) consultation with school staff and community providers, (c) development and implementation of behavior management plans, and (d) providing indirect and direct services.

Family Resource Center

The FASE team manages a resource center equipped with various media resources and a computer available for parents/guardians who need access to a device. The Family Resource Center is conveniently located directly behind the main lobby desk and is open during school hours or by arrangement with the FASE team.

Family Engagement

At One City Schools, we believe that when a child enrolls, their family enrolls as well. Families are expected to participate in workshops, seminars, and activities offered by the school and its external program partners. Parents/guardians are also encouraged to join One City's parent-led Parent Council, which meets monthly to plan and engage in various activities and discussions on school policies and programs.

We highly encourage family participation and observation. Parents/guardians who have special talents, cultural traditions, skills, or experiences are welcome to share them with the children. Many also choose to volunteer in the classroom or chaperone field trips. If you're interested in participating in your child's classroom, please inform your child's teacher.

One City Schools requests that extended conversations with families during drop-off and pick-up times be avoided, as they can distract children from their routines or divert the teacher's attention from supervising and managing the classroom. If you have concerns about activities, discipline, or your child's development, you are welcome to schedule a conference with your child's teacher at any time.

Family Conferences will be held throughout the year to set social, character, and educational goals, develop home-based strategies to support your child's learning, and foster understanding, cooperation, and consistency between home and school. These conferences also provide an opportunity for the child to showcase their learning, development, and leadership at One City. When appropriate, these conferences will be Scholar-led. Either the teacher or parent may request a special Family Conference if needed.

Volunteers at One City Schools

One City Schools offers a wide range of volunteer opportunities for parents and members of the Greater Madison community. Volunteers from various organizations, including Madison Area Technical College, high school work experience programs, University of Wisconsin System colleges and universities, local public school districts, Edgewood High School and Edgewood College, Eagle School, the Schools of Hope Tutoring Program, as well as numerous businesses, churches, community-based organizations, and professional groups, have contributed their time and talents to One City Schools. Volunteers play a vital role in supporting our administrative, classroom, business office, facilities teams, and family and community engagement efforts. They are essential to everything we do at One City, helping us fulfill the vision of our namesake—One City—a community of people, organizations, and businesses across Greater Madison and beyond, working together to ensure our children succeed and reach their full potential.

All volunteers, like staff, are required to complete a Wisconsin Criminal Background Check before working at One City and are always supervised by a One City staff member. Volunteers are never left alone with a child. If you are interested in volunteering, please contact our Volunteer Coordinator at volunteer@onecityschools.org.

Health Services

One City Schools adheres to the guidelines set by the Madison Dane County Public Health Department regarding communicable diseases and illnesses. This policy aims to reduce the risk of spreading diseases and childhood illnesses among students. Within 30 days of enrollment, a child's immunization record and health information must be submitted and on file. State regulations require that One City Schools maintain a medical record for each child.

Our health services team includes a certified nurse and a nursing assistant. Scholars who feel unwell at school should notify the nearest adult and then report to the nursing station for assistance. First aid supplies are readily available.

A. Counseling Services

One City Schools is dedicated to providing a quality education for its Scholars. To support this goal, school staff or parents/guardians may refer Scholars for counseling or social work services, or Scholars may request these services themselves. The purpose of Scholar support services is to enhance their educational experience and socialization within the school community. Topics that may be addressed include coping with changes, transitions, self-esteem, friendship and relationship issues, study skills, stress management, fears or worries, academic progress, conflict resolution, social skills, and adjustment to school or culture. These services are provided at no cost, but they are not intended as a replacement for medication, psychological counseling, or diagnosis, which are outside the school's responsibility. Certified support staff may refer Scholars to external services if necessary.

B. Confidentiality

Counseling is built on a trusting relationship between the counselor and the counselee, so information shared in sessions is kept confidential, with some exceptions. One City Schools counselors may share information with parents/guardians, the child's teacher, and/or administrators on a need-to-know basis to better support the child as a team. The following circumstances legally require school counselors to share information:

- ☐ The child expresses an intention to harm themselves or another person.
- ☐ Evidence or disclosure of physical, emotional, or sexual abuse, or neglect.
- ☐ Threats to school security.
- ☐ Court orders requiring the release of counseling records.

C. Consent

As part of One City's commitment to a quality educational experience, Scholars may be referred for counseling services with a One City school counselor or social worker. To meet the daily needs of Scholars and the school community, One City's counselor or social worker may provide brief academic, social, or behavioral interventions without prior notification to parents/guardians. Parents who do not consent to their Scholar receiving these services must complete a "Refusal of Consent" form. If counseling services extend to three or more sessions, the school counselor or social worker will inform the parents, unless it is determined that doing so may be unsafe for the child.

To obtain a "Refusal of Consent" form or if you have further questions about counseling services, the counseling relationship, techniques used, or the duration of counseling, please contact the school counselor at counseling@onecityschools.org.

D. Role of School Counselors

School Counselors at One City provide interventions for the entire school, as well as for small groups and individual Scholars. These interventions can address a variety of issues, including social, emotional, academic, or crisis-related concerns. While school counseling is not the same as mental health counseling, School Counselors can offer short-term mental health support for up to six weeks, depending on the Scholar's needs. If a Scholar requests to meet with the counselor more than three times for the

same issue, parents are notified to keep them informed, in line with One City's two-generation model.

E. Role of School Social Workers

School Social Workers at One City are trained professionals who assist with mental health and behavioral concerns, provide positive behavioral support, and offer academic and classroom support. They work through consultation and collaboration with teachers, parents, and administrators to provide both individual and group interventions. Through their efforts, One City's social workers, along with the entire school support team, aim to support and promote each Scholar's success by helping to remove obstacles that may hinder their personal and academic achievements.

F. Injuries

Treatment of children who are injured shall be carried out as follows:

- A. For minor injuries, parents will be notified at pickup. For injuries that require parent attention, parents will be contacted immediately after the injury has occurred. All injuries will be documented and dated in the Accident Report File.
- B. In the event that emergency care is needed, One City Schools will take appropriate measures to obtain appropriate care. The following steps will be taken:
 - 1. Call 911,
 - 2. Contact parent or emergency contact, and
 - 3. Complete an Accident Report.
- C. Copies of the Accident Report will be kept in the child's file.

G. Procedure When Children are ILL

If a One City Schools staff member observes an ill Scholar, the following procedure will apply:

- 1. Children with a sore throat, inflammation of the eyes, ear or nose drainage, fever of 100 degrees or higher, respiratory symptoms, rash on the scalp, rash, vomiting, diarrhea, or other illness or condition having the potential to affect the health of other persons will be separated from other Scholars until a parent can be reached and the child is released from the school to his/her parent/guardian.
- 2. When a parent/guardian cannot be reached, the child's designated responsible person will be contacted as soon as possible after the illness is discovered. Arrangements must be made for the release of the child from the school within one hour.
- 3. Before returning to school, children must be symptom-free or on prescribed medication in accordance with the chart below.

Please help One City Schools keep a healthy school by carefully following these rules.

H. Medication Policy

If a child needs to take medication during school hours, an "Authorization to Administer Medication" form must be completed and submitted to our School Health Office by the child's parent or guardian.

For nonprescription medications, written consent and instructions from the parent or guardian are required. These medications must be provided in their original packaging, which must clearly list the ingredients and recommended dosage. Nonprescription medications will be administered according to the recommended therapeutic dosage.

Prescription medications require written instructions from a medical practitioner, along with parent or guardian consent. These medications must be supplied in their original pharmacy-labeled packaging, which must include the child's name, the prescriber's name, the medication's name, the dosage, the effective date, and clear directions.

All medications must be stored in the nurse's office and are not permitted to be kept in the child's cubby or locker.

The administration of all medications will be documented in PowerSchool.

I. Communicable Diseases

A child with a reportable communicable disease will not be admitted or be permitted to remain at One City Schools during the period when the disease is communicable. Whenever it is determined a child has a communicable disease, all children exposed to the disease will be monitored for symptoms and parents will be notified if symptoms occur.

Please consult the chart below to determine when it is appropriate for your child to return.

Communicable Disease	The Child must remain out of the center until:
Chicken Pox	All lesions are scabbed and the child shows no further signs of illness (usually 7 days after the onset of rash)
Croup	Physician authorizes return
Diarrhea	Symptoms are gone (at least 24 hours from last diarrhea bowel movement)
Fever of 101 or above	Normal body temperature has been maintained for 24 hours
Fifth's Disease	Fever is absent for 24 hours
Head Lice	After treatment with an effective head lice shampoo (pediculcide)
Impetigo	Lesions have crusted
Pink Eye (Conjunctivitis)	24 hours after treatment begins
Pin Worms	After treatment has begun with prescription medication
Ring Worms	After treatment has begun and all lesions are covered with clothing or bandage
Scabies	After treatment is initiated
Scarlet Fever	24 hours after antibiotic therapy is instituted
Strep Throat	24 hours after antibiotic therapy is instituted
Vomiting	Vomiting is absent for 24 hours

J. Immunization

Scholars enrolled at One City Schools must comply with the Wisconsin Department of Health Services Scholar Immunization Law. All Scholars through grade 12 are required to meet the immunization requirements for their grade level and provide written proof of immunization against specific diseases within 30 days of enrollment. These requirements can only be waived if a properly signed health, religious, or personal conviction waiver is submitted to the school office and updated when new vaccines are due. Scholars with such waivers may be subject to exclusion from school during an outbreak of diseases for which they are not fully immunized. Scholars who do not have the required immunizations or a properly completed waiver on file may be excluded from school.

One City Athletics

One City Preparatory Academy (OCPA) will offer a variety of competitive and intramural athletic programs throughout the fall, winter, and spring seasons. While intramural activities will always take place on campus, competitive teams may practice off-campus when appropriate athletic facilities are needed. OCPA's competitive athletics will primarily participate in the Madison Area Independent Sports League. Participation in OCPA athletics is free of charge.

One City Athletics is dedicated to our Scholar athletes and aims to provide the best overall experience. As our program continues to grow, we will further develop our athletics offerings. At One City, we view sports as a powerful tool for personal growth and self-discovery. We believe that being part of a team, maintaining physical wellness, and achieving athletic goals offer important lifelong benefits. Our program emphasizes hard work, perseverance, sportsmanship, and commitment. By upholding these values, we foster an athletic culture that encourages a safe, kind, and respectful environment—a space where mistakes are opportunities for learning and growth.

Through the daily challenges of practice and competition, our Scholar athletes will not only gain a deep understanding of their sport but also develop as individuals, cultivating leadership and life skills. Our athletic administration and coaches are committed to providing the support and mentorship needed for our Scholar athletes to excel both academically and athletically.

Competitive Team Sports

During the 2025-2026 school year, our competitive middle school athletic programs will include volleyball, flag football, basketball, dance, and track and field. Team sports at One City Schools are competitive, and Scholars must demonstrate a strong commitment to attending practices and adhering to the Code of Conduct to participate in competitions.

Athletes are expected to attend all practices and games, which typically occur 2-4 days a week, with occasional events on weekends. Training locations vary by sport. For practices or games that are not within walking distance from the school, One City

Schools provides transportation to and from local training sessions and games on school days at no cost to the athletes.

OCPA will primarily compete within the Madison Area Independent Sports League (MAISL), facing other MAISL member schools of similar size and competitiveness.

Our Scholar athletes benefit from training provided by a highly qualified coaching staff composed of experienced, ethical, and passionate lifelong athletes. Our goal is to achieve athletic excellence that complements the rigorous academic program offered at One City Schools.

Intramural Activities

Intramural activities are non-competitive opportunities for Scholars to further develop their physical, mental, and social skills in a positive environment through sport. These activities will be hosted on campus at One City and will be run by skilled and nurturing coaches. Training will regularly occur 1-2 days per week, and the sports will vary on a seasonal basis. Intramural teams will not participate in any formal competitions against other schools or teams.

Some of the activities will include soccer, volleyball, baseball, basketball, and Girls On The Run. We will continue to develop our intramural opportunities as our facilities allow.

Expectations of One City Scholar Athletes

We expect the following of any Scholar who participates in a sports team at One City:

- Represent One City Schools, its mission, and its values with integrity.
- Abide by all school rules.
- Practice good sportsmanship on and off the “field” and display appropriate behavior at all times.
- Maintain academic work levels that conform to One City expectations.
- Communicate in advance with coaches or athletic department staff if unable to attend a training or competition.
- Attend all trainings and competitions unless excused by the Athletic Director or coach.
- Attend all classes on the day of an athletic training or competition. A minimum of a half day of academic classes must be attended in order for the Scholar to participate in an athletic training or competition.
- Respect the authority and decisions of One City’s athletic department, including coaches, and of league officials.
- Respect One City property and treat it with care. All school-issued uniforms and equipment must be returned at the end of each season clean and in good condition. Although uniforms are issued free of charge for each sport, Scholars will be charged for lost items or those returned in poor condition.

Conduct of Scholar Athletes

One City is dedicated to fostering a sportsmanlike environment for our Scholars, coaches, and spectators, and we expect everyone involved in our athletic program to always conduct themselves with positivity and respect. We emphasize the importance of showing respect for teammates, coaches, officials, and opposing teams. This expectation extends to all coaches, players, parents/guardians, and anyone connected to the program. Any use of profane, slanderous, homophobic, racist, or misogynistic language, whether on or off the field, will not be tolerated.

One City Parent and Guardian Expectations

The goal of the One City Athletic Department is to sponsor teams that embody teamwork and maintain a high standard of competitive fairness. Our coaches, like our teachers, recognize the significant impact emotions have on learning. We ask parents and guardians to support this effort in the following ways:

- ☐ Encouraging your Scholar athlete to embrace and uphold One City Schools' athletic philosophy and expectations.
- ☐ Demonstrating positive behavior by showing good sportsmanship when interacting with coaches, officials, One City athletes, spectators, and opposing teams.
- ☐ Refraining from coaching your child during games and instead offering positive reinforcement when appropriate.
- ☐ Encouraging your Scholar to communicate directly with their coach.
- ☐ Scheduling a parent meeting with the coach if needed.
- ☐ Arranging a meeting with the Athletic Director if further discussion is necessary.

Important Note: If you have concerns, please address them at an appropriate time, rather than before, during, or immediately after an athletic event. Follow these steps to resolve concerns:

- ☐ Encourage your Scholar to speak directly with their coach.
- ☐ Schedule a parent meeting with the coach.
- ☐ Arrange a meeting with the Athletic Director if needed.

End.

Appendix

Parent Report Card

At One City Schools, we believe that a strong partnership between school staff, teachers, and parents is essential for the success of our Scholars. Building a fair, supportive, and engaged school community requires collaboration, mutual respect, and a shared commitment to our children's learning and growth. Beginning with the 2025-26 school year, One City Schools will introduce a Parent Report Card to further strengthen the relationship between parents and teachers, ultimately enhancing student outcomes and educational experiences.

Academic Year: 2025-26

- **Parent's Name:** _____
- **Student's Name:** _____
- **Teacher's Name (Homeroom):** _____

1. Communication

Demonstrates mutual respect when interacting with One City Teachers/Staff and is committed to open and honest communication to support their child(ren)'s development as Scholars and citizens.

- **Frequency of Communication:** [Excellent | Good | Satisfactory | Needs Improvement]
- **Quality of Communication:** [Excellent | Good | Satisfactory | Needs Improvement]
- **Comments:**

2. Support for Learning at Home

Encourages a love of learning, seeks help for their child(ren) when needed, and provides opportunities for additional learning at home and in the community.

- **Homework Support:** [Excellent | Good | Satisfactory | Needs Improvement]
- **Reading Activities:** [Excellent | Good | Satisfactory | Needs Improvement]
- **Educational Support:** [Excellent | Good | Satisfactory | Needs Improvement]
- **Comments:**

3. Attendance and Punctuality

Ensures their child(ren) attend school on time, with at least a 95% attendance rate, recognizing the importance of consistent participation in the educational process.

- **Student Attendance:** [Excellent | Good | Satisfactory | Needs Improvement]
- **Student Punctuality:** [Excellent | Good | Satisfactory | Needs Improvement]
- **Comments:**

4. Participation in School Activities

Actively participates in the two-generation model at One City, attending mandatory meetings, workshops, and events, and engaging with the school community through the Parent Council, monthly meetings, and other school events, including parent/teacher conferences.

- **Involvement in School Events:** [Excellent | Good | Satisfactory | Needs Improvement]
- **Attendance at P/T or Student-Led Conferences:** [Excellent | Good | Satisfactory | Needs Improvement]
- **Volunteer Activities:** [Excellent | Good | Satisfactory | Needs Improvement]
- **Comments:**

5. Behavior and Attitude Support

Maintains a positive attitude to encourage their child(ren) and others in the One City community, models integrity, respect, kindness, and mindfulness, and helps keep school facilities clean and orderly to foster pride and ownership.

- **Encouragement of Positive Behavior:** [Excellent | Good | Satisfactory | Needs Improvement]
- **Support for Learning Attitude:** [Excellent | Good | Satisfactory | Needs Improvement]
- **Comments:**

6. Health and Well-being

Ensures their child(ren) have a regular sleep schedule (9-11 hours), limits screen time, encourages reading and physical activity, promotes healthy eating, and provides genuine praise and encouragement for effort and achievements.

- **Attention to Physical Well-being:** [Excellent | Good | Satisfactory | Needs Improvement]
- **Attention to Emotional Well-being:** [Excellent | Good | Satisfactory | Needs Improvement]
- **Comments:**

7. Uniform Compliance

Ensures their child(ren) wear the required uniform (approved tops, bottoms, and shoes) daily.

- **Uniform Daily:** [Excellent | Good | Satisfactory | Needs Improvement]
- **Comments:**

Teacher's

Signature: _____ **Date:** _____

VP, Family and Scholar Engagement's

Signature: _____ **Date:** _____

Parent's Signature: _____ **Date:** _____

Parent Improvement Plan

If a parent receives a significant number of “Needs Improvement” ratings, they will be placed on a Parent Improvement Plan (PIP) to provide dedicated support and collaboration aimed at making positive changes in parental involvement and student outcomes.

Dear [Parent’s Name],

We have reviewed your recent Parent Report Card and identified areas where improvement is needed. Our goal is to support you in becoming more effectively involved in your child’s education. We believe that with the right support and resources, you can make a significant positive impact on your child’s school experience.

To assist you, we have outlined the following steps:

1. **Personalized Support Meeting:** We would like to schedule a one-on-one meeting to discuss specific areas for improvement and provide personalized guidance.
2. **Workshops and Training:** We encourage you to attend our upcoming workshops, which are designed to help parents support their children more effectively at home and at school, including participation in our FAST (Families And Schools Together) cohorts.
3. **Regular Check-Ins:** We will set up regular check-ins to monitor progress and offer ongoing support.
4. **Resource Provision:** We will provide you with additional resources to help you improve in the identified areas.

We are here to work with you and support you on this journey. Please feel free to reach out if you have any questions or need further assistance.

Thank you for your commitment to your child’s education.
Sincerely,

[Name]
VP, Family Engagement
One City Schools