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About One City Schools

A. Our Mission, Vision and Agenda

One City Schools, Incorporated is a Wisconsin-based nonprofit 501(c)(3) organization that provides high quality educational opportunities for young children. **Our 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.** Our vision is of a Greater Madison community where there are no persistent achievement and opportunity gaps, and where all children are prepared to contribute and succeed as adults.

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 Schools** was founded in 2014 as One City Early Learning Centers. We changed our name to One City Schools in 2018 after adding our second school. One City now operates three schools that will eventually serve children from ages 2 through 12th grade.

**One City Preschool (OCP)** is a noteworthy, accredited, 5-star early childhood learning center that serves children ages 2 – 4 that opened in September 2015. It utilizes the highly regarded Anji Play curriculum of Anji, China, and was the first school in the world outside Mainland China to implement the program, thus winning it international attention. It has also been recognized as the “Best of Madison in Child Care”. Our 4K program that is affiliated with our elementary school (see below) is housed at our preschool because it utilizes the Anji Play curriculum.

**One City Elementary School (OCES)** is a unique, two-generation public school, authorized by the University of Wisconsin System Board of Regents, that provides a tuition-free education to
children in grades 4K through fifth (5th) grade. Opened in September 2018, OCES works with families and the community to ensure children are learning, inspired and making adequate yearly progress. It is an EL Education Affiliate School, offering the highly effective Expeditionary Learning curriculum. It is also one of only two public schools in Wisconsin that has both a longer school day and longer school year. The other school offering the extended day and year program is One City Prep (see below).

**One City Preparatory Academy (OCPA)** is also a public charter school authorized by the University of Wisconsin System Board of Regents. When it opens in September 2022, OCPA will enroll children in grades 6, 9 and 10. It will also be Wisconsin’s only full-serve Early College and Career Preparatory school, where all scholars will begin taking college courses in high school, as early as 9th grade. OCPA will grow with its scholars, adding grades 7 and 11 in the 2023-24 school year, and grades 8 and 12 in 2024-25, and celebrate its first graduating class of high school seniors in the summer of 2025.

At maturity, One City Schools will serve as many as 970 scholars, with the potential to add other school locations in the future.

**C. Terms of One City’s Charter with UW System**

One City Elementary School and One City Preparatory Academy are chartered by the University of Wisconsin System’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 12th grade (OCPA). The term of the elementary charter is five years and is up for renewal in 2023. 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 feet 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 child care 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 12. 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 10-minutes from downtown Madison. The school facility is currently undergoing an $18 million renovation.

When the renovation of the school facility is completed, One City will begin fundraising for construction of a 165,000 square foot athletic facility where the parking ramp is currently located. The athletic center will have Southern Wisconsin’s only FIFA regulated indoor competition soccer field, two adult-sized basketball courts, weight training and cardio rooms, locker rooms and underground parking. The soccer field will also have a standard-sized football field and Lacrosse field marked on it. Our campus also includes a wooded nature area for science and outdoor learning, and outdoor play. Our campus is situated just 5 blocks from Lake Monona, near Lake Waubesa, and 10 minutes from downtown Madison.

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 5K-12: 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 hand-in-hand 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 on a daily basis.

5. Great Looking Schools
• We are committed to One City looking great every day. We dedicated time, energy and resources to ensure that our temporary and newly renovated facilities were 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 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

Transformational Leaders & Role Models
Equipped to Tackle Big Issues
Learners, Thinkers, Problem Solvers
College and Career-Ready
Prepared for Success in Life
GENERAL INFORMATION

Communication Chain
To enrich scholar learning and development, we believe scholars, parents, teachers, and staff must treat each other 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.

If the Principal is not able to resolve your concern, contact the VP of Family and Scholar Engagement (FASE) Team, Marilyn Ruffin, Head of Schools Devon Davis, and finally CEO Kaleem Caire (in that hierarchy order). We are committed to responding to parent and family concerns in the most efficient, effective and respectful way.

Resolving complaints and concerns:

Elementary Principal, Maria Yturriaga Dyslin: mdyslin@onecityschools.org
OCPA Principal/Head of Schools, Devon Davis: ddavis@onecityschools.org
Preschool Director, Bryce Pickett: bpickett@onecityschool.sorg
Special Ed Director, Kim Anderson: kanderson@onecityschools.org
VP of FASE; Marilyn Ruffin: mruffin@onecityschools.org
Health Team: schoolhealth@onecityschools.org
Director of Operations, Isabel Perea: iperea@onecityschools.org
CFO, Alice Torti: atorti@onecityschools.org
CEO, Kaleem Caire: kcaire@onecityschools.org
Before and After School Care

Before School Care is available from 7:00 - 8:00 a.m., Monday through Friday, at a rate of $50/week for one child or $75/week flat family rate if you have 2 or more children enrolled in Grades K-6. Any child arriving before drop-off time, 7:50 a.m., will be automatically assessed early care fees for that day. Before and After School care will not start until September 12, 2022.

After School Care is available from 4:45 through 5:30 p.m. Mondays through Fridays at a rate of $75/week for one child or $125/week flat family rate if you have 2 or more children enrolled in Grades K-6. Selecting which days to attend Before/After school is not permitted. Rates are set for care given the entire week.

If you qualify for Wisconsin Shares (https://dcf.wisconsin.gov/wishares/apply), One City is working to ensure those funds can be used towards our Before/After School care costs.

You will receive an invoice once per month for all Before and After School care. Parents submitting fees other than via ACH must leave their fee with the staff person at the front reception desk or with One City’s Business Office. Please do not hand checks to classroom teachers or other One City employees. If you pay by check or cash, please place these in a sealed envelope labeled with your child’s name. Checks and money orders should have your child’s name listed on the check and something identifying your child’s name should be submitted with cash payment as well.

- You will receive an invoice from One City for your child’s before and/or after school care every Thursday. This invoice will show what your fee is for the very next week of care, and what your outstanding balance is, if any.
- Your weekly Before and After School fee payments are due by 5:30 pm every Monday for that week’s care.
- Unpaid parent accounts may result in your child being unable to attend Before and After School care.

2022-23 Academic Year Calendar in Brief

September 1: First Scholar Day
September 5: No School (Labor Day)
September 5-7: Grades 9/10 Retreat
September 30: No School (Professional Development)
October 31: No School (Professional Development)
November 1: No School (Conference Day)
November 23-28: No School (Thanksgiving Break and Professional Development)
Dec 21 - Jan 3: No School (Winter Break and Professional Development)
January 16: No School (Martin Luther King, Jr. Day)
February 10: No School (Professional Development)
March 3: No School (Professional Development)
March 27 - April 3: No School (Spring Break and Professional Development)
April 4: No School (Conference Day)
May 29: No School (Memorial Day)
June 12-16: No School (Summer Intersession)
June 19: Juneteenth (Service Day at School)
July 3/4: No School (Fourth of July)
July 28: Last Day of School

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 home page on onecityschools.org. If you need assistance accessing PowerSchool or navigating the forms, please contact the FASE team: fase@onecityschools.org.

**Required forms:**

1. Copy of child’s Birth Certificate (Documentation) Form
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), 1st through 6th, or 9th through 10th grade classroom.

<table>
<thead>
<tr>
<th>Child Age (by September 1)</th>
<th>Child Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>4 years old</td>
<td>4K</td>
</tr>
<tr>
<td>5 years old</td>
<td>5K</td>
</tr>
<tr>
<td>6 years old</td>
<td>1st</td>
</tr>
</tbody>
</table>
Wisconsin state law prohibits enrolling children in 4K who are not age four by September 1st. Children who turn five or six after September 1, but whose birthdays fall before October 15th, will be considered for early admission, but only after a formal request is made by parents to One City’s Elementary School Principal, and after an assessment of your child’s social and academic skills is completed and evaluated. After the Principal talks with parents and the assessment is reviewed, approval will be given based on the availability of seats in each grade and the maturity and readiness of the child to succeed in the grade for which they are seeking to enroll. In most cases, One City will discourage early enrollment in an effort to allow children the opportunity to fully develop at the appropriate age level.

**No Registration Fees or Tuition**
As an independent public charter school authorized by 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 such service. Please refer to Before and After School for more information.

**Other Fees**
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.

**Admission Procedures and Wait List**
One City Schools does not discriminate in admission or deny participation in any program or activity on the basis of 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 who resides within the boundaries of the service area that each charter school serves (the state of Wisconsin). One City Schools is required to give preference for enrollment to pupils enrolled in the prior year and their siblings as
long as required forms are submitted during the open enrollment period. However, there are two separate contracts: One City Elementary School and One City Preparatory Academy. As the current state legislation is written, scholars enrolled in One City Elementary School in 5th grade are not given preference for enrollment in One City Preparatory Academy in 6th grade, nor are they guaranteed enrollment. Information and required forms will be communicated to current families by the FASE team each school year. In the event that the capacity of the schools is insufficient to accept all pupils who apply for the following year, One City will hold a lottery no later than 30 days prior to the start of the school year.

Scholars not offered a spot in the lottery will be placed on One City’s wait list for the upcoming school year and parents will be notified of the earliest possible enrollment date. No fee will be required to remain on the wait list. If a scholar is chosen off the wait list, parents will be given two (2) business days from the date notified of the open seat to accept the seat. After two (2) business days, the seat will be offered to another child. For parents of scholars who are not currently enrolled in either One City Elementary or One City Preparatory Academy must reapply each year; the wait list does not carry over to future school years.

**Acceleration and Retention Policy**

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 a team only after considering the factors in each case and exploring the various alternatives. While consensus is desirable, it may not always be possible. In the event that an agreement is not achieved, the Elementary or Secondary Principal (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 the One City Schools Head of Schools and/or CEO.

**A. 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 the following factors:

<table>
<thead>
<tr>
<th>Age of the scholar</th>
<th>Previous Interventions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Developmental Readiness</td>
<td>Availability of Support Services</td>
</tr>
<tr>
<td>Prior Retentions</td>
<td>Scholar’s Attitude</td>
</tr>
<tr>
<td>Social/Emotional Development</td>
<td>Parents’ Input</td>
</tr>
</tbody>
</table>
If retention is to be considered as an educational alternative for the scholar, it is recommended to be done in the early primary grades. One City Schools will not retain a scholar for more than one academic year.

Prior to making the decision to retain a scholar, the SST team will meet to determine research-based interventions and to 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 or not to retain 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 interventions to take place.

B. 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
- Developmental Readiness
- Scholar’s Attitude
- Social/Emotional Development
- Maturity Level
- Academic Performance
- Teacher Recommendations
- Parents’ Input
- Attendance
- Availability of Gifted and Talented 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 or not to accelerate the scholar or appropriately place them in early college or career training classes/programs. 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.

C. 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 Principal for a final decision. The Principal will make their decision and notify parents of their decision.

● **July:** Parents may appeal the Principal’s decision to the One City Schools’ Head of Schools and/or CEO.

● *Section Note: Legal Reference: Section 118.33(6) Wisconsin Statutes*

### ONE CITY SCHOOLS’ EXPECTATIONS

One City Schools expects scholars, families, and staff of One City Elementary School and One City Preparatory Academy to adhere to the policies set forth in this scholar and family handbook. Our policies, rules and expectations are aligned with One City’s mission, vision, core values and habits of character. They are also rooted in our structured and supportive culture, that is focused on academic excellence, college and career readiness, character development and a two-generation model of support.

### 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 understand that this frank and open communication, when done with kindness and compassion, will always be welcome at One City Schools without judgment or condition.

4. I understand that open communication is void of gossip and hurt.

5. 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.
6. 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.

7. I agree to continue learning with passion and confidence so that I may inspire life-long learners.

8. 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.

9. 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).

10. I agree to get my child to and from school at scheduled start and end times, to ensure my child gets an appropriate amount of sleep, is wearing the appropriate uniform, and to make myself available to my child’s teachers.

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 in order 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 Dean of Crew and Culture.

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. In order 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.

**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**

*Updated: September 3, 2022* We value the importance of person-to-person interaction in the classroom, hallways, collaboration spaces, and cafeteria. Cell phones, other personal data devices, and all forms of electronic messaging (including text, DMs on social media, Zoom chat, and others) can negatively impact that interaction by creating exclusive and distracting conversation. We ask that scholars maintain respectful communal behavior by refraining from using personal phones for phone calls, messaging, as gaming devices, or as speakers during the school day.

From the time school begins until school ends each day, Scholars shall leave their personal cell phones and other data devices with our front desk and Family and Scholar Engagement (FASE) team immediately upon entering our school facility every
**morning/day.** Their devices will be stored in a secured location and returned to them at the end of the school day. Scholars will pick up their data devices at the end of the school day from our FASE team in front of our school store and credit union, and exit through the tunnel on the lower level of our facility. If a scholar must make a personal phone call during the school day, they should go to the front desk, or with permission, use a phone in the teacher’s office/classroom to make the call.

**Parents and guardians who need to reach a scholar in the event of an emergency during the school day should call our main number at (608) 531-2128.** Please note that classroom teachers will not be interrupted to receive or return phone calls during their instructional time, except for emergencies or pre-scheduled meetings and phone calls. They will instead return phone calls and emails during their non-instructional times.

A scholar must also have approval from their principal to possess other personal telecommunications devices on campus such as laptops, tablets, or other portable computers. One City provides its Scholars with a laptop to use for instructional purposes at school. Without such permission, teachers (or other designated staff) will collect the items and turn them in to the principal’s office. The principal will determine whether to return items to students at the end of the day or to contact parents to pick up the items.

The use of cell phones or any device capable of capturing images is **strictly prohibited** in locker rooms or restroom areas while at school or at a school-related or school-sponsored event.

**If a student uses a telecommunications device without authorization during the school day, the device will be confiscated.** The student or parent may pick up the confiscated telecommunications device from the principal’s office after the end of the school day. In the case of repeated violations, a teacher or administrator will contact the family to discuss.

Repeated violations of this policy shall be subject to consequences, including, but not limited to, disciplinary action, required surrender of the device, and/or potentially having the right to possess a device on school grounds further restricted by the school Principal, or his/her designee. In any case where a device is confiscated by school staff, the device shall be returned to the student or to a parent/guardian at an appropriate time.

Scholars who possess a device do so at their own risk to possible loss, damage or liability.
## 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-school communication.

<table>
<thead>
<tr>
<th>Description</th>
<th>PowerSchool</th>
<th>Remind</th>
<th>Facebook</th>
<th>Family Newsletter and Weekly Emails</th>
<th>Individual Email/Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>PowerSchool</strong></td>
<td>PowerSchool is our Learning Management System. Families use PowerSchool to complete enrollment paperwork, check progress reports, attendance tracking, electronically sign permission slips and more.</td>
<td>REMIND is the primary day-to-day system used to communicate with families. Families must opt into REMIND via computer or smart phone. 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.</td>
<td>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.</td>
<td>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.</td>
<td>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.</td>
</tr>
<tr>
<td><strong>How to Sign Up</strong></td>
<td>Access PowerSchool by <a href="#">clicking here</a> or by visiting our <a href="#">website</a>, and clicking on the <a href="#">top</a> tab on the menu bar for “PowerSchool”</td>
<td>Download the REMIND <a href="#">app</a> or text class code: <a href="#">@2022-23new</a> to 81010 (Click <a href="#">here</a> for REMIND help)</td>
<td><a href="#">Join both Facebook groups</a>: Public: <a href="#">here</a> Private / family and community: <a href="#">here</a></td>
<td><a href="#">Ensure your email information is accurate in PowerSchool</a></td>
<td><a href="#">Ensure your phone and email information is accurate in PowerSchool</a></td>
</tr>
</tbody>
</table>

OCPA scholars are expected to check their school email account on a regular basis during the school week. 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.
We also want scholars to be mindful about their use of school email, which includes being thoughtful about not only what they write, but also when and how frequently they send emails. 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. If scholars have questions, it is important that they get in the habit of using Office Hours to resolve those questions before they leave school for the day. 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 the course of a school day; families should not expect that teachers will see this information during the school day. If scholars have a question about class after 5 p.m., they should check their online course pages or contact a classmate. As important as it is to connect, it is just as important to unplug from your technology (and get some sleep). Just as we ask teachers to respond to scholars and parents/guardians, we ask that scholars and parents/guardians also respond to a staff member’s or classmate’s email within one business 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

<table>
<thead>
<tr>
<th>Grade</th>
<th>Uniform Description</th>
</tr>
</thead>
</table>
| 5K-5  | Solid Light or Navy-blue polo shirt (2 provided by One City Schools)  
          Solid Navy or Light blue button-down shirt |
| 6-8   | Solid Navy, light blue, or yellow polo shirt (2 provided by One City Schools)  
          Solid Navy, light blue, or yellow button-down shirt |
| 9-12  | Solid color polo shirt (2 provided by One City Schools)  
          Solid color button down shirt  
          Official One City gear  
          **Optional for 9-12 Only: Jeans (no rips, holes, or tears)** |

**Required (All Grades):**
Solid Navy or Khaki Pants, Shorts, Skorts, or Rompers (See above: Jeans allowed for Grades 9-12 only)
Closed-toe shoes must be available for physical education and production lab courses every single day

**Optional (All Grades):**
Navy blue sweater, blazer, or One City fleece (these options are the only outerwear permissible to wear during school hours) [Updated September 9, 2022]
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 as long as 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.

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.  
   [Updated September 9, 2022]
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.  
   [Updated September 9, 2022]
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 Principal 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 actually 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
One City Elementary School requires that each child have two extra sets of clothes at school in case of an accident. This includes an extra pair of shorts/pants, shirt, underwear, socks, shoes, weather appropriate clothes, etc. Please mark each extra item you leave at school with your child’s full name. One City Elementary School is not responsible for lost or stolen items.

It is important that your child dresses in comfortable, washable play clothes that will survive food spills, paint, sand and water play. Shoes must be worn at all times. If your child goes home in One City Elementary School clothing provided for temporary use by the school, please wash the items and return them the next day.

Toys brought to One City Schools from home are not allowed and may be held by a teacher or staff member for the duration of the day.

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 provided solely for non-commercial and private use. Scholars, family members, and other community members are prohibited from soliciting any other member of the community for a donation, to purchase goods and services, or for any other transaction where money is involved, except when approved by the Principal.

Approved sales: scholars who are active participants in organizations can request approval from the appropriate Principal (Elementary or Secondary, depending on the scholar’s grade level) to sell products on school grounds to school staff. Principals will only approve sales that will contribute to the betterment of the One City Schools community. Scholars are allowed to post sales notices on the community bulletin board, and customers can approach them if interested. Scholars are not allowed to set up stands or advertise on school grounds except for the community bulletin board, and are not allowed to sell during instructional time. Principals may revoke a scholar’s right to sell to One City Schools community members if they do not follow these guidelines.

Accountability
We hold our scholars to high standards of honesty, integrity, and respect both on and off campus. We expect scholars not to engage in conduct that harms or creates a threat of harm to themselves or others, their or others’ physical or intellectual property, or to One City Schools and its community.

We all make mistakes. Sometimes, even with the best intentions, the impact of our words and actions can be negative. We ask all of our community members to practice mindful speech and action and to acknowledge when they have made a mistake and attempt to make amends. As an educational institution, we understand the value of “failing forward.” Sometimes, however, harm has been caused that requires a school response.

We believe that certain conduct or behaviors can harm our community and interfere with the educational mission of the school. The purpose of discipline is to either change inappropriate behaviors, or to remove the scholar so that there is a positive school environment conducive to learning and teaching. One City Schools uses a restorative practices model. A restorative approach fosters problem solving when problematic behavior occurs to help scholars learn to resolve disagreements, take ownership of behavior in ways that restore relationship and community as well as engage in acts of empathy and forgiveness. The goal of a restorative approach is to provide scholars and adults a framework for navigating personal, social or cultural conflicts that emphasizes the importance of resolving these conflicts through acts of social healing, guided restoration and community development.

The essential measure of assessing scholar progress at One City Schools is a scholar’s growth. If a scholar is failing to demonstrate movement and growth academically, socially, or behaviorally, that scholar’s placement at One City Schools will be reviewed. A scholar’s placement at One City Schools may be reviewed for the following reasons:
1. **Academics**: Credit Deficient two trimesters in a row. *Is this the best school for your scholar if they are not earning credit?*

2. **Attendance**: Repeated violation of the One City Schools’ Attendance Policy *Is this the best school for your scholar if they are not attending regularly?*

3. **Community Membership**: Scholar repeatedly demonstrates an inability to be a positive member of the One City Schools community. *Is this the best placement, if you are not progressively making choices that lead to a positive community?*

4. **Alcohol and Drug Violations**: What interventions need to be put in place to help the scholar?

5. **Harassment, Bullying or Physical Fighting**: Physically fighting and/or personal harm is a violation of the community's anti-harassment policy. Any scholars involved in initiating and/or participating in a fight may be removed from One City Schools due to the impact of their actions on the community. *Are your actions and choices making the One City Schools community unsafe?*

6. **Lack of Family Partnership**: One City Schools is founded on a two-generation family engagement model. *If a scholar’s family is unwilling to partner with the school in a respectful, collaborative way, is this the best placement for the scholar and their family?*

**Scholar Code of Conduct**

In order 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 in order 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 Principal or School Administrator

**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 through the use of 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
● 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 Principal or a school administrator
● 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 \textit{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 through the use of 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

● 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 Principal or School Administrator

● Meeting with OCS staff, scholar, and a parent/guardian

● A verbal or written apology to the community

● Community Service Assignment

● 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.
- Threatening violence or harm (including claiming to possess a weapon)
- A violent act motivated by bias against race, religion, disability, sexual orientation, ethnicity, gender, or gender identity.
- 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
- Restorative Practices Circle
- Counseling Services
- Suspension
- Expulsion
- Police Involvement

**Reflection**

A scholar who violates the Scholar Code of Conduct may be given reflection for one or more days at OCS’s administration discretion. Reflection must be served the day it is issued, in its entirety. Failure to serve reflection, in whole or in part, may result in a suspension. During reflection, scholars will consider their choices and how their choices impacted the community around them as well as decide upon the appropriate steps for remediation.
Suspensions and Expulsions

Suspensions
A scholar who violates the Scholar Code of Conduct may be suspended from school for one or more days. If a scholar is suspended, parents/guardians will be notified by a member of the school's staff via phone, by email, or in person. Parents/guardians will receive a suspension letter of the school's determination of the length of the suspension. Parents/guardians must make arrangements with the school for alternate instruction for the scholar during their suspension. Parents/guardians are required to meet with the Dean of Crew and Culture on the first day a suspended scholar returns to school. These meetings are the most important part of any suspension; they include discussions about the future and ways to prevent the incident from happening again. Restorative Practices will be used to repair the harm done to the scholar and to the school community.

Suspended scholars will be allowed to make up all class assignments, quizzes, examinations, and projects missed during the term of the suspension. During the suspension, the scholar is not allowed to participate or attend any after-school curriculums or activities. Suspensions are considered absences. If scholars are absent from school due to suspension, these days will be considered absences.

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.

Disciplinary Hearings
When administration recommends expulsion, a scholar will be provided a disciplinary hearing prior to expulsion. If a scholar is recommended for a Disciplinary Hearing, the following will be followed:

Notification: The scholar and parent/guardian will receive written notice of the Disciplinary Hearing. The notice will include:

- The facts and circumstances of each incident for which the scholar is being recommended for expulsion;
- The date, time, and location of the disciplinary hearing;
- A statement of the scholar’s right to be accompanied by the scholar’s parents/guardians; and
- A statement of the scholar’s right to be represented at the disciplinary hearing by an attorney.
Hearing: At the hearing, the scholar has the right to:

- An impartial decision-maker;
- Be present at the meeting and accompanied by parents/guardians;
- Be represented by an attorney;
- Receive the information and evidence that will be presented by the administration;
- Question administration regarding such evidence and recommendation; and
- Present evidence in response to the administration’s recommendation for expulsion

The hearing will be led by the Principal in front of an Independent Hearing Officer (IHO) and will be audio-recorded. Within 48 hours of the Disciplinary Hearing, the IHO will notify the scholar and the scholar’s parents/guardians, in writing, of the decision. The scholar may be expelled from OCS for the remainder of their educational career, the scholar may receive conditional re-enrollment or the scholar may return to school based on the decision of the IHO. The IHO will also inform the scholar and parents/guardians of their rights to appeal if they so choose. An appeal may be made to the Chief Executive Officer and OCS School Board within 30 days of the Disciplinary Hearing in writing. After the Disciplinary Hearing, if expulsion is not recommended by the IHO and the scholar returns to the school, a community circle will be expected with appropriate members of the school community. Scholars will need to repair the harm caused by their actions and work with the individuals most impacted. Scholars will work on restoring their relationships with others and repairing any damage to the school community.

Definition of Terms

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.
**Bullying/Cyberbullying**

“Bullying” means an intentional action by an individual or group of individuals to inflict physical, emotional, or mental harm or suffering on another individual or group of individuals when there is an imbalance of real or perceived power between the parties.

Bullying behavior may be motivated by an actual or perceived distinguishing characteristic, including, but not limited to age, national origin, race, ethnicity, religion, gender, gender identity, sexual orientation, physical attributes, physical or mental ability or disability, and social, economic, or family status.

Bullying behavior can be physical, verbal, non-verbal, indirect or direct. Bullying may occur through direct in-person contact, electronically, in writing, or by using other persons as intermediaries. Bullying may involve repeated behavior.

Cyberbullying is bullying in a similar manner through the use of technology or electronic devices. It includes, but is not limited to, email, instant messages, text messages, and internet posting.

**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 take into account 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
○ 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 Principal 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.

Digital Citizenship Expectations
Treat others well. It hurts to get a mean email just like it hurts when someone is mean in the school hallway. When using email or posting on a forum or web page, be kind. Everyone will see what is written so think before typing. Be careful with what is said about others as well as yourself.

Respect the rights of copyright owners. Copyright infringement occurs when an individual reproduces a work without permission that is protected by copyright. If a work contains language that specifies acceptable use of that work, the user should follow the stated
requirements. If the user is unsure whether or not they can use a work, they should request permission from the copyright owner.

Scholars have First Amendment rights to free speech, but those may be limited by law in school. If something is posted via email or on a school web page that disturbs the learning environment in a school, the right of speech may be limited. School websites, email, and groups are for educational use and are not considered public forums for debating ideas. This means that a school has the right to limit scholar speech that disturbs the learning process in these areas.

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.

**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 strives to provide a healthy, safe, and supportive school environment for all scholars, staff, and visitors. Since under Wisconsin law it is illegal for any individual under the age of 21 to use or possess alcoholic beverages and, regardless of age, to use or possess an illicit drug, acceptance of illegal and unhealthy activity is prohibited. It is imperative that our parents/guardians as well as our scholars note that all drugs, alcohol, and narcotics are prohibited on our campus, including in vehicles.

The Monona Police Department will be notified in all cases of actual possession, sale, or
distribution of alcohol or other drugs and school administration will turn over all drugs or contraband to the police before the close of the school day.

One City Schools will continue to provide assistance to scholars who are voluntarily seeking alcohol and other drug treatment or advice and will continue to protect the due process rights of all scholars.

Refer to “Code of Conduct” for potential consequences.

**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 reporting form found on the school website. School administration will investigate reports made.

**Searching**
In order to maintain an orderly and safe school for all, it may be necessary to conduct searches. Searches may occur where large groups of scholars are expected, including prom, overnight trips, and with suspicion of violation of the smoking and substance policy. Refusal to cooperate in a search will be considered insubordination and immediate removal from school or a school event may occur. In some instances, an individual Safety Contract may require daily or random searches. Searches are also permitted, including the use of school and personal technology, breathalyzers, and personal vehicle searches. One City Schools reserves the right to search all property within school jurisdiction. This policy is in accordance 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. The property of school personnel is covered by this rule 24 hours a day.

**Academic Dishonesty**
At One City Schools, a pledge of academic honesty and integrity is the essential commitment that each person makes to themselves and to the community at large. As members of a learning community, teachers and scholars thoroughly discuss academic honesty with regard to each class and subject area. Below are some examples and working definitions of academic honesty violations:

- Excess assistance with assigned work, including homework. While scholars are encouraged to seek appropriate guidance from teachers, classmates, and tutors, it is a violation to copy another’s work, provide work to be copied or to receive excessive assistance. Scholars should be clear about the teacher’s expectations regarding collaboration, which may be assignment-specific. Scholars are expected to acknowledge the assistance they have received on submitted work.
• Plagiarism is literary theft, defined as intentionally or unintentionally using another person’s or source’s ideas or language without clear attribution and credit. Plagiarism includes having someone else do your writing, copying someone else’s work, or presenting someone else’s language or ideas as if they were your own.
• Cheating includes copying someone else’s work or answers, presenting someone else’s work as one’s own, or knowingly providing work for someone else to copy or use for credit.

Absences
State law requires all scholars between the ages of six and 18 to attend school full-time. The State of Wisconsin and One City Schools’ Board of Directors set policies for scholar absences. These policies are summarized below.

Classes at One City Schools are scholar-centered: scholars are an integral, active part of the learning process. Classes often involve collaborative projects, experiential learning, and Socratic discussions—none of which can be replicated at home or through videoconferencing. Therefore, any scholar who is absent or excessively late (i.e., more than 50% of class) for more than six (6) class meetings of a given academic course in a trimester, or three (3) days of a workshop course, will be in danger of not meeting the proficiencies required for mastery of content. In elementary and middle school, a cumulation of not meeting proficiencies could result in the need to repeat courses or grade levels. In high school, not meeting proficiencies will result in an inability to graduate on time. All absences (including absences related to early dismissals) will be noted.

As important as attendance is, we also value a healthy mind and a healthy body. Scholars need to be healthy and well-rested to be able to participate fully. We ask that scholars who are feeling unwell, or even a little run-down, stay home to recuperate. Do not come to school if you are sick, to safeguard your own health and that of the community. OCS staff will reach out to parents/guardians with a proactive plan if consistent patterns of absences occur. See below for details:

Warning System
• Five Unexcused Absences:
  ○ Phone Call or Email
• Ten Unexcused Absences:
  ○ Letter and Email
  ○ Phone Call
• Fifteen Unexcused Absences:
  ○ Letter and Email
  ○ Phone Call
  ○ In-Person Meeting
● Over 15 Unexcused Absences:
  ○ OCS will file a written complaint with the Truancy Court

A scholar is considered truant if the scholar is absent without an acceptable excuse for all or part of one or more days during which school is held. A scholar qualifies to be habitually truant when the scholar is absent without an acceptable excuse all or part of five or more days in a school semester, Wis. Stat. sec. 118.16(1)(a) and (c).

For scholars who are unexcused absent ten days/year, a certified letter or first-class mail will be sent to the scholars’ parent’s/guardian’s address on file. With this letter, a meeting is required with the school Social Worker and member of the Family Engagement Team within five (5) days of receipt of the letter.

**Late Arrivals and Tardies**

Scholars are considered tardy if they arrive after 8:10am for OCES or 8:25am for OCPA. All scholars who come to school after their scheduled start time should report to the school office with a parent/guardian to be checked in and receive a tardy pass, and report directly to class. Certain restrictions for parents/guardians to enter the building may apply, such as special circumstances for public health and safety. Getting to school on time is key to a scholar’s success. At One City Schools, learning starts the moment scholars walk in the door. Parents/guardians are expected to ensure that their scholar(s) are in school on time every day. Scholars who are late often miss essential instruction, disrupt the learning of other scholars, and risk falling behind academically.

Participation and timely attendance for all classes and activities is critical to fostering a strong sense of community as well as maximizing scholar growth opportunities. Because all required activities are important to the development of the scholar and the community, we expect scholars and families to help maintain a culture where everyone arrives promptly for their obligations.

At the same time, we understand that from time to time, life doesn’t go according to plan and delays are unavoidable. We become concerned, however, when a scholar begins to develop a pattern of tardiness. In the case of tardies, there will be no distinction between “excused” and “unexcused.” If a scholar arrives late and misses more than 50% of a given class, the late arrival will be recorded as an absence and be counted toward the absence limit.

Arriving late to class or activities more than 6 times in a given trimester is unacceptable. If the Dean of Crew and Culture determines that a scholar is on track to arrive tardy more than 6 times in a given trimester, they will contact the scholar to discuss strategies for improvement. If the situation does not improve, the Dean of Crew and Culture will contact the crew leader and family and may revoke privileges. Chronic tardiness or an inability to show improvement may result in a support plan being created for the scholar.
Unexcused Early Dismissals
Unexcused early dismissals are considered tardies. Picking a scholar up from school prior to dismissal time is counted as a tardy. OCS will not release scholars prior to the end of the school day without a parent/guardian signing the scholar out either in person or by telephone call to the school office.

Extracurriculars and Athletic Participation
A scholar must be in school attending classes during the entire day in order to participate in a school activity. If the school office is notified in advance as to extenuating circumstances, a final determination as to whether a scholar is allowed to participate will be at the discretion of the Principal.

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.

Types of Absences and Notification

Excused Absences

Illness, family emergencies, and unexpected events: A parent or guardian must note a scholar’s absence via PowerSchool by 8:15 a.m. or as soon as they anticipate the situation. All absences and tardies will remain unexcused until confirmed by a parent/guardian.

Appointments: Appointments must be reported by a parent/guardian before the scholar is permitted to leave campus. All appointments must be reported in PowerSchool or the front desk at (608) 531-2128 prior to the scholar leaving campus for their appointment. Scholars must check out at the front desk when leaving and check back in upon their return. Parents/guardians are asked to communicate if a scholar will not be returning to school after their appointment.

Recurring Appointments: For ongoing appointments that require early dismissal and partial or full absences, parents/guardians should contact the school Principal or Dean of Crew and Culture.

Prearranged (Planned) Absences: For vacations, religious/cultural holidays, events, and family matters that require a full day or multiple days of absence, parents/guardians should complete the Extended Absence form in PowerSchool.

Religious and Cultural Holidays: We are a complex and diverse faith community, one that includes people deeply committed to a specific religion, as well as people with no such affiliation. We consider religion and culture vital forces in the world. We believe that an understanding of cultures and of religions is an important part of an educated person’s resources.
If a scholar plans to observe a religious or cultural holiday and will be out of school, we ask that they complete the absence form in PowerSchool.

**Unexcused Absences**

An absence is considered unexcused if the school has not received parent/guardian notification or advance notice of a planned absence. A scholar who exhibits a pattern of unexcused absences may be subject to a disciplinary response. Unexcused absences count toward the total number of absences.

**ACADEMICS**

**Graduation Requirements**

**K-Grade 8 Completion Requirements**

One City is dedicated to the total and continuous development of each scholar. A scholar’s progress is the responsibility of all stakeholders involved in the educational process: the scholar, parent(s)/guardian(s), and school staff. Scholars not meeting grade-level expectations in two or more core subjects are at risk of not being promoted to the next grade. Additionally, the Principal reserves the right to retain a scholar if he/she misses more than fifteen days of school. Refer to retention policies for further information.

**High School Graduation Requirements**

Meeting graduation requirements is the responsibility of all stakeholders involved in the education process: the scholar, parents(s)/guardian(s), and school staff. Scholars must monitor their credit totals and be certain they have completed all graduation requirements and have sufficient credits for graduation.

At OCPA, high school academic standards are delivered through subject-specific and interdisciplinary courses. Scholars’ learning is shown through evidence of competence proficiency. Scholars select courses based on the competencies they need in order to graduate; various courses target various competencies. Scholars are supported by their Crew leader and the College and Career Counselor in selecting the courses that will keep them on track for graduation. Each seminar contains real-world learning opportunities, life readiness skills, academic standards, evidence of learning, and a final product.

Scholars shall earn foundational Mastery Credits, which align with the Mastery Credit Area competencies, in order to receive a diploma from One City Preparatory Academy. It is highly recommended that scholars work towards advanced mastery credit in 2-6 competencies to show the scholar’s strengths and achievements, which is recommended for scholarships and 4-year college entry.
● Meet Wisconsin Graduation Requirements (through achieving proficiencies in competencies)
● Experience in community-based INTERNSHIPS, APPRENTICESHIPS, and/or JOB SHADOWS
● CAREER EXPLORATION and PREPARATION
● Completion of a comprehensive POST-OCPA PLAN which requires every OCPA scholar to have identified a pathway and related college credit or certification
● Take either the SAT or ACT college entrance examinations
● Participate in COMMUNITY SERVICE
● Deliver annual PUBLIC EXHIBITIONS
● Complete FINANCIAL LITERACY course
● Pass WI CIVICS EXAM
● Complete DRIVER’S ED (as appropriate)
● Complete 4 Leader in Me® LEADERSHIP courses
● Completion of a MASTERY TRANSCRIPT®

Scholars and families should be aware of these expectations. These requirements, though challenging, will ensure that all Wisconsin scholars graduate ready for success in postsecondary education and careers.

Subject Specific Competencies:
For subject-specific competencies, a scholar must demonstrate proficiency in each of the three competencies in that subject area a minimum of three times in order to secure one credit.

Demonstrating proficiency in a competency in a trimester earns a scholar 1/3 credit. For example, a scholar will have an opportunity to demonstrate proficiency in competencies in ST1, ST2, ST3 in “What is Life?” Successful completion in each of the three competencies earns the scholar 1 credit for graduation purposes (.33 x 3 = 1). Note: Math proficiencies are granted at the end of the year, as courses are year-long.

A minimum of four credits are required for English Language Arts; three credits are required for Science, Math, Social Studies, Career and Life Skills, and Personal and Social Skills.

Interdisciplinary Competencies:
For interdisciplinary competencies, a scholar must demonstrate proficiency at least once in each competency and have a total of three proficiencies in each sub-group (Intellectual, Communication, Personal/Social, and Methodological). Scholars will select which competencies to focus upon to achieve these requirements.

Physical Activity/ Athletics Graduation Requirements:
One City Schools is built with a focus on physical and mental health and wellness. One City Preparatory Academy scholars are required to participate in 8 trimesters of activity. Most scholars fulfill this requirement in their first three years, although some defer completion to 12th grade.
The options for participating in physical activity at One City include:
- Participation on an athletic team during fall, winter, and/or spring seasons.
- Enrollment in trimester-long physical education class.

The sports offered at One City per trimester include:
**Fall:** Girls’ Volleyball, Boys’ Soccer, Boys’ and Girls’ Cross Country  
**Winter:** Boys’ and Girls’ Basketball, Boys’ and Girls’ Cheer and Dance  
**Spring:** Girls’ Soccer, Boys’ and Girls’ Track and Field, Boys’ and Girls’ Golf

**Mastery Transcript**
The traditional transcript reinforces outdated modes of education, constrains innovation, limits learning to single subjects, and impedes the pursuit of educational equity and excellence. It sorts and sifts scholars through narrow measures such as grades GPAs, reducing each complex and unique individual to a simple number. The MTC Mastery Transcript® is a dramatic alternative to the status quo. It supports each scholar in learning for today's world, in exploring and pursuing varied pathways to futures that compel them, and in being recognized for acquiring and mastering skills both inside and outside of school.

The Mastery Transcript highlights mastery credit areas that align with future ready skills in each subject area. A traditional transcript flattens the scholar’s achievements into a single score. The Mastery Transcript highlights scholar strengths and paints a picture of the learning and achievements during their high school years. The achievements and skills will be highlighted on the official Mastery Transcript with scholar created artifacts. The transcript will also list courses and seminars that align with the work completed, including advanced credit options, so colleges see a full picture of learning. For example, a scholar’s Mastery Transcript will list Foundational Mastery Credits such as Formal Written Expression, Literature Analysis, and Creative Written Expression for Communication Arts credit areas as well as, depending on the scholar, Advanced Mastery Credits in World Language and Mathematics. This information paired with the artifacts in highlighted credit areas will help scholars tell their personal story and show equivalent to traditional courses taken. The Mastery Transcript does not use traditional letter grades, class rank, or GPA as this scoring/ranking does not provide a comprehensive picture of a scholar’s capabilities, skills, and strengths.

**Scoring and Definitions**
Mastery-based learning (also called competency, proficiency or performance-based learning) is an educational approach that makes learning more rigorous, individualized, and meaningful for all scholars. It allows schools to meet scholars where they are by establishing a transparent set of learning goals with multiple opportunities to demonstrate mastery of key skills and content-knowledge and empowering scholars to move at a flexible pace.

**Highlights of Competency-Based Learning:**
- Competencies include explicit, transparent, measurable learning objectives.
• Learning outcomes emphasize application and creation of knowledge, along with the development of skills needed for success in college and career.
• Scholars can individually advance and earn credits upon demonstrated mastery of rigorous competencies, rather than by time or age.
• Assessment and feedback are frequent, meaningful and positive learning experiences for scholars and adults.
• Scholars receive rapid, differentiated support based on their individual learning needs as measured by frequent and meaningful assessment.

A competency-based approach in grading allows scholars to grow over four years. Scholars are not expected to reach proficiency when exposed once or twice to a competency. Scholars will likely start at In Progress and then progress to Proficient through the course of a trimester or year. A 9th grader may have attempted a high number of competencies but are in progress on many. This is normal in this system. This allows scholars to try, fail, take risks and grow so they are competent in the skill by the time they graduate.

<table>
<thead>
<tr>
<th>Level of Mastery</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Competency Not Applicable (CNA)</td>
<td>The competency being assessed did not apply to the scholars’ specific experience in the class. A final score will not be marked but the task will be marked CNA for record keeping.</td>
</tr>
<tr>
<td>In Progress (IP)</td>
<td>Scholars have attempted the competency but do not yet demonstrate the skill or understanding that would be expected for post-secondary success. They show understanding at a surface level.</td>
</tr>
<tr>
<td>Proficient (P)</td>
<td>Scholars show understanding and/or skill defined in the competency at a high school level with support and direction of a teacher. They show understanding at a level of competency.</td>
</tr>
<tr>
<td>Mastered (M)</td>
<td>Scholars are able to extend their understanding in the competency or skill and are able to teach the competency or skill to others. They show understanding at a deep level.</td>
</tr>
<tr>
<td>Advanced Credit</td>
<td>Scholars apply the understanding and/or skill defined in the competency at a post-secondary level without necessitating the support and direction of a teacher. Examples include launching a business, taking college-level courses, teaching a class. Opportunities are developed through conversations between scholars and teachers.</td>
</tr>
</tbody>
</table>

Transcript for Scholars Leaving OCPA Before Graduation
Scholars who choose to leave OCPA before graduation will receive a transcript that aligns all standards completed to courses. If the Mastery Credit is incomplete the credit will be given based on the percentage complete and based on the topics covered to best align to a course name. Scholars will receive the average score achieved in the Mastery Credit area. Scores will be listed as In Progress, Proficient or Mastery on a transfer transcript.
Delivery of Instruction and Credit Attainment

Seminars
The One City Preparatory Academy curriculum is a competency-based curriculum. Much of our curriculum is not delivered in a traditional, year-long, single discipline format. Instead, courses are delivered in real-world context with interdisciplinary units of study called seminars. Scholars select seminars based on interest and areas of academic/credit need with the help of an advisor. Seminars run on a trimester basis and cover academic skills, academic content, life readiness skills, and incorporate application of skills through projects/final products and hands-on experiences. Scholars earn the majority of their skills and credit in seminars through standards/competencies and completion of artifacts that show their understanding and ability. Curriculum maps for each content area are also available for families and scholars to view.

Dual Credit
The Cooperative Academic Partnership Program (CAPP) at the University of Wisconsin Oshkosh provides academically able scholars, beginning as early as ninth grade, the opportunity to earn college credits while still in high school. Scholars who register and successfully complete courses offered through CAPP earn University of Oshkosh credit, verified by an official transcript. These credits are transferable to all UW system schools and approximately 200 additional colleges and universities across the country. CAPP courses are dependent on teacher certification.

CAPP courses are tuition based and OCPA is committed to funding tuition for scholars participating in CAPP courses. CAPP tuition is set by the UW-system and is subject to change. All courses offered through CAPP may also be taken for high school credit.

Online Courses
Through a partnership with UW-Oshkosh, scholars wishing to take college courses in an online format will be provided the opportunity to do so. This includes scholars wishing to pursue a second language as early as Grade 9.

Associate and Bachelor Degree Opportunities
OCPA staff will work with each scholar beginning in Grade 9 throughout their first two years of high school to prepare them for choices:

1. Grades 11 and 12: Coursework leading to a specific scholar-chosen associates' degree at Madison College. Scholars will engage in job shadows, apprenticeships, and/or internships within their chosen career path.
2. Grades 11 and 12: An online associates' degree in liberal arts and sciences through University of Wisconsin-Oshkosh (the completion of which is the equivalent of the first two years of a liberal arts degree in a 4-year institution).
3. Grades 11 and 12: A continuation of coursework at OCPA in combination with coursework at Madison College leading to 1 or multiple certifications. Scholars will
engage in job shadows, apprenticeships, and/or internships within their chosen career path.

4. Grades 10, 11, 12, and 13: Eligible scholars who wish to pursue a bachelors’ degree in elementary education may begin this program in Grade 10 at OCPA. Scholars will take specific college-level coursework through Madison College, University of Wisconsin-Oshkosh, Edgewood College, and/or University of Wisconsin-Madison and will complete their internship at One City Schools. Financial, academic, and emotional support will be provided by OCPA.

**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. The Dean of Crew and Culture manages this process in close collaboration with the scholar’s crew leader, teachers, and any other personnel who can provide information or support. To create a support plan, the Dean of Crew and Culture holds a meeting with the scholar, parent(s)/guardian(s), crew leader, and other relevant employees to identify strengths, areas for growth and concrete strategies to improve growth. Tasks will be defined and/or assigned for each member of the scholar’s support team, and there will be a clear timeline for completion and review of the plan.

**Schedule and Scheduling Process**

**Daily and Weekly Schedule Features: OCES**

Scholars in elementary school begin their day in crew, a centering team-building activity designed around character-building learning targets. One City’s teachers engage children in teacher-guided learning activities and projects, at all age levels, every day. As children get older, the projects they engage in become more complex and involve more in-depth learning in reading, language arts, mathematics, social studies and science (STEM).

**Daily and Weekly Schedule Features: OCPA**

Our scholars experience varied opportunities for learning throughout the course of a day, a week, and a year.

Middle school scholars will have week-long workshops at the end of each of their four annual expeditions, as well as opportunities to explore their interests and passions during our extended summer workshop. We encourage our scholars to pursue their interests or to simply keep an open mind to opportunities such that they can begin to identify their individual interests.

Our high school courses are offered on a trimester basis, with a 7-day immersive workshop between each trimester. Each trimester’s course offerings are a mix of multidisciplinary
seminars (e.g., Afrofuturism, America’s Unsolved Mysteries, How the Word is Passed) and subject-focused seminars (e.g., Studio Art 101, Contemporary Dance).

Workshops and the extended school year summer session provide opportunities for apprenticeships and internships as well as specific courses such as Driver’s Education, Financial Literacy, and passion-specific such as Turntablism 101 (where scholars will learn how to program and run our DJ Booth). Scholars ready to pursue college credits may do so through dual credit offerings at One City or through online coursework with the University of Wisconsin-Oshkosh (including Spanish I and II).

Every day, scholars have opportunities for mathematics, community service, and clubs and athletics. We begin each day with a healthy and prepared breakfast cooked by our master chef and a centering “crew” activity to set intentions for the day. Additionally, one day each week affords a change in routine by offering courses within Project Lead the Way, Leader in Me, and Reconstruction as well as extended activities, athletics, and service work.

**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 in addition to the daily scheduled athletics/clubs/activity time.

**Crew**

Crews are teams of scholars who meet daily with an adult advisor to discuss academics, share accomplishments, problem-solve individual or school dilemmas, and learn about self and others. Critical to the school’s goal of knowing all scholars well, crew allows adults and peers to get to know themselves and each other better. Through these relationships, scholars and adults learn to support one another and hold each other accountable to high standards.

**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 the Expeditionary Learning framework to guide our expeditions, with a focus on character, high quality work, and mastery of knowledge and skills.

Our first sixth grade expedition will tackle the question, “How do stories explain the world around us and convey the values of a culture?” The founding sixth grade team of teachers is eagerly developing this expedition and adding subject-specific content and standards to give our scholars the resources to fully flesh out an answer.
Extended Learning Academies
One City prides itself on connections with the community and ensuring our scholars are exposed to as many opportunities as possible. With this in mind, we contract with various community members to provide courses and activities for our scholars on a rotating basis. Our scholars enjoy ice skating, drumming, martial arts, theater, science, and art, for example. Our elementary scholars spend one hour each day in academies while our middle and high school scholars have opportunities at the beginning (middle school) and end (high school) of each day as well as one day/week during the course of the school day.

Healthy Meals
One City scholars are served USDA approved meals and snacks daily prepared by an in-house chef and team of cooks, who are trained on the USDA guidelines. The USDA published guidelines provide an excellent source of dietary information, which the school uses in meal planning, and preparations of your scholar’s meals and snacks. All menus are posted weekly in your scholar’s classroom.

All teaching staff will join the scholars for meals in order to promote and model good manners, sanitary habits, and conversation/social skills, and to supervise the scholars.

If your scholar has a food-related allergy or medical needs, it is required that you provide documentation from a licensed medical practitioner and discuss the allergies with the School Nurse, Executive Chef and teacher prior to the scholar’s first day of enrollment. If your scholar has other special dietary needs, please discuss with our Executive Chef and your scholar’s teacher. One City Schools will make accommodations when possible.

Scholars should not bring their own food from home.

Dedication to Wellness
One City is dedicated to the health and well-being of all scholars. In order to promote healthy eating and making healthy choices, the following guidelines are in place.

- Candy and soda are not to be eaten in the school
- Parents/guardians are asked to consult with the classroom teacher and/or school office in order to respect all health concerns related to food allergies
- **No food should be brought on campus from home, including for birthday celebrations.**

Seminars
At OCPA, high school academic standards are delivered through interdisciplinary courses. Scholars’ learning is shown through evidence of standard proficiency. Scholars select courses based on the standards they need in order to graduate; various courses target various standards. Scholars are supported by their crew leader and the College and Career Counselor in selecting the courses that will keep them on track for graduation. Each seminar contains real-
world learning opportunities, life readiness skills, academic standards, evidence of learning, and a final product, which will be presented to an audience during Exhibition nights.

**WIN (What I Need)**
During WIN, high school scholars will have the opportunity to check in with teachers, participate in online courses or service work, or catch up on school work. This is not an optional time. Scholars cannot leave school during WIN time if they claim to be up to date in all seminars. If this is the case, they can have reading or service time.

**Workshops and Summer Session**
The summer session is an extension of our school year and is an opportunity for our scholars to continue their academic learning while also immersing themselves in outdoor activities and a summer hands-on expedition.

Workshops are specific to middle and high school scholars. Workshops give scholars the opportunity to immerse themselves in topics aligned with their interests and passions in the days and weeks between seminars (High School) and expeditions (Middle School). For high schoolers, the summer session additionally provides opportunities for apprenticeships, internships, jobs, and specific courses such as Driver’s Education, Financial Literacy, and Service Learning. Scholars will be able to earn certifications in Employability Skills and/or Youth Leadership through their employment or service work throughout high school. Scholars participating in internships, apprenticeships, job shadows, or volunteer work will be assessed on life readiness skills such as time management, flexibility, and collaboration.

**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 with the approval of the Principal.

**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 and directory 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. However, we will have high school scholars taking college level courses and they may need to do some work outside of school hours depending on the course and their involvement in other activities. For a full explanation of the homework policy for One City Schools, [click here](#).
Field Work
Teachers often enrich the classroom experience with field work. Field work can span from a few hours to multiple days during workshops and may also occur on weekends. Teachers planning field work will communicate with scholars and parents/guardians about the timing, location, and transportation plan for the field work a few weeks in advance of the trip. In the case of overnight trips, teachers may require an additional waiver to be signed.

Scholars who are on an academic support plan, struggling academically or behaviorally, or reaching absence limits in other classes may be required to miss field work in order to attend other classes.

Teachers may dismiss scholars from an off-campus site if they have planned to do so ahead of time and have notified and received approval from parents/guardians in advance.

Scholars may not drive themselves or other scholars to or from One City-sponsored field work. One City provides transportation to and from field work unless the destination is walkable. One City may also elect to use public transportation to take scholars to field work destinations.

Standardized Assessments
In addition to classroom assessments, One City uses a variety of standardized measures to assess scholar growth. Some of these assessments are required by the state of WI, some by our charter school contract, and others by One City.

MAP Reading Fluency (Grades K-2)
This is the primary literacy assessment of reading readiness. The Department of Public Instruction (DPI) requires all scholars in grades K4-2\textsuperscript{nd} to be assessed in foundational reading skills.

MAP Growth (Grades 2-12)
This assessment will measure growth in reading and math over the course of the year. The test is computer adaptive and adjusts to every learner. Individual learning goals are created for every scholar in reading and math, based on their performance in the fall administration.

STAR/Renaissance Learning (Grades K-12)
STAR/Renaissance is used to bolster our special education and Response to Intervention (RTI) programs, support academic acceleration for academically advanced scholars, and facilitate school-wide reading and math activities, as well as learning and enrichment at home.

Interim Assessments and EL Benchmarks (Grades K-12)
These school-based assessments measure proficiency in reading and math standards that have been taught during a specified instructional time period.
Forward Exam (Grades 3-8, 10)
This test is designed to determine how well scholars are doing in relation to the Wisconsin Academic Standards. This state exam will determine proficiency in grade-level Common Core Standards. The DLM is the state exam for scholars with an IEP that states they receive an alternate curriculum.

ACCESS Test (Grades K-12)
This assessment is administered only for scholars that have been identified as English Learners. It is given annually to monitor scholars’ progress in learning academic English. It meets U.S. federal requirements of the “Every Scholar Succeeds Act (ESSA)” for monitoring and reporting ELLs progress toward English language proficiency. It is anchored in the WIDA English Language Development Standards and assesses the four language domains of Listening, Speaking, Reading, and Writing.

ACT-American College Test (Grade 11)
This multiple-choice test has sections on English, Mathematics, Reading, Science Reasoning, and Writing. The scores range from 0-36. ACT can be used for admission to the University of Wisconsin System in addition to most other colleges across the nation. The writing section is required by many colleges and universities.

Aspire (Grades 9 and 10)
This assessment is a curriculum-based educational assessment for freshmen and sophomores that measures achievement in English, math, reading, writing, and science. The ASPIRE Test is part of the ACT progression of assessments. Aspire provides practice and information for ACT preparation.

Civics Test (by graduation)
According to WI Act 55, all scholars graduating from a Wisconsin high school must pass a civics test consisting of 100 questions that are identical to the 100 questions that may be asked of an individual during the process of applying for US Citizenship. In order to pass this test, a minimum of 65% correct answers are required.

Books and Supplies
Textbooks, laptops/Chromebooks, software, calculators, and other materials required for class work are covered by One City. Scholars may purchase additional supplies such as binders, notebooks, pens, and pencils.
SCHOLAR SUPPORT SERVICES

At One City, we understand that there are many ways to learn and to express that learning. Good teaching employs a variety of pedagogies to address the diversity of learners in the classroom, and our teachers work with all One City scholars to develop good study habits and approaches that meet their learning needs.

To support scholars with diagnosed learning differences, the scholar Support Team at One City Schools is committed to:

- Making the curriculum accessible to all scholars
- Encouraging scholars to become actively engaged learners
- Empowering scholars to be effective self-advocates in communicating their learning strengths and needs, and
- Partnering with families, staff, and deans to enact effective learning strategies.

One City Schools supports scholars with learning differences with accommodations so that the curriculum is accessible to them. We teach strategies to scholars and faculty as tools that assist both parties in meeting school expectations.

Parents/guardians of scholars transferring to One City Schools with an Individualized Education Plan (IEP) must ensure One City has all information at hand in order to meet the needs of the scholar as written in the IEP. Parents/guardians should communicate during enrollment that a scholar has an IEP so that One City Schools can acquire the scholar record.

Scholar Support Team (SST)

The Scholar Support Team consists of a diverse group of school personnel who meet regularly to discuss topics related to scholar well-being and individual scholar concerns. They also create plans to address concerns in our community.

Members of the SST include:

- Dean of Scholars
- Director of Special Education
- Special Education Teachers
- Scholar Support Specialists
- Directors of Teaching and Learning
- School Social Workers
- VP of Family and Community Engagement
- Athletic Director
- Principals
- Instructional Coaches
- Reading and Math Specialists
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 who are required by law to file a report with Child Protective Services (CPS) or law enforcement whenever they learn information that leads them to suspect that a minor they encounter in the course of their employment has been subjected to neglect or sexual, emotional, or physical abuse, including sexual assault. Employees are not permitted to investigate suspected abuse of a minor before making a report. Employees are also required by law to keep mandated reports confidential, so they may not be able to inform scholars or parents/guardians if they make a report.

One City Schools’ disciplinary process is separate from any CPS or law enforcement investigation. One City Schools’ investigation is limited to whether there has been a violation of the School’s policies. The School does not conduct investigations in order to determine whether criminal activity has occurred. That is the role of law enforcement. Both the standards of proof and the evidence available to the School are different from those in a criminal proceeding. Scholars and parents should be aware that if law enforcement or CPS is conducting an investigation, the School may need to defer its own investigation to avoid interfering with the law enforcement proceedings.

Technology and Scholar Device Program
Technology use and the scholar device program are covered by our Responsible Use Policy. All parents/guardians will sign within PowerSchool an acknowledgement that they have received and read the policy. All scholars will review and sign the policy separately.

Questions regarding One City Schools technology, the scholar device program, and the policy can be directed to Yesid Perea, yperea@onecityschools.org, Director of Technology.

Technology Responsible Use Policy
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’s comprehensive approach to scholar internet/technology safety shall take into account the differing ages and instructional levels of the scholars in One City.
Internet Use
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
  - Misrepresentation of One City Schools’, staff, or scholars

- Safety
  - Scholars may not post personal contact information about themselves or other people. This 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. One City 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 Principal 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.

• Digital Citizenship Expectations:
  ○ Treat others well. It hurts to get a mean email, just like it hurts when someone is mean in the school hallway. When using email or posting on a forum or web page, be kind. Everyone will see what is written so think before typing. Be careful with what is said about others as well as yourself.
  ○ Respect the rights of copyright owners. Copyright infringement occurs when an individual reproduces a work without permission that is protected by copyright. If a work contains language that specifies acceptable use of that work, the user should follow the stated requirements. If the user is unsure whether or not they can use a work, they should request permission from the copyright owner.
  ○ Scholars have First Amendment rights to free speech, but those may be limited by law in school. If something is posted via email or on a school web page that disturbs the learning environment in a school, the right of speech may be limited. School websites, email, and groups are for educational use and are not considered public forums for debating ideas. This means that a school has the right to limit scholar speech that disturbs the learning process in these areas.

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.

Scholar Records
One City Schools maintains the confidentiality of scholar records at collection, storage, disclosure, and destruction, as required by the Family Educational Rights and Privacy Act
(FERPA) and applicable state law. FERPA is a federal law that protects the privacy of scholar education records and gives parents/guardians rights to review scholar records. One City Schools follows FERPA policies.

One City Schools makes scholar records available for inspection or release only with notification or prior written approval of the scholar’s parent or guardian, unless federal or state law requires or allows release of a scholar record without such notification or approval.

One City Schools will comply with a request by a scholar’s parent or guardian to access the scholar’s records within a reasonable period of time, but not more than 45 days after the request for access is received. Additionally, upon request, One City Schools will provide a scholar’s parent or guardian with a copy of the scholar’s record and an opportunity to review the scholar’s record with an individual who is qualified to explain and interpret the records.

**Directory Information**

Under FERPA and state law, One City Schools may disclose directory information provided that parents and guardians are notified and provided an opportunity to opt-out of such disclosure. Directory information includes the scholar’s name, address, telephone listing, date and place of birth, major field of study, dates of attendance, participation in officially recognized activities and sports, weights and heights of members of athletic teams, the scholar’s photograph, the most recent previous educational agency or institution attended by the scholars, and any degrees and awards received.

**Family and Scholar Engagement (FASE) Team**

One City’s VP of Family and Scholar Engagement serves as the primary school-to-home and home-to-school liaison, including regular digital communications, virtual and in-person meeting host, and regular school-wide events. Through our FASE Team and a robust network of community partnerships, One City Schools will offer informative, insightful and fun seminars, workshops, special events and other learning activities for parents and the entire family. Additionally, One City Schools will assist parents and other family members with identifying available educational and employment opportunities and supports in the Greater Madison community. One City Schools will also provide educational opportunities for parents, volunteers and community members to learn and share how they can help foster the positive growth and development of children, and ensure they are ready 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.
Extended Learning Academies Director and Coordinator
Our Extended Learning Academies Director builds partnerships with various community organizations and individuals to provide courses and activities for our scholars on a rotating basis.

Our Extended Learning Academies Coordinator provides guidance and support within the academies for our community partners.

Family Resource Center
The FASE team offers a resource center with a variety of media and an accessible computer for parents/guardians in need of a device. The Family Resource Center is located directly behind the main lobby desk and is open during school hours or as coordinated through the FASE team.

Family Involvement
Children are not the only ones who enroll in One City Schools; their families enroll as well. One City requires that families agree to participate in workshops, seminars and activities offered by the school and its external program partners. Parents/guardians are also encouraged to participate in One City’s parent/guardian-led Parent Council, which meets monthly and arranges and engages in a variety of activities and policy/program discussion about the school.

Family participation and observation is encouraged. Some parents/guardians have special talents, cultural traditions, skills, or experiences they can share with all of the children. Others may spend time volunteering in the classroom or chaperoning on field trips. If you are interested in participating in your child’s classroom, please notify your child’s teacher.

One City Schools discourages extended conversations with families at drop-off and pick-up due to the potential to distract children from their expected school routines and/or the teacher from watching over and managing their scholars and the classroom. Please feel free to set up a conference with your child’s teacher whenever a concern arises regarding activities, discipline or questions concerning your child’s development.

Family Conferences will be held during the year. The purposes of conferences are to set social, character and educational goals, to develop home-based strategies that can support your child’s learning that is taking place at school, to establish understanding, cooperation and consistency between home and school, and for the child to demonstrate their learning, development and leadership at One City. When appropriate, these conferences will be scholar-led. A special Family conference may be requested when deemed necessary by either the teacher or parent.

College and Career Advisor
One City’s College and Career Advisor works with our scholars, their families, and community partners to build opportunities individualized to each scholars’ needs, interests, and passions. The College and Career Advisor will offer informational classes and sessions for scholars and their families throughout their high school years.
Scholar Center
The Scholar Center is a collaborative work space on the upper level of the Pleasant T. Rowland Campus adjacent to the College and Career Advisor’s office. The mission of the Scholar Center is to provide information in a variety of media, to promote reading for pleasure, and to provide an environment that encourages learning and the flow of curiosity.

Volunteers at One City Schools
One City Schools offers a variety of volunteer opportunities for parents and members of the Greater Madison community. Scholars and staff from 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, Schools of Hope Tutoring Program and a number of businesses, churches, community-based and service organizations, and professional membership organizations have volunteered with One City Schools. Volunteers support our administrative, classroom, business office and facilities teams, and family and community engagement efforts, in a variety of ways. They are essential to everything we do at One City. Most importantly, they help us achieve the promise of our namesake – One City – a village of people, organizations and businesses across Greater Madison and the nation who work together every year to ensure our children are successful and reach their full potential.

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

Health Services
One City Schools follows the guidelines of the Madison Dane County Public Health Department in regard to communicable diseases and illness. The purpose of this policy is to reduce the risk or spread of disease and childhood illness to children. Within 30 days of enrolling, a child’s immunization record and health information must be on file. State regulations require One City Schools to maintain a medical record on each child in the school.

Our health services team is composed of a certified nurse and nursing assistant. Scholars who become ill while at school should notify the nearest adult and then report to the nursing station for assistance. First aid supplies are available.

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
   3. Complete an Accident Report

C. Copies of the Accident Report will be kept in the child’s file.

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.

Medication Policy
If a child requires medication while at school, an “Authorization to Administer Medication” form must be filled out by the parent/guardian. Nonprescription medications require written consent and instructions from the child’s parent or guardian and must be supplied in the original manufacturer’s package. The package must list the ingredients and recommended therapeutic dosage in a legible format. Nonprescription medication will be administered in accordance with the recommended therapeutic dosage.

Prescription medications require written instructions from a medical practitioner, as well as parent or guardian consent. Prescription medications must be supplied in the original pharmacy-labeled package. The package must list the name of the pupil, name of the prescriber, name of the prescription medication, the dose, the effective date, and the directions in a legible format.

All medication must be stored in the office of the nurse and may not be stored in the child’s cubby or locker.

All medicine administered will be documented in PowerSchool.
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.

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

Immunization
Scholars enrolled at One City Schools are required to follow the Wisconsin Department of Health Services scholar Immunization Law. All scholars through grade 12 are required to meet immunization requirements for their grade and present written evidence of immunization against certain diseases within 30 days of enrollment. These requirements can be waived only if a properly signed health, religious, or personal conviction waiver is filed with the school office and updated when new vaccines are due. These scholars may be subject to exclusion from school in the event of an outbreak of diseases against which they are not completely immunized. Scholars who do not have the required immunizations and/or properly completed waiver on file in the school office may be excluded from school.

ONE CITY ATHLETICS

One City Athletics is committed to our scholar athletes and strives to promote the best overall experience. As we grow, we will continue to build upon our athletics program. One City athletics values sports as a vehicle for personal growth and self-discovery. One City Schools’ commitment to athletics is based upon our belief that being a member of a team, physical wellness, and athletic accomplishments have important lifelong benefits. We emphasize hard work, perseverance, sportsmanship, and commitment. By modeling these values, we create an athletic culture that promotes a safe, kind, and respectful environment, a place where we can make mistakes, learn from them, and grow. Through the daily challenges of practice and
competitions, our scholar athletes will gain knowledge of their sport and develop individually, while cultivating leadership and life skills. Our athletic administration and coaches will provide the support and mentorship needed for our scholar athletes to achieve both academic and athletic excellence.

Physical Health Graduation Requirements
One City Schools is built with a focus on physical and mental health and wellness. One City high school scholars are required to complete 8 activity credits over 4 years. Most scholars fulfill this requirement in their first three years, although some defer completion to 12th grade. The following are guidelines for earning a term of activity credit at One City:
- Participation on an athletic team during fall, winter, or spring seasons.
- Enrollment in trimester-long physical education class.

One City Activities Program
One City implements a physical activities program consistent with the school’s commitment to a healthy and responsible lifestyle and we require that scholars participate in an activity class or approved outside activity before or after school if they do not intend to play on a competitive sports team. Activities offer a range of physical activities, including conditioning, group exercise, martial arts, strength training, and ultimate frisbee. Through these activities, our scholars experience the benefits of physical activity that inspire adoption of healthy practices for life.

Competitive Team Sports (High School)
During the 2022-23 school year, competitive high school athletic programs will include cross country, girls volleyball, soccer, basketball, golf, and track and field. Team sports at One City Schools are highly competitive. Not every high school scholar who tries out will receive a place on the team, depending on turnout and roster limits.

Athletes are expected to attend all trainings and games, which typically take place five days a week and occasional events taking place on weekends. Athletes may be required to participate in trainings or games over holidays and school breaks. Training locations vary. When the training or game location is not within walking distance from the school, One City Schools provides transportation to and from local trainings and games on school days; we do not charge for athletics transportation.

As a probationary member of the Wisconsin Interscholastic Athletic Association (WIAA), One City will compete as an independent member not affiliated with a conference. Competition will occur against other WIAA member schools of a similar size and competitiveness.

Our scholar athletes receive training from a coaching staff of the highest caliber, lifelong athletes who are experienced, ethical, and enthusiastic. Our goal is to achieve athletic excellence on par with that of the academic program offered at One City Schools.
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.
- Furnish proof of a physical examination every other year clearing them to participate in the athletic program.
- Maintain academic work levels that conform to WIAA and One City expectations.
- Communicate proactively with teachers in advance of an early dismissal and make up missed school work resulting from leaving class early for away games, meets, or matches in a timely fashion.
- Communicate in advance with coaches or athletic department staff if unable to attend a training.
- Attend all trainings and games 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 contest/game.
- 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 committed to providing a sportsmanlike environment for scholars, coaches, and spectators, and we expect each participant in our athletic program to conduct themselves in a positive, sportsmanlike manner at all times. We place importance on respect for teammates, coaches, officials, and opposing teams. This requirement applies to all coaches, players, parents/guardians, and anyone else associated with the program. Profane, slanderous, homophobic, racist, and misogynistic speech will not be tolerated on or off the field.

One City Parent and Guardian Expectations

The goal of the One City Athletic Department is to sponsor athletic teams that foster teamwork and display a high level of competitive fairness. Like our teachers, our coaches understand the role emotions play in enhancing or inhibiting learning. Thus, the school asks parents and guardians to support this effort in the following ways:

- Supporting and encouraging your scholar athlete to uphold One City Schools’ athletic philosophy.
- Modeling positive behavior by exhibiting good sportsmanship in communicating with coaches, officials, One City athletes, spectators, and opposing teams.
● Refraining from coaching your child during game play and instead providing positive reinforcement when and where appropriate.

Important Note: If you have a concern, please express it at the appropriate time rather than before, during, or immediately following an athletic event. Please use the following procedure to resolve concerns:
● Ask your scholar to speak directly with their coach.
● Schedule a parent meeting with the coach.
● Arrange a meeting with the Athletic Director.

Arrival and Dismissal

Absence Reporting
Absence reporting at One City Schools is done through Power School. After you log in, you will see it listed under GENERAL FORMS ==> scroll down to Ecollect Communications ==> Student Absence Form. The morning time is very busy for our school staff, so we ask that parents and guardians avoid making calls to the school to report absences.

Arrival
Arrival will function similarly to 2021/22 with the use of the school driveway for parents to pull up and drop their scholars off. In support of our renewed goals around punctuality, we will use tardy slips for 2022/23. A scholar arriving after the cutoff time (8:10am for OCES, 8:25am for OCPA) will need to stop at the front desk for a tardy slip. They will need to present the tardy slip to their teacher upon entrance into the classroom.

Arrival: OCES and OCPA

● School front doors open at 7:50. The school day for OCES begins at 8:00 am. Plan to arrive between 7:50 and 7:55. The school day for OCPA begins at 8:15 am. Plan to arrive between 8:05 and 8:10.
● Parents/guardians may pull into the school driveway and drop their student off beginning at 7:50. Designated staff members will be outdoors beginning at 7:50 a.m. to welcome scholars and direct them to class.
● Parents/guardians may opt to park in the ramp and walk their scholars into class. Please do not use the visitor parking area unless needed for mobility reasons.
● Any scholar arriving after 8:10 a.m. (grades K-5) or 8:25 a.m. (grades 6-10) will be considered tardy. If you are arriving at school at a time when your scholar will be tardy, please park and walk them into the building - they will need to stop at the front desk for a tardy slip.

Dismissal

We no longer allow parents/guardians to drive into the school driveway at dismissal time. We need to leave this driveway clear for visitor parking and emergency vehicles, and due to the lack of turnaround space this is a major source of traffic and waiting time for parents/guardians. We also are making this change to increase the community engagement of parents/guardians with other parents/guardians, students, and teachers. Parents/guardians and/or students who
are unable to walk the distance from the parking area to the school entrance may apply at the OCS front desk for a **Red Pass** to use the school driveway at dismissal time. The driveway will be blocked off at dismissal except for emergency vehicles, visitors, and parents/guardians with a **Red Pass**. All persons entering the building will need to follow the building mask protocol, which will be posted on the front door. Extra masks will be available at the front desk for those who need them.

**Dismissal: Kindergarten and 1st grade**

- School front doors open 4:15pm
- Parents/guardians must park in ramp, and walk to the front entrance. Parents/guardians congregate outdoors, in reception area and in lobby area. No parents/guardians may enter academic areas at this time.
- 4:20pm. Parents/guardians of students in Grades K-1 may enter academic area and collect their scholar(s). Parents/guardians of scholars in these grades will be issued a **Blue pass**. If a parent/guardian loses their key tag, they must stop at the front desk to collect a new one.
- If another adult who is not authorized in PowerSchool is picking up a scholar:
  - The parent can log in to PowerSchool and add the adult as authorized to pick up in the Emergency Contacts form.
  - If logging into PowerSchool is not possible, parents may notify the school of the adult's name and dates of pickup. Call the front desk (608) 531-2128 to update the information in PowerSchool and communicate with the teacher.
  - Parents/guardians may give your key tag to any **authorized** adult for pickup. If the other authorized adult does not have the key tag, they must stop at the front desk to receive a card.
- Kindergarten and 1st grade pickup location is their classrooms.
- 4:20pm. Parents/guardians who have been granted a **Red Pass** due to lack of mobility of the parent/guardian or scholar may drive into the school driveway and notify the attendant they have arrived. A staff member will bring the scholar out to the vehicle.
- At 4:35pm, kindergarten and first grade scholars will be checked into after school care. Parents arriving to pick up after that time should call **608-895-1123** when they arrive.

**Dismissal: 2nd grade, 3rd grade, 4th grade and 5th grade**

- School front doors open 4:15pm
- Parents/guardians must park in ramp, and walk to the front entrance. Parents/guardians congregate outdoors, in reception area and in lobby area. No parents/guardians may enter academic areas at this time.
- At 4:30pm, parents/guardians of scholars in Grades 2 through 5 may enter academic area and collect their students. Parents/guardians of scholars in these grades will be issued a **YELLOW key tag**. Second (2nd) grade, 3rd grade and 4th grade dismissal location is their classrooms. 5th grade pickup location is the cafeteria - students will be escorted by teachers to the cafeteria.
- If another adult who is not authorized in PowerSchool is picking up a scholar:
  - The parent can log in to PowerSchool and add the adult as authorized to pick up in the Emergency Contacts form.
  - If logging into PowerSchool is not possible, parents may notify the school of the adult's name and dates of pickup. Call the front desk (608) 531-2128 to update the information in PowerSchool and communicate with the teacher.
Parents/guardians may give your key tag to any authorized adult for pickup. If the other authorized adult does not have the key tag, they must stop at the front desk to receive a card.

- Parents/guardians who have been granted a Red Pass due to lack of mobility of the parent/guardian or scholar may drive into the school driveway and notify the attendant they have arrived. The parent/guardian will be required to show their Red Pass at the entrance of the driveway. A staff member will bring the student out to the vehicle.
- At 4:45 pm scholars will be checked into after school care. Parents arriving to pick up after that time should call 608-895-1123 when they arrive.

**Dismissal: 6th grade, 9th grade and 10th grade**
- 4:45pm. Scholars are dismissed through the tunnel on the lower level.
- Parents/guardians should drive into lower level of ramp (drive past the school driveway to the T junction, turn left, and enter the lower level of the ramp).
- Parents/guardians should park in a ramp spot and wait for their scholar to exit the tunnel. Please make sure to keep the parking ramp driveways clear for departing vehicles - if you don’t see your scholar immediately, please park your vehicle to wait.
- If another adult who is not authorized in PowerSchool is picking up a scholar:
  - The parent can log in to PowerSchool and add the adult as authorized to pick up in the Emergency Contacts form.
  - If logging into PowerSchool is not possible, parents may notify the school of the adult’s name and dates of pickup. Call the front desk (608) 531-2128 to update the information in PowerSchool and communicate with the teacher.

- Parents/guardians who have been granted a Red Pass due to lack of mobility of the parent/guardian or scholar may drive into the school driveway and notify the attendant they have arrived. The parent/guardian will be required to show their Red Pass at the entrance of the driveway. A staff member will bring the scholar out to the vehicle.
- At 5:00pm scholars will be checked into after school care. Parents arriving to pick up after that time should call (608) 895-1123 when they arrive.

**Parking**
The parking deck across from the school building is for staff and family parking. Any adult wishing to walk their scholar into the building must use the parking lot. Parking along Bridge Road or in the WPS parking lot is not permitted.

When adults park and walk their scholar to or from the building, please remember to make contact with staff to ensure your scholar is marked as present for the day when they arrive. Scholars must be accompanied by a parent/guardian if they choose to park in the parking deck and walk to the front of the school building.

**Personal Property**
One City is not responsible for theft or loss of personal property. Scholars should refrain from bringing valuables on campus or to a school-sponsored activity unless necessary for school. Scholars should keep any valuables they do bring on their person and not leave them in their backpacks unattended. Scholars who have bags/equipment in addition to their school backpack or bag are to use lockers to store these additional items throughout the school day. This
includes sports bags for scholar athletes or activity program participants, as well as musical instruments, photography equipment, or any other equipment that is not carried in their school bag.

Scholar property found left on campus is placed in the lost and found. The contents of the lost and found are emptied at the end of every month and donated. Please contact the front desk with any questions.