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Dear Families,

On behalf of our entire school community, I’d like to welcome you to Muir Elementary School, home of the Jaguars! As you view information in our handbook and begin the school year with us, you will quickly find that Muir is an established and collaborative community working hard to attend to the specific learning needs of every child.

The staff at Muir value strong partnerships with each other, our families and the greater community. These relationships allow us to share resources and learn from one another to promote learning for all. We work hard to provide student centered curriculum and instruction that draws on our students’ background knowledge and exposes them to new experiences applicable to our educational standards.

Beyond our strong focus in academics, Muir also offers students a variety of other wonderful experiences! This year you will see a continued focus and awareness on the benefits of safe and healthy classrooms. Muir will participate in Walk or Ride to School Days and hold our annual Muir Mile/5K run. We also stress that classroom treats provided by our families are healthy/nutritious and nut-free. Our Muir Garden continues to grow and we have a “Green Team” open to any students who like to explore environmentally friendly experiences. Chess Club and Student Council are open to our students and the annual Black History Month Program, Muireka, and Multicultural Diner bring our families together. Students especially love having their birthday announced and receiving Birthday Smencils.

I encourage you to come to our Parent Teacher Group (PTG) Meetings on the second Tuesday of each month to gain information about our school and join their efforts in leaning about and supporting our community. Traditionally, Muir Elementary families have been very active in school affairs and we are looking to create increased diversity through having involvement of our 4 year old kindergarten through 5th grade families.

The best way to become familiar with our school is to become involved in our activities and programs. We welcome your involvement and look forward to another year working and learning with our students. Together we can continue to keep Muir Elementary School a wonderful place where each child has a positive and successful learning experience.

Andrea Kreft
Principal

JOHN MUIR SCHOOL PHILOSOPHY

We believe that every child has the capacity to learn, think, reason and communicate. Adults must help children use these capacities to develop intellectually, emotionally, socially and morally. As educators, and as a society, we must provide every child with the resources and support to afford them the opportunity to develop in these areas and realize their full potential. As educational leaders, we will work to create a culture and system that promotes this development for each child in our range of responsibility to insure that each child will leave our school as a productive member of, and contributor to, a multi-cultural society.

SCHOOL ORGANIZATION

John Muir School serves approximately 525 children in Early Childhood through 5th grade. The grades at Muir operate primarily as teams of teachers for purposes of planning, implementing, and evaluating instructional programs. Collaboration, sharing, and joint problem solving are essential elements for successful teams. The classroom placements for Kindergarten through 5th grade are based on providing balanced groups of learners with consideration of each child’s academic achievement, physical, emotional and social characteristics. We have straight grades in Kindergarten and First grades, with multiage classrooms in our 2/3 and 4/5 sections. English as a Second Language (ESL) and Special Education supports are provided inclusively in our classrooms and all students received physical education, music, art, LMC and REACH during the school week.

Handbook information continues after the monthly calendars!
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Muir Elementary School  •  6602 Inner Drive, Madison, WI  53705  •  608-663-8170  
SAFE ARRIVAL: 663-8173

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II. Introduction

BOARD OF EDUCATION MEMBERS, 2012-13

Mary Burke
141 Jackson Street (04) 230-5231 mburke2@madison.k12.wi.us
Maya Cole
1818 Keyes Ave (11) 259-0549 (H) 239-1484 (Other) mcole@madison.k12.wi.us
James Howard,
President
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BOARD OF EDUCATION MISSION AND MMSD STRATEGIC PLAN

OUR MISSION

Our mission is to cultivate the potential in every student to thrive as a global citizen by inspiring a love of learning and civic engagement, by challenging and supporting every student to achieve academic excellence, and by embracing the full richness and diversity of our community.

BELIEF STATEMENTS

1. We believe that excellent public education is necessary for ensuring a democratic society.
2. We believe in the abilities of every individual in our community and the value of their life experiences.
3. We believe in an inclusive community in which all have the right to contribute.
4. We believe we have a collective responsibility to create and sustain a safe environment that is respectful, engaging, vibrant and culturally responsive.
5. We believe that every individual can learn and will grow as a learner.
6. We believe in continuous improvement informed by critical evaluation and reflection.
7. We believe that resources are critical to education and we are responsible for their equitable and effective use.
8. We believe in culturally relevant education that provides the knowledge and skills to meet the global challenges and opportunities of the 21st Century.

PARAMETERS

1. The district’s highest priority is to create and sustain a learning environment that enables all students to maximize their potential.
2. All individuals are treated with dignity and respect.
3. Expectations are high and clear for all.
4. Community input is valued and actively sought.
5. Families, schools, businesses, organizations and communities work as partners.
6. Communication is timely and accessible.
7. Data informs decisions.
8. Decision-making processes are transparent.
9. The district’s culture is one of accountability for work, actions and results.
11. A culture of creativity and innovation is nurtured.
12. Leadership and collaboration are fostered at all levels.
13. Our practices are held to an environmentally ethical standard.

STRATEGIC OBJECTIVES

1. Student:
   We will ensure that all students reach their highest potential and we will eliminate achievement gaps where they exist. To do this, we will prepare every student for kindergarten, raise the bar for all students, create meaningful student-adult relationships, and provide student-centered programs and supports that lead to prepared graduates.

2. Curriculum:
   We will improve academic outcomes for all students and ensure student engagement and student support by strengthening comprehensive curriculum, instruction, and assessment systems in the District.

3. Staff:
   We will implement a formal system to support and inspire continuous development of effective teaching and leadership skills of all staff who serve to engage and support our diverse student body while furthering development of programs that target the recruitment and retention of staff members who reflect the cultural composition of our student body.

4. Resource/Capacity:
   We will rigorously evaluate programs, services and personnel through a collaborative, data-driven process to prioritize and allocate resources effectively and equitably, and vigorously pursue the resources necessary to achieve our mission.

5. Organization/Systems:
   We will promote, encourage, and maintain systems of practice that will create safe and productive learning and work environments and that will unify and strengthen our schools, programs, departments, and services as well as the district as a whole.
II. Introduction (cont.)

DEPARTMENT ADMINISTRATION CONTACT INFORMATION

545 West Dayton Street 53703

Interim Superintendent - Dr. Jane Belmore ................................................................. 663-1607
Chief Learning Officer/Deputy Superintendent – Sue Abplanalp ................................. 663-1671
Assistant Superintendents: ________________________________________________________
   Elementary Schools – Michael Hertting ................................................................. 663-1632
   Secondary Schools – Joe Gothard ........................................................................... 663-1633
Talented & Gifted Coordinator for Elementary & Secondary Schools – Sue Schaar
Business and Finance Services - Erik Kass ............................................................... 663-1634
Affirmative Action/Contract Compliance/Harassment – Amos Anderson ................ 663-1530
Building Services Director - TBA ............................................................................. 204-7909
Chief Information Office, Program Evaluation, Long Range Planning – Andrew Statz.. 663-4946
Community Engagement & Public Information Manager – Marcia Standiford ........ 663-1969
Curriculum & Assessment Executive Director – Lisa Wachtel ................................. 663-5216
Asst. Dir., Curriculum & Assessment – Tim Peterson ............................................... 663-5217
Diversity & Equity – Chief Diversity Officer Shahanna M. Baldon ......................... 442-2945
Early & Extended Learning Director – Scott Zimmerman .......................................... 663-8486
(Preschool Services & Summer School)
Educational Services Executive Director – John Harper ........................................... 663-8429
(Special Education, English As a Second Language/Limited English Proficiency)
Federal and State Programs Director – Lisa Kvistad ............................................. 663-5266
Food Services Director - Steve Youngbauer .............................................................. 204-4000
GENERAL INFORMATION ...................................................................................... 663-1879
GLBTQ Resource Teacher – Liz Lusk ...................................................................... 663-8449
Grants and Fund Development Coordinator – Marcie Pfeifer-Soderbloom .............. 663-4947
Health Services – .................................................................................................... 663-8427
Human Resources Executive Director - Robert Nadler ............................................. 663-1745
Innovative and Alternative Programs Director – Sally Schultz ................................. 204-4223
Madison School & Community Recreation Director (MSCR) - Lucy Chaffin .......... 204-3015
Professional Development Director – Brad Kose ................................................... 663-5266
Safety and Security Coordinator – Luis Yudice ...................................................... 663-1904
School Building Use Permits - Debbie Korpela ..................................................... 204-3027
Student Services and Alternative Education– Nancy Yoder .................................... 663-1671
(Alcohol and Other Drug Abuse, GLBTQ Resource Teacher, Psychologists, Social Workers,
School Safety & Security, Expulsions)
Transportation Services - – Mick Howen ................................................................. 663-5287

WELCOME FROM SUPERINTENDENT July, 2012

Dear Parents and Guardians,

Welcome to the 2012-13 school year. I am pleased to return to the MMSD this year to serve as the Interim Superintendent. A new school year brings the excitement of learning, growth and change to children, and adults alike. Teachers, principals and all of us who support the learning and growth of your child, and each child in the district, are looking forward to the new school year. We are committed to do all that we can to make the school year a successful one for your child. Working with you, we know we can make this happen.

The following are things that each of us can do to help your child do well in school:

1. Have high expectations for your child. When we believe children can do well, they more often than not, will.
2. Support your child’s learning at home and at school.
3. Partner together and develop good communication habits. When we work together, greater things can happen for your child.

If you have questions about your child’s education, contact your child’s teacher. If more help is needed, your child’s principal is available to assist you.

We intend to nurture a love of learning by respecting the gifts of each child. We will do all we can to ensure your child develops well both as a learner and as a citizen of our democracy. We hope you had a delightful summer and we truly look forward to the start of the new school year. Thank you for the opportunity to serve your child. Let’s have a great school year!

Sincerely,

Jane Belmore
Interim Superintendent of Schools
III. General Information

ANIMALS AT SCHOOL

The presence of animals in schools provides many opportunities for addressing academic standards and supporting the social/emotional growth of students. Animals are part of our natural environment and can be used effectively as teaching aids. The positive benefits of the human-animal bond are well established.

The presence of animals in schools may also pose a safety or health risk for some children when they are exposed to allergens that activate allergy and/or asthma symptoms. Other students may be afraid of animals and feel emotionally unsafe in their presence. The purpose of this policy is to allow animals in the classroom while providing for the health and safety of school staff, students, and animals. Animals will be removed from the classroom and/or the school when this cannot be achieved.

ANIMALS ON SCHOOL PREMISES POLICY SUMMARY

School Board Policy 4615 adopted on August 7, 2006
(Refer to www.mmsd.org for the entire Board Policy)

The purpose of the Animals on School Premises policy is to allow animals in the classroom while providing for the health and safety of school staff, students and animals. The policy identifies five (5) categories of animals and the procedures to be followed in order to bring animals on school premises. It specifies conditions under which animals must be removed from school premises.

ATTENDANCE

There is a powerful link between attendance and academic success in school. To give students the best opportunity to reach their potential both academically and socially, they must attend school regularly. When students are tardy or absent, they miss out on valuable learning and social experiences that cannot be replaced.

Wisconsin requires that any person having control of a student enrolled in Kindergarten and up to age 18 is required to cause the child to attend school regularly until the end of the semester in which the child becomes 18 years of age.

Students are expected to attend school every day unless they are ill. A significant number of absences will require the school to initiate procedures outlined by Wisconsin State Statutes and school district policy regarding attendance. These procedures are outlined in this section.

The following attendance definitions and procedures apply to all Madison students, unless otherwise specified.

Excused Absences

The following absences can be excused as per Board of Education Policy:

A. Physically and/or emotionally unable to attend:
A student may be legally excused from school if s/he is not physically or emotionally able to attend school. This includes:

1. A pupil who is ill to the extent that he/she is not in proper physical or mental condition to attend school.
2. Absences related to dentist, doctor, chiropractor, psychologist and other medical appointments that cannot be scheduled at any time other than school time.

(6) Religious instruction/religious holidays.

B. Elected Officials:

The following reason for absence is also allowed under state statute:

2. Bereavement due to death in the immediate family.
3. Serious illness or medical condition of a member of the immediate family, when the student is definitely needed at home.
4. Bereavement due to death in the immediate family.
5. Inclement weather (Parent(s)/guardian(s) may choose to keep their children home during extreme weather conditions, when a concern for safety is a factor).

Absences related to a student’s medical appointments should be arranged to fit the student’s school schedule whenever possible.

Animals Used in Educational Presentations (single event)

1. Identify instructional purpose or social/emotional objective
2. Provide statement of animal health & temperament or verify that the animal is part of a presentation conducted by an experienced animal handler who engages in demonstrations in a school setting on a regular basis
3. Obtain principal’s signature of approval to proceed to next steps
4. Notify parents of upcoming presentation (Parent consent not required; Appendix E given to parents upon enrollment)
5. Provide modifications for students who have animal fears or allergies
6. Obtain principal’s final approval

Cold Blooded Animals Not Handled by Children (for 1 semester, renewable)

1. Identify instructional purpose or social/emotional objective
2. Provide statement of animal health & temperament or verify that animal is provided by a certified program or agency
3. Obtain principal’s signature of approval to proceed to next steps
4. Send letter to parent and obtain parent consent (Appendix F)
5. Provide modifications for students who have animal fears or allergies
6. Obtain principal’s final approval

Classroom Animals (for 1 semester, renewable)

1. Identify instructional purpose or social/emotional objective
2. Provide statement of animal health & temperament or verify that animal is part of a presentation conducted by an experienced animal handler who engages in demonstrations in a school setting on a regular basis
3. Obtain principal’s signature of approval to proceed to next steps
4. Send letter to parent and obtain parent consent (Appendix F)
5. Provide modifications for students who have animal fears or allergies
6. Obtain principal’s final approval

Animals Excluded from School or Classroom Use

- Poisonous, venomous animals
- Family pets unless all policy requirements are met

Animals Exempt from Compliance With Policy

- Trained & certified service animals supporting individuals with disabilities
- Animals used in K-8 Science Curriculum
- Invertebrates used in Grades 9-12 Science Curriculum

(Refer to School Board Policy 4615 adopted on August 7, 2006 www.mmsd.org for the entire Board Policy)
SAFE ARRIVAL

In the event your child is absent, or will be late, we ask that you call the school safe arrival and attendance line (663-8173). As the title implies, we want to make sure every child is safe and accounted for each school day. To make the project work, we must have your cooperation. Please call the school before 8:45 a.m. any day your child will not be at school. Teachers will notify the office by 8:45 of all absentees. If we do not hear from you, someone will be calling you.

If your child has a dental or doctor’s appointment or if it is necessary for him/her to be absent for other family reasons, please let the teacher know prior to the time of absence.

Absence Procedure

For each day a student is absent for reasons listed above, except C, the following should occur:

1) The parent/guardian should call the school’s Attendance Line by 7:45 a.m. to explain the absence, or
2) If no contact is made on the day of the absence, upon returning to school, the student must bring a written excuse signed by the parent/guardian to the appropriate school secretary. The note must list the date(s) of the absence and explain the reasons. Excuses that are submitted late and do not contain exact dates, times and reasons for absence will not be honored and the absence(s) will be unexcused.
3) The principal will determine if the reason for the absence is excusable based on Board of Education Policy. The determination of whether an absence from school is excused or unexcused must be made on the day the student returns to school so that the school can notify the parent(s)/guardian(s) if the absence is unexcused.
4) The Principal is responsible for confirming and determining whether the reasons for absences are valid. To that end, the Principal and/or student services staff may ask the parent/guardian of a child to obtain a written statement from a licensed medical provider as sufficient proof of the child’s physical or emotional condition. Except as otherwise provided by law and/or Board Policy, if a parent/legal guardian fails to cooperate with a school’s request to provide specific information about an absence, and/or if the Principal believes the reason for the absence is not valid, the absence may be recorded as unexcused or changed from excused to unexcused. If a request of a parent is denied, the parent should be advised by the Principal of the probable consequence.

Unexcused Absences

In accordance with Board Policy, a student’s absence will be recorded as unexcused when there is not good cause or recognized legal grounds for the absence as described above. In deciding whether to record an absence as excused or unexcused, the school principal is responsible for confirming and determining in some cases whether the reasons for absences are valid. To that end, the principal and/or student services staff may ask for documentation. Except as otherwise provided by law and/or Board Policy, if a parent/legal guardian fails to cooperate with a school’s request to provide specific information about an absence, and/or if the principal believes the reason for the absence is not valid, the absence may be recorded as unexcused or changed from excused to unexcused.

Habitual Truancy

When a student’s attendance meets the legal definition for habitual truancy, MMSD is required to initiate interventions that can include interviewing, conferencing, on-going monitoring of attendance, contracting and/or referral to Madison Municipal or Dane County Juvenile Courts. These requirements are based on Wisconsin Statute 118.16 which defines an habitual truant as “a pupil who is absent without an acceptable excuse under sub. (4) and s. 118.15 for part or all of 5 or more days on which school is held during a school semester.”

In order to prevent students from becoming habitually truant, MMSD has developed a comprehensive attendance improvement approach. Students, and/or their parent(s)/guardian(s), are strongly encouraged to contact the student’s principal or a member of the school’s Student Services Team (Nurse, Social Worker, School Counselor, or Psychologist) as soon as attendance becomes a problem, and schedule a meeting to discuss the causes of the student’s attendance problems, and work together to find solutions that address these causes. When patterns of problematic attendance become evident, contact with the student and family can also be initiated by members of the school staff.

For those students that become identified as habitually truant, a number of interventions will be implemented, including interviewing, reviewing attendance history and problem-solving. The parent/guardian and the student will be invited to attend a Habitual Truancy Conference and an Attendance Improvement Plan will be assigned to further examine the obstacles to attendance for the student. The purpose of these interventions will be to identify the causes of the attendance problems, develop an appropriate attendance improvement plan, and identify supports within the school and community that can assist the student and family.

All students who are classified as being habitually truant are in violation of Wisconsin law, and as such the student, and his/her parent(s)/guardian(s), may be required to appear in court. Depending upon the age of the student and circumstances related to the absences, the court may levy sanctions, and require that the parent/guardian cause the child to attend school. In addition, the court may order sanctions requiring that the student receive counseling and/or perform community service.

Tardy

Students are expected to be on time for school at the start of the school day and for their classes throughout the school day. A student is considered tardy if they arrive at school up to 15 minutes after the designated start time.

In addition to missed learning opportunities for the tardy student, tardiness to class or to school causes disruption to the learning environment for all students. Patterns of severe tardiness call for intervention by the teacher, the principal, and/or the school’s student services staff.

Questions about your school’s absence procedures can be directed to your school administrator(s).
**General Information (continued)**

**BANNED ITEMS IN SCHOOL**
For safety reasons, children are not permitted to bring the following items to school: skateboards, baseballs and baseball bats, roller skates or any items that might be dangerous if used where a group of children are playing. Recreational items that are properly labeled such as baseball gloves, rubber bands and jump ropes are permitted.

**CHILD CARE – BEFORE AND AFTER SCHOOL ON-SITE PROVIDERS**

<table>
<thead>
<tr>
<th>Program Provider</th>
<th>Schools</th>
<th>Contact</th>
<th>Services Provided</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>East YMCA</strong></td>
<td>Elvehjem Elem. Gompers Elem. Kennedy Elem. Sandburg Elem. Schenk Elem.</td>
<td>Ali Johnson YMCA 8001 Excelsior Dr. 221-1574 x1051</td>
<td>before and after school childcare</td>
</tr>
<tr>
<td><strong>MSCR</strong></td>
<td>Allied Learning Center+ Allis Elem.** Emerson Elem.+ Falk Elem.** Glendale Elem.** Hawthorne** Lake View Elem.** Lincoln Elem.** Lindbergh Elem.** Lowell Elem. + Mendota Elem.** Midvale Elem.** Nuestro Mundo +</td>
<td>Jean Gascho 3802 Regent St. 204-3008</td>
<td>** Safe Haven childcare &amp; Community Learning Center (CLC) + Safe Haven childcare only All programs - after school only</td>
</tr>
<tr>
<td><strong>West YMCA</strong></td>
<td>Huegel Elem. Olson Elem. Orchard Ridge Elem.</td>
<td>Ali Johnson YMCA 8001 Excelsior Dr. 221-1574 x1051</td>
<td>before and after school</td>
</tr>
</tbody>
</table>

Updated for the 2012-13 School Year.

**DIRECTORY INFORMATION**
Wisconsin law allows the District to disclose directory information about students unless parents/legal guardians desire that all or any part of this information not be released. If parents/legal guardians wish to have information about their child(ren) withheld they must complete the "Request to Withhold Directory Information" form for each child. This form is available in all school offices. Directory Data/Information means those pupil records which include the pupil’s name, present address, telephone listing (unless the number is unlisted), date and place of birth, major field of study (e.g. 3rd grade elementary education at Leopold School), dates of attendance, dates of attendance, participation in officially recognized activities and sports, weights and heights of members of athletic teams, student’s photograph, the most recent previous school attended by the student, and degrees and awards received.

**Census Verification**
Parents/legal guardians are reminded of the importance of the Census Verification which is available online for all students information can be updated and verified prior to August enrollment dates. Information on this verification is very important, since it is the only way for school personnel to locate a student’s parent/legal guardian or alternative contact person in the case of illness or emergency.

**Change Of Address/Phone**
For your child’s safety, please inform the school whenever you have a phone or address change or if your alternative emergency contacts change. Please inform us if you will be temporarily out of town and your child will be staying with someone else.

**Instructions for Family Information**
The Madison Metropolitan School District believes that it is important for both parents/legal guardians to be informed about a student's progress. If your child does not live with both parents/legal guardians, we strongly urge you to provide the names of all persons with legal rights to information to the school so that we can communicate with them.

Follow these instructions for the family information section:

1. If parents/legal guardians live apart, fill out both sides of the household form, indicating which household is the primary household. If the parent/legal guardians live apart be sure to list both households when filling out the online household information piece of the registration or enrollment form.

2. The primary household should be the household the student declares as primary household for enrollment purposes. The primary household is the household the student declares as primary household for enrollment purposes, this establishes the attendance area the student resides in.

3. The online registration and census form allow for additional contact people should to be added, if the student has a secondary household that information can also be added. If someone other than the parent has rights to records it needs to be indicated on the form: a. LEGAL CUSTODY OF THE STUDENT and/or b. LEGAL ACCESS TO THE STUDENT’S RECORDS.

4. In addition to the people with legal custody or legal access to records, you may include the names of other adults or other student with whom the student lives. Please indicate the relationship of each adult to the student.

FOR EXAMPLE, if each of the following applies in a family situation:

- Parents/legal guardians are divorced; Parent filling out form should include the other parent as a secondary address other household or mailing.
- Student lives with mother and stepfather, mother would have to sign rights to records for stepfather to have rights.
Student Records

All student records maintained by the Madison Metropolitan School District are confidential, as required by federal and state law.

Parents/legal guardians should be sure to read the brochure on student rights that children bring home during the first week of school. This brochure explains the rights of parents/legal guardians and eligible students to have access to student records.

Several types of educational records are maintained for MMSD students. They are:

1. “Behavioral records” means those pupil records which include psychological tests, personality evaluations, records of conversations, any written statement relating specifically to an individual pupil’s behavior, tests relating specifically to achievement or measurement of ability, the pupil’s physical health records other than his or her immunization records or any lead screening records required under s.254.162, law enforcement officers’ records obtained under s.48.396 (1) or 938.396 (1) (b)2 or (c)3 and any other pupil records that are not progress records.

2. “Progress records” means those pupil records which include the pupil’s grades, a statement of the courses the pupil has taken, the pupil’s attendance record, the pupil’s immunization records, any lead screening records required under s.254.162 and records of the pupil’s school extracurricular activities.

3. “Pupil physical health records” means those pupil records that include basic health information about a pupil, including the pupil’s immunization records, an emergency medical card, a log of first aid and medicine administered to the pupil, an athletic permit card, a record concerning the pupil’s ability to participate in an education program, any lead screening records required under s.254.162, the results of any routine screening test, such as for hearing, vision or scoliosis, and any follow-up to such test, and any other basic health information, as determined by the state superintendent.

4. “Pupil records” means all records relating to individual pupils maintained by a school but does not include notes or records maintained for personal use by a teacher or other person who is required by the state superintendent under s.115.28 (7) to hold a certificate, license or permit if such records and notes are not available to others, records necessary for, and available only to persons involved in, the psychological treatment of a pupil and law enforcement unit records.

Requests by parents/legal guardians to review student records must be submitted in writing to the building principal, who will help to arrange a time when parents/legal guardians can review the records which they wish to see.

Questions or concerns about access to student records should be addressed to the building principal.

FEES

School Activity Fee Waiver

To encourage all students to participate in all school activities regardless of the student’s financial situation, it is the policy of the Board of Education to waive the payment of part or all of student fees if the student or the student’s parent/guardian demonstrates an inability to pay such fees, and to notify students and parent/guardian of this fee waiver policy.

Student fees for the purpose of the waiver policy include fees for school day field trips and fees that are on the yearly student fee schedule, except for library and textbook fines.

Fee Waiver/Reduction request forms are available at all schools, and may be completed by the parent/guardian each school year in which a waiver or fee reduction is requested. If a fee waiver or reduction is granted, it shall be for the entire school year unless the student or the student’s parent/guardian subsequently demonstrates the ability to pay such fees.

FIELD TRIPS

Teachers frequently plan field trips and excursions to provide students with educational experiences, which are extensions of the classroom. These trips are essential to the educational program, and all students are expected to participate.

Parents/legal guardians will receive written notification in advance about field trips and should take care to sign all forms and send money to school if requested. Scholarship money is available if payment of field trip fees creates a hardship for a student’s family. In such cases parents/legal guardians should contact their child’s teacher or the school office.

Medications which are normally given to students during the school day will be given by school staff during field trips. No additional permission is required. If your child needs medication on an overnight or extended day field trip which is NOT regularly given at school, Board policy requires written parent permission and a written order from the health care practitioner. This includes over the counter, non-prescription medication. The medication permission forms are reviewed by the school nurse before the overnight or extended day field trip. Some medications (such as inhalers) may be self-administered but a school staff person will give most medications.

When riding a school bus as part of a field trip, students are expected to obey all school rules governing school bus transportation (see “Bus Transportation”). Any time a field trip is planned by a class, it is necessary for the school to require and obtain parental consent for all students participating. The teacher in charge will supply you with the necessary form and information. The form must be signed by a parent or guardian and returned to school prior to the event.

Adults who volunteer to help supervise field trips should make other arrangements for their younger children.

On occasion, families are asked to provide money to cover the costs of field trips or special activities (bus fares, tickets to events, admission fees). At Muir, all children are included in these activities, regardless of their ability to pay. Please let your child’s teacher know if cost is ever a concern. Your child is always welcome to participate.

FOOD & NUTRITION

Lunch Program And Schedules

Hot lunch is available at Muir. It is brought to our school prepackaged for each child participating in the program. The cost per meal is $2.50. Children may also bring a sack lunch and purchase milk for 50 cents a carton on a daily basis.

You may send one check covering all the children in your family. Make checks payable to John Muir School and send in a labeled envelope. Please write child/children’s name(s), grade(s) and the teacher’s name on the envelope. To provide the school with an accurate number of students eating, lunch money is collected on Wednesdays for the following week (Monday through Friday).

If a child qualified for a free or reduced meal, the parent(s) must complete an application form.

Breakfast Program

A breakfast program has also been implemented at Muir. Children may eat breakfast for $1.25 per meal. There is no charge for reduced breakfasts for the 2011-12 school year ONLY. Payment for breakfasts should be sent in a labeled envelope just as for hot lunches.

For Additional Information, please visit our website at www.foodsvcweb.madison.k12.wi.us
Dear Parents & Guardians,

The MMSD Food & Nutrition Department welcomes you to the 2011-2012-2013 school year. We are eager to provide your family with healthy and nutritious options for Breakfast and Lunch at all of our Elementary, Middle and High Schools. We strive to meet nutritional requirements as well as cater to the likes of young children.

As your child progresses into Middle/middle and High School/high school, they will have more selections for their meal choices. All of our menus in the USDA Breakfast and USDA Lunch programs are designed to meet nutritional standards. Each menu is analyzed to ensure it meets 8 specific nutritional targets. Five different vitamins and minerals are analyzed as well as monitoring the fat content, providing no more than 30% of the calories from fat, while no more than 10% of the calories come from saturated fats. There are specific guidelines for calorie ranges for each of the different menus we offer. Meeting the above mentioned guidelines ensures that our meals provide students with one third of their dietary requirements for lunch and one fourth for breakfast. Studies have shown that eating balanced meals, in combination with physical activity, will help with child development. What better way to establish healthy eating patterns than as a participant of our meal programs!

Sincerely, Your FAN Team

Food Safety
MMSD Food & Nutrition Department operates under regulations from the FDA Food Code, the State of Wisconsin Food Code and the Public Health Department. We are committed to providing safe food for our customers at every step of our process including standards for ordering, receiving, storage, preparation, cooking and serving. Each school and our central kitchen are inspected twice a school year by Public Health Madison Dane County.

All school sites as well as the Food Production Center operate under comprehensive written “School Food Safety” plans. Plans are based on the principals of HACCP (Hazard Analysis & Critical Control Points), a systematic preventive approach to food safety.

Our FAN Team includes a Quality Assurance Specialist to ensure that the 20,000 plus meals served daily are served safely. All of our staff receives initial and on-going training using the National Restaurant Association’s “ServSafe” Food Safety Course materials.

Breakfast Program
All schools in the Madison Metropolitan School District offer breakfast daily. Breakfast is served 15 - 20 minutes prior to the start of the school day. A school breakfast generally consists of milk, fresh fruit or 100% fruit juice, and an entrée that includes grains and/or a protein source. Families may qualify for free breakfast as determined by their financial situation. For more information, please see the section on Free & Reduced Price Meals.

Please note: USDA regulations require that we serve a complete meal. Individual items, such as milk, can not be provided free to supplement a meal from home.

Lunch Program
Lunch is available daily at all of the Madison Metropolitan Schools. Serving times vary per location. Lunches consist of milk, choice of entrée containing protein and whole grains, fruits and vegetables. Our Nutrition Team is constantly searching for different and healthy choices to offer our students. We are committed to offering meals that are both great tasting and nutritious. Families may qualify for free price lunch as determined by their financial situation. For more information, please see the section on Free & Reduced Meals.

Please note: USDA regulations require that we serve a complete meal. Individual items, such as milk, cannot be provided free to supplement a meal from home.

Food Safety
MMSD Food & Nutrition Department operates under regulations from the FDA Food Code, the State of Wisconsin Food Code and the Public Health Department. We are committed to providing safe food for our customers at every step of our process including standards for ordering, receiving, storage, preparation, cooking and serving. Each school and our central kitchen are inspected twice a school year by Public Health Madison Dane County.

All school sites as well as the Food Production Center operate under comprehensive written “School Food Safety” plans. Plans are based on the principals of HACCP (Hazard Analysis & Critical Control Points), a systematic preventive approach to food safety.

Our FAN Team includes a Quality Assurance Specialist to ensure that the 20,000 plus meals served daily are served safely. All of our staff receives initial and on-going training using the National Restaurant Association’s “ServSafe” Food Safety Course materials.

Breakfast Program
All schools in the Madison Metropolitan School District offer breakfast daily. Breakfast is served 15 - 20 minutes prior to the start of the school day. A school breakfast generally consists of milk, fresh fruit or 100% fruit juice, and an entrée that includes grains and/or a protein source. Families may qualify for free breakfast as determined by their financial situation. For more information, please see the section on Free & Reduced Price Meals.

Please note: USDA regulations require that we serve a complete meal. Individual items, such as milk, can not be provided free to supplement a meal from home.

Lunch Program
Lunch is available daily at all of the Madison Metropolitan Schools. Serving times vary per location. Lunches consist of milk, choice of entrée containing protein and whole grains, fruits and vegetables. Our Nutrition Team is constantly searching for different and healthy choices to offer our students. We are committed to offering meals that are both great tasting and nutritious. Families may qualify for free price lunch as determined by their financial situation. For more information, please see the section on Free & Reduced Meals.

Please note: USDA regulations require that we serve a complete meal. Individual items, such as milk, cannot be provided free to supplement a meal from home.

Lunches To Go
Let us help with Field Trips with our ‘Lunches To Go’. Cold lunches are available and may be ordered ahead and sent to your child’s school. For more information, please go to our website and check out our Menus.

Free and Reduced Price Meal Information
The Madison Metropolitan School District participates in the National School Lunch and Breakfast Program. Your children may qualify for free meals or for reduced price meals.

To apply for Free and Reduced price meals please complete either:
A paper application available at registration or
An online application at http://lunchapp.madison.k12.wi.us

If you do not have access to a computer, they will be available at registration or Madison Public Libraries.

If you have other questions or need help, call (608) 204-4001.
Office hours beginning August 20th are 7:00 am to 2:30 pm.

Meal Prices

<table>
<thead>
<tr>
<th>Reduced and Free</th>
<th>USDA Breakfast</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elementary Full Pay</td>
<td>$1.25</td>
</tr>
<tr>
<td>Middle School Full Pay</td>
<td>$1.50</td>
</tr>
<tr>
<td>High School Full Pay</td>
<td>$1.50</td>
</tr>
<tr>
<td>Adult at Elementary</td>
<td>$1.55</td>
</tr>
<tr>
<td>Adult at MS &amp; HS.</td>
<td>$1.65</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Reduced</th>
<th>USDA Lunch</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elementary Full Pay</td>
<td>$2.50</td>
</tr>
<tr>
<td>Middle School Full Pay</td>
<td>$2.90</td>
</tr>
<tr>
<td>High School Full Pay</td>
<td>$2.90+</td>
</tr>
<tr>
<td>Adult at Elementary</td>
<td>$3.45</td>
</tr>
<tr>
<td>Adult at MS &amp; HS</td>
<td>$3.70+</td>
</tr>
</tbody>
</table>

Milk may be purchased for 50 cents.

Please note: USDA regulations require that we serve a complete meal. Individual items, such as milk, can not be provided free to supplement a meal from home.

Payment Options
MMSD Food & Nutrition Department has implemented an online payment option called MyPaymentsPlus. Use www.MyPaymentsPlus.com to check account balances online. Make payments to your student’s breakfast and lunch account. Monitor breakfast and lunch purchases. Receive email reminders when your student’s balance is low. You can even set up auto-replenish payments. You need your child’s MMSD student ID number in order to set up a MyPaymentsPlus account. If you do not know the account number for your child, please inquire at your child’s school, or call Food & Nutrition at 204-4001.

Please Visit Our Website
For more and up to date information, please visit our website. Our website can be found on the MMSD website or by entering www.foodsvcweb.madison.k12.wi.us
Gifts for Staff (Board Policy 8254A)

In accordance with Board of Education policy 8254A, staff members are not permitted to “accept or solicit for personal use a gift worth more than token value from a pupil or parent...[however,] the Superintendent may make exceptions in extenuating circumstances such as cases of bereavement, illness or death.”

Because many children enjoy giving things to their teachers, the District suggests that gifts take the form of a book, DVD or game for the classroom or Library Media Center. In this way, all students can benefit from gifts given to teachers and other staff members.

Guest Speakers

Occasionally, teachers invite guest speakers into their classrooms. Teachers planning to use outside resource personnel must clear this with the principal prior to their “guest” appearance. Guest speakers report to the main office upon arrival at school.

Help with a Concern

Kindergarten Screening for Early Entrance

Board of Education Policy states that a child who becomes five years of age between September 2 through December 31 may enroll in kindergarten only after satisfactory completion of preliminary student assessments. A child being assessed for early entrance into kindergarten should have superior intellectual growth and language skills and must demonstrate the social, emotional, physical and mental maturity normally expected for successful participation in kindergarten. Parents who have concerns about school readiness should contact the school psychologist. They will be asked to complete a request form for placement on the early entrance evaluation schedule. If you need further information on the early entrance procedure, please contact your school’s psychologist or see www.mmsd.org. Children born after December 31 may not be screened for early entry. (Wis. Statute).

BOE Policy 4011

Parent/Legal Guardian Involvement (Board Policy 4500)

All elementary schools have committees and PTO/PTA groups that provide opportunities for parents/legal guardians to participate actively in their children’s school. Through these activities parents/legal guardians can become better informed about, and can influence and gather community support for local school programs and policies.
Parent participation in the School Improvement Plan (SIP) process is encouraged. Through their involvement in SIP, parents contribute to the identification of school goals and the action plans for implementation.

Many parents/legal guardians share their talents and interests by assisting teachers with classroom projects and activities. Other parents/legal guardians provide leadership for enrichment programs to enhance the school’s curriculum.

The Board of Education also forms occasional task forces and/or committees to advise the District on specific issues. In recent years these groups have examined such school-related issues as racial integration, family change and space utilization. Citizens, parents/legal guardians and non-parents alike have shown their support by becoming involved in the schools as part of these advisory groups. Please contact 663-1659 for further information.

Research has shown that children whose parents/legal guardians are involved with the school are more likely to achieve and to feel good about their school experiences. MMUSD elementary schools encourage parents/legal guardians to become involved in their children’s educational programs in whatever way is most comfortable and interesting for them. The most important way for parents/legal guardians to be involved with their child’s education is by spending time each day with their child and by reading to them.

PTO

The John Muir Parent-Teacher Organization, or PTO, is your means to give and receive information about your education of your children. The PTO is an organization that offers John Muir parents an opportunity to work for the enrichment and betterment of the school. Parents’ ideas and thoughts are needed and welcomed.

Muir’s PTO sponsors several educational programs each year. It also sponsors fund raising events such as the Book Fair, etc. These fund raising programs provide money for additional projects which are not included in the regular school budget.

In addition, the PTO recruits and organizes volunteers to help in many PTO sponsored activities. The parent volunteer form shows the scope of these activities in which we encourage parent participation. All families are members of the PTO. There is no fee.

The PTO meetings are open and all parents are invited to attend. The meetings are held on the first Tuesday evening of each month at 7:00 p.m. in the LMC. If you have a special concern and cannot attend the meeting, please speak to a Board member about it.

Visitation to School or Classrooms (Board Policy 4005)

We welcome and encourage parents/legal guardians to visit their children’s school. However, when you come to school be sure to secure a visitor’s pass from the school office when you arrive. This allows us to keep your children safe as unauthorized persons or visitations are prohibited. Should unauthorized persons enter or remain on school premises, the principal or his/her representative may request assistance from the appropriate police department to remove such unauthorized persons.

PARENT/TEACHER COMMUNICATIONS

Scheduled Parent/Teacher Conferences

Parents/legal guardians receive formal reports on their children’s progress four times during the school year. All elementary schools schedule parent/teacher conferences at the end of the first quarter to give parents/legal guardians and teachers an opportunity to share information about the child.

Written reports are sent home at the end of the second quarter, third quarter, and at the end of the year. The third quarter report card is an abbreviated report card.

When parents are divorced or separated both parents/legal guardians have the right to receive information about their child’s school progress, unless the court has ruled otherwise. Please stop at the school office to confirm if duplicate information is needed.

It is vital that parents/legal guardians and teachers be in communication with each other frequently so that the child understands that everyone is working together. If you have any questions about your child’s progress or educational program, do not hesitate to call your child’s teacher or the school principal.

PLAYGROUND POLICIES AND GUIDELINES

I. Use of Playground Equipment

A. Children using the monkey bars must cross the bars in the same directions, one at a time.
B. Only one child may swing on the tire swing at a time. Children must sit on the swing and must not lean beyond the edge of the tire.
C. When you are the first person in line waiting for a turn on the swing, count slowly and steadily to 100. Then it will be your turn.
D. One child at a time will slide down the slide; slide feet first in a sitting position.
E. Use the slide only when the person in front of you has cleared the bottom.

II. Playground Activities

A. Tag and other running games are allowed in designated areas. When play is unsafe, the supervisor may decide not to allow tag or running games to continue.

III. Playground Boundaries

A. Stay on the playground. Stay out of the bushes and trees and away from the back hill and the hill along the edge of the playground.
B. Students must stay outside on the playground during recess unless they have a teacher’s permission to be inside.
C. Students must stay off the sidewalks that lead into the building during recess.
D. Students must stay off the steps behind the building that lead into the fifth grade wing.
E. Students must stay off the time-out rail unless a supervisor has directed them to go there for a time-out.

IV. Transitions

A. All students line up immediately after the bell rings. All students come into the building without talking.
B. Students must obtain a nurse’s pass from a supervisor before going to the nurse’s office.

V. Special Considerations for Winter Weather

A. Students without proper clothing (snowpants and boots) must stay on the blacktop.
B. Students may not throw snowballs.

RETURN FROM DISCIPLINE

There are two forms of student discipline that involve an interruption of a student’s attendance at school; the first being an out-of-school suspension and the second being an expulsion. The District’s procedure for a student to return to school for each of those disciplinary interruptions includes a meeting involving the Principal, parent/guardian, and student. During the meeting those attending discuss strategies
to enable the student to successfully re-engage with the school community. The specific procedures regarding out-of-school suspensions can be found in Board of Education Policy 4043 and for Expulsion, in Board of Education Policy 4045.

Muir Elementary School aims to be a positive place where students, staff, and parents feel good about school and where important learning occurs. We believe all students and staff must be physically and emotionally safe to have an effective learning environment. We also believe that establishing an appreciation for all cultures and developing positive relationships in a school community is essential for students' engagement and learning. Further, we believe that appropriate student behaviors must be defined, modeled, supported and recognized to achieve personal growth. The responsibility for developing appropriate behavior that ultimately leads to self-discipline must be shared by staff, parents/guardians, and the students themselves.

Muir staff has developed a SCHOOL-WIDE POSITIVE BEHAVIOR PLAN based on the work of Corwin Kronenberg. The ultimate goal of this plan is to provide a structure that helps students effectively work through behavior situations in a positive and meaningful way. Part of this plan will be positive recognition and celebrations for student behaviors that contribute to a sense of community. The other part of the plan is the consistent response to misbehaviors as they occur. We have developed a system to categorize behaviors and the kinds of responses for each level. All staff will use consistent language to describe behaviors that either add or detract from making Muir a safe and productive learning community. By adopting this system and putting it into practice throughout the school, we hope to communicate clear boundaries for behaviors and work in a coordinated way for students to make good decisions.

Muir's School-Wide Positive Behavior Plan will consist of three primary components. The first component of the program is the conceptual graphic that communicates a common understanding of behavioral expectations. The second component is the approach Muir staff will take to teach, affirm, and celebrate desirable behaviors. The third component is the plan to address and intervene when misbehaviors occur.

ABOVE THE LINE, BELOW THE LINE, AND BOTTOM LINE

The following graphic will be displayed in all classrooms and throughout the school to serve as a reference point for communication among staff, students and Muir families.

This representation is based on the work of Corwin Kronenberg and, as a model, has been adopted by a number of MMSD schools. Its structure is simple: ABOVE the LINE refers to student behaviors that are desirable in that they contribute to a sense of community. BELOW the LINE refers to student misbehaviors that detract from the sense of community. BOTTOM LINE behaviors not only detract from the sense of community but are defined in the MMSD Code of Conduct. These general concepts – Above the Line, Below the Line, and Bottom Line provide a clear way of talking about behaviors. The graphic has been developed with the behaviors included. It is also available as a blank graphic for more specific behavioral descriptions in classrooms and other environments.

A critical part of this plan is the communication with families and enlisting home support of the school’s basic rules. Together, Muir school staff and Muir families can establish and mutually reinforce common expectations for positive behavior.

Teaching, Affirming, and Responding to Behaviors

### ABOVE THE LINE

Positive behaviors that add to a feeling of community:
- Be a Learner - Be Peaceful - Be Respectful -
- Be Safe - Be Responsible

### BELOW THE LINE

Behaviors that take away from a feeling of community

### BOTTOM LINE

SERIOUS BEHAVIORS that make Muir unsafe

Responses to Below and Bottom Line Behaviors

<table>
<thead>
<tr>
<th>Below the Line</th>
<th>Staff will address through &quot;Fix-it Plans&quot;</th>
<th>Parent/Guardian may be contacted</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level 1” Behaviors</td>
<td>Administerator/Support</td>
<td>Parent/Guardian contacted</td>
</tr>
<tr>
<td>Level 2” Behaviors</td>
<td>staff address through FIP’s</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Bottom Line</th>
<th>Administrator follows Code of Conduct and Re-entry FIP’s</th>
<th>Parent/Guardian contacted</th>
</tr>
</thead>
<tbody>
<tr>
<td>‘Level 3” Behaviors</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Our school will work to help all of our students stay “above the line” through specific programs, engaging learning experiences, and the relationships we foster each day.
General Information (continued)

When students “fall below the line” staff and principal will work together with the student to address issues through consequences and a “fix-it” plan. Depending on the severity, frequency, and other factors, parent/guardians may be contacted.

When students fall to “bottom line” the principal will determine consequences and “fix-it” plans in light of the district’s Code of Conduct. At this level of behavior, parent/guardians will be contacted.

School Schedule

<table>
<thead>
<tr>
<th>School Hours</th>
<th>Monday</th>
<th>Tuesday Through Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>EC-AM</td>
<td>8:30 - 10:37</td>
<td>EC-AM 8:30 - 11:05</td>
</tr>
<tr>
<td></td>
<td>11:12 - 1:20</td>
<td>EC-PM 12:23 - 3:00</td>
</tr>
<tr>
<td>K-5</td>
<td>8:30 - 1:45</td>
<td>GR K-5 8:30 - 3:17</td>
</tr>
</tbody>
</table>

Students are not to be in the building before 8:15 a.m. or after 3:20 p.m. unless they are registered in the After School Day Care Program. Supervision for the students is provided between the hours of 8:15 a.m. and 3:20 p.m. Parents will need to make their own arrangements for childcare falling outside of these hours.

Student Services

John Muir School has an educational support staff, which includes teachers, special education, speech and language therapist, psychologist, social worker, nurse, and an occupational and physical therapy team. Individually or collectively, support staff members are available to consult with teachers or parents regarding any concerns for children.

In addition, they provide direct services to children. Some services are provided as a result of a formalized IEP evaluation, which determines that a child requires “special education.”

Health Services

Each elementary school has a nurse and nurse’s assistant on staff who are available to perform a number of health-related services including: administration of medication during the school day, hearing and vision screening, reviewing immunization records, caring for sick or injured students, help with chronic illness management and assistance in finding health care. Feel free to contact the school nurse about any health concerns you may have about your child.

Psychology

Each elementary school has a psychologist on staff who is at the school for a period of time ranging from 2 days to 5 days per week, depending on the size and other demographics of the school. Psychologists provide: individual and group support to help students solve problems, support for students concerned about grades or other issues, assistance when a crisis occurs at school or home, mental health assistance referrals, testing as part of school evaluations for learning or social-emotional-behavioral issues and support to parents/guardians seeking guidance regarding the best ways to support their children to be successful in school.

Social Work

Each elementary school has a social worker on staff who is at the school for a period of time ranging from 2 days to 5 days per week, depending on the size and other demographics of the school. Social workers help students in crisis or in conflict, give guidance in family/friend relationships, help students learn protective behaviors, keep track of student attendance concerns and provide referrals to outside community services. They also provide assistance to parents who are seeking guidance regarding the best ways to support their children to be successful in school.

Transfers (Board Policy 4023)

Internal Transfers

An internal transfer can be requested by parents to allow their student(s) to attend a MMSD school while not living in that school’s attendance area. If granted the student may continue to attend the school to which the transfer was granted and other MMSD schools in the normal progression without filing another Internal Transfer Application Form. Completed transfer form should be turned into a school or enrollment office. The transfer form can be filled out online at mmsd.org/enroll. Appeals of the decision of the must be filed with the Assistant Superintendent in writing within ten days of the denial. The assistant superintendent shall make final determination of an appeal within ten days of the receipt of the appeal. For all students attending school on an internal transfer, the parents are responsible for transportation of the student.

By change of residence:

a. Upon a change of residence from one attendance area to another attendance area within the MMSD, including homeless families who establish a permanent residence during the school year, a pupil may enroll in his/her new school of residence immediately, or
b. The parent may complete an Application For Student Internal Transfer Form requesting that the pupil remain at the school in which the pupil has been enrolled. Such requests shall automatically be granted.

Internal transfer request by parents for the current school year:

a. Parents requesting a transfer to have their student attend a school outside of their current MMSD attendance area. Each request will be considered on an individual basis.
b. In judging an internal transfer request, the enrollment office will use the following major criteria:
   1. Whether granting the internal transfer will exceed the pupil-teacher ratio and/or school/program capacity as defined and approved by the Board of Education for external transfers by using actual enrollment numbers and actual staffing positions.
   2. Options for special education students.
   For criteria used for requesting a transfer on a priority basis, or criteria used for an Assistant Superintendent to grant a transfer based on specific circumstances, refer to instructions for completing the Internal Transfer Form or refer to board policy 4023.

Internal transfer request of parents for the next school year:

a. Parents requesting a transfer to have their student attend a school outside of their current MMSD attendance area. Each request will be considered on an individual basis.
b. Annual application for an Internal Transfer will be accepted for the next year beginning on the 1st Monday in February. Internal applications that are filed on or after the 1st Monday in February and before 4:00 p.m. on the 3rd Friday in March shall be given preference over applications filed under the Open Enrollment Policy.
c. In judging an internal transfer request, the enrollment office will use the following major criteria:
   1. Whether granting the internal transfer will exceed the pupil-teacher ratio and/or school/program capacity as defined and approved by the Board of Education for external transfers by using projected enrollment numbers and projected staffing positions.
   2. Options for special education students.
   For criteria used for requesting a transfer on a priority basis see the instructions for completing the Internal Transfer Form or refer to board policy 4023. If after giving priority as set forth, there are more internal transfer requests than the receiving school has space available, then a lottery will be held to determine who gets selected. If a student is not selected, the parent will be given the option to notify the Enrollment office to have their child added to the waiting list. Parents will be notified before the start of the school year if space becomes available.

RevoCation of an Internal Transfer

A principal may revoke an internal transfer for reasons related to discipline, absenteeism, tardiness, and/
General Information (cont.)

or academic performance of the student. If a transfer is revoked, the elementary student shall immediately be enrolled in his/her school of residence. For middle and high school students, the revocation becomes effective at the end of the term. If the transfer was granted under specific criteria by an Assistant Superintendent then that Assistant Superintendent has the discretion to revoke the transfer.

TRANSPORTATION

Bikes
A pupil under the age of ten shall not ride a bicycle to school.
• The PRINCIPAL may make exception upon written request of a parent.
• The PRINCIPAL may forbid bicycles on school grounds.

BOE Policy 4233

Students who are in fourth grade and/or 10 years old and who live a sufficient distance from school (five blocks or more) may apply at the office for a permit to bring their bicycles to school. Granting of the permit assumes that the bicycle is in safe riding condition, it is licensed, and that the student and his parents have discussed safety precautions with respect to this privilege. Students with bicycles who need to cross Gammon Road must cross at the crossing guard location.

Bus Transportation

STUDENT RULES, RESPONSIBILITY AND DISCIPLINE
Bus transportation is provided free of charge for all elementary students who live more than 1.5 miles away from their school or who are on a hazardous route, as determined by the city and the county.

The Board of Education views transportation to and from school as part of the school day. Parents and students must assume that bus transportation is a privilege to the student, not a right. Pupils who do not conform to the rules relating to safe transportation may have their riding privilege withdrawn by the bus company.

The following actions have been identified by the Board of Education as justification for refusing a pupil the privilege of riding a school bus:
1. Yelling, cursing, obscene language;
2. Throwing objects within the vehicle or out of the windows;
3. Extending head, arms or hands out of the windows;
4. Fighting, scuffling, smoking in the vehicle;
5. Moving about in the vehicle while it is in motion;
6. Damaging property;
7. Any other conduct which might jeopardize the health, safety, welfare or rights of other people and does not align with the MMSSD Code of Conduct.

Drivers are responsible for the maintenance of order among children being transported and are instructed to use every reasonable means necessary to maintain order on the bus. The District supplies a three-ply “incident report” form to be used by school bus drivers in reporting violations of established rider rules. It is the duty of the driver to immediately report severe misconduct to the principal and to the bus company office.

Guidelines for action to be taken in conjunction with the bus company if a student violates the rules for safe bus riding are as follows:

1. First Incident—Discuss appropriate behavior with student and forward a copy of incident report to parent/guardian;
2. Second Incident—Confer with parent(s)/legal guardian(s) and student(s). Students may be refused transportation for one to three days.
3. Third Incident—Student may be suspended from transportation for a period of four to seven days. Parents/legal guardians must be notified in writing of their right to a hearing and/or appeal.

Severity of offense may dictate acceleration of progression outlined above. Parents/legal guardians may appeal this decision to the Assistant Superintendent for the area involved. However, students whose bus riding privileges have been suspended are required to attend school, and parents must assume responsibility for alternate means of transportation. Continued refusal to abide by established rules may result in suspension of bus riding privileges for the remainder of the school year.

If an adult supervisor from the School District is on the bus, a student may be subject to discipline in accordance with the Student Conduct and Discipline Plan.

The Madison Metropolitan School District is concerned about the health, safety, welfare, and rights of your child. Please go over appropriate school bus riding practices with your child. Student behavior on the school bus and the driver's management of the behavior are two key elements to a safe and enjoyable bus ride for all students. Your child’s bus may or may not be equipped with video monitoring equipment. The video camera is an aid used to monitor bus discipline. It does not replace the discipline policy, the driver's authority, or the responsibility of the school officials. If you have any questions, including questions regarding the use of video equipment on board buses, please call the District's Transportation Office at 663-5288.
**IV. Health, Safety, Security**

**Emergency Situations**

**Fire Drills - Tornado Drills** -- Fire drills are conducted every month, and a tornado drill is conducted in the Spring.

**Lock Down** -- Every school will conduct a lockdown drill each semester. Drills are conducted to prepare staff and students in the event of an emergency.

**Safety Plans**

Every classroom in all of our schools has an Emergency Procedures pamphlet, which provides directions on responding to a variety of emergencies that may be encountered at the school.

**Safety and Security Committee** -- Every school has a Safety and Security Committee, which meets during the year to address issues around safety and security. The committee is composed of parents, staff, and administrators at the elementary schools and students are also included at secondary schools.

**Supervision of the Building and Grounds**

School grounds are supervised by school personnel fifteen minutes before classes begin in the morning and during the day when students are participating in scheduled school activities until school is officially dismissed. School personnel do not supervise playgrounds after classes are dismissed in the afternoon.

In accordance with Board of Education policy, the following shall not be allowed on school grounds:

1. Hardball or tackle football (except in approved areas and under proper supervision);
2. Throwing of stones, snowballs or other missiles;
3. Tripping, shoving, unwanted touching, fighting or other disturbances;
4. Thoughtless running or chasing through other activity areas;
5. Climbing on fences, buildings, ledges, fire escapes, downspouts, swinging gates, etc.;
6. Making snow or ice slides on walks;
7. All powered vehicles, including go-karts, powered bikes, mini-bikes, motorcycles, snowmobiles, etc.;
8. Dogs or other pets.

**School Entrances/access**

In order to ensure the security of our schools, entrance will be restricted to one main door, as well as to a handicapped entrance. Please check with your school for the appropriate designated entrances.

**Emergency - Weather**

When weather conditions appear dangerous, district staff members review the situation beginning early in the morning. They talk with the City Streets Department, Police Department, bus companies and the National Weather Service to see if buses will be able to travel safely to and from school. Building Services staff advises whether all buildings are adequately heated and accessible for students. The decision to close schools is made by 6:30 a.m. and radio and television stations are given that information. If you have a question about whether schools will be closed, please listen to local media instead of calling the school office.

If a tornado or other storm threatens our area during the school day, students will be kept at school in the safest area of the building until the “all clear” message is sounded by Dane County emergency government officials.

**Helping Hands**

MMSD elementary schools participate with the Madison Police Department in the Helping Hand program. This program has been developed to help children travel safely on the streets to and from school. A child in distress, whether she/he is lost, injured or needing protection from a threatening situation, can get help from any home which displays a Helping Hand sign.

All Helping Hand providers are aware of the importance of reporting any questionable incident to the police. They serve as friends and protectors of all children.

**Medication Policy**

1. Students who take daily or as needed medication at school must have the following in place with the school nurse before any medication can be given:
   - Written Order for Medication Administration from the prescriber
   - Parent/Guardian Medication/Procedure Consent Form
   - Medication provided in the original pharmacy labeled container supplied by the parent/guardian with the following information:
     a. Student’s full name;
     b. Name of the drug and dosage;
     c. Effective date;
     d. Directions;
     e. Time to be given; and
     f. Prescribing practitioner’s name.

2. Non-prescription (over the counter) medication must be supplied by the student’s parent/guardian in the original manufacturer’s package and the package must list the ingredients and recommended therapeutic dose in a legible format.

3. The student will take the medication at the designated time supervised by authorized school personnel.

4. Only limited quantities of any medication should be kept at school.

5. All medication administered at school will be stored in a locked cubicle, drawer, or other safe place.

6. Parents/legal guardians must notify the school when the drug is discontinued and/or the dosage or time is changed. If the medication is changed, a new order must be received from the practitioner.

7. No over-the-counter medication will be administered to students unless the above process has been completed.

**ILLNESS**

**Is Your Child Well Enough To Go To School?**

It is not always easy to decide if your child is sick enough to stay home or well enough to be in school. Children who come to school are expected, with few exceptions, to participate fully in school activities.

Here are some guidelines that might help in a parent’s decision-making:

1. **Fever:** A fever of 100 degrees or more signals an illness that is probably going to make a student uncomfortable and unable to function well in class. Your child should stay home until his or her temperature is less than 100 degrees for a day and he/she is feeling better.
2. **Vomiting, Diarrhea or Severe Nausea:** These are symptoms that require a student to remain at home until a normal diet is tolerated the night before and the morning of school.
3. **Infectious Diseases:** Diseases such as impetigo, pink eye with thick drainage, and strep throat require a health care provider’s visits and prescription for medication. Contacting the health care provider and using the medicine as directed for the full recommended length of time are necessary. A student may return to school 24 hours after the first dose of an antibiotic and if he/she is feeling well.

Students with chicken pox may return to school when all the scabs are completely dried and no new lesions are developing (usually 5-7 days).

4. **Rashes:** Rashes or patches of broken, itchy skin need to be examined by a health care provider if they appear to be spreading or not improving.

5. **Injuries:** If a student has an injury that causes continuous discomfort, the student should not attend school until the condition is checked by a health care provider or it improves. Injuries that interfere with class participation need a medical evaluation. If participation in physical education classes is not recommended, a health care provider’s excuse is required.
8. New written permission from the prescriber and parent/legal guardian must be received each year for students who take medication on a long-term basis.

The Practitioner Order for Medication Administration and the Parent/Guardian Medication/Procedure are both available on the district website: http://stusvcweb.madison.k12.wi.us/node/100

Expanded Health Services for Emergency Situations
All schools provide expanded emergency treatment for serious asthma problems and serious allergic reactions when the school nurse is in the building. This includes (1) nebulizer treatments for serious breathing problems and (2) injection of epinephrine for students who have serious allergic reactions. The goal is to initiate treatment before 911 responders arrive. Look for more information in your child’s school newsletter or talk with the school nurse. Information is also available on the school district’s website at http://stusvcweb.madison.k12.wi.us/node/102

Medical Insurance
The Madison Metropolitan School District does not carry student medical insurance. Parents/legal guardians are, therefore, responsible for medical expenses for pupils injured on school premises.

Even with the best safety precautions, there is an element of risk to children during normal school activities such as recess and physical education. Parents/legal guardians are encouraged to consider the adequacy of their medical insurance.

Students who are uninsured and not eligible for insurance may be able to participate in a program called Primary Access for Kids (PAK). PAK is not health insurance. It provides access to a primary care provider for check-ups and visits for illness as well as basic prescription medications. Talk to your child’s school nurse for more information.

Immunization Law
For the health and safety of all students, Wisconsin law requires that students in grades pre-kindergarten through 12 have at least minimum protection against certain communicable diseases. Required immunizations include:

- diphtheria-tetanus-pertussis vaccine (DTaP, DT, Td, Tdap),
- polio vaccine,
- measles-mumps-rubella (MMR) vaccine,
- Hepatitis B vaccine, and
- varicella vaccine or a history of chicken pox disease.

The age and grade specific requirements can be found at http://stusvcweb.madison.k12.wi.us/node/101. The vaccine doses required by state law are minimum requirements. Additional vaccines may be recommended for your child. Please check with your clinic or the public health department for complete recommendations. You can submit new immunization dates electronically by going to the MMSD website: http://stusvcweb.madison.k12.wi.us/node/101

After the 30th school day, the district is required to exclude elementary and middle school students who do not meet the minimum requirements as established by the State of Wisconsin.

The Wisconsin Immunization Registry (WIR) stores a child’s immunization records electronically in a secure system. The WIR is maintained by the Immunization Program of the Wisconsin Department of Health Services (DHS). When your child receives health care, your health care provider can access this information to (1) determine which, if any, immunizations are due at that time; and (2) update your child’s immunization records as needed. Parents and legal guardians can also access this information via the Internet. More information on parent access is at http://dhs.wi.gov/immunization/WIR.htm.

(Revised June 2012)

Releasing Children from a School During the Day
If it is necessary for you or someone authorized by you to take your child out of school during the instructional day (after school has started and before the end of the day), we ask that you follow the procedures below:

1. You or the authorized adult must sign the logbook in the office and record the reason for requesting the release of your child.
2. The adult must have the authority to pick up the child, either
   - he or she is the legal guardian or parent
   - he/she is verified as the emergency contact listed on the official registration form or
   - your child has brought a note signed by a legal guardian or parent to the office saying that this adult has authority to pick up your child.
3. If the office staff does not know the adult, then
   - identification matching the parent’s note must be secured or
   - the child’s parents or someone listed on the official enrollment form must be called to verify the person’s identity and their authority to pick up the child.

Your child will not be released if appropriate identification or verification of authority cannot be obtained.
4. Your child’s teacher will be notified by the office to send your child to the office.

To ensure the safety of your child, we will ask that any authorized adult (including parents) picking up a child will do so in the school office under the supervision of an office staff person.

Once school is in session, no non-school staff (including parents) will be allowed to go to a classroom unaccompanied and pick up a child.

Traffic Safety
School Safety Patrols
All elementary schools with students enrolled in grades 3-5 have safety patrol programs, wherein fifth graders assist younger students at street crossings. Patrols are stationed before and after school at street intersections and at school building doors in order to help students get to and from school safely. Some schools use safety patrolers as “helpers on the playground” during lunch recesses, or for hallway safety throughout the day.

Parents/legal guardians are encouraged to urge their children to cooperate with school safety patrols to promote:

- Acceptance of responsibility
- Being valuable members of a team
- Being responsible citizens
- Volunteering and helping fellow students
- Becoming leaders and pathfinders.
Children and adolescents need access to healthful foods and opportunities to be physically active in order to grow, learn, and thrive. Good health fosters student attendance and education. The Madison Metropolitan School District (MMSD) is committed to providing school environments that promote and protect the health and well-being of all students by supporting healthy eating and physical activity which are important for their ability to learn. It is the policy of the Madison Metropolitan School District Board of Education that:

- Schools shall provide nutrition education and physical education to foster lifelong habits of healthy eating and physical activity, and shall establish linkages between health education and school meal programs, and other activities that occur within the school day.
- All students in grades K-12 shall have opportunities and encouragement to be physically active on a regular basis.
- Foods and beverages sold or served at school during the school day, at school sponsored events and in MSCR programs for students shall meet the nutrition recommendations of the U.S. Dietary Guidelines for Americans, 2005.
- To the maximum extent practicable, all schools in the MMSD shall participate in available federal school meal programs.

### Wellness Policy

The “Wellness Policy on Physical Activity and Nutrition” has been approved by the BOE. (For detailed information see BOE Policy 4610.) The purpose of the policy is to ensure that all students have “access to healthful foods and opportunities to be physically active in order to grow, learn and thrive.” The intent of this document is to provide highlights within each of the five areas covered by the policy.

<table>
<thead>
<tr>
<th>I. School Nutrition Education Goals</th>
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<tbody>
<tr>
<td>Elementary Schools</td>
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<tr>
<td>Nutrition competencies will be integrated into existing curriculum/programs. Grades 1 and 3 are targeted for implementation. Teaching and Learning will develop and pilot nutrition activities/curriculum during the 2006-07 school year with full implementation expected in 2007-2008.</td>
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<tr>
<th>II. Physical Activity Goals</th>
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<tr>
<td>K-12 Increased emphasis in the curriculum on physical fitness and life-time sports skills.</td>
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<tr>
<td>Elementary Schools Classes meet for 30 minutes three times a week all year.</td>
</tr>
<tr>
<td>III. Establishing Nutrition Standards for all foods available on School Campus during the day</td>
</tr>
<tr>
<td>Nutrition goals Limit foods with minimal nutritional value; restrict fat and added sugar; increase fruit, vegetable and whole grain offerings.</td>
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<tr>
<td>a la carte Decrease to no more than 30% of total calories from fat by 9/1/2008.</td>
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| III. Establishing Nutrition Standards for all foods available on School Campus during the day |

<table>
<thead>
<tr>
<th>Snacks</th>
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<tbody>
<tr>
<td>Elementary: Up to 8 oz.</td>
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<tr>
<td>Beverage Portion Size (Other than milk and water)</td>
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<tr>
<td>Elementary:</td>
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<tr>
<td>Candy</td>
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<tr>
<td>Candy/food as Reward</td>
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<tr>
<td>Cannot be given or sold to students during the school day. After 9/1/2008, candy cannot be used as item for school fundraising.</td>
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<tr>
<td>Cannot be used as a reward or manipulative.</td>
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<tr>
<th>IV. Food Allergies</th>
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<tr>
<td>Elementary: No peanuts or peanut products provided by MMSD Food Services. Classroom projects should not contain peanuts, tree nuts or edible seeds.</td>
</tr>
<tr>
<td>All schools: Food containing peanuts or tree nuts should not be prepared at home or at school and served to students. General info on food allergies (milk, eggs, fish, shellfish, wheat, soy) should be included with food prepared at home and served to others at school.</td>
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<th>V. Meal Times</th>
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<tr>
<td>Breakfast: 10 minutes. Lunch: At least 30 minute break. Eat in a clean healthy environment.</td>
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<th>VI. Where Food Eaten</th>
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<tbody>
<tr>
<td>Staff is encouraged to limit consumption of food in classrooms. Food can be eaten in classrooms as long as eaten on table or at a desk. Students are responsible for cleaning up after eating in classrooms.</td>
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<thead>
<tr>
<th>VII. Food at MSCR After School Programs, MSCR Summer Programs, MMSD Field Trips or MMSD School Sponsored Events</th>
</tr>
</thead>
<tbody>
<tr>
<td>When MMSD provides food to students outside of Food Services program during the school day, during an after school or summer program or at school sponsored event, the food must adhere to nutritional standards listed above.</td>
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<tr>
<th>VIII. Pot Lucks</th>
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<tr>
<td>Sponsors of any events that are open to the public must contact the local health department to get appropriate permit; state law exempts parent teacher organizations from obtaining permits for pot lucks--other groups may need permits and should consult with the local health department before scheduling an event.</td>
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<tr>
<th>IX. Class parties or celebrations</th>
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<tbody>
<tr>
<td>Are allowed. Principals are encouraged to limit the number of parties and celebrations that involve food and to promote non-food based parties and celebrations.</td>
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<tr>
<th>X. Classroom Food Preparation</th>
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<tbody>
<tr>
<td>Classes can prepare and eat food during class when it is directly related to the curriculum; no peanuts or nuts, and adhere to safe food handling practices.</td>
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<tr>
<th>XI. Food Safety</th>
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<tr>
<td>Prepare food in accordance with School Potluck Food Safety Guidelines.</td>
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</table>

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<tr>
<th>XII. Sustainable Food Practices</th>
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<tr>
<td>Are to be strongly encouraged.</td>
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<tr>
<th>XIII. Nutrition Education</th>
</tr>
</thead>
<tbody>
<tr>
<td>Education and marketing regarding nutrition and physical activity that supports students making healthful choices for food and beverage items.</td>
</tr>
</tbody>
</table>

### MMSD Wellness Committee Recommended Snack List for Classroom or Program Snacks

Snacks containing peanuts or other nuts may not be served at school. This includes snacks with almonds, Brazil nuts, cashews, hazelnuts, macadamias, pecans, pine nuts, pistachios, and walnuts. Items on this list have been selected because, at this time, they do not contain peanuts or nuts products and the fat content meets the standard set by the Board of Education Policy. The intention of this list is to provide guidance to parents about snacks that are peanut and nut free. Parents whose children have peanut or nut allergies should check product labels every time to be sure that the products are peanut and nut free, free from cross contamination during processing and safe for their child to eat. Checking manufacturer web sites may also provide helpful information.

Foods prepared at home to be served at school should be accompanied by a general list of ingredients or sent with a checklist indicating whether any of the following ingredients are included: milk, eggs, fish, shellfish, wheat, soy. Along with peanuts and tree nuts, these ingredients are responsible for 90% of all food allergy reactions in children.

- **Fruits/Vegetables**
  - Fresh fruit (any, such as oranges, apples, bananas, grapes, pears, plums, tangerines) that has been thoroughly washed
  - Sun-Maid Raisins, and other dried fruits – prepackaged (except Eileen’s brand)
Health, Safety, Security (cont.)

Fruit Snacks
- Betty Crocker Fruit Roll-Ups, Fruit Snacks, Fruit by the Foot, Frull Gushers
- Kelloggs Fruit Streamers, Fruit Twirlables, Fruit Snacks
- Nabisco Fruit Snacks
- Welch's Fruit Chews

Juices
- 100% fruit or vegetable juices
- Frozen 100% juice pops

Dairy
- Yogurt in individual cups or tubes
- Jello brand pudding in individual cups or tubes
- Hunts Snack Pack Puddings (vanilla, chocolate)
- Shining cheese or other individually packaged cheeses (1 oz)
- Frozen yogurt bars
- Wal-Mart 'Great Value' brand pudding and gelatin cups
- Kelloggs Yogis

Crackers/Snack items
- Nabisco/Kraft:
  - Crackers (Wheat Thins, Triscuits or Vegetable Thins)
  - Honey Maid Graham crackers or sticks (Dora Explorer, honey, cinnamon, apple cinnamon, chocolate chip, chocolate flavor)
  - Ritz (original, whole wheat, roasted vegetable, honey butter, Sticks) Ritz Mini Smilin’ Snack Packs (NO Ritz bits/ sandwiches)
  - Cheese Nips or Better Cheddars
  - Teddy Graham’s or Teddy Graham character brands
  - Nilla Wafers, Barnum’s Animal Crackers
  - Nabisco Bug Bills Graham Crackers
  - Nabisco Twigs
  - Nabisco Premium Saltines
  - Ritz Crackers
  - Newtons and Newtons Minis (Fig, Strawberry, Raspberry, Apple)

- Red Oval Farms Stoned Wheat Thins
- Keebler:
  - Wheat Thins (honey or cinnamon)
  - Club Crackers Original
  - Town House Crackers Original
  - Scooby Doo Cheddar Crackers and Graham Cracker Sticks
  - Graham’s (original, honey and chocolate)
  - Golden Vanilla Wafers (regular and mini)
  - Saltines (Hostess Originals)
  - Toasted Crackers
  - Cheddar Sandwich Crackers
  - Munch Em’s Baked Snacks (original and cheddar)

- Sunshine
- Cheez-It (Original, Sponge Bob, Cheddar Jack, Twisterz Cheeze)
- Cheez-It Paryt Mix
- Cheez-It (Original, Sponge Bob, Cheddar Jack, Twisterz Cheeze)
- Cheddar Sandwich Crackers

- Kelloggs's
- Apple Jacks
- Fruit Loops
- Mini Wheats
- Cripsix
- Mom’s Best Naturals (at Woodmans)
- Toasted Wheat-Thins
- Mallow Oats
- Honey Graham Crackers
- Honey-Ful Wheats
- Great Value (Wal-Mart)
- Toasted Rice
- Corn or wheat squares (like Cheez-it)
- Shur Fine
- Toasted Oats
- Crunchy Corn Cereal
- Crunchy Corn and Rice
- Value Time at Woodman’s
- Toasted Oats Original (not Honey Nut)
- Corn Flakes
- Frosted Fruit
- Crisp Rice

Cereal Bars
- Kelloggs Nutri grain Bars
- Kelloggs All Bran Honey Nut Bars
- Kelloggs’ Special K Bars (strawberry, blueberry, vanilla or chocolate)
- Rice Krispies Treats (original)
- Rice Krispies Treats Splits
- Nabisco Honey Maid Soft Baked Bars

Other
- Small bagels (Lenders and Thomas brand) with cream cheese (no nut types)
- Popcorn (no or low fat, plain white with no added flavorings)
- Baked Tortilla chips and salsa (Tostitos brand) with no added flavorings
- Jello snacks (individual cups)
- Popcorn (POP-Secret brand)
- New York Bagel Chips
- Slim Jim beef jerky

Please remember that in order to be candy and nut-free, these items are not acceptable as daily classroom snacks:
- Peanut butter, nuts or other nut butters
- Candy
- Bakery items
- Bulk bin items
- Granola or granola bars
- Cheez or other party snack mixes

**Please read labels carefully to make sure products are nut free. Some manufacturers have discontinued labeling products that may have nuts or are produced on equipment also used for products with nuts.**

Updated June 2011
**V. District Policies & Guidelines**

**ALCOHOL & OTHER DRUG POLICY (BOARD POLICY 4235)**

Board Policy 4235 provides that no student shall possess, consume, sell, give away or be under the influence of and dependency on alcohol and other drugs. No student shall possess, consume, sell, give away or be under the influence of alcohol and/or other drugs in the school, on school grounds, in motor vehicles used by the school, or at school-sponsored events or activities on or off school grounds.

The Madison Metropolitan School District shares with the community the responsibility to provide an optimal school environment for the intellectual, emotional, and physical development of its students and recognizes that alcohol and other drug use/abuse seriously affects that school environment. The Madison Metropolitan School District will join family and community efforts in providing necessary information, skills, role models, incentives, and experiences, which discourage alcohol and other drug abuse and dependency as well as discourage enabling behaviors in its schools, and will strive to make the school environment supportive to students who are experiencing problems related to alcohol and other drugs.

**ADA/504**


Section 504 of the Rehabilitation Act of 1973 and the ADA are Federal legislation and regulations which prohibit discrimination against persons with a disability in any MMSD program. A person with a disability is someone who:

1. has a mental or physical impairment which substantially limits one or more major life activities (e.g., caring for one’s self, performing manual tasks, seeing, hearing, eating, sleeping, walking, standing, lifting, bending, speaking, breathing, learning, reading, concentrating, thinking, communicating and working); or
2. has a record of such an impairment; or
3. is regarded as having such an impairment.

In order to fulfill its obligations under these laws, the Madison Metropolitan School District Board of Education and the Madison Metropolitan School District recognize a responsibility to avoid discrimination in policies and practices regarding its personnel and students. No discrimination against any person with a disability will knowingly be permitted in any of the programs and practices in the Madison Metropolitan School District.

The Board of Education has the following policy regarding student behavior, dress and grooming:

1. Reasonable rules of conduct shall prohibit behavior which disrupts, hinders, or interferes with the education of other pupils and conduct which endangers the health, safety, or welfare of students, faculty, and staff.

2. The BOARD will support the action of any teacher, custodian, supervisor, or administrator which is necessary to prevent disruption of any function of the school system.

Pupils found to be guilty of such conduct shall be suspended by the PRINCIPAL and may be expelled by the BOARD. (See Student Code of Conduct – Suspension Code 107)

**ELECTRONIC DEVICES (BOARD POLICY 4403)**

Possession of a Personal Electronic Device

1. Pupils are permitted to possess a cellular phone, personal digital assistant, personal music/video/gameing device, camera, or other personal electronic device with communications functions or the capability to capture/record voice or image information, collectively within this Policy, “Device” or “Devices”, provided that the Device remains stored, powered off, and unused (1) throughout the entirety of the educational day that has been established for the applicable school, (2) in a school bathroom, locker room, or other dressing area at any time, and (3) at such other times as have been identified in advance by a school-issued policy, rule or directive. Such a Device shall be considered stored if it is outside of view and reasonably secured in a locker, backpack, purse, or pocket. Any headphone, ear piece, or similar equipment associated with a Device shall also be stored and not worn.

2. Any pupil who possesses or uses a Device and/or associated equipment that is not stored, that is not powered off, or in a manner that violates this Board Policy or any other policy or school rule shall be subject to consequences, including but not necessarily limited to disciplinary action, required surrender of the Device, and/or potentially having his/her right to possess a Device at school further restricted by the school PRINCIPAL or his/her designee. In any case where a Device is confiscated by a school, the Device shall be returned to the pupil or to a parent/guardian at an appropriate time.

3. Pupils who possess a Device do so at their own risk to possible loss, damage or liability.

The Board of Education has the following policy regarding
test,
4. The following situations represent limited exceptions to Paragraphs 1 and 2 of this Policy:

a. If a school PRINCIPAL or his/her designee determines that a Device was used appropriately by a pupil in an emergency situation, the school shall not discipline the pupil for such possession/use.

b. An individual pupil, or parent or guardian on behalf of an individual pupil, may request permission in advance from the pupil's school PRINCIPAL or his/her designee to possess and use a Device for a medical, educational, or other legitimate purpose that the PRINCIPAL/designee determines is necessary for the pupil's educational day. This shall include one-time permissions that are granted by a staff member with authority from the PRINCIPAL/designee to an individual pupil to make a specific telephone call or other specific communication.

c. For an educational or other legitimate purpose, a PRINCIPAL or his/her designee may authorize in advance the limited use of a Device by pupils during the school's educational day in a manner that is otherwise prohibited under Paragraph 1 of this Policy, with the following limitations:

i. No exception to Paragraph 1 may be authorized under Sub-paragraph 4.c as applied to the use of any Device's communications functions during the school's educational day.

ii. No exception to Paragraph 1 may be authorized under Sub-paragraph 4.b or under Sub-paragraph 4.c with respect to the possession or use of any Device in a school bathroom, locker room, or other dressing area.

d. The PRINCIPAL or his/her designee shall determine whether the possession and use of a Device is within the scope of any advance authorization.

e. The school PRINCIPAL, an ASSISTANT SUPERINTENDENT, or the SUPERINTENDENT shall have discretion to prospectively revoke any prior authorization that operated as a limited exception to Paragraph 1 and Paragraph 2 of this Policy.

5. Pupils shall annually be provided with a copy of the rules that govern the possession and use of the Devices covered by this Policy.

6. Nothing within this Policy shall be construed to limit a pupil's ability to use a Device in a manner that functions as assistive technology necessary for a pupil's education and that is required under an Individualized Education Plan or a Section 504 agreement.

6/2/2008

**Student Computer & Internet Use: Policy, Procedures & Rules**

It is the policy of the Board to mandate and expect that students will use the Internet in a responsible manner. Accordingly, the Board has established a policy and procedures for the use of the Internet along with rules governing the behavior of students who access the Internet. Students who do not comply with the standards of behavior outlined in the student conduct and discipline plan or with the Internet rules below may lose their privilege to use the Internet and/or be subject to other disciplinary action.

**PROCEDURES:**

1. The District will allow every student access to the Internet provided parents or legal guardians of students do not object in writing to a student’s having such access. If a parent/guardian object, s/he shall fill out the objection form, sign it and have it placed on file at the school the student attends.

2. Each year, prior to use, each student shall receive and discuss information from his/her teacher regarding:

   A. Internet safety and security, including:
      - the importance of understanding what materials are inappropriate to minors
      - safe use of electronic mail, chat rooms and other direct forms of electronic communication including the importance of understanding that one should never provide personal information to a site on the Internet without the supervision of an adult; such personal information includes full name, address, phone number, credit card number, and Social Security number

   B. Responsible use of the Internet, including:
      - abiding by copyright laws
      - understanding that unethical and unlawful activities include unauthorized access to any data or communications equipment without the owner’s permission, “hacking,” or unauthorized disclosure, use, or dissemination of anyone’s personal information

   C. Measures the District has taken to restrict access to materials harmful to minors, including:
      - implementing Internet filtering
      - requiring adult supervision during student use of the Internet