Mendota Elementary School
2011-12 Handbook and Calendar
https://mendotaweb.madison.k12.wi.us

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4002 School Road
Madison, WI  53704
Office Telephone: 204-7840
Safe Arrival: 204-7848
I. About Our School

Welcome from Principal Stanford

Dear Families,

Welcome to the 2011-12 school year! To our incoming kindergartners, students entering Mendota for the first time and their families, we are happy to have you join the Mendota community. To our returning families, welcome back!

We would like to extend an open invitation for you to participate in your child’s learning experiences. We encourage you to visit our school, keep in touch with your child’s teacher, provide praise and support for your child, attend scheduled conferences, call when you have questions and participate in our special activities and events. There is no substitute for a positive home-school partnership and together we can work to provide your child(ren) with the best learning experiences possible.

This handbook has been prepared to provide an overview of Madison Metropolitan School District and Mendota Elementary School policies and procedures. Please read this handbook carefully, share with your child(ren) and be sure to keep it on hand as a ready reference throughout the school year. We look forward to working in partnership with you and your child(ren)! Together we can work to ensure success for every student!

Sincerely,

Carlettra Stanford, Principal

Mission Statement

Mendota Elementary School is a deeply committed, child-centered educational community with a diverse population, and will ensure success for each student at his/her unique level of development, by establishing partnerships within the school and community to set high, yet attainable academic and behavioral goals in a joyful, safe environment.

Vision Statement

In our preferred future, Mendota Elementary School will be a school where...

- Each child is actively learning through a challenging, individualized curriculum, which meets his/her needs. Each child enjoys learning and can apply what is learned to new situations both within and outside school.
- A dynamic teaching and learning system focuses on each student as an individual. The system involves parents with school staff in designing and delivering a curriculum based on each student’s learning needs, abilities, talents, interests and background. Each student’s achievement is assessed on progress toward challenging, individually appropriate goals. Failure is never accepted as a final outcome.
- The climate breeds success and innovation. Students are excited about their learning, staff members are enthusiastic about their teaching, and parents and community members are confident in the school.
- A stimulating learning environment engages students in learning from and with their peers and community members. Learning opportunities are available both during and beyond the school day and year. Innovative instructional techniques are continually explored. Teachers collaborate across grade levels and classrooms.
- All students have access to abundant resources -- including the best available materials, equipment, and technology -- which support an engaging, challenging curriculum and provide equitable access to opportunities for all students to meet their individual needs.
- State-of-the-art facilities dynamically meet multiple needs of the entire Mendota teaching and learning community. The facilities serve lifelong learners both within and outside traditional school hours; reflect the values of the community in areas such as fine arts, shared space, indoor and outdoor recreation; and complement the diversity of the community. The facilities provide ample space, are safe, and are meticulously maintained.
- Everyone in the school community knows the importance of parent involvement in supporting the education of children at school, at home, and in the community. All parents are welcome at school and feel their input is valued and utilized. School activities are convenient for family participation, and home-school communications are appropriate for everyone’s understanding.
- Partnerships with area businesses and organizations provide the school with a wealth of human and material resources. School and community-based support systems are well coordinated.
- Our unified community values the individual strengths of all members, regardless of learning style, race, age, cultural or socio-economic differences. In our unified community the active participation of diverse members is welcomed, valued, and utilized.
- In our united community, staff, students, parents actively engage in courageous conversation about equity and anti-racism with the goal of improving the achievement for all students.

Handbook information continues after the monthly calendars!
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- **November 2011**
- **End of 1st quarter**
- **Start of 2nd quarter**
- **PTO Meeting**
- **NO SCHOOL**
  - Parent/Teacher Conferences
- **Market Day pickup**
- **Picture Retakes**
- **Book Fair in LMC**
- **Grandparents Day Celebration/Dance Program**
- **Thanksgiving Holiday – No School**

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**Notes:**

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<td>March 1 – March 31 – CogAT Testing (2, 5)</td>
<td>Dance Dance Revolution rotation March 21 – April 10</td>
<td>1 Market Day pickup</td>
<td>2 Dr. Seuss Day PTO International Night/Silent Auction</td>
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<td>District-wide Kindergarten Registration 1-6 pm</td>
<td>7 2012-13 Kindergarten Screening</td>
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<td>13 PTO Meeting 4K-1 Literacy Night</td>
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<td>21 Elementary Early Release: K-5 Staff Dev. 10:45 am NO p.m. 4K Classes</td>
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<td>28 Market Day pickup</td>
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<td>30 Elementary Early Release: 10:45 am End of 3rd quarter NO 4K A.M. classes</td>
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<td>Bowling rotation April 17 – June 25</td>
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<td>Spring Break – No School</td>
<td>School Resumes</td>
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**Spring Break – No School April 2\textsuperscript{nd} through April 9\textsuperscript{th}**
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<td>May 2 – 24 – Primary Language Arts Assessment</td>
<td>1 Steering Committee</td>
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<td>3 Market Day pickup</td>
<td>4 Volunteer Appreciation Breakfast (9-10am in cafeteria)</td>
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**June 2012**

- **3 June**: Last day of school
- **4 June**: Morning early release
- **5 June**: End 4th quarter & 2nd semester
- **6 June**: Report Cards sent home
- **8 June**: Last Day of School
- **12 June**: Last day of school
- **24 June**: Summer School Begins
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I. About Our School (cont.)

Welcome to the 2011-12 School Year from your PTO!

The Mendota PTO along with our principal, teachers and staff work hard to provide many wonderful educational opportunities for our children. We coordinate fundraisers, such as the Olympics Day, Silent Auction, bake sales and the spring Carnival as well as sponsor the school Talent Show. The money we raise is used to fund field trips and other activities for our students. We also provide volunteers for a variety of school events and we need help from you to make it happen.

The PTO meetings are scheduled to be held on the second Tuesday of most months and are open to anyone interested in supporting Mendota Elementary School. Our meetings sometimes include a supper for you and your family as well as childcare with a movie for the kids during the meeting. The schedule of meeting dates for this year is listed below. Also, watch for flyers with times, etc. during the school year.

Mendota is a top-notch school. The parents, family and community members who volunteer their time and talents to support our children make it that way. We hope you will consider volunteering for at least one activity during the school year. You can help out with the Olympics, Bake Sales, Silent Auction, Talent Show or Carnival, go on field trips with your child’s class, help out in the computer lab or as a tutor or in any way you can think of. Remember that you can make a difference in the educational experience of your child.

Thank you for your support of Mendota Elementary and your child.

Mendota PTO
2011-12 PTO Meeting Dates
September 9, 2011 – Welcome Barbeque/Clothing Swap
September 13th, October 11th, November 8th, December 13th 2011
January 17th, February 14th, March 13th, April 10th 2012

2011-12 Open House – September 20, 2011
Family and Staff Picnic/Potluck (5:30 p.m. in Cafeteria)
Open House (6:00 – 7:00 p.m.)

2011-2012 Literacy Meeting Dates
5:30 – 7:00 p.m. in Cafeteria

Detailed information about the menu (if any) and topic to be discussed will be available prior to each meeting.

Bus Route Information:
Three different bus routes serve Mendota School. Most children walk to school. Bus routes are subject to change. Following are the bus routes as they were for the last school year. Current school routes will be published in the Wisconsin State Journal the Sunday before school starts. For more current information, contact the school office, or the District Transportation Office at 663-5268.

ROUTE 31a (RED)
- Sauthoff/Brown, Brown/Meadow Ridge, Pine View/Brown, Pine View/Meadow Valley, Meadow Valley/Meadow Ridge, 4121 Veith, Hefferman/Knutson, Belfarm/Crownhardt, Belfarm/Brown, Westport/Hallows Circle

ROUTE 32a (BLUE)

Above buses drop at Mendota at 7:30 A.M.

ROUTE 33a (GREEN)
- Windom Way Park, Ruskin/Manley, Ruskin/Vahlen, Ruskin/Schlimgen.

Bus drops at Mendota at 7:25 A.M.

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Bus drops at Mendota at 7:25 A.M.
II. Introduction

BOARD OF EDUCATION MEMBERS, 2011-12

Maya Cole  
1818 Keyes Ave  
(11) 
259-0549 (H)  
239-1484 (Other)  
mpcole@madison.k12.wi.us

James Howard,  
President  
2102 Brentwood  
Pkwy, (04) 
244-5278 (H)  
231-9376 (other)  
jhoward@madison.k12.wi.us

Ed Hughes, Clerk  
2226 Lakeland  
Ave (04) 
241-4854 (H)  
ejhughes@madison.k12.wi.us

Lucy Mathiak  
716 Orton Court  
(03) 
255-0939  
lmathiak@madison.k12.wi.us

Beth Moss, Treasurer  
2 Highgate Circle  
(17) 
833-3166  
bmoss@madison.k12.wi.us

Marjorie Passman, Vice  
President  
3118 Todd Drive  
(13) 
271-0645 (H)  
334-2043 (Other)  
mpassman@madison.k12.wi.us

Arlene Silveira  
5760 Barbara  
Drive (11) 
270-0435 (H)  
516-8981 (Other)  
asilveira@madison.k12.wi.us

Filippo Bulgarelli  
Student Representative

Merideth Paker, Alternate  
Student Representative

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.)

WELCOME FROM SUPERINTENDENT July, 2011

Dear Parents and Guardians,

Welcome to the 2011-12 school year. This time of the year is an exciting time for families and for our school district. More than anything, we hope your child is looking forward to the new school year. Our commitment as a school district must be to ensure we do all we can to welcome your child back to school and to make the school year a successful one for him/her. Working with you, we know we can make this happen.

Our mission as a school district 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.”

This mission is grounded in a belief that all of our students have vast potential to achieve great things. For us to be successful as a school district, we must do all we can to ensure your child develops well both as a learner and as a citizen of our democracy.

As a staff, we are dedicated to working with you to ensure these outcomes happen for your child. We know, though, our work is incomplete without you as partners. When we work together, greater things can happen for your child. As this new school year begins, let us recommit to making this happen.

The following are things that we can both do to help your child do well in school:

• Have high expectations for your child. When we believe children can do well, they more often than not, will.

• Support your child’s learning at home and at school. Our responsibility is to provide a quality learning experience for your child. Don’t underestimate the great things you are doing to help your child. Talk about school. Show support for what your child is learning. Ask your child what s/he learned in school and find ways to build on these experiences. Also, offer to help in any way you can with school work.

• Get to know each other. When we know each other and have a relationship in support of your child, great things can happen.

The more your child sees us working together, the better. Part of this involves contacting each other when there are concerns.

We hope you have had a great summer and we truly look forward to the start of the new school year. 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.

Thank you for the opportunity to serve your child. Let’s have a great school year!

Sincerely, Daniel A. Nerad, Ed.D., Superintendent of Schools

545 West Dayton Street 53703

Superintendent - Daniel A. Nerad ........................................... 663-1607
Chief Learning Officer/Deputy Superintendent – Sue Abplanalp ........................................ 663-1671
Assistant Superintendents: ........................................................................................................ 663-1632
Elementary Schools – TBA ........................................................................................................ 663-1633
Secondary Schools – Joe Gothard ............................................................................................ 663-1636

Talent & Gifted Coordinator for Elementary & Secondary Schools – Sue Schaar
Business and Finance Services - Erik Kass ......................................................................................... 663-134
Affirmative Action/Contract Compliance/Harassment – Amos Anderson ........................................... 663-1350
Building Services Director - TBA .................. 204-7909
Chief Information Office, Program Evaluation, Long Range Planning – Andrew Statz.. 663-4946
Community Engagement & Public Information Coordinator – Marcia Standiford .......... 663-1969
Curriculum & Assessment Executive Director – Lisa Wachtel ....................................................... 663-5216
Asst. Dir., Curriculum & Assessment – Tim Peterson ............................................................... 663-5217
Asst. Dir., Equity and Parent Involvement – Andreal Davis ......................................................... 663-5263
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 – Jennifer Allen ................................................................. 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 – Freddi Adelson .................................................................................................... 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

Sincerely,

Daniel A. Nerad, Ed.D., 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 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.
   (Absences related to a student’s medical appointments should be arranged to fit the student’s school schedule whenever possible).
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).
   When a student has more than 10 excused absences, a doctor/
General Information (continued)

physician written excuse may be required.
B. Elected Officials:
The following reason for absence is also allowed under state
statute:
(1) Serving as an elected official/pollster (the student must have
at least a 3.0 GPA or equivalent).
C. Pre-approved Planned Absences:
Pre-approved planned absences are absences in which any
child shall be excused in writing for up to 10 days by his/her
parent or guardian before the absence. A child excused pursuant to this provision shall complete any course work that was missed during the absence.

Safe Arrival (Available 24 Hours)
204-7848
The Safe Arrival Program represents our best efforts in partnership with parents, to have good communication every time a student is absent from school.

THE PARENTS’ PART
If a student will be absent, CALL THE SCHOOL BEFORE
6:00 A.M. We will have a recorder attached to our 204-7848 line at all times.

THE SCHOOL’S PART
We will take attendance at the beginning of each school day. We will check all absentee records to see if we have had a parent contact regarding each absence.

If a child is not in school and we have not heard from the parent, we will need to call the parent or the contact person listed on the Registration/Verification Report. It is absolutely essential that we have a CURRENT PHONE NUMBER for each child. THIS MEANS that if a phone number is changed, you will need to tell us about it.

PLEASE KEEP NEAR YOUR PHONE
Mendota School Safe Arrival Program: 204-7848
SAY: "This is (parent’s name). My child (student) will be absent on (date) because (excuse). Teacher’s name or room number.

Absence Procedure
For each day a student is absent for reasons listed above, except C above, 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 denial should be advised by the Principal of the probable consequences.

Pre-Approved Planned Absences Procedure
For planned absences under C, parent(s)/guardian(s) should make every effort to plan vacations, trips, medical appointments, dental and orthodontist appointments, and campus visits, etc., outside of the school calendar or outside of the school day. To do otherwise has an adverse effect on the student’s opportunity to learn.

However, from time to time it is necessary for a student to be absent for reasons other than those listed above. Pre-approved planned absences should occur only for special circumstances and only after the student or parent has completed the procedure outlined below.

a. For all pre-approved planned absences, a Parent Request for a Planned Absence form must be completed and submitted to the student’s principal before the scheduled absence. This form can be obtained from the school’s office and requires the signatures of parent(s)/guardian(s), teacher(s) and the student’s principal.
b. The absence shall be included in the student’s permanent record.
c. Up to 10 days per school year is the maximum time period for which a parent/guardian can excuse a student from school attendance by excusing the student in writing before the absence.
d. Arrangements shall be made for the completion of schoolwork missed over the course of the absence(s).

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 Dane County Municipal or 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 attempted including interviewing, reviewing attendance history and problem-solving. The parent/guardian and the student will be invited to attend a Habitual Truancy conference and a case coordinator will be assigned to further examine the obstacles to attendance for the student. The purpose of these interventions will be to identify the cause(s) 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 require 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).

Last Revised June, 2011

CHILD CARE – BEFORE AND AFTER SCHOOL ON-SITE PROVIDERS

<table>
<thead>
<tr>
<th>Program Provider</th>
<th>School/s</th>
<th>Contact</th>
<th>Services Provided</th>
</tr>
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<tbody>
<tr>
<td>East YMCA</td>
<td>Elvehjem Elem.</td>
<td>Ali Johnson</td>
<td>before and after school childcare</td>
</tr>
<tr>
<td></td>
<td>Gompers Elem.</td>
<td>711 Cottage Grove Rd. 221-1574 x3018</td>
<td></td>
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<tr>
<td></td>
<td>Kennedy Elem.</td>
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<td>Sandburg Elem.</td>
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<tr>
<td>MSCR</td>
<td>Allied Learning Center+</td>
<td>Jean Gascho</td>
<td>** Safe Haven childcare &amp; Community Learning Center (CLC)</td>
</tr>
<tr>
<td></td>
<td>Allis Elem.+</td>
<td>3802 Regent St. 204-3008</td>
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<td></td>
<td>Emerson Elem.+</td>
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<td>Falk Elem.**</td>
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<td>Glendale Elem.**</td>
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<td>Lisa Fiala</td>
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<td>Marquette Elem.</td>
<td>654 Williamson St. 251-5432</td>
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<td>Huegel Elem.</td>
<td>Cora Kruzicki</td>
<td>before and after school</td>
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<td></td>
<td>Olson Elem.</td>
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<td>Orchard Ridge Elem.</td>
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Updated for the 2011-12 School Year.

After School Child Care Information

Joe Schlesing, CLC Specialist  204-7858 (Cell: 575-0523)

MSCR Safe Haven provides after school and summer childcare at Mendota Elementary.

Safe Haven Program Goals:
- Provide youth with activities and skills that enhance physical and cognitive capabilities and build self esteem.
- Teach youth alternative ways to resolve conflict.
- Build teamwork and cooperation skills.

Safe Haven Program Objectives:
- Provide youth with activities and skills to enhance their physical and cognitive capabilities, thereby increasing their belief in themselves as competent, and enhancing their belief in their potential.
- Teach youth alternative ways to resolve disputes, which will be reinforced through the systematic education and training of the community leaders, and neighborhood residents in conflict resolution and mediation techniques.
- Teach youth how to interact in groups and on teams, thus enhancing their ability to enjoy and succeed in school.

School Year Safe Haven Programs

After school programs offer tutoring and homework help as well as recreational activities. The after school program calendar generally follows the Madison Metropolitan School District calendar. Programs begin at school release time and end at 5:30 p.m. (including early release on Mondays). Activities include art, science, sports, enrichment clubs, structured games, playtime, and field trips. Rates vary depending on income, there are discounts for siblings and scholarships are available. Snack is provided.

Summer Safe Haven Programs

Where available, summer programs will run eight weeks from approximately mid-June to mid-August, Monday through Friday. Precise dates and times are determined by MSCR. Activities include art, science, sports, structured games, playtime, and Friday field trips. Rates vary depending on income, there are discounts for siblings and scholarships are available. Breakfast, lunch, and afternoon snack are provided at most sites.

Community Learning Center Information

Joe Schlesing, CLC Specialist  Phone 204-7858

Community Learning Centers…
- Provide opportunities for academic enrichment
  - Homework Help
  - Tutoring in Math and Reading
  - Summer Enrichment Programs
  - Science & Nature Studies
  - Nutrition Education
- Provide opportunities for recreational/social development
  - After School Clubs – 2 eight-week sessions (6 clubs offered during each)
  - The Arts: Drama, Dance, Music & Art
  - Field Trips
  - Chess/Games
  - Sports
- Provide opportunities for parents and families
  - Family Reading and Fun Nights
  - Special Events
**General Information (continued)**

**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 either 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.
General Information (continued)

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 rules governing school bus transportation (see “Bus Transportation”).

Food Service

PROCEDURE FOR SENDING IN LUNCH MONEY

Money must be put into an envelope with the student’s name on the front along with room number. You may combine money if you have more than one child, indicating each child’s room number and the amount to be applied to each child.

It is essential that the money/check be put into an envelope and sealed. Make checks payable to MENDOTA SCHOOL. Payments received are deposited into the computer accounting system. Students who have negative account balances will not receive a lunch until payment is received. Families will receive notices of negative account balances weekly.

Please note that the account and balance will stay with your child all through their enrollment in the Madison Metropolitan School District.

Breakfast $1.25 per day. Reduced breakfast $ 0 per day.
Lunches $2.50 per day. Reduced lunches $.40 per day.
Milk for sack lunch is $.50 per carton. Please be advised that there may be an adjustment in the milk prices because of the present changing milk costs.

If you have any questions regarding the balance of lunches your child has, please call the Mendota Kitchen at 204-7853.

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 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 and 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

Our Food & Nutrition Program Serves...

Nutrition Value Quality Safe Food Convenience

Feeding Appetites for Learning

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 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 a milk, 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 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, can not be provided free to supplement a meal from home.
**General Information (continued)**

**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
- An online application at [http://lunchapp.madison.k12.wi.us](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 18th are 7:00 am to 2:30 pm.

**Meal Prices**

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<tr>
<th></th>
<th>USDA Breakfast</th>
<th>USDA Lunch</th>
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<tbody>
<tr>
<td>Reduced and Free</td>
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<tr>
<td>Elementary Full Pay</td>
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<td>Middle School Full Pay</td>
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<td>High School Full Pay</td>
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<td>Adult at Elementary</td>
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<tr>
<td>Adult at MS &amp; HS</td>
<td>$1.65</td>
<td>$3.70+</td>
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</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 MealPayPlus. Use [www.MealPayPlus.com](http://www.MealPayPlus.com) to check account balances online. Make payments to your students meal 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 will need your child’s MMSD student ID number in order to set up a MealPayPlus 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.

**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, tape 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.
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.

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. MMSD 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.

Visitation to School or Classrooms (Board Policy 4005)

Visitors are always welcome at Mendota Elementary School! Visitors are requested to sign in at the main office. It is mandatory that visitors fill out a name badge and wear it at all times while in the school. Mendota staff will ask any person in the building without the appropriate MMSD ID or a name badge, to go directly to the main office and sign in according to school policy. Visitors should sign out at the main office at the end of their visit.

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.

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.
General Information (continued)

PLAYGROUND INFORMATION

A Board of Education Policy prohibits the playing of baseball (hardball) on elementary playgrounds. Climbing on fences, buildings or ledges is not permitted, nor is jumping from playground equipment. Students may not play "tag" on the equipment.

It is a “sign of the times” in response to increased concern for safety issues that the Madison Board of Education has recently adopted very tough policies related to students who disrupt school procedures or bring dangerous objects to school. Mendota School will follow the Madison Metropolitan School District student Conduct and Discipline Plan outlined in this handbook. Rough or otherwise unsafe play or fighting is not permitted.

In the winter, when adequate snow is on the ground, students may bring roll up plastic sliding sheets. No other sleds, skis, etc. may be brought. Safety rules will be enforced. When the temperature is -10 F, children will remain indoors.

SUMMER PLAYGROUND POLICY

1) When the Safe Haven Program is not using all of the playground, other individuals who are not in the Safe Haven Program may be allowed to use the part of the playground that is not being used by the Safe Haven Program provided that such use does not interfere with or disrupt the activities of the Safe Haven Program.

2) When the Safe Haven Program is not using the playground at all, individuals who are not in the Safe Haven Program may use the playground during those times as well.

3) If individuals who are not in the Safe Haven Program are using the playground when the Safe Haven Program needs to use the same, such individuals are expected to leave the playground unless it is determined that the individuals who are not in the Safe Haven Program can use some other part of the playground which will not interfere or disrupt Safe Haven’s use of the playground.

Parents and/or other adults are encouraged to supervise their children when using the playground during summer and when school is not in session throughout the year. Please do not assume that your child is being supervised by the Safe Haven staff. Together we can meet the goal of having more playground access for all individuals in our community and keep our children safe at the same time.

SCHOOL IN SESSION PLAYGROUND POLICY

While the Safe Haven program is in session after school (1 p.m. – 5:30 p.m. on Mondays, and 2:30 p.m. – 5:30 p.m. Tuesday – Friday and days when school is not in session) the playground may only be used by the Safe Haven program and any other school related programs/clubs during the school year. Thank you.

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.

Positive Behavior Support

All MMSD elementary schools aim to be positive places where students, staff, and families feel good about school and where important learning occurs.

Each school has been working on developing a school-wide system that helps children understand behavioral expectations, teaches social skills and creates a sense of belonging or community, and provides positive recognitions and celebrations. The Positive Behavior Support model also provides more consistent responses to misbehaviors and processes that aim to help students grow in responsibility for their actions.

A critical aspect of this response is the communication with the home and the home’s support of the school’s behavioral expectations. For this reason we have built home communication into our plan of procedures that the school staff will follow.

Through our plan staff aim to communicate clear boundaries for behaviors and work in a coordinated way to help students make good decisions.

Please take a moment and review the ideas of “above the line” behaviors (positive behaviors) as well as “below the line” and “bottom line” behaviors with your child. This will be the common language used across all elementary schools in the district. You will often see this common language posted in charts around the school. Each classroom may further clarify these ideas and provide examples for students.

Working together, staff and families can partner to help all students experience school positively by creating safe environments while supporting growth in responsibility. If you have further questions about our school’s plan, please contact your child’s classroom teacher, principal, or other staff.

Mendota Elementary School

Attentive Listening
Appreciations/No put downs
The right to pass
Mutual Respect

ABOVE THE LINE
Positive behaviors that are conducive to a sense of community in a classroom and a school

BELOW THE LINE
Misbehaviors that detract from a sense of community in a classroom and a school

BOTTOM LINE
Serious misbehaviors that make a school unsafe
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. 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.

**Right to Receive Teacher Information**

Federal law requires that we share the qualifications of teachers at Mendota Elementary School. There are questions you may ask, including:

- Is my child’s teacher licensed to teach the grades or subjects assigned?
- Has the state waived any requirements for my child’s teacher?
- What was the college major of my child’s teacher?
- What degrees does by child’s teacher hold?
- Are there instructional aides working with my child? If so, what are their qualifications?

All teachers have at least a bachelor’s degree in all Madison schools, and some have advanced degrees. In addition all of the teachers in Mendota Elementary are fully licensed for their assignment. If you want to see the state qualification for your child’s teacher you may ask us or find it on the DPI website at www.dpi.state.wi.us/dpi/dlisit/tel/tisearch.html.

In addition, we have instructional aides and they are considered qualified for their work. If you would like more information about Mendota please feel to contact us.

**Student Services**

**Health Services**
The health office at Mendota School is open daily for students. Health services include: care for sick or injured students, individual and group counseling, assistance to obtain medical and dental care, administration of medication, screening for hearing and vision problems, review of immunization records and recommendation about needed immunizations and education about health lifestyles and disease prevention. A certified nurse or nursing assistant is available throughout most of the school day to assist you and/or 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 mmsdrenroll.org. 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:**
- 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
- 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:**
- 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.
- 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:**
- 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.
- Annual application for an Internal Transfer will be accepted for the next school 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.
- 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/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
General Information (continued)

Superintendent, and 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

District policy allows children in grade 5 to ride their bicycles to school. The following conditions must be met:

1. Parents will check to see that the bike is in good condition and
2. Students must observe safe bicycling rules at all time.
3. Students must have a lock for their bicycles.

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 MMSD 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-part “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.

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...
Health, Safety & Security (continued)

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, minibikes, 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
MMMS 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.

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 or higher is a sign of more signals an illness that will is probably going to make a student uncomfortable and unable to function well in class. Your child should stay home until he/she is feeling better and fever free.
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 doctor’s health care provider examination and prescription for medication. Contacting the doctor and it is important to use the medication as directed and for the full recommended length of time. are necessary. Once medication has been started and the child is feeling well, he/she may return to school.
4. 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).
5. Rashes: Rashes or patches of broken, itchy skin need to be examined by a doctor if they appear to be spreading or not improving.
6. Injuries: If a student has an injury that causes continuous discomfort, the student should not attend school until the condition is checked by a doctor 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 doctor’s excuse is required.

MEDICATION

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.
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 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.

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.
Health, Safety & Security (continued)

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 ages 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 2011)

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 patrollers 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.

Students are trained to provide safety patrol services. An adult supervisor oversees the program and all fourth and fifth grade students may apply. We recommend that all students arrive at school between 7:30 and 7:40 a.m. Students are not allowed to play on the playground before school. All 2-5 graders enter the building through the cafeteria doors for a community breakfast, and all K-1 grades line up at assigned doors. Teachers supervise the door areas of the building and/or safety patrols from 7:30 a.m. – 7:45 a.m. Please do not drop off children before 7:30 a.m., as there is NO supervision.

City Crossing Guards

An adult Crossing Guard is employed by the City of Madison and serves one location in front of the school on School Road. Please drop your children off by the sidewalk so the Crossing Guard can assist your child safely.
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 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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<tr>
<td><strong>Elementary Schools</strong></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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<th>II. Physical Activity Goals</th>
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<tr>
<td><strong>K-12</strong></td>
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<tr>
<td>Increased emphasis in the curriculum on physical fitness and lifetime sports skills.</td>
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| **Elementary Schools** |
| Classes meet for 30 minutes three times a week all year. |

| III. Establishing Nutrition Standards for all foods available on School Campus during the day |
| **Nutrition goals** |
| Limit foods with minimal nutritional value; restrict fat and added sugar; increase fruit, vegetable and whole grain offerings. |

| **A la carte** |
| Decrease to no more than 30% of total calories from fat by 9/1/2008. |

| **Vending** |
| Elementary/Middle |
| No vending permitted. |

| **Beverage Portion Size** (Other than milk and water) |
| **Elementary:** |
| Up to 8 oz. |

| **Snacks** |
| **Elementary:** |
| List of suggested snacks will be developed annually. (List follows) |

| **Candy** |
| Cannot be given or sold to students during the school day. After 9/1/2008, candy cannot be used as an item for school fundraising. |

| **Candy/Food as Reward** |
| Cannot be used as a reward or manipulative. |

| **Food Allergies** |
| **Elementary:** |
| No peanuts or peanut products provided by MMSD Food Services. Classroom projects should not contain peanuts, tree nuts or edible seeds. |

| **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 allergens (milk, eggs, fish, shellfish, wheat, soy) should be included with food prepared at home and served to others at school. |

| **Meal Times** |
| Breakfast: 10 minutes. Lunch: At least 30 minute break. Eat in a clean, healthy environment. |

| **Where Food Eaten** |
| 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 classroom. |

| **Food at MSCR After School Programs, MSCR Summer Programs, MMSD Field Trips or MMSD School Sponsored Events** |
| 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. |

| **Pot Lucks** |
| 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. |

| **Class parties or celebrations** |
| 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. |

| **Classroom Food Preparation** |
| 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. |

| **Food Safety** |
| Prepare food in accordance with School Pot Luck Food Safety Guidelines. |

| **Sustainable Food Practices** |
| Are to be strongly encouraged. |

| **Nutrition Education** |
| Education and marketing regarding nutrition and physical activity that supports students making healthful choices for food and beverage items. |
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 standards set by the Board of Education. 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.

Food 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 (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)
- Fruit in individual cups (applesauce, pears, peaches, etc.)
- Fresh vegetables that have been thoroughly washed, with low fat dips
- Ocean Spray Cranberries

Fruit Snacks
- Betty Crocker Fruit Roll Ups, Fruit Snacks, Fruit by the Foot, Fruit Gushers
- Kelgs 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)
- String cheese or other individually packaged cheeses (1 oz)
- Frozen yogurt bars
- Wal-Mall “Great Value” brand pudding and gelatin cups
- Kellogg’s Yogos

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
- Smillin’ Snack Saks (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 Bites Graham Crackers
- Nabisco Twigs
- Nabisco Premium Saltyines
- Ritz Crackers
- Newtons and Newtons Minis (Fig, Strawberry, Raspberry, Apple)

- Red Oval Farms Stoned Wheat Thins
  - Keebler:
  - Wheat Thins (wheat or honey flavors)
  - Club Crackers Original
  - Town House Crackers Original
  - Scooby Doo Cheddar Crackers and Graham Cracker Sticks
  - Golden Vanilla Wafers (regular and mini)
  - Saltyines (Zesta Originals)
  - Toasted Crackers
  - Cheddar Sandwich Crackers
  - Munch’ems Baked Snacks (original and cheddar)

- Sunshine
- Cheez-It (Original, Sponge Bob, Cheddar Jack, Twister Cheddar)
- Cheez-It Pasty Mix
- Saltine Crackers (Krispy Originals)
- Shur Fine at Woodman's
  - Graham (honey or cinnamon)
  - Woven Wheat
  - Wheat Snacks
  - Cheese Crackers

- Great Value (Wal-Mart)
  - Animal Crackers (Original)
  - Double Cross Snacks (like triscuits)
  - Cheese Crackers
  - Cracker Jacks
  - Snack Crackers
  - Honey or Cinnamon Grahams

- Pepperidge Farm
  - Goldfish and Giant Goldfish Crackers (NO Sandwich Snackers, partly mix or peanut butter flavor)
  - Goldfish Crisps

  - Rold Gold Pretzels (NO Bucky Badger, Schultz, Snyder’s or Great Value as they are no longer nut free)
  - Rold Gold Cheddar Tiny Twists
  - Rold Gold Honey Mustard Tiny Twists
  - Rold Gold Bayled Twist
  - Rold Gold Butter Crackers
  - Rold Gold Snack Mix and Munchies

Aldi’s Store Brands
- Cambridge Brand
  - Wheat Crackers (look just like Triscuits)
  - Cheese Crackers (like Cheese its)
  - Gourmet Crackers (like Club crackers)
  - Saltines
  - Cinnamon Grahams
  - Snack crackers (like Ritz Crackers)
  - Mercer Brand
  - Animal Crackers
  - Vanilla Wafers
  - Clancy’s Brand
  - Pretzel Rods

Cereals
- General Mills
  - Cheerios (EXCEPT Honey Nut)
  - Trix, Lucky Charms or Kix
  - Rice Chex, Wheat Chex or Multigrain Chex

  - Malt-o-Meal
  - Apple Zings
  - Frosted Mini Spooners
  - Honey Buzzers
  - Cinnamon Toasters
  - Colossal Crunch (regular or berry)
  - Toofie Fruties
  - Coco Roos
  - Maxxmallows Mateys

- Kellogg’s
  - Apple Jacks
  - Fruit Loops
  - Mini Wheats
  - Crispix
  - Mom’s Best Naturals (at Woodmans)
  - Toasted Wheat-Its
  - Mallow Oats
  - Honey Grahams
  - Honey-flavored Wheats

  - Great Value (Wal-Mart)
  - Toasted Rice
  - Corn or wheat squares (like Chex)

- 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
  - Candy
  - Popcorn (no or low fat, plain white with no added flavorings)
  - Jello snacks (individual cups)
  - Popcorn (POP-Secret brand)
  - New York Bagels
  - 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
- Cheese 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 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

Regarding Madison Metropolitan School District’s Responsibilities Under Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA)

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.

If the parent or legal guardian disagrees with the determination made by the professional staff of the Madison Metropolitan School District, she/he has the right to file a complaint with the State of Wisconsin Department of Workforce Development, the City of Madison Equal Opportunity Department, or the United States Equal Employment Opportunity Commission.

Anti-Bullying Policy

Schools must create a culture in which bullying is not tolerated. We must encourage students to take a part in this culture by reporting known bullying and being helpful to classmates who are bullied.

We must support and assist the person being bullied, giving him/her tools to empower him/herself and overcome the negative effects of bullying and we must also intervene with the student who engages in bullying behavior to ensure the bullying behavior stops by (1) teaching new skills of communication and empathy, (2) communicating with parents and (3) providing appropriate, gradual discipline. Students, parents or guardians, and other persons who become aware of bullying incidents are encouraged to make a verbal or written report. Written reports may be made on the form entitled “Report of Bullying Incident” and submitted to any teacher, student services staff or administrator. This form can be found on the MMSD website or in the school office.

[For more detailed information, refer to: A Policy Guide for Families & Students of MMSD Elementary Schools.]

Controversial Issues (Board Policy 3170)

Board Policy states that the study of and teaching of controversial issues shall be in an academic atmosphere as free as possible from bias and prejudice. In the teaching of controversial issues, a teacher must, among other things, respect and withhold the expression of his/her personal opinions unless asked by a direct question, develop a classroom atmosphere in which pupils feel free to express opinions and to challenge ideas; and choose suitable instructional materials presenting data on varying points of view on issues being discussed.

A citizen of the school community may register a protest with the Principal and request that he/she change the way in which a controversial issue is being handled.

Dress Code (Board Policy 4211, 4600)

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)
District Policy & Guidelines (continued)

**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/gaming 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 in a manner that 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.

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 education. 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 be 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**

The Acceptable Use Policy of computer use by students will be included in the *Elementary Handbook: A Policy Guide for Families & Studies of Madison Metropolitan School District Elementary Schools* that is distributed in early September, 2011.