I. About Our School

School Mission and Overview

WELCOME FROM THE PRINCIPAL

Dear Families:

Welcome! We are so glad that you are here to join us as we begin another year of school at Orchard Ridge. I know how dedicated the staff and all of you are to making Orchard Ridge a school of excellence for all. I, too, will be relentless in my work to create a welcoming, engaging and positive school community where all students, staff and families work collaboratively to nurture and celebrate the gifts each of us brings to the table.

In families and communities we have times of celebration, conversations that need to be had, and challenges. As all of you know, having a family like building a community is hard yet important work. We all need to be committed to creating an equitable school community where all students have access to an excellent education. It will take all of us working together! Collectively we can all work to support a positive school culture at ORE that supports learning and celebrations.

Please hang out with us, learn with us, laugh with us, grow with us, work with us and celebrate with us! Together we can strengthen relationships, build connections and create a learning community at ORE that is a wonderful place to be for all staff, students and families. I look forward to getting to know all of you better this year as our work together begins and continues.

Sincerely,

Barbara Dorn, Principal

CELEBRATING ORCHARD RIDGE

The Mission:

The mission of Orchard Ridge Elementary School is to enable all students to become respectful citizens and life-long learners by providing learning opportunities that meet their individual needs.

The Vision:

As a learning community, Orchard Ridge Elementary School is committed to student learning. Grounded in practices of collaboration and collective inquiry, all members of our school community work interdependently to achieve common goals. All students, staff and parents regardless of race, culture, gender, sexual orientation or socioeconomic status will feel connected to the school community and committed to its direction. We will continuously examine our beliefs, attitudes, and practices to ensure that they are in alignment with the vision we have for our school.

Engagement:
- All students will take responsibility for their learning and behavior.
- All students will connect to school in ways that make them feel valued.
- The strengths of all staff and students will be celebrated.
- All staff, students and families will actively engage in all aspects of school life.

Learning:
- All staff will collaborate to become more cohesive with curriculum and discipline.
- All students will accept responsibility for their learning, understanding that their effort and daily performance impact their success.
- Staff will use best practices to meet the individual needs of ALL students.
- All staff, students and families will continuously reflect on racial, cultural, sexual orientation and gender biases and examine the ways these biases impact teaching and learning.

Relationships:
- Staff will strive to ensure that students feel physically and emotionally safe.
- Mutual trust, respect, empathy, and kindness will be evident in all interactions.
- All students will skillfully resolve problems and advocate for themselves and others.
- Staff will interact in ways that foster collaboration, effective teaming, and strong communication.

Leadership/Organization:
- Time for the collaborative process will be embedded in our school schedule.
- Staff will be encouraged to share their expertise.
- Decisions will reflect input from the school community and be effectively communicated.

Handbook information continues after the monthly calendars!
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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
Meredith 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.
As the new school year is about to begin, we ask you to help us with the following:

1. Provide high quality learning experiences that tie to curriculum standards. These standards serve as the key tool in determining what your child should know and be able to do.
2. Use multiple ways to assess the progress of your children. As a district we are working to improve how we assess student learning.
3. Be fair and respectful in our interactions with your children. We know the importance of modeling good behavior.
4. Be available to address your concerns. When you have a concern, contact school staff members for assistance.

As a school district, our commitment to you as parents and guardians includes the following:

1. Have high expectations for the success of your child. When we believe our children will accomplish a great deal, they will.
2. Support your child’s learning at home. There are many ways to support your child as a learner. Ask your child what s/he learned in school and find ways to build upon these experiences.
3. Get to know your child’s teachers and communicate with your child’s teachers when you have a concern. The more your child sees us working together, the more successful s/he will be.
4. Ensure your child attends school regularly. Other than when your child is ill, s/he needs to attend school regularly, and arrive to school and class on time.

Your children and our students will benefit by us working well together. May our new school year provide us many opportunities to communicate with each other and to support the great young people of this district.

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](http://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.

**CATEGORIES AND PROCEDURES**

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>PROCEDURES</th>
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| Animals Used in Educational Presentations (single event) | 1. Identify instructional purpose or social/emotional objective  
2. Provide statement of animal health & temperament or verify that the animal is provided by a certified program or agency  
3. Obtain principal's signature of approval to proceed to next steps  
4. Notify parents of upcoming presentation (Parent consent not required; Appendix E given to parents upon enrollment)  
5. Provide modifications for students who have animal fears or allergies  
6. Obtain principal's final approval |
| Cold Blooded Animals Not Handled by Children (for 1 semester, renewable) | 1. Identify instructional purpose or social/emotional objective  
2. Provide statement of animal health & temperament or verify that the animal is provided by a certified program or agency  
3. Obtain principal's signature of approval to proceed to next steps  
4. Notify parents of proposed presence of animal (Parent consent not required; Appendix E given to parents upon enrollment)  
5. Provide modifications for students who have animal fears or allergies  
6. Obtain principal's final approval |
| Classroom Animals (for 1 semester, renewable) | 1. Identify instructional purpose or social/emotional objective  
2. Provide statement of animal health & temperament or verify that the animal is provided by a certified program or agency  
3. Obtain principal's signature of approval to proceed to next steps  
4. Send letter to parent and obtain parent consent (Appendix F)  
5. Provide modifications for students who have animal fears or allergies  
6. Obtain principal's final approval |
| Animals Excluded from School or Classroom Use |  • Poisonous, venomous animals  
• Family pets unless all policy requirements are met |
| Animals Exempt from Compliance With Policy |  • Trained & certified service animals supporting individuals with disabilities  
• Animals used in K-8 Science Curriculum  
• Invertebrates used in Grades 9-12 Science Curriculum |

**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. 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).
6. Religious instruction/religious holidays. When a student has more than 10 excused absences, a doctor/
For each day a student is absent for reasons listed above, except C, the school will make two attempts to reach the parent. Please be sure we can reach you between 8:30 a.m. and 10:00 a.m. The phone call within 60 minutes after the absence. Absent but we have not received a 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
When your child is going to be late or absent from school, please call the school’s Safe Arrival Phone number 204-2329 by 8:45 the day of the absence. A recorded message will ask you to leave your name, your child’s name and classroom teacher, the date(s) your child will be absent and the reason for the absence or tardiness.

The Safe Arrival Phone Line is open 24 hours a day, so as soon as you know your child will be absent, you may call us day or night.

Each day, for children who are absent but we have not received a phone call within 60 minutes after school starts, we will call you to make sure the child is at home. We must have a phone number on file where we can reach you between 8:30 a.m. and 10:00 a.m. The school will make two attempts to reach the parent. Please be sure that the office has your most current phone number at all times. This system is used to ensure the safety of all of our children.

**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 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 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. 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 principal should be advised by the Parent of the probable consequence.

**Unexcused Absences**

In accordance with Board Policy, a student’s absence will be recorded as unexcused when there is not good cause or recognized legal grounds for the absence as described above. In deciding whether to record an absence as excused or unexcused, the school principal is responsible for confirming and determining in some cases whether the reasons for absences are valid. To that end, the principal and/or student services staff may ask for documentation. Excerpts 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, contacting 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. If a student is 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. 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/guardian, 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 the school’s student services staff.

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

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

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### Classrooms Placement

A philosophy—we believe that all classrooms should be balanced. We also believe that the primary focus of the class placement process should be on each child’s welfare. In order for this to occur, the adults who know the child best have input into the class placement process.

Family input—each spring families are asked to complete a “family input form.” Principals, classroom teachers and support staff use this input from families to help determine class placements.

Placements—the final decision for class placements rests with the principal who considers both group and individual needs.

### 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 on-line 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 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.

Updated for the 2011-12 School Year. Before and After School Child Care is provided by Madison West YMCA and held on-site at ORE. Scholarships are available through the YMCA. Please call their office at 276-6608 with questions.
General Information (continued)

(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 of a student who demonstrates an inability to pay such fees, and to notify students and parent/guardian of this fee waiver policy.

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Field Trips

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

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

Medicals 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 & NUTRITION

BREAKFAST AND LUNCH PROGRAM AND SCHEDULES

Breakfast Program

Beginning on the first day of school, a breakfast program will be offered to all students. The School Breakfast Program provides children with nutritious breakfasts at school and gives them a healthy send-off for daily learning. The link between breakfast and performance has been firmly established, revealing that children who skip breakfast are inclined to be listless and apathetic by mid-morning, the peak learning hours. Attention spans and ability to work and concentrate become limited for children who have not had breakfast. Studies published in the "American Journal of Clinical Nutrition" and the "Journal of the American Dietetic Association" show that children who skip breakfast may also suffer from hyperactivity or hyperirritability. In addition, a study conducted by the federal government revealed that children of every age and economic class were lacking in Vitamins A, B, riboflavin, iron and thiamin – all of which are supplied by the school breakfast.

All students are welcome to participate in our breakfast program. Students who are eligible for free or reduced price lunch are also eligible for free or reduced price breakfast. Students who choose not to participate in the lunch program may still participate in the breakfast program.

Prices are as follow:

- $1.25 (full price)
- $.00 (free eligibility)

No cost in 2011-12

Reduced price lunch are also eligible for free or reduced price breakfast. Students who choose not to participate in the lunch program may still participate in the breakfast program.

Community Breakfast

ALL students will be involved in the Community Breakfast program. We believe that this program is a great way to build community each day, begin the day peacefully and build positive relationships between students and school staff. Every child will have an opportunity to eat breakfast - either school provided breakfast or breakfast a child might bring from home. Even if children have eaten breakfast prior to coming to school, they will join in the Community Breakfast each day, sitting and visiting with their classmates and taking part in community building activities. Students sharing a morning meal in their classroom together sets the stage for a welcoming learning environment.

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Lunch Program

The lunch program will begin on the first day of school. The cost of a pre-packaged lunch is $2.50, including milk. Reduced price lunches cost 40 cents. Children who bring a sack lunch may purchase milk on a daily basis at a cost of 50 cents per carton. An adult lunch price is $3.45.

The first payment for lunches will be due on the first Friday of school. Monthly menus, with payment envelopes attached, will be sent home with each student. Menus can be viewed on Cable TV Channel 10 or on the Internet. Completed payment envelopes should note the teacher and student name, grade and amount enclosed. Monthly payments by check are preferred, though payments will be accepted any school day. Checks should be made out to Orchard Ridge Elementary School. Please do not send cash. It is easily lost and hard to verify. Students are not allowed to receive a meal unless there is money in their accounts. At ORE, there are several lunch periods occurring within the time frame of 12:00-1:00pm.

BREAKFAST & LUNCH AP ROOM EXPECTATIONS:

Respect Everyone: Use quiet voices and pleasant conversation

Respect Education: Come in and go outside quietly

Respect the Environment: Clean up after yourself

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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 nutritional standards.

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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.

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.

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>
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<th>USDA Breakfast</th>
<th>USDA Lunch</th>
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<tr>
<td>Reduced and Free</td>
<td>No Charge</td>
<td>Reduced</td>
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<tr>
<td>Elementary Full Pay</td>
<td>$1.25</td>
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<td>Middle School Full Pay</td>
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<td>Elementary 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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<td>Middle School Full Pay</td>
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<td>Adult at MS &amp; HS</td>
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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 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.

Please Visit Our Website
For more and up to date information, please visit our website. Our website can be found on the MMSD website or by entering www.foodsvcweb.madison.k12.wi.us

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

Because many children enjoy giving things to their teachers, the District suggests that gifts take the form of a book, 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.

General Information (continued)

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

BOE Policy 4011
PARENT/LEGAL GUARDIAN INVOLVEMENT (BOARD POLICY 4500)

All elementary schools have committees and PTO/PTA groups that provide opportunities for parents/legal guardians to participate actively in their children's school. Through these activities parents/legal guardians can become better informed about, and can influence and gather community support for local school programs and policies.

Parent participation in the School Improvement Plan (SIP) process is encouraged. Through their involvement in SIP, parents contribute to the identification of school goals and the action plans for implementation.

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

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

Research has shown that children whose parents/legal guardians are involved with the school are more likely to achieve and to feel good about their school experiences. 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.

Orchard Ridge Parent Teacher Organization

Dear Parents/Guardians,

Welcome to another year of learning at Orchard Ridge Elementary (ORE)!! The Parent Teacher Organization (PTO) is excited to partner with parents/guardians, students and the entire staff at ORE to enhance the educational and social development of our children. The PTO relies completely on volunteers to carry out the numerous activities throughout the year. Whether you can offer 1 hour or several hours throughout the year, we appreciate your contributions to the PTO efforts.

The ORE PTO supports a number of enrichment opportunities for children and families. Support, organization and money raised by the PTO goes toward:

- Cultural Arts and Enrichment
- School Technology Initiative
- Family Connection Events (e.g. the winter party, dances, carnival, and ice cream social)
- School Improvement projects
- Classroom Teacher Materials Support

Fundraising is essential for continuing this level of support. Money is generated through the SCRIP program (you buy face-value gift cards for grocery stores, gas stations and other retailers, and the retailers give ORE a percentage of your purchase), various fundraisers and the Spring Carnival and other events. The PTO gladly accepts donations, too.

To continuously improve, we need your help and ideas because we all have the same goal -- creating the best learning experience for our children. There are many ways to get involved: Come to meetings, help with activities, become a member, or just offer input. Please check out the PTO website at www.orepto.com Parents in partnership with schools shape the futures for our children.

Sincerely, The ORE PTO

VOLUNTEERING AND VISITING - We encourage parents/guardians to visit and volunteer in their child's classroom and throughout the school. We ask that parents/guardians give the teacher a call in advance to set up days and times to volunteer or visit, to call when questions arise, and to share good news. Please check with your teacher for convenient times to call or simply leave a message. ORE also participates in the Americorps Schools of Hope Volunteer Project which provides us with a part time staff member to help find community volunteers, coordinate volunteer opportunities and process volunteer applications. Feel free to contact the school office to connect directly with the Volunteer Coordinator.

Volunteers make an enormous difference at ORE. Children do their best when their families are involved. Parents/guardians and community volunteers enrich children's lives, stretch limited school resources and also have lots of fun. Volunteering is a great way to meet other parents/guardians and teachers, as well as learn with your children. There are many ways to be a part of the wonderful work that happens in school. Your volunteer time will be greatly appreciated and respected. Volunteer opportunities exist both large and small and any contribution is valued. Please consider how your family and friends may contribute their energy and special skills to the ORE School Community. Thank you!

Visitations to School or Classrooms (Board Policy 4005)

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

PARENT/TEACHER COMMUNICATIONS

Scheduled Parent/Teacher Conferences

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

Written reports are sent home at the end of the second quarter, third quarter, and at the end of the year. 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.

We have several different avenues for communication between our schools and homes. The following are some of our most important methods of communication:

THE DOLPHIN NEWS -- The ORE Principal shares upcoming events and school news in The Dolphin News. It is sent home several times a year and is printed on bright BLUE paper.

TEACHER NEWSLETTERS/CLASSROOM NEWS -- Teachers communicate with families about classroom curriculum and activities through a variety of systems. Some publish weekly or monthly newsletters. Some use phone calls and personal notes to families. Some invite parents to visit their classrooms and some offer evening “get to know our class” get-togethers.

ORE SCHOOL TOURS AND CLASSROOM VISITS – We invite families and community members to come to school to hear about life and learning at ORE and to take a tour of our school and classrooms. Please call the school office to schedule a tour or visit.
ORE Website: We are working on improving our site so that it contains useful and current information about our school. The ORE PTO has a great website at www.orepto.com. Please check it out!

ORE DIRECTORY – The ORE PTO annually publishes a school directory for our families. It usually is distributed in October. Children are listed by classroom with their home address and phone numbers. If you do not wish to have this information published, please complete the REQUEST TO WITHHOLD DIRECTORY INFORMATION form and return it to the school office by the end of the first week of school. (The office has these forms.)

PLANNING FOR TEACHING AND LEARNING

ORE staff design our School Improvement Plan (SIP) to guide our teaching and learning each year. This plan consists of goals for improvement and activities that will move us toward the accomplishment of these goals. Staff members work on teams to facilitate the successful implementation of the SIP and of other issues/needs that surface as we move through each school year. We look forward to making SIP a more collaborative process which includes staff, families, students and community members.

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.

Respect Education: Be a Learner
Respect Everyone: Be Peaceful & Safe
Respect the Environment: Be Responsible

ORE staff and families agree on the important educational principle that we want all of our children to learn, grow and thrive in a safe and welcoming environment. A positive learning environment guarantees students the security, confidence, and opportunity to do their best and be their best at all times. Our school will work to help all of our students stay “above the line” through building community in our classrooms and school, engaging learning experiences, and the relationships we foster each day.

We use “key words” to help children learn how to make their own positive interpersonal and behavioral decisions. One such phrase is “Being a Learner.” We will talk with children about this idea on a daily basis as it is the goal and responsibility of all of us to ensure that all students and staff are learning.

If we feel a child needs reminding or “falls below the line,” we point out how a particular behavior does not allow a student to be respectful of education, everyone and/or the environment. We often have the child problem solve and make a plan, either alone or with another child involved in the behavior, as to what she/he will do next time to be respectful. A student will also create a “fix-it” plan to make things right with the person, classroom or school. Consequences vary depending on what has occurred, and on frequency and severity. At ORE consequences may include a time-out, loss of recess or trip to the principal’s office. Should the behavior be deemed adequately serious or chronic, parents will be contacted. Older children take even greater responsibility for their behavioral choices. We often restrict children from areas/activities in which severe or frequent problems have occurred-including the playground, restrooms, lunchroom and halls. 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 and suspensions from school may occur for severe or chronic unacceptable behavior.

We work to help our students understand that our “key words” around respect are key words for life – at school, at home and in the community. It is our goal to guide our students into taking responsibility for their own behavior and well being, and to guide them into expecting appropriate behavior from others.
General Information (continued)

We work to help our students be sensitive and respectful towards others and to think about and use our “key words” to guide their choices for their own behavior and their expectations for how others act towards them. We guide our students into becoming proactive in caring for their own well being. We encourage children and families having questions or concerns about situations to seek out and talk with an appropriate adult, such as a teacher or the principal.

School Schedule

ARRIVAL/DISMISSAL TIME AT SCHOOL

The elementary school day starts at 8:30 a.m. Please do not have your children arrive at school before 8:15 a.m. Children who arrive before this time are unsupervised and it is for their safety that we are concerned. Accidents can occur during these unsupervised times. Parents are responsible for their children on school grounds before 8:15. The first bell rings at 8:25 a.m. At this time students enter the building with their classroom teacher and begin Community Breakfast in the classroom.

Students are encouraged to go straight home after dismissal. There is no formal adult supervision of the playground at the end of the day. Our YMCA program uses the playground beginning at 3:25 p.m. Students not enrolled in the YMCA program are not allowed on the playground during this time without parent/guardian supervision. No child will be kept after school without notifying the parents first.

Student Services

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

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

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

Transfers (Board Policy 4023)

Internal Transfers
An internal transfer can be requested by parents to allow their student(s) to attend a MMSD school while not living in that school’s attendance area. If granted the student may continue to attend the school to which the transfer was granted and other MMSD schools in the normal progression without filing another Internal Transfer Application Form. Completed transfer form should be turned into a school or enrollment office. The transfer form can be filled out online at mmsdenroll.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:

By change of residence:

a. Upon a change of residence from one attendance area to another attendance area within the MMSD, including homeless families who establish a permanent residence during the school year, a pupil may enroll in his/her new school of residence immediately, or

b. The parent may complete an Application For Student Internal Transfer Form requesting that the pupil remain at the school in which the pupil has been enrolled. Such requests shall automatically be granted.

Internal transfer request by parents for the current school year:

a. Parents requesting a transfer to have their student attend a school outside of their current MMSD attendance area. Each request will be considered on an individual basis.

b. In judging an internal transfer request, the enrollment office will use the following major criteria:

1. Whether granting the internal transfer will exceed the pupil-teacher ratio and/or school/program capacity as defined and approved by the Board of Education for external transfers by using actual enrollment numbers and actual staffing positions.

2. Options for special education students.

For criteria used for requesting a transfer on a priority basis, or criteria used for an Assistant Superintendent to grant a transfer based on specific circumstances, refer to instructions for completing the Internal Transfer Form or refer to board policy 4023.

Internal transfer request of parents for the next school year:

a. Parents requesting a transfer to have their student attend a school outside of their current MMSD attendance area. Each request will be considered on an individual basis.

b. Annual application for an Internal Transfer will be accepted for the next year beginning on the 1st Monday in February. Internal applications that are filed on or after the 1st Monday in February and before 4:00 p.m. on the 3rd Friday in March shall be given preference over applications filed under the Open Enrollment Policy.

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

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end of the term. If the transfer was granted under specific criteria by an Assistant Superintendent then that Assistant Superintendent has the discretion to revoke the transfer.

**TRANSPORTATION**

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

*BOE Policy 4233*
Madison Metropolitan School District Policy #4233, Item 3, states: “A pupil under the age of ten shall not ride a bicycle to school. The PRINCIPAL may make an exception upon the written request of parent/guardian. The PRINCIPAL may forbid bicycles on school grounds.

The above policy indicates that only those children in fourth and fifth grade would be allowed to ride bicycles to school. All others may submit a written request on a form available from the office.

**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.

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.

**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 lock down drill each semester. Drills are conducted to prepare staff and students in the event of an emergency.

**Safety Plans**
Every classroom in our school has an Emergency Procedures pamphlet designed to assist staff and ensure the safety of students during an emergency.

The pamphlet contains information on how to effectively handle a crisis which might occur in a school, i.e., medical emergency, lockdown, bomb threat, and/or fire. Our schools practice these procedures during the school year to better prepare ourselves in the event an emergency should occur. If you have a question about an emergency situation that may be happening at a school, please listen to local media for official announcements rather than calling the school office or coming to the school.

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

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

In accordance with Board of Education policy, the following shall not be allowed on school grounds:
1. Hardball or tackle football (except in approved areas and under proper supervision);
2. Throwing of stones, snowballs or other missiles;
3. Tripping, shoving, unwanted touching, fighting or other disturbances;
4. Thoughtless running or chasing through other activity areas;
5. Climbing on fences, buildings, ledges, fire escapes, downspouts, swinging gates, etc.;
6. Making snow or ice slides on walks;
7. All powered vehicles, including go-karts, powered bikes, mini-bikes, motorcycles, snowmobiles, etc.;
8. Dogs or other pets.

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

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

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

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

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

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. Rashess: 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:
     - Student's full name;
     - Name of the drug and dosage;
     - Effective date;
     - Directions;
     - Time to be given; and
     - 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. Required immunizations include:
- diphtheria-tetanus-pertussis vaccine (DTaP, DT, Td, Tdap),
- polo vaccine,
- measles-mumps-rubella (MMR) vaccine,
- Hepatitis B vaccine, and
- varicella vaccine or a history of chicken pox disease.

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

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

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 patrol 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.

City Crossing Guards

The Madison Police Department provides adult crossing guards to ensure the safety of school children at busy intersections.

Wellness Policy on Physical Activity and Nutrition

(Refer to www.mmsd.org for complete BOE Policy 4610)

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

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

Wellness Policy

The “Wellness Policy on Physical Activity and Nutrition” has been approved by the BOE. (For detailed information see BOE Policy 4610.)

The purpose of the policy is to ensure that all students have “access to healthful foods and opportunities to be physically active in order to grow, learn and thrive.” The intent of this document is to provide highlights within each of the five areas covered by the policy.
## I. School Nutrition Education Goals

### Elementary Schools
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.

### K-12
Increased emphasis in the curriculum on physical fitness and life time sports skills.

### Elementary Schools
Classes meet for 30 minutes three times a week all year.

### Nutrition Standards
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.

### Snacking
Up to 8 oz.

### Beverages
Portion Size (Other than milk and water)

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

### Food Allergies
No peanuts or peanut products provided by MMSD Food Services. Classroom programs 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.

### Meat Times
Breakfast: 10 minutes. Lunch: At least 30 minutes break to encourage clean eating 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 classrooms.

### Food at MSCR After School Programs, MSCR Summer Programs, MMSD Field Trips or MMSD 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 Luck
Sponsors of any events that are open to the public must consult 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 Potluck 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.

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## MMSSD 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 content meets the standard set by the Board of Education Policy. The intention of this list is to provide guidance to parents about snacks that are peanut and nut free. Parents whose children have peanut or nut allergies should check product labels every time to be sure that products are peanut and nut free, as some products may contain cross contamination during processing and safe for their child to eat.**

**Check 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.**

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

### Dairy
- Yogurt in individual cups or tubs
- Jello brand pudding in individual cups or tubs
- Hunts Snack Pack Puddings (vanilla, strawberry flavor)
- String cheese or other individually packaged cheese (1 oz)
- Wal-Mart "Great Value" brand pudding and gelatin cups
- Kellogg's Yogios

### Crackers/Snack items
- Nabisco/Kraft
- Crackers (Wheat Thins, Triscuits or Vegetable Thins)
- Honey Maid Graham crackers or sticks
- Golden Grahams (honey, cinnamon, apple)
- Cinnamon, chocolate chip, chocolate flavor (1 oz)
- Rice (original, white, whole, toasted, vegetable, honey butter, Sticks) Rice
- Matt's Smiles Snack Sacks (NO Rice Diet sandwich)
- Cheese Nips or Better Cheddars
- Teddy Graham's or Teddy Graham character
- Nilla Wafers, Barnum's Animal Crackers
- Nabisco Bug Snacks Graham Crackers
- Nabisco Premium Saltines
- Ritz Dinosaur

### Cereals
- Newtons and Newtons Minis (Fig, Strawberry, Raspberry, Apple)
- Red Oval Farms Stoned Wheat Thins
- Wheat Thins (wheat or honey flavors)
- Club Crackers Original
- Town House Crackers Original
- Scooby Doo Cheddar Crackers and Graham Cracker Sticks
- Graham's (original, honey and chocolate)
- Golden Grahams (regular and mini)
- Saltines (Zesta Originals)
- Tactical Crackers
- Munch-em Baked Snacks (original and chocolate)
- Sunshine
- Cheerios (Original, Sponge Bob, Cheddar Jack, Twizter)
- Cocoa Puffs Malt S'mix
- Saltine Crackers
- Honey or Cinnamon Graham
- Honey Maid Crackers
- Pepperidge Farm
- Goldfish and Giant Goldfish Crackers (NO Sandwich Snackers, party mix or peanut butter flavor)
- Rold Gold Pretzels (NO Bucky Badger, Schultz, Snyder's or Great Value as they are no longer nut free)
- Rold Gold Cheddar (tiny twist)
- Rold Gold Honey Mustard Tiny Twists
- Rold Gold Braided Twist
- Rold Gold Butter Crackers
- Rold Gold Snack Mix and Munchies

### Aldi's, Store Brands
- Boy/Girl Crackers (look just like Triscuits)
- Cheese Crackers (like Club Crackers)
- Saltines
- Cinnamon Graham
- 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 Kellogg's
- Rice Chex, Corn Chex, Wheat Chex or Multigrain Chex
- Malt-o-Meal
- Apples to Apples
- Frosted Mini Spooners
- Honey Bunches of Oats
- Cinnamon Toasters
- Cocoa Puffs (regular or berry)
- Tootie Fruities
- Cocoa Pops
- Marshmallow Mateys

### Candy
- Kellogg's
- Apples to Apples
- Fruit Loops
- Lights
- Creeks
- Crisps

### Cookie/Candy Bars
- Mom's Best Naturals (at Woodman's)
- Toasted Wheat-Fuls
- Mallow Joy
- Honey Graham's
- Honey Oat-Wells
- Great Value (Wal-Mart)
- Toasted Rice
- Corn or wheat squares (like Chex)
- Shur Fines
- Toasted Oats
- Crunchy Corn Cereal
- Crunchy Corn and Rice
- Value Time at Woodman's
- Toasted Oats Original (not Honey Nut)
- Corn Flakes
- Frosted Fruit
- Crisp Rice

### Other
- Cereal Bars
- Oakies Nut GREAT
- Kellogg's All Bran Honey Oat Bars
- Special K (strawberry, blueberry, vanilla or chocolate)
- Rice Krispies Treats (original)
- Rice Krispies Treats (Gluten)
- Red Heart Soft Baked Bars

### Other
- Small bags (Lenders and Thomas brand) with cream cheese/nut types
- Granola or cereal bars (no fat, plain white with no added flavorings)
- Baked Tortilla chips and salsa (Tostitos brand) with no added flavorings
- Jello snacks (individual cups)
- Pringles (Salty-Sweet brand)
- New York Bagel Chips
- Slim Jim jerky bars

**Please remember that in order to be candy and nut-free, these items are not acceptable as daily classroom snacks:**

**Peanut butter, nut or other nut butters
- Bakery items
- Quaker items
- Granola or granola bars
- Flavored or 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**
**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.

**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.
1. **Pupils are permitted to possess a cellular phone, personal digital Possession of a Personal Electronic Device (Board Policy 4403)**

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)

**EleEctronic 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 potentially having his/her right to possess a Device at school further restricted by the school PRINCIPAL or his/her designee. In any case where a Device is confiscated by a school, the Device shall be returned to the pupil or to a parent/guardian at an appropriate time.

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

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 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.

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