Inside this handbook...

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I. About Our School

WELCOME TO O'KEEFFE MIDDLE SCHOOL

“You get whatever accomplishment you are willing to declare.” -- Georgia O’Keeffe

This booklet is intended to give information that you and your student should know about O'Keeffe Middle School. Please read it carefully and keep it handy for ready reference.

O'Keeffe Middle School serves a diverse school community of 435 learners. The school staff is committed to engaging all students and establishing consistency in behavior and curriculum through relationship building and communication. The school is an active community member and partner, joining with other groups and organizations that assist students in their transitions from childhood to adulthood. O'Keeffe Middle School features a rigorous curriculum offered in a safe and orderly school environment.

Please contact me with any questions or concerns. I look forward to working with you and your student(s).

Sincerely, Kay Enright

MIDDLE SCHOOL PHILOSOPHY AND GOALS

The middle school is designed for pupils who are making the transition from childhood to adolescence, from elementary to high school. This period of transition is one of emotional stresses and strains and a wide variation among pupils in social, intellectual, and physical development. As a transitional school, the middle school is designed to meet the unique growth and development needs and special interests of this age group.

The middle school should create a learning environment that provides stability, promotes self-confidence and self-worth, and is sensitive to the needs of each individual child. The middle school should:

• continue to develop and reinforce basic skills throughout the curriculum;
• continue to develop basic learning strategies with an emphasis on problem solving and decision making skills, and have opportunities to apply them;
• expand the students' knowledge base in content/concepts in all curriculum areas;
• apply and extend independent learning skills unique to the students' development levels;
• extend the students' abilities to transfer skills and challenge their social, intellectual and motor strengths;
• continue to develop basic learning strategies with an emphasis on problem solving and decision making skills, and have opportunities to apply them;
• identify, explore and develop the students' interests and abilities.

School Staff Roster 2011-12

Principal
Kay Enright

Learning Coordinator
Christy Fay

Counselor
Paul Chotlos

Secretaries
Diane Kopan
Kim Shinstine

Grade 6
Katie Bertalan
Jeremiah Cremin-Bringman
Brian Dunleavy
Laurie Paulson
Michael Smith
Rhiannon Tonies
Grayson Kampeschroer (EEN)
Mary Ann Olson (EEN)

Grade 7
Noah Edelstein
Pamela Finger
Suzanne Folberg
Elizabeth Hauser
Michael Hibbler
Karen Spilke
Karolyn Broehm (EEN)
Katie Reames (EEN)

Grade 8
Jeff Craig
Rob Hetsel
Lisa Hoon
Lindsay Lodholz
Stephanie Phillips
Aabigol Swetz
James Kamoko (EEN)
Robert Eckford (EEN)

ESL
Magda Coll (BRS)
Gina Lewandowski
Beth Olson

LMC
Kelli Ballwahn

Computers/Technology
Jill Cohan

Health
Mary Milhaupt

Music
Janice Bayer
Jason Jacobs
Kyle Peterson

Nurse
Mary Hutchinson R.N.
Nurse Assistant - New

Phy Ed
Mary Milhaupt
Laura Simac

Positive Behavior Coach
Theresa Stolpa

Psychologist
Bruce Javenkoski

READ 180
Brittany Renault

Social Worker
New

TAG/AVID (.5)
Melissa Struve

World Language
Melissa Ghen

Gina Lewandowski
Beth Olson

Speech/Language
Julie Hay-Chapman

OT/PT
Andrea Kluender
Sue Lee
Laurie Schmidt

Educational Assistants
Barb Belgum
Diane Conlin
Barry Davis
Ronnie Inda
Virginia Kruger
Cynthia Larson
Deb Petro
Hannah Shafer

Food Service
Karen Motis, Mgr.
Colleen Runkel

Custodians
Karen Burdick
Oscar Daley-Spencer
Sheryll Dvorak
David Olson
Jeff Reamer, Head

After-School Program Coordinator
New

Volunteer Coordinator
Abbye Fossie

Merit Teacher-Goodman
Community Center
Arthur Morgan

School Hours:
Monday - Friday
7:35 a.m. - 2:37 p.m.
Early Mon. Release:
1:37 (check calendar for specific Mondays)

Handbook information continues after the monthly calendars!
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Notes:

- Early Release
- End of 1st quarter
- Start of 2nd quarter
- Thanks giving Holiday – No School
December 2011

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Winter Beak – No School Dec. 26th thru Jan. 6th

School Resumes
Early Release

Martin Luther King Jr. Day – No School

Band Concert
Grade 6

Middle School Early Release
End of 2nd quarter & 1st semester

Early Release
3rd quarter and 2nd semester begins
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Notes:
- Spring Break – No School  April 2nd through April 9th
- Early Release

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<td>Awards Assembly Promotion Ceremony</td>
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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 (Home) 241-4854 (Other) 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) 271-0645 (Other) mpassman@madison.k12.wi.us
Arlene Silveira 5760 Barbara Drive (11) 270-0435 (H) 516-8981 (Other) asilveira@madison.k12.wi.us

Filippo Bulgarelli
Student Representative

Merideth Paker, Alternate Student Representative

BOARD OF EDUCATION MISSION AND MMSD STRATEGIC PLAN

OUR MISSION

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

BELIEF STATEMENTS

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

PARAMETERS

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

STRATEGIC OBJECTIVES

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

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

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

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

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

WELCOME FROM SUPERINTENDENT July, 2011

Dear Parents and Guardians,

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

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

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

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

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

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

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

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

We hope you have had a great summer and we truly look forward to the start of the new school year. If you have questions about your child’s education, contact your child’s teacher. If more help is needed, your child’s principal is available to assist you.

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

Sincerely, **Daniel A. Nerad**, Ed.D., Superintendent of Schools
III. General Information

ACTIVITIES & CLUBS

Eighth hour activity period (2:40-3:30) enriches the curriculum of the school by making available a wide variety of offerings in which a student may participate. Watch the announcements for further information and starting dates. Some club offerings may include:

- Art
- Computers
- GSA
- Photography
- Student Council
- Band
- Cooking
- Horseback Riding
- Rock Climbing
- Super Singers
- Basketball
- Drama
- Jazz Band
- Skateboard
- Tennis
- Battle of the Books
- Dungeons & Dragons
- Jump Rope Club
- Ski Club
- Yearbook
- Chess
- Flag Football
- Literary Magazine
- Student Ambassadors

Other social functions, such as dances sponsored by the school, are held periodically throughout the year. Programs are held immediately after school and last until 3:30, when a bus departs from the school. Please contact After-School Program Coordinator Arthur Morgan (204-6863) for more information.

ATTENDANCE

In accordance with Board of Education Policy, attendance is required at all classes unless a student is properly excused. Again this year, we will be using the automatic call system for any student who has missed one or more classes during the day and is unexcused. Parents with questions, please contact the school to verify the absences. Our phone number to report absences before or after school hours is 204-6821.

A student who is absent from school is responsible for having her/his parent notify the office by phone the day of the absence (204-6820), or in writing the day the pupil returns. If a call is not received the day of the absence, the auto-dialer will call home that evening. Failure to have a note or a call from parents is considered an unexcused absence. No absences can be cleared after 5 school days from the date of the occurrence. A student should obtain an excuse slip from the school office for every absence.

- Advance Notice of Absence: If a student is to be absent for a planned length of time, it is best to notify the school ahead of time. A planned absence form is available in the office.
- Passes for Leaving School: Students may not leave the school grounds at any time during the school day without a permit from the school office. If a student must leave the building because of illness or any other emergency, he/she must sign out at the office. Outside permits may be obtained in the office.
- Habitual Truancy: Students who have unexcused absences for 5 or more days in a semester, or 10 or more days in a school year, are considered to be habitually truant. Certified letters are required at all classes unless a student is properly excused.

Animals at School

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

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

ANIMALS ON SCHOOL PREMISES POLICY SUMMARY
School Board Policy 4615 adopted on August 7, 2006
(Refer to www.mmsd.org for the entire Board Policy)

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

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<tr>
<th>CATEGORY</th>
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<td>Animals Used in Educational Presentations (single event)</td>
<td>1. Identify instructional purpose or social/emotional objective&lt;br&gt;2. Provide statement of animal health &amp; temperament or verify that the animal is part of a presentation conducted by an experienced animal handler who engages in demonstrations in a school setting on a regular basis&lt;br&gt;3. Obtain principal's signature of approval to proceed to next steps&lt;br&gt;4. Notify parents of upcoming presentation (Parent consent not required; Appendix E given to parents upon enrollment)&lt;br&gt;5. Provide modifications for students who have animal fears or allergies&lt;br&gt;6. Obtain principal's final approval</td>
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<tr>
<td>Cold Blooded Animals Not Handled by Children (for 1 semester, renewable)</td>
<td>1. Identify instructional purpose or social/emotional objective&lt;br&gt;2. Provide statement of animal health &amp; temperament or verify that animal is provided by a certified program or agency&lt;br&gt;3. Obtain principal's signature of approval to proceed to next steps&lt;br&gt;4. Notify parents of proposed presence of animal (Parent consent not required; Appendix E given to parents upon enrollment)&lt;br&gt;5. Provide modifications for students who have animal fears or allergies&lt;br&gt;6. Obtain principal's final approval</td>
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<td>Classroom Animals (for 1 semester, renewable)</td>
<td>1. Identify instructional purpose or social/emotional objective&lt;br&gt;2. Provide statement of animal health &amp; temperament or verify that animal is provided by a certified program or agency&lt;br&gt;3. Obtain principal's signature of approval to proceed to next steps&lt;br&gt;4. Send letter to parent and obtain parent consent (Appendix F)&lt;br&gt;5. Provide modifications for students who have animal fears or allergies&lt;br&gt;6. Obtain principal's final approval</td>
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<tr>
<td>Animals Excluded from School or Classroom Use</td>
<td>Staff member provides instruction for students on proper care and handling of animal</td>
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<tr>
<td>Animals Exempt from Compliance With Policy</td>
<td>Poisonous, venomous animals&lt;br&gt;Family pets unless all policy requirements are met</td>
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School Board Policy 4615 adopted on August 7, 2006
(Refer to www.mmsd.org for the entire Board Policy)
General Information (continued)

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/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.

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 reason. Excuses that are submitted late and do not contain exact dates, times and reasons for absence will not be honored and the absence(s) will be unexcused.

3) The principal will determine if the reason for the absence is excusable based on Board of Education Policy. The determination of whether an absence from school is excused or unexcused must be made on the day the student returns to school so that the school can notify the parent(s)/guardian(s) if the absence is unexcused.
4) The Principal is responsible for confirming and determining whether the reasons for absences are valid. To that end, the Principal and/or student services staff may ask the parent/guardian of a child to obtain a written statement from a licensed medical provider as sufficient proof of the child’s physical or emotional condition. Except as otherwise provided by law and/or Board Policy, if a parent/legal guardian fails to cooperate with a school’s request to provide specific information about an absence, and/or if the Principal believes the reason for the absence is not valid, the absence may be recorded as unexcused or changed from excused to unexcused. If a request of a parent is denied, the parent should be advised by the Principal of the probable consequence.

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

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

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

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

Habitual Truancy

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

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

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

Tardy

Students are expected to be on time for school at the start of the school day and for their classes throughout the school day. 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. For elementary school students, a half-day absence is recorded when students miss more than one hour of school but are in attendance for part of the day. Middle and high schools use various formulas to calculate absences, depending upon the length of the school’s class periods. Patterns of severe tardiness call for intervention by the teacher, the principal, and/or the school’s student services staff.

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

Withdrawals From School

When withdrawing from school, a student must bring notification in writing, or have his/her parent or guardian call the school at least two days prior to the withdrawal. The student will then be given a withdrawal form which must be taken to all her/his teachers and the LMC for staff signatures. All books and materials must be returned. After securing these signatures and returning all materials, the student will report to the office to clear any other existing obligations.

Banned Items in Classrooms

Skateboards, Walkman type radios, iPods, MP3 players and CD players are not permitted in any classrooms. If brought to school, students must keep them in their lockers for the entire school day. Staff members may confiscate these items if they become disruptive. Items can be picked up by their owners at the end of the school day. Bepplers and cell phones will be confiscated and returned only to an adult by the principal after the first warning.

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.

Census Verification

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

Change Of Address/Phone

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

Instructions for Family Information

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

Follow these instructions for the family information section:

1. If parents/legal guardians live apart, fill out both sides of the household form, indicating which household is the primary household. If the parent/legal guardian lives 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...
General Information (continued)

b. LEGAL ACCESS TO THE STUDENT’S RECORDS.

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

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

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

Student Records

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

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

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

1. “Behavioral records” means those pupil records which include psychological tests, personality evaluations, records of conversations, any written statement relating specifically to an individual pupil’s behavior, tests relating specifically to achievement or measurement of ability, the pupil’s psychological treatment of a pupil and law enforcement unit records. These records are not progress records and notes are not available to others, records necessary for, and available only to persons involved in, the evaluation, records of conversations, any written statement relating specifically to an individual pupil’s psychological treatment of a pupil and law enforcement unit records.

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

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

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

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

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

FEES

School Activity Fee Waiver

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

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

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

FIELD TRIPS

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

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

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

When riding a school bus as part of a field trip, students are expected to obey all rules governing school bus transportation (see “Bus Transportation”).

FOOD & NUTRITION

Lunchroom

Students may purchase food with cash or through use of their student accounts. Parents may deposit money in the account which may be used only by their student with the picture ID card. It is District policy that students will not be allowed to use their accounts to purchase food if there is a negative balance. Students must have picture IDs to access their accounts.

Students are not permitted to leave school during the lunch period without special advance permission. In order to insure pleasant lunchroom conditions and to keep things moving smoothly, all students need to:
- wait in a single file line for lunch, milk, and ice cream without cutting
- refrain from pushing, shoving, and disruptive noises
- have a pass to be in designated off-limit areas during lunchtime
- bring jackets for recess to lunch
- place waste material in proper containers after eating
- eat all food while inside the cafeteria

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

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

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

Sincerely,
Your FAN Team

Our Food & Nutrition Program Serves...

Nutrition
Value
Quality
Safe Food
Convenience

Feeding Appetites for Learning

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

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

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

Breakfast Program
All schools in the Madison Metropolitan School District offer breakfast daily. Breakfast is served 15 ~ 20 minutes prior to the start of the school day. A school breakfast generally consists of milk, fresh fruit or 100% fruit juice, and an entrée that includes grains and/or a protein source. Families may qualify for free breakfast as determined by their financial situation. For more information, please see the section on Free & Reduced Meals. Please note: USDA regulations require that we serve a complete meal. Individual items, such as milk, can not be provided free to supplement a meal from home.

Lunch Program
Lunch is available daily at all of the Madison Metropolitan Schools. Serving times vary per location. Lunches consist of a milk, entrée containing protein and whole grains, fruits and vegetables. Our Nutrition Team is constantly searching for different and healthy choices to offer our students. We are committed to offering meals that are both great tasting and nutritious. Families may qualify for free lunch as determined by their financial situation. For more information, please see the section on Free & Reduced Meals. Please note: USDA regulations require that we serve a complete meal. Individual items, such as milk, can not be provided free to supplement a meal from home.

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

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

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

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

If you have other questions or need help, call (608) 204-4001.
Office hours beginning August 18th are 7:00 am to 2:30 pm.

Meal Prices
USDA Breakfast
Reduced and Free No Charge
Elementary Full Pay $1.25
Middle School Full Pay $1.50
High School Full Pay $1.50
Adult at Elementary $1.55
Adult at MS & HS. $1.65

USDA Lunch
Reduced .40
Elementary Full Pay $2.50
Middle School Full Pay $2.90
High School Full Pay $2.90+
Adult at Elementary $3.45
Adult at MS & HS $3.70+

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
For information on serving times please check with your child’s school. At the Elementary Schools, the Breakfast menu is included with the Lunch menu that is sent home with your child from their school.

**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.

**Hallway Passes**

Pass slips will be given for all movement in the building during classes.

**General Information (continued)**

**Help With a Concern**

**Homework**

Homework assignments are given for several key purposes. We hope to enhance our students’ abilities to work independently, enrich school learning activities, and provide practice and reinforcement of the skills being taught in the classroom. As a general rule, students should set aside 45 minutes to an hour for homework each school night.

**Homework For Students Who Are Ill**

Parents requesting homework for students who are home ill for more than two days may make a homework request on the attendance line (204-6821) by 9:00 a.m. The message will be given to teachers and homework assignments may be picked up in the school office on that day between 2:40 and 3:30 p.m.
**GENERAL INFORMATION (continued)**

**IDENTIFICATION CARDS**

All students will be required to have a picture ID card. Students riding metro buses must show their ID’s to drivers while boarding. In addition, the ID is used by students to access money on deposit in their lunch accounts; and to take advantage of free or reduced lunch status. If an ID is lost, replacement cards cost $2.00 and may be obtained by having another picture taken.

**INCENTIVE PROGRAM (TIGER TICKETS)**

To increase student awareness of good behavior, and to reward positive school behavior, our school has an incentive and behavior expectation program. If a student gets behavioral referrals, is tardy for classes, skips school, or engages in other violations of school rules, attendance at events like school dances and club activities may be in jeopardy. Students have opportunities to earn back privileges by performing school/community services. This program is presented in detail to students during the first week of school. Our Positive Behavior Coach coordinates this initiative.

**INFINITE CAMPUS**

Parents/guardians may access student information on Infinite Campus. Contact Learning Coordinator for more information.

**LOCKS/LOCKERS**

All students will be assigned two lockers: a hall locker for books and coats, and one for physical education (PE) clothes. We require that each locker be secured with a combination lock. Students are required to buy locks for the hall lockers from O’Keeffe. These are combination locks with a “key control” in the back. School officials may quickly open locks in cases of emergency, for safety concerns, or for “my coat is in my friend’s locker” crises. Locks cost $6.00 and will be available at August registration. Students may use any lock for their PE lockers.

**Lost & Found**

Articles found should be taken to the office immediately. Students who have lost articles should check for them there. For lost items of considerable value, complete a “Report of Loss” form in the office.

**MEDIAIATION**

Students who are having difficulty with their peers should talk to an adult in the building. Any staff member can direct them to a person who will mediate the situation.

**PARENT/LEGAL GUARDIAN INVOLVEMENT (BOARD POLICY 4500)**

All 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 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.

**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.

Parents are welcome at Georgia O’Keeffe Middle, but should register in the office. Student visitors must be approved by the principal. In general, these visits are not encouraged. High school visitors are not allowed in the building unless they have obtained prior permission from the principal.

**PARENT/TEACHER COMMUNICATIONS**

**Scheduled Parent/Teacher Conferences**

Parents/legal guardians receive formal reports on their children’s progress four times during the school year. 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.

BOE Policy 4132
General Information (continued)

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.

Progress Reports

Progress reports are usually sent home midway through each quarter. Teachers may send progress reports at any other time to notify parents of exceptionally good or poor progress. Progress cards should be signed and returned to the student’s teacher.

Report Cards

Every nine weeks teachers evaluate a student’s progress on a report card. Letter grades are used. Parents will have at least one conference during the first semester and an additional conference may be scheduled. Parents may call to request a conference at any other time.

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.

School-Wide Behavior Expectations

At O’Keeffe we have developed our conduct and discipline plan around RESPECT. Our shared vision is that students in the O’Keeffe school community are engaged in learning at all times in an emotionally, socially and physically safe environment. Every member of the O’Keeffe community is expected to:

- Respect Education
- Respect Everyone
- Respect the Environment

Focusing on these goals of respect will improve the school climate for everyone and will ultimately increase the learning of everyone at O’Keeffe.

Detention

There are two types of detention. One is assigned by classroom teachers and is usually served in the academic classroom on the day of the infraction. The other is all-school and is held in our school detention room after school until 3:30 p.m. Failure to comply with detention results in further disciplinary action.

Referrals

Students receiving a referral from a teacher for inappropriate behavior must make up time with that teacher after school as a minimal expectation. Parents/guardians will be contacted by the assigning teacher about the behavior referral.

School Detention Room

Students must report to the detention room with a referral where a timeout will be served or a disciplinary redirect conference will be held with Pupil Services staff.

SCHOOL SCHEDULE & DAILY SCHEDULE

CLASS HOURS

Students may enter the building at 7:30 a.m. They must have a pass to enter earlier. Classes begin at 7:35 a.m. and end at 2:37 p.m. Eighth hour is from 2:45 until 3:30 p.m. Lunch is served at 11:34, 12:00 and 12:09.

DAILY SCHEDULE

<table>
<thead>
<tr>
<th>Grade</th>
<th>Period</th>
<th>Time</th>
<th>Subject(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>6TH</td>
<td>7:35-11:34</td>
<td>Academics (Reading, Social Studies, Math, Science, Language Arts and Homeroom)</td>
<td></td>
</tr>
<tr>
<td>11:34-12:04</td>
<td>Lunch</td>
<td></td>
<td></td>
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<tr>
<td>12:06-12:59</td>
<td>Academics continued</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1:03-2:37</td>
<td>Encore Classes (Art, Music, Phy Ed, Health, Communication/Technology)</td>
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</tr>
<tr>
<td>7th</td>
<td>7:35-9:43</td>
<td>Encore Classes (Art, Computers, Music, Phy Ed, Foreign Language)</td>
<td></td>
</tr>
<tr>
<td>9:47-12:15</td>
<td>Academics (Reading, Social Studies, Math, Science, Language Arts and Homeroom)</td>
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<tr>
<td>12:15-12:45</td>
<td>Lunch</td>
<td></td>
<td></td>
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<tr>
<td>12:45 -2:37</td>
<td>Academics continued</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8th</td>
<td>7:35-9:48</td>
<td>Academics (Reading, Social Studies, Math, Science, Language Arts and Homeroom)</td>
<td></td>
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<tr>
<td>9:52-12:06</td>
<td>Encore Classes (Art, Music, Phy Ed, Foreign Language, Computers)</td>
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<td></td>
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<tr>
<td>12:06-12:36</td>
<td>Lunch</td>
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<tr>
<td>12:34-2:37</td>
<td>Academics continued</td>
<td></td>
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STUDENT GOVERNMENT

The Student Council is made up of elected representatives from each grade level. Regular training and business meetings are held so students can assume as much of the responsibility of organizing their school activities as possible.

STUDENT SERVICES

Health Services

Each 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.
The office phones are business phones and may be used by students for emergencies only. A hallway phone will be available to students after school from 2:40-3:30 p.m.

TELEPHONE USAGE
The office phones are business phones and may be used by students for emergencies only. A hallway phone will be available to students after school from 2:40-3:30 p.m.

TEXTBOOKS
All books and instructional materials are the property of the Board of Education and the Madison Metropolitan School District. Students are expected to take proper care of these books and are responsible for returning them. Students will be held responsible for damage to a book beyond reasonable wear. A lost book will be paid for by the pupil to whom it was issued.

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 forms 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 receipt of the appeal. For all students attending school on an internal transfer, the parents are responsible for transportation of the student.

By change of residence:

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

**Internal transfer request by parents for the current school year:**

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

- Options for special education students.

Internal transfer request of parents for the next school year:

- Parents requesting a transfer to have their student attend a school outside of their current MMSD attendance area. Each request will be considered on an individual basis.
- Annual application for an Internal Transfer will be accepted for the next school year beginning on the 1st Monday in February. Applications are accepted on or after the 1st Monday in February and before 4:00 p.m. on the 3rd Friday in March. Applications that are filed after the 3rd Friday in March shall be given preference over applications filed under the Open Enrollment Policy.
- In judging an internal transfer request, the Enrollment office will use the following major criteria:
  1. Whether granting the internal transfer will exceed the pupil-teacher ratio and/or school/program capacity as defined and approved by the Board of Education for external transfers by using actual enrollment numbers and actual staffing positions.
  2. Options for special education students.

For criteria used for requesting a transfer on a priority basis, see the instructions for completing the Internal Transfer Form or refer to board policy 4023.

REVOCAION OF AN INTERNAL TRANSFER
A principal may revoke an internal transfer for reasons related to discipline, absenteeism, tardiness, and/or academic performance of the student. If a transfer is revoked, the elementary student shall immediately be enrolled in his/her school of residence. For middle and high school students, the revocation becomes effective at the end of the term. If the transfer was granted under specific criteria by an Assistant Superintendent then that Assistant Superintendent has the discretion to revoke the transfer.

**BICYCLES**

Please use bike racks and securely lock your bicycle.

Students must park bikes in the areas set aside for that purpose. A good lock is a necessity. In the interest of safety, bicycles must not be ridden on school grounds. Students are encouraged to wear bike helmets.
General Information (continued)

Bus Transportation

STUDENT RULES, RESPONSIBILITY AND DISCIPLINE

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

The following actions have been identified by the Board of Education as justification for refusing a pupil the privilege of riding a school bus:

1. Yelling, cursing, obscene language;
2. Throwing objects within the vehicle or out of the windows;
3. Extending head, arms or hands out of the windows;
4. Fighting, scuffling, smoking in the vehicle;
5. Moving about in the vehicle while it is in motion;
6. Damaging property;
7. Any other conduct which might jeopardize the health, safety, welfare or rights of other people.

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

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

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

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

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

The Madison Metropolitan School District is concerned about the health, safety, welfare, and rights of your child. Please go over appropriate school bus riding practices with your child. Student behavior on the school bus and the driver’s management of the behavior are two key elements to a safe and enjoyable bus ride for all students. Your child’s bus may or may not be equipped with video monitoring equipment. The video camera is an aid used to monitor bus discipline. It does not replace the discipline policy, the driver’s authority, or the responsibility of the school officials. If you have any questions, including questions regarding the use of video equipment on board buses, please call the District’s Transportation Office at 663-5288 or 663-5287.

BUS BEHAVIOR

Students must adhere to Rider Rules posted in the school office and on the bus. All students riding Metro buses are required, if requested, to show picture ID cards to drivers while boarding. Students are responsible for their behavior, which affects the safe operation of the bus and the welfare and safety of other riders. Transportation to and from school may be suspended or revoked for the following behavior infractions:

a. Yelling, cursing, obscene language
b. Throwing objects inside or out of the bus
c. Extending head, arms or hands out the window
d. Fighting, scuffling, smoking
e. Moving about in the vehicle while it is in motion
f. Damaging property
g. Harassment or intimidation
h. Any other conduct which might endanger the safety or rights of others. Riding is a privilege, not a right. Follow the rules or lose the privilege.

BUS PASSES

Youth 10-Ride Cards – $10.00
Semester EZ Rider Pass - $150

Direct questions to Janice Kruse at 266-4813 or to John Etzler at 267-8776.

IV. Health, Safety, Security

EMERGENCY SITUATIONS

Emergency Notification
In the event that an emergency situation (evacuation, lockdown), occurs at school, parents/legal guardians will be notified via the District's telephone Instant Messenger system. The District will send a telephone message with information regarding the system to the student’s emergency contact designee. Additional information and updates will also be available on the school's website, as well as on the MMSD webpage (www.mmsd.org).

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

An evacuation plan is posted for each room. Move quickly, but do not run. A teacher will lead the group to the designated area as quietly as possible until the signal bell sounds for students to return to their classrooms. The signal bell for fire is an alternating ring. The tornado warning is a continuous ear-piercing tone.

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

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

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

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

School Entrances/Access
In order to ensure the security of our schools, entrance will be restricted to one main door, as well as to a handicapped entrance. Please check with your school for the appropriate designated entrances. After 8:30 a.m. visitors must be admitted to the school through a security door.

Elevator Keys
Use of the elevator is available for students with a note from the doctor that includes the length of time elevator use will be necessary.

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.

CLOSING SCHOOL - INCLEMENT WEATHER

All area radio stations are contacted by 6:30 a.m. on days when school is closed. You will get the best information by listening to the local radio stations. It is School Board Policy that, “Schools should remain open during or after snow storms unless severe and immediate danger is probable.” On days of bad weather, the school district staff will check with the bus companies, the street superintendent, and the President of the School Board when making the decision whether or not to close schools. The final decision is made by the President of the School Board. Starting time may be delayed until 9:00 or 10:00 a.m., however, the basic objective is to conduct school during and after snow storms and to start at the regular time.

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 strop throat require a doctor’s health care provider examination and prescription for medication. Contacting the doctor and it is important to use the medication as directed and for the full recommended length of time. are necessary. Once medication has been started and the child is feeling well, he/she may return to school.
4. Students with chicken pox may return to school when all the scabs are completely dried and no new lesions are developing (usually 5-7 days).
5. Rashes: Rashes or patches of broken, itchy skin need to be examined by a doctor if they appear to be spreading or not improving.
6. Injuries: If a student has an injury that causes continuous discomfort, the student should not attend school until the condition is checked by a doctor health care provider or it improves. Injuries that interfere with class participation need a medical evaluation. If participation in physical education classes is not recommended, a doctor’s excuse is required.

MEDICATION

Medication Policy
1. Students who take daily or as needed medication at school must have the following in place with the school nurse before any medication can be given:
   □ Written Order for Medication Administration from the prescriber
   □ Parent/Guardian Medication/Procedure Consent Form
   □ Medication provided in the original pharmacy labeled container supplied by the parent/guardian with the following information
      a. Student’s full name;
      b. Name of the drug and dosage;
      c. Effective date;
      d. Directions;
      e. Time to be given; and
      f. Prescribing practitioner’s name.
2. Non-prescription (over the counter) medication must be supplied by the student’s parent/guardian in the original manufacturer’s package and the package must list the ingredients and recommended therapeutic dose in a legible format.
3. The student will take the medication at the designated time supervised by authorized school personnel.
4. Only limited quantities of any medication should be kept at
Health, Safety & Security (continued)

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

Immunization Law
For the health and safety of all students, Wisconsin law requires
that students in grades pre-kindergarten through 12 have at least
minimum protection against certain communicable diseases.
Required immunizations include:
• diphtheria-tetanus-pertussis vaccine (DTaP, DT, Td, Tdap),
• polio vaccine,
• measles-mumps-rubella (MMR) vaccine,
• Hepatitis B vaccine, and
• varicella vaccine or a history of chicken pox disease.

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

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

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

(Revised June 2011)
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 health fosters student attendance and education.

Wellness Policy

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

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

<table>
<thead>
<tr>
<th>I. School Nutrition Education Goals</th>
</tr>
</thead>
<tbody>
<tr>
<td>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 2005-06 school year with full implementation expected in 2007-2008.</td>
</tr>
<tr>
<td>K-12: Increased emphasis in the curriculum on physical fitness and life time sports skills.</td>
</tr>
<tr>
<td>II. Physical Activity Goals</td>
</tr>
<tr>
<td>Elementary Schools: Classes meet for 30 minutes three times a week all year.</td>
</tr>
<tr>
<td>III. Establishing Nutrition Standards for all foods available on School Campus during the day</td>
</tr>
<tr>
<td>Nutrition goals: Limit foods with minimal nutritional value, restrict fat and added sugar, increase fruit, vegetable and whole grain offerings.</td>
</tr>
<tr>
<td>IV. is a Kare: Decrease to no more than 30% of total calories from fat by 9/1/2008.</td>
</tr>
<tr>
<td>V. Vending: No vending permitted.</td>
</tr>
<tr>
<td>Beverage Portion Size: (Other than milk and water) - Elementary: Up to 8 oz.</td>
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<tr>
<td>Snacks: Is a list of suggested snacks will be developed annually. (List follows)</td>
</tr>
<tr>
<td>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.</td>
</tr>
<tr>
<td>Candy/Food as Reward: Cannot be used as a reward or manipulative.</td>
</tr>
<tr>
<td>Food Allergies: Elementary: No peanuts or peanut products provided by MMSD Food Services. Classroom projects should not contain peanuts, tree nuts or edible seeds. All schools: Food containing peanuts and tree nuts should not be prepared at home or at school and served to students. General info on food allergies (milk, eggs, fish, shellfish, wheat, soy) should be included with food prepared at home and served to others at school.</td>
</tr>
<tr>
<td>Meal times: Breakfast: 10 minutes. Lunch: At least 30 minute break. Eat in a clean healthy environment.</td>
</tr>
<tr>
<td>Where Food is Eaten: Staff is encouraged to limit consumption of food in classrooms. Food can be eaten in classrooms as long as eaten on table or at a desk. Students are responsible for cleaning up after eating in classroom.</td>
</tr>
<tr>
<td>Food at MSCR After School Programs, MSCR Summer Programs, MSCR Field Trips or MSCR School Sponsored Events: When MMSD provides food to students outside of Food Services program during the school day, during an after school or summer program or at school sponsored event, the food must adhere to nutritional standards listed above.</td>
</tr>
<tr>
<td>Pot Lucks: Sponsors of any events that are open to the public must contact the local health department to get appropriate permit; state law exempts parent teacher organizations from obtaining permits for pot lucks--other groups may need permits and should consult with the local health department before scheduling an event.</td>
</tr>
<tr>
<td>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.</td>
</tr>
<tr>
<td>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.</td>
</tr>
<tr>
<td>Food Safety: Prepare food in accordance with School Potluck Food Safety Guidelines.</td>
</tr>
</tbody>
</table>

MMSD Wellness Committee Recommended Snack List for Classroom or Program Snacks

- **Fruits**:
  - Fresh fruit (any, such as oranges, apples, bananas, grapes, pears, plums, langerines) that has been thoroughly washed
  - Sun-Maid Raisins, and other dried fruits – pre-packaged (except Eileen’s brand)
  - Fruit in individual cups (applesauce, pear, peach, etc.)
  - Fresh vegetables that have been thoroughly washed, with low fat dips
  - Ocean Spray Cranberries

- **Fruit Snacks**:
  - Betty Crocker Fruit Roll Ups, Fruit Snacks, Fruit by the Foot, Fruit Gushers
  - Kelloggs Fruit Streamers, Fruit Twirlatables, Fruit Snacks
  - Welch’s Fruit Chews

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

- **Dairy**:
  - Yogurt in individual cups or tubes
  - Jello brand pudding in individual cups or tubes
  - Huns Snack Pack Puddings (vainilla, chocolate)
  - String cheese or other individually packaged cheeses (1 oz)
  - Frozen yogurt bars
  - Wal-Mart “Great Value” brand pudding and gelatin cups
  - Kellogg’s Yogos

- **Crackers/Snack items**:
  - Nabisco/Kraft:
    - Honey Maid Graham crackers or sticks (Dora Explorer, honey, cinnamon, apple cinnamon, chocolate chip, chocolate flavor)
    - Ritz (original, whole wheat, toasted vegetable, honey butter, Sticks) Ritz Mini Smillin’ Snack Saks (NO Ritz big sandwiches)
    - Cheese Nips or Better Cheddars
    - Teddy Graham Crackers, Teddy Graham character brands
    - Nilla Wafers, Barnum’s Animal Crackers
    - Nabisco Bug Bites Graham Crackers
    - Nabisco Twigs
    - Nabisco Premium Saltines
    - Ritz Dinosuars
    - Newtons and Newtons Mini (Fig, Strawberry, Raspberry, Apple)

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

  - Sunshine
  - Cheez-It (Original, Sponge Bob, Cheddar Jack, Twister Cheddar)
  - Cheez-It Paryt Mix
  - Saltine Crackers (Krispy Originals)
  - Shur Fine at Woodman’s
  - Ocean Spray Cranberries
  - Wans Wheetas
  - Ocean Spray Cranberries
  - Cheese Crackers
  - Great Value (Wal-Mart)
  - Animal Crackers (Original)
  - Double Cross Snacks (like triscuits)

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

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

- **Fruits/Vegetables**:
  - Fresh fruit (any, such as oranges, apples, bananas, grapes, pears, plums, langerines) that has been thoroughly washed
  - Sun-Maid Raisins, and other dried fruits – pre-packaged (except Eileen’s brand)
  - Fruit in individual cups (applesauce, pear, peach, etc.)
  - Fresh vegetables that have been thoroughly washed, with low fat dips
  - Ocean Spray Cranberries

- **Fruit Snacks**:
  - Betty Crocker Fruit Roll Ups, Fruit Snacks, Fruit by the Foot, Fruit Gushers
  - Kelloggs Fruit Streamers, Fruit Twirlatables, Fruit Snacks
  - Welch’s Fruit Chews

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

- **Dairy**:
  - Yogurt in individual cups or tubes
  - Jello brand pudding in individual cups or tubes
  - Huns Snack Pack Puddings (vainilla, chocolate)
  - String cheese or other individually packaged cheeses (1 oz)
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    - Cheese Nips or Better Cheddars
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V. District Policies & Guidelines

ALCOHOL & OTHER DRUG POLICY (BOARD POLICY 4235)

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

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

ADA/504

Regarding Madison Metropolitan School District’s Responsibilities Under Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA) Section 504 of the Rehabilitation Act of 1973 and the ADA are Federal legislation and regulations which prohibit discrimination against persons with a disability in any MMSD program. A person with a disability is someone who:

1. has a mental or physical impairment which substantially limits one or more major life activity(ies) (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.

If there are any questions, please contact:

ADA Coordinator - Level/Area Special Education Coordinators:
Ted Szalkowski - East/La Follette elementary schools
Joanne Grassman – Memorial/West elementary schools
Noelle Sapiro – Middle & high schools

MMSD
545 West Dayton Street
Madison, WI 53703-1995
608/663-8442

To file a complaint, contact: Affirmative Action Officer
Amos Anderson
MMSD
545 West Dayton Street
Madison, WI 53703-1995
608/663-1530
Fax: 608/204-0343 TTY: 608/204-0344
Email: acanderson@madison.k12.wi.us

ANTI-BULLYING POLICY

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

We must support and assist the person being bullied, giving him/her tools to empower him/herself and overcome the negative experiences related to alcohol and other drugs.

If there are any questions, please contact:

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If there are any questions, please contact:
The Board of Education has the following policy regarding controversial issues (Board Policy 4211, 4600).

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.

In the teaching of controversial issues, a teacher shall be subject to discipline, including possible suspension for up to one day.

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.

Electronic Devices (Board Policy 4403)

Possession of a Personal Electronic Device

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

2. Any pupil who possesses or uses a Device and/or associated equipment that is not stored, that is not powered off, or in a manner that violates this Board Policy or any other policy or school rule shall be subject to consequences, including but not necessarily limited to disciplinary action, required surrender of the Device, and/or 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.

Guide to R-Rated Films

- Teachers are to show films only related to the curriculum.
- Teachers are to make every effort to show PG and PG-13 rated films.
- If teachers choose to show R-rated films, they must: 1) receive permission from the school principal and must show the relevance to the current unit/lesson; and 2) send a notice to parents with a signature line for their approval.
- If a parent does not wish their child to view the film, or if the approval is not returned, the student is to be moved to another area and given an alternative assignment.
- If the student is 18 years of age, he/she may sign the form themselves.

Promotion from 8th Grade

- Beginning September 1, 2002, to be promoted from eighth grade, a student must have a 1.67 cumulative GPA during seventh,

and eighth grade in courses aligned to the 8th Grade Wisconsin Model Academic Standards in each of the core content areas (English/Language Arts, Mathematics, Science, Social Studies). For the purpose of this Policy, if a teacher or teachers give a student report card grades that meet the promotion standard that is set forth above, such report card grades are considered a formal teacher recommendation to promote the student.

   • If a student has less than a 1.67 cumulative GPA from 7th and 8th grade in any of the core content areas, the school shall review the student’s performance on the Wisconsin Knowledge and Concepts Examination (WKCE). If the student has a score of “basic” or above in each content area where the GPA was below 1.67, the student shall be promoted. Either the Reading or the Language Arts subtest score on the WKCE may be used in lieu of the student’s English/Language Arts GPA.

   • If a student does not meet the criteria relative to his/her report card grade point average or the WKCE, the student may be promoted if the student’s academic performance is such that he/she passes a District-approved District summer school program that the student takes between his/her 8th and 9th grade school years. The summer school program must be approved by the District as a program that is a learning opportunity for the purpose of the student meeting the District’s requirement(s).

   • If a student does not meet the criteria relative to the report card grade point average, the WKCE or the District’s summer school program, the student may, with District approval, (1) repeat the 8th grade school program, or (2) remain in 8th grade until the student attends and satisfies the District’s requirement(s) in a District program that has been approved by the District as a learning opportunity for the purpose of the student meeting such requirement(s). If a student repeats the above-referenced 8th grade school program, and/or attends and satisfies the District’s requirement(s) in the above-referenced District program, a student shall be promoted to 9th grade. An 8th grade student who meets the District’s requirement(s) shall be promoted as soon as practicable.

   • The general student promotion requirements apply to a student with disabilities who is eligible for services under the Individuals with Disabilities Education Act (IDEA) unless modified or alternative criteria are designated in the student’s Individualized Education Program (IEP) by appropriate team members. Students with disabilities who meet the requirements of their promotion criteria in the IEP as determined by each student’s individualized education program team will be promoted.

   • If a decision to retain a student is made over the objections of the parent/guardian, the decision may be appealed to the Assistant Superintendent responsible for that level, whose decision shall be final.

Adopted 4/1/02

SMOKING

Smoking is a proven health hazard. Board Policy prohibits students from possessing any tobacco product or using tobacco. If a student is in possession of a tobacco product or uses tobacco he/she will be subject to discipline under the District’s Student Code of Conduct. (Rev. 12/2003)

STUDENT COMPUTER & INTERNET USE: POLICY, PROCEDURES & RULES