1. About Our School

MISSION STATEMENT
Shorewood Hills Elementary School is a unique learning community with strong traditions. Our students and their families come from around the world, the United States, and the Village of Shorewood Hills. Students, families, and school staff value education and are dedicated to continuing a tradition of high academic achievement for all children.

The central purpose of the school community is to nurture youth who will love learning throughout their lives, have a diverse, global perspective, and respect each others’ differences through understanding and appreciating our common humanity. Partnering together, school staff and parents will work to ensure that all students have the cultural, social, artistic, technological, and academic knowledge, skills, and experiences necessary to continue learning and function as world citizens.

We will achieve this partnership and sustain our traditions through intentional efforts to:

- Work together from a basis of mutual trust and respect
- Draw upon our school’s diversity to make the world less theoretical and more experiential
- Provide a culturally rich, stimulating, engaging, and rigorous curriculum
- Build and sustain positive relationships with and among all students
- Develop a safe, supportive culture in which everyone feels included

SCHOOL OVERVIEW
Shorewood Hills Elementary School is known affectionately as “The Little United Nations,” because of its international student population. Many of its 400 students are citizens of countries other than the United States. Approximately two thirds of the students reside in University of Wisconsin housing, Eagle Heights or University Houses; other students live in the surrounding Village of Shorewood Hills or the city of Madison.

The school community takes tremendous pride in its culturally diverse demographics. Consequently, there is a climate of mutual respect among students, staff, and neighborhoods. Children from international families speak over 30 different languages. Shorewood Hills Elementary School’s English Language Learning program is unique, effective, and essential to the success of students. Students in beginning English Language Learning classes are often dismissed from formal instruction within a year. In fact, each year, often half of the school’s spelling bee contestants are former English Language Learner program participants.

Students at Shorewood Hills demonstrate high levels of achievement in academic, artistic, and athletic areas. Scores on achievement testing are consistently high. Many students elect to take after school foreign language classes. The library circulates a large per capita number of volumes each year, and about 80% of the students in 5th grade choose to take strings classes. Students take part in many after school recreational activities; the neighborhood soccer teams have a dynamite reputation. Shorewood Hills’ teaching staff includes a healthy blend of experienced professionals and enthusiastic, skilled teachers who are newer to the field. These talented, dedicated teachers contribute substantially to student successes. Parents provide a tremendous amount of support for learning. Their involvement creates an essential link between home and school and results in powerful learning for Shorewood Hills School children.

All parents are members of the school’s essential Parent Teacher Organization. The group has a long tradition of cooperation and support for Shorewood Hills Elementary School. Its members promote a positive learning environment through their participation in determining priorities and goals for the annual school improvement process. The PTO plans and implements many special events including a yearly extravaganza, International Week, during which the school becomes a showplace of international culture and cuisine. Parents coordinate a variety show, school picnic, ice cream social, and either an arts festival or science festival each year. Pride and enthusiasm for the school is evident through these and other extraordinary programs which Shorewood Hills School’s competent parents organize and implement.

SPIRIT
The Shark has been selected as the school mascot.

School Pledge
I pledge allegiance to my family, to my school, and to my friends. I promise to be kind, have a cheerful attitude, and to work and play to the best of my ability. I will respect others and all nations under this roof.

Shorewood School Song

The teachers we see are always so nice
When we get hurt the nurse gives us ice
Floors get dirty with our muddy feet
But the custodians make it clean and neat
(Chorus)

We’re on our way down the learning path
Of science, reading, history, math
Scholars, artists, athletes
We’re quick in our mind and quick on our feet
(Chorus)

Shorewood is our school
Shorewood we have lots of fun
Shorewood is our school
Shorewood we get the job done

All together we work and play
All different in our own special way
All friends who respect each other
A big family of sisters and brothers
(Chorus)
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II. Introduction

BOARD OF EDUCATION MEMBERS, 2010-11

Maya Cole, President 1818 Keyes Ave (11) 259-0549 (H) 239-1484 (Other) mcole@madison.k12.wi.us
James Howard, Treasurer 2102 Brentwood Pkwy, (04) 244-5278 (H) 231-9376 (Other) jhoward@madison.k12.wi.us
Ed Hughes, Clerk 2226 Lakeland Ave (04) 241-4854 (H) ejhughes@madison.k12.wi.us
Lucy Mathiak 716 Orton Court (03) 255-0939 lmathiak@madison.k12.wi.us
Beth Moss, Vice President 2 Highgate Circle (17) 833-3166 bmoss@madison.k12.wi.us
Marjorie Passman 3118 Todd Drive (13) 271-0645 (H) 334-2043 (Other) mpassman@madison.k12.wi.us
Arlene Silveira 5760 Barbara Drive (11) 270-0435 (H) 516-8981 (Other) asilveira@madison.k12.wi.us

Wyeth Jackson
Student Representative

Jessica Brooke, 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.
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On behalf of the entire staff of the Madison Metropolitan School District, I want to welcome you to the 2010-11 school year. It is an exciting time for families and our school district to know that your children are back at school for another year of learning and development.

The coming school year provides another opportunity to commit to each other to ensure your children receive from us what they need as learners and citizens of this ever more complex and opportunity-filled world.

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

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

As the new school year is about to begin, we ask you to help us with the following:

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

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

Sincerely, Daniel A. Nerad, Ed.D., Superintendent of Schools
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|        | 1      | 2 204-1206 | 3 Mercado Week & Scholastic Book Fair | 4 Variety Show, PM performance for families
   end of 1st quarter |
| 204-1206 |        | 5 Beginning of 2nd Qtr |
|        | 6 Craftamongous, 10 am – 3 p.m, Multipurpose room & gym |
| 452x389 | 11 NO SCHOOL Parent Teacher Conferences | 12 | 13 |
| 7 8 9 10 | Picture Retake Day | 16 | 17 | 18 | 19 | 20 |
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Happy Thanksgiving
III. General Information

**ANIMALS AT SCHOOL**

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

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

**ANIMALS ON SCHOOL PREMISES POLICY SUMMARY**

School Board Policy 4615 adopted on August 7, 2006
(Ref: 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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<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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<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. 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&lt;br&gt;• Staff member follows procedures for cleaning and disinfecting sinks, cages and surfaces</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&lt;br&gt;• Staff member follows procedures for cleaning and disinfecting sinks, cages, and surfaces&lt;br&gt;• Staff member provides instruction for students on proper care and handling of animal</td>
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<tr>
<td>Animals Excluded from School or Classroom Use</td>
<td>• Poisonous, venomous animals&lt;br&gt;• Family pets unless all policy requirements are met</td>
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<tr>
<td>Animals Exempt from Compliance With Policy</td>
<td>• Trained &amp; certified service animals supporting individuals with disabilities&lt;br&gt;• Animals used in K-8 Science Curriculum&lt;br&gt;• Invertebrates used in Grades 9-12 Science Curriculum</td>
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The following attendance definitions and procedures apply to all Madison students, unless otherwise specified.

**Attendance**

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

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

**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.

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. Planned Absences:

(1) Serving as an elected official/pollster (the student must have at least a 3.0 GPA or equivalent).
(2) 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).
(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) Absences related to dentist, doctor, chiropractor, psychologist and other medical appointments that cannot be scheduled at any time other than school time.
(5) Bereavement due to death in the immediate family.
(6) Religious instruction/religious holidays.

(Refer to www.mmsd.org for the entire Board Policy)
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**December**

**NO SCHOOL – WINTER BREAK (Dec. 20 – Dec. 31)**
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 Recording Procedure

For each day a student is absent for, “Planned absences,” the following should occur:

1. The parent/guardian should call the school’s Attendance Line by 7:45 a.m. to explain the absence, or
2. If no contact is made on the day of the absence, upon returning to school, the student must bring a written excuse signed by the parent/guardian to the appropriate school secretary. The note must list the date(s) of the absence and explain the reasons. Excuses that are submitted late and do not contain exact dates, times and reasons for absence will not be honored and the absence(s) will be unexcused.

3. The principal will determine if the reason for the absence is excusable based on Board of Education Policy. The determination of whether an absence from school is excused or unexcused must be made on the day the student returns to school so that the school can notify the parent(s)/guardian(s) if the absence is unexcused.

4. The Principal is responsible for confirming and determining whether the reasons for absences are valid. To that end, the Principal and/or student services staff may ask the parent/guardian of a child to obtain a written statement from a licensed medical provider as sufficient proof of the child’s physical or emotional condition. Except as otherwise provided by law and/or Board Policy, 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.

### 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. Planned absences should occur only for special circumstances and only after the student or parent has completed the procedure outlined below.

- For all 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.
- The absence shall be included in the student’s permanent record.
- 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.
- Arrangements shall be made for the completion of schoolwork missed over the course of the absence(s).

### Work For Absent Students

Much of the learning children do in school is through activities that cannot be duplicated through written assignments.

Teachers will make every effort to prepare “make-up” work for children who are ill and whose parents give the teacher at least one school day’s notice of the request.

### Unexcused Absences

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

### Habitual Truancy

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

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

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

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

**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).  Last Revised June, 2010

**Making Every Minute Count**

Before school, children wait outdoors until the second bell at 8:30. Parents may walk their children to lockers but are requested to clear hallways by 8:35 so that teachers can take roll and begin classes. At the end of the school day, parents are requested to wait outdoors or just inside doorways until the bell rings so that students and teachers can wrap up the day in an efficient manner.

**Directory Information**

Wisconsin law allows the District to disclose directory information about students unless parents/legal guardians desire that all or any part of this information not be released. If parents/legal guardians wish to have information about their child(ren) withheld they must complete the “Request to Withhold Directory Information” form for each child. This form is available in all school offices.

Directory Data/Information means those pupil records which include the pupil’s name, present address, telephone listing (unless the number is unlisted), date and place of birth, major field of study (e.g. 3rd grade elementary education at Leopold School), dates of attendance, dates of attendance, participation in officially recognized activities and sports, weights and heights of members of athletic teams, student’s photograph, the most recent previous school attended by the student, and degrees and awards received.

**Census Verification**

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

**Change Of Address/Phone**

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

**Instructions for Family Information**

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

Follow these instructions for the family information section:

1. If parents/legal guardians live apart, fill out both sides of the household form, indicating which household is the primary household.
2. The primary household should be the household the student declares as primary household for enrollment purposes.
3. The online registration and census form allow for additional contact people should be added. If the student has a secondary household that information can also be added. If someone other than the parent has rights to records it needs to be indicated on the form:
   a. LEGAL CUSTODY OF THE STUDENT and/or
   b. LEGAL ACCESS TO THE STUDENT’S RECORDS.
4. In addition to the people with legal custody or legal access to records, you may include the names of other adults or other student with whom the student lives. Please indicate the relationship of each adult to the student.

**FOR EXAMPLE,** if each of the following applies in a family situation:
- Parents/legal guardians are divorced; Parent filling out form should include the other parent as a secondary address either household or mailing.

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<th>CHILD CARE – BEFORE and AFTER</th>
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<td><strong>West YMCA</strong></td>
<td>Hugel Elem. Olson Elem. Orchard Ridge Elem.</td>
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Updated for the 2010-11 School Year.
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**February**

**Event Notes:**
- PTO Board Mtg
- No School
  - SWEIO Convention
Student Records
All student records maintained by the Madison Metropolitan School District are confidential, as required by federal and state law.

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

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

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

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

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

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

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

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

FEES

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

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

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

FIELD TRIPS

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

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

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

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

FOOD SERVICE

Breakfast And Lunch Program And Schedules
Monthly menus will be sent home with each child. The office or your child’s teacher has lunch envelopes that you may put money in either monthly or weekly. Please make sure the envelope includes your child’s name and teacher. Payments received are deposited into the computer accounting system. Students with a negative account balances will not receive a lunch until payment is received. Families will receive notices of negative account balances weekly.

Regular lunch price is $2.35, reduced lunch is $4.40, and milk is $.50.

Families are encouraged to complete applications for free/reduced lunch if parents believe their families might qualify. Only one application per family is necessary. Please list all family members. An updated application must be completed by the family during the school year if your income changes.

Breakfast is offered daily in the cafeteria starting at 8:10 a.m. The price is $1.10 or $.20 cents for reduced breakfast.

For additional information, please visit our website at www.foodsvcweb.madison.k12.wi.us

What is the Eatery?
The Eatery is the Food Service Program at your child’s school. Each Elementary, Middle & High School offers meal service. The Elementary Schools offer USDA Breakfast and Lunch programs. The Middle Schools offer USDA Breakfast and Lunch programs as well as an Ala Carte program. There are four Value Meals offered each day, which qualify for the USDA lunch programs. Our High Schools offer Breakfast and Food Courts at lunch. All Food Courts have Meal Deals that qualify as the USDA Breakfasts and USDA Lunches, in addition to an Ala Carte Menu.

All of our menus in the USDA programs are designed to meet nutritional standards. Each menu is analyzed weekly, evaluating it against 8 specific nutritional targets. We analyze for five different vitamins and minerals, provide no more that 30% of calories from fat, no more than 10% of calories from saturated fat, and meet specific caloric guidelines for both breakfasts and lunches for each age group (elementary, middle and high school-aged children). Meeting these targets ensure that our meals provide students...
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<td>International Week</td>
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General Information (continued)

with one third of their dietary requirements for lunch and one fourth for breakfast.

The MMSD Eatery believes that good nutrition is a key to learning.
Our food service operation is based upon the following beliefs:
• Serving students is our number one priority
• Our customers are served with dignity and respect
• Nutritional balanced meals are offered daily
• Teamwork and communication skills are essential ingredients to our daily operational performance
• Maintaining fiscal integrity is vital

Food Safety
In order to ensure the safety of the food served at the Eatery, our Eatery Staff is trained and updated regularly on food safety issues. Our employees are trained through the National Restaurant Association ServSafe Course.

Lunch at the Eatery
Our USDA Lunch program is available at our Elementary, Middle, and High Schools. We serve lunch daily at each of our locations. The USDA lunch is designed to provide students with 1/3 of their daily nutritional requirements.

Families may qualify for free or reduced-priced meals and pay according to their financial situation. See the section on Free or Reduced-price Applications.

All USDA meals include MILK.

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

Ala Carte at the Eatery
Our District offers an Ala Carte program in the Middle and High Schools. The Ala Carte program allows students and staff to purchase individual food items of their choice. Although this program is primarily a lunchtime service, limited services are offered at other times. The High Schools offer Ala Carte items before school. At the Middle & High Schools, serving times vary by location.

Ala Carte items are full price for all students and not part of the USDA Breakfast or Lunch Meals.

Breakfast at the Eatery
All of the schools in our district participate in the USDA Breakfast Program. This program, as does the USDA Lunch, meets USDA nutritional requirements. The USDA Breakfasts are designed to provide students with 1/4 of their daily nutritional requirements.

Families may qualify for free or reduced-priced meals and pay according to their financial situation. See the section on Free or Reduced-price Applications.

All USDA meals include MILK.

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

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.

Free or Reduced-price Applications
If you choose to apply for free or reduced-price meals, each year you must fill out a new application (only one per family). The applications are approved based on a federal standard for household size and household income. These applications are available at registration or through your school office. On the backside of the application you will find the income guidelines used to determine if you qualify for school meal benefits. If you need any assistance, please call your school office or the Food Service office at 204-4001. Our office hours are 8:00 am to 3:00 pm Monday through Friday.

Families that qualify for free or reduced-price meals may participate in both the USDA Lunch and Breakfast Programs.

In accordance with Federal law and U.S. Department of Agriculture policy, this institution is prohibited from discriminating on the basis of race, color, national origin, sex, age or disability.

To file a complaint of discrimination, write USDA, Director, Office of Civil Rights, Room 326-W, Whitten Building, 1400 Independence Avenue, SW, Washington, D.C.20250-9410 or call (202)720-5964 (voice and TDD). USDA is an equal opportunity provider and employer.

Meal Price

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<td>1/2 Pint Milk</td>
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**Breakfast for Reduced students are free this school year**

Payment Options

The Madison Metropolitan School District Eatery has implemented the online payment option called MealPayPlus. This system is an Automated Online and Telephone based system which allows parents to make school meal prepayments. Note: 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/children, please inquire about your child’s ID number at your school office or by calling Food Services at 204-4001.

MEALPAY PLUS

• Convenient – pay anywhere, anytime 24/7, by phone or web
• Quick, easy and secure
• Easily access child’s school lunch balance
• No more handing out cash or checks to children
• Email notification when child’s balance is low
• Faster serving lines
• View purchase history of your students
• Create re-occurring payments – don’t think about lunch payments again!

Families will be receiving more information about www.MealPayPlus.com at registration.

Visit www.MealPayPlus.com today to:

Make payments to your student’s meal accounts - (note: there is a transaction fee when entering money on your student’s accounts – currently $2 per transaction)

View account balances, payments entered via MealPayPlus, and account activity AT NO COST

Set up free email reminders to you know when your child’s account balance is getting low

Create settings to automatically replenish your student’s Eatery account

The Eatery at your child’s school has a computer based accounting system. Each child’s account is the same, whether the child qualifies for the free or reduced-price meals, or if they pay full price. In order to use their account, paying students must have funds on their Eatery account. Parents may utilize www.MealpayPlus.com or send checks or cash to school with their student. Deposits are accepted on any
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NO SCHOOL – SPRING BREAK (Apr. 18th – 22nd)
school day. Checks should be made payable to THE EATERY at your child’s school (example – East Eatery). Your child’s positive (or negative) balance will carry over year to year. This balance will follow your child within any MMSD school. ALL MEALS MUST BE PAID FOR IN ADVANCE.

The Eatery staff at your child’s school maintains the account information. Unless you use www.MealpayPlus.com, the Eatery staff will enter money into the account as it is received. Envelopes are available through the Eatery or the school office. Should you need to inquire about the specifics of your child’s account, we have the capability of producing a detailed report indicating both payments received and the meals charged to your child’s account.

If you visit school and would like to have lunch with your child, please let the school office know early that morning so we can plan a meal for you. Parents and non school-age children will be charged the adult price.

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.

HELP WITH A CONCERN
How to Get Help with a Concern

The Board of Education and the Superintendent expect that all concerns be treated with respect. All persons will be assisted by the best person to help them with their concerns, including parental concerns, regarding their children and their schools. The flowchart explains some general guidelines.

Not all concerns may be resolved exactly as all persons involved desire, but district staff will be open to considering all concerns and providing any assistance possible.

KINDERGARTEN SCREENING FOR EARLY ENTRANCE
Board of Education Policy states that a child who becomes five years of age between September 2 through December 31 may enroll in kindergarten only after satisfactory completion of preliminary student assessments. A child being assessed for early entrance into kindergarten should have superior intellectual growth and language skills and must demonstrate the social, emotional, physical and mental maturity normally expected for successful participation in kindergarten. Parents who have concerns about school readiness should contact the school psychologist. They will be asked to complete a request form for placement on the early entrance evaluation schedule. If you need further information on the early entrance procedure, please contact your school’s psychologist or see www.mmsd.org. Children born after December 31 may not be screened for early entry. (Wis. Statute). BOE Policy 4011

HOME LEARNING PRACTICES
Homework is most helpful when it is carefully planned and meaningful to students. A moderate volume of homework can support student learning which begins in the classroom. It can benefit children’s
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- **PTO Board Mtg**
- **General PTO Mtg**
- **Teacher Appreciation Week**
- **School Closed Memorial Day**
Research has shown that children whose parents/legal guardians are involved with the school are more likely to achieve and to feel good about their school experiences. MMSD elementary schools encourage capacity to regulate themselves and their activities. While homework should be completed by the students to whom it was assigned, parents can use homework as a way to learn about school curriculum standards, to evaluate their children’s progress, and to connect school activities with family traditions and experiences. Students have school-issued Home-School communication folders that may be used to communicate homework activities.

At kindergarten and first grade, children generally spend an average of 10-15 minutes per day on homework activities. Typical literacy activities include parents listening to their children read leveled books, practicing sight words, “Word wall,” words, or parents reading aloud to their children. In math, children benefit from counting to 100 or practicing addition math facts to 10 including doubles. Children bring home, “Friday Folders,” which contain work samples from the week; reviewing work samples is good review for children and informs parents about their children’s progress. At times, teachers may request that children complete unfinished work at home.

At second and third grade, children generally spend an average of 20-30 minutes per day on homework activities. Typical activities include practicing math facts, reading instructional literature, keeping a writing journal, practicing spelling words, and completing work that was not finished during the school day. When students work on special projects, children may be requested to do specific family activities which contribute to their learning.

At fourth and fifth grade, children generally spend an average of 30-40 minutes per day on homework activities. Typical activities include studying spelling words, completing language arts assignments, finishing math assignments, and reading instructional literature. On occasion, children work on long-term projects that may require additional writing activities.

Parents can help their children by setting a regular time for homework, limiting television viewing, identifying a quiet, well-lit homework area, looking over homework assignments with their children, encouraging reading for pleasure, talking about school in family conversations, and contacting their children’s teachers with questions and observations about the extent to which homework activities are reasonable and successful in reinforcing or supporting their children’s learning. If a child is spending an excessive amount of time on homework, the child could be experiencing learning difficulties, organizational or attention problems, or may not be using classroom independent learning time productively.

**Parent/Legal Guardian Involvement (Board Policy 4500)**

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

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

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

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

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

**P.T.O. (Parent Teacher Organization) Leadership**

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<tr>
<td>President</td>
<td>Karla Knobel</td>
<td>236-0379</td>
<td><a href="mailto:karlaknobel@gmail.com">karlaknobel@gmail.com</a></td>
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<tr>
<td>Past President</td>
<td>Susy Cranley</td>
<td>232-6454</td>
<td><a href="mailto:susycranley@charter.net">susycranley@charter.net</a></td>
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<tr>
<td>Vice President</td>
<td>Karen Knetter</td>
<td>233-7558</td>
<td><a href="mailto:karenknetter@ameritech.net">karenknetter@ameritech.net</a></td>
</tr>
<tr>
<td>Treasurer</td>
<td>Sheila Hendrick</td>
<td>663-0691</td>
<td><a href="mailto:sm_hand@yahoo.com">sm_hand@yahoo.com</a></td>
</tr>
<tr>
<td>Secretary</td>
<td>Susan Kieman</td>
<td>238-7408</td>
<td><a href="mailto:susanforencekieman@yahoo.com">susanforencekieman@yahoo.com</a></td>
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**Eagle Hts/Univ. Houses Rep.**
- Sara/ Eric Domyan: 419-961-2735 fromme_1@hotmail.com
  - Kira Bohling: 238-3879 kbohling@wisc.edu

**Shorewood Representative**
- Janice Moen: 238-7406 janicoemoen@hotmail.com

**Madison MMSD Representative**
- Ingrid Andersson: 231-1882 ingrid@gentlehomebirth.com

**Al-Large Representative**
- Laurel Cavalluzzo: 663-9867 lcavall@yahoo.com
- Emma Swift: 232-5436 emma.marie.swift@gmail.com
- Liz McLaughlin: 233-4057 lizmcl33@hotmail.com

**Teacher Representative**
- Ellie Schmitt: 204-1222 etschmitt@madison.k12.wi.us
- Elliot Schmitz: 204-1202 etschmitt@madison.k12.wi.us

**Objectives of the P.T.O.**

1. Maintaining a close relationship between home and school
2. Promoting communication between home and school
3. Uniting the efforts of parents and teachers to secure for very child the greatest opportunity for intellectual, physical, and social growth
4. Promoting the welfare of children in school

All Shorewood Hills Elementary School parents are members of the school Parent Teacher Organization. The school relies upon parent involvement to make this learning environment unique and meaningful. The PTO cannot begin to meet its objectives without a broad base of parental involvement. Please plan to attend meetings, assist with special events, and contribute your ideas for the betterment of the school. Watch for the monthly newsletter and/or contact one of the officers above for more ideas of how you can get “involved” in our P.T.O.

**Visitation to School or Classrooms (Board Policy 4005)**

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

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

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

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

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

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

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

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

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

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

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

Working together, staff and families can partner to help all students experience school positively by creating safe environments while supporting growth in responsibility.

If you have further questions about our school’s plan, please contact your child’s classroom teacher, principal, or other staff.

**Shorewood Hills Elementary School**
**Is Above the Line!**

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

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

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

![Shorewood Hills Elementary School](image)
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Notes:
Our school will work to help all of our students stay “Above the line” through specific programs, engaging learning experiences, and the relationships we foster each day. If students fall “Below the line” staff and principal will work together with the student to address issues through consequences and a “fix-it” plan. Depending on the severity, frequency, and other factors, parent/guardians may be contacted.

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

**SCHOOL DISCIPLINE PLAN**

Teaching appropriate behaviors and interpersonal skills is a very important part of the educational process. Children learn to take responsibility for behaving in accordance with socially acceptable standards when parents support school officials and when school staff respects the unique role of parents and the family. Ongoing, open, and frequent communication between home and school is essential to a strong partnership.

Misbehavior is handled in the following manner:
- Classroom teachers establish classroom rules, often with input from students
- Minor disruptions are usually handled by teachers and other supervisory staff
- Students who disrupt the learning environment may be sent to the principal or designee for a period of time until the student is ready to return to the classroom; the teacher contacts parents and follows through with consequences
- Students who are significantly upset or disruptive may be sent home during their time away from class
- Violations of the district Student Conduct and Discipline Plan are handled by the principal or designee; the principal contacts parents and follows through with consequences in accordance with district policy
- Disciplinary actions become more severe with repeated code violations.

**SH-SH-SH-SHOREWOOD HIGH FIVE**
1. Quiet, “Baby-sleeping,” voice
2. Quiet, walking feet
3. Hands and body to self
4. No passing
5. Stay with your group

**Eatery Rules**
1. Line up one-by-one
2. Raise hand for help
3. Stay seated
4. Be respectful
5. Use, quiet “Baby-sleeping,” voice

**SUPPLY LISTS**

**Kindergarten and First Grade**
- 2 boxes of Crayola crayons (24 each, no smelly or glitter)
- 2 boxes of Crayola markers
- 2 pink erasers
- Package of dry erase markers (Expo or Boone) 4/pk
- 24 #2 pencils
- 1 pack of Post-It notes
- 1 box of tissues
- Water color paint set (straight 1st only)
- Full-sized backpack
- 1 art smock (any old, big shirt will work)

**Second and Third Grade**
- *24 sharpened #2 pencils
- *3 large erasers
- *1 box of 24 (or more) crayons
- *1 box washable wide colored markers
- *1 box sharpened colored pencils
- *2 highlighting markers
- *8 low-cost dry-erase chisel tip markers
- *6 black fine-point non-permanent markers (Papermate “Flair” brand, not “Sharpies”)
- 8 oz. Elmer’s School Glue
- Scissors (with pointed end)
- School box (to keep pencils, erasers, etc.)
- 3 wide-ruled spiral notebooks (without perforated pages) – one each in red, green and blue covers
- 6 pocket folders – one each in red, green, blue, yellow, purple and orange
- Clipboard (to hold 8.5 x 11” paper)
- *1 large box of tissues
- Sport shoes for Physical Education
- 12” ruler with inches and centimeters
- *1 pad of 3” x 3” Post-it notes
- 2 glue sticks
- Art smock (any old, big shirt will work)
- Recorder (flute), soprano with Baroque fingering, Yamaha is a preferred brand.

*Items that will be collected and shared.

**Student Services**

**Health Services**
The health office is staffed parts of each school day by a nursing assistant. The nursing assistant is always available during the noon recess for administration of first aid, medications, and health consultation.

The school nurse, Kim Hackbarth, is present three half days per week. In addition to providing first aid and consultation, the nurse is available to provide emergency health care plans for individual students, health education, liaison with community providers, and control of communicable diseases.

**Psychology**
The school psychologist, Jayne Roth-Mohoney, works with students, parents, and teachers to aid in the social-emotional and academic growth of the students. This may involve consultation with teachers and parents, direct teaching with groups of students, assessment with individual students, and intervention/ treatment with individual and small groups. The psychologist may be involved in assessing learning style, cognitive strengths and weaknesses, and behavior. Evaluation may include observation, diagnostic testing and interpretation, and interviews. Recommendations are shared with the person making the referral and with the parents.

**Speech Clinician**
The speech and language clinician sees children individually or in small groups who have some difficulty in the areas of articulation, voice, language, fluency, or hearing. The clinician working with children at Shorewood Elementary School is Connie Daering. If you have questions or concerns regarding the speech therapy program, please contact Ms. Daering.
General Information (continued)

Fourth and Fifth Grade

| 1 clipboard | 1 deck playing cards (for math practice games) |
| 6 pocket folders | 1 package of colored pencils |
| Loose leaf paper (one package) | 1 package of colored markers |
| Supply box for pencils | 3 packs of “Post-it” notes (3 x 3”) to be shared in class |
| 6 spiral notebooks | 1 geometry compass with pencil |
| Scissors | 1 protractor |
| 1 large or 2 small boxes of tissue | 3 rolls Scotch tape to be shared in class |
| Ruler | Art smock (any old, big shirt will work) |
| 4 fine line “Sharpie” markers | Sports shoes for Physical Education |
| 3 glue sticks | Recorder (flute), soprano with Baroque fingering, Yamaha is preferred brand. |
| 3 erasers | 1 ring binder (optional) |
| 1 small pencil sharpener | Flash drive |
| 36-2 pencils (preferably Ticonderoga), 24 will be shared | 1-4 pack dry erase markers |
| 2 composition/writer’s notebooks | Calculator (optional) |
| 2 highlighters or editing pens for writing | 4 fine line/“Sharpie” markers |
| 3 packs of 3” x 5” index cards for class | 2 highlighters or editing pens for writing |

**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 will be forwarded to transfer in, transfer out, and Asst. Superintendent for approval/disapproval. Appeals of the decision of the Principal/Assistant Superintendent must be filed with the Assistant Superintendent in writing within ten days of the denial. The superintendent shall make final determination of an appeal within ten days of the receipt of the appeal. For all students attending school on an internal transfer, the parents are responsible for transportation of the student.

**By change of residence:**

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

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

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

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

b. In judging an internal transfer request, the enrollment office will use the following major criteria:
   1. Whether granting the internal transfer will exceed the pupil-teacher ratio and/or school/program capacity as defined and approved by the Board of Education for external transfers by using projected enrollment numbers and projected staffing positions.
   2. Options for special education students.

For criteria used for requesting a transfer on a priority basis see the instructions for completing the Internal Transfer Form or refer to board policy 4023. If after giving priority as set forth, there are more internal transfer requests than the receiving school has space available, then a lottery will be held to determine who gets selected. If a student is not selected, the parent will be given the option to notify the Enrollment office to have their child added to the waiting list. Parents will be notified before the start of the school year if space becomes available.

**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.

**TRANSPORTATION**

**Bikes**

A pupil under the age of ten shall not ride a bicycle to school.

- The PRINCIPAL may make exception upon written request of a parent.
- The PRINCIPAL may forbid bicycles on school grounds.

**Bus Transportation**

**STUDENT RULES, RESPONSIBILITY AND DISCIPLINE**

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

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

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

1. Yelling, cursing, obscene language;
2. Throwing objects within the vehicle or out of the windows;
3. Extending head, arms or hands out of the windows;
4. Fighting, scuffling, smoking in the vehicle;
5. Moving about in the vehicle while it is in motion;
6. Damaging property;
7. Any other conduct which might jeopardize the health, safety, welfare or rights of other people and does not align with the MMSD Code of Conduct.

Drivers are responsible for the maintenance of order among children being transported and are instructed to use every reasonable means necessary to maintain order on the bus. The District supplies a three-ply "incident report" form to be used by school bus drivers in reporting violations of established rider rules. It is
General Information (continued)

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.

IV. Health, Safety, Security

EMERGENCY SITUATIONS

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

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

Safety Plans

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

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

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

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.

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 the Shorewood Blvd. front entrance and the north playground handicapped LMC entrance.

In order to ensure the security of our schools, entrance will be restricted to the Shorewood Blvd. front entrance and the north playground handicapped LMC entrance.

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.

Pink Posse

Shorewood Hills Elementary School collaborates with the Madison Police Department in the Pink Posse Program. This program has been developed to help children travel safely on the streets to and from school. A child in distress, whether she/he is lost, injured or needing protection from a threatening situation, can get help from any trained adult who is wearing a bright pink Pink Posse armband.

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:
Health, Safety & Security (continued)

1. Fever: A fever of 100 or more signals an illness that is probably going to make a student uncomfortable and unable to function well in class. Your child should stay home until he/she is feeling better.
2. Vomiting, Diarrhea or Severe Nausea: These are symptoms that require a student to remain at home until a normal diet is tolerated the night before and the morning of school.
3. Infectious Diseases: Diseases such as impetigo, pink eye with thick drainage, and strep throat require a doctor’s examination and prescription for medication. Contacting the doctor and using the medicine as directed 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 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 indicating the name and dosage of the drug and time to be given.
   - The Parent/Guardian Medication/Procedure Consent Form
   - Container supplied by the parent/guardian with the medication in it and labeled with the:
     a. full name of student
     b. name and dosage of the drug,
     c. name of prescriber
     d. directions for administration
     e. effective date
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. A school may administer a nonprescription drug to a student in a dosage other than the recommended therapeutic dose only if the request to do so is accomplished by the written approval of the student’s practitioner.
3. The student will take the medication at the designated time supervised by authorized school personnel.
4. Only limited quantities of any medication should be kept at school.
5. All medication administered at school will be stored in a locked cubicle, drawer, or other safe place.
6. Parents/legal guardians must notify the school when the drug is discontinued and/or the dosage or time is changed. If the medication is changed, a new order must be received from the practitioner.
7. No over-the-counter medication will be administered to students unless the above process has been completed.
8. New written permission from the prescriber and parent/legal guardian must be received each year for students who take medication on a long-term basis.

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

Expanded Health Services

Due to 2009 Wisconsin Act 160 and changes enacted in Wisconsin Statute 118.29 governing the administration of medication at school, on February 28, 2011, the District’s Expanded Health Services will change as described below.

Since the start of the Expanded Health Services Program in 1999, all schools have provided emergency treatment (in addition to calling 911) for serious asthma problems and serious allergic reactions. These services include (1) nebulizer treatments for serious breathing and (2) injection of epinephrine in students who have serious allergic reactions. Expanded Health Services are only available when the school nurse is in the building. The primary goal is to respond to situations in which serious allergies to foods or insects have not been previously diagnosed and to situations in which students with a known asthma diagnosis experience a sudden asthma problem. Treatment is initiated by the school nurse and 911 is contacted. After February 28, 2011, when 2009 Wisconsin Act 160 will take effect, schools will be unable to administer emergency nebulizer treatments unless a parent follows the procedures set forth in 1-8 above.

In many schools two over-the-counter medications (acetaminophen/Tylenol® and ibuprofen/Advil® or Motrin®) are available for school nurses to administer when students have occasional headaches, minor discomfort or menstrual pain. Written parental permission is required and the services are only available when the school nurse is in the building. If your child needs regular pain medication, please follow the procedures described above in 1-8. After February 28, 2011, when 2009 Wisconsin Act 160 will take effect, schools will no longer provide any over-the-counter medication for students. School nurses will only be able to administer over-the-counter medications if those medications are provided by the parent and the procedures set forth above in 1-8 are followed.

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 kindergarten through 12 have at least minimum protection against certain communicable diseases. The requirements include:

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

Recent changes to Wisconsin immunization law were effective with the start of the 2008-09 school year.
The first change is the addition of a required, second dose of varicella vaccine for all students. This does not affect students who had chicken pox disease. The second change is the requirement for a dose of tetanus-diphtheria-acellular pertussis (Tdap) vaccine for students in grades 6-12. The new requirements will be phased in for specific grades over subsequent school years.

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.

If your child receives vaccinations, please inform the school health office. You can submit immunization dates electronically by going to the MMSSD website: http://stusivcweb.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. For assistance with immunizations, contact your child’s school nurse.

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.
Nutrition competencies will be integrated into existing curriculum/programs. Grades 1 and 3 are targeted for implementation. Teaching and Learning will develop and pilot nutrition activities/curriculum during the 2006-07 school year with full implementation expected in 2007-2008.

II. Physical Activity Goals

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

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

III. Establishing Nutrition Standards for all foods available on School Campus during the day

Nutrition goals: Limit foods with minimal nutritional value; restrict fat and added sugar; increase fruit, vegetable and whole grain offerings.

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

Vending

Elementary/Middle: No vending permitted.

Beverage Portion Size (Other than milk and water)

Elementary: Up to 8 oz.

Snacks

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

Candy

Candy/food as Reward: Cannot be used as a reward or manipulative.

Food Allergies

Elementary:

- No peanuts or peanut products provided by MMSD Food Services. Classroom projects should not contain peanuts, tree nuts or edible seeds.

- All schools:
  - Food containing peanuts or tree nuts should not be prepared at home or at school and served to students. General info on food allergies (milk, eggs, fish, shellfish, wheat, soy) should be included with food prepared at home and served to others at school.

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

- Where Food Eaten:
  - Staff is encouraged to limit consumption of food in classrooms. Food can be eaten in classrooms as long as eaten on table or at a desk.
  - Students are responsible for cleaning up after eating in classroom.

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

When MMSD provides food to students outside of Food Services program during the school day, during an after school or summer program or at school sponsored event, the food must adhere to nutritional standards listed above.

Pot Lucks

Sponsors of any events that are open to the public must contact the local health department to get appropriate permits; state law exempts parent teacher organizations from obtaining permits for pot lucks -- other groups may need permits and should consult with the local health department before scheduling an event.

Class parties or celebrations:

- Are allowed. Principals are encouraged to limit the number of parties and celebrations that involve food and to promote non-food based parties and celebrations.

- Classroom food preparation:
  - Classes can prepare and eat food during class when it is directly related to the curriculum; no peanuts or nuts, and adhere to safe food handling practices.

Food Safety:

Prepare food in accordance with School Potluck Food Safety Guidelines.

Sustainable food practices:

Are to be strongly encouraged.

Nutrition Education:

- Education and marketing regarding nutrition and physical activity that supports students making healthful choices for food and beverage items.

**Please read labels carefully to make sure products are nut free. As of May 2007, some manufacturers have discontinued labeling products that may have nuts or are produced on equipment used for products with nuts.

Snacks

- Medium大小
- Small大小
- Field Trips or MMSD School Programs, MSCR

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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, incentives, and/or consequences which discourage alcohol and other drug abuse and dependency as well as discourage enabling behaviors in its schools, and will strive to make the school environment supportive to students who are experiencing problems related to alcohol and other drugs.

ADA/504

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

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

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

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

If there are any questions, please contact:
ADA Coordinator - TBA
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 effects of bullying and we must also intervene with the student who engages in bullying behavior to ensure the bullying behavior stops by (1) teaching new skills of communication and empathy, (2) communicating with parents and (3) providing appropriate, gradual discipline.

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

CONTROVERSIAL ISSUES (BOARD POLICY 3170)

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

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

04/04 (Revised 2/7/05)

DRESS CODE (BOARD POLICY 4211, 4600)

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

1. Reasonable rules of conduct shall prohibit behavior which disrupts, hinders, or interferes with the education of other pupils and conduct which endangers the health, safety, or welfare of students, faculty, and staff.
2. The BOARD will support the action of any teacher, custodian, supervisor, or administrator which is necessary to prevent disruption of any function of the school system.

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

Shorewood Hills Elementary Dress Code

Responsible choices of clothing help school staff members maintain an orderly classroom learning environment. At Shorewood Hills Elementary, the following items are not allowed:

- Clothing items with discriminatory messages
- Clothing that exposes bellies, chests, backs, bottoms, or underwear
- Straps narrower than 2 inches in width
- Jackets and coats during school hours
- Hats, bandanas, scarves, or other headgear (Exceptions are made for religious or health reasons) during school hours.

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 be prohibited under Paragraph 1 of this Policy, with the following limitations:
      i. No exception to Paragraph 1 may be authorized under Sub-paragraph 4. c as applied to the use of any Device’s communications functions during the school’s educational day.
      ii. No exception to Paragraph 1 may be authorized under Sub-paragraph 4.b or under Sub-paragraph 4.c with respect to the possession or use of any Device in a school bathroom, locker room, or other dressing area.
   d. The PRINCIPAL or his/her designee shall determine whether the possession and use of a Device is within the scope of any advance authorization.
   e. The school PRINCIPAL, an ASSISTANT SUPERINTENDENT, or the SUPERINTENDENT shall have discretion to prospectively revoke any prior authorization that operated as a limited exception to Paragraph 1 and Paragraph 2 of this Policy.

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

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

6/2/2008

**STUDENT COMPUTER & INTERNET USE: POLICY, PROCEDURES & RULES**

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

**PROCEDURES:**

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

2. Each year, prior to use, each student shall receive and discuss information from his/her teacher regarding:
   A. Internet safety and security, including:
      • the importance of understanding what materials are inappropriate to minors
      • safe use of electronic mail, chat rooms and other direct forms of electronic communication including the importance of understanding that one should never provide personal information to a site on the Internet without the supervision of an adult; such personal information includes full name, address, phone number, credit card number, and Social Security number
   B. Responsible use of the Internet, including:
      • abiding by copyright laws
      • understanding that unethical and unlawful activities include unauthorized access to any data or communications equipment without the owner’s permission, “hacking,” or unauthorized disclosure, use, or dissemination of anyone’s personal information
   C. Measures the District has taken to restrict access to materials harmful to minors, including:
      • implementing Internet filtering
      • requiring adult supervision during student use of the Internet

**RULES:**

1. Students shall:
   • adhere to same standard of conduct expected and required in a classroom
   • follow school rules for applying for password and e-mail accounts
   • follow school rules for using resources, time limits and printing instructions
   • log off the system as soon as finished to provide others with the opportunity to access the system
   • report violations of these rules

2. Students shall not:
   • lend any logins or passwords to anyone else
   • create a computer virus and place it on the network
   • send a message that is inconsistent with the school’s code of conduct, written or implied
   • send messages that are inappropriate, obscene, sexist, contain obscenities, or contain inflammatory or abusive language
   • send a message with someone else’s name on it
   • read mail or files without the owner’s permission
   • interfere with the ability of other users to make effective use of school district computing and network resources

(See Board Policy 3721)