I. About Our School

Dear Families and Students,

Welcome to Huegel Elementary School! Whether this is your final year with us at Huegel, or your first, we are very pleased to partner with you in creating a successful, safe and nurturing learning environment for all students. You will find on the following pages information about Huegel Elementary and the Madison Metropolitan School District. We hope the information is useful, as it describes many of the important policies and procedures of our school and district. Please take a moment to read the information, and feel free to contact any staff member with your questions.

I look forward to an exciting year ahead!

Warmly,
Abby Potter, Principal

MISSION STATEMENT

The goal of Huegel Elementary School, the “Pride of the Prairie”, is to inspire:
* Learning
* Success
* Respect for self and others
* Kindness and compassion

by creating a safe environment that helps everyone to appreciate the differences and similarities of others.

SCHOOL OVERVIEW

Philosophy
Ray W. Huegel School offers a comprehensive educational program for a diverse group of academically talented students. At Huegel all students are encouraged to learn at a pace that is commensurate with their abilities. Our programs foster excellence through exposure to higher order thinking skills and applications. From a strong core of basic skill competencies, students have opportunities to develop their own unique abilities and interests. The major focus of the school program is designed to aid students in becoming self-directed and self-motivated learners moving toward the realization of their full potential.

HUEGEL SCHOOL STAFF 2011-12

| Room 102 | 4-K   | Renee Debarbieri |
| Room 128 | 4-K   | Katie Maguire    |
| Room 103 | Full Day K | Taylor Livieri  |
| Room 105 | Full Day K | Leah Nelson     |
| Room 106 | Full Day K | Lisa Henderson   |
| Room 108 | Full Day K | Karen Holschuh  |
| Room 112 | Grade 1   | Jennifer Malaise |
| Room 113 | Grade 1   | Joan Martin      |
| Room 114 | Grade 1   | Kristin Freeman  |
| Room 115 | Grade 1   | Jennifer Tollefson|
| Room 124 | Grade 2   | Deena Grass      |
| Room 125 | Grade 2   | Jennifer Goulette|
| Room 126 | Grade 2   | Monica McCabe    |
| Room 127 | Grade 2   | Dianna Breen     |
| Room 129 | Grade 5   | Bridge Grindle   |
| Room 130 | Family Center |                    |
| Room 131 | Grade 3   | Jane Murphy      |
| Room 133 | Grade 3   | Vicki Hruska     |
| Room 132 | Comp Lab/IRT | Teri Hedges   |
| Room 135 | Grade 3   | Terresa Campbell |
| Room 134 | Grade 5   | Paula Maglio     |
| Room 136 | Grade 4   | Stephanie Krueger|
| Room 137 | Grade 5   | Karen Lee-Wahl   |

| Room 139 | Grade 4   | Diane Drives     |
| Room 141 | Grade 5   | Leanne Gilbertson|
| Room 143 | Reach     | Julie Chenoweth  |
| Room 143 | Strings   | vacancy          |
| Room 104 | OT/PT     | vacancy          |
| Room 138 | Music     | Rhonda Chalhane  |
| Room 116 | ELL       | Denise Crosby    |
| Room 116 | ELL       | Valerie Rieden Vega|
| Room 116 | BRT       | vacancy          |
| Room 116 | BRS       | Lesli Vazquez    |
| Room 103 | S/L       | Andrea O'Neill   |
| Room 100 | Nurse     | Nancy Banaszak-Lambert |
| Room 100 | Nursing Asst | Margaret Collins |
| Room 100 | Secretary | Dana Schroeder   |
| Room 100 | Principal | Betty Wilcox     |
| Room 101 | Psychologist | Lodi Reiandson,   |
| Room 101 | Social Worker | Brian Kroger     |
| Room 101 | Custodians | Mary Seidl       |
| Room 101 | Nursing Asst | Jane Imholte     |
| Room 100 | Ed Assistant | Teresa Turner   |
| Room 100 | Secretary | Pam Orkane       |
| Room 100 | Principal | Pam Wuelner      |
| Room 100 | Custodians | Abby Potter       |

Handbook information continues after the monthly calendars!
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School Resumes

Martin Luther King Jr. Day – No School

Market Day pick up 3:45 – 5:15

4K – No P.M. classes

Elem. Early Release 11:30 am

End of 2nd quarter & 1st semester

3rd quarter and 2nd semester begins
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  - District-wide Kindergarten Registration 1-6 pm
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  - PTO meeting 6:00 LMC
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  - Market Day pick up 3:45 – 5:15
  - SPRING FLING 6:30-8:30
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  - Elementary Early Release: K-5 Staff Dev. 11:30 am
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  - Elementary Early 11:30 am
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**Notes:**

**Spring Break – No School April 2nd through April 9th**
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<td>PTO meeting 6:00 LMC</td>
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<td>All School Carnival/ Silent Auction 6:00-8:30 pm</td>
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<td>Market Day pick up 3:45 – 5:15</td>
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Summer School Begins

4K Last Day of School
II. Introduction

BOARD OF EDUCATION MEMBERS, 2011-12

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

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

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

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

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

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

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

Filippo Bulgarelli Student Representative

Meredith Paker, Alternate Student Representative

BOARD OF EDUCATION MISSION AND MMSD STRATEGIC PLAN

OUR MISSION

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

BELIEF STATEMENTS

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

PARAMETERS

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

STRATEGIC OBJECTIVES

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

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

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

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

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

**WELCOME FROM SUPERINTENDENT** July, 2011

Dear Parents and Guardians,

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

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

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

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

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

- **Have high expectations for your child.** When we believe children can do well, they more often than not, will.
- **Support your child’s learning at home and at school.** Our responsibility is to provide a quality learning experience for your child. Don’t underestimate the great things you are doing to help your child. Talk about school. Show support for what your child is learning. Ask your child what s/he learned in school and find ways to build on these experiences. Also, offer to help in any way you can with school work.
- **Get to know each other.** When we know each other and have a relationship in support of your child, great things can happen. The more your child sees us working together, the better. Part of this involves contacting each other when there are concerns.

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

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

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

#### ANIMALS AT SCHOOL

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

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

**ANIMALS ON SCHOOL PREMISES POLICY SUMMARY**

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

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

#### ATTENDANCE

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

When students are tardy or absent, they may be excused for various reasons. 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 other time than school time. (Absences related to a student’s medical appointments should be arranged to fit the student’s school schedule whenever possible).
3. Serious illness or medical condition of a member of the immediate family, when the student is definitely needed at home.
4. Bereavement due to death in the immediate family.
5. Inclement weather (Parent(s)/guardian(s) may choose to keep their children home during extreme weather conditions, when a concern for safety is a factor).

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

#### Excused Absences

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

<table>
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<tr>
<th>CATEGORY</th>
<th>PROCEDURES</th>
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<tbody>
<tr>
<td>Animals Used in Educational Presentations (single event)</td>
<td>1. Identify instructional purpose or social/emotional objective</td>
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<td>2. Provide statement of animal health &amp; temperament or verify that the animal is part of a presentation conducted by an experienced handler who engages in demonstrations in a school setting on a regular basis</td>
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<td>3. Obtain principal’s signature of approval to proceed to next steps</td>
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<td>4. Notify parents of upcoming presentation (Parent consent not required; Appendix E given to parents upon enrollment)</td>
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<td>5. Provide modifications for students who have animal fears or allergies</td>
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<td>6. Obtain principal’s final approval</td>
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<tr>
<td>Cold Blooded Animals Not Handled by Children (for 1 semester, renewable)</td>
<td>1. Identify instructional purpose or social/emotional objective</td>
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<td>2. Provide statement of animal health &amp; temperament or verify that animal is provided by a certified program or agency</td>
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<td>3. Obtain principal’s signature of approval to proceed to next steps</td>
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<td>4. Notify parents of proposed presence of animal (Parent consent not required; Appendix E given to parents upon enrollment)</td>
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<td>5. Provide modifications for students who have animal fears or allergies</td>
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<td>6. Obtain principal’s final approval</td>
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<tr>
<td>Classroom Animals (for 1 semester, renewable)</td>
<td>1. Identify instructional purpose or social/emotional objective</td>
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<td>2. Provide statement of animal health &amp; temperament or verify that animal is provided by a certified program or agency</td>
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<td>3. Obtain principal’s signature of approval to proceed to next steps</td>
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<td>4. Send letter to parent and obtain parent consent (Appendix F)</td>
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<td>5. Provide modifications for students who have animal fears or allergies</td>
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<td></td>
<td>6. Obtain principal’s final approval</td>
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<td></td>
<td>• Staff member follows procedures for cleaning and disinfecting sinks, cages and surfaces</td>
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<tr>
<td>Animals Excluded from School or Classroom Use</td>
<td>• Poisonous, venomous animals</td>
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<td>• 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</td>
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<td>• Animals used in K-8 Science Curriculum</td>
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<td></td>
<td>• Invertebrates used in Grades 9-12 Science Curriculum</td>
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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.
In the event your child is absent, or will be late, we ask that you call the school safe arrival and attendance line (204-3107). Through a joint effort of the Huegel PTO and the school staff, Project Safe Arrival was developed. As the title implies, we want to make sure every child is safe and accounted for each school day. To make the project work, we must have your cooperation. Please call the school before 9:00 a.m. every day your child will be absent from school. Teachers will notify the office by 9:00 a.m. of all absentees. If we do not hear from you, someone will be calling you, so please be sure the phone information we have is current.

The Safe Arrival Telephone Number is: 204-3107

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

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

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

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

a. For all pre-approver planned absences, a Parent Request for a Planned Absence form must be completed and submitted to the student’s principal before the scheduled absence. This form can be obtained from the school’s office and requires the signatures of parent(s)/guardian(s), teacher(s) and the student’s principal.

b. The absence shall be included in the student’s permanent record.

c. Up to 10 days per school year is the maximum time period for which a parent/legal guardian can excuse a student from school attendance by excusing the student in writing before the absence.

d. Arrangements shall be made for the completion of schoolwork missed over the course of the absence(s).

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

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

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

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

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

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

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

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

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

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

Census Verification

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

Change Of Address/Phone

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

Instructions for Family Information

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

Follow these instructions for the family information section:

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

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

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

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

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

• Parents/legal guardians are divorced; Parent filling out form should include the other parent as a secondary address either household or mailing.

• Student lives with mother and stepfather, mother would have to sign rights to records for stepfather to have rights.

Student Records

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

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

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

(1). “Behavioral records” means those pupil records which include psychological tests, personality...

Updated for the 2011-12 School Year.
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. 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.

Field trip forms are reviewed by the school nurse before the overnight or extended day field trip. Some medications (such as inhalers) may be self-administered but a school staff person will give most medications.

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

FOOD & NUTRITION

BREAKFAST AND LUNCH PROGRAM AND SCHEDULES

Breakfast and hot lunch are available at Huegel. It is delivered to our school prepackaged for each child participating in the program. The fact that hot lunches are served does not eliminate sack lunches. Sack lunches may be brought to school and milk can be purchased for 50¢ a carton on a daily basis.

The following information concerning the hot lunch program may be helpful.

1. The cost of breakfast is $1.25 per day, reduced breakfast is free in 2011/12, hot lunch is $2.50 per day and milk only for bag lunches is 50¢ per carton. Reduced lunch is 40¢. Families must complete applications for students eligible for free/reduced lunch. 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. Lunches should be paid for prior to their being eaten. Monthly menus with payment envelopes attached will be sent home with each student. Completed envelopes should include teacher and student name, grade and amount. MONTHLY payments by check are preferred, but will be accepted at any school day. Meal Pay is an on-line way to add money to your child’s account. Go to www.mealpayplus.com. Students who have negative account balances will not receive a lunch until payment is received.

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

Dear Parents & Guardians,

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

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

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

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

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

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

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

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

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

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

Free and Reduced Price Meal Information

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

To apply for Free and Reduced price meals please complete either:

- A paper application available at registration
- An online application at http://lunchapp.madison.k12.wi.us

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

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

**Meal Prices**

<table>
<thead>
<tr>
<th>Type</th>
<th>Reduced and Free</th>
<th>USDA Breakfast</th>
<th>USDA Lunch</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full Pay</td>
<td>$2.50</td>
<td>$1.25</td>
<td>$2.50</td>
</tr>
<tr>
<td>Adult at Elementary</td>
<td>$1.55</td>
<td>$1.50</td>
<td>$2.90</td>
</tr>
<tr>
<td>High School Full Pay</td>
<td>$2.90</td>
<td>$2.90</td>
<td>$2.90+</td>
</tr>
<tr>
<td>Middle School Full Pay</td>
<td>$1.50</td>
<td>$1.50</td>
<td>$3.45</td>
</tr>
<tr>
<td>Adult at MS &amp; HS</td>
<td>$1.65</td>
<td></td>
<td>$3.70+</td>
</tr>
</tbody>
</table>

Milk may be purchased for 50 cents.

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

**Payment Options**

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

**Please Visit Our Website**

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

**Gifts for Staff (Board Policy 8254A)**

In accordance with Board of Education policy 8254A, staff members are not permitted to “accept or solicit for personal use a gift worth more than token value from a pupil or parent...[however,] the Superintendent may make exceptions in extenuating circumstances such as cases of bereavement, illness or death.” Because many children enjoy giving things to their teachers, the District suggests that gifts take the form of a book, tape or game for the classroom or Library Media Center. In this way, all students can benefit from gifts given to teachers and other staff members.
**General Information (continued)**

### 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**

- **Classroom Concern (Start Here)**
  - Call Teacher
  - Concern Resolved
    - Yes
    - No

- **Schoolwide Concern (Start Here)**
  - Call Principal
  - Concern Resolved
    - Yes
    - No

- **Call Community Engagement/Information**
  - 663-1879

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 principal 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.

### Homecoming Policy

This policy was developed as a collaborative effort between teachers, parents and school administrators in response to 2003-2004 School Improvement Plan committee meeting. This document is designed to strengthen the connection between home and school by:

- Presenting the Huegel definition of homework
- Addressing questions about the type and amount of homework
- Presenting approaches to help make every student successful

**What is Homework?**
At Huegel, we define homework as any work involving a skill that is measured in school that is done outside of the school day. This includes reading even though many children choose to read outside of assigned homework.

**What Kinds of Homework are Assigned?**
Most, if not all, homework in early grades is reading. Beginning in the third grade, additional time will be spent on homework that falls into one of the following general types:

- Work that builds reading skills (such as taking notes or responding to assigned readings)
- Practice and review assignments*
- Preparation assignments that provide background or foundation work for future work
- Extension assignments that may use or apply previous work in a new or creative way
- Long term projects

*Practice and review assignments are a form of repetition. Brain research and studies on learning indicate that repetition is a way for students to internalize concepts.

Obviously, homework will look different at different grades, increasing in difficulty as the student moves through the grades at Huegel. Students and parents should also expect some small differences in the amount and type of homework assigned by different teachers in the same grade.

**What is the Appropriate Amount of Homework?**
Based on a recent Huegel homework survey, the results of which align with recommendations from educational experts, students will receive about ten minutes of homework for each grade in school.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Approximate time required to complete assigned homework</th>
</tr>
</thead>
<tbody>
<tr>
<td>First</td>
<td>15 minutes</td>
</tr>
<tr>
<td>Second</td>
<td>20 minutes</td>
</tr>
<tr>
<td>Third</td>
<td>30 minutes</td>
</tr>
<tr>
<td>Fourth &amp; Fifth</td>
<td>45 minutes</td>
</tr>
</tbody>
</table>

Please remember that times are approximate. It may take your child a few minutes more or less to complete the work. Also note that this does not include prep time (like gathering materials, adjusting seat, etc.). Typically, homework will be assigned four nights per week with weekend homework at individual teacher’s discretion. Most teachers currently assign reading time over the weekend.

**What Other Aspects Make Homework Effective?**
Homework is effective at making the student successful when it:

- Includes clear instructions
- Is at the student’s ability level
- Can be done independently
- Matches the individual student’s needs
- Is tied to the curriculum
- (For long term projects) Is broken into manageable steps
- Is NOT used as punishment
- Is assessed accurately by the teacher
- Allows teachers to provide constructive feedback and praise for success

It is the shared responsibility of parents and teachers to ensure regular and open communication regarding the effectiveness of homework. Specifically, this means periodic feedback from parents regarding the amount of time required by the student to complete the homework and any unique challenges the individual student may face (see below).
**General Information (continued)**

**What is the Parents’ Role?**

There can be many challenges to completing homework. One of the major challenges that parents and children face is a busy schedule. Work, family commitments, children’s extra-curricular activities to name a few. Finding time for the family bonding, children’s playtime AND homework can be very difficult. With so many demands, is it really critical that children spend time doing homework? Some studies suggest that at the elementary level homework is not critical to academic progress or even in creating good habits for the future. This seems to contradict research on brain function and learning.

At Huegel, we want to make children successful. We believe that homework can be a way for students to practice repetition and increase their success in the classroom as well as a way to get parents informed and involved in their children’s education. For children that have difficulty in the classroom, the extra time they spend working on skills along with increased and individual attention from an adult, homework can be critical for reinforcing skills taught in class.

So how should parents get involved with your child’s homework? Parents can support their child’s success by doing things like:

- Creating a place at home that is conducive to studying
- Setting a regular homework habit
- Removing distractions
- Taking an interest in the child’s homework by being available for questions, looking over assignments and discussing the work (Note that this does not mean doing the child’s homework)
- Providing necessary supplies
- Giving praise, positive feedback and praise for success

Since the amount of parental support varies, Huegel will continue to make homework clubs available to those students who are unable to regularly complete their homework at home.

**How and When Should the Parent and Teacher Communicate?**

Huegel encourages and expects open and frequent communication between the home and the teacher that include successes and accomplishments as well as challenges and concerns. This includes anything that affects the child’s success, from assignment questions to household changes to extra curricular activities.

Since communication between home and teacher is critical for successful children, it is especially critical when it comes to catching up on incomplete work. Some reasons for incomplete work include:

- Absence due to illness
- Absence due to family vacation
- Ineffective use of classroom time
- Strengths/weaknesses in specific areas
- And many others

Because each student is unique—therefore posing individual challenges for continued success—Huegel expects individual communication for each situation. Again, communication between home and teacher is the key to continued student success.

We hope that you have found this guide helpful. If you’d like more information on any of the research cited or simply want to discuss homework policy, please feel free to contact the PTO, Dr. Bray’s office or your student’s teacher.

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**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).

**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.

**Huegel Parent-Teacher Organization (PTO)**

Welcome to all Huegel families from your Parent-Teacher-Child Organization! The PTO is very involved in all kind of activities, events and programs at Huegel, and we’d love to hear from you! Our meetings are held the first Tuesday of each month, at 6:30 pm in the Huegel library (there are some exceptions to the meeting dates, so watch your backpack mail for updates). We offer free child care for all ages and welcome all of our families to the meetings. It’s very important to us to hear from parents of all backgrounds and viewpoints.

We work hard for Huegel, but we also have a great time getting to know other parents through volunteering at our many events. Feel free to contact either of us for any reason, we want to make your family’s experience at Huegel run smoothly and provide your child with a rich learning environment.
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.

Huegel Elementary School

Positive Behavior Support Plans

Huegel’s student management plan is known to students and staff as “Above the Line, Below the Line.” Students are taught to be respectful, responsible and safe. This plan identifies what the expectations for student behavior are at our school. It is based on the notion that appropriate behavior must be taught, modeled, recognized, and celebrated. We have found that this program promotes a spirit of community within our school, and has helped the students to become better learners. More information will be coming home with your son/daughter about the plan. Please contact the principal or school psychologist if you have questions, comments, etc.

SCHOOL DISCIPLINE PLAN

The Eatery

In order to keep the eatery clean and attractive, the following rules must be observed:

1. Talk in a normal voice.
2. Do not push or run.
3. Pick and clean up any food you drop or spill.
4. Empty all debris and trays, etc. into the waste containers.
5. Keep eatery lines orderly.
6. All food must be eaten at the table.
7. Respect eatery duty personnel.
8. Students must remain seated during lunch period and leave when dismissed by eatery duty personnel.

SCHOOL SCHEDULE

Arrival

The first bell rings at 8:25 a.m. The second bell rings 8:30 a.m. Students are expected to be in their seats and ready to learn at 8:30 a.m. For those students who walk to school or ride with parents, we ask that they arrive at school no earlier than 8:20 a.m. Staff supervision will begin at 8:15 a.m.

Dismissal

All students will be dismissed at 1:45 p.m. on Monday and at 3:17 p.m. on Tuesday-Friday. We encourage you to try and schedule your child’s doctor and dental appointments around school hours. If this is not possible, you must come to the main office first to check your child out. For your child’s safety, the teacher will not release a child to anyone without the office authorization.
PLEASE NOTE: The first two days of school September 1 and 2 will be early dismissal at 1:45 PM

Mondau
Grades K-1 8:30-1:45
Grades 2-3 8:30-1:45
Grades 4-5 8:30-1:45

tuesday-friday
4K-AM 8:15-11:16
4K-PM 12:16-3:17
Grades K-1 8:30-3:17
Grades 2-3 8:30-3:17
Grades 4-5 8:30-3:17

Please note the lunch schedule will be adjusted in the fall.

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.

Student Services

Health Services

The school health nurse assigned to Huegel is Jane Imholte, R.N., M.S., (204-3113) and the nurse’s assistant is Teresa Turner. The health office is staffed from 10:00-1:00 on Mondays and 10:00-2:00 Tuesday through Friday (please note this schedule may vary). This is primarily a time for health consultation with students, parents and staff. Additional time is available for health education, health screenings, health-related issues and home visits in the community. Teresa Turner, nurse’s assistant, will be in school every day. (204-3112).

Occupational therapy- physical therapy program.

Huegel, as you know, has been designated as a “barrier free” school by the Board of Education. As a result of this, we have a number of physically handicapped children attending our school.

Psychology

Our school psychologist, Mary Seidl, at Huegel 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. Feel free to contact the school psychologist, Mary Seidl at any time (204-3106).

Social Work

Our school social worker, Cailin Taggart, works with teachers and parents to help children learn more from and enjoy school. She is involved with children individually, in groups, and in their classrooms. In particular, she focuses on the development and maintenance of good social relationship skills. Also, she helps children with behavior problems, which prevent them or their peers from enjoying school, as well as problems the parent is concerned with at home. The social worker works with other members of the teaching and support staff to plan for children with special needs. This may require a home visit to include the family in planning (204-3108).

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 Huegel Elementary School is Andrea O’Neill. If you have any questions or concerns regarding the speech therapy program, please contact Andrea O’Neill at 204-3141.

Transfers (Board Policy 4023)

Internal Transfers

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

By change of residence:

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

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

Internal transfer request by parents for the current school year:

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

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

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

2. Options for special education students.

For criteria used for requesting a transfer on a priority basis, or criteria used for an Assistant Superintendent to grant a transfer based on specific circumstances, refer to instructions for completing the Internal Transfer Form or refer to board policy 4023.
**Internal transfer request of parents for the next school year:**

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

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

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

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

2. Options for special education students.

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

**REVOCATION OF AN INTERNAL TRANSFER**

A principal may revoke an internal transfer for reasons related to discipline, absenteeism, tardiness, and/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.  

Children in grades 4 and 5 may receive permission to ride their bicycles to school under the following conditions:

- Parents will see that the bike is in good operating condition and sign the permission slip.
- All students must observe safe bicycling rules.
- Students who ride their bicycles to school are required to wear helmets.

**Bus Transportation**

The bus schedules printed below are as they were for the last school year. These bus routes are subject to change. School routes for 2011-12 will be available in the office and you may also find this information on the district website www.madison.k12.wi.us. If you have any questions concerning the routes, you can call Mick Howen, Assistant Director of Administrative Services (663-5287), Badger Bus Lines (222-9883), or the school office.

We do have a few requests to consider before school begins.

1. Please send your child on the bus the first day rather than driving him/her, as we need to get an accurate count of children to see if route changes or larger buses are needed.

2. If your child is picked up or dropped off at a different location please notify the bus company or the school.

3. The buses will again be color-coded as well as numbered. Be sure to become familiar with the color as well as the route because many children, especially the younger ones, only remember the color.

At registration you will receive rules and information for riding the school bus. To ensure a safe ride to and from school on the bus, please discuss these rules with your children as they will be strictly enforced.

**PLEASE NOTE:** Routes for the 2011–12 school year could change. Please arrive 10 minutes before the scheduled pick-up time.

**Route BLUE**

Snowmist Trl @ Stratton Way  
Stratton Way @ Winter Park Place  
Stratton Way @ Interlaken Pass  
Interlaken Pass @ Crawling Stone Road  
Crawling Stone Road @ Glacier Cir  
Interlaken Pass & Lindemann Trl  
Tucson Trl @ Soda Ct  
Tucson Trl @ Muir Field Rd  
Huegel Elementary

**Route GREEN**

2809 Wentworth Dr  
Tucson Trl @ Cimarron Trl  
Cimarron Trl @ Mesa Ct  
Muir Field Rd @ Bah Trl  
7229 Tempe Dr  
Tempe Dr @ Silverton Trl  
Silvertone Trl @ Muir Field Rd  
Huegel Elementary

**Route BROWN**

Lancaster Lane @ Whitlock Rd  
Muir Field @ Flagstaff Ct  
Carnwood Rd @ Greenway Trl  
Chelsea St @ Jason Pl  
Jason Pl @ Chester Dr  
Shefford Dr @ Carnwood Rd  
McKenna Blvd @ Keighley Cir  
Stratford Dr @ Shefford Dr  
Huegel School

**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 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.
General Information (continued)

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.

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

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

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

IV. Health, Safety, Security

EMERGENCY SITUATIONS

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

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

Safety Plans

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

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

Supervision of the Building and Grounds

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

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

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

School Entrances/access

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

EMERGENCY - WEATHER

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

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

ILLNESS

Is Your Child Well Enough To Go To School?

It is not always easy to decide if your child is sick enough to stay home or well enough to be in school. Children who come to school are expected, with few exceptions, to participate fully in school activities. Here are some guidelines that might help in a parent’s decision-making:

1. Fever: A fever of 100 or higher is a sign of more signals an illness that will is probably going to make a student uncomfortable and unable to function well in class. Your child should stay home until he/she is feeling better and fever free.
2. Vomiting, Diarrhea or Severe Nausea: These are symptoms that require a student to remain at home until a normal diet is tolerated the night before and the morning of school.
3. Infectious Diseases: Diseases such as impetigo, pink eye with thick drainage, and strep throat require a doctor’s health care provider examination and prescription for medication. Contacting the doctor and it is important to use the medication as directed and for the full recommended length of time. are necessary. Once medication has been started and the child is feeling well, he/she may return to school.
4. Students with chicken pox may return to school when all the scabs are completely dried and no new lesions are developing (usually 5-7 days).
5. Rashes: Rashes or patches of broken, itchy skin need to be examined by a doctor if they appear to be spreading or not improving.
6. Injuries: If a student has an injury that causes continuous discomfort, the student should not attend school until the condition is checked by a doctor health care provider or it improves. Injuries that interfere with class participation need a medical evaluation. If participation in physical education classes is not recommended, a doctor’s excuse is required.

MEDICATION

Medication Policy

1. Students who take daily or as needed medication at school must have the following in place with the school nurse before
Health, Safety & Security (continued)

The Madison Metropolitan School District does not carry student medical insurance. Parents/legal guardians are, therefore, responsible for medical expenses for pupils injured on school premises. Even with the best safety precautions, there is an element of risk to children during normal school activities such as recess and physical education. Parents/legal guardians are encouraged to consider the adequacy of their medical insurance.

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

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

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

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

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

(Revised June 2011)

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

1. You or the authorized adult must sign the logbook in the office and record the reason for requesting the release of your child.
2. The adult must have the authority to pick up the child,
either
- he or she is the legal guardian or parent
- he/she is verified as the emergency contact listed on the official registration form or
- your child has brought a note signed by a legal guardian or parent to the office saying that this adult has authority to pick up your child.

3. If the office staff does not know the adult, then
   - identification matching the parent’s note must be secured or
   - the child’s parents or someone listed on the official enrollment form must be called to verify the person’s identity and their authority to pick up the child.

Your child will not be released if appropriate identification or verification of authority cannot be obtained.

4. Your child’s teacher will be notified by the office to send your child to the office.

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

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

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

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

- Acceptance of responsibility
- Being valuable members of a team
- Being responsible citizens
- Volunteering and helping fellow students
- Becoming leaders and pathfinders

City Crossing Guards
The Madison Police Department provides adult crossing guards to ensure the safety of school children at busy intersections.
Wellness Policy On Physical Activity And Nutrition
(Refer to www.mmsd.org for complete Boe Policy 4610)

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

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

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

I. School Nutrition Education Goals

<table>
<thead>
<tr>
<th>Elementary Schools</th>
<th>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.</th>
</tr>
</thead>
<tbody>
<tr>
<td>K-12</td>
<td>Increased emphasis in the curriculum on physical fitness and life time sports skills.</td>
</tr>
</tbody>
</table>

II. Physical Activity Goals

<table>
<thead>
<tr>
<th>Elementary Schools</th>
<th>Classes meet for 30 minutes three times a week all year.</th>
</tr>
</thead>
</table>

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

<table>
<thead>
<tr>
<th>Nutrition goals</th>
<th>Limit foods with minimal nutritional value; restrict fat and added sugar; increase fruit, vegetable and whole grain offerings.</th>
</tr>
</thead>
<tbody>
<tr>
<td>A la carte</td>
<td>Decrease to no more than 30% of total calories from fat by 9/1/2008.</td>
</tr>
<tr>
<td>Vending</td>
<td></td>
</tr>
</tbody>
</table>

Elementary/Middle

<table>
<thead>
<tr>
<th>Beverages</th>
<th>No vending permitted.</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Other than milk and water)</td>
<td></td>
</tr>
</tbody>
</table>

Elementary: Up to 8 oz.

Snacks

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

Food Allergies

<table>
<thead>
<tr>
<th>All schools</th>
<th>Food containing peanuts or tree nuts should not be prepared at home or at school and served to students. General info on food allergens (milk, eggs, fish, shellfish, wheat, soy) should be included with food prepared at home and served to others at school.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Meal Times</td>
<td>Breakfast: 10 minutes. Lunch: At least 30 minute break. Eat in a clean healthy environment.</td>
</tr>
<tr>
<td>Where Food Eaten</td>
<td>Staff is encouraged to limit consumption of food in classrooms. Food can be eaten in classrooms as long as eaten on table or at a desk. Students are responsible for cleaning up after eating in classroom.</td>
</tr>
<tr>
<td>Food at MSCR After School Programs, MSCR Summer Programs, MMSD Field Trips or MMSD School Sponsored Events</td>
<td>When MMSD provides food to students outside of Food Services program during the school day, during an after school or summer program or at school sponsored event, the food must adhere to nutritional standards listed above.</td>
</tr>
</tbody>
</table>

Pot Lucks

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

Class parties or celebrations

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

Classroom Food preparation

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

Food safety

Prepare food in accordance with School 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.

MMUSD Wellness Committee Recommended Snack List
for Classroom or Program Snacks

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

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

Fruits/Vegetables

- Fresh fruit (any, such as oranges, apples, bananas, grapes, pears, plums, tangerines) that has been thoroughly washed
- Sun-Maid Raisins, and other dried fruits – prepackaged (except Eileen’s brand)
- Fruit in individual cups (applesauce, pears, peaches, etc.)
- Fresh vegetables that have been thoroughly washed, with low fat dips
- Ocean Spray Craisins

Fruit Snacks

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

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Health, Safety & Security (continued)

• Betty Crocker Fruit Roll Ups, Fruit Snacks, Fruit by the Foot, Fruit Gushers
• Kellogg’s Fruit Streamers, Fruit Twisters, Fruit Snacks
• Nabisco Fruit Snacks
• Welches Fruit Chews

JUICES
• 100% fruit or vegetable juices
• Frozen 100% juice pops

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

Crackers/Snack items
• Nabisco/Kraft:
  o Crackers (Wheat Thins, Triscuits or Vegetable Thins)
  o Honey Maid Graham crackers or sticks (Dora Explorer, honey, cinnamon, apple cinnamon, chocolate chip, chocolate flavor)
  o Ritz (original, whole wheat, roasted vegetable, honey butter, Sticks) Ritz Mini Smilin’ Snack Saks (NO Ritz bits/sandwiches)
  o Cheese Nips or Better Cheddars
  o Teddy Grahams or Teddy Graham character brands
  o Nilla Wafers, Barnum’s Animal Crackers
  o Nabisco Bug Bites Graham Crackers
  o Nabisco Twigs
  o Nabisco Premium Saltines
  o Ritz Dinosaurs
  o Newtons and Newtons Minis (Fig, Strawberry, Raspberry, Apple)
• Red Oval Farms Stoned Wheat Thins
• Keebler:
  o Wheatables (wheat or honey flavors)
  o Club Crackers Original
  o Town House Crackers Original
  o Scooby Doo Cheddar Crackers and Graham Cracker Sticks
  o Grahams (original, honey and chocolate)
  o Golden Vanilla Wafers (regular and mini)
  o Saltines (Zesta Originals)
  o Toasted Crackers
  o Cheddar Sandwich Crackers
  o Munch ‘ems Baked Snacks (original and cheddar)
• Sunshine
  o Cheez-It (Original, Sponge Bob, Cheddar Jack, Twister Cheddar)
  o Cheez-It Paryt Mix
  o Saltine Crackers (Krispy Originals)
• Shur Fine at Woodman’s
  o Graham (honey or cinnamon)
  o Woven Wheat Snacks
  o Cheese Cracker
• Great Value (Wal-Mart)
  o Animal Crackers (Original)
  o Double Cross Snacks (like triscuits)
  o Cheese Crackers
  o Crackles butter crackers
  o Snack Crackers
  o Honey or Cinnamon Grahams
• Goldenfish and Giant Goldenfish Crackers (NO Sandwich Snackers, party mix or peanut butter flavor)
• Goldfish Crisps
• Rold Gold Pretzels (NO Bucky Badger, Schultz, Snyder’s or Great Value as they are no longer nut free)
• Rold Gold Cheddar Tiny Twists
• Rold Gold Honey Mustard Tiny Twists
• Rold Gold Braided Twist
• Rold Gold Butter Checkers
• Rold Gold Snack Mix and Munchies

Aldi’s Store Brands
• Cambridge Brand
  o Wheat Crackers (look just like Triscuits)
  o Cheese Crackers (like Cheese-Its)
  o Gourmet Crackers (like Club Crackers)
  o Saltines
  o Cinnamon Grahams
  o Snack crackers (like Ritz Crackers)
• Mercier Brand
  o Animal crackers
  o Vanilla wafers
• Clancy’s Brand
  o Pretzel Rods
Cereals
• General Mills
  o Cheerios (EXCEPT Honey Nut)
  o Trix, Lucky Charms or Kix
  o Rice Chex, Corn Chex, Wheat Chex or Multi bran Chex
• Malt-o-Meal
  o Apple Zings
  o Frosted Mini Spooners
  o Honey Buzzers
  o Cinnamon Toasters
  o Colossal Crunch (regular or berry)
  o Tootie Fruities
  o Coca Roos
  o Marshmallow Mateys
• Kellogg’s
  o Apple Jacks
  o Fruit Loops
  o Mini Wheats
  o Krispy Krips
• Mom’s Best Naturals (at Woodmans)
  o Toasted Wheat-fuls
  o Mallow Oats
  o Honey Grahams
  o Honey-ful Wheats
• Great Value (Wal-Mart)
  o Toasted Oats
  o Corn or wheat squares (like Chex)
• Shur Fine
  o Toasted Oats
  o Crunchy Corn Cereal
  o Crunchy Corn and Rice
• Value Time at Woodman’s
  o Toasted Oats Original (not Honey Nut)
  o Corn Flakes
  o Frosted Fruit
  o Crisp Rice
Cereal Bars
• Kellogg’s Nutrigrain Bars
• Kellogg’s All Bran Honey Oat Bars
• Kellogg’s Special K Bars (strawberry, blueberry, vanilla or chocolate)
• Rice Krispies Treats (original)
• Rice Krippies Treats Split Stix
• Nabisco Honey Maid Soft Baked Bars

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

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

**Please read labels carefully to make sure products are nut free. Some manufacturers have discontinued labeling products that may have nuts or are produced on equipment also used for products with nuts. Updated June 2011"
V. District Policies & Guidelines

ALCOHOL & OTHER DRUG POLICY (BOARD POLICY 4235)

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

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

ADA/504


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.

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

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

CONTROVERSIAL ISSUES (BOARD POLICY 3170)

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

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

0/4/04 (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.

   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)
Specific Dress Code Guidelines

• Shoes/sandals must be worn at all times.
• No t-shirts may be worn with profane or otherwise objectionable slogans or pictures.
• All pants/shorts must be worn at waist level and maintained there during the school day. Shirts must reach to waist level when arms are raised. No bare midriffs are allowed.
• No hats, bandannas, or rags may be worn inside of the school.
• Spaghetti-strapped shirts are not allowed.

Electronic Devices (Board Policy 4403)

Possession of a Personal Electronic Device

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

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

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

4. The following situations represent limited exceptions to Paragraphs 1 and 2 of this Policy:
   a. If a school PRINCIPAL or his/her designee determines that a Device was used appropriately by a pupil in an emergency situation, the school shall not discipline the pupil for such possession/use.
   b. An individual pupil, or parent or guardian on behalf of an individual pupil, may request permission in advance from the pupil’s school PRINCIPAL or his/her designee to possess and use a Device for a medical, educational, or other legitimate purpose that the PRINCIPAL/designee determines is necessary for the pupil’s education. This shall include one-time permissions that are granted by a staff member with authority from the PRINCIPAL/designee to an individual pupil to make a specific telephone call or other specific communication.
   c. For an educational or other legitimate purpose, a PRINCIPAL or his/her designee may authorize in advance the limited use of a Device by pupils during the school’s educational day in a manner that is otherwise prohibited under Paragraph 1 of this Policy, with the following limitations:
      i. No exception to Paragraph 1 may be authorized under Sub-paragraph 4.c as applied to the use of any Device’s communications functions during the school’s educational day.
      ii. No exception to Paragraph 1 may be authorized under Sub-paragraph 4.b or under Sub-paragraph 4.c with respect to the possession or use of any Device in a school bathroom, locker room, or other dressing area.
   d. The PRINCIPAL or his/her designee shall determine whether the possession and use of a Device is within the scope of any advance authorization.

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
