

# STUDENT/PARENT HANDBOOK

TAYLOR PRAIRIE SCHOOL  
900 N PARKVIEW STREET  
COTTAGE GROVE, WI 53527  
608-839-8515



2008-2009

Monona Grove School District  
[WWW.MONONAGROVE.ORG](http://WWW.MONONAGROVE.ORG)

## *UNITY*

I dreamed I stood in a studio  
And watched two sculptors there.  
The clay they used was a young child's mind  
And they fashioned it with care.

One was a teacher -- the tools she used  
Were books, music, and art.  
The other, a parent, worked with a guiding hand,  
And a gentle, loving heart.

Day after day, the teacher toiled with touch  
That was careful, deft, and sure,  
While the parent labored by her side  
And polished and smoothed it over.

And at last, their task was done,  
they were proud of what they had wrought.  
For the things they had molded into the child  
Could neither be sold nor bought.

And each agreed they would have failed  
If each had worked alone.  
For behind the parent stood the school,  
And behind the teacher, the home.

*-- Author Unknown*

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# SCHOOL DAY SCHEDULE FOR 2008-2009

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Early Childhood---Tuesday – Friday	7:50 – 10:40
4 Year Old Kindergarten (4K) AM M-F	7:50 – 10:40
4 Year Old Kindergarten (4K) PM M-F	11:50 - 2:40
Kindergarten - Half Day	7:50 – 10:40
Kindergarten - Full Day	7:50 – 2:40
Grade 1	7:50 - 2:40

**\*\*\*Please do not drop off your child before 7:25 a.m.\*\*\*  
Supervision begins then.**

## Lunch Periods

Lunches are served between the hours of 11:05 and 12:00. Schedules vary per classroom and may change at semester. If you would like to join your child for lunch, please call the office before 8:00 so you can be included on the lunch count for that day. A lunch ticket must also be purchased in advance and are located in the office.

## ARRIVAL/DISMISSAL PROCEDURES

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**Playground Supervisors are on duty at 7:20 a.m.** Children who walk or are transported by parents are not to arrive at school before 7:20 a.m. Parents who work should make child care arrangements if they leave home before this time. Students should go to the playground when they arrive at school. The first bell rings at 7:45. It is important that students are present at that time to enter the building with their class. **Students arriving after 7:50 will be marked tardy.**

### **Drop Off Procedures:**

Please follow these guidelines for safety and efficiency reason:

- ❖ Pull all the way forward, by bike racks, in circular drop off area in front of Taylor Prairie.
- ❖ Have children exit vehicle from the side closest to the sidewalk.
- ❖ Students may go in for breakfast or proceed to the playground.
- ❖ **DO NOT PARK IN THE CIRCLE**
- ❖ On inside recess days students should enter the building and proceed to the gym.
- ❖ **DO NOT USE THE BUS LANES IN THE BACK OF THE BUILDING**

### **Pick-Up Procedures**

Students must go directly home when dismissed at 2:40 p.m. Children who are transported by parents should be picked up at dismissal. **There is no supervision of students after 2:40 p.m.** To ensure the safety of all children, we ask that you consistently follow these guidelines.

Students who live within .75 mile radius of Taylor Prairie School are considered in the walk area. In order to insure the children's safety, the following student pick-up procedures were determined through cooperation with the Utica Mutual Insurance Company. For the children to be safe and for these procedures to be effective, everyone must follow them.

- ❖ As cars enter the parking lot, they will be routed around the lot to the student pick up area.
- ❖ Cars will form a single lane. Please have your "student pick up sign" visible. (receive on Orientation Day)
- ❖ When a car reaches the designated spot where the supervisor is located, the child(ren) will be called to the loading area.

- ❖ Children will only get in the car at that spot, so supervisors can monitor.
- ❖ As the children are loaded in each car, the car will leave the parking lot.
- ❖ **Cars parked in the lot will need to wait until the lot is cleared of traffic to leave.** Please plan ahead if you need to leave immediately after school (use the street parking vs the parking lot).

## Early Dismissal

The exception to the hours above will be Early Dismissal when an early release time is scheduled at 10:40 a.m. These days provide opportunities for staff to support initiatives for improving student performance, participate in teacher inservice, prepare report cards, and receive compensatory time for parent/teacher conferences. These dates are listed in the Calendar of Events located in Appendix 2.

## Excusing Children Early

If it is necessary for a child to leave school early, the parent or guardian needs to make arrangements with the school office for the child's release. The child will be sent for and excused from the office.

Students will only be released from the office to a parent or a person designated (in writing) by the parent. If the adult is unknown to office staff, identification must be presented. Children will never be released directly from the classroom or allowed to wait in front of the school for pick up.

If your child returns from an appointment before the end of the school day, the child should go directly to the classroom and the parents should sign him/her in at the office in the early-release log.

## Snow Days/Emergency Closings

The Superintendent of Schools will make the decision to close school. In the event that school would be canceled, delayed, or dismissed early due to inclement weather, please listen for the announcement on the following radio/tv stations:

WMAD 1190 AM	WTDY 1480 AM	WMGN 98 FM	WIBA 1310 AM
WNWC 102.5 FM	WMXF 96.3 FM	WMMM 105.5 FM	WJJO 94.1 FM
WYKY 100.5 FM	WTSO 1070 FM	WOLX 94.9 FM	WHIT 1550 AM
WWQM 106.3 FM	WMTV CHAN 15	WISC CHAN 3	WKOW CHAN 27

Information will be available beginning at 6:00 a.m. Announcements are also made by the MGSD Instant Alert System. The Instant Alert System is a program that alerts family and staff via telephone, email, cell phone and/or pda with a school announcement. More information will be provided to you on Orientation Day. Parents are asked to have arrangements in place, in advance, for the care of their children if school should be dismissed before the end of the day. The plan should be discussed with your child so that they are prepared. Be sure to remind your child of this plan on days when ice or heavy snow is predicted. The school must always have a current emergency phone number.

## Student Trips or Vacations

Should we or shouldn't we take a vacation while school is in session? While a vacation can be educationally profitable, please seriously consider the following points when making your decision:

- It is impossible to "make-up" the classroom lessons missed.
- Since many assignments and follow-up practice are a part of each day's classes, it is not possible to furnish all materials in advance or do so accurately.
- Your child will not have the resource of teacher direction.
- Missed instruction could affect grades and attitude.

If you choose to take vacation while school is in session, we ask you to stop by the office and fill out a "Pre-arranged Extended Absence" form at least two weeks prior to your schedule trip.

# STUDENT RESIDENCY

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*Monona Grove School District Board Policy 420 (see info in appendix 1)* states, “The Superintendent shall establish and supervise the implementation of regulations and procedures designed to ensure compliance with district policies and procedures and state law”. The law requires us to charge tuition for students who attend the Monona Grove School District if permanent residency has not been established. Permanent is defined as seven days a week. The District may request a copy of an official court document verifying a joint custody arrangement with one parent residing in Monona/Cottage Grove.

## ATTENDANCE AND TARDINESS PROCEDURES

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School attendance laws of the state of Wisconsin require that children must attend school regularly. By state law, regular school attendance is the joint responsibility of the parents and the school. School authorities must enforce the law as cited in Statute 118.15. Parents, at the same time, have the responsibility to see that regular school attendance is maintained.

You can help by making school a top priority. By building the habit of daily attendance, you will help your child see that school is important.

Please call the school office (839-8515) by 7:50 a.m. each day if your child will not be able to attend school or will be late. Please give the following information: name of student, grade, name of teacher, length of and reason for absence. Your call is important to help us protect the safety of your child and to ensure accurate attendance records. If a student is absent and we do not receive a call from home, we will call your home/work or emergency contact numbers to verify the absence as part of our safe arrival policy.

When students are tardy, they must be signed in at the office before proceeding to class. Please do not drop off your child in front of the school or take your child directly to his/her classroom. Remember that school begins at 7:50 a.m. Students arriving after that time will be marked tardy.

Parents will be notified if their child has been absent or tardy an excessive number of times. *Please note School Board Policy on student attendance (see info in appendix 1).*

## STUDENT ATTIRE

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Most student attire is acceptable as long as it is adequate for outside play, does not present a health or safety problem or cause disruption of educational activities. Items with obscene or inappropriate words, slogans, or graphics shall not be worn or displayed. Hats/caps, spaghetti-strap tops and/or tops that expose the bare midriff or back are strongly discouraged. Flip-flops or other shoes without backs are not recommended for safe work and play. Shoe skates, roller skates, or skateboards are not allowed in school. We rely upon your discretion and good judgment as to what your child should wear to school.

We suggest that your child wear rubber-soled shoes, and slacks or shorts on days with scheduled physical education classes.

### Winter Clothing

Please be sure that your child has proper winter clothing - hats, mittens or gloves, boots, snow pants. We do go outside for recess unless the temperature drops below -10 (windchill). We ask that you make sure your child brings the proper clothing to school to keep them warm and dry. Students need to bring a pair of shoes in addition to their boots.

The following guidelines are used in regard to winter recess:

These temperatures include windchill.

- |                      |                   |
|----------------------|-------------------|
| • 10+ Degrees        | Outdoors          |
| • -10 to +10 Degrees | Supervisor’s Call |
| • Below -10 Degrees  | Indoors           |



# TRANSPORTATION

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## Monona Grove Bus Policies

Safe transportation of school children is a joint responsibility. Bus owners, drivers, school authorities, students and parents must all cooperate in order to assure safe, comfortable transportation.

### Parent Responsibilities

- Parents must realize that school bus transportation is a “privilege” not a “right.” Pupils who misbehave may be denied the privilege of riding on the bus since their misbehavior jeopardizes the safety of the entire busload and could result in injury to others.
- Pupils will ride on assigned buses. Parents must request in writing any exceptions to this rule. Such a request should be made only in case of an emergency situation. Telephone requests to drop off students at points other than their established stop cannot be honored.
- Parents are expected to cooperate with school and/or bus company officials relative to pupil safety violations and/or conduct reports.
- Parents may request in writing, transportation to a child-care provider. Forms are available in the school office. Parents will assume the responsibility for the child when such a request is made and granted.
- Parents should make sure elementary students are dressed appropriately for the weather so that they can be at the bus stop waiting for the bus in cold and rainy conditions.
- Parents must observe all school property, traffic and road regulations. Please do not park or stop in bus loading and unloading areas.
- Students in grades K-1 (**who live outside the walk area**) may not walk to school unsupervised or ride bicycles to school. *All 4K and EC are eligible for the bus.*

### Pupil Responsibilities

Students being transported are under the authority of the school bus driver and the Monona Grove School District. To promote their safety and well being, the following rules are to be followed:

#### Students shall:

- Be on time at the bus stop.
- Stand a safe distance back from the curb or highway and line up single file, facing the street, when the bus approaches. Stay off the road at all times while waiting for the bus.
- Do not move toward the bus or attempt to enter it until the bus has come to a complete stop.
- When it is necessary to cross the road to get on the bus, or after leaving the bus, do so at least 10 feet in front of the bus, but only after receiving a signal from the driver.
- Always be in sight of the driver at all times.
- Always use steps and handrails, and never crowd or push when getting on or off the bus.
- Do as the bus driver says and obey the driver’s instructions.
- Always remain seated while the bus is in motion.
- Not eat or drink anything while on the bus.
- Never stand, except to exit the bus at their stop, and remain seated until the bus comes to a complete stop.
- Never throw anything on the bus or out the bus window, or extend hands, arms, heads, or objects through bus window.
- Talk in normal tones; yelling, loud noises, or other behavior that could distract the driver is not allowed.

- Never use inappropriate language.
- Not tamper with safety devices or damage the interior or exterior of the bus. The offenders must pay for vandalism to the bus.
- Not block aisles, entrance door, and emergency doors.
- Sit in seats that may be assigned by the driver and/or a school official.
- Treat the bus driver and fellow passengers with respect.

## **Bus Discipline Policy**

Riding a school bus is a privilege and should be treated as such. Bus rules are for the safety of all those who ride the bus. Parental assistance in discussing appropriate and safe behavior is appreciated. Students who refuse to obey these stated rules shall forfeit their privilege to ride the school bus.

The bus driver will be responsible for the safety of the student riders and for enforcing bus rider rules under the direction of the school administration.

Students experiencing a problem with another child, or aware of any unsafe condition, should report the complaint to the driver immediately or before leaving the bus.

## **Procedure**

If there is a problem with behavior on the bus, the bus driver will complete a “Bus Conduct Report” at the end of the route. The severity of the offense may cause the disciplinary procedures to begin at Step II or Step III. Examples would be throwing objects, unacceptable language, fighting, vandalism, etc.

### First Offense - Step 1

Upon receipt of the “Bus Conduct Report,” the principal will contact the parent or guardian and the student discuss the problem, and then determine the appropriate action for the misconduct. The principal shall make the final decision relative to the discipline assigned. All conduct reports shall be mailed to the parent or guardian.

### Second Offense - Step 2

Upon receipt of the “Bus Conduct Report,” the principal will contact the parent or guardian and the student to discuss the incident. The principal shall make the final decision relative to the discipline assigned. The discipline may include suspension from the bus for up to three (3) days. When a suspension from the bus occurs, the parent or guardian is responsible to transport the child to and from school. If the child does not attend because of the suspension, the child will be considered truant.

### Third Offense - Step 3

Upon receipt of the “Bus Conduct Report,” the principal will inform the parent or guardian and student of the offense and a required three- (3) day bus suspension.

The parent or guardian and student will be informed of possible Board action of any future misconduct reports. When a suspension from the bus occurs, the parent or guardian is responsible to transport the child to and from school. If the child does not attend because of the suspension, the child will be considered truant.

### Fourth Offense - Step 4

Upon receipt of the “Bus Conduct Report,” the school principal will inform the parent or guardian and student of the offense and suspend the student for up to seven (7) days and recommend to the Director of Transportation that the student be suspended from the bus for up to the remainder of the school year.

When a suspension from the bus occurs, the parent or guardian is responsible to transport the child to and from school. If the child does not attend because of the suspension, the child will be considered truant.

Parents or guardians and students are to be aware that they are entitled to due process in all suspensions.

All students, regardless of age, are subject to the rules and regulations of the school district when riding a bus.

The bus driver, Director of Transportation, or the school administrations have the authority, at any time, to assign riders to designated seats.

When a student's bus riding privileges are suspended, the suspension includes field trips, sports bus and extra-curricular activities.

### **Extra-Curricular Trips**

1. The above rules and regulations apply to any trip under school sponsorship.
2. Pupils shall respect the wishes of a chaperone appointed by the school.
3. Pupils riding the bus to an activity must also ride the bus on the way back.
4. If a student does not wish to ride the bus back from an activity, the student must present a written parental request to the principal prior to the trip.

### **Driver And Safety Policies**

1. It is strictly against school district policy to pick up hitchhikers, friends, relatives, other bus drivers, or anyone not authorized by the driver's supervisor.
2. It is understood that it is part of the driver's job to keep the bus interior clean, including sweeping and dusting the dash area.
3. It is the driver's responsibility to secure and keep up to date the school bus licensure necessary for his or her job.
4. Each driver must make a special effort to be polite and cooperative with all parents, teachers, and other school personnel he or she might come in contact with during the course of employment.
5. It is understood that the driver is not to physically manhandle any students. They are not to tell any student that he or she cannot ride the bus or make any child get off the bus except at his or her regular stop. If there are problems with behavior or lack of cooperation from students, a "Bus Conduct Report" must be filled out and turned in to the building principal.
6. No driver is to let any student get off the bus at any place other than the child's regular stop unless notified by the driver's supervisor or school official. If the notification comes from a school official, it must be in writing.
7. Any driver observed speeding by school district personnel, or driving unsafely, or any driver receiving a traffic citation for excessive speed, driving over the posted speed or too fast for conditions may receive a suspension, or be dismissed from their job.
8. In case of a breakdown, the driver will never leave the bus with children on it. The driver will radio the office or give an emergency contact card to a passerby, or send two reliable children to the nearest house to use the telephone to phone the bus barn. Every attempt will be made to safeguard the children on the bus and the children will not be let off the bus unless the bus is in such a position that it would be dangerous, if in the driver's opinion, for them to remain on the bus. The driver may ask for assistance from a nearby adult when unloading the children.



# TAYLOR PRAIRIE DISCIPLINE PROCEDURES

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Taylor Prairie staff and students value the dignity of all members of the school community at all times. A positive, consistent approach to discipline which focuses on safety, respect, communication, self-discipline, problem-solving, development of a positive self-image and prevention of discipline problems will be used at Taylor Prairie.

Staff, students and parents will cooperatively establish and review discipline procedures on an ongoing basis. We will encourage, prompt, and teach our children to become increasingly independent, to accept responsibility, to make positive choices, and to manage their own behavior. Home and school must share the responsibility for acceptable conduct. By working together, we can ensure positive student behavior.

## General Discipline Procedures

The following methods will be employed when dealing with student behavior:

- Classroom and building rules will be cooperatively established, reviewed, and enforced.
- Conflict resolution and problem-solving skills will be taught.
- Positive behavior will be recognized and encouraged.
- Causes for misbehavior will be analyzed to facilitate prevention of behavior problems.
- Alternative approaches for dealing with the child's behavior will be developed based on the analysis of causes as well as the effectiveness of previous approaches.
- Logical and natural consequences for behavior will be applied.
- Communication among staff, students, and parents will be ongoing.
- The effectiveness of behavior plans will be continually monitored, evaluated and revised as necessary.

The principal and staff will seek and employ methods to develop responsible student conduct and alternatives to exclusionary discipline. However, when a student's conduct disrupts the educational process, threatens safety, interferes with the right(s) of others, or violates the law, one or more of the following procedures may be employed:

1. Initial student misbehaviors will be handled by the adult directly involved with the student. Logical and natural consequences will be applied. Consequences may include verbal directions, time-out, or redirection.
2. Repeated and/or serious rule infractions and misbehaviors will result in a misconduct report and/or referral to the principal. The child will be asked to discuss the problem and develop a plan for solving the problem. The purpose of the support is to assist students in regaining self-control and to help students understand that choices affect behaviors, that behaviors have consequences, and that reflective action plans can prevent future problems.

Depending upon the severity of the situation, parents may be phoned and the plan (Misconduct Report) may be sent home for parental signature with the first referral. The plan will be sent home with repeated referrals. A referral to the principal will also be used to promote school safety and a non-disruptive educational process.

3. The classroom teacher, who will determine if a behavior plan and further conferences with parents, the principal, support staff will review continued, serious or repetitive misbehaviors, and/or proper authorities are warranted.
4. Inappropriate behavior may result in restriction from the playground, multipurpose room, classroom, and/or bus. The child may be placed in a time-out, the office, or another classroom.
5. Severe violations of school guidelines including possession of prohibited items, endangering self or others, disruption of the educational process or severe noncompliance may result in immediate referral to the principal. Emergency situations, which require further interventions or exclusionary procedures may be referred to the Superintendent.

### ***Discipline Procedures, continued:***

6. The child may be excluded from school in accordance with Monona Grove School District Board Policy (447.2). *See Appendix 1 for School Board policies on suspension and expulsion and possession or use of dangerous weapons, (which includes **look-alike weapons**).*
7. Violation of the law may result in notification of authorities.

### **Misconduct Reports**

A misconduct report is used to inform parents of a violation of a school rule. The form is especially necessary when an incident is repeated or considered serious. To facilitate parent communication, a parent signature is required.

### **Search and Seizure**

The School District reserves the right to have a staff member search a student if there is reasonable suspicion that the student may be bringing an object to school, such as those referred to in Board Policy 832 –Weapons, that might cause injury to themselves or another individual. If such an object is found, it will be seized and the child’s parent(s)/guardian(s) will be contacted. Discipline, if warranted, will be handled according to established school policies.

### **Appropriate Language**

We believe there are standards of acceptable language and standards for appropriate ways of talking to and with other people. Our staff believes that we, parents and teachers, have a responsibility to model acceptable language for our students. We also believe that all of us have a responsibility to teach children that certain language is inappropriate by telling them that it is unacceptable and by helping them to find more appropriate ways to express their feelings. When students ignore requests for appropriate language, a time-out will be given. Excessive use of inappropriate language results in loss of privileges.

### **What Do I Do If I’m Feeling Harassed?**

The Monona Grove School District has a no-nonsense anti-harassment policy which prohibits harassment of students based on their sex, race, national origin, ancestry, creed, pregnancy, marital or parental status, sexual orientation or physical, mental emotional or learning disability. This policy is intended to protect students whether they actually belong to or are perceived as belonging to one or more of the above-protected categories by those engaged in the harassment.

We have a user-friendly system for filing complaints about ongoing harassment. Students are encouraged to report incidents or harassment to any responsible adult in the school with whom they have confidence and trust and feel comfortable. Staff members have been given Misconduct Report forms that can be completed with students and submitted to the principal.



# **TAYLOR PRAIRIE SCHOOL RULES**

## **"BE KIND, BE SAFE, BE YOUR BEST"**

### ***...In School***

- Be a positive problem solver.
- Accept responsibility for your choices and behavior.
- Follow adult directions immediately.
- Respect school and private property.
- Keep hands, feet, and objects to yourself.
- Use acceptable language.
- Keep school property and grounds clean.

### ***...In School***

- Walk and talk quietly in and around the building at all times.
- Use restrooms properly.
- Bring personal property only with the permission of the teacher.
- Leave chewing gum at home.
- Stay on the school grounds.
- Work and play safely.

### ***...On The Playground***

- Follow directions the first time they are given.
- Play safely and use equipment properly.
  - Use only school toys and balls.
  - One person on a swing at a time (must be sitting).
  - One person at a time may go down the slide feet first.
- Play in the appropriate areas of the playground within sight of the supervisor.
- Play games away from the building.
- Throw balls only.
- Fighting, tackling, rock throwing, promoting misbehavior in others, dangerous activities and rough games are never allowed.
- Be considerate of others' games.
- Take turns.
- Please tell the playground supervisor when:
  - You need to go inside.
  - If you or another student has an injury.

### ***...On The Playground During Winter***

- Dress appropriately (boots, coats, snow pants, gloves).
- Wear boots outside to play in all areas. Students without boots stay on plowed blacktop.

### ***...In The Lunchroom***

- Use a quiet voice.
- Display good table manners.
- Stay in your seat until dismissed.
- Clean your own area and discard trash.
- Enter and leave in a peaceful and slow manner.

### ***...In The Restroom***

- Use restroom facilities properly.
- Respect the privacy of others.
- Flush toilets.
- Wash hands.
- Defacing restrooms in any manner is not tolerated.

# CURRICULUM

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(Copies of Wisconsin's Model Academic Standards are available for your review in the school office.)

*Taylor Prairie's Curriculum Guide is distributed on Orientation Day*

## **Early Childhood-Exceptional Educational Needs Program**

The Monona Grove School District's Early Childhood Program provides preschool education for children age's 3-5 years old in a public school setting and other settings. If the child has an impairment that requires special education services, the child would be enrolled in Early Childhood. The program works on developing:

1. Gross Motor – balance, walking, coordination, catching, throwing
2. Fine Motor – drawing, cutting, stacking blocks, stringing beads
3. Cognition – naming colors shapes, counting, naming pictures
4. Self-Help – dressing, buttoning, eating, bath rooming
5. Socialization – getting along with peers and adults, playing, behavior, attention span

To determine eligibility, testing will be completed by certified staff once parental permission is granted. Families will be actively involved throughout the Individualized Education Program (IEP) process.

## **Together For Kids (T4K)**

The together 4 Kids (T4K) program is a voluntary, comprehensive child development program available to all four-year-old children and their families within the Monona Grove School District (MGSK). T4K is a play-based program designed to nurture the social, emotional and early literacy skills of four-year-old children. A child must be four years old on or before September 1<sup>st</sup> to participate in the program. It does not take the place of kindergarten. T4K is implemented using a community-collaborative model that builds on existing resources within our community. Partnerships between our elementary schools, childcare centers and preschools are used to provide quality early childhood education for four-year-olds.

All sites will follow the same curriculum. **Houghton Mifflin Pre-K** provides a rich, comprehensive, integrated curriculum that takes advantage of young children's natural curiosity about the world around them. The science, social studies, poetry and math links weave content throughout the program to enrich children's language, early reading skills, and background knowledge. Independent explorations take place during center times where children are encouraged to refine their natural inquiry skills.

## **Kindergarten Instruction**

The Monona Grove School District operates a kindergarten program in which all children of the district who are five years on or before September 1 of the current year may enroll. We ask that you bring your child's birth certificate showing proof of age and an immunization record. Kindergarten Round-Up is held in the spring of each year for upcoming kindergarten students.

Physical facilities, equipment, and materials are provided for a kindergarten program which includes opportunities for learning basic concepts and skills in language arts, fine arts, social studies, science, physical education, music, and health.

A good program expands a child's ability to learn about the world, organize information and problem-solve; in turn, this increases feelings of self-worth, confidence, and the ability to work with others, and interest in challenging tasks. It is our intent that children should feel free to express themselves through speech and through use of blocks, paint, clay, and other creative materials. Our balanced program also includes a combination of formal and informal activities and projects - storytelling, music, dramatic play - which allow children to work in groups and on their own.

The kindergarten program provides time for developmentally appropriate group and individual activities. Children grow and learn through engaging in rich and complex fun activities that allow them to solve problems and engage in fantasy. The kindergarten program is not organized into a rigid schedule with separate periods for each “subject” or activity. Rather, each becomes a “learning step” and when the child is ready for the next step, the teacher will help him or her to take it.

## **General Curriculum (Kindergarten & 1<sup>st</sup> Grade)**

### **\*Language Arts Program**

Our language arts program actively engages students in the processes of reading, writing, speaking and listening. With a focus on the communication of meaning, students’ experience varied opportunities for functional language use.

Our **reading program** incorporates a combination of complementary reading strategies: phonics, word identification and comprehension. Using a variety of meaningful reading materials, students receive instruction and practice these strategies. Students are encouraged to read and discuss quality literature with an emphasis on comprehension and higher-level thinking skills.

Our **writing program** incorporates an interrelated series of meaningful language-based activities: selecting a topic, prewriting, drafting, and conferencing, revising, editing, publishing, and/or sharing. Students are encouraged to use writing for a variety of authentic purposes. Through writing, students learn about spelling, punctuation, grammar and handwriting.

Our **oral language program** incorporates both listening and speaking. Students are provided with a variety of legitimate, meaningful opportunities to converse, discuss and listen.

Reading, writing, listening and speaking aren’t learned in isolation. These language processes are integrated in our classrooms to create literate environments for our students. It is our goal to stimulate and sustain a love for reading and writing.

### **\*Mathematics**

We believe that mathematics is a way of thinking and that learning to solve problems is central to our math education. Students become confident in their ability to do mathematics when they achieve success with problem-solving tasks they consider to be challenging. We teach children to think, to reason and to solve problems, in addition to learning to be accurate and efficient in their computation skills.

Problem-solving skills include guessing, checking and refining; looking for patterns; making a systematic list; drawing a diagram or model; simplifying the problem; and making a reasonable estimate.

Our teachers use a variety of approaches and methods that include the use of concrete models and manipulative before teaching algorithms and symbolic representation. Understanding mathematical concepts is the first step in understanding mathematics. Mathematics should be relevant and meaningful, taught with an emphasis on understanding concepts through experiences that link learning with real-life situations.

### **\*Science**

Our students participate in a science program that emphasizes the development of science process skills through hands-on, activity-based instruction. Children study units in each of the four major science areas of biological science, physical science, earth science, and health science.

In the primary grades, we lay the foundation by emphasizing process skills that focus on the development of observation, communication, measurement, and interpretation skills.

Our science program is designed to promote an enthusiasm and positive attitude about science, and to emphasize creative and critical thinking, investigation, and the curiosity necessary to better understand our world around us.

## **\*Social Studies**

The social studies program is designed to develop thoughtful, enlightened citizens who can carry our nation into the future with dignity and wisdom. The program promotes an understanding of our culture and heritage and encourages students to become the active link between the present and the past. Strong emphasis is given to the social sciences: history, geography, sociology, politics, culture and economics. Central to our efforts is the recognition of students' individual learning styles and a program that includes a blend of developmentally appropriate academic and interpersonal skills.

## **\*IMC (Library)**

The mission of the library program is to create a dynamic, joyful experience that enables children to work independently and collaboratively in becoming life-long readers, skilled learners and informed decision-makers. The library program supports resource based teaching and learning as students acquire information literacy skills and integrate these skills in the research process. Teachers and the librarian collaborate to integrate curriculum units. Scheduled classes are incorporated with open library time as well as multi-media lab sessions.

Library services are available to all of our students and their families during regular school hours. The care and responsibility of borrowed materials rests with the borrower. Misuse or loss will result in a fine that includes the replacement cost of the book plus processing charges.

## **\*Music**

A music specialist provides general music instruction for two class periods per week for each class, K-1. The focus of the K-1 program is participation in activities designed to promote appreciation for the basic elements of music: rhythm, melody, harmony, tone color, form, and expressive elements. The curriculum is based on the development approach of Zoltan Kodaly in which subject matter follows children's abilities at various stages of growth. It incorporates movement, the playing of rhythm instruments and pitched instruments, singing, critical listening, games, and creative activities which allow the children to be the musicians. The program emphasizes process rather than performance and often can be integrated with a variety of curriculum units.

Through our music program, the children gain the opportunity to learn skills that assist in the development of the whole child including: motor development, concentration, creative problem solving, and development of memory.

## **\*Art Education**

All Kindergarten students attend one forty-minute art class each week. Students in grade 1 attend two forty-minute art classes each week.

Art projects for students focus on the art elements of line, value, shape, space, texture, and color. Areas of major emphasis include drawing, painting, paper, sculpture, printmaking, and ceramics. Art history is incorporated relative to projects.

The Monona Grove School District art curriculum has the following four major goals for education:

1. To help children express ideas, attitudes, feelings, values, and imagination through art activities which contribute to their personal growth.
2. To help children see, discover and understand visual relationships in the environment - natural and man-made.
3. To help children acquire an understanding of man's visual art heritage and the roles of artists.
4. To help children use intelligent judgments and discrimination in personal and community life.

## **\*Physical Education**

Physical education in the Monona Grove School District is an integral part of the total school program. The aims, goals, and purposes of physical education are the same as those of all education - to develop the fullest individual potentiality for the most effective participation in today's society.

Every child needs and is entitled to a good physical education program. The three unique contributions of physical education are:

1. To provide for optimum physical fitness development.
2. To provide for increased neuromuscular skill development.
3. To provide satisfying experiences for development of understanding and appreciation of movement.

Because of the special character and organization of the various physical activities involved, physical education also contributes much to the social, emotional, and intellectual growth of the child.

The emphasis of the physical education curriculum is to help each child maintain, appreciate, and develop real joy in achieving efficient and effective movement, which will continue throughout an active life.

## **\*Technology**

We offer a variety of opportunities for students to interact with technology and use computers as tools in their learning. We have a library of educational software, which spans many grade levels. There are opportunities to utilize technology in our computer lab and in our classrooms. Technology goals focus on helping students demonstrate:

- An understanding of technology's impact on the individual and society.
- An understanding of technology as a tool in the life-long learning process.
- The ability to use technology as a learning resource/tool in conjunction with traditional resources to achieve learning objectives.
- The ability to select, combine, and use appropriate technologies to create, access, analyze, synthesize, evaluate, and communicate information.
- The ability to use technology productively as a means of presenting or reporting information.

Teachers work with our IMC/technology specialist and educational assistant to select software and apply technologies which best match curriculum objectives and the developmental needs of students. Technology is used as a tool to deliver instruction. Consistent with national expert recommendations, teaching technology (i.e., computer science) to elementary students is not our primary focus. Technology is valuable to the extent that it promotes and supports student engagement in rigorous and relevant learning and enhances collaboration.

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## **HOMEWORK**

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Each student should have a Homework Folder to transport assignments. Your cooperation in reviewing the guidelines below and supporting your child in the completion of homework is appreciated. Please contact your child's teacher if questions regarding homework arise.

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## **TAYLOR PRAIRIE HOMEWORK GUIDELINES**

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### **Philosophy**

Homework is a valuable aid in helping students maximize their school experience. It reinforces classroom learning, builds responsibility, and develops essential study habits. Homework is one vehicle for home-school communication. Parents can assist in making it a positive experience for children. Homework must be planned to strike a balance between academics, family life and the child's needs.

## General Types of Homework

1. Practice assignments reinforce skills/concepts taught in class.
2. Preparation assignments are designed to provide background information before topics appear in class.
3. Extension assignments emphasize individual needs and interests, creativity and application of knowledge gained in class.
4. Study assignments prepares students for tests or provides completion of independent reading.
5. Long-term assignments emphasize completion of projects that increase as children move into higher-grade levels.

## Student Responsibilities

1. Listen to class directions for assignments.
2. Write assignment instructions that include the date due. Ask questions if you do not understand the assignment.
3. Take home the instructions and materials needed to complete the assignment.
4. Set a daily time to complete the homework.
5. Start long-term assignments far ahead of the due date. Don't wait until the last night before the assignment is due.
6. Do your own work, but ask your parents for assistance if needed.
7. Ask your teacher for help the next day if you did not understand the assignment.
8. Do your best work.
9. Read for pleasure.
10. Show your parents the completed work.
11. Return assignments on the date due.

## Teacher Responsibilities

1. Inform parents and students about school and classroom homework procedures.
2. Give clear homework instructions that state a specific purpose for the assignment. Avoid assigning homework as busy work or punishment.
3. Design assignments that are within the ability level of the child to complete with minimal assistance.
4. Demonstrate how to complete assignments.
5. Limit make-up work, due to illness, to essential concepts covered. Allow sufficient time to complete assignments and relieve student and parental stress. Ensure that students in special classes are not required to do "double assignments."
6. Monitor completed homework. Provide timely feedback.
7. Adjust assignments to address the individual needs and learning styles of students.
8. Ensure that students have the necessary materials to complete assignments.
9. Establish homework time limits (outside of reading time) using the following guidelines:

<i>Grade</i>	<i>Time/Days Per Week</i>
Kindergarten	5-10 minutes, 3-4 days/week
Grade 1	15-20 minutes, 4-5 days/week

## Parent Responsibilities

1. Provide a quiet and well-lit work environment with needed homework materials.
2. Schedule a regular time for completion of homework.
3. Positively reinforce your child for his/her efforts. Display his/her papers and art work at home. Communicate a positive school attitude.
4. Communicate with teachers regarding reasons for non-completion of homework.
5. Send your child's teacher a note if your child is unable to complete the assignment within the time guidelines, or if the assignment seems to be beyond your child's ability level.
6. Share your child's joy in learning.
7. **Read for pleasure with your child.**

## Homework Help

1. Support your child's learning by:
  - A. Discussing school projects and lessons.
  - B. Relating information to your child's personal life and interests.
  - C. Assisting your child in locating related learning resources such as books, videos, games, etc.
  - D. Enhancing your child's learning through enriching and related experiences such as trips to the library, book talks family field trips, and discussions.
2. Assist your child with assignments by trying the following strategies:
  - A. Ask your child to read and explain the directions.
  - B. If your child needs help:
    - Read the directions to your child.
    - Ask questions concerning task completion.
    - Stress the order of steps in the task.
    - Watch your child complete the first item.
  - C. If your child needs further help:

MODEL	Show your child how to do the first item.
PROMPT	Ask your child do the second item with you. Guide your child as needed.
MONITOR	Watch your child complete the third item. If correct, let your child work independently and check back later. If your child's response is incorrect on the third item, PROMPT and MONITOR again.
  - D. If it is clear that the assignment is too difficult, attach a note to the assignment. Your child should not complete the assignment.

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## HOME-SCHOOL COMMUNICATION

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### School Visitation

Parents are encouraged to visit at any time. Most parents attend parent-teacher conferences twice a year, but there is not an opportunity at that time to observe what children are doing in their classrooms. One of the best ways to understand the classroom is to visit. Please make arrangements with your child's teacher. We ask that all parents, visitors, and volunteers stop by the office and sign our "Visitor Book" and get a visitor tag before visiting classrooms.

If you need to pick up a child during the school day, please stop by the office and sign your child out in our "Early Dismissal Book." If you are bringing a child in late for school please stop in the office and get a slip for your child to take to the classroom. If your child returns from an appointment before the end of the school day, the child should stop at the school office before returning to class to receive an admittance pass.

## **Volunteer Program**

Volunteers share their time, skills, and interests with the students at school. Formal training is not needed to volunteer. Whether it is an hour a week or an hour a month, volunteers enhance the climate of our school and assist students and teachers. These partnerships become a continuing exchange of information and are activities that benefit all children. When volunteering in the school, please sign in at the office and pick up your Volunteer tag. For the safety of our children, the board has enacted a policy that a criminal background check will be conducted for all volunteers who work with students in an unsupervised capacity (*see appendix 1 for info on policy for Adult School Volunteers*).

## **Parent Conferences**

Student progress is communicated through a combination of written reports and the parent-teacher conferences. Parent-Teacher conferences are held in the fall and in the spring of each school year. The purpose of the conference is to provide an opportunity to discuss your child's progress and special needs with his/her teacher. These conferences are a very important part of the school year and an effort should be made to attend. Teachers are available during a block of time and families are assigned a 15-minute conference time. It will help you and the teacher if you come to the conference prepared with a list of specific questions that you would like addressed. The short time that you spend in a conference may prove to be the most valuable time you spend at school. By attending a parent-teacher conference, your child will see the importance you have placed on education and how valuable it is to obtain a good education.

Parents are welcome to call their child's teacher anytime during the school year to request additional conferences. On occasion, your child's teacher may also call you regarding your child's progress.

## **Reporting to Parents**

Progress reports are designed to provide a clear reflection of how students are performing in school. They will be provided three times a year using a trimester reporting system.

## **Classroom Communication**

Regular written classroom communication will be sent home with your child. If you prefer to receive communication electronically, please provide your email address to the classroom teacher and school office.

## **Classroom Concerns**

Your child's teacher is the best source of information about individual classroom procedures and your child's progress. If you have a question or concern about your child's progress or classroom, please contact the teacher directly, prior to contacting the principal. By addressing concerns, directly to the teacher, we hope to strengthen teacher/parent communication, relationships, and understanding about your child's needs as well as classroom and school procedures.

## **Child Custody**

In most cases, when parents are divorced, both mother and father continue to have equal rights where their children are concerned. If you have a court order limiting the custody, communication or visitation rights of one parent, please bring a copy to the school office. Unless the court order is on file at Taylor Prairie School, we must provide equal rights to both parents.

## **School Newsletter**

Our Taylor Prairie School Newsletter will be sent home the first Friday of each month. It contains news of school happenings, upcoming events and dates. Please take the time to read it and to be informed.

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

The **Cottage Grove Schools' P.T.O.** supports dynamic home-school collaboration, cooperation and commitment. It serves a parent community that holds high expectations for students and their schools. P.T.O. members are actively involved in our school as volunteers and in school-wide projects. They are a most welcome and appreciated part of our school community.

Families are encouraged to attend the monthly P.T.O. meetings. Notification of meetings will be posted in our newsletter. Meetings address a variety of topics, such as curriculum and school projects.

You are automatically a member in the Cottage Grove Schools' P.T.O.

## **Parent Input Forms**

Each spring, parents/guardians are given the opportunity to provide input regarding the kind of instructional environment that best fits their child's learning needs. Parent input forms will be included in the March issue of our newsletter. Input should specify the strengths and needs of the child. Specific teachers should not be requested.

## **Parent/Citizen Complaints**

Constructive criticism of the schools is welcomed by the Monona Grove faculty, administration, and the School Board when it is motivated by a sincere desire to improve the quality of the educational program or to assist the schools in doing their tasks more effectively. In order to promote the effectiveness and efficiency of criticism and complaints, the Monona Grove Board of Education directs concerned parents/citizens to follow the procedure outlined in our School Board Policy in appendix 1.

## **Student Records**

Please keep the school informed of any changes in health needs; address, home and work phone numbers, emergency contact numbers, guardianship, and child care arrangements.

The cumulative record is an individual report on each student, required by law. The school staff and parents or guardians, in the presence of the school principal or designee may view it. Only appropriate MGSD staff and the child's parents/guardians may see the record unless the court subpoenas it. (*Please see appendix 1 for info on confidentiality of student records.*)

## **Withdrawal - Transfer of Students**

To maintain proper records and satisfy the government regulations protecting rights of individuals through records, it is necessary to have signed permission of parents before we can send or receive records. If you are planning a move, please contact the building secretary at 839-8515 so that arrangements can be made to get the necessary forms signed.

# STUDENT SERVICES AND ACTIVITIES

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## Care of Property

Please label your child's lunch box, coat, and other personal belongings. Valuables should not be brought to school, as MGSD cannot be responsible for loss, damage, theft or vandalism of students' personal property. Taylor Prairie keeps all lost items in the Lost and Found for a limited period of time. Following that, items are donated to charity.

Please help your child develop a sense of responsibility and respect for school property and textbooks. Students will be responsible for the cost of replacing MGSD material or property that is lost or damaged through vandalism or negligence.

## Fees

The Monona Grove School District student fee structure for the 2008-2009 school year is as follows:

**Elementary Student (K-5) \$44.00**      Middle School (6-8) \$63.00      High School (9-12) \$89.00

These fees are to assist in covering enhancements to the overall educational program at each grade level. A portion of the fee will cover the cost of an athletic pass and yearbook for each student.

*NOTE: If a student qualifies for reduced or free lunch, the parents/guardian are exempted from paying this fee if they sign the waiver on the backside of the free and reduced form.*

## Adult Athletic Passes

Parents may purchase a pass to admit them to home athletic events excluding special events for \$25.00. If a parent desires to receive a pass, he/she may purchase one from any school. Any student who loses his/her pass must pay \$1 to receive a duplicate from the school office. Any student or adult who cannot present the pass when entering an athletic event, for whatever reason, must pay the regular entrance fee.

## Lunch Program

Good nutrition is important, especially at the school age stage of development. You can support this by providing a nutritious breakfast and lunch or taking part in our district hot lunch program.

Children who carry a cold lunch may purchase milk tickets or bring another beverage. Please do not send soda as we are encouraging healthy choices during lunch. Children are encouraged to try new foods, to prevent waste, to taste everything, and to drink their milk.

Parents are welcome to join their children for lunch at school. Please let the office know by 8:10 a.m. if you will be purchasing a lunch ticket. Adult tickets are \$3.00 and Seniors are \$2.25.

The kitchen staff coordinates snack, lunch and milk sales. All students are given a debit account card. Students present this card when receiving their lunch and the amount is deducted from their account. We urge parents to deposit money into their accounts on a regular basis. We also ask parents to make payment by check reducing the potential for loss. (Please note: There is a bank fee charged for any checks written to the school that are returned due to insufficient funds.) Parents sending cash are asked to send exact change to facilitate the process. There is also an online service available at [www.lunchmoney.com](http://www.lunchmoney.com). An instruction sheet is available in the office or your student's registration packet.

**Lunch is \$1.85 or \$9.25 for a week. Milk is .35 each or \$1.75 for a week.**

**Families that are eligible for reduced lunch are charged .40 each day or \$2.00 a week**

Parents have the responsibility to deposit lunch money into their child's food service account as needed. Taylor Prairie does not assume the responsibility for lost lunch cards.

Students without a lunch or who have an insufficient account balance will be offered the option of receiving a lunch ticket on loan (with payment expected the following day) or calling a parent.

## **Free and Reduced Meals**

Each year a new application form for eligible households must be filled out for free and reduced meals. Applications will be given to you during orientation. Be sure to list all of your children on ONE APPLICATION. Return the application as soon as possible. The District Office cannot process an application that is not signed, does not list the household income, and the TOTAL household monthly income, names of household members, or does not include social security numbers. Application approvals are delayed if any required information is missing.

## **Mid-Morning Nutrition Break**

This year the food-service program will be replacing the breakfast program with a “Mid-Morning Nutrition Snack”. A mid-morning snack will be offered in the classroom that will consist of milk, juice or fruit and a nutritious snack. The cost of this will be \$1.15 per student. Milk will still be offered separately for .35 per carton. *Rates for families of reduced status students will pay .30 for snack and free status families will be offered this at no cost.* The fee for milk/snack will be deducted from the student’s food-service account. Students may also choose to bring their own snack. Suggested snack items are fruit, raisins, crackers, bagels, cheese, yogurt, juice box, popcorn, carrot and celery sticks, peanut butter sandwich, fruit roll-ups, nuts (please no peanuts in the shell), and granola bars. “**Peanut-free**” rooms will be required to bring non-peanut snacks.

## **Birthday Treats**

Healthy treats are encouraged for birthday treats. Please check with the classroom teacher in regard to any food allergies of students.

## **Health Room**

Wisconsin State Law requires that children must be immunized against diphtheria, pertussis (whooping cough), tetanus, polio, measles and rubella before entering school. Annual vision and hearing screenings are part of the MGSD Health Program.

The office staff handles illness/injuries which take place at school, and when necessary, notifies parents. If a child has a temperature over 100 degrees, is vomiting, or has a rash, s/he should be excluded from the classroom. The parent/guardian will be called to pick him/her up. If we are unable to reach a parent or guardian, the designee on the emergency card will be contacted. The emergency card must have complete information regarding whom to call in case of an emergency. A school district nurse rotates between buildings in the Monona Grove School District. The nurse will have a scheduled time to be at each building, each week.

School personnel, including nurses, may only give first aid. They may never diagnose, give medical treatment or prescribe medication for a child.

## **Medication at School**

Parental cooperation is essential when medicine is to be administered to a child during the school day. For prescription medications, a form containing written orders and instructions from the student’s physician detailing the name of the drug, dosage, times to be given, and when medication is to be discontinued is required. If medication is discontinued and then resumed, a new form must be completed. A form must be completed for each medication, if more than one. No prescription medication will be administered unless your physician completes a form.

For over-the-counter medications, a form containing written instructions and signature by parent or guardian is required and medication must be furnished. School personnel will not provide aspirin or any other over-the-counter medicine to students. Medicine will be given in the presence of the nurse, office staff, or principal.

## **Student Insurance**

Student insurance policy information will be distributed on Orientation Day. If you choose not to participate in this insurance program, please return the “Parental Insurance Waiver” portion of the letter.

## **Field Trips**

Field trips are an important extension of the classroom curriculum. Parents will be informed about upcoming trips through notes sent home and will be asked to sign permission slips. First aid kits and medication will be taken on all field trips along with an ample number of adult chaperones.

## **Title IX**

Title IX of the Civil Rights Act provides that “no person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under an education program or activity receiving federal financial assistance.”

Should any student feel that the terms of the above legislation are not being met, the first step is to contact the person(s) immediately involved or the school principal to discuss the matter. The principal is able to supply any student with the procedures for formal appeal of unresolved matters.

## **Recess**

Weather permitting, students will have a fifteen-minute outside recess in the morning and/or the afternoon. All students should be dressed appropriately for the season so that they may go outside. Our position with regard to students staying in from recess is that if students are properly dressed and well enough to attend school that day, they will go out for recess. A note from the child’s physician will be required in those cases in which parents request that a child needs to stay in from recess for an extended period of time due to an illness.

## **Damaged Books**

Students and their parents are responsible for all damages incurred or caused by action of the student. Students who damage books or do not properly care for books during the school year will be expected to reimburse the school accordingly. Students should cooperate with the school by giving every piece of equipment and property the care and respect it deserves.

# **PUPIL SERVICES PERSONNEL AND PROGRAMS**

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Pupil services programs include a broad range of coordinate services, functions, and activities directed at assisting each pupil to benefit the most from his or her school experience.

Recognition of the worth and uniqueness of the individual pupil requires school districts to include on their staff a variety of specially trained personnel. Pupil services staff members work directly with pupils and indirectly through teachers, parents, administrators and community agencies. These staff members are an integral part of the school system’s efforts to help each pupil develop to his or her potential.

Pupil services personnel for the Monona Grove School District include: psychologists, guidance counselors, social workers, speech and language clinicians, individual achievement program instructors, occupational & physical therapists, and the school nurse. They also include the special education, early childhood, and 4-K programs.

## **Pupil Services, continued**

### **Gifted and Talented**

The Monona Grove School District is committed to providing programming that addresses student's individual learning needs. Each student is unique and thus many have unique learning needs.

### **Individual Achievement Program (IAP)**

The Individual Achievement Program (IAP) is a remedial literacy instructional program designed to provide additional service for students in kindergarten through high school. Program instructors teach strategies and skills that assist students in achieving the objectives of the District's curriculum. The IAP is delivered through classroom instruction, team teaching, small group instruction, and individual tutoring through the work of teachers and aides in consultation with the regular education teachers.

### **Developmental Guidance**

The developmental guidance program is part of a planned effort to personalize and humanize the education process for all students. It offers instruction in areas such as peer group interactions, cooperation, transition, understanding feelings, conflict resolution, new student adjustments, changing families, friendship skills, grief and loss. Activities focus on helping children feel good about themselves, expressing emotions in a positive way, communicating effectively, and solving problems. The program helps lay a foundation for responding to future life challenges. School counselors also work with children individually or in small groups with such "growing up" problems as learning to make friends, sibling rivalry, experiencing failure, handling anger, fear, and sadness, or "situational" problems which occur because of a child's circumstances. Examples include coping with a health problem, divorce, alcohol or drug abuse of a family member, or death of a relative.

### **School Psychologist**

The school psychologist's role includes consultation, individual assessment, program planning, and intervention on an individual, family or classroom level. We are currently emphasizing a pre-referral intervention approach to dealing with a student's learning or behavior difficulties. The school psychologist may, as a member of a team, discuss a student's behavior and learning style with parents and teachers while considering options for change.

The school psychologist administers standardized intelligence and achievement tests to individual students. The task of gathering relevant information on a student's self-image and overall behavior, through observation and teacher reports, is also an important component in the process. All of this information is helpful in evaluating the whole child.

The pupil services department has enjoyed being able to offer small group experiences for students and parents who demonstrate concerns in specific areas. The direct intervention approach offers us an opportunity to form on-going relationships with children and their families.

### **Social Worker**

The school social worker is available to serve all Monona Grove students and their families. The role includes problem identification and assessment; crisis intervention; individual and group counseling; linkages to community resources; consultation with staff, parents, and community agencies; program development; advocacy and prevention.

The social worker is committed to a belief in the uniqueness of each individual and facilitation of learning. S/he serves, as a catalyst to bring people together and create an environment that is conducive to problem solving. School social workers attempt to strengthen the bonds between students and teachers, students and parents, and teachers and parents.



## **Pupil Services, continued**

### **Special Education**

Our special education program focuses on adjusting environmental factors, modifying the course of study and adapting teaching methods, materials and techniques to provide for students with special learning, emotional or physical needs. Students work individually, in small groups, or in the homeroom classroom with special education staff and regular classroom teachers. They learn strategies that may be transferred to classroom work. It is our belief that all children can learn. It is our responsibility to work as a team to ensure that each student receives the instruction and support necessary for a successful school experience, in a setting as close as possible to his/her peers.

### **Speech/Language Services**

The elementary speech/language program serves students with exceptional educational needs in the areas of speech and/or oral language development. Students are identified for this special education service through parent, teacher, and therapist referrals. After initial identification and parent permission, a child is evaluated by the speech/language clinician. If the child meets the guidelines for enrollment in the program, and if parents agree to placement, the child will receive itinerant therapy during the school day. Therapy is provided in individual, small group, and whole classroom settings to help the students generalize skills to the classroom. Whole classroom work also allows the therapist to model techniques useful to the teacher for working with language impaired students, and provides an opportunity for the therapist to get to know most of the students in the school. Therapy is individualized to each child's needs, and a therapy plan is written and reviewed with parents and teachers annually.

Speech articulation (production of speech sounds) is essential for effective communication and is often imperfect in young children, as some sounds come in as late as the seventh or eighth years. Speech fluency and voice quality are aspects of communication that have effects on social development. Oral language such as vocabulary, sentence structure, and social use of language normally develops in a fairly uniform progression and at varying rates. The understanding of oral language such as verbal directions, vocabulary, concepts, and overall meaning also develops in a predictable order. All of these components of communication are necessary for success in school.

The speech/language program in the Monona Grove School District works to assist children to communicate effectively in the school environment. Please contact the Taylor Prairie speech/language clinician if you have any questions or concerns about your child.

### **School Nursing Services**

Monona Grove School District provides a program of health services to school-age children and their families. Services are preventive in nature and are provided with the goals of 1) prevention, suppressing and controlling communicable disease, and 2) preventing premature morbidity and mortality in school age population. These goals are achieved by promoting education to the public about causes, nature, and prevention of prevalent diseases and the preservation and improvement of health.

Assistance to children with chronic health problems is available on a limited basis. The nature of the nursing service provided is advisory with the district nurse providing assessment and planning services and training of personnel, and in procedures necessary to implement plans.

The office staff handles illness/injuries which take place at school and when necessary, notifies the parents. If a child has a temperature (over 100 degrees), is vomiting or has a rash, s/he should be excluded from the classroom. Please notify the school if your child has a communicable disease, such as chicken pox, strep-throat, etc... The information is logged and passed on to Dane County Health Services.

Nursing services also include a vision and hearing screening. Kindergarten and second graders receive the vision screening and only kindergarten receives the hearing screening. All others are by referral only. Parents are notified of the timing of these screenings via the school newsletter and/or a take-home notice.

# Appendix 1

## School Board Policies and Procedures And Parental Notices

### School Board Policies:

Copies of all school board policies are available on the web by going to:

[www.mononagrove.org](http://www.mononagrove.org)

Then:

\*Click on Board of Education

\*Click Board Policies

\*Click on Policy # Series

Student Admissions-420

**Student Promotion Policy-345.4**

Student Attendance Policy-431

Suspension and Expulsion-447.2

Possession or Use of Dangerous Weapons-832

Drug and Alcohol Use-443.4

Student Use of Paging & Two-Way Devices-443.5

Wellness Policy -458

Confidentiality of Student Records-347

Parent/Citizen Complaints-870

Internet and Network Information-362.1

Adult School Volunteers-354.1

Accommodating Student Religious Beliefs-333.1

### Parental Notices (attached):

**Parental Right to Receive Teacher Information**

Student Nondiscrimination

Protections of Pupil Rights

Family Educational Rights and Privacy Act

**Parental Notice Regarding Homeless Children**

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**“Building A Community of Learners”**

**Monona Grove School District**

## *Parental Right to Receive Teacher Information*

August 2008

Dear Parent:

Federal law requires that we share with you the qualifications at Taylor Prairie School. There are questions you may ask including:

- ✓ Is my child's teacher licensed to teach the grades or subjects assigned?
- ✓ Has the state waived any requirements for my child's teacher?
- ✓ What was the college major of my child's teacher?
- ✓ What degree(s) does my child's teacher hold?
- ✓ Are there paraprofessionals working with my child? If so, what are their qualifications?

Let me say that all teachers have, at minimum, a bachelor's degree in all Monona Grove School District schools and, 45 percent have advanced degrees. In addition, all of the teachers at Taylor Prairie are fully licensed for their assignment. If you want to see the qualifications for your child's teacher, you may find it on the Wisconsin Department of Public Instructions website at:

[www.dpi.state.wi.us/dpi/dlsis/tel/lisearch.html](http://www.dpi.state.wi.us/dpi/dlsis/tel/lisearch.html).

In addition, the paraprofessionals who work at Taylor Prairie have met the qualifications for their positions and they all are considered qualified for this work. If you would like more information about Taylor Prairie School, please feel free to call me at 839-8515.

Thank you for your attention in this matter.

Sincerely,

Connie Haessly  
Principal

## ***Student Nondiscrimination***

***August 2008***

It shall continue to be the policy of the Monona Grove School District not to discriminate on the basis of national origin, ancestry, creed, pregnancy, marital or parental status, sexual orientation, sex, age, or handicap in educational programs, activities, or services and to comply with all requirements and regulations of the U.S. Department of Education including Section 504 of the Rehabilitation Act of 1973.

Section 504 provides that: "No otherwise qualified individual shall solely, by the reason of his or handicap, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance..." (29 USC 794)

If an adult, parent, or legal guardian disagrees with the determination made by the professional staff of the Monona Grove School District, he/she has the right to file a complaint with the Monona Grove School District, have a hearing with an impartial hearing officer, or submit a complaint to the U.S. Department of Education, Office of Civil Rights, which enforces Section 504. Questions may be directed to:

Bill Breisch  
Nondiscrimination Officer and Title IX Coordinator  
Monona Grove School District  
5301 Monona Drive  
Monona, Wisconsin 53716  
608/221-7660 ext. 330

All students shall have an equal opportunity to participate in, and benefit from, all academic and extra-curricular activities and services.

In addition to the first paragraph, the district will make reasonable accommodations for a student's sincerely held religious beliefs with regard to all examinations and other academic requirements.

It shall continue to be the policy of the Monona Grove School District to make all employment decisions in a nondiscriminatory manner. No decision as to hiring, assignment, promotion, transfer, layoff, termination or reinstatement shall be made on the basis of religion, race, national origin, ancestry, creed, pregnancy, marital or parental status, sexual orientation, sex, age, or handicap.

The district Nondiscrimination Officer shall receive complaints regarding discrimination (under S. 118.13). Written acknowledgement shall be provided within 45 days of receipt of a written complaint and a determination issued within 90 days of the receipt of the written complaint unless parties agree to an extension.

### **Title IX**

The School District of Monona Grove and the Board of Education shall not discriminate on the basis of sex, against a potential employee, an employee or student in any of its educational programs and activities, employment practices and policies or personnel practices or policies.

Additionally, the Monona Grove School District shall comply with Title IX of the Educational Amendments of 1972 in that no employee or student shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any school sponsored program or activity.

## ***Protections of Pupil Rights Amendment (PPRA) Notification of Rights***

**August 2008**

The Protection of Pupil Rights Amendment (PPRA) affords parents and students who reached the age of majority or emancipated minors (“eligible students”) certain rights regarding the Monona Grove School District’s conduct of surveys, collection and use of information for marketing purposes, and certain physical exams. These rights include:

### **Consent**

Consent is required before students are required to submit to a survey that concerns one or more of the following protected areas (“protected information survey”) if the survey is funded in whole or in part by a program of the U. S. Department of Education:

1. Political affiliations or beliefs of the student or the student’s parent;
2. Mental or psychological problems of the student or the student’s family;
3. Sex behavior and attitudes;
4. Illegal, antisocial, self-incriminating, or demeaning behavior;
5. Critical appraisals of others with whom respondents have close family relationships;
6. Legally recognized privileged relationships, such as with lawyers, doctors, or ministers;
7. Religious practices, affiliations, or beliefs of the student or parents; or
8. Income, other than as required by law to determine program eligibility.

### **Receive notice and an opportunity to opt a student out of**

1. Any other protected information survey, regardless of funding;
2. Any non-emergency, invasive physical exam or screening required as a condition of attendance, administered by the school, except for hearing, vision, or scoliosis screenings, or any physical exam or screening permitted or required under State law; and
3. Activities involving collection, disclosure, or use of personal information obtained from students for marketing or to sell or otherwise distribute the information to others.

### **Inspect, upon request and before administration or use**

1. Protected information surveys of students;
2. Instruments used to collect personal information from students for any of the above marketing, sales, or other distribution purposes; and
3. Instructional materials used as part of the educational curriculum.

The Monona Grove School District has developed and adopted policies, in consultation with parents, regarding these rights, as well as arrangements to protect student privacy in the administration of protected surveys and the collection, disclosure, or use of personal information for marketing, sales, or other distribution purposes. The Monona Grove School District will directly notify parents and eligible students of these policies at least annually at the start of each school year and after and substantive changes. The Monona Grove School District will also *directly* notify parents and eligible students, such as through the U.S. mail; or electronic mail, at least annually at the start of each school year of the specific or approximate dates of the following activities and provide an opportunity to opt a student out of participating in:

- Collection, disclosure, or use of personal information for marketing, sales, or other distribution.
- Administration of any protected information survey not funded in whole or in part by the U.S. Department of Education.
- Any non-emergency, invasive physical examination or screening as described above.

*Parents and/or eligible students who believe their rights have been violated may file a complaint with:*

Family Policy and Compliance Office  
U.S. Department of Education  
400 Maryland Avenue SW  
Washington, D.C. 20202-4605

***Family Educational Rights and Privacy Act (FERPA)***  
***Notice for Directory Information***

August 2008

The *Family Educational Rights and Privacy Act (FERPA)*, a federal law, requires that the Monona Grove School District, with certain exceptions, obtain your written consent prior to the disclosure of personally identifiable information from your child's education records. However, the Monona Grove School District may disclose appropriately designated "directory information" without your consent, unless you have advised the district to the contrary in accordance with district procedures. The primary purpose of directory information is to allow the Monona Grove School District to include this type of information from your child's education records in certain school publications. Examples include:

- A playbill, showing your student's role in a drama production;
- The annual student yearbook;
- Honor roll or other recognition lists
- Graduation programs; and
- Sports activity sheets, such as for wrestling, showing weight and height of team members.

Directory information, which is information that is generally not considered harmful or an invasion of privacy if released, can also be disclosed to outside organizations without a parent's prior written consent. Outside organizations include, but are not limited to, companies that manufacture class rings or publish yearbooks. In addition, two federal laws require local school districts receiving assistance under the *Elementary and Secondary Education Act of 1965 (ESEA)* to provide military recruiters, upon request, with three (3) directory information categories: names, addresses, and telephone listings, unless parents have advised the district that they do not want their student's information disclosed without prior written consent. {These laws are: Section 9528 of the ESEA (20 USC 7908), as amended by the *No Child Left Behind Act of 2001 (PL 107-110)*, the educational bill, and 10USC 503, as amended by section 544, the *National Defense Authorization Act for Fiscal Year 2002 (PL107-107)*, the legislation that provides funding for the nation's armed forces.}

If you do not want the Monona Grove School District to disclose directory information from your child's education records without your prior written consent, you must notify the district in writing by ***September 15, 2005***. The Monona Grove School District has designated the following information as directory information:

- Student's name
- Address
- Telephone listing
- Date and place of birth
- Major field of study
- Participation in officially recognized activities and sports
- Weight and height of members of athletic teams
- Dates of attendance
- Degrees and awards received
- Photographs
- Name of the school most recently attended by the student
- ***Electronic mail address***
- ***Grade level attended***

## *Parental Notice Regarding Homeless Children*

**August 2008**

The McKinney-Vento Act provides protections for children and youth and for unaccompanied youth that lack a fixed, regular, and adequate nighttime residence. The information outlined below provides a summary of the rights of homeless children and youth, including unaccompanied youth.

The McKinney Vento Act defines homeless children and youth as individuals who lack a fixed, regular, and adequate nighttime residence. The term includes children and youth (and unaccompanied youth) who:

- Share the housing of other persons due to the loss of housing, economic hardship, or a similar reason.
- Are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations.
- Are living in emergency or transitional shelters.
- Are abandoned in hospitals.
- Are awaiting foster care placement.
- Have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings.
- Are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings.
- Migratory children who qualify as homeless because they are living in circumstances described above.

Homeless children and youth, their parents, and unaccompanied youth are afforded the following rights and protections under the McKinney-Vento Act:

- Immediate enrollment and school participation, even if educational and medical records and proof of residency are not available.
- Access to and participation in educational and related opportunities which may include special education, programs and services for students with gifts and talents, programs and services for English Language Learners, Title I services, and the like.
- Enrollment and transportation rights, including to the school of origin if that is the parents or unaccompanied youth's choice and is in the best interests of the child. School of origin is defined as the school the child attended when permanently housed or last enrolled.
- A written explanation as to the reason(s) a homeless child or unaccompanied youth is placed in a school other than the school of origin or school requested by the parent and the right to appeal the decision within the local dispute resolution process.
- Meaningful opportunities for parents to participate in the education of their children.

For more information, please contact the Monona Grove School District Homeless Liaison Coordinator at the following:

John H. Faust  
Monona Grove School District  
Homeless Liaison Coordinator  
5301 Monona Drive  
Monona, Wisconsin 53716  
608/221-7660 ext. 314

# **Appendix 2**

**Board of Education  
District Office Employees  
How to Get Help With a Concern  
Taylor Prairie Staff  
Calendar of Events**

**“Building A Community of Learners”  
Monona Grove School District**

## **Board of Education**

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John Kitslaar, President

Phil McDade, Vice-President

Mike DuPlayee, Clerk

Peter Sobol, Treasurer

Susan Fox, Member

Jill List, Member

Susan Manning, Member

## **District Office**

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5301 Monona Drive, Monona, WI 53716 Phone: 221-7660, Fax: 221-7688

Information Recording (School Board Meetings): 221-7687

Craig Gerlach, Superintendent

*Bev Kalish, Administrative Assistant (X325)*

Bill Breisch, Director of Instruction (X330)

*Lynn Nelson, Administrative Assistant (X321)*

Mary Ellen VanValin, Director of Business Services (X324)

*Mary Hinrichs, Administrative Assistant/Receptionist (X319)*

John Faust, Director of Pupil Services (X314)

*Marian Long, Administrative Assistant (X312)*

Barb Waara, Director of Food Service (X318)

Mark Scullion, Director of Building & Grounds (X317)

John Vandemerwe, Director of Transportation, *at Glacial Drumlin School (see below)*

Kris Dowse, Payroll Supervisor (X320)

Julie Strasburg, District Bookkeeper (X326)

Kristi Massey, District Facility Calendar Admin. Assistant (X316)

Mike Foley, Delivery Person

## **Building Administrators**

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**Monona Grove High School (221-7666, fax 221-7690)**

Paul A Brost, Ph.D., Principal Dave O'Connell, Assistant Principal Jeff Schreiner, Athletic Director

**Glacial Drumlin School (839-8437, fax 839-8414)**

Renee Tennant, Principal TBA, Assistant Principal

**Winnequah School (221-7676, fax 221-7694) & Maywood School (221-7670, fax 223-6504)**

Ann Schroeder, Principal Deb Lyons-Zaber, Assistant Principal

**Cottage Grove School (839-4576, fax 839-4439)**

Barbara Berg, Principal

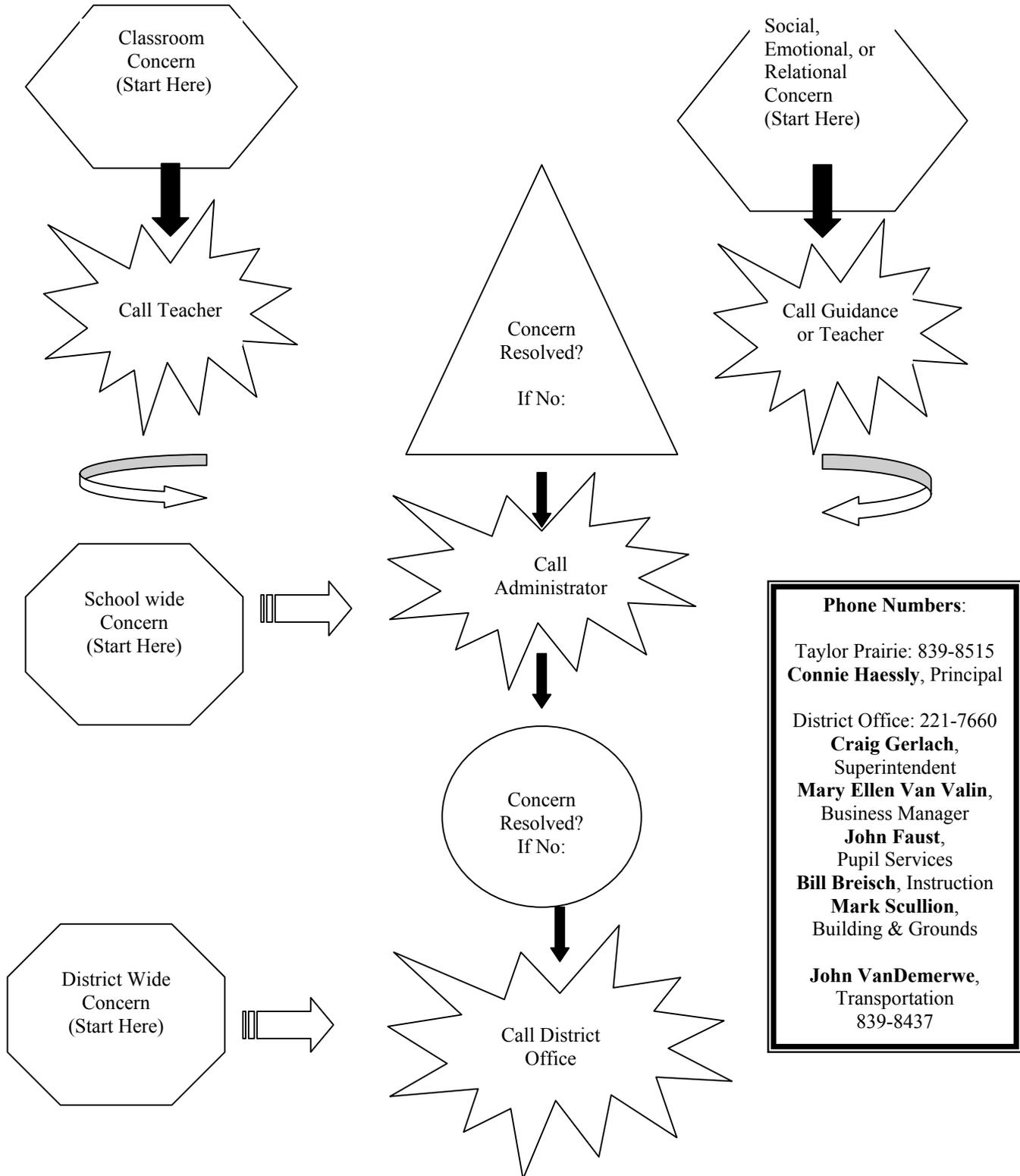
**Taylor Prairie School (839-8515, fax 839-8323)**

Connie Haessly, Principal

# How To Get Help With A Concern

Choose First to Understand.....Then to be Understood

The following visual guide is provided to you to help you know who you should contact when you are concerned about something. Your concerns are welcomed by the Monona Grove administration, faculty, and school board when they are motivated by a sincere desire to improve the quality of the educational program or to assist the schools in doing their tasks more effectively.



**Phone Numbers:**

Taylor Prairie: 839-8515  
**Connie Haessly**, Principal

District Office: 221-7660  
**Craig Gerlach**,  
 Superintendent  
**Mary Ellen Van Valin**,  
 Business Manager  
**John Faust**,  
 Pupil Services  
**Bill Breisch**, Instruction  
**Mark Scullion**,  
 Building & Grounds

**John VanDemerwe**,  
 Transportation  
 839-8437

# Monona Grove School District Taylor Prairie Student Calendar 2008-2009 School Year

Registration Day (1-7 p.m. at Cottage Grove School)	August 14
First Day for Students: Orientation Day	September 2
All Students Attend Full Day ( <b>staggered start for Kindergarten</b> )	September 3
Staggered Start for Kindergarten Ends-All Attend	September 11
Taylor Prairie Picture Day	September 11
No School K-5 (In-Service)	September 23
Taylor Prairie Open House 5:30-7:00 p.m.	October 2
Picture Re-take Day	October 9
First Grade Family Hot Lunch	October 29
No School- Teacher's Convention (WEAC)	October 30, 31
Early Dismissal—Reports K-12	November 6
Parent-Teacher Conferences (4pm-8pm) K-5	November 20
Parent-Teacher Conferences (4pm-8pm) K-12	November 25
End of Trimester (K-5)	November 26
Early Dismissal—Compensatory Time	November 26
Thanksgiving Vacation	November 27-28
PTO Holiday Festival	December 6
Winter Vacation	Dec 22-Jan 2
Classes Resume	January 5
First Grade Breakfast w/Books	January 13
Kindergarten Family Hot Lunch	January 14
No School- <u>Teacher Inservice</u> -Martin Luther King, Jr. Day	January 19
No School K-5 (In-Service)	January 27
Kindergarten Roundup- <i>No School for current Kindergarten or 4K</i>	February 16
No School K-5 (In-Service)	February 26
No School-Teacher's Convention (SWEIO)	February 27
Early Dismissal—Reports K-5	March 3
End of Trimester 2 (K-5)	March 10
Parent-Teacher Conferences (4pm-8pm) K-5	March 12
Parent-Teacher Conferences (4pm-8pm) K-5	March 18
Early Dismissal—Compensatory Time	March 20
Spring Vacation	March 23-27
Classes Resume	March 30
No School K-5 (In-Service)	April 8
Early Dismissal—Compensatory Time	April 10
No School—Vacation Day	April 13
Kindergarten Breakfast w/Books	April 16
Taylor Prairie Art Show	April 20
Taylor Prairie Volunteer Appreciation	April 24
No School K-5 (Inservice)	April 28
School Sing	May 1
Early Dismissal—Compensatory Time	May 22
Memorial Day Holiday	May 25
Early Dismissal—Reports K-5	June 2
Last Student Day—Early Dismissal	June 11

***Taylor Prairie Elementary Early Dismissals are at 10:40 a.m.***

The District/School Calendar is available online at [www.mononagrove.org](http://www.mononagrove.org) (click Calendar of Events)