



Upper Campus (UC) and Middle Campus (MC) Handbook Philosophy, Policies, and Procedures

MG21 MISSION STATEMENT

To provide a student-centered educational community for independent learners which is designed to give students the skills they need to walk their path in life.

MG21 STAFF

Jodi Anderson (UC Special Ed. Teacher)
jodi.anderson@mgschools.net

Michelle Bartman (UC Teacher)
michelle.bartman@mgschools.net

Alyanna Cooper (Special Ed. Paraprofessional)
alyanna.cooper@mgschools.net

Gene Delcourt (UC Teacher/Advisor)
gene.delcourt@mgschools.net

Rebecca Fox-Blair (Executive Dir., UC Teacher)
rebecca.foxblair@mgschools.net

Andrea Fresen (Social Worker)
andrea.fresen@mgschools.net

Joel Jarosky (UC Teacher)
joel.jarosky@mgschools.net

Stacy Levin (Admin. Assistant)
stacy.levin@mgschools.net

Chloe Malmgren (MC Special Ed. Teacher)
chloe.malmgren@mgschools.net

Alexandra Mentele (MC Teacher)
alexandra.mentele@mgschools.net

Julie Theado (Reading Specialist)
julie.theado@mgschool.net

Melissa Zastrow (MC Teacher)
melissa.zastrow@mgschools.net

TABLE OF CONTENTS

<u>Administration</u>	pg. 1
<u>Philosophy</u>	pg. 2
<u>Community and Restorative Practices</u>	pg. 3
<u>Attendance</u>	pg. 6
<u>Expectations: Values and Behavior</u>	pg. 8
<u>Transportation</u>	pg. 13
<u>District Technology Policy</u>	pg. 14
<u>Severe Weather and Emergency Procedures</u>	pg. 16
<u>Admissions Policy and Process</u>	pg. 17
<u>Field Trip Permission</u>	pg. 20
<u>MG21 Parent/Student Agreement</u>	pg. 22
Upper Campus Addendum	
<u>Curriculum</u>	pg. 23
<u>Daily Schedule</u>	pg. 25
<u>Grading and Graduation Requirements</u>	pg. 26
<u>UC Parent/Guardian/Student Partnership Agreement</u>	pg. 28
Middle Campus Addendum	
<u>Communication</u>	pg. 29
<u>Curriculum and Daily Schedule</u>	pg. 30
<u>Expectations</u>	pg. 33
<u>MC Transportation Information</u>	pg. 35
MGSD Apendix I	
<u>Monona Grove School Board Policies and Procedures</u>	pg. 36
<u>PPRA</u>	pg. 36
<u>FERPA</u>	pg. 38
<u>Parental Notice Regarding Homeless Children</u>	pg. 39
<u>Monona Grove School District Child Find Notice</u>	pg. 40
MGSD Apendix II	
<u>Monona Grove School Board</u>	pg. 41
<u>Monona Grove School District Mission and Vision</u>	pg. 41
<u>MGSD Equity Statement</u>	pg. 41
<u>Monona Grove School District Staff</u>	pg. 41

ADMINISTRATION

MG21 is an independent school within the Monona Grove School District that serves students in grades 6-12. We are governed by the MG21 Governance Board and accountable to the Monona Grove School Board and Superintendent. Public charter schools are independent, tuition-free public schools.

Teacher-Led Innovation

An important aspect of MG21's identity as a charter school is our innovative, teacher-led structure. This gives us flexibility in programming and decision-making, and it allows us to model leadership for students, as well as within our educational community. Additionally, we have strong relationships with a variety of professional educational organizations, such as the Innovative Schools Network, Teacher-Powered Schools, Wisconsin Resource Center for Charter Schools, and our regional Cooperative Educational Service Agency (CESA 2). This gives teachers the opportunity to grow and learn professionally, while bringing new ideas to our school and district.

MG21 Governance Board

The Governance Board has the following authority to make decisions regarding the operations of the charter school:

- Monitor curriculum and policies designed in collaboration with teaching staff to ensure the curriculum and policies facilitate the school's educational goals, objectives and philosophy and that such curriculum and policies are in compliance with WI Charter School statutes and applicable state and federal statutes.
- Approve and monitor the annual budget prepared by the MG21 staff.
- Hiring of staff.

Governance Board Members

Tom Stolper(President)

Toni Gadke (Vice President)

Sue Carr (Treasurer)

Elizabeth Wheeler (Secretary)

Raiden Edseth Griffin

Ryan Claringbole

Sandy Homburg

Danny Howes (Student Representative)

PHILOSOPHY

MG21 Unifying Principle

To teach students to ask and answer the question: “How do I want to live my life?”

MG21 Mission

To provide a student-centered educational community for independent learners which is designed to give students the skills they need to walk their path in life.

MG21 Pillars

1. ***Educate the whole person:*** To educate the whole person and help students learn and discover the path they are walking.
2. ***Rigorous academic skills and social-emotional growth:*** To foster students’ academic (writing, thinking, reading, math, discussion), 21st century skills, and social-emotional skills in order for them to be successful in school and after graduation.
3. ***Project-based inquiry:*** To facilitate authentic learning experiences anchored by student-generated projects.
4. ***Build and connect with community:*** To have students recognize their moral obligation to themselves, their peers and their community (school and larger).

COMMUNITY AND RESTORATIVE PRACTICES

Community Building

MG21 is a relationship based school. This is the heart of our community. The social-emotional component of the curriculum is designed to help students understand their individual path and their connection and moral obligation to others. We deliberately designed our program with this idea at its core. The low teacher/student ratio creates a smaller school community where students feel connected to each other and the teachers. Our classroom environment is set-up to foster these relationships via cooperative learning and group discussion. We have weekly activities that focus on community and team building allowing the students to deepen their connection to one another and the staff. Building these relationships is critical in creating a school climate and community where students feel free to explore, take risks and engage.

Parent Involvement

Parents play a critical role in the school and serve as resources, teachers and potential mentors. A parent member sits on the Governance Board; the charter school has an open door policy for parents and meets with parents at least three times a year; at the beginning for a pre-school year conference and during the year for parent/student/teacher Learning Partnership Meetings.

Parent Teacher Forum (PTF)

At MG21 building relationships and community are particularly important. The goal of the PTF is to build a community to support and strengthen our school and student/family partnerships. Parents, guardians and staff members come together to get to know and support one another, suggest speakers who can share new ideas, explore topics related to the education and wellness of young people, plan community gatherings and discuss events that will help support our school. The PTF meets on the 3rd Wednesday of each month during the school year. If you would like to be involved please contact the front office.

Restorative Justice (RJ)

At the core, restorative justice practices are about building and restoring relationships. These practices are based on principles and processes that emphasize the importance of positive relationships as central to building a strong community and repairing relationships when harm has occurred.

Embedding restorative practices into our school focuses on community building, prevention of harm and response to harm. Preventing harms involves intentionally facilitating school experiences that increase students' sense of belonging, safety and social responsibility in our school community.

Five key restorative practices principles provide the foundation for the MG21 school community:

STRONG RELATIONSHIPS: Strong relationships between and among students and staff are central to community building.

VOICES VALUED: All voices are valued and everyone has an opportunity to be heard.

HIGH SUPPORT/ EXPECTATIONS: Students are successful when teachers have high expectations with

high support. In order to learn, teachers “do with” students rather than “do for” or “do to” students.

PROBLEM SOLVING: Accountability, responsibility and collaborative problem solving are key to addressing harms that occur.

REPAIR HARM: When there is a “misbehavior,” we attend to the “harm done” rather than simply tell the student what school-imposed rule has been broken.

Through restorative practices, members of the school community will:

- Have an opportunity to be heard
- Understand the greater impact of one's actions
- Learn to take responsibility
- Repair the harm one's actions may have caused
- Recognize one's role in maintaining a safe school environment
- Build upon and expand on personal relationships in the school community
- Recognize one's role as a positive contributing member of the school community.

Restorative Justice Circles

As a relationship-based school, we think of the MG21 community as a quilt. Each part is unique and integral to the quilt's whole. When there is a tear in any part of the quilt, there is a tear in the fabric of the entire community. The health of the community compels us to mend the tear.

Through our partnership with the YWCA, we train both staff and students to become fluent practitioners of Restorative Justice. When students are able to engage with these practices, they gain authentic experiences that will shape them as they become part of communities throughout their lives. RJ also provides the foundation for an equitable, positive school culture. Through RJ, students gain a sense of ownership and responsibility to themselves, their classmates and the greater community. As a result, students are able to make sense of their experiences and recognize their potential to take actions that shape society and the world.

Circles

Essential components of RJ are listening and communicating with compassion. Usually, this is done while sitting in a circle. Circles take various forms, from daily community-building circles, to conflict-resolution circles. Students may also participate in circles to gain support from peers, teachers, and family members, or to celebrate successes.

Our response to harm involves restorative justice circles. In these circles, involved members of the school community reflect and share responses to these questions:

- *What happened, and what were you thinking at the time of the incident?*
- *What have you thought about since?*
- *Who has been affected by what happened, and how?*
- *What about this has been the hardest for you?*
- *What do you think needs to be done to make things as right as possible? (Repair harm)*

Circle Keepers

Each year, students are invited to become Circle Keepers. In addition to gaining skills in leading

circles, Keepers examine and learn about societal issues and how they affect people. These student Keepers may lead celebration circles for their peers, plan daily advisory circles, and can even help small groups discuss and address issues that come up in the community. Keepers become leaders in the community and help create a positive, welcoming school culture through their words and actions.

ATTENDANCE

It's difficult to learn if you're not here. Regular attendance is important for students' academic progress, emotional wellbeing, and social growth. If a class is missed, the **student is responsible** for contacting the teacher and making up any missed work or tasks.

To report an absence call our office at 608-316-1924 or email Stacy Levin at stacy.levin@mgschools.net.

Students are allocated 4 absences per trimester. Absences are calculated cumulatively in Infinite Campus.

Excused Absences

A student shall be excused from school for the following reasons:

Physical or Mental Wellbeing

The student is not physically or mentally well enough to attend school. If the absence exceeds five (5) or more days, the inability of the student to attend school must be certified in writing by a licensed physician, dentist, chiropractor, optometrist, psychologist or religious practitioner living and residing in Wisconsin. The documentation must be dated within thirty (30) days of the absence.

Permission of Parent or Guardian

A parent or guardian must notify the school before a planned absence for any or no reason. A student may not be excused for more than ten (10) days and must complete any course work missed during the absence. If your student will be absent for three (3) or more days please fill out the Anticipated Absence Form three (3) days prior to the absence. Examples of reasons for being absent that should be counted under this paragraph include, but are not limited to, the following:

- professional and other necessary appointments (e.g., medical, dental, and legal) that cannot be scheduled outside the school day
- to attend the funeral of a relative
- legal proceedings that require the student's presence
- college visits
- job fairs
- vacations

Religious Holiday

The student wishes to observe a religious holiday consistent with the student's creed or belief.

School Related Activity

Planned Absences and Vacations

If a student knows in advance that they will be absent from school for a planned absence/vacation, the student should notify their teachers so that school work missed during the absence can be given to the student. This must be done at least three days prior to the planned absence. If a student will be absent for 3 or more days the parent/guardian must fill out an Anticipated Absence Form which can be obtained from MG21's front office.

Leaving School During the School Day

MG21 is a closed campus except for the following occasions: lunch (9-12th grades), work release, off-site classes/seminars, service work. During the school day students are expected to remain on school grounds. All students wishing to leave school must obtain permission from their parents or guardians. Students wanting to leave school due to an illness should notify parents/guardians and sign out at the front desk. Due to the times we live in, under no circumstances should students ever let anyone into our building. All people must enter through our secure front entrance.

Unexcused Absences

Absences are unexcused if a parent has not called to notify the school before the absence or on the day of the absence.

Repeated Absences

We get concerned when a student has repeated absences from school. In keeping with our philosophy of Restorative Practices, we will contact parents and ask parents to attend a restorative circle to discuss what is preventing the student from attending. Staff, parents and the student will work together to develop solutions to help the student move forward.

Habitual Truancy

A student is considered a habitual truant if they are absent from school **without an acceptable excuse** for five (5) or more days on which school is held during a school semester.

At three (3) unexcused truant days, parents will be notified in writing and asked to attend a restorative meeting with MG21 staff and their student. At five (5) unexcused truant days, parents will receive a letter and be asked to attend a followup meeting.

Tardies/Late Policy

Students are expected to arrive by 8:45 am and be ready to go at 9 am. After 9 am, a student is considered tardy. Students arriving late should sign in at the front desk. Repeated tardiness can be very disruptive to the school and the student who is late. Please be on time! If tardies are a concern for a student we will reach out for a restorative meeting.

Medication at School

Any medications administered by school personnel must be provided by the parent/guardian in a pharmacy container labeled with the student's name, name of physician, name of medication, dosage and its frequency, and name of pharmacy. School personnel will not provide aspirin or any other medication to students.

Prescription medication: If administered and/or stored by school personnel, medication must be accompanied by a form containing written orders from the physician and written permission from the parent/guardian.

Non-prescription medication: If administered and/or stored by school personnel, medication must be accompanied by written parent/guardian permission and directions.

EXPECTATIONS: VALUES AND BEHAVIOR

The heart of the Monona Grove Liberal Arts Charter School for the 21st Century is community. In order to create a positive educational community, we must maintain an atmosphere which is respectful of individual differences. Demeaning behavior regarding another person's physical or mental abilities, physical appearance, economic status, sex, race, ethnicity, sexual orientation, gender identity, gender expression, political or religious beliefs, or parental status cannot be part of our community.

The philosophy of this school is built around the concept of moral obligation to one another, the school, and ourselves. We expect that disagreements and conflicts are dealt with restoratively. We expect that all community members take responsibility for the safety of each individual in our community. To the greatest extent possible, MG21 uses restorative practices to resolve conflicts.

The Basics

Be present and on time.

Be kind in your actions and your words.

Be professional.

- We expect that all students will treat one another with dignity and respect.
- We expect that the entire community will take responsibility for the well-being of each individual in our community.
- We expect that disagreements and conflicts be dealt with in a respectful manner and use restorative practices.
- We expect that students and staff respectfully intervene if a community member is feeling harassed.
- We expect that students and staff will work together to resolve any conflict or disagreement and make amends.

Student Dress

Students are expected and required to wear clothing that is appropriate, respectful and safe. Listed below are examples of items that are inappropriate for a school environment and therefore should not be worn to school.

- Apparel with alcohol, tobacco, or other drug related logos or topics.
- Apparel with sexually suggestive images/language, obscenities, or racial/gender slurs or any hate promoting messages.
- Clothing that does not provide adequate coverage. All underclothing must be covered at all times.

Anti-Harassment Policy

The heart of MG21 is community. In order to create a positive educational community, we must maintain an atmosphere which is respectful of individual differences. Demeaning behavior regarding another person's physical or mental abilities, physical appearance, economic status, sex, race, ethnicity, sexual orientation, gender identity, gender expression, political or religious beliefs, or parental status cannot be part of our community. We adhere to the MGSD Anti-Harassment Policy.

Harassment

Harassment is defined as any physical, verbal, or written conduct and/or electronic transmissions that

interferes with a person's work or school performance, or that creates an intimidating, hostile, or offensive school or work environment.

Actions that are deliberate, repeated, or if occurring only once, when sufficiently severe to interfere substantially with one's in school performance or to create an intimidating hostile in school environment will be considered harassment.

Sexual Harassment

Sexual harassment includes unwelcome and unsolicited sexual advances, requests for sexual favors and other verbal, visual or physical conduct of a sexual nature. Sexual harassment also includes, but is not limited to, unwelcome sexual advances or propositions, verbal abuse of a sexual nature, subtle pressure or requests for sexual activities, unnecessary touching of an individual, graphic verbal comments about an individual's body, sexually degrading words used to describe an individual, a display in the workplace of sexually suggestive objects or pictures, sexually explicit or offensive jokes or physical assault.

Gender Identity and Sexual Orientation Harassment

is unwelcome conduct based on an individual's actual or perceived sex. It includes slurs, taunts, stereotypes, or name-calling as well as gender-motivated physical threats, attacks, or other hateful conduct. Harassment can include, for example, offensive or derogatory remarks about sexual orientation (e.g., being gay or straight). Harassment can also include, for example, offensive or derogatory remarks about a person's transgender status or gender transition.

Bullying

Bullying is defined as the repeated intimidation of others by physical, verbal, written, electronically transmitted, or emotional abuse, or attacks on the property of another.

It may include, but is not limited to, action such as verbal taunts, spreading rumors, name-calling and put-downs, extortion of money or possessions, and exclusion from peer groups within the school. A person concerned about harassment should ask for staff assistance in a timely manner. Feedback soon after a behavior occurs is more effective.

Racial Harassment

Prohibited racial harassment occurs when unwelcome physical, verbal, or nonverbal conduct is based upon an individual's race or color and when the conduct has the purpose or effect of interfering with the individual's educational performance; of creating an intimidating, hostile, or offensive learning environment; or of interfering with one's ability to participate in or benefit from a class or an educational program or activity. Such harassment may occur where conduct is directed at the characteristics of a person's race or color, such as racial slurs, nicknames implying stereotypes, epithets, and/or negative references relative to racial customs.

Religious (Creed) Harassment

Prohibited religious harassment occurs when unwelcome physical, verbal, or nonverbal conduct is based upon an individual's religion or creed and when the conduct has the purpose or effect of interfering with the individual's work or educational performance; of creating an intimidating, hostile, or offensive learning environment; or of interfering with one's ability to participate in or benefit from a class or an educational program or activity. Such harassment may occur where conduct is directed at the characteristics of a person's religious tradition, clothing, or surnames, and/or involves religious slurs.

National Origin Harassment

Prohibited national origin harassment occurs when unwelcome physical, verbal, or nonverbal conduct is

based upon an individual's national origin and when the conduct has the purpose or effect of interfering with the individual's educational performance; of creating an intimidating, hostile, or offensive working and/or learning environment; or of interfering with one's ability to participate in or benefit from a class or an educational program or activity. Such harassment may occur where conduct is directed at the characteristics of a person's national origin, such as negative comments regarding customs, manner of speaking, language, surnames, or ethnic slurs.

Disability Harassment

Prohibited disability harassment occurs when unwelcome physical, verbal, or nonverbal conduct is based upon an individual's physical, mental, emotional or learning disability and when the conduct has the purpose or effect of interfering with the individual's educational performance; of creating an intimidating, hostile, or offensive learning environment; or of interfering with one's ability to participate in or benefit from a class or an educational program or activity. Such harassment may occur where conduct is directed at the characteristics of a person's disabling condition, such as negative comments about speech patterns, movement, physical impairments or defects/appearances, or the like.

Harassment is defined by the receiver – the person who feels or interprets the behavior as harassing – regardless of the intent of the sender/offender. The offender is the person displaying the harassing behavior. The offender will be respectfully notified of the conflict by the student and/or a staff member.

Use of Social Media/Technology

Bullying includes the use of social media, a computer, cell phones, and other electronic communication devices to send embarrassing, slanderous, threatening, or intimidating messages.

Other Violations of the Anti-Harassment Policy:

The School will also take immediate steps to impose disciplinary action on individuals engaging in any of the following prohibited acts:

- Retaliating against a person who has made a report or filed a complaint alleging harassment, or who has participated as a witness in a harassment investigation.
- Filing a malicious or knowingly false report or complaint of harassment.
- Disregarding, failing to investigate adequately, or delaying investigation of allegations of harassment, when responsibility for reporting and/or investigating harassment charges comprises part of one's supervisory duties.

Non-Discrimination

The Monona Grove Liberal Arts Charter School for the 21st Century is nonsectarian in its practices, programs, admission policies, employment practices, and all other operations. The Monona Grove Liberal Arts Charter School for the 21st Century will not deny admission or participation in any program or activity on the basis of a person's sex, race, religion, national origin, ancestry, pregnancy, marital or parental status, sexual orientation, or physical, mental, emotional or learning disability.

Staff Conduct

As leaders in the MG21 community, staff is held to a higher level of accountability.

Reporting procedures are as follows:

1. Any student who believes they have been the victim of harassment prohibited under this policy will be encouraged to report the alleged harassment to any District employee, such as a teacher, administrator or other employee.

2. Any parent of a student who believes the student has been the victim of harassment prohibited under this policy is encouraged to report the alleged harassment to the student's teacher, building administrator or Superintendent. At any point, students or parents may also file a harassment complaint with the district by clicking on the Speak Up Speak Out [Safety Concern link](#) on the district website home page.

Upon a harassment violation, the perpetrator must successfully complete a restorative process and/or serve an out-of-school suspension.

MGSD and MG21 Prohibited Behaviors

1. Theft—stealing from another student or the school
2. Property Damage—the destruction of another person's property/ school property including:
 - a. Littering—make a place untidy with trash or objects left lying about
 - b. Vandalism—willful destruction of public property, intentionally causing damage to or defacing school premises or property, and/or willful damage to property of staff members and others
 - c. Defacing Property—damage to school property requiring cleaning or repair (MGSD Policy 5513)
 - d. Destruction—damage to property as to render it unusable
3. Threatening or Intimidating Acts—verbal or gestured acts which threaten the well-being, health, or safety of any student on school property or in route to or from school
4. Assault and Battery—causing bodily harm to another by an act done with intent to cause bodily harm to that person
5. Fighting—mutual altercation in which both parties have contributed to the situation by verbal and/or physical action; any act involving hostile bodily contact in or on school property or in route to or from school, including any activity under sponsorship
6. Possession of a Weapon—possessing, concealing, or storing a weapon on one's person, vehicle, or anywhere on the premises

Range of consequences: MG21 Restorative Circle Process, Suspension, Pre-expulsion Order, Expulsion, Referral to School Resource Officer.

Alcohol, Tobacco and Drug Policy

Each student has the right to associate with students who are free from the use of alcohol, tobacco, and drugs and not be subjected to those wishing to buy, sell, or use such substances. Each student has the responsibility to keep his or her mind and body in a sound, healthy condition. The use or sale of any illicit non-prescription drugs, alcoholic beverages, or tobacco is prohibited on school grounds, during the school day and at or before school-sponsored activities.

In keeping with the MG21 philosophy of “walk your path” and our goals of self-responsibility and self-management, and in compliance with state law and district policy, MG21 tobacco, alcohol and drug policy is as follows:

The following constitute prohibited behaviors under Alcohol, Tobacco, and Drugs:

1. Tobacco—Student possession of tobacco on school grounds is prohibited. Student use of tobacco on or near school grounds is prohibited. Students who are smoking within 200 feet of the school may be cited by the Monona police.

There is no use of tobacco on school field trips. A student who fails to follow this policy will not be allowed to participate on the next school field trip. Parents will be contacted.

There is no use of tobacco on off-site seminars. Failure to follow this policy will result in the student being removed from the off-site seminar. Parents will be contacted.

For purposes of this policy, "**use of tobacco**" means to chew or maintain any substance containing tobacco, including smokeless tobacco, in the mouth to derive the effects of tobacco, as well as all uses of tobacco, including cigars, cigarettes, pipe tobacco, chewing tobacco, snuff, any other matter or substances that contain tobacco, in addition to papers used to roll cigarettes and/or the smoking of electronic, "vapor," or other substitute forms of cigarettes, clove cigarettes and any other lighted smoking devices for burning tobacco or any other substance.

2. Alcohol and Drugs—all possession and use of illegal drugs, alcohol, or look-alike drugs constitutes grounds for recommendation of expulsion.
3. Possession of Drug Paraphernalia.
4. Noticeably under the Influence of Alcohol or Drugs—indicated by obvious behavior and mood changes and/or the smell of substance on the person; if a student refuses to take an illegal substance test s/he/they will be presumed to be under the influence.
5. Selling or Transmitting Alcohol or Drugs.

Range of consequences: Restorative Circle Intervention Process, Suspension, Pre-expulsion Order, Expulsion, Referral to School Resource Officer.

Placement

The essential measure of assessing student progress in MG21 is a student's movement from point "A" to point "B" in their educational journey. If a student is failing to demonstrate movement and growth, academically, socially or behaviorally, that student's placement at MG21 will be reviewed and a support plan to help the student move forward will be developed.

A student's placement at MG21 may be reviewed for the following reasons:

1. Academics: Is the student learning? *Is this the best placement, if you are not earning credit?*
2. Attendance: Repeated violation of the MG21 Attendance Policy *Is this the best placement if you are not attending school?*
3. Community Membership: Student repeatedly demonstrates an inability to be a positive member of the MG21 community. *Is this the best placement?*
4. Alcohol and drug violations. *What interventions need to be put in place to help the student?*
5. Harassment, bullying or physical fighting. Physically fighting and/or personal harm is a violation of the community's anti-harassment policy. *Are your actions and choices making the MG21*

TRANSPORTATION

The district will provide bus transportation for all students coming in from Cottage Grove provided that parents [complete a district transportation form](#). Students will be dropped off and picked up at MG21. If students drive, they may park in the Nichols School parking lot. Students are expected to demonstrate maturity and responsibility associated with this opportunity and conduct themselves accordingly. Vehicles parked on school property are subject to searches if there is probable cause.

Bus Expectations

Since safety is a prime concern, appropriate behavior is the expectation. Students not following expectations shall be subject to disciplinary procedures which may include: written warning, student conference, parent conference, restorative practices, suspension of riding privileges, suspension out of school, law enforcement referral, expulsion, other. In cases when a student fails to conduct him/herself properly, the bus driver notifies an administrator at the student's school of the misconduct. Where continuing or extremely serious problems exist, the student's bus-riding privileges may be suspended. The following rule applies to any school-sponsored transportation by bus:

Conduct While on the Bus:

1. Students shall respect and follow the direction of the driver. All school rules apply on the bus.
2. Students shall assist in keeping the bus safe and sanitary at all times.
3. Students shall sit and remain seated while the bus is in motion. If applicable, students will be seated in their assigned seats.
4. Students shall not throw anything inside the bus or out of the bus windows and should keep hands and head inside the bus at all times.
5. Students shall never tamper with the bus or any of its equipment. Damage shall be paid for by the offender.
6. Riders should keep the volume of their talking and laughing at conversational levels. Loudness and unnecessary confusion could divert the driver's attention and result in an accident. When approaching a railroad crossing stop, riders shall remain silent.
7. Students shall remain in the bus in case of road emergency, unless directed to do otherwise by the driver.
8. Transporting animals or glass articles is prohibited.
9. Transporting rollerblades, skates, scooters or skateboards are prohibited, unless fully enclosed in a backpack.
10. Students shall keep personal items out of the aisles.
11. Disrespectful, obscene or vulgar language and gestures are not allowed.
12. Food or beverages are not to be consumed on the bus, and use of tobacco is prohibited.

DISTRICT TECHNOLOGY POLICY

District-Wide Policies

Student Emails & Children's Online Privacy Protection Act (COPPA)

Students may be asked to enroll in some free Web 2.0 tools that request their student email address. Currently, a student email address contains a student's first name and last name. If a parent does not want their student utilizing Web 2.0 tools that make use of their email address, parents should contact the MG21 staff.

Monona Grove School District Computer Use Policy for Students

Students assigned a school email account are required to use it for all school-related electronic communications, including those to staff members and individuals and/or organizations outside the District with whom they are communicating for school-related projects and assignments. Further, as directed and authorized by their teachers, they shall use their school-assigned email account when signing-up/registering for access to various online educational services, including mobile applications (apps) used for educational purposes. This policy and any corresponding guidelines serve to establish a framework for student's proper use of email as an educational tool.

Personal email accounts may be blocked at any time if concerns for network security, SPAM, or virus protection arise. Students are expected to exercise reasonable judgment and prudence and take appropriate precautions to prevent viruses from entering the District's network when opening or forwarding any emails or attachments that originate from unknown sources.

Students shall not send or forward mass emails, even if educationally-related, without prior approval of their classroom teacher or the site administrator.

Students may join listserv or other email services (e.g. RSS feeds) that pertain to academic work, provided the emails received from the list servs or other email services do not become excessive. If a student is unsure whether s/he has adequate storage or should subscribe to a listserv or RSS feed, s/he should discuss the issue with his/her classroom teacher, the building principal or the District's IT staff. The Technology Services staff is authorized to block email from listserv or email services if the emails received by the student becomes excessive. Students are encouraged to keep their inbox and folders organized by regularly reviewing email messages and purging emails once they are read and no longer needed for school.

Policies Governing Student Use of the Monona Grove School District Computer Network

Students are responsible for good behavior on school computer networks. Use of the MGSD computer system is a privilege, not a right. Failure to abide by the rules governing student computer use may result in a forfeiture of that privilege. The rules listed below provide specific examples of inappropriate and prohibited use, but those examples are not intended to be comprehensive.

1. All use of the district's computer system must support learning appropriate for school
2. No one without an active user account may use the computer system, and no

- one may log onto the system using someone else's account, even with their permission
3. No one may access or attempt to access any material stored in another user's designated network storage space. No one may access or attempt to access material that is not available using his or her system name and password. No one may access or attempt to access unauthorized areas of the system
 4. No one may use the system in such a way as to disrupt, or threaten to disrupt, the ability of others to use the system. Disruption may, but need not, include damage to equipment or stored data
 5. Threatening, hateful, harassing, insulting, defamatory, or offensive communication using the system is prohibited
 6. No one may use the system to obtain or transmit any material inappropriate for school
 7. No one may waste limited network resources, including bandwidth and storage space
 8. No student may download software without a teacher's permission
 9. Any use of the district's computer system for illegal or commercial purposes is prohibited

Students suspected of inappropriate or prohibited computer use will be investigated.

Students and parents are advised that students' use of the network—including which computers they use, which Internet sites they visit, what email they send and receive, and what material they save on the network—will be monitored and sometimes accessed. Students should not expect privacy in any work they do, any communication they make, or any material they save. Students found to have violated the rules above, or other school rules governing behavior and communication, may lose computer privileges, which may result in the inability to complete assignments on school computers.

They might also be subject to other discipline including suspension, expulsion, and/or criminal prosecution.

Decisions about consequences, and whether to involve the police, will be made by the building and district administration.

More information on the Monona Grove School District's Technology Plan can be found [by clicking this link](#).

SEVERE WEATHER AND EMERGENCY PROCEDURES

Severe Weather Procedures

Parents should keep Infinite Campus contact information updated so that important messages and alerts may be received in a timely manner. Any announcements concerning the closing of school due to bad weather can be found on the district [website](#), heard on WTSO (1070 AM), WIBA (1310 AM), Z104 FM, and WILV (94.6 FM), and seen on local TV stations prior to 7:00 AM. Please do not call the school.

Early Dismissal Due to Poor Weather

On days when the weather becomes inclement after students have arrived at school, listen and/or watch the radio or television stations identified above. This is the quickest way to obtain accurate information. We will update information on websites and use Infinite Campus to notify parents as soon as we have any announcements. Students will follow their emergency closing plans for getting home from school.

Cold Weather Recess Guidelines

During the winter season, the following guidelines will be used in determining whether or not Middle Campus students will be expected to go outside for recess/lunch period:

1. Accessibility of recreational areas
2. Temperatures (including wind chill)
 - a. +11° F and above: Outside Recess
 - b. +10°F and below: Indoor Recess

Students should come to school dressed appropriately for the weather every day. Students should not arrive at school before 8:30am. The building is not open and there is no supervision before that time.

ADMISSIONS POLICY and PROCESS

- MG21 is open to all students grade 6-12 who reside in the District or are eligible for enrollment in the District's programs pursuant to Wis. Stat. 118.51, 118.52, or 118.53.
- The Governance Board will set an enrollment limit for the Middle Campus, grades 6-8, and a separate enrollment limit for the Upper Campus, grades 9-12.
- Applications for admission to MG21 will be accepted during a regularly scheduled enrollment period in the spring of each year.
- An application and pre-enrollment conversation with MG21 staff is required as part of the admissions process. Once you have submitted your application you will be contacted to set up a time for an interview. Please bring Part 2 of the application (collage-all applicants and writing sample- for Upper Campus only) with you.
- Students continuing in the Middle or Upper Campus, or moving from the Middle Campus to the Upper Campus, do not need to apply to continue their enrollment.

Admission criteria are disability-neutral, but if considered for admission (prior to enrollment), a student's 504 or IEP team will convene to determine whether the student can receive FAPE (Free Appropriate Public Education) at MG21. If the team determines that FAPE cannot be provided at MG21, or the school determines that the services/accommodations set forth in the student's IEP/section 504 plan would result in either a fundamental alteration of MG21's programming or create an undue financial burden (keeping in mind the inherent difficulty in defending those bases for refusal), the District will then offer placement at another location that will provide the student with FAPE and will appropriately address the student's disability-related needs.

The Charter School will not be required to admit any student who is under a current expulsion order from a school district.

Students not admitted to the Charter School through the enrollment process cannot be unilaterally placed in the Charter School by the District.

The Monona Grove Liberal Arts Charter School for the 21st Century will not deny admission or participation in any program or activity on the basis of a person's sex, race, religion, national origin, ancestry, pregnancy, marital or parental status, sexual orientation or physical, mental, emotional or learning disability. Application to and attendance at the Monona Grove Liberal Arts Charter School for the 21st Century is completely voluntary. There is no tuition to enroll in the Monona Grove Liberal Arts Charter School for the 21st Century.

Lottery

Students that complete all required steps of the application process are considered for admission as long as space is available at MG21.

If the number of enrollment applications received during the application period for either the Middle or Upper Campus exceeds the enrollment limit, siblings of current students who submit an application during the enrollment period will receive preferential enrollment.

All additional applications received during the official enrollment period will be placed in a random lottery conducted by the Charter School in accordance with state and federal laws.

Those not selected will be placed on a waiting list in the order of their selection in the lottery. Students who apply after the enrollment period will be placed on the waiting list after those who applied during the enrollment period.

If throughout that process any questions arise about the student's interest, willingness, or ability to be successful within the type of instructional program and expectations of MG21, staff will consult with the student and family as part of the admissions process.

In the event enrollment falls short of the enrollment limit for either the Middle or Upper Campus, notice will be posted on the MG21 website and additional applications may be accepted prior to the start of the school year. If there are more applicants than open spots during this period, a **second lottery will be conducted** following the procedure outlined above.

Open Enrollment

Families interested in MG21 who live outside of the Monona Grove School District will need to file the necessary paperwork for Open Enrollment or work with their local school district.

The open enrollment period is February-April 30. Procedures for doing this can be found on the State of Wisconsin Department of Public Instruction Website (see link at <https://dpi.wi.gov/open-enrollment>). Please note on your application a request for MG21, The Monona Grove Liberal Arts Charter School for the 21st Century.

All students who would like consideration for MG21 must also complete the MG21 Application. Students who apply via open enrollment and are accepted to the district may be placed at MGHS if there is not a spot available at MG21.

MG21 FIELD TRIP PERMISSION

The students at MG21 go on field trips throughout the year to participate in service projects and experiential learning opportunities. These will be authorized school functions. Transportation will be provided in school operated vehicles with school personnel providing the necessary supervision. Time of departure and return will be within school hours unless otherwise noted.

Please sign below to agree with the following statements:

1. We understand that the MG21 rules and codes of conduct apply to all field trips and my student agrees to comply with the student behavior expectations. This includes no use or possession of tobacco, alcohol or any other sort of illegal substances. Please see the Field Trip Code of Conduct below.
2. We further understand that parents/guardians may be called to take their child home for any serious infraction of expectations that puts themselves or others at risk.
3. MG21 has permission to transport my student.
4. In case of an emergency, MG21 Staff have permission to provide medical treatment for my student.

Student Name:			
Parent/Guardian Name:		Phone:	
Emergency Contact #1:		Phone:	
Emergency Contact #2:		Phone:	

Student Signature:		Parent/Guardian Signature:	
---------------------------	--	-----------------------------------	--

Medication:

Does your student take any medication? ____Yes ____No

If yes, please list: _____

Please send all medication in its bottle in a ziploc baggie with your student's name on it. Students should give medication to MG21 staff upon check-in for the trip.

Dietary Restriction:

Please list allergies food sensitivities, etc:

In Case of Emergency

Physician/Hospital _____ Phone _____

Insurance Company and Insurance Policy # _____

Field Trip Code of Conduct

- ❖ We expect that all students will treat one another with dignity and respect.
- ❖ We expect that the entire community will take responsibility for the well-being of each individual in our community.
- ❖ We expect that disagreements and conflicts be dealt with in a respectful manner and use restorative practices.
- ❖ We expect that students and staff respectfully intervene if a community member is feeling harassed.
- ❖ We expect that students and staff will work together to resolve any conflict or disagreement and make amends.
- ❖ We expect students to follow the MG21 student handbook.

Alcohol, Tobacco, and Drugs

Each student has the right to associate with students who are free from the use of alcohol, tobacco, and drugs and not be subjected to those wishing to buy, sell, or use such substances. Each student has the responsibility to keep his or her mind and body in a sound, healthy condition. The use or sale of any illicit non-prescription drugs, alcoholic beverages, or tobacco is prohibited on school grounds, during the school day and at or before school-sponsored activities.

- ❖ There is no use of tobacco on school field trips. For purposes of this policy, "**use of tobacco**" means to chew or maintain any substance containing tobacco, including smokeless tobacco, in the mouth to derive the effects of tobacco, as well as all uses of tobacco, including cigars, cigarettes, pipe tobacco, chewing tobacco, snuff, any other matter or substances that contain tobacco, in addition to papers used to roll cigarettes and/or the smoking of electronic, "vapes," or other substitute forms of cigarettes, clove cigarettes and any other lighted smoking devices for burning tobacco or any other substance.
- ❖ Alcohol and Drugs—all possession and use of illegal drugs, alcohol, or look-alike drugs is prohibited.
- ❖ Possession of Drug Paraphernalia is prohibited.
- ❖ Being noticeably under the Influence of Alcohol or Drugs—indicated by obvious behavior and mood changes and/or the smell of substance on the person is prohibited.
- ❖ Selling or Transmitting Alcohol or Drugs is prohibited.

Student Contact/Sleeping arrangements

All students have the right to safety in their body, their personal space and their physical boundaries. Students are expected to remain in their assigned sleeping locations on overnight field trips including tents/rooms. Students may not have any sexual or physical contact with another student on an overnight field trip regardless of relationship status.

***Any violation of this code of conduct may result in disciplinary action in accordance with district policy.**

MG21 PARENT/STUDENT AGREEMENT

In order to make MG21 as successful as possible for each student, we need your help and support. To acknowledge your understanding of MG21's various policies and expectations for its community, as detailed in this handbook, we are asking parents/guardians and students to sign this agreement of support.

As a parent/guardian of an MG21 student,

I have read the Handbook, and agree to support my child in fulfilling their moral obligation as a member of the MG21 community. I agree to contact MG21 staff if I have any concerns about how my student is doing in their fulfillment of this obligation, regarding both their wellbeing and their schoolwork.

I understand that parents, teachers and students working together is the best way to ensure my student's success.

Parent/Guardian Name:		Date:	
Signature:			

As an MG21 student,

I have read the Handbook, and agree to fulfill my moral obligation as a member of the MG21 community. I agree to work with my peers, advisor, and other MG21 staff when I need support to fulfill this obligation, regarding both my wellbeing and my schoolwork.

I understand that parents, teachers and students working together is the best way to ensure my success.

Student Name:		Date:	
Signature:			

UPPER CAMPUS ADDENDUM

UC CURRICULUM

Teacher-Led Projects

Teacher-led projects are teacher directed and student centered. This is an academic classroom portion of the curriculum where students gain knowledge and expertise in the core subjects (language arts, art, mathematics, social science, science).

Community-Led Projects

Community-led workshops and seminars allow students the opportunity to work with a community expert to create a final project on a variety of subjects (e.g. music production, electronics, painting, cooking, fitness, yoga, meditation, wellness, PE and video production).

Student-Led Projects / Project-Based Learning (PBL)

Project-Based Learning (PBL) is an inquiry-based learning process in which students design, plan, investigate, research and present their own projects in response to an essential question, problem, or challenge (e.g., student-designed creative, inquiry, or acquisition projects; or teacher-written, independent study projects). Rigorous projects are carefully planned, managed, and assessed to help students create high-quality, authentic products and presentations.

21st Century Skills

21st Century Skills are interwoven into our curriculum. The overall goal is to tie the student's path and education to their ability to master the following 21st century skills of:

- Critical Thinking and Problem Solving
- Collaboration
- Communication
- Curiosity and Imagination
- Commitment and Motivation
- Community and Service

Sensitive Issues: The curriculum of MG21 is intellectually rigorous and thought-provoking. It will address issues of concern that face our society today. Students will be expected to discuss sensitive issues, watch controversial movies (some of which may be rated R), and read sensitive materials without restriction.

Additional Components of the MG21 Program

These components of our curriculum are integral in creating a sense of value, meaning and community. All students need to feel a sense of belonging at school and believe they can be successful. Ultimately, MG21 must become an educational community that allows this to flourish.

- **Build, Beautify, Serve, Service Projects:** Throughout the year students work on a variety of service projects including trail work with the Ice Age Trail Alliance, citizen lake monitoring for the DNR, work at the Aldo Leopold Nature Center and the Cottage Grove School forest, and work with the city of

Monona and the Monona Public Library.

- **Morning Meeting/Advisory** begins our day. All students meet with their advisor to check-in, hear morning announcements, and discuss current events.
- **Literary Circles:** Students join one of 4 teacher-led literary circles to study a text with their peers and practice reading, writing, and discussion strategies.
- **Math:** We utilize a project-based curriculum to create a more hands on, tangible approach to learning math. Students interested in advanced math options will work with their advisor to choose the appropriate class.

Senior Capstone Project-Optional

All seniors are encouraged to complete a senior capstone project during their final year at MG21. The senior capstone project is designed to give students the opportunity to explore and equip students with skills and experiences to take the next step. Ideally the capstone project should still be a “life-enhancing” experience that reinforces and strengthens a student’s personal values and interests. As an MG21 student, students have taken charge of their education. This project should function as a capstone in the educational architecture they have built. Students design projects based on one of the following areas of interest:

- **Career Project Focus:** Students who complete this project will gain volunteer and/or internship experience in the field of study the student intends to pursue after high school.
- **Service-Oriented Project Focus:** Students choosing this project focus will devote 15-20 hours on a community service project. If you know that you enjoy helping others and strive to improve your community, this project focus could be valuable.
- **Self-Exploration and Self-Development Project Focus:** This project focus might be nicknamed the “bucket list” or “Into the Wild” project option. Students choosing this project will challenge themselves to achieve something they have never done before, and in the process they will acquire new skills and learn a lot about who they are.

Current Projects include internships at local radio station WVMO, restaurants and Sector 67, service work at Winnequah, leadership on the Monona Mural project, attending Business School and Middle College at Madison College, and more!

Senior Portfolio

Seniors at Monona Grove Liberal Arts Charter School will present a digital portfolio linked to their website of their work to our Governing Board as a requirement for graduation. The Senior Portfolio gives students the opportunity to reflect upon and be able to demonstrate their accomplishments at MG21 as a requirement for graduation.

UC DAILY SCHEDULE

2022-23 UC schedule

Monday A Day	Tuesday B Day	Wednesday C Day	Thursday A Day	Friday B Day
9:00-10:05 Project Block 1A	9:00-10:05 Project Block 1B	9:00-9:50 Elective Project Block	9:00-10:05 Project Block 1A	9:00-10:05 Project Block 1B
10:15 - 10:45 Advisory	10:15 - 10:45 Advisory	10:00 - 10:50 Town Hall	10:15 - 10:45 Advisory	10:15 - 10:45 Advisory
10:55-12:00 Project Block 2A	10:55-12:00 Project Block 2B	11:00-12:00 PE Active Block	10:55-12:00 Project Block 2A	10:55-12:00 Project Block 2B
12:00-12:45 Lunch	12:00-12:45 Lunch	Wed PM - Staff Development	12:00-12:45 Lunch	12:00-12:45 Lunch
12:55-2:00 Project Block 3A	12:55-1:55 Pathfinding		12:55-2:00 Project Block 3A	12:55-3:00 Pathfinding

Lunch

Lunch and a la carte breakfast are available for no cost this year through the Monona Grove food service. Students can use their food service account or pay cash to purchase additional items a la carte.

Students grades 9-12 may leave the school campus for lunch and are expected to return on time. Students are expected to actually EAT their lunch during lunch period. Students may bring their own lunch, or get lunch from the MG Food Service housed at MG21. Students are expected to eat only in the kitchen, a classroom or outside on campus. Students are responsible for cleaning the area in which they eat. We have a dedicated maintenance staff who works hard to keep our school clean. To help assist them with this, students should not sit and eat in the hallways, their desks or any carpeted area.

UC GRADING AND GRADUATION REQUIREMENTS

Measuring Student Achievement

The essential measure of student progress in attaining goals using the MG21's curriculum (TIC and PBL) plots a student's movement from point "A" to point "B" in their educational journey.

The MG21 education process is a three-fold process:

- A student's KNOWLEDGE BASE is the information/facts/formulas/definitions/data/grammatical code which our student's use to begin to comprehend the world.
- A student's UNDERSTANDING involves their melding their knowledge base with the concepts of the curriculum we deliver.
- A student MAKES MEANING when they apply their knowledge and understanding to their choice-making/actions.

Graduation Requirements

Students will earn a Monona Grove Liberal Arts Charter School for the 21st Century diploma if they earn 22 credits with the following distribution:

- (4) English
- (3.5) Social Studies (including 0.25 government)
- (3) Math (Must complete algebra/geometry)
- (3) Science (1 Lab Science and 1 Conservation/Environmental)
- (1.5) Physical Education
- (0.5) Health/Wellness/CPR Certification
- (6.5) Additional Credits
- (0.25) Financial Literacy
- Senior Portfolio (0.25) and Senior Capstone Project (optional/credit varies). Students must defend their Portfolio to the MG21 Governance Board in the Spring.
- 80%+ on Wisconsin State Civics Exam

Credit Deficient

If a student fails to earn credit, that student will be considered credit deficient for that trimester and will require goal setting meetings with staff and/or parents/guardians to address their challenges to earning sufficient credit. If a student is "credit deficient" for consecutive trimesters, they will need to meet with MG21 staff and parents/guardians to collectively determine whether MG21 is the best educational placement for this student.

MG21 Work and Volunteer Credit

Students enrolled in MG21 may hold a part-time job or volunteer position during the school year and earn one-half credit for working 90 hours provided they complete a reflective essay, turn in pay stubs to document hours and have a supervisor complete a brief review. To be eligible for **work release**, a student must provide a

copy of their work schedule, have completed their math credits and be a junior/senior.

Work Permits

Students requesting work permits should visit the Main Office at MG21. To obtain a work permit, students will need to present the following:

1. A letter on letterhead from the employer (containing address and phone number) stating the nature of the work, hours of work and the time of day that student will be working.
2. Permission note from a parent/guardian
3. Social Security card
4. Birth Certificate copy/Baptismal Certificate
5. \$10 in cash or check

GUARDIAN/SCHOOL PARTNERSHIP AGREEMENT

2022-23

We need your help and support to make MG21 as successful as possible for your student. In order to achieve this, we are asking parents and guardians to sign this agreement of support.

MG21 thrives with strong parent support and involvement. We are better as a team. We want to be able to celebrate our students' successes (let us know when your child did something awesome that we might not know about! We also want to know if you have concerns about how your student is doing. You are welcomed and encouraged to share these concerns with us so that we can share responsibility in helping students continue to move forward!

As a parent or guardian of an MG21 student, I agree to contact MG21 staff if I have any concerns about how my student is doing.

Student Attendance

As a parent or guardian of an MG21 student:

- I agree to help my student attend school daily and get to school on time.
- I agree to try to schedule appointments at times which will not involve my student missing classes/seminars.

School Focus

As a parent or guardian of an MG21 student:

- I agree to help my student focus at school by limiting all texts and calls to my student during the learning portions of the day. I understand that the best time to reach my student is during lunch from 12:00-12:45 pm. I know that in case of emergency, students can be reached by dialing the MG21 front desk 316-1924 or the main district switchboard 316-1900.

School Behavior

As a parent or guardian of an MG21 student:

- I agree to help my student be a positive member of the MG21 community by making sure they are aware of the MG21 anti-harassment policy and enforcing this policy at home on any electronic devices/social media sites.
- I understand that students are expected to come to school alcohol, drug and tobacco free and I will help my student accomplish this.
- I agree to help my student be successful academically, by encouraging them to make up any missing work, attending parent/student/teacher conferences and discussing possible PBL project ideas with them.
- I understand that parents, teachers and students working together is the best way to ensure my student's success.

MIDDLE CAMPUS ADDENDUM

MC COMMUNICATION

MG21 thrives with strong parent support and involvement. An integral part of creating a cohesive team between students, parents, and staff is communicating consistently and with clarity. We strive to share student success and offer support by communicating in a variety of ways with all stakeholders at MG21. Families are encouraged to reach out to discuss any aspect of their student's education and wellbeing.

Infinite Campus

At MG21, we use Infinite Campus to communicate important information to all families. The emails sent through Infinite Campus are often whole-school updates or details about upcoming events.

Email

Most often, advisors at the Middle Campus communicate with families via email. Information specific to Middle Campus families, such as details regarding excursions, volunteering, or conferences are shared here. Emails to individual students and parents regarding coursework, celebrating success, and unique needs happen daily. We ask that both students and families check their email frequently to stay informed about happenings at MG21.

Phone Calls

Staff do occasionally reach out to families by phone. We rely on the information shared in Infinite Campus to contact families when necessary, and remind parents/guardians to update their number in that system. Families should phone the office for any immediate needs or questions, such as reporting an absence.

Website

The Middle Campus website includes details about upcoming events, as well as individual course information. Students are able to access course syllabi and complete digital assignments through the website.

Newsletter

Every two weeks, Middle Campus staff send out a community newsletter. In this newsletter, we share general information about the previous weeks' learning, photos of students, and upcoming events.

Conferences and Meetings

Throughout the school year, we meet with parents and students to plan for learning, make goals, and reflect on the term. This is an excellent opportunity to have a full conversation about student growth and needs. We welcome families to contact us any time they feel the need to meet.

Grade Reports

One way that we communicate with students and families is by sharing progress and grade reports. These reports can include rubrics and/or comments, but more often take the shape of a narrative about the individual student's growth during the term, both academically and socially. Progress reports are shared each quarter, while a more detailed grade report is shared at semester and at the end of the school year.

MC CURRICULUM AND DAILY SCHEDULE

The MG21 Middle Campus curriculum is student-centered, standards-based, and flexible. Students will hone skills necessary for school and life while they engage individually and with the community to more deeply understand their moral obligation as an informed citizen. Our emphasis is on social-emotional wellbeing, environmental education, and social justice. Students explore these areas through a variety of experiences.

TIC and Math TIC Classes

MG21's "Thematically-Integrated Curriculum" is just that -- learning opportunities for students organized by theme. These teacher-guided classes explore various content areas and often culminate in a student-led or community project.

DEAR, Literacy and Book Groups

Reading and writing are critical to gain wider perspectives and understand how our world works. Students enjoy daily "Drop Everything And Read" time after lunch and participate in weekly book groups and writing clubs with peers. They also work independently on spelling, vocabulary and grammar.

Genius Hour-Individual Project-Based Learning

Everything is a project at MG21, from those associated with TIC classes to projects carried out to better our school and community. Students also have the opportunity to develop their own projects that revolve around their personal interests, or to work with a small group on a project of mutual interest.

Service Projects

Students participate in service projects both on-campus and off. They organize and carry out work in the school garden, volunteer at a nearby elementary school, and help those in need in our community.

Seminars

At MG21, students are able to explore a wide variety of possible interest areas. One way this happens is through expert-led seminars. Individuals from the community bring their talents to the Middle and Upper Campus and teach students in short-courses on topics ranging from Creative Writing to 3D Printing.

Wellness Education

Maintaining a healthy mind and body are essential for a young person's success. Through our social-emotional curriculum, students tackle tough subjects such as mental health and depression, LGBTQ+ issues and gender roles, and conflict resolution with peers. Each morning, students participate in Active Start to help kick their brains into gear while moving their bodies.

Outdoor Education

The outdoor education portion of MG21's program is an integral piece in supporting students as they build community, establish an appreciation for nature and our place in it, and develop skills necessary for exploration of themselves and the wider world.

Through outdoor experiences and service projects, students will gain confidence in four major areas:

Community and Culture Building

By working together, students will learn to rely on each others' strengths. They will bond through shared experiences, and will participate in creating a caring and respectful community

that is able to have fun and deal with problems as a team.

Appreciation of the Outdoors

When young people have the opportunity to see how being outside affects their emotional and physical wellbeing, they begin to appreciate the natural world in a more complex way. Students will learn about ecological interconnectedness and will come to better understand their place within a natural setting.

Land Stewardship

Developing a sense of purpose with regard to our wild spaces is important at MG21, and supporting students as they build skills and knowledge around taking care of outdoor areas is a major area of learning at the Middle Campus.

Personal Growth

Being outside and dealing with various challenges in nature offers students immense growth in areas such as developing personal responsibility, healthy risk-taking, respect for self and others, leadership skills, self-confidence, and vulnerability.

Throughout the school year and in each season, students will participate in learning out of doors, both on campus and off. Because we will spend a great deal of time outside in scheduled and spontaneous work, students must come to school each day prepared with appropriate clothing to keep them warm and dry. They may store extra clothing at school for this purpose. We have a limited selection of items to loan students who need them, including boots, warm jackets, gloves, and hats.

Weekly excursions and long-term projects are a part of our outdoor program, as are annual overnight camping and paddling trips.
details on our Outdoor Education Program.

Our schedule is flexible, and can easily be adjusted to meet the needs of our students and any projects in which they are involved. Here is a general overview of what you might expect during a typical week at MG21 Middle Campus.

2022-23 MC Schedule

Monday	Tuesday	Wednesday	Thursday	Friday	
8:30 - 9 Arrival + Breakfast	8:30 - 9 Arrival + Breakfast	8:30 - 9 Arrival + Breakfast	8:30 - 9 Arrival + Breakfast	8:30 - 9 Arrival + Breakfast	
9 - 10 Genius Hour+	9 - 10 Genius Hour+	9 - 10 Genius Hour/CLPs**	9 - 10 Genius Hour+	9 - 9:30 Advisory	9 - 10 Genius Hour+
10 - 10:30 Advisory	10 - 10:30 Advisory	10 - 11 Town Hall	10 - 10:30 Advisory	9:30 - 3 Field Day	10 - 10:30 Advisory
10:30-11:30 Math	10:30-11:30 Math	11 - 12 Active Block**+	10:30 - 11:30 Math		10:30 - 11:30 Math
11:30 - 12:30 Lunch + Recess	11:30 - 12:30 Lunch + Recess	12 - 1 Lunch + Recess	11:30 - 12:30 Lunch + Recess		11:30 - 12:30 Lunch + Recess
12:30 - 1 DEAR	12:30 - 1 DEAR	Staff Development	12:30 - 1 DEAR		12:30 - 3 Field Day Afternoon
1 - 2 TLPs	1 - 2 TLPs		1 - 2 TLPs		
2 - 3 CLPs + Genius Hour**	2 - 3 CLPs + Genius Hour**		2 - 3 CLPs + Genius Hour**		
3 - 3:10 Cleanup and Dismissal	3 - 3:10 Cleanup and Dismissal		3 - 3:10 Cleanup and Dismissal		3 - 3:10 Cleanup and Dismissal

Volunteer Support

We appreciate the support of our parent and guardian volunteers, particularly on excursions to off-campus locations. Please contact the MG21 office if you would like to be placed on our volunteer list to serve as a chaperone on one of our trips.

MC EXPECTATIONS: VALUES AND BEHAVIOR

Our Values

In adolescence, students are exploring their social world and creating themselves in it. At MG21, we intentionally teach and honor values that allow students to learn from their mistakes, find their individualism, be creative, and work in a culture that avoids judgment. We model these values and our expectations for students and help them reflect on their actions and how they can impact others both positively and negatively.

Let Others Learn

Students should act in a way that encourages their own and others' learning.

- Mistakes are okay
- Trying new things is encouraged
- Learn with others
- Help others learn from their mistakes

We Can Do Hard Things

Students should be engaged in learning and do their best work at all times

- Keep trying when it gets hard
- Develop a growth mindset
- Look at struggles as a productive challenge

Speak Kindly and Listen Well

Students should communicate in a respectful manner to peers and teachers

- Build each other up
- Use restorative justice to address and repair harm
- Respect others' wishes and use appropriate pronouns, names, etc.

Through our values, we hope that each student will do their part to learn and grow. To summarize, we encourage each student to:

Try your best

Get help when needed

Take a break when needed

Pay attention to cues from others

Change your behavior when asked by adults or peers

Our Response

Our philosophy is built around the concept of moral obligation to one another, the school, and ourselves. We expect that disagreements and conflicts be dealt with restoratively as much as possible. We expect that all community members take responsibility for the safety of each individual in our community.

If a student has difficulty adhering to our community values and participating in a group setting, we follow this plan:

- 1.** Reminder from staff to follow our values and expectations
- 2.** Take a break in Student Support when asked or when you need to
- 3.** Return to group as soon as you are able
- 4.** Contact home if a behavior is recurring or you are not able to return to group
- 5.** Repair any harm caused by your actions through restorative justice

MC TRANSPORTATION INFORMATION

The district will provide bus transportation for students outside the Walk Zone whose parents complete a district transportation form. These students will be dropped off and picked up at MG21. Students who live in the Walk Zone should walk, bike, or carpool to school each day if possible. [Information about the Walk Zone, transportation forms, and more can be found on the district site or by clicking this link.](#)

Bus Expectations

Safety is our highest concern when traveling by bus, and we expect students to follow all written rules and directions from adults, including the driver, teachers, and chaperones. This applies to bus rides before, after, and during the school day. All school rules apply on the bus. Food and beverages must be stored and cannot be consumed on any bus.

Walk Zone

MG21 is in the heart of Monona, and many of our students live in the [Walk Zone](#) surrounding our school. Commuting to school is an opportunity for students to maintain physical fitness, develop relationships with other students by commuting together, and practice responsibility for arriving on time to school.

Students may walk or commute to school by biking, skateboarding, rollerblading or other methods. We urge all students travelling on wheels to wear a helmet. They must use good judgement and walk through the parking lot when arriving and at dismissal due to increased traffic flow at these times. Bike racks are available and should be used to secure bikes during the school day. Skateboarding, rollerblading, and similar transport on school property is not permitted, and any student who uses these modes of transportation must carry and store them in a bag or locker for the school day once they reach school property. If taken on a bus, these items must be stored in a bag.

School Vans

MG21 owns two vans to use for small and large group outings, environmental education, and service trips. Our community has the responsibility to work together to care for them. All school rules apply while riding in our vans. Additionally, it is required that everyone riding in a van wears a seatbelt for the duration of the trip.

Carpools and Parent Drivers

We encourage students to carpool to and from school when possible. Please inform our staff if there is a change in your carpool or if you have someone new picking your student up at dismissal so we help them get to where they need to be. We welcome parent volunteer drivers during the school day. If you are interested in driving for outings or other trips, let our staff know and we will help you set this up.

APPENDIX I

Monona Grove School Board Policies and Procedures and Parental Notices

Monona Grove School Board Policies

Copies of all school board policies are available on the web by going to: www.mononagrove.org

Then:

- **Click on District*
- ***Click on Board Policies*
- *or Click on the link below if viewing electronically*

Student Residency-[5111](#)
Student Promotion Policy-[5410](#)
Student Attendance Policy-[5200](#)
Suspension and Expulsion-[5610](#)
Possession or Use of Dangerous Weapons-[5772/7217](#)
Drug and Alcohol Use-[5530](#)
Wellness Policy –[8510](#)
Harassment Policy-[5517 / 5517.01](#)
Confidentiality of Student Records-[8330](#)
Parent/Citizen Complaints-[9130](#)
Student Use of Technology-[7540 / 7540.03](#)
Student Privacy and Parental Access to Information [2416](#)
Adult School Volunteers-[8120](#)
Accommodating Student Religious Beliefs-[5223](#)
Parental Right to Receive Teacher Information [2261.02](#)
Student Nondiscrimination [2260 / 2260.01](#)

Protections of Pupil Rights Amendment (PPRA) Notification of Rights

August 2022

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. 20202-46

Family Educational Rights and Privacy Act (FERPA)
Notice for Directory Information
August 2022

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, 2022**. 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 2022

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:

Christa Foster, Director of Student Services
Monona Grove School District
Homeless Liaison Coordinator
5301 Monona Drive
Monona, Wisconsin 53716
608-316-1908

Related Board Policy: 5111.01

**Monona Grove School District
Child Find Notice
August 2022**

The Monona Grove School District is required to locate, identify, and evaluate all children with disabilities, including children with disabilities attending private schools in the school district, and homeless children. The process of locating, identifying, and evaluating children with disabilities is known as child find. This agency conducts child find activities each year at kindergarten and 4K registrations. This notice informs parents of the records the school district will develop and maintain as part of its child find activities. This notice also informs parents of their rights regarding any records developed.

Christa Foster, Director of Student Services
Monona Grove School District
5301 Monona Drive
Monona, Wisconsin 53716
608-316-1908

APPENDIX II

Monona Grove Board of Education

Loreen Gage, President

Elizabeth Cook, Vice-President

Dr. Eric Hartz, Treasurer

Peter Sobol, Clerk

Philip Haven, Member

Susan Fox, Member

Susan Manning, Member

(See District website for contact information)

Monona Grove School District Mission and Vision

The Vision: Engaged learning where equity is prioritized.

The Mission: To be a safe, equitable, and inclusive learning environment for everyone.

MGSD Equity Statement:

Students of the Monona Grove School District have experienced significant, measurable, system-wide inequities in achievement due to interpersonal, institutional, and structural racism and biases. We recognize our historic failure and seek to address how race; language; religion; income and ability statuses; country of origin; sex; gender identity and sexual orientation; and their intersectionality impacts educational outcomes. The Monona Grove School District commits to the disruption of societal and historical inequities and elimination of disparities. The Monona Grove School District believes strongly in the value of diversity, inclusion, equity, and justice. The Monona Grove School District commits to maximizing the educational outcomes for each and every student.

Monona Grove District Office Staff

5301 Monona Drive, Monona, WI 53716 Phone: 608-221-7660 Fax: 608-221-7688

Superintendent's Office

Dan Olson, Superintendent 316-1917
Tish Masarik, Admin. Assistant 316-1917

Emily Hayhurst, Admin. Asst. 316-1912

Technology Services

TBA, Technology Coordinator 316-1925

Buildings and Grounds

Jeff Carr, Facilities Supervisor 316-1910

Curriculum and Instruction

Lisa Heipp, Director 316-1921
Maureen Lehman, Admin. Assistant 316-1914
Emily Kintzer, Curriculum Coordinator 316-1398
Amy Kersten, Data & Assessment Specialist 316-1906

Business Services

Mark Powell, Director, 316-1916
Karen Puccio, Admin Asst. 268-6918
Lauri Slattery, Accounting Specialist, 316-1918
Kari Brown, Accounting Assistant 316-1913
Laura Curry, Business Service Manager, 316-1929
TBA, Payroll Specialist 316-1359

Human Resources

Nicole Thibodeau, Director 316-1923
Carrie Nemesi, Admin Assistant 316-1915
Heather Bellamy, HR Generalist 316-1938
Amy Czaplewski, Benefit Specialist 316-1901

Communications

Katy Byrnes Kaiser, Director, 316-1960

School Nutrition

Margaret Sanna, Coordinator 316-1911

Terri O'Neil, Admin Assistant 316-1894

Student Services

Christa Foster, Director 316-1908

Kendra Atkinson, SE Coordinator 316-1907

Emily Boyd, SE Coordinator 316-1930

Toni Reider, Admin. Assistant 316-1905

Shelby Steel, Student Service/Equity Coord. 316-1926

Jade Sachs, Interpreter 316-1356

Katy O'Shea, District Registrar, 316-1920

Transportation

Nelson Bus Company 608-221-8417