



## **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 Education Teacher)

[jodi.anderson@mgschools.net](mailto:jodi.anderson@mgschools.net)

Sean Anderson (MC Teacher/Advisor)

[sean.anderson@mgschools.net](mailto:sean.anderson@mgschools.net)

Michelle Bartman (UC Teacher/Advisor)

[michelle.bartman@mgschools.net](mailto:michelle.bartman@mgschools.net)

Bryn Bennett-Feinblatt (Paraprofessional)

[bryn.bennettfeinblatt@mgschools.net](mailto:bryn.bennettfeinblatt@mgschools.net)

Sophie Blair (Paraprofessional)

[sophia.blair@mgschools.net](mailto:sophia.blair@mgschools.net)

Rebecca Fox-Blair (School Director)

[rebecca.foxblair@mgschools.net](mailto:rebecca.foxblair@mgschools.net)

Andrea Fresen (Social Worker)

[andrea.fresen@mgschools.net](mailto:andrea.fresen@mgschools.net)

Ollie Harris (UC Teacher/Advisor)

[ollie.harris@mgschools.net](mailto:ollie.harris@mgschools.net)

Bel Haynes (UC Teacher/Advisor)

[isabel.haynes@mgschools.net](mailto:isabel.haynes@mgschools.net)

Mary Indovina (Educational Interpreter)

[mary.indovina@mgschools.net](mailto:mary.indovina@mgschools.net)

Sol Kipila (Paraprofessional)

[sol.kipila@mgschools.net](mailto:sol.kipila@mgschools.net)

Stacy Levin (Administrative Assistant)

[stacy.levin@mgschools.net](mailto:stacy.levin@mgschools.net)

Lisa Millman (MC Special Education Teacher)

[lisa.millman@mgschools.net](mailto:lisa.millman@mgschools.net)

Keith Pollock (MC Teacher/Advisor)

[keith.pollock@mgschools.net](mailto:keith.pollock@mgschools.net)

Julie Theado (Reading Specialist)

[julie.theado@mgschool.net](mailto:julie.theado@mgschool.net)

Melissa Zastrow (MC Teacher/Advisor)

[melissa.zastrow@mgschools.net](mailto:melissa.zastrow@mgschools.net)

# TABLE OF CONTENTS

<a href="#"><u>Administration</u></a>	pg. 1
<a href="#"><u>Philosophy</u></a>	pg. 2
<a href="#"><u>Community and Restorative Practices</u></a>	pg. 3
<a href="#"><u>Student Conduct Expectations</u></a>	pg. 5
<a href="#"><u>Attendance</u></a>	pg. 11
<a href="#"><u>Transportation</u></a>	pg. 17
<a href="#"><u>Severe Weather and Emergency Procedures</u></a>	pg. 20
<a href="#"><u>Admissions Policy and Process</u></a>	pg. 21
<a href="#"><u>Extra Information for Families</u></a>	pg. 23
<a href="#"><u>Medication</u></a>	
<a href="#"><u>Work Permits</u></a>	
<a href="#"><u>Field Trip Permission</u></a>	pg. 24
Upper Campus Addendum	
<a href="#"><u>Curriculum</u></a>	pg. 26
<a href="#"><u>Daily Schedule</u></a>	pg. 28
<a href="#"><u>Grading and Graduation Requirements</u></a>	pg. 29
Middle Campus Addendum	
<a href="#"><u>Communication</u></a>	pg. 30
<a href="#"><u>Curriculum</u></a>	pg. 31
<a href="#"><u>Expectations</u></a>	pg. 33
MGSD Appendix I	
<a href="#"><u>Monona Grove School Board Policies and Procedures</u></a>	pg. 35-65
Introduction	
Equal Education Opportunity/Anti-Harassment	
Nondiscrimination On The Basis Of Sex	
Sexual Harassment	
Bullying	
Student Hazing	
Section 504/Ada Complaint	
Section I - General Information	
Enrolling In The School	
Open Enrollment	
Health Room	
Student Accidents/Illness/Concussion & Sudden Cardiac Arrest	
Use Of Prescribed Medications	
Use Of Nonprescribed Drug Products	
CBD Products	
Direct Contact Communicable Diseases	
Students With Disabilities	
Service Animals And Other Animals On District Property	

Bilingual Students/English Learners  
Student Records  
Armed Forces Recruiting  
Student Fees, Fines, And Charges  
Review Of Instructional Materials  
Fire Drills, Tornado Drills, Lockdown Drills  
Preparedness For Toxic And Asbestos Hazards  
Use Of Cell Phones Or Personal Communication Devices  
Weapons  
Safety And Security

## **Section II - Academics**

Nondiscrimination  
Academic Honesty  
Student Technology Acceptable Use And Safety  
Student Assessment  
Sincerely Held Religious Beliefs

## **Section III - Student Activities**

School-Sponsored Publications And Productions

## **Section IV - Student Conduct**

Care Of Property/Student Valuables  
Student Conduct  
Other Behavior Support  
Suspension And Expulsion  
Search And Seizure  
Student Right Of Expression  
Student Dress  
Student Due Process Rights

## **MGSD Apendix II**

**Monona Grove School Board  
Monona Grove School District Staff**

**pg. 66-67**

## **ADMINISTRATION**

MG21 is an independent charter 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.

Rebecca Fox-Blair serves as the Administrator of MG21 in her role as School Director.

Dr. Tanya L. Fredrich is the Superintendent of the Monona Grove School District.

### **Teacher-Led Innovation**

An important aspect of MG21's identity as a charter school is our innovative, shared leadership 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 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**

As a charter school, MG21 is overseen by an independent Governance Board that is accountable to the MGBOE and the State of WI. The Governance Board has the authority to make decisions regarding the operations of the charter school including:

- 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)	John Everman (Alumni Rep)
Elizabeth Wheeler (Vice President)	Susan Fox (Rep at Large)
Sandy Homburg (Treasurer)	TBD (Student Representative)
Ryan Claringbole (Secretary)	

# 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.

## 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 harm 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.

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)

### **Circles**

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

### **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.

## STUDENT CONDUCT EXPECTATIONS: VALUES AND BEHAVIOR

The heart of the Monona Grove Liberal Arts Charter School for the 21<sup>st</sup> 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.

**\*\*Please see Appendix I for District Student Conduct and Behavior Information**

### 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.

### Harassment (\*also please see district harassment policy in Appendix I)

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.*

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.



## **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.

## **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 21<sup>st</sup> Century is nonsectarian in its practices, programs, admission policies, employment practices, and all other operations. The Monona Grove Liberal Arts Charter School for the 21<sup>st</sup> 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.

## **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 other
  - 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.

**\*\*Please see Appendix I for District Student Conduct and Behavior Information**

## **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.(Board Policy 5512 – Use of Tobacco and Nicotine by Students)

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.

For purposes of this policy, "drugs" shall mean:

- all dangerous controlled substances as so designated and prohibited by Wisconsin statute;
- all derivatives of hemp, including Delta-8-THC, Delta-9-THC, Delta-10-THC, Delta-11-THC, THC-O, and all other forms that cause psychosis; in all forms of delivery (i.e. inhalation, ingestion, injection, etc.) ( ) except those permitted by the school in accordance with Board Policy 5330 – Administration of Medications/Emergency Care;
- all chemicals which release toxic vapors;
- all alcoholic beverages;
- (any prescription or patent drug, except those for which permission to use in school has been granted pursuant to Board policy;
- "look-alikes;"
- essential oils and oil like products that may be mistaken for a drug;
- anabolic steroids;
- any other illegal substances so designated and prohibited by law.

The use, possession, concealment, or distribution of any drug, drug look-alike, and any drug-paraphernalia at any time on school property or at any school-related event is prohibited. Disciplinary sanctions, up to and including expulsion and referral for prosecution, will be imposed on students who violate the school's drug abuse guidelines. (Board Policy 5530 – Student Use or Possession of Intoxicants, Drugs, or Paraphernalia)

**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 community unsafe?*

## ATTENDANCE

It's difficult to learn if you're not here. Being a project-based school, much of student learning happens right in the classroom. Regular attendance is important for students' academic progress, emotional wellbeing, and social growth. Attending school regularly helps students feel better about school and themselves and fosters a sense of belonging. If a class is missed, the student is responsible for contacting the teacher and making up any missed work or tasks.

Caregivers must call or email the school as soon as possible if their student will not be attending school or will be late that day. Families may report an absence in advance 24 hours a day. If you have students at multiple schools who will be absent, please contact each of your students' schools.

You can report an absence in Infinite Campus, call our office at 608-316-1924 or email [mg21.attendance@mgschools.net](mailto:mg21.attendance@mgschools.net)

You can check your student's attendance in Infinite Campus online, or using the Campus Parent Portal mobile app (available in the Apple App Store or Google Play Store.) The app will notify you when your student is absent from or late to class.

To report or request an absence through the Infinite Campus Parent Portal app.

- Log into your Infinite Campus Parent Portal account
- Select More from the Navigation area
- Select Absence Requests
- Fill in the required information, including the date and reason for the absence
- Submit your request
- Don't have an Infinite Campus account, or need help accessing your account? Visit the [MGSD Infinite Campus Help page](#).

### Why is school attendance important?

- Missing 10% of school, or about 2 days each month over the course of a school year, can make it harder to learn to read, and can affect a student's future academic success.
- As well as missing learning, students who are absent miss out on important social relationships, fun activities, and opportunities to build community with their classmates.
- By 6th grade, absenteeism is one of three signs that a student may drop out of high school.
- By 9th grade, attendance is a better predictor of graduation rates than 8th grade test scores.
- Find more information at [AttendanceWorks.org](http://AttendanceWorks.org)

### Compulsory Student Attendance

All children between six (6) and eighteen (18) years of age shall attend school regularly during the full period and hours, religious holidays excepted, that the school is in session. All students must attend until the end of the term, quarter, or semester of the school year in which the child becomes eighteen (18) years of age unless they fall under an exception outlined in the Board Policy 5200 - Attendance. A child who is enrolled in five (5) year-old kindergarten shall attend school regularly, religious holidays excepted, during the full period and hours that kindergarten is in session until the end of the school term.

## **Excused Absences**

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

### Physical or Mental Condition

The student is temporarily not in proper physical or mental condition to attend a school program. If the absence exceeds five (5) days, the inability of the student to attend school due to a physical or mental condition must be certified in writing by a licensed physician, dentist, chiropractor, optometrist or psychologist or Christian Science practitioner living and residing in Wisconsin, who is listed in the Christian Science Journal. The time period for which the certification is valid may not exceed thirty (30) days.

### Obtaining Religious Instruction

Students may wish to obtain religious instruction outside the school during the required school period. Such absences must be at least 60 minutes but not more than 180 minutes per week. A student must be properly registered and a copy of such registration must be filed with the principal. The supervisor of the religious instruction must report monthly to the District the names of the students who are attending the weekly instruction. The supervisor of such religious instruction shall report monthly, to the principal of the school regularly attended, the names of the students who attended such weekly religious instruction.

The District will assume no liability for a student while attending religious instruction nor will it provide transportation for such instruction. See Board Policy 5223 – Absences for Religious Instruction for further details.

### Permission of Parent or Guardian

The student may be excused by their parent or guardian before the absence for any or no reason. A student may not be excused for more than ten (10) days under this paragraph and must complete any course work missed during 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 a funeral
- legal proceedings that require the student's presence
- college visits
- job fairs
- vacations

*Parents are encouraged not to take their child out of school for vacations. When a family vacation must be scheduled during the school year, families should communicate with the student's advisor and the MG21 office and the students should complete the Anticipated Absence Form three (3) days prior to the absence.*

### Religious Holiday

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

### Suspension or Expulsion

The student has been suspended or expelled.

### Program or Curriculum Modification [high school only]

Students may be excused from regular school attendance to participate in a program or curriculum modification leading to high school graduation or a high school equivalency diploma as provided by State law.

### High School Equivalency

A student may be excused from regular school attendance to participate in a program leading to a high school equivalency diploma in a secured correctional facility, a secured child caring institution, a secure detention facility, or a juvenile portion of a county jail. The student and their parent or guardian must agree that the student will continue to participate in such a program.

### Child at Risk

The student is a “child at risk” as defined under State law and is participating in a program at a technical college on either a part-time or full-time basis leading to high school, as provided under State law.

### Election Day

A high school student age sixteen (16) or seventeen (17) is permitted to be excused to serve as an election official provided that the following criteria are met: (1) the student has the permission of their parent to serve as an election official on election day; (2) the student has signed up and the municipal clerk has informed the principal that the student has been assigned to serve in this capacity; and (3) the student has at least a 3.0 grade point average or equivalent, or has met alternative criteria established by Board, if any. The principal shall promptly notify the municipal clerk or the board of election commissioners of the municipality that appointed the child as an election official if the child no longer has at least a 3.0 grade point average or the equivalent, or no longer meets the established alternative requirements. A student's absence to serve as an election official under this policy shall be treated as an excused absence. Where possible students are encouraged to provide advance notice as much as possible. Students are responsible for completing any missed school work and responsible for making appropriate arrangements to do so.

## **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 conference 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.

## **Chronic Absenteeism**

*Chronic absenteeism* is when a student is consistently absent from school, even when the absences are excused. Under Wisconsin State Statute 118.15(1)(a) and (am), all students between six (6) and eighteen (18) years of age shall attend school regularly. According to MGSD School Board Policy 5200, a student may not be excused by permission of the parent for more than ten (10) days per school year.



## **Truancy**

A student will be considered truant if he or she is absent part or all of one or more days from school during which the school has not been notified of the legal cause of such absence by the parent or guardian of the absent student. A student will also be considered truant if the student has been absent intermittently for the purpose of defeating the intent of the Wisconsin Compulsory Attendance statute. (118.15, Wis. Stats.)

When a student is truant, the School Attendance Officer shall ensure that all applicable provisions of the School District's Truancy Plan are carried out.

## **Unexcused Absences**

Unexcused absences demonstrate a deliberate disregard for the educational program and are considered a serious matter. The school will determine on a case-by-case basis the appropriate methods to deal with unexcused absences. The following methods may be considered:

- Conference and support plan for student
- Requiring the student to make-up course work
- Restorative Meeting with family

## **Habitual Truancy**

A student is considered a habitual truant if he or she is absent from school without an acceptable excuse for part or all of five (5) or more days on which school is held during a school semester.

When a student initially becomes a habitual truant, the School Attendance Officer shall ensure that all applicable provisions of the School District's Truancy Plan are carried out.

### Parent/Guardian Responsibilities

It is the responsibility of the student's parent or guardian to ensure that their child attends school regularly. Parents are expected to provide a notice for all absences.

### Student Responsibilities.

Students are required to attend all classes and other school activities on their daily schedule, unless they have been excused from school.

## **Make-Up Course Work**

Students who are absent from school, whether the absence was excused or unexcused, shall be permitted to make up coursework missed during the absence when they return to school. It is the student's responsibility to contact his/her teachers to determine what coursework and examinations must be made up. Teachers shall have the discretion to assign substitute coursework. Teachers shall also have the discretion to specify where and when coursework shall be completed, including outside regular school hours. The time for completing the work shall be commensurate with the length of the absence, unless extended based upon extenuating circumstances.

## **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.

## **Late Arrival and Early Dismissal**

It is necessary that a student be in attendance throughout the school day in order to benefit fully from the educational program of the District.

The Board recognizes, however, that from time-to-time compelling circumstances require that a student be late to school or dismissed before the end of the school day.

As an agent for the education of the children of this School District, the Board shall require that the school be notified in advance of such absences by either a written (including email) or personal (phone or face-to-face) request of the student's parent, who shall state the reason for the tardiness or early dismissal.

No student who has a medical disability which may be incapacitating may be released without a person to accompany the student.

No student shall be released to anyone who is not authorized such custody by the parents.

## **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.

For more information and resources on supporting attendance: [Supporting Attendance at MG21](#)

## **Family Involvement and Support**

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 meets with parents throughout the year for Family Learning Partnership Meetings.

MG21 thrives with strong parent support and involvement. We are better as a team. We want to be able to celebrate our students' successes. We 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 here are a few things that will help your student be successful at MG21:

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

- I will 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 will 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.

## **Family Teacher Forum (FTF)**

Please consider joining our Family Teacher Forum (FTF) which meets on the 3rd Wednesday of each month during the school year. The FTF focuses on building a supportive community of MG21 families and staff through monthly meetings, events and fellowship. It's an opportunity for MG21 families to connect with each other as well as support the school. The FTF organizes 2 events per year to foster community. The monthly meetings usually contain an educational/learning opportunity with topics that families request. If you would like to be involved please contact the front office.

## **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.

## **Visitor Policy**

Visitors are welcome at the School. In order to properly monitor the safety of students and staff, each visitor must report to the office upon entering the school to register and obtain a pass. All visitor must have a pass/name tag.

If a person wishes to confer with a member of the staff, they should call for an appointment prior to coming to the school, in order to prevent any loss of instructional time. Visitors access to classrooms and instructional activities are subject to reasonable restrictions and limits. Please consult with the school regarding these restrictions. Students may not bring visitors to school without first obtaining written permission from the school. (Board Policy 7440 – Facility Security and Policy 9150 – School Visitors)

In accordance with 120.13(35), Wis. Stats., the District Administrator has the authority to establish conditions for entering or remaining in a School District building, prohibit the entry of any person to a school of this School District, or to require a visitor to leave when there is reason to believe the presence of such person would be or is detrimental to the good order of the school. If such an individual refuses to leave the school grounds or creates a disturbance, administrators are authorized to request from the local law enforcement agency whatever assistance is required to remove the individual.

# 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**

It is important to remember that the school's rules apply at school, on school property, at school-sponsored events, and on school transportation.

The school bus is considered to be an extension of the classroom; therefore, the School District requires students to conduct themselves while on the bus in a manner consistent with established standards for classroom behavior. The School District has developed a set of bus rider rules.

In cases when a student's behavior is unsafe, the bus driver may notify an administrator (or designee) at the student's school. Similar to the classroom, repeated or severe inappropriate/unsafe behaviors will receive more intensive consequences. When appropriate, administration will involve caregivers to help problem solve and resolve behavior concerns. In some cases, a student can be suspended from school transportation for infractions of school bus rules. Guidelines for proper notification of parents/guardians and due process have been established.

The District shall not discriminate in standards and rules of behavior or disciplinary measures on the basis of sex, race, national origin, ancestry, creed, pregnancy, marital or parental status, sexual orientation or physical, mental, emotion or learning disability. Discrimination complaints shall be processed in accordance with established procedures.

All buses are equipped with video cameras for the primary purpose of supporting a safe environment.

The following rule applies to any school-sponsored transportation by bus:

## **Students on the Bus**

1. No eating on the bus, unless you have a specific medical plan/need. (on a very limited basis there may be food on buses for evening or overnight activities, preapproved)
2. Stay seated when the bus is in motion.
3. Keep hands and head inside the bus at all times.
4. Keep aisles clear.
5. Keep hands, feet, and objects to self.
6. Use school appropriate language.
7. Cell phones/electronic devices:
  - a. May be used as long as content and use is school appropriate
  - b. Volume needs to be off or headphones need to be used

### **Other Info for Families:**

1. Students will ride on their assigned buses.
2. Guest ridership is prohibited.
3. Students will get on and off the bus at their assigned stop for am/pm routes.
4. Riders are expected at the bus pick-up point five (5) minutes prior to the scheduled pick-up time and shall help keep the bus on schedule. The bus will stop only if the students are at the designated pick-up point.
5. Transporting animals or glass articles is prohibited.
6. Transporting rollerblades, skates, scooters or skateboards is prohibited, unless fully enclosed in a backpack.
7. If applicable, students will be seated in their assigned seats.

### **Bus Safety**

1. Riders should stay off the roadway at all times as well as practice safe behaviors to other riders and to passerby's vehicles while waiting for the bus. Students will walk on sidewalks and if no sidewalk is available the student will walk on the side of the road facing traffic to get to the bus stop.
2. Riders should wait until the bus has come to a complete stop and the driver has signaled them before moving towards the bus. Riders should be in single file before entering the bus. If children must cross the roadway to get to the bus, they may cross the road only after the bus driver has signaled that it is safe to cross.
3. After getting off the bus and checking to be sure that no traffic is approaching, and after receiving the signal from the driver, riders may cross the road. Riders should cross the road 10 feet in front of the bus so that the driver can see them cross, among other safety reasons. Riders should be alert to the danger signal, a steady blast of the horn, from the driver. Should that danger signal be sounded, the students should return to curbside (the right hand side/door side of the bus).
4. Students must stay on the bus during a road emergency unless the driver says otherwise.

### **Co-Curricular and Special Activity Trips**

The above rules and regulations apply to any trip under District-sponsorship. However, in certain circumstances, with permission, and under the supervision of chaperones, food and beverages will be permitted. The riders are responsible for picking up any litter that results from food and beverages. Bus conduct on co-curricular and special activity trips is the responsibility of the supervising chaperones.

Riders making a co-curricular or special activity trip must return on the same bus, unless written authorization from parents/guardians has been presented to the supervising employee in advance of the activity. Bus transportation is provided for all eligible students. The Monona Grove School District partners with Nelson's Bus Service.

### **School Vans**

MG21 uses school and district vans 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.

# **SEVERE WEATHER AND EMERGENCY PROCEDURES**

## **Severe Weather Procedures**

If the school must be closed or the opening delayed because of inclement weather or other conditions, the district will notify families via email, phone message. Information will also be shared on local news stations and our website.

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.

Parents and students are responsible for knowing about emergency closings and delays. (Board Policy 8220 – School Day/School Closure)

## **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. +20° 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 8:00am. The building is not open and there is no supervision before that time.

## **ADMISSIONS POLICY and PROCESS**

MG21 is open, tuition-free, 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.

MG21 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.

### **Regular Admission**

1. The Governance Board will set enrollment limits for the following school year during its January board meeting, prior to the District Board of Education's determination of the number of open enrollment seats for the District for the following school year. The Governance Board may set enrollment limits by grade.
2. The Governance Board will set an application period.
3. If the number of enrollment applications exceeds the enrollment limit during the application period, the school will select students on a random lottery basis.
4. Currently-enrolled students, including students moving from the Middle Campus to the Upper Campus, are guaranteed enrollment and will not be included in the lottery.
5. The Charter School will give preference to siblings of pupils who are already attending the Charter School. In addition, the Charter School will give preference to children of the charter school's founders, Governance Board members, and full-time employees. The total number of children given preference under this paragraph will constitute no more than 10 percent of the Charter School's total enrollment.
6. A waiting list will be maintained for students who are not selected in the random lottery. The waiting list will be utilized until September 15 of the upcoming school year.
7. If no waiting list exists following the Regular Admissions period, applications for the fall trimester will be accepted until the start of the school year. If there are more applicants than open spots during this period, a second lottery will be conducted prior to the start of the school year following the procedure outlined above.
8. If at the end of the Regular Admissions Period all available enrollment spaces are not filled, the school may, but is not required to, accept applications beyond the regular application period. The Governance Board or its designee reserves the right to determine if additional applicants will be accepted.
9. Open-enrolled applicants who meet the eligibility requirements and select the Charter School as a preference will be placed in the Charter School under the procedures listed above.



10. If a student who has selected the Charter School as a preference is a student with a disability under the Individuals with Disabilities Educational Act, placement will be determined by the Individual Education Program team in accordance with federal law. The IEP Team will review the school program and the student's needs in determining the best placement. (See Addendum-Understanding the MG21 Model: Program Descriptors/Criteria for Independent Learners)
11. The Charter School may include in its lottery all nonresident applicants who seek enrollment in the Charter School. An open-enrolled applicant's admission to the Charter School will be contingent on the student's enrollment in the District.
12. 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. Attendance at the Charter School is voluntary.

## **Open Enrollment**

1. Families interested in MG21 who live outside of the Monona Grove School District must apply for Open Enrollment into the Monona Grove School District. A student must be accepted by the District through open enrollment to be enrolled in MG21.
2. The regular DPI Open Enrollment period is February 1 -April 30. Open enrollment procedures can be found on the State of Wisconsin Department of Public Instruction Website (see link at <http://dpi.wi.gov/sms/pstoc.html>). Families should note on your application a request for MG21, The Monona Grove Liberal Arts Charter School for the 21st Century.
3. Students applying for Open Enrollment after April 30, should complete the DPI Alternate Open Enrollment application.

## **ADDENDUM:**

[Understanding the MG21 Model: Program Descriptors/Criteria for Independent Learners](#)

## EXTRA INFORMATION FOR FAMILIES

### 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.

PLEASE NOTE: The parent/guardian must designate a date range giving permission to the school to administer medication on the Non-Prescription and Prescription Medication Forms. The Carry and Self Administer form is valid for one year only.

[Click here for medication forms/permissions.](#)

### Student Work Permit

Schools are no longer authorized to apply for work permits on behalf of students. The Department of Workforce Development's Equal Rights Division has developed an online work permit application tool. The online application is available to the parents of minors 24 hours a day, 7 days a week from any computer, tablet, smartphone, or similar device.

Families can access the application on the site [using these instructions](#). Payment is made directly to the department through the application, using a credit or debit card or by ACH direct withdrawal. Once the permit application process is complete, the Department mails a paper copy of the permit directly to the employer.

In addition, they have reorganized their employment of minors web pages. The information you need is linked at the bottom of [this page](#), including a [guide to hazardous and prohibited work](#), the [hours and times of day restrictions for minors](#), and links to the appropriate [statutes](#) and [codes](#).

If you have any questions or concerns, please email [workpermits@dwd.wisconsin.gov](mailto:workpermits@dwd.wisconsin.gov).

## MG21 FIELD TRIP PERMISSION

The students at MG21 go on field trips throughout the year to participate in service projects and experiential learning opportunities. Field trips are academic activities that are held off school grounds. There are also other trips that are part of the school's co-curricular and extra-curricular program. 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.

No student may participate in any school-sponsored trip without parental consent. (Board Policy 2340 – District-Sponsored Trips)

Attendance rules, the Student Code of Conduct, and the Search and Seizure policy apply to all field trips.

**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.

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

<b>Student Signature:</b>		<b>Parent/Guardian Signature:</b>	
---------------------------	--	-----------------------------------	--

### **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.**

# 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.

### 21<sup>st</sup> Century Skills

21<sup>st</sup> 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 21<sup>st</sup> 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.

- **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 with Second Harvest Food Pantry, River Food Pantry, Habitat for Humanity Restore, and work with the city of Monona and the Monona Public Library.
- **Morning Meeting/Advisory** All students meet with their advisor to check-in, hear morning announcements, and discuss current events.
- **Town Halls:** This is where we deliver curriculum based skills related to personal wellness and

- growth and community building and discuss community issues.
- **Pathfinding:** Students explore their interests through a series of interest exploration activities, informational interviews, job shadows and community mentorships and leaving to learn field trips.

**ACP** at MG21 lives in our Leaving to Learn trips and Pathfinding work. Students have the opportunity to explore post high school options throughout their time at MG21. Academic and career planning services, including individualized support and access to software tools and staff assistance, is provided to students in grades 6 to 12. The mission of academic and career planning is to provide a comprehensive plan, which will be developed and maintained by a student, that includes the student's academic, career, personal, and social goals and the means by which the student will achieve those goals both before and after high school graduation. (Board Policy 2411 – School Counseling and Academic and Career Planning)

### **YA/EE/ SCN**

All MG21 students are eligible to participate in the WI. Youth Apprenticeship Program, Early College Credit and Start College Now programs. MG21 works with Greg Benz, Career & Tech Ed Coordinator to coordinate these opportunities for our students.

### **Early College Credit Program**

Any student in 9<sup>th</sup>, 10<sup>th</sup>, 11<sup>th</sup>, or 12<sup>th</sup> grade may enroll in the Early College Credit Program providing the student meets the requirements established by law and by the School District and subject to the approval of the Board on an annual basis. A student or their parent must also complete and submit the Intent to Participate Form available from the Student Services Office or the Department of Public Instruction to the high school administration by February 1<sup>st</sup> if the student intends to enroll in the summer session, by March 1<sup>st</sup> if the student intends to enroll in the next fall semester, and by October 1<sup>st</sup> if they intend to enroll in the spring semester. Please see our [website](#) for additional information. (*Board Policy 2271 – Early College Credit Program*)

### **Start College Now Program**

Any student in 11<sup>th</sup> or 12<sup>th</sup> grade may enroll in a course at a Wisconsin Technical College System campus through the Start College Now Program providing the student meets the requirements established by law and by the School District and subject to approval on an annual basis. A student or their parent must also complete the application form and submit it to the high school Student Services Office by March 1<sup>st</sup> if the student intends to enroll in the next fall semester or by October 1<sup>st</sup> if they intend to enroll in the spring semester. Please see our [website](#) for additional information. (*Board Policy 2271.01 – Start College Now Program*)

### **Senior Capstone Project**

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 skills and experiences to take their next steps. As an MG21 student, students have taken charge of their education. This final project should function as a capstone in the educational architecture they have built. Common options for senior capstone projects center around **career experience** (volunteer and/or internship in post-high school field) or **service** (design and implement a community service project for the school or greater community). Ideally the capstone project should still be a “life-enhancing” experience that reinforces and strengthens a student’s personal values and interests.

### **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.

## 2025-26 UC DAILY SCHEDULE

Monday	Tuesday	Wednesday	Thursday	Friday
9:00-9:55 Project Block 1		Service/Pathfinding 9:00-9:55 Block 1	9:00-9:55 Project Block 1	
10:00 - 10:30 Advisory		10:00 - 10:50 Block 2	10:00 - 10:30 Advisory	
10:35-11:30 Project Block 2		11:00-12:00 Block 3	10:35-11:30 Project Block 2	
11:30-12:15 Lunch		12:00-12:45 Lunch	11:30-12:15 Lunch	
12:20-1:15 Project Block 3			12:20-1:15 Project Block 3	
1:20-2:10 SLP Block			1:20-2:10 SLP Block	
2:15-3:00 Elective Project Block			2:15-3:00 Elective Project Block	2:15 Advisory 2:45 Dismiss

### Lunch

Lunch and a la carte breakfast are available daily through the Monona Grove food service. Students can use their food service account or pay cash to purchase items,

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 students 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 21<sup>st</sup> 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
- (1.5) Physical Education
- (0.5) Health/Wellness/CPR Certification
- (6.5) Additional Credits
- (0.25) Financial Literacy
- Senior Portfolio and Senior Capstone Project (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 meet with MG21 staff and parents/guardians to collectively determine the best path forward and/or 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 prior approval and be a junior/senior.



# **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. Student attendance and progress can be found in Infinite Campus.

### **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 MG21 website includes details about upcoming events.

### **Weekly Communication**

Middle Campus staff send out weekly update. In this update, we share general information about the previous weeks' learning, and upcoming events.

### **Learning Partnership 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**

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 literacy workshops with peers where they work on writing, reading, spelling, vocabulary and grammar.

### **Genius Hour-Student Led 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.

### **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. MC Students are the stewards of our CG School Forest.

### **Community Led Projects**

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.

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.

Weekly excursions and long-term projects are a part of our outdoor program, as are our annual overnight spring camping trip. 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.

### 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.

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.

### 2025-26 MC DAILY 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
9:00 - 9:55 Genius Hour, SLPs, and CLPs	9:00 - 9:55 Genius Hour, SLPs, and CLPs	<u>Field Day Outing</u> <u>Rotations</u> 9:00-12:00	9:00 - 9:55 Genius Hour, SLPs, and CLPs	9:00 - 9:45 Genius Hour, SLPs, and CLPs
10 - 10:30 Advisory	10 - 10:30 Advisory (foreshadow field day)	Week 1-Monona Library Week 2-CG School Forest Week 3- TLP/Community Focus Week 4-Outdoor Ed	10 - 10:30 Advisory	9:45 - 10:30 Town Hall (and project presentations)
10:35 - 11:30 Math	10:35 - 11:30 Math		10:35 - 11:30 Math	10:35 - 11:30 Math
11:35 - 12:30 Lunch + Recess	11:35 - 12:30 Lunch + Recess	12 - 1 Lunch + Recess	11:35 - 12:30 Lunch + Recess	11:35 - 12:30 Lunch + Recess/DEAR
12:35 - 1 DEAR	12:35 - 1 DEAR	Staff Development	12:35 - 1 DEAR	12:35 - 1:00 Literacy ( word work)
1 - 1:45 Literacy	1 - 1:45 Literacy		1 - 1:45 Literacy	1:05 - 2:00 TLPs
1:50-3:00 TLPs	1:50-3:00 TLPs		1:50-3:00 TLPs	Active Block 2:05-3:05
3 - 3:10 Cleanup and Dismissal	3 - 3:10 Cleanup and Dismissal		3 - 3:10 Cleanup and Dismissal	3:05 - 3:10 Cleanup and Dismissal

DEAR=Drop Everything and Read TLPs= Teacher Led Projects CLPs=Community Led Projects

# MC STUDENT CONDUCT 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

**\*\*Please see Appendix I for District Student Conduct and Behavior Information**

### **Healthy Habits for Learning**

1. Rest. Teens and pre teens need between 10-12 hours of sleep per night.
2. Healthy food.
  - a. Eat breakfast and lunch.
  - b. Bring healthy snacks.
  - c. Sugar can have a negative impact on student learning. We ask students to please avoid bringing sugary drinks, snacks and candy to school.
  - d. Avoid caffeine. Please do not bring energy drinks to school.

# **APPENDIX I**

## **Monona Grove School Board Policies and Procedures and Parental Notices**

### **Superintendent Dr. Tanya L. Fredrich**

#### **The Monona Grove District Vision and Mission Statement**

##### **Our Mission**

To be a safe, equitable, and inclusive learning community for everyone.

##### **Our Vision**

Engaged learning where equity is prioritized.

#### **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.

#### **District Policy Introduction:**

This student handbook was developed to answer many of the commonly asked questions that you and your parents may have during the course of a school year. This handbook summarizes many of the official policies and administrative guidelines of the Board of Education and the School District. To the extent that the handbook is ambiguous or conflicts with these policies and guidelines, the policies and guidelines shall control. This handbook is effective immediately and supersedes any prior student handbook.

Because the handbook also contains information about student rights and responsibilities, each student is responsible for knowing its contents. Please take time to become familiar with the following information and keep the handbook available for you and your parents' use. It can be a valuable reference during the school year and a means to avoid confusion and misunderstanding when questions arise. Should you have any questions that are not addressed in this handbook, contact the school office. This handbook supersedes all prior handbooks and other written or oral statements regarding any item in this handbook.

This handbook summarizes many of the official policies and administrative guidelines of the Board of Education and the School District. If any of the policies or administrative guidelines referenced herein is revised after June 30, 2025 the language in the most current policy or administrative guideline prevails. The current policies and guidelines are available on the District's website.

This Student/Parent Handbook is based in significant part on policies adopted by the Board of Education and Administrative Guidelines developed by the District Administrator. The Policies and Guidelines are periodically updated in response to changes in the law and other circumstances. Therefore, there may have

been changes to the documents reviewed in this Handbook since it was published. If you have questions or would like more information about a specific issue, contact your school principal.

## **EQUAL EDUCATION OPPORTUNITY/ANTI-HARASSMENT**

It is the policy (*Board Policy 2260 – Nondiscrimination and Access to Equal Educational Opportunity*) of the School District to provide an equal education opportunity for all students. The right of a student to be admitted to school and to participate fully in curricular, extra-curricular, student services, recreational or other programs or activities shall not be abridged or impaired based on the traits of sex (including gender status, change of sex, or gender identity), race, color, national origin, religion, creed, ancestry, marital or parental status, sexual orientation or physical, mental, emotional or learning disability, or any other characteristic protected by Federal or State civil rights laws (hereinafter referred to as “Protected Characteristics”) or other protected characteristics as well as place of residence within School District boundaries, or social or economic background.

Students who have been identified as having an impairment or disability under Section 504 of the Rehabilitation Act or the Americans with Disabilities Act shall be provided with appropriate educational services. Parents who have questions should contact Christa Foster at 608-221-7660.

It is also the policy (*Board Policy 5517 – Student Anti-Harassment*) of the School District to maintain an educational environment that is free from all forms of harassment. This commitment applies to all School District operations, programs, and activities. All students, administrators, teachers, staff, and all other school personnel share responsibility for avoiding, discouraging, and reporting any form of harassment. This policy applies to conduct occurring in any manner or setting over which the School District can exercise control, including on school property, or at another location if such conduct occurs during an activity sponsored by the School District.

The School District will not tolerate any form of harassment and will take all necessary and appropriate actions to eliminate it, including suspension or expulsion of students and disciplinary action against any other individual in the School District community. Additionally, appropriate action will be taken to stop and otherwise deal with any third party who engages in harassment against our students.

Any person who believes that the MG21 or any staff person has discriminated against them in violation of these policies may file a complaint. A formal complaint can be made in writing to a School District Compliance Officer listed below:

Christa Foster  
Director of Student Services  
Monona Grove School District  
5301 Monona Drive  
Monona, WI 53716  
(608) 221-7660  
christa.foster@mgschools.net

The complaint procedure is described in *Board Policy 2260 - Nondiscrimination and Access to Equal Educational Opportunity* and *Policy 5517 – Student Anti-Harassment*. The policies are available on the School District’s [website](#).

Due to the sensitivity surrounding complaints of harassment, time lines are flexible for initiating the complaint process; however, individuals should make every effort to file a complaint within thirty (30) days after the conduct occurs while the facts are known and potential witnesses are available. Once the complaint process is begun, the investigation will be completed promptly. (What constitutes promptness will depend on the complexity of the issues, the number of incidents or factual elements, the number of witnesses and documents to be consulted, and the availability of witnesses and other evidence.)

If at any time during the investigation process the investigator determines that the complaint is properly defined as Bullying, under *Board Policy 5517.01 - Bullying*, and not harassment under *Board Policy 5517 – Student Anti-Harassment*, because the conduct at issue is not based on a student’s Protected Characteristics, the investigator shall transfer the investigation to the appropriate building principal.

Under no circumstances will the School District threaten or retaliate against anyone who raises or files a complaint.

Our school is committed to an educational environment that is free of harassment of any form. Our school will not tolerate any form of harassment and will take all necessary and appropriate action to eliminate it, including suspension or expulsion of students and disciplinary action against any other individual in the School District community. Additionally, appropriate action will be taken to stop and otherwise deal with any third party who engages in harassment against our students.

Harassment means behavior toward a student or group of students based, in whole or in part on the traits of sex (including gender status, change of sex, or gender identity), race, color, national origin, religion, creed, ancestry, marital or parental status, sexual orientation or physical, mental, emotional or learning disability, or any other characteristic protected by Federal or State civil rights laws (hereinafter referred to as “Protected Characteristics which substantially interferes with the student’s school or academic performance or creates an intimidating, hostile or offensive school environment. Harassment also includes “hate speech” directed against a student—the use of language, behavior, or images/symbols that express prejudice against a particular group or groups on the basis of any protected characteristic(s).

Examples of conduct that may constitute harassment include:

- graffiti containing offensive language;
- name calling, jokes or rumors;
- threatening or intimidating conduct directed at another because of the other’s protected characteristic (e.g., sex, race, learning disability);
- notes or cartoons;
- slurs, negative stereotypes, and hostile acts which are based upon another’s protected characteristic;
- written or graphic material containing comments or stereotypes which is posted or circulated and which is aimed at degrading individuals or members of protected classes;
- a physical act of aggression or assault upon another because of, or in a manner reasonably related to, the individual’s protected characteristic; or
- other kinds of aggressive conduct such as theft or damage to property, which is motivated by a protected characteristic.



## NONDISCRIMINATION ON THE BASIS OF SEX

The Board of the Monona Grove School District does not discriminate on the basis of sex in its education program or activity and is required by Title IX and its implementing regulations not to discriminate in such a manner. The requirement not to discriminate in its education program or activity extends to admission and employment. The School District's Title IX Coordinator(s) is/are:

Christa Foster  
Director of Student Services  
Monona Grove School District  
5301 Monona Drive  
Monona, WI 53716  
(608) 221-7660  
christa.foster@mgschools.net

Any inquiries about the application of Title IX and its implementing regulations to the District may be referred to the Title IX Coordinator(s), the Assistant Secretary for the U.S. Department of Education's Office for Civil Rights, or both.

The Board has adopted a grievance process that provides for the prompt and equitable resolution of student and employee complaints alleging any action that is prohibited by Title IX and/or its implementing regulations. The grievance process is included in *Board Policy 2266 – Nondiscrimination on the Basis of Sex in Education Programs or Activities*. The grievance process specifically addresses how to report or file a complaint of sex discrimination, how to report or file a formal complaint of Sexual Harassment, and how the School District will respond.

It is a violation of this policy for anyone to knowingly making false statements or knowingly submitting false information during the sex discrimination complaint process, including intentionally making a false report of sexual harassment, or submitting a false formal complaint. The School District will not tolerate such conduct, which is a violation of the Student Code of Conduct.

Neither the Board nor any other person may intimidate, threaten, coerce, or discriminate against any individual for the purpose of interfering with any right or privilege secured by Title IX, its implementing regulations, or *Board Policy 2266 - Nondiscrimination on the Basis of Sex in Education Programs or Activities*, or because the individual made a report or complaint, testified, assisted, or participated or refused to participate in any manner in an investigation, proceeding, or hearing under this policy. Intimidation, threats, coercion, or discrimination, including charges against an individual for code of conduct violations that do not involve sex discrimination or sexual harassment, but arise out of the same facts or circumstances as a report or complaint of sex discrimination, or a report or formal complaint of sexual harassment, for the purpose of interfering with any right or privilege secured by Title IX, its implementing regulations, or this policy, constitutes retaliation. Retaliation against a person for making a report of sexual harassment, filing a formal complaint, or participating in an investigation, is a serious violation of *Board Policy 2266 - Nondiscrimination on the Basis of Sex in Education Programs or Activities* that can result in the imposition of disciplinary sanctions, consequences, and/or other appropriate remedies.

All students, parents, and their representatives are advised to review *Board Policy 2266 - Nondiscrimination on the Basis of Sex in Education Programs or Activities* for more information and detail regarding the School District's commitment to nondiscrimination on the basis of sex.

## SEXUAL HARASSMENT

Sexual harassment is prohibited in our school and at school-sponsored activities in accordance with *Board Policy 5517 – Student Anti-Harassment*. Sexual harassment consists of unwelcome sexual advances, requests for sexual favors, sexually motivated physical conduct, or other verbal or physical conduct or communication of a sexual nature when:

1. submission to that conduct or communication is made a term or condition, either explicitly or implicitly, of obtaining an education; or
2. submission or rejection of that conduct or communication by an individual is used as a factor in decisions affecting that individual's education; or
3. conduct or communication has the purpose or effect of substantially or unreasonably interfering with an individual's education, or creating an intimidating, hostile or offensive educational environment.

Sexual harassment may include, but is not limited to:

- unwelcome verbal harassment or abuse;
- unwelcome pressure for sexual activity;
- unwelcome, sexually motivated or inappropriate patting, pinching or physical contact, other than necessary restraint of students by teachers, administrators or other school personnel to avoid physical harm to persons or property;
- unwelcome sexual behavior or words including demands for sexual favors, accompanied by implied or overt threats concerning an individual's educational status;
- unwelcome sexual behavior or words, including demands for sexual favors, accompanied by implied or overt promises of preferential treatment with regard to an individual's educational status; or
- unwelcome behavior or words directed at an individual because of their sex or sexual orientation;

Sexual harassment examples include, but are not limited to:

- repeatedly asking a person for dates or sexual behavior after the person has indicated no interest;
- rating a person's sexuality or attractiveness;
- staring or leering at various parts of another person's body;
- spreading rumors about a person's sexuality;
- letters, notes, telephone calls or materials of a sexual nature;
- displaying pictures, calendars, cartoons or other materials with sexual content;

- a pattern of conduct, which can be subtle in nature, that has sexual overtones and is intended to create or has the effect of creating discomfort and/or humiliation to another; or
- remarks speculating about a person's sexual activities or sexual history, or remarks about one's own sexual activities or sexual history.

It is also the policy of the School District that a sexual relationship between staff and students is not permissible in any form or under any circumstances, in or out of the school, in that it interferes with the educational process and may involve elements of coercion by reason of the relative status of a staff member to a student. An inappropriate boundary invasion by a School District employee or other adult member of the School District community into a student's personal space and personal life is sexual harassment.

If you wish to report harassment, please contact either of the School District's Title IX Coordinators listed below:

Christa Foster  
 Director of Student Services  
 Monona Grove School District  
 5301 Monona Drive  
 Monona, WI 53716  
 (608) 221-7660  
[christa.foster@mgschools.net](mailto:christa.foster@mgschools.net)

Any person may report sexual discrimination, including sexual harassment, to the School District's Title IX Coordinator listed above, regardless of whether the person is the alleged victim of the reported conduct. The report may be made in person, by mail, by telephone, or by email. The report may be made at any time, including during non-business hours.

A copy of *Board Policy 2266 - Nondiscrimination of the Basis of Sex in Education Programs or Activities*, including the reporting, investigation, and resolution procedures, is available in the school office and on the District's website. *Board Policy 5517 – Student Anti-Harassment*, as well as *Board Policy 2266*, both contain the complaint procedures and steps for investigating complaints under these policies.

Any person who is unsure about how to submit a complaint of discrimination, harassment, or sexual harassment is encouraged to immediately contact one of the listed Compliance Officers, a Title IX Coordinator, an administrator, or any trusted member of the staff for assistance in filing a complaint.

Retaliation against a person who files a complaint is prohibited by Board policy and Federal law. Any allegation of retaliation should be filed immediately with assurance that it will be taken seriously and fully investigated by the School District.

## **BULLYING**

Bullying is defined as a person willfully and repeatedly exercising power or control over another with hostile or malicious intent. Bullying can be physical, verbal, electronically transmitted, psychological (e.g., emotional abuse), through attacks on the property of another, or a combination of any of these. Examples of bullying include:

- Physical – hitting, kicking, spitting, pushing, pulling, taking and/or damaging personal belongings or extorting money, blocking or impeding student movement, unwelcome physical contact.

- Verbal – taunting, malicious teasing, insulting, name calling, making threats.
- Psychological – spreading rumors, manipulating social relationships, coercion, or engaging in social exclusion/shunning, extortion, or intimidation.
- "Cyberbullying" – the use of information and communication technologies such as e-mail, cell phone and pager text messages, instant messaging (IM), defamatory personal websites, and defamatory online personal polling websites, to support deliberate, repeated, and hostile behavior by an individual or group, that is intended to harm others.

All complaints about aggressive behavior that may violate this policy shall be promptly investigated. If the investigation finds that aggressive behavior has occurred, it will result in prompt and appropriate discipline, co-curricular sanctions and/or disciplinary action up to and including suspension or expulsion. Individuals may also be referred to law enforcement officials.

Retaliation against any person who reports, is thought to have reported, files a complaint, or otherwise participates in an investigation or inquiry concerning allegations of bullying is prohibited and will not be tolerated. Such retaliation shall be considered a serious violation of Board policy and independent of whether a complaint is substantiated. Suspected retaliation should be reported in the same manner as bullying.

Making intentionally false reports about bullying for the purpose of getting someone in trouble is similarly prohibited and will not be tolerated. Retaliation and intentionally making a false report may result in disciplinary action as indicated above.

If a student or other individual believes there has been bullying, regardless of whether it fits a particular definition, the student should report it and allow the administration to determine the appropriate course of action. (*Board Policy 5517.01 - Bullying*)

## **STUDENT HAZING**

Hazing activities of any type are inconsistent with the educational process and may in some circumstances be a violation of State law. The Board prohibits all such activities at any time in school facilities, on school property, and at any School District-sponsored activity or event.

Hazing is defined as performing any act or coercing another, including the victim, to perform any act of initiation into any class, group, or organization that causes or creates a risk of causing mental, emotional, or physical harm. Permission, consent, or assumption of risk by an individual subjected to hazing shall not lessen the prohibitions contained in this policy.

If hazing or planned hazing is discovered, the students involved shall be informed by the discoverer of the prohibitions contained in this policy and shall be ordered to end all hazing activities or planned activities immediately. All hazing incidents shall be reported immediately to the Principal or to the District Administrator.

Students who fail to abide by this policy may be subject to disciplinary action and may be held personally liable for civil or criminal penalties. Disciplinary action for students may include, but is not limited to, suspension and/or expulsion. (*Policy 5516 – Student Hazing*)

## **SECTION 504/ADA COMPLAINT**

Any person who believes that the MG21 or any staff person has discriminated against them in violation of the *Board Policy 2260.01 – Section 504/ADA Prohibition Against Discrimination Based on Disability* may file a complaint. A formal complaint can be made in writing to a District Compliance Officer listed below:

Christa Foster  
Director of Student Services  
Monona Grove School District  
5301 Monona Drive  
Monona, WI 53716  
(608) 221-7660  
christa.foster@mgschools.net

The complaint procedure is described in Administrative Guidelines 2260.01A and 2260.01B and are available on the School District's [website](#).

## **SECTION I - GENERAL INFORMATION**

### **ENROLLING IN THE DISTRICT**

Wisconsin students generally enroll in the School District in which they live. However, the School District will release a resident student who is accepted as a student in another School District under that District's open enrollment program.

Students who are new to the Monona Grove School District are required to enroll with their parents or legal guardian unless the student is eighteen (18) years old. When enrolling, the parents will need to bring:

1. a birth certificate or similar document;
2. custody papers from a court (if appropriate);
3. proof of residency; and
4. proof of immunizations and/or an appropriate waiver.

In some cases, temporary enrollment may be permitted. If that is done, the parents will be told what records are needed to complete the enrollment process.

Students enrolling from another school will have their courses and grades evaluated by the school counseling department. The office staff will assist parents in obtaining the official records from the previous school.

During the enrollment process, a parent (or adult student) may present information to the School District certifying that the parent (or adult student), their child, or a member of the parent's household is a participant in the Safe at Home/Address Confidentiality Program administered by the Wisconsin Department of Justice. In such cases the School District shall use the address designated by the Department of Justice to serve as the student's address for enrollment purposes. The School District shall place a copy of any certification provided by the parent in the enrollment files.

Students experiencing homelessness who meet the Federal definition of homeless may enroll and will be under the direction of the Homeless Liaison with regard to enrollment procedures. (*Board Policy 5111.01 – Homeless Students*)

Students who meet the Federal definition of children and youth in foster care may enroll and will be under the direction of the Local Point of Contact with regard to enrollment procedures (*Board Policy 5111.03 – Children and Youth in Foster Care*).

Adult students (eighteen (18) years of age or older) may enroll themselves, but if residing with their parents are encouraged to include their parents in the process. Adult students do carry the responsibilities of both the student and parent and are expected to follow all School rules.

## **OPEN ENROLLMENT**

The School District participates in the Wisconsin Public School Open Enrollment Program in accordance with applicable law and the relevant policies and rules of the School District, all as amended from time-to-time. (*Board Policy 5113 – Open Enrollment and Policy 5113.01 – Part-Time Open Enrollment*)

## **HEALTH ROOM**

Wisconsin State Law requires that children must be immunized against diphtheria, pertussis (whooping cough), tetanus, polio, measles, rubella, varicella and Hepatitis B before entering school. Annual vision and hearing screenings are part of the MGSD Health Program for Kindergarten and 2nd grade. We also provide annual vision screenings for 4K, 5th and 8th grades.

Additional health room guidelines can be found on our [website](#).

## **INJURY AND ILLNESS**

All injuries must be reported to a teacher or to the office staff. If minor, the student will be treated and may return to class. If medical attention is required, the office will follow the School's emergency procedures.

A student who becomes injured or ill during the school day should request permission from the teacher to go to the office. The office staff will determine whether the student should remain in school or go home. No student will be released from school without proper parental permission. (*Board Policy 5340 – Student Accidents/Illness/Concussion & Sudden Cardiac Arrest*)

## **STUDENT ACCIDENTS/ILLNESS/CONCUSSION & SUDDEN CARDIAC ARREST**

The School District believes that school personnel have certain responsibilities in case of accidents, illness, concussions, or sudden cardiac arrest that occur in school. Said responsibilities extend to the administration of first aid by persons trained to do so, summoning of medical assistance, notification of administration personnel, notification of parents, and the filing of accident reports. (*Board Policy 5340 – Student Accidents/Illness/Concussion & Sudden Cardiac Arrest*)

## **USE OF PRESCRIBED MEDICATIONS**

In circumstances where a student must take prescribed medication during the School day, the following guidelines of *Board Policy 5330 – Administration of Medication/Emergency Care* are to be observed.

1. Parents should, with their physician's advice, determine whether the medication schedule can be adjusted to avoid administering medication during school hours.
2. The Medication Request and Authorization Forms must be filed with the Principal before the student will be allowed to begin taking any medication during school hours. The forms are available in the School office and the district [website](#).
3. All medications to be administered during school hours must be registered with the health room.
4. Medication that is brought to the health room will be properly secured.
5. Medication may be conveyed to school directly by the parent.
6. For each prescribed medication, the container shall have a pharmacist's label with the following information:
  - a. student's name;
  - b. practitioner's name;
  - c. date;
  - d. pharmacy name and telephone;
  - e. name of medication;
  - f. prescribed dosage and frequency; and special handling and storage directions.
  - g. Any unused medication unclaimed by the parent will be destroyed by School personnel when a prescription is no longer to be administered or at the end of a school year.

A log for each prescribed medication shall be maintained which will note the personnel giving the medication, the date, and the time of day. This log will be maintained along with the physician's written request and the parent's written release.

## **USE OF NONPRESCRIBED DRUG PRODUCTS**

Possession, administration, and use of nonprescription drug products shall be in accordance with *Board Policy 5330 – Administration of Medication/Emergency Care*.

Staff and volunteers will not be permitted to dispense nonprescribed drug products to any student without written parental consent.

The Nonprescription Drug Product Request and Authorization Form (available on our [website](#)) must be filed with the school nurse before the student will be allowed to begin taking any medication during school hours.

For each nonprescription drug product, the container shall be the original manufacturer's package and the package must list in a legible format the ingredients and recommended therapeutic dose.

The parents request to administer a nonprescription drug product shall contain the following information:

1. student's name;
2. date;
3. name of medication;
4. dosage and frequency;
5. special handling and storage directions;
6. authorization for trained and authorized school staff to administer the medication; and
7. health care practitioner's note authorizing administering medication in a dosage that varies from the label's recommended dosage, if applicable.

Parents may authorize the school to administer a nonprescribed drug product using a form which is available at the school office. A physician does not have to authorize such medication. The parent may also authorize on the form that their child may self-administer the medication and keep the medication in their possession.

If a student is found using or possessing a nonprescribed drug product without parent authorization, the student will be brought to the school office and the parents will be contacted for authorization. The medication will be confiscated until written authorization is received.

Any student who distributes a medication of any kind to another student or is found to possess a medication other than the one previously authorized is in violation of the school's Code of Conduct and may be disciplined in accordance with the drug-use provision of the Code.

## **CBD PRODUCTS**

In accordance with *Board Policy 5330 – Administration of Medication/Emergency Care*, students and parents are reminded of the following regulation regarding CBD product use, possession, and distribution on School District property or at school activities:

Lawful, Hemp-derived CBD products may be stored at school in a specific location, in its original packaging and allowed for self-administered use under the supervision of school staff and subject to appropriate physician's certificate and parent/guardian documentation.

## **DIRECT CONTACT COMMUNICABLE DISEASES**

In the case of direct contact communicable diseases, the school still has the obligation to protect the safety of the staff and students. In these cases, the person in question will have their status reviewed by a panel of resource people to ensure that the rights of the person affected and those in contact with that person are respected. The school will seek to keep students and staff in school unless there is definitive evidence to warrant exclusion. (*Board Policy 8453 – Direct Contact Communicable Diseases*)

Direct contact communicable diseases include sexually transmitted diseases, AIDS (Acquired Immune Deficiency Syndrome), ARC-AIDS Related Complex, HIV (Human Immunodeficiency Virus), Hepatitis B, and other diseases that may be specified by the Wisconsin Department of Health Services.

As required by Federal and State law, parents may be required to have their child's blood checked for HIV and HBV, and other blood-borne pathogens when the child has bled at school and students or staff members have been exposed to the blood. Any testing is subject to laws protecting confidentiality.

## **STUDENTS WITH DISABILITIES**

The Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act provide that no individual will be discriminated against on the basis of a disability (*Board Policy 2260.01 – Section 504/ADA Prohibition Against Discrimination Based on Disability*). This protection applies not just to the student, but to all individuals who have access to the School District's programs and facilities.

A student can access Special Education services through the proper evaluation and placement procedure. Parent involvement in this procedure is generally required. More importantly, MG21 encourages parents to be



active participants. To inquire about Special Education programs and services, a parent should contact their student's teacher or Shelby Steel at 316-1926. (*Board Policy 2460 – Programs for Students with Disabilities*)

The School District is committed to identifying, evaluating, and providing a free appropriate public education ("FAPE") to students within its jurisdiction who are disabled within the definition of Section 504, regardless of the nature or severity of their disabilities.

## **SERVICE ANIMALS AND OTHER ANIMALS ON DISTRICT PROPERTY**

Students, parents, and other members of the public may be accompanied at school by a service animal in accordance with Federal and State law and *Board Policy 8390 – Animals on District Property*.

Other animals permitted in schools and elsewhere on School District property shall be limited to those necessary to support specific curriculum-related projects and activities as approved by the principal.

An emotional support animal is not granted the same access to school buildings and classrooms, as service animals. The School District is not required to grant students' requests that they be permitted to bring an emotional support animal to classes or on school grounds for any purpose.

Therapy dogs which meet the certification and documentation requirements in *Board Policy 8390 – Animals on District Property* may be allowed limited access to the schools to perform their educational purpose as determined by the principal.

## **BILINGUAL STUDENTS/ENGLISH LEARNERS**

The School District recognizes that there may be students enrolled whose primary language is not English. The School District provides appropriate identification and transition services for bilingual students and English Learners (ELs). The purpose of these services is to develop English language skills that will enable the students to function successfully and complete the School District's required curriculum. (*Board Policy 2260.02 – Services for Bilingual Students/English Learners*)

To inquire about programs and services for bilingual students and/or English Learners, a parent should email [translator@mgschools.net](mailto:translator@mgschools.net) or contact Jade Sachs at 608-316-1356.

## **STUDENT RECORDS**

The origination and maintenance of appropriate student records are essential to the effective operation of the School District and meeting the educational interests of students. The rights and responsibilities of students, parents and the School District with respect to student records are governed by State and Federal law (*Board Policy 8330 – Student Records*). Many student records are kept by teachers, counselors, and administrative staff. There are two (2) basic kinds of student records - directory data and confidential records.

Directory data can be given to any person or organization when requested, unless the parents of the student object in writing to the disclosure as required under school policy and State and Federal law. Directory data is specified in *Board Policy 8330 – Student Records* and includes:

1. a student's name
2. address

3. telephone number
4. date and place of birth
5. photograph
6. major field of study
7. participation in officially recognized activities and sports
8. height and weight, if a member of an athletic team
9. dates of attendance
10. date of graduation
11. or degrees received

Directory data also includes a student ID number, user ID, or other unique personal identifier used by the student when accessing or communicating in a School District's electronic systems, if, standing alone, it cannot be used to access student education records, (i.e. a pin number, password, or other factor is also needed).

If parents and eligible students do not submit such written notification to the School District, directory data may be utilized by the District Administrator in District-wide publications, on the cable television educational access channel, or on the School District's website. The directory data used will be properly verified and approved by the District Administrator.

Student records are generally considered confidential under State and Federal law and may not be released to third parties unless the student's parent(s) consent in writing. However, there are exceptions to confidentiality, and requests for records within these exceptions may be granted without a parent's written consent. If you have questions about the confidentiality of student records and/or the release of student records to third-parties, please contact the principal or consult the *Board Policy 8330 - Student Records* and associated Administrative Guidelines.

Parents and students are reminded of: 1) their rights to inspect, review and obtain copies of students records; 2) their rights to request the amendment of the student's school records if they believe the records are inaccurate or misleading; 3) their rights to consent to the disclosure of the student's school records, except to the extent State and Federal law authorizes disclosure without consent; 4) the categories of student record information which have been designated as directory data and their right to deny the release of such information; and 5) their right to file a complaint with the Family Policy Compliance Office of the U.S. Department of Education.

Consistent with the Protection of Pupil Rights Amendment (PPRA), no student shall be required, as a part of the school program or the School District's curriculum, without prior written consent of the student (if an adult, or an emancipated minor) or, if an unemancipated minor, the student's parents, to submit to or participate in any survey, analysis, or evaluation that reveals information concerning:

1. political affiliations or beliefs of the student or their parents;
2. mental or psychological problems of the student or their family;
3. sex behavior or attitudes;
4. illegal, anti-social, self-incriminating or demeaning behavior;
5. critical appraisals of other individuals with whom respondents have close family relationships;
6. legally recognized privileged and analogous relationships, such as those of lawyers, physicians, and ministers;
7. religious practices, affiliations, or beliefs of the student or their parents; or
8. income (other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such a program).

Consistent with the PPRA and Board policy, parents may inspect any materials used in conjunction with any such survey, analysis, or evaluation. Please contact the principal to inspect such materials.

Further, parents have the right to inspect, upon request, a survey or evaluation created by a third party before the survey/evaluation is administered or distributed by the school to the student. The parent will have access to the survey/evaluation within a reasonable period of time after the request is received by the building principal.

The Family Policy Compliance Office in the U.S. Department of Education administers both Family Educational Rights and Privacy Act (FERPA) and Protection of Pupil Rights Amendment (PPRA). Parents and/or eligible students who believe their rights have been violated may file a complaint with:

Family Policy Compliance Office  
U.S. Department of Education  
400 Maryland Avenue, SW 20202-4605  
Washington, D.C.  
[www.ed.gov/offices/OM/fpco](http://www.ed.gov/offices/OM/fpco)

Informal inquiries may be sent to the Family Policy Compliance Office via the following email addresses:

FERPA@ED.Gov; and [PPRA@ED.Gov](mailto:PPRA@ED.Gov)

## **ARMED FORCES RECRUITING**

The School must provide at least the same access to the high school campus and to student directory data as is provided to other entities offering educational or employment opportunities to those students. “Armed forces” means the armed forces of the United States and their reserve components and the United States Coast Guard.

In accordance with Federal and State law, the school shall release the names, addresses, School District assigned e-mail addresses, and telephone listings of secondary students to a recruiting officer for any branch of the United States Armed who requests such information. A secondary school student, or parent of the student, may request in writing that the student's name, address, School District assigned e-mail address, and telephone listing not be released without prior consent of the parent(s)/eligible student.

The Board shall ensure that students and parents are notified of the provisions of the opportunity to deny release of directory data. Public notice shall be given regarding right to refuse disclosure to any or all directory data including in the armed forces of the United States and the service academies of the armed forces of the United States. (*Board Policy 8330 – Student Records*)

If parents and eligible students do not submit such written notification to the School District, directory data may be utilized by the District Administrator in School District-wide publications, on the cable television educational access channel, or on the School District’s website. The directory data used will be properly verified and approved by the District Administrator.

## **STUDENT FEES, FINES, AND CHARGES**

Fees or charges are determined by the cost of materials, freight/handling fees, and add-on fees for loss or damage to school property (*Board Policy 6152 – Student Fees, Fines, and Charges*). The school and staff do not make a profit.

Fees may be waived in situations where there is financial hardship.

Students using school property and equipment can be fined for excessive wear and abuse.

Students who fail to pay fines, fees, or charges may be denied participation in graduation ceremonies. (*Board Policy 5460 – Graduation Requirements*)

For additional information, please see our [website](#).

## **REVIEW OF INSTRUCTIONAL MATERIALS**

Any parent who wishes to review instructional materials or observe classroom instruction should contact the Principal to make the appropriate arrangements.

Parents also have the right to review any instructional materials related to the human growth and development curriculum and may also observe instruction in classes dealing with such subject matter. (*Board Policy 2414 – Human Growth and Development*)

Parents' rights to review teaching materials and instructional activities are subject to reasonable restrictions and limits.

## **FIRE DRILLS, TORNADO DRILLS, LOCKDOWN DRILLS**

The school has a comprehensive School Safety Plan (*Board Policy 8420 – School Safety*) that includes specifications for fire drills, tornado drills, and lockdown drills.

The school complies with all fire safety laws and will conduct fire drills in accordance with State law. Specific instructions on how to proceed will be provided to students by their teachers, who are responsible for safe, prompt, and orderly evacuation of the building.

Tornado drills will be conducted during the tornado season using the procedures provided by the State. The alarm system for tornadoes is different from the alarm system for fires.

Lock down drills in which the students are restricted to the interior of the school building and the building secured may occur during the school year.

## **PREPAREDNESS FOR TOXIC AND ASBESTOS HAZARDS**

The School is concerned for the safety of students and attempts to comply with all Federal and State Laws and Regulations to protect students from hazards that may result from industrial accidents beyond the control of school officials or from the presence of asbestos materials used in previous construction. A copy of the School District's Toxic Hazard Policy and asbestos management plan will be made available for inspection at the School District office upon request. (*Board Policy 8431 – Preparedness for Toxic Hazards and Policy 8431.01 – Asbestos Management*)

## **USE OF CELL PHONES OR PERSONAL COMMUNICATION DEVICES**

PCDs, with cameras or any other recording capabilities, may not be activated or utilized at any time in any school situation where a reasonable expectation of personal privacy exists. These locations and circumstances include, but are not limited to, locker rooms, shower facilities, rest/bathrooms, and any other areas where students or others may change clothes or be in any stage or degree of disrobing or changing clothes. The District Administrator and building principals are authorized to determine other specific locations and situations where use of a PCD is absolutely prohibited.

Students shall have no expectation of confidentiality with respect to their use of PCDs on school premises/property.

Students may not use a PCD in any way that might reasonably create in the mind of another person an impression of being threatened, humiliated, harassed, embarrassed, or intimidated. See *Board Policy 5517.01 – Bullying*. In particular, students are prohibited from using PCDs to:

1. transmit material that is threatening, obscene, disruptive, or sexually explicit or that can be construed as harassment or disparagement of others based upon their race, color, national origin, sex (including sexual orientation/gender identity), disability, age, religion, ancestry, or political beliefs; and
2. engage in "sexting" - i.e., sending, receiving, sharing, viewing, or possessing pictures, text messages, e-mails or other materials of a sexual nature in electronic or any other form. Violation of these prohibitions shall result in disciplinary action. Furthermore, such actions will be reported to local law enforcement and child services as required by law.

Students are also prohibited from using a PCD to capture, record, and/or transmit test information or any other information in a manner constituting fraud, theft, cheating, or academic dishonesty. Likewise, students are prohibited from using PCDs to receive such information.

Possession of a PCD by a student at school during school hours is a privilege that may be forfeited by any student who fails to abide by the terms of this policy, or otherwise abuses this privilege.

Violations of this policy may result in disciplinary action and/or confiscation of the PCD. The building principal will also refer the matter to law enforcement or child services if the violation involves an illegal activity (e.g., child pornography, sexting). Discipline will be imposed on an escalating scale ranging from a warning to an expulsion based on the number of previous violations and/or the nature of or circumstances surrounding a particular violation. If the PCD is confiscated, it will be released/returned to the student's parent after the student complies with any other disciplinary consequences that are imposed, unless the violation involves potentially illegal activity in which case the PCD may be turned over to law enforcement. A confiscated

device will be marked in a removable manner with the student's name and held in a secure location in the building's main office until it is retrieved by the parent or turned over to law enforcement. School officials will not search or otherwise tamper with PCDs in District custody unless they reasonably suspect that the search is required to discover evidence of a violation of the law or other school rules. Any search will be conducted in accordance with *Board Policy 5771 - Search and Seizure*. If multiple offenses occur, a student may lose their privilege to bring a PCD to school for a designated length of time or on a permanent basis.

A person who discovers a student using a PCD in violation of this policy is required to report the violation to the building principal.

Students are personally and solely responsible for the care and security of their PCDs. The Board assumes no responsibility for theft, loss, or damage to, or misuse or unauthorized use of, PCDs brought onto its property. (*Board Policy 5136 – Personal Communication Devices*)

"Sexting" is prohibited at any time on school property or at school functions. Sexting is the electronic transmission of sexual messages or picture, usually through cell phone text messaging. Such conduct not only is potentially dangerous for the involved students, but can lead to unwanted exposure of the messages and images to others, and could result in criminal violations related to the transmission or possession of child pornography. Such conduct will be subject to discipline and possible confiscation of the PCD.

## **WEAPONS**

The Board prohibits students from possessing, storing, making, or using a weapon in any setting that is under the control and supervision of the District for the purpose of school activities approved and authorized by the District including, but not limited to, property leased, owned, or contracted for by the District, a school-sponsored event, or in a District vehicle, to the extent permitted by law.

The term "weapon" means any object which, in the manner in which it is used, is intended to be used, or is represented, is capable of inflicting serious bodily harm or property damage, as well as endangering the health and safety of persons. Weapons include, but are not limited to, firearms (including, but not limited to, firearms as defined in 18 U.S.C. 921(a)(3)), guns of any type whatsoever, including air and gas-powered guns (whether loaded or unloaded), knives (subject to the exceptions below), razors with unguarded blades, clubs, electric weapons (as defined in 941.295(1c)(a), Wis. Stats.), metallic knuckles, martial arts weapons, chemical agents, ammunition, and explosives.

The Superintendent will refer any student who violates this policy to the student's parents or guardians and may also make a referral to law enforcement. The student may also be subject to disciplinary action, up to and including expulsion.

Policy exceptions include:

1. weapons under the control of law enforcement personnel while on duty, or qualified former law enforcement officers, off duty law enforcement officers, or out-of-state law enforcement officers;
2. items pre-approved by a principal as part of a class or individual presentation under adult supervision, including, but not limited to Hunters' Education courses, if used for the purpose and in the manner approved (working firearms, except those protected at all times by a cable or trigger lock, and live ammunition will never be approved); and

3. theatrical props used in appropriate settings.
4. Any student who has reason to believe that a person has or will violate this policy shall report to the Superintendent or the supervisor of the activity immediately. The report should include as much detail as possible concerning the person(s) involved, the weapon, the location of the person(s), and how this information was obtained.

No student is to confront the person possessing the weapon, but a staff member has the option of confronting the person if the staff member believes the risk of injury to self or others is minimal or if immediate action is necessary to prevent injury to any person. Policy 5772 – Weapons Prohibited for Students

## **VIDEO AND AUDIO SURVEILLANCE**

The Board has authorized the use of video and audio surveillance and electronic monitoring equipment at various school sites throughout the school, including school buses. Any person who takes action to block, move, or alter the location and/or viewing angle of a video camera shall be subject to disciplinary action. (*Board Policy 7440.01 – Video Surveillance and Electronic Monitoring*)

## **SAFETY AND SECURITY**

The safety of our students requires the following precautions that are conducted in accordance with *Board Policy 7440 – Facility Security* and the School Safety Plan:

1. All exterior doors to every school building shall be locked during the instructional day, to the extent practicable, preventing entry into the building, and all visitors to the school building during those times will be directed to a single entrance into the building. This entrance shall be the entrance closest to the main office. Visitors must identify themselves and the purpose of their visit to the school through the intercom system.
2. All persons other than students and building staff shall check in with the main office of the building and shall complete a visitor log. Each visitor shall be given a visitor tag that shall be worn at all times while in the building.
3. All visitors are expected to sign out prior to departing the building.
4. Outside of instructional times, no person other than a staff member may be in any school building except for attendance at a public function (such as a sporting event) or based on an approved facility use request pursuant to Policy 7510 - Use of District Facilities.
5. All School District employees are to wear photo-identification badges while on School District property.

## **SECTION –II - ACADEMICS**

### **NONDISCRIMINATION**

All courses, including Career and Technical Education courses, are available without discrimination based on race, color, religion, national origin, ancestry, creed, pregnancy, marital status, parental status, sexual orientation, sex, (including gender status, change of sex or gender identity), or physical, mental, emotional, or learning disability, any other characteristic protected by law in any of student programs, activities, and employment ("Protected Classes").

### **ACADEMIC HONESTY**

Honesty and integrity are expected at all times. Students are prohibited from presenting someone else's work as their own, using artificial intelligence platforms in place of one's own work, providing unauthorized assistance to another student, and cheating in all its forms.

All school work submitted for the purpose of meeting course requirements must be the individual student's original work. Also, no student may intentionally limit or impede the academic performance or intellectual pursuits of other students.

Students who engage in cheating or academic dishonesty are subject to disciplinary consequences. (*Board Policy 5505 – Academic Honesty*)

### **STUDENT TECHNOLOGY ACCEPTABLE USE AND SAFETY**

Students are encouraged to use the school's technology resources for educational purposes. Use of such resources is a privilege, not a right. Students must conduct themselves in a responsible, efficient, ethical, and legal manner. Users are required to refrain from actions that are illegal (such as libel, slander, vandalism, harassment, theft, plagiarism, inappropriate access, and the like) or unkind (such as personal attacks, invasion of privacy, injurious comment, and the like). Unauthorized or inappropriate use, including any violation of the School District's policies and administrative guidelines, may result in cancellation of the privilege, disciplinary action consistent with the School's rules, and civil or criminal liability. Smooth operation of the School's network relies upon users adhering to the School District's policies and administrative guidelines. Students and families must read through, review, and agree to the [Device Expectations and Responsibilities for Students and Families](#) document each school year. Acceptance of the student handbook includes acceptance of the device expectations and responsibilities.

Violation of the Device Expectations and Responsibilities for Students and Families may result in disciplinary consequences up to and including expulsion from the School District, civil liability and/or referral to law enforcement.

The School District reserves the right to monitor, inspect, copy, review and store at any time and without prior notice any and all usage of the computer network and Internet access and any and all information transmitted or received in connection with such usage. All such information files shall be and remain the property of the School District and no user shall have any expectation of privacy regarding such materials.

Use of School District technology resources to engage in "cyberbullying" is prohibited. "'Cyberbullying" involves the use of information and communication technologies to support deliberate, repeated, and hostile behavior by an individual or group, which is intended to harm others."



Cyberbullying includes, but is not limited to the following:

- posting slurs or rumors or other disparaging remarks about a student or school staff member on a web site or on weblog;
- sending e-mail or instant messages that are mean or threatening, or so numerous as to drive up the victim's cell phone bill;
- using a camera phone to take and send embarrassing and/or sexually explicit photographs/recordings of students or school staff;
- posting misleading or fake photographs of students or school staff members on web sites.

To the extent permitted by the First Amendment, instances of cyberbullying off school grounds that disrupt the school environment or interfere with the learning process will be considered violations of the Student Code of Conduct. (*Board Policy 7540.03 – Student Technology Acceptable Use and Safety*)

## **STUDENT ASSESSMENT**

To measure student progress, students will be tested in accordance with State standards and School District policy. (*Board Policy 2623 – Student Assessment*)

## **SINCERELY HELD RELIGIOUS BELIEFS**

Our curriculum is chosen for its place in the education of the District's students, not for its conformity to religious principles. It is expected that students will receive unbiased instruction in the schools, so they may privately accept or reject the knowledge thus gained, in accordance with their own religious tenets if any.

If after careful personal review of the program's lessons and/or materials, a student, or parent of a minor student, indicates to the school that either the content or activities conflict with the student's or parent's religious beliefs or value system, the school will honor a written request for the parent's child to be excused from particular class periods for specified reasons.

The student will be provided with alternate learning activities during the times of such adult student or parent requested absence. (*Board Policy 2270 – Religion in the Curriculum and Board Policy 2240 – Controversial Issues in the Classroom*)

## **SECTION III - STUDENT ACTIVITIES**

### **SCHOOL-SPONSORED PUBLICATIONS AND PRODUCTIONS**

The Board sponsors student publications and productions as a means by which students learn, under adult direction/supervision, the rights and responsibilities inherent when engaging in the public expression of ideas and information in our democratic society.

For purposes of this policy, "school-sponsored student media" shall include both student publications and productions. "Student publications" shall include any written materials, (including, but not limited to, banners, flyers, posters, pamphlets, notices, newspapers, playbills, yearbooks, literary journals, books, and t-shirts and other school-sponsored clothing), as well as material in electronic or on-line form (including, but not limited to, websites, web logs ("blogs"), video or audio clips, and newsletters or announcements transmitted by e-mail, wireless broadcast or other similar distribution/dissemination). "Student productions" shall include vocal and theatrical performances, impromptu dramatic presentations, or any electronic media (including, but not limited to, radio and television programs, podcasts, and other video or audio productions that are recorded for re-broadcast or broadcast in real time using any available broadcast technology). Further, the term "publication" shall include distribution and dissemination of a student publication; and the term "performance" shall include presentation and broadcast of a student production.

The following speech is unprotected and prohibited in all school-sponsored student publications and productions: speech that is defamatory, libelous, obscene or harmful to juveniles; speech that is reasonably likely to cause substantial disruption of or material interference with school activities or the educational process; speech that infringes upon the privacy or rights of others; speech that violates copyright law; speech that promotes activities, products or services that are unlawful (illegal) as to minors as defined by State or Federal law; and speech that otherwise violates school policy and/or State or Federal law. The Board authorized the administration to engage in prior review and restraint of school-sponsored publications and productions to prevent the publication or performance of unprotected speech.

Regardless of their status as non-public or limited-purpose public forums, the Board prohibits publications, productions and advertisements that promote, favor, or oppose any candidate for election or the adoption of any bond issue, proposal, or question submitted at any election.

## **SECTION IV - STUDENT CONDUCT**

### **STUDENT VALUABLES**

Students are encouraged not to bring items of value to school. Items such as jewelry, expensive clothing, electronic equipment, and the like, are tempting targets for theft and extortion. The school cannot be responsible for their safe-keeping and will not be liable for loss or damage to personal valuables.

### **CARE OF PROPERTY**

Students are responsible for the care of their own personal property. The school will not be responsible for the loss of personal property. Valuables such as jewelry or irreplaceable items should not be brought to school. The school may confiscate such items and return them to the student's parents.

The Board authorizes the imposition of fines for the loss, damage, or destruction of School District-owned, borrowed or leased equipment, computing devices, school records, apparatus, musical instruments, library materials, textbooks, and for damage to School District buildings or facilities. Therefore, if a student damages or loses school property, the student or their parents will be required to pay for the replacement or damage. If the damage or loss was intentional, the student will also be subject to discipline according to the Code of Conduct, and may be referred to law enforcement. (*Board Policy 5513 – Care of District Property*)

### **STUDENT CONDUCT**

The school is committed to maintaining an orderly and safe academic atmosphere. Teachers are expected to create a positive learning environment and to maintain proper order in the classroom. Students are expected to behave in the classroom in a manner that allows teachers to effectively carry out their lessons and allows students to participate in classroom learning activities. Students are also expected to abide by all rules of behavior established by the school and their classroom teachers.

Such rules of behavior include a prohibition on knowingly making false statements or knowingly submitting false information during a sex discrimination complaint process, including intentionally making a false report of sexual harassment, or submitting a false formal complaint. Providing false information is a violation of the Student Code of Conduct.

To ensure adherence to these expectations and principles, the Board has adopted a Code of Classroom Conduct, which applies to all students. (*Board Policy 5500 – Student Code of Classroom Conduct*)

#### **Grounds for Removal of a Student from Class**

Disturbances that interrupt the learning process cannot be permitted by any teacher. A teacher may temporarily remove a student from the teacher's class if the student violates the Code of Classroom Conduct. Additionally, the student may be removed from the class for a longer period of time at the discretion of the Principal. A student removed from class may also be placed in an alternative education setting.

Removal of a student from class for violating the Code of Classroom Conduct or placement of the student in an alternative educational setting does not prohibit the school from further disciplining the student for the conduct that caused removal or placement including, but not limited to, suspending or expelling the student.

It is neither possible nor necessary to specify every type of improper or inappropriate behavior for which a teacher may remove a student from class. Provided below, however, are examples of reasons a student may be removed from class. A teacher may remove a student from class for conduct or behavior that:

1. would result in suspension or expulsion under the Board's policies and procedures;
2. violates the behavioral rules and expectations of the school;
3. is dangerous, disruptive or unruly. Such behavior includes, but is not limited to, the following:
  - a. possession or use of a weapon or look-alike or other item that might cause bodily harm to persons in the classroom;
  - b. being under the influence of alcohol or controlled substances or otherwise violating the District alcohol and drug policy;
  - c. behavior that interferes with a person's work or school performance or creates an intimidating, hostile, harassing, or offensive classroom environment;
  - d. arguing, taunting, baiting, inciting or encouraging an argument or disruption or group posturing to provoke altercations or confrontations;
  - e. disruption or intimidation caused by gang or group symbols or gestures, or gang or group posturing to provoke altercations or confrontations;
  - f. pushing, striking, or other inappropriate physical contact with a student or staff member;
  - g. interfering with the orderly operation of the classroom by using, threatening to use or counseling others to use violence, force, coercion, threats, intimidation, fear, or disruptive means;
  - h. using dress or appearance in a manner that presents a danger to health or safety, causes interference with work, or creates classroom disorder;
  - i. restricting another person's freedom to properly utilize classroom facilities or equipment;
  - j. repeated classroom interruptions, confronting staff argumentatively, making loud noises, or refusing to follow directions;
  - k. throwing objects in the classroom;
  - l. repeated disruptions or violations of classroom rules, or excessive or disruptive talking;
  - m. behavior that causes the teacher or other students fear of physical or psychological harm;
  - n. willful damage to or theft of school property or the property of others; or repeated use of profanity.
4. interferes with the ability of the teacher to teach effectively. Such conduct includes, but is not limited to, the following:
  - a. repeated reporting to class without bringing necessary materials to participate in class activities; or possession of personal property by school rules or otherwise disruptive to the teaching and learning of others.
  - b. shows disrespect or defiance of the teacher, exhibited in words, gestures or other behavior; or
  - c. is inconsistent with class decorum and the ability of others to learn. Such behavior includes, but is not limited to, sleeping in class, blatant inattention, or other overt or passive refusal or inability to engage in class activities.

### **Procedure for Student Removal from Class**

When a student is removed from class, the teacher shall send or escort the student to the Principal and inform the Principal of the reason for the student's removal from class. The teacher shall provide the Principal with a written explanation of the reasons for the removal of the student within twenty-four (24) hours of the student's removal from class.

The Principal will generally give the student an opportunity to briefly explain the situation. The Principal shall then determine the appropriate educational placement for the student.

### **Parent/Guardian Notification Procedures**

The Administrator shall provide the parent or guardian of a student removed from class-with written notice of the removal and the reason(s) for the removal. The notification shall be made as soon as practicable, but no later than two (2) school days after the student's removal from class. The notice shall also include the reasons for the student's removal and the placement made by the Principal. If the removal from class and change of educational placement involves a student with a disability, the parent notification shall be made consistent with State and Federal laws and regulations applicable to disabled students.

If the student removed from a class is subject to disciplinary action up to and including suspension or expulsion for the particular classroom conduct and/or other disciplinary incidents the parent shall also be notified of the disciplinary action in accordance with legal and policy requirements.

### **Students with Disabilities**

A student with a disability under the Individuals with Disabilities Education Act, Section 504 of the Rehabilitation Act, and 115.758, Wis. Stats., may be removed from class and placed in an alternative educational setting only to the extent authorized under the laws.

### **Definitions**

"Student" means any student enrolled in the District, an exchange student, or a student visitor to the District's schools.

"Teacher" means a person holding a license or permit issued by the State Superintendent whose employment by a school district requires that the teacher hold that license or permit.

"Class" or "classroom" means any class, meeting or activity which students attend, or in which they participate while in school under the control or direction of the School District. This definition of "class" includes, without limitation, all classes, library time, counseling groups, assemblies, study halls, lunch, or recess. "Class" also includes regularly scheduled School District-sponsored extracurricular activities, either during or outside of school hours. Such activities include, by example and without limitation, School District sponsored field trips, after-school clubs, and sporting activities.

## **OTHER BEHAVIOR SUPPORTS**

The Monona Grove School District is focused on practices to build and sustain positive and safe school communities. Monona Grove School has adopted a school-wide positive behavior intervention and support approach that includes restorative practices with the goal of creating positive school cultures. Restorative Practices is a system of principles and processes that build and sustain a culture of respect, responsibility and accountability. This is achieved through emphasizing the importance of trusting relationships as central to building community and repairing relationships when harm has occurred. Restorative Practices include interventions when harm or conflict has occurred, as well as practices that help to prevent harm and conflict by building a sense of belonging, safety, and shared social responsibility throughout the school community. These include community circles, relationship building practices, and social emotional learning.

The goal of our school-wide positive behavior intervention and support approach is building a solid foundation of proactive, prevention-based practices that support the development of a school culture that will meet the social-emotional and behavioral needs of the members of the school community. It is to be expected though that some students may require additional behavior support and behavior intervention at times. The system works to respond to harm, conflict, and behavioral challenges as they occur both inside and outside the classroom.

School sites may have their own additional interventions and strategies with the same goals:

- Support should focus on being productive and educational.
- Practices should limit removal from the classroom or school community.
- Students should have the chance to reflect upon and learn from their mistakes.

Progressive interventions and responses may be used in order to address one-time and repeated behaviors, in order to minimize the impact on the school environment, to prevent future incidents, and to address inappropriate behavior in a way that is fair, consistent, and promotes positive change and safety of the school community.

## **SUSPENSION AND EXPULSION**

*Board Policy 5610 – Suspension and Expulsion* authorizes the use of suspension and/or expulsion as follows:

### Suspension

#### 1. Duration and Grounds for Suspension

The Principal or a person designated by the Principal may suspend a student for up to five (5) school days or, if a notice of expulsion hearing has been sent, for up to fifteen (15) consecutive school days or ten (10) consecutive school days if the student is eligible for special education services under Chapter 115, Wis. Stats., if the suspension is reasonably justified and based upon any of the following misconduct:

- a. Noncompliance with school or School Board rules;
- b. Knowingly conveying any threat or false information concerning an attempt or alleged attempt being made or to be made to destroy any school property by means of explosives;
- c. Conduct by the student while at school or while under the supervision of a school authority that endangers the property, health or safety of others;
- d. Conduct while not at school or while not under the supervision of a school authority that endangers the property, health or safety of others at school or under the supervision of a school authority;
- e. Conduct while not at school or while not under the supervision of a school authority that endangers the property, health or safety of any employee or School Board member of the School District in which the student is enrolled.
- f. Under paragraphs c, d, and e above, conduct that endangers a person or property includes making a threat to the health or safety of a person or making a threat to damage property.

The District Administrator, or any Principal or teacher designated by the District Administrator, shall suspend a student if the student possessed a firearm while at school or while under the supervision of a school authority.

The suspension period applies to “school days.” Thus, a suspension period does not include weekend days or vacation days.

#### Suspension Procedure

Prior to being suspended, on the day of the alleged infraction or as soon thereafter as is practicable, the student will be advised orally or in writing of the reason for the proposed suspension and given an opportunity to explain their conduct.

The Principal, within their discretion, may also inform the student’s parents or guardian of the reason for the proposed suspension prior to suspending the student.

#### Notice of Suspension

The parent or guardian of a suspended minor student shall be given prompt written notice of the suspension and the reason for the suspension by mail and by sending a copy of the notice home with the student. Oral notice may also be given to the student’s parent or guardian; however, it will be confirmed in writing.

#### Sending a Student Home on the day of the Suspension

Generally, the student should remain in school on the day of the suspension until school is dismissed for the day. Except as provided below, if the situation requires that the student be removed from the premises before school is dismissed, the Principal shall attempt to contact the student’s parent or guardian to request that the parent/guardian pick up the student. If the parent/guardian is unable to pick up the student, the student should remain under the school’s supervision until school is dismissed, or in the event law enforcement is involved, under law enforcement supervision.

#### Opportunity to Complete School Work

A suspended student shall not be denied the opportunity to take any quarterly, semester or grading period examinations or to complete course work missed during the suspension period. Such work shall be completed pursuant to the procedures established by the School Board.

#### Reference to the Suspension in the Student’s Record

The student’s suspension from school shall be entered in the student’s record as required by the rules adopted by the School Board concerning the content of student records.

The suspended student or the student’s parent or guardian may, within five (5) school days following the commencement of the suspension, have a conference with an, who shall be someone other than a Principal, administrator or teacher in the suspended student’s school, to discuss removing reference to the suspension from the student’s records.

Reference to the suspension in the student’s school record shall be removed if the administrator finds that:

- The student was suspended unfairly or unjustly;
- The suspension was inappropriate, given the nature of the alleged offense; or

- The student suffered undue consequences or penalties as a result of the suspension.

The administrator shall make a finding within fifteen (15) days of the conference.

#### Co-Curricular or Extra-Curricular Participation

A student's participation in co-curricular or extra-curricular activities during a suspension shall be determined on a case-by-case basis.

#### Expulsion: Grounds for Expulsion

The School Board may expel a student only when it is satisfied that the interest of the school demands the student's expulsion and it finds that the student:

- Repeatedly refused or neglected to obey the rules established by the School District;
- Knowingly conveyed or caused to be conveyed any threat or false information concerning an attempt or alleged attempt being made or to be made to destroy any school property by means of explosives;
- Engaged in conduct while at school or while under the supervision of a school authority that endangered the property, health or safety of others;
- Engaged in conduct while not at school or while not under the supervision of a school authority that endangered the property, health or safety of others at school or under the supervision of a school authority or endangered the property, health or safety of any employee or School Board member of the School District in which the student is enrolled; or
- Was at least sixteen (16) years old and had repeatedly engaged in conduct while at school or while under the supervision of a school authority that disrupted the ability of school authorities to maintain order or an educational atmosphere at school or at an activity supervised by a school authority and that such conduct did not otherwise constitute grounds for expulsion.

Under this section, conduct that endangers a person or property includes threatening the health or safety of a person or threatening to damage property.

#### Expulsion for Bringing a Firearm to School

The School Board shall expel a student from school for not less than one (1) year whenever it finds that the student brought a firearm to school or, while at school or while under the supervision of a school authority, possessed a firearm, unless the Board finds that the punishment should be reduced based upon the circumstances of the incident. Any such finding by the Board shall be in writing.

#### Expulsion Hearing

Prior to expelling a student, the School Board shall provide the student with a hearing. Prior written notice of the expulsion hearing must be sent separately both to the student and their parent(s) or guardian(s) if the student is a minor; otherwise just to the student. The notice will comply with the requirements of State law.

The student, or the student's parent if the student is a minor, has the right to request a closed hearing or the Board may choose to close the hearing. The student and, if the student is a minor, the student's parent or guardian may be represented at the hearing by counsel.

#### Expulsion Order



The Board shall reduce its decision to writing in the form of a written order. If expulsion is ordered, the order must state the length of time that the student is to be expelled. The order should also state specific findings of fact and conclusions of law in support of the decision.

### Student Records

The student's expulsion from school shall be entered in the student's record as required by the rules adopted by the School Board concerning the content of student records.

### **Discipline of Disabled Students**

Students with disabilities will be entitled to the rights and procedures afforded by the Individuals with Disabilities Education Act (I.D.E.A.) and the Americans with Disabilities Act (A.D.A.).

## **SEARCH AND SEIZURE**

Search of a student and their possessions, including vehicles, may be conducted at any time the student is under the jurisdiction of the Board, if there is a reasonable suspicion that the student is in violation of law or school rules. A search may also be conducted to protect the safety of others or as otherwise permitted by law.

Desks and lockers are public property and school authorities may make reasonable regulations regarding their use. The School District retains ownership and possessory control of student desks and lockers and the same may be searched at random by school personnel at any time. A showing of reasonable cause or suspicion is not a necessary precondition to a search under this paragraph. Students shall not have an expectation of privacy in lockers, desks, or other school property as to prevent examination by a school official.

All computers located in classrooms, labs, and offices of the School District are the School District's property and are to be used by students, where appropriate, for educational purposes. The School District retains the right to access and review all electronic, computer files, databases, and any other electronic transmissions contained in or used in conjunction with the School District's computer system, network, and electronic mail. Students should have no expectation that any information contained on such systems is confidential or private.

Review of such information may be done by the School District with or without the student's knowledge or permission. The use of passwords does not guarantee confidentiality, and the School District retains the right to access information in spite of a password. A student's refusal to permit such access may be grounds for disciplinary action.

No strip searches will be conducted by any employee of the School District, but may be conducted by law enforcement officials, if deemed necessary.

The Principal may arrange for a breath test for blood-alcohol to be conducted on a student whenever a staff member or chaperone has individualized reasonable suspicion to believe the student has consumed or is under the influence of an alcoholic beverage while on school premises or while participating in a school-sponsored activity. If the student refuses to take the test, the Principal will inform the student that refusal to participate implies admission of guilt leading to disciplinary action consistent with this handbook.

Anything that is found in the course of a search that may be evidence of a violation of school rules or the law may be taken and held or turned over to the police. The school reserves the right not to return items which have been confiscated. (*Board Policy 5771 – Search and Seizure*)

## **STUDENT RIGHT OF EXPRESSION**

Our school recognizes the right of students to express themselves. With the right of expression comes the responsibility to do it appropriately. Students may distribute or display, at appropriate times, non-sponsored, noncommercial written material and petitions; buttons, badges, or other insignia; clothing, insignia, and banners; and audio and video materials. All items must meet the following school guidelines:

1. A material cannot be displayed if it:
  - a. is obscene to minors, libelous, indecent, or vulgar;
  - b. advertises any product or service not permitted to minors by law;
  - c. intends to be insulting or harassing;
  - d. intends to incite fighting or presents a likelihood of disrupting school or a school event;  
or
  - e. presents a clear and present likelihood that, either because of its content or manner of distribution or display, it causes or is likely to cause a material and substantial disruption of school or school activities, a violation of school regulations, or the commission of an unlawful act.
2. Materials may not be displayed or distributed during class periods, or during passing times between classes. Permission may be granted for display or distribution during lunch periods and after school in designated locations, as long as exits are not blocked and there is proper access and egress to the building.

Students who are unsure whether or not materials they wish to display meet school guidelines may present them to the Principal twenty-four (24) hours prior to display.

Distribution or display by any student of prohibited nonschool-sponsored material or in violation of the school's approval process will be halted, and the student(s) involved will be subject to disciplinary action.

## **STUDENT DRESS AND APPEARANCE**

The school recognizes that each student's mode of dress and appearance is a manifestation of personal style and individual preference. The school will not interfere with the right of students and their parents to make decisions regarding their appearance, except when their choices interfere with the educational program of the schools.

The school has established appropriate dress and appearance guidelines as are necessary to promote discipline, maintain order, secure the safety of students, and provide a healthy environment conducive to academic purposes.

Accordingly, the school prohibits student dress or appearance practices that:

1. present a hazard to the health or safety of the student or to others in the school, including by way of communicating threats of harm or depictions of harmful conduct directed at others;

2. interfere with school work, create disorder, or disrupt the educational program, including dress that promotes or depicts illegal activity, such as illegal drug use, underage alcohol consumption, or similar activities;
3. cause excessive wear or damage to school property;
4. prevent the student from achieving their own educational objectives because of blocked vision or restricted movement.

Such guidelines shall also apply to the dress requirements for members of the athletic teams, bands, and other school groups when representing the school at a public event. A uniform or specific dress requirement may be enforced for students when representing the school.

In enforcing the dress code, the following procedures shall be used:

- the principal shall serve as the initial arbiter of student dress and grooming in their building;
- before taking action to enforce dress code requirements, including by requiring that a student remove, cover, or otherwise conceal the item or depiction at issue, the principal shall determine whether the item constitutes protected speech in so far as the item independently makes a statement of a discernable nature to the observer by depiction, words, or combination of the two that does not require separate explanation.

Expressive dress may not be protected speech if it involves:

- Obscenity
- Language or depictions intended to incite violence or foment hatred of others

Dress that is otherwise protected speech may still be prohibited if it is likely to cause a substantial disruption to the educational environment. This may include dress that includes the use of vulgarity, discriminatory language including racial or ethnic slurs, negative stereotypes, violence, or other communication when the clear intent is to invoke strong reactions in observers so as to impair the ability of teachers and/or students to engage in educational pursuit.

No protected speech may be prohibited on the basis of disagreement by school officials with the specific point of view expressed if the topic is otherwise permitted (e.g. permitting depictions of support for one political party, but prohibiting depictions of support for the other).

Students who violate the foregoing rules will not be admitted to class and may be subject to additional consequences.

If the clothing cannot be removed or concealed, the student may be sent home after contact is made with the student's parent/guardian. (*Board Policy 5511 – Dress and Appearance*)

## **STUDENT DUE PROCESS RIGHTS**

The Board recognizes the importance of safeguarding a student's constitutional rights, particularly when subject to the District's disciplinary procedures.

To better ensure appropriate due-process is provided a student, the Board establishes the following guidelines:

### **Students subject to suspension:**

The suspended student, and if a minor, the parent of the suspended minor student shall be given prompt notice

of the suspension and the reason for the suspension. The student or the student's parents may within five (5) school days following the beginning of the suspension, have a conference with an Administrator. This conference will serve as the opportunity for the student to respond to the charges against the student. If the Administrator finds that the student was suspended unfairly or unjustly or that the student suffered undue consequences as the result of suspension, the student's record shall be expunged. (*Board Policy 5610 – Suspension and Expulsion*)

Students subject to expulsion:

Prior to expelling a student, the Board must hold a hearing. A student and their parent must be given written notice of the intention to expel and the reasons therefore, at least five (5) days prior to the date of the hearing. The hearing is the opportunity for the student and their parent to appear with a representative or legal counsel before the Board to answer the charges. The Board will keep written minutes of the hearing. The hearing will be closed. The student and/or their parent may appeal the expulsion consistent with 120.13, Wis. Stats. (*Board Policy 5610 – Suspension and Expulsion*)

## **APPENDIX II**

### **Monona Grove Board of Education**

Elizabeth Cook, President  
Rachelle Miller, Vice-President  
Janice Stone, Clerk  
Phillip Haven, Treasurer  
Dr. Eric J. Hartz, Member  
Stephanie Lehmann, Member  
Susan Manning, Member  
Elsa Beuthling, Student Representative

(See District website for contact information)  
MGSD Board Information

### **Monona Grove District Office**

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

#### **Superintendent's Office**

Dr. Tanya Fredrich, Superintendent 608-316-1917  
Tish Masarik, Admin. Assistant 608-316-1917

#### **Information & Strategy**

Katy Byrnes Kaiser, Director, 608-316-1960  
Emily Hayhurst, Communications Specialist 608-316-1912

Chad Kliefoth, Technology Coordinator 608-316-1925  
Katy O'Shea, District Registrar, 608-316-1920

#### **Teaching & Learning**

Angie Fassl, Director of Elementary Teaching & Learning 608-316-1921  
Rob Meyer, Director of Secondary Teaching & Learning 608-316-1935  
Marilyn Gilbertson, Admin. Assistant 608-316-1914  
Amy Kersten, Data & Assessment Specialist 608-316-1906  
Greg Benz, Career & Tech Ed Coordinator 608-316-1398

#### **Student Services**

Christa Foster, Director 608-316-1908  
Shelby Steel, Asst. Director of Student Services & Equity 608-316-1926  
Kendra Atkinson, Special Education Coordinator 608-316-1907  
Toni Rieder, Admin. Assistant 608-316-1905  
Jade Sachs, Bilingual Resource Specialist 608-316-1356

#### **Business Services**

Kristin Sobocinski, Deputy Superintendent 608-316-1916  
Karen Puccio, Business Services Specialist 608-268-6918  
Lauri Slattery, Accounting Specialist, 608-316-1918

Natalie Dix, Accountant 608-316-1913  
Jessica Haefner, Payroll Specialist 608-316-1359  
William Miller, Facilities Supervisor 608-316-1910  
Heidi Stroess, Aquatics Supervisor 608-316-1384  
Human Resources  
Carrie Nemesi, HR Generalist 608-316-1915  
Maria Shelton, Senior HR Generalist 608-316-1938  
Kristin Ostrander, Benefit Specialist 608-316-1901

### **School Nutrition**

Margaret Sanna, School Nutrition Director 608-316-1911  
Dana Hoffman, Asst. Director 608-839-8592  
Terri O'Neil, Admin Assistant 608-316-1894

### **Transportation**

Nelson's Bus Company 608-221-8417

### **Building Administrators**

Monona Grove High School Phone: (608)221-7666, Fax: (608)221-7690

Mitch McGrath, Principal  
Melissa Rosol, Associate Principal  
Jason Kling, Associate Principal  
Joe Schneider, Associate Principal/Athletic Director

MG21 Charter School Phone: (608)316-1924, Fax: (608) 221-7662

Rebecca Fox-Blair, Director

Glacial Drumlin School Phone: (608)839-8437, Fax: (608)839-8414

Kris Langer, Principal  
Emily Koch, Associate Principal  
Tyler Zaspel, Associate Principal

Winnequah School Phone: (608)221-7677, Fax: (608)221-7694

John Hagen, Principal  
Dan Hillgartner, Associate Principal

Granite Ridge School Phone: (608)839-8980, Fax: (608)839-9345

Reed Foster, Principal  
Allison Friberg, Associate Principal

Cottage Grove School Phone: (608)839-4576, Fax: (608)839-4439

Jesse Starr, Principal

Taylor Prairie School Phone: (608)839-8515, Fax: (608)839-8323

Emily Foster, Principal