

STUDENT/PARENT HANDBOOK

**Taylor Prairie School
900 N Parkview Street
Cottage Grove, WI 53527
608-839-8515**



TAYLOR PRAIRIE
— SCHOOL —

2022-2023
Monona Grove School District
mononagrove.org

The Monona Grove 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.

Table of Contents

Student Residency	7
School Day Schedule For 2022-2023	7
Lunch Periods	7
Arrival/Dismissal Procedures	7
Excusing Children Early	8
Snow Days/Emergency Closings	9
Student Information System	9
Students Trips or Vacations	9
Attendance and Tardiness Procedures	9
Student Attire	10
Winter Clothing	10
Transportation	11
Loading and Unloading	11
Conduct While on the Bus	11
Notifying the Bus Contractor	12
Disciplinary Procedures	12
Co-Curricular and Special Activity Trips	12
Taylor Prairie Behavior and Relationship Approach	13
General Procedures	13
Misconduct Reports	14
Search and Seizure	14
Appropriate Language	14
What Do I Do If I'm Feeling Harassed?	14
PBIS	15
Taylor Prairie School PBIS Safety Matrix	15
Curriculum	16
Early Childhood and 4K Instruction	16
Kindergarten Instruction	16
Language Arts Program	17
Mathematics	17
Science	18
Social Studies	18
Library	18
Music	19
Art	19
Physical Education	19

Technology	20
Integrated Comprehensive Systems for Equity	20
Homework Policy	21
Home-School Communication	21
School Visitation	21
Volunteer Program	22
Parent Conferences	22
Reporting To Parents/Classroom Communication & Concerns	22
Child Custody	23
School Newsletter	23
Parent Teacher Organization (P.T.O.)	23
Parent Input Forms	23
Parent/Citizen Complaints	23
Student Records	23
Withdrawal/Transfer of Students	23
Student Services and Activities	24
Care of Property	24
Fees & Athletic Passes	24
Nutritional Services/Lunch Program	24
Health Room	25
Medication at School	26
Student Insurance	26
Field Trips	26
Safety Drills	26
Video/DVD Use in Classroom	26
Religious Beliefs	27
Title IX	27
Recess	27
Damaged Books	27
Two-Way Communication Devices (cell phones)	27
Student Services Personnel and Programs	28
Advanced Learners	28
Academic Co-Planning and Intervention	28
Social Emotional Learning & Student Services Support	29
Special Education	29
Speech/Language	29
School Nursing Services	30
Internet & Network Information	30

Appendix 1: School Board Policies and Parental Notices **32**

Appendix 2: Miscellaneous **38**

Board of Education/District Personnel 38

How To Get Help With A Concern 41

School Year Calendar 42

Taylor Prairie Staff 43

A Message from the Principal.....

Dear Taylor Prairie Students and Families,

It is with great excitement that the staff of Taylor Prairie welcomes you to the 2022-2023 school year! We look forward to an amazing year working in collaboration with you as students and caregivers.

You are your child's first and best teacher, and your voice is important in your child's education. We look forward to partnering with you to make Taylor Prairie the best it can be for our young learners! We believe the closer families are to the education of their children, the greater the impact on their children's academic, social, emotional, and physical development.

Please read and share the contents of this handbook together. It has been prepared to familiarize families with our program at Taylor Prairie School. Guidelines and policies outlined in the handbook are designed to promote student growth and protect student safety. Please keep the handbook in a convenient place for easy reference. Please feel free to call us at 608-839-8515 if you have any questions, feedback, or concerns anytime throughout the year.

Let's make it a great year together!

Sincerely,

Emily Foster

Principal

STUDENT RESIDENCY

Monona Grove School District Board Policy 5111 (see info in appendix 1) defines and follows the rules of eligibility of resident and nonresident students based on state statutes put forth by the State of Wisconsin.

SCHOOL DAY SCHEDULE FOR 2022-2023

<i>Early Childhood</i>	Per teacher
4 Year Old Kindergarten (4K) AM M-F	7:45 – 10:35
4 Year Old Kindergarten (4K) PM M-F	12:00- 2:50
Kindergarten - Full Day	7:45 – 2:50

*****Please do not drop off your child before 7:20 a.m.*** Supervision begins at 7:20 a.m.**

Lunch Periods

Lunch is served between the hours of 11:35-12:30. Schedules vary per classroom and may change. If you would like to join your child for lunch, please call or email tps.attendance@mgschools.net before 8:00 so you can be included on the lunch count for that day. A lunch ticket must also be purchased in advance and is located in the office. *You are also welcome to bring your own lunch.*

ARRIVAL/DISMISSAL PROCEDURES

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

Drop Off Procedures:

Please follow these guidelines for safety and efficiency reason:

- ❖ Pull all the way forward, by bike racks, in the circular drop off area in front of Taylor Prairie.
- ❖ Have children exit the vehicle from the side closest to the sidewalk.
- ❖ Students may proceed to the playground after hanging up their backpacks.

❖ **DO NOT PARK IN THE CIRCLE**

❖ On inside recess days students should enter the building and proceed to the cafeteria (4K) or gym (K)..

❖ **DO NOT USE THE BUS LANES IN THE BACK OF THE BUILDING**

Pick-Up Procedures

Students must go directly home when dismissed at 2:50 p.m. Children who are transported by parents should be picked up at dismissal. **There is no supervision of students after 2:50 p.m.** To ensure the safety of all children, we ask that you consistently follow these guidelines.

Students who live within a 2 mile radius of Taylor Prairie, unless otherwise noted, are considered in the walk area. In order to ensure the children's safety, the following student pick-up procedures were determined through cooperation with the Utica Mutual Insurance Company. For the children to be safe and for these procedures to be effective, everyone must follow them.

- ❖ As cars enter the parking lot, they will be routed around the lot to the student pick up area.
- ❖ Cars will form a single lane. Please have your "student pick up sign" visible. (receive on Back to School Night)
- ❖ Please do not arrive prior to 2:30. This will keep the lane clear for students and staff that need to leave early for appointments.
- ❖ When a car reaches the designated spot where the supervisor is located, children will be called to the loading area
- ❖ Children will only get in the car at that spot, so supervisors can monitor.
- ❖ As the children are loaded in each car, the car will leave the parking lot.
- ❖ **Cars parked in the lot will need to wait until the lot is cleared of traffic to leave.** Please plan ahead if you need to leave immediately after school (use the street parking vs the parking lot).

Changes in Dismissal Arrangements

To ensure student safety and clear communication, please call the office by 2:00 p.m. or send a note with your child if there is a change in transportation on a given day, (e.g. *car pickup instead of riding the bus to designated address*). Students will follow their normal dismissal procedure unless a call or note is received.

Excusing Children Early

If it is necessary for a child to leave school early, the parent or guardian needs to make arrangements with the school office for the child's release. The child will be sent for and excused from the office. Parents must sign their child out on the "Early Release" log located in the office.

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

If your child returns from an appointment before the end of the school day, the child

should stop by the office for a pass.

Snow Days/Emergency Closings

The Superintendent of Schools will make the decision to close school. In the event that school would be canceled, delayed, or dismissed early due to inclement weather, please listen for the announcement on local radio/tv stations. Information will be available beginning at 6:00 a.m. Announcements are also made using School Messenger. This system will alert families and staff regarding school announcements via telephone, email and text.

Parents are asked to have arrangements in place, in advance, for the care of their children if school should be dismissed before the end of the day. The plan should be discussed with your child so they are prepared. Be sure to remind your child of this plan on days when ice or heavy snow is predicted. It is vital that parents keep phone numbers and emails up-to-date and provide emergency backup contacts.

Student Information System

Infinite Campus is a student information system used by the Monona Grove School District. One of the important features of Infinite Campus is the Campus Portal. Through the portal, parents/guardians can access their students' schedules, grades, assignments and up-to-the-minute attendance information via the Internet. You may also receive messages from your student's teacher(s) and will be able to email the teachers from this portal site. Each parent is given an activation key to create a user account to gain access to this feature that allows the parent to view their child(rens)'s information regardless of what building they attend in the district. It is important that parents keep contact information current.

Student Trips or Vacations

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

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

If you choose to take vacation while school is in session, we ask you to stop by the office and fill out a "Pre-arranged Extended Absence" form at least two weeks prior to your scheduled trip. It will be at the discretion of the teacher whether homework will be done before or after the vacation.

ATTENDANCE AND TARDINESS PROCEDURES

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

at the same time, have the responsibility to see that regular school attendance is maintained.

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

Please call the school office (608-839-8515) or email tps.attendance@mgschools.net by 7:45 a.m. each day if your child will not be able to attend school or will be late. Please give the following information: name of student, grade, name of teacher, length of and reason for absence. Your call is important to help us protect the safety of your child and to ensure accurate attendance records. If a student is absent and we do not receive a call from home, we will call your home/work or emergency contact numbers to verify the absence as part of our safe arrival policy.

When students are tardy, they must check in at the office before proceeding to class. Please do not drop off your child in front of the school or take your child directly to his/her classroom. **Remember that school begins at 7:45 a.m. Students arriving after that time will be marked tardy.**

Parents will be notified if their child has been absent or tardy an excessive number of times. *Please note School Board Policy on student attendance (see info in appendix 1).* Policy notes that ten (10) or more unexcused absences can warrant truancy.

STUDENT ATTIRE

Most student attire is acceptable as long as it is adequate for outside play, does not present a health or safety problem or cause disruption of educational activities. Under [Board Policy 5511](#), student dress and grooming should not create a disturbance, present a safety risk, cause damage to property or interfere with achievement, **High heeled shoes, flip-flops or other shoes without backs** are not recommended for safe work and play. We suggest that your child wear rubber-soled shoes, and pants or shorts on days with scheduled physical education classes. We also discourage wheeled backpacks. Shoe skates, roller skates, or skateboards are not allowed in school.

Winter Clothing

Please be sure that your child has proper winter clothing - hats, mittens or gloves, boots, snow pants. All clothing should be labeled with your child's name. We do go outside for recess unless the temperature drops below -10 (windchill). We ask that you make sure your child brings the proper clothing to school to keep them warm and dry. Students need to bring a pair of shoes in addition to their boots. If you need assistance obtaining winter gear, please contact someone from our student services team. *Emails: amanda.koshollek@mgschools.net or kelsy.dieckhoff@mgschools.net*

The following guidelines are used in regard to winter recess:

These temperatures include windchill.

- ❖ **10+ Degrees: Outdoors**
- ❖ **-10 to +10 Degrees: Supervisor's Call**
- ❖ **Below -10 Degrees: Indoors**

TRANSPORTATION

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 fails to conduct themselves properly, the bus driver notifies an administrator at the student's school of the misconduct. Where continuing or extremely serious problems exist, the student's bus-riding privileges may be suspended. 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 reducing disciplinary problems and vandalism.

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

Loading/Unloading

1. Students shall ride on their assigned buses.
2. Students shall get on and off the bus at their assigned stop for am/pm routes.
3. Riders are expected at the bus pick-up point five 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.
4. Riders should stay off the roadway at all times as well as practice safe and courteous behaviors to other riders and to passerby's vehicles while waiting for the bus. Students shall walk on sidewalks and if no sidewalk is available the student shall walk on the side of the road facing traffic to get to the bus stop.
5. Riders should wait until the bus has come to a complete stop and the driver has signaled them before moving towards the bus. The 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.
6. 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 and for 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 the curbside (the right hand side/door side of the bus).
7. Students shall be courteous, behave in an orderly fashion, and help look after the comfort and safety of small children.
8. Guest ridership is prohibited.

Conduct While on the Bus

1. Students shall respect and follow the direction of the driver. All school rules apply on the bus.
2. Students shall assist in keeping the bus safe and sanitary at all times.

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

Notifying the bus contractor of absences (Nelson's Bus Service, 608-221-8417)

Parents/guardians should notify the bus contractor by 6:30 AM if their student(s) is not riding the bus that day. The bus contractor has a 24-hour voicemail as well as email allowing the parent/guardian to report the absence at his/her convenience.

Should a student(s) not be riding the bus for an extended time, the parent/guardian should notify the bus contractor the days the student(s) will not be using the bus service.

Disciplinary Procedures

Since safety is a prime concern, appropriate behavior is the expectation. Students not following expectations shall be subject to disciplinary procedures which may include:

- Written warning
- Student conference
- Parent conference
- Restorative practices
- Prevention plans
- Other

Co-Curricular and Special Activity Trips

1. 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.
2. 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.

TAYLOR PRAIRIE BEHAVIOR AND RELATIONSHIP APPROACH

Taylor Prairie staff and students value the dignity of all members of the school community at all times. We understand that positive relationships are critical for learning, and staff work hard to intentionally build from relationships with students and foster positive peer-to-peer relationships.

Positive support and restorative practices are used throughout our district are used throughout our district. At the universal level, this means that staff make an intentional effort to foster positive relationships between staff and students and student-to-student. Staff also teach and model behavior expectations and offer plenty of opportunities for practice and positive feedback. Logical and natural consequences are applied when a learner makes a mistake, and we focus on repairing harm to the community as well as empathy-building.

Staff, students and parents will cooperatively establish and review discipline procedures on an ongoing basis. We will encourage, prompt, and teach our children to become increasingly independent, to accept responsibility, to make positive choices, and to manage their own behavior. Home and school must share the responsibility for acceptable conduct. By working together, we can ensure positive student behavior. [Student code of conduct Policy #5500](#)

General Discipline Procedures

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

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

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

- Initial student misbehaviors will be handled by the adult directly involved with the student. Logical and natural consequences will be applied. Consequences will be restorative in nature.
- Repeated and/or serious rule infractions and misbehaviors will result in a misconduct report and/or referral to the principal or designee. The child will be asked to discuss the problem and develop a plan for solving the problem. The purpose of the support is to assist students in regaining self-control and to help students understand that choices

affect behaviors, that behaviors have consequences, and that reflective action plans can prevent future problems.

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

3. Continued, serious or repetitive misbehaviors will be reviewed by the classroom teacher, who will determine if a behavior plan and further conferences with parents, the principal, support staff and or proper authorities are warranted.
4. Severe violations of school guidelines including possession of prohibited items, endangering self or others, disruption of the educational process or severe noncompliance may result in immediate referral to the principal. Emergency situations, which require further interventions or exclusionary procedures may be referred to the Superintendent.
5. The child may be excluded from school in accordance with Monona Grove School District Board Policy [\(5610\)](#). See *Appendix 1 for School Board policies on suspension and expulsion and possession or use of dangerous weapons, (which includes **look-alike weapons**)*.
6. Violation of the law may result in notification of authorities.

Misconduct Reports

A misconduct report is used to inform parents of a violation of a school rule. The form is especially necessary when an incident is repeated or considered serious. This helps adults at school track patterns and make specific plans together with the student.

Search and Seizure

The School District reserves the right to have a staff member search a student if there is reasonable suspicion that the student may be bringing an object to school, such as those referred to in [Board Policy 5771](#) –Weapons that might cause injury to themselves or another individual. If such an object is found, it will be seized and the child's parent(s)/guardian(s) will be contacted. Discipline, if warranted, will be handled according to established school policies.

Appropriate Language

We believe there are standards of acceptable language and standards for appropriate ways of talking to and with other people. Our staff believes that we, parents and teachers, have a responsibility to model acceptable language for our students. We also believe that all of us have a responsibility to teach children that certain language is inappropriate by telling them that it is unacceptable and by helping them to find more appropriate ways to express their feelings.

What Do I Do If I'm Feeling Harassed?

The Monona Grove School District has a no-nonsense anti-harassment policy which prohibits harassment of students based on their sex, race, national origin, ancestry, creed, pregnancy, marital or parental status, sexual orientation or physical, mental emotional or learning disability. This policy is intended to protect students whether they actually belong to or are perceived as belonging to one or more of the above-protected categories by those engaged in the harassment. See *Appendix 1 for School Board Policy #5517.01 addressing*

student harassment.

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

Wisconsin Statutes 813.125(1) and 947.013 define harassment as:

- ❖ Striking, shoving, kicking, or otherwise subjecting another person to physical contact or attempting or threatening to do the same
- ❖ Engaging in a course of conduct or repeatedly committing acts, which “harass or intimidate another person and serve no legitimate purpose.”

PBIS

Taylor Prairie has adopted Positive Behavior Interventions & Supports (PBIS) to help create and maintain a positive school climate and an effective learning environment within its schools. PBIS is a series of strategies designed to promote academic achievement and behavioral competence by teaching the expectations for appropriate behavior in all areas of the school environment. By reducing behavioral interventions, PBIS creates an effective learning environment where teachers can teach and students can learn.

Classroom teachers and staff will be working through the year to familiarize students with behavioral expectations and teach what is appropriate behavior within specific school settings (classroom, hallways, cafeteria, bathroom and playground).

Taylor Prairie School PBIS Safety Matrix



I am safe at Taylor Prairie.

	Looks Like 	Sounds Like 	Feels Like 
Safe	Using walking feet Keeping hands and feet to self Staying with class Helping Taking care of our tools and toys Smiling	Having fun Talking voices Kind words Listening to friends and adults Saying “Hello”, “Good Morning” Asking “How are you?”, “Are you okay?”, “Can I help you?”, “Do you want to play?”	Loved Cared for Calm Excited Comfortable Included Welcomed

CURRICULUM

Taylor Prairie's Curriculum Guide is distributed on Back to School Night

Early Childhood Program

The Monona Grove School District provides preschool education for children age's 3-5 years old in the child's least restrictive environment. If you are concerned about your child's development or your child has a disability and may be eligible for an Early Childhood Program, please contact Taylor Prairie's principal. Students may need support developing:

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

MG 4K

The Monona Grove 4K program is a voluntary, comprehensive child development program available to all four-year-old children and their families within the Monona Grove School District (MGSD). 4K is a play-based program designed to nurture the social, emotional and early literacy skills of four-year-old children. A child must be four years old on or before September 1st to participate in the program. It does not take the place of Kindergarten.

Winnequah and Taylor Prairie will follow the Wisconsin Model Early Learning Standards (WMELS). **Houghton Mifflin 4K “Splash”** is used as a main curricular resource and this provides a rich, comprehensive, integrated curriculum that takes advantage of young children's natural curiosity about the world around them. The science, social studies, poetry and math links weave content throughout the program to enrich children's language, early reading skills, and background knowledge. Independent explorations take place during center times where children are encouraged to refine their natural inquiry skills.

Kindergarten Instruction

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

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

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

The kindergarten program provides time for developmentally appropriate group and individual activities to enhance the curriculum. Children grow and learn through engaging in rich and complex fun activities that allow them to solve problems and engage in fantasy.

General Curriculum- Kindergarten

Language Arts Program

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

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

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

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

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

Mathematics

Our mathematics program, Illustrative Mathematics (IM) aligns strongly with our District Math Vision:

All students in MG will successfully access and engage in an equitable 4K-12 math education that balances procedural and conceptual understanding along with opportunity for application and problem solving. Our goal is that each student will form a positive math identity and view math as engaging and meaningful in school and in life.

We believe that mathematics is a way of thinking and that learning to solve problems is central to our math education. Students acquire knowledge and skills, and develop an understanding of mathematics for their own experience. Mathematics is more meaningful when it is rooted in real life context and situations, and when children are given the opportunity to become actively involved in learning. Teachers and other adults play a very important role in providing children with meaningful mathematical experiences.

Math lessons include time for whole-group instruction, as well as small group, partner, or individual activities. These activities balance teacher-directed instruction with opportunities for open-ended, hands-on explorations, long-term projects and on-going practice. Number skills and mathematical concepts are not presented in isolation, but are rather presented in a logical progression that invites students into the mathematics, provides time for deep study of concepts and procedures, and many opportunities to consolidate and apply their new learning.

Through the development of foundational skills (subitizing, comparison, counting 1:1, cardinality, hierarchical inclusion and conservation). Students are encouraged to explain and discuss their mathematical thinking, in their own words. Opportunities to verbalize their thoughts and strategies give children the chance to clarify their thinking and gain insights from others.

The following mathematical domains are explored throughout the year:

- Counting and Cardinality
- Operations and Algebraic Thinking
- Numbers and Operations in Base Ten
- Measurement and Data
- Geometry

Because very few people learn a new concept or skill the first time they experience it, the curriculum is structured to provide multiple exposures to topics, and frequent opportunities to review and practice skills. A concept or skill that is informally introduced in Kindergarten, for example, will be revisited, developed, and extended numerous times, and in a variety of contexts, throughout the year and into later grades.

Science

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

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

In addition to content skills, elementary students also learn important science process skills. These process skills include observing, classifying, measuring, communicating, record keeping, inferring and predicting, controlling variables, representing data, experimenting, and using scientific tools. These important science process skills are fully integrated with the teaching of the three major science content skill areas.

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

Social Studies

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

Library

The mission of the library program is to create a dynamic, joyful experience that enables children to work independently and collaboratively in becoming life-long readers, skilled learners and informed decision-makers. The library program supports resource based teaching and learning as students acquire information literacy skills and integrate these skills in the research process. The Library Media Specialist collaborates with teachers and specialists to integrate curriculum units. Library services are available to all of our

students and their families during regular school hours.

Music

All kindergarten students attend two forty minute music classes each week where they explore many different kinds of music. The curriculum follows the four categories of the National Core Arts Standards: Create, Perform, Respond and Connect. Students have the opportunity to create their own music as well as perform existing music through singing songs and playing pitched and unpitched instruments. They respond to music and make connections to other subject areas through listening, movement and discussion. As students learn about the world of music, they also learn new ways to creatively express themselves.

Art Education

All Kindergarten students attend two forty-minute art classes each week. Students focus is in identifying as an artist by exploring the art elements of line, value, shape, space, texture and color. Areas of major emphasis include drawing, painting, collage, sculpture, printmaking, and ceramics. Art history is incorporated relative to projects.

The Monona Grove Art Curriculum has tied the following major goals for elementary school children to the “**Wisconsin Model Academic Standards for Art and Design Education**”. These goals connect and build upon the verb concepts think, see, feel, and do:

- **Think:** To help children develop an understanding of humanity’s visual art heritage as well as the roles of artists in their own culture and time.
- **See:** To help children see, discover and understand visual relationships in both natural and created environments.
- **Feel:** To help children express ideas, attitudes, feelings, values and imagination through art activities, contributing to their personal growth.
- **Do:** To help children learn to use intelligent judgments and discrimination in their work, as well as in their personal and community life.

Physical Education

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

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

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

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

The emphasis of the physical education curriculum is to help each child maintain, appreciate, and develop real joy in achieving efficient and effective movement, which will continue throughout an active life. Students in kindergarten grade meet three times a week for 40 minutes. Students in 4K meet two times a week for 30 minutes.

Technology

We offer a variety of opportunities for students to leverage technology and digital devices as tools in their learning. Technology goals focus on helping students understand and demonstrate:

- Technology and devices can be used to personalize learning
- Technology and devices can be used to acquire and organize information
- When using appropriate technologies and devices, we can access, analyze, create, and communicate information

Our Library Media Specialist works with teachers to select digital resources and apply technologies which best match curriculum objectives and the developmental needs of students. Technology is valuable to the extent that it promotes student engagement in relevant and authentic learning and enhances collaboration and connectivity between learners.

Each student will receive an iPad to use at school. Please see this link for care, rules and responsibility of devices.

[**Device Handbook**](#)

HOMEWORK

Definition of Homework and Policy [2330](#).

The Board of Education acknowledges, under Board Policy 2330, the validity of out-of-school assignments as adjuncts to and extensions of the instructional program of the school. "Homework" shall refer to those assignments to be prepared outside of the school by the student or independently while in attendance at school.

The Superintendent shall develop administrative guidelines for the assignment of homework taking into account these principles:

- A. Homework should be properly planned as part of the curriculum to extend and reinforce the learning experience of the school.
- B. Homework should help students learn by providing practice in the mastery of skills, experience in data gathering, and integration of knowledge, and an opportunity to remediate learning problems.
- C. Homework should help develop the student's sense of responsibility by providing an opportunity for the exercise of independent work and judgment.
- D. The number, frequency, and degree of difficulty of homework assignments should be based on the ability and needs of the student and take into account other activities which make a legitimate claim on the student's time.
- E. As a valid educational tool, homework should be assigned with clear direction and its product carefully evaluated.
- F. The schools should recognize the role of parents/guardians by suggesting ways in which families can assist the school in helping a student carry out assigned responsibilities. However, a student's ability to complete a homework assignment should not be dependent upon parental or other adult involvement.
- G. Homework should always serve a valid learning purpose; it should never be used as a punitive measure.

HOME-SCHOOL COMMUNICATION

School Visitation

Visitors, particularly parents, 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. Any visitor found in the building without a pass shall be reported to the Principal and/or law enforcement.

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 Principal regarding these restrictions. Students may not bring visitors to school without first obtaining written permission from the Principal. (Board Policies 7440 and 9150)

In accordance with 120.13(35), Wis. Stats., the District Administrator has the authority to establish conditions for entering or remaining in a District building, prohibit the entry of any person to a school of this 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.

Volunteer Program

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

Parent Conferences

Student progress is communicated through a combination of conversations, written reports and the parent-teacher conferences. Parent-Teacher conferences are held in the fall and in early spring of each school year. The purpose of the conference is to provide an opportunity to discuss your child's progress, goals and special needs with his/her teacher. These conferences are a very important part of the school year and an effort should be made to attend. Teachers are available during a block of time and each child is assigned a 15-minute conference time. The short time that you spend in a conference may prove to be the most valuable time you spend at school..

Parents are welcome to call their child's teacher anytime during the school year to request additional conferences. Staff email addresses are listed on the district website www.mononagrove.org under the Taylor Prairie page. On occasion, your child's teacher may also call you regarding your child's progress. Please refer to the "Elementary Student Calendar" for the date of parent conferences for the current school year.

Reporting to Parents

Report Cards are designed to provide a clear reflection of how students are performing in school. They will be provided two times a year using a semester reporting system.

Classroom Communication

In an effort to be more cost effective and go paperless, most classroom communication is sent electronically with the use of email or the Infinite Campus system. For that reason, it is critical that you keep your email address up-to-date in the school information system. If you do not have access to the internet, it is important that you inform the classroom teacher and the office that you require paper copies. The Seesaw application is also used as a communication tool to share photos and student work.

Classroom Concerns

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

Child Custody

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

School Newsletter

Our Taylor Prairie School Newsletter will be sent via email or hardcopy during the first week of each month. It contains news of school happenings, upcoming events and dates. Please take the time to read it and to be informed.

Parent Teacher Organization (P.T.O.)

The **Cottage Grove Schools' P.T.O.** supports dynamic home-school collaboration, cooperation and commitment. It serves a parent community that holds high expectations for students and their schools. P.T.O. members are actively involved in our school as volunteers and in school-wide projects. They are a most welcome and appreciated part of our school community. Families are encouraged to attend the monthly P.T.O. meetings. Notification of meetings will be posted in our newsletter. Meetings address a variety of topics, such as curriculum and school projects. You are automatically a member in the Cottage Grove Schools' P.T.O.

Parent Input Forms

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

Parent/Citizen Complaints

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

Student Records

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

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

Withdrawal - Transfer of Students

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

STUDENT SERVICES AND ACTIVITIES

Care of Property

Please label your child's lunch box, coat, and other personal belongings. Valuables, including electronic devices, should not be brought to school, as MGSD cannot be responsible for loss, damage, theft or vandalism of students' personal property. Taylor Prairie keeps all lost items in the Lost and Found for a limited period of time. Following that, items are donated to charity. Please help your child develop a sense of responsibility and respect for school property and textbooks. Students will be responsible for the cost of replacing MGSD material or property that is lost or damaged through vandalism or negligence.

Fees: The Monona Grove School District student fee structure for the 2021-2022 school year is as follows:

T4K: \$15.00 Kindergarten: \$37.00

Fees are to assist in covering enhancements to the overall educational program at each grade level and are used toward the cost of workbooks and consumable items. **NOTE: If a student qualifies for reduced or free lunch, the parents/guardian are exempt from paying this fee if they sign the waiver on the backside of the free and reduced form.**

Yearbooks are given to all students at the end of the school year.

Student and Adult Athletic Passes

Home athletic events are FREE to Monona Grove School District students. Parents may purchase a pass to admit them to home athletic events, excluding special events, for **\$40**. Non-Monona Grove Students and adults who do not have a pass, must pay the regular entrance fee of \$5.00. Go Silver Eagles!

Lunch Program

Good nutrition is important, especially at the school age stage of development. You can support this by providing a nutritious breakfast and lunch or taking part in our district hot lunch program. [School Nutrition Board Policy #8500](#)

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

Parents are welcome to join their children for lunch. Please let the office know by 8:15 a.m. if you will be purchasing a lunch ticket. **Adult tickets are \$5.10.**

The kitchen staff coordinates snack, lunch and milk sales. All students are given a debit account card. Students present this card when receiving their lunch and the amount is deducted from their account. We urge parents to deposit money into their accounts on a regular basis. Parents can pay by check or online through Infinite Campus. (Please note: There is a bank fee charged for any checks written to the school that are returned due to insufficient funds.) Questions? Call the School Nutrition Director at 608-316-1911.

22-23 School Year Rates: Lunch = \$2.90 Milk = .40

Parents have the responsibility to deposit lunch money into their child's food service account as needed. Taylor Prairie does not assume the responsibility for lost lunch cards. Students without a lunch or who have an insufficient account balance will be offered the

option of receiving a lunch ticket on loan (with payment expected the following day) or calling a parent.

Free and Reduced Meals

Each year a new application form for eligible households must be filled out for free/reduced meals. Applications will be available online in August or in the school office. Be sure to list all of your children on ONE APPLICATION. Return the application as soon as possible. The District Office cannot process an application that is not signed, does not list the household income, the TOTAL household monthly income, names of household members, or does not include social security numbers. Application approvals are delayed if any required information is missing. [School Nutrition Page](#)

Morning Breakfast Break

The school nutrition program will offer a “Morning Breakfast Break”. A morning breakfast will consist of milk, juice or fruit and a nutritious item. The snack fee for the 22-23 school year is \$1.60. Milk can be offered separately for .40 *Students with free/reduced status will be offered a full breakfast at no cost.* Students may also choose to bring their own breakfast. Suggested breakfast items are fruit, raisins, crackers, bagels, cheese, yogurt, juice box, popcorn, carrot and celery sticks, peanut butter sandwich, fruit roll-ups, nuts (please no peanuts in the shell), and granola bars. “**Peanut-free**” rooms will be required to bring non-peanut items.

Birthday Celebrations and Outside Party Invites

Please contact your child’s teacher for their guidance on celebrating birthdays at school. We encourage parents to handle birthday party invitations outside the school. However, if you choose to distribute in the school it will only be allowed if ALL students in the classroom are invited.

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.

The office staff handles illness/injuries that take place at school, and when necessary, notifies parents. To help reduce the spread of illness at school, we ask you to please keep children with a fever or diarrhea/vomiting home for 24 hours after the symptoms have resolved. Do not give fever-reducing medication and send your child to school. If a child has a temperature 100+ degrees, is vomiting, or has a rash, s/he should be excluded from the classroom. The parent/guardian will be called to pick him/her up. If we are unable to reach a parent or guardian, the emergency contact will be contacted. The school must have complete information regarding whom to call in case of an emergency. A school district nurse rotates between buildings in the Monona Grove School District. The nurse will have a scheduled time to be at each building, each week. School personnel, including nurses, may only give first aid. They may never diagnose, give medical treatment or prescribe medication for a child.

Medication at School

Parental cooperation is essential when medicine is to be administered to a child during the school day. **For prescription medications**, a form containing written orders and instructions from the student's physician detailing the name of the drug, dosage, times to be given, and when medication is to be discontinued is required. Forms are available on the district school website as well as the school office. If medication is discontinued and then resumed, a new form must be completed. A form must be completed for each medication, if more than one. No prescription medication will be administered unless your physician completes a form. *Medications cannot be sent home with students; parents must pick medications up in the school office.* **For over-the-counter medications**, a form containing written instructions and signature by parent or guardian is required and medication must be furnished. School personnel will not provide aspirin or any other over-the-counter medicine to students. Medicine will be given in the presence of the nurse, office staff, or principal.

Rescue inhalers and Epi-pen auto injectors are by law allowed to be kept and self-administered by students under specific circumstances with written permission from the child's prescribing health care provider and parent or guardian. It is recommended that a backup rescue inhaler and/or Epi-pen also be kept in the school office as these medications are packed to take on field trips. All medication must be provided in a valid pharmacy container clearly labeled with the student's name, name of medication, and dosing instructions. Expired medication is not acceptable.

Student Insurance

Student insurance policy information will be distributed prior to the start of each school year. [Board Policy 8760](#)

Field Trips

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

Safety Drills

Fire Drills are held monthly and at various times during the day. Instructions are given to the children and teachers at the beginning of each school year. Tornado and intruder safety drills are also conducted periodically and children are moved to the areas which provide the safest shelter. Teachers and children are given specific directions for these evacuations.

Videos/Internet Sites in the Classroom

Videos and internet sites will not be overused for the purpose of entertainment or rewards. A specific educational objective must be noted. Movies are discouraged for celebration or reward days. The thought is that students view so many television shows and videos at home that fun activities like games that promote interaction with peers are encouraged.

Full-length motion pictures must have a G rating and should be tied to the curriculum. If there is an unrated movie or worthy movie teachers deem appropriate to show, teachers will send home a letter describing the movie contents and give parents a chance to exclude their child.

Copyright laws must be followed in taping and showing of films and television programs.

Religious Beliefs

Parents/Guardians may desire or request that their children be excluded from receiving instruction in specific phases of certain curricular offerings on the basis of their religious beliefs. Reasonable accommodations will be provided for a student's sincerely held religious beliefs with regard to academic requirements and examinations. [Board Policy 2270](#) and [Board Policy 2240](#).

Title IX

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

Should any student feel that the terms of the above legislation are not being met, the first step is to contact the person(s) immediately involved or the school principal to discuss the matter. The principal is able to supply any student with the procedures for formal appeal of unresolved matters. [Board Policy #2266](#)

Recess

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

Damaged Books

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

Two-Way Communication Devices

Our school policy is quite simple---devices such as cell phones, smart watches or portable

media devices **are not allowed** in school. Requests for accommodations shall be made in writing and approved by the building principal. The *District* policy on Personal Communication Devices can be found in [Board Policy #5136](#).

STUDENT SERVICES PERSONNEL AND PROGRAMS

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

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

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

Advanced Learners

The Monona Grove School District is committed to providing programming that addresses student's individual learning needs. Each student is unique and thus few have unmet needs that require intentional planning by grade level teachers and specialists in order to be addressed.

Intellectual and Specific Academic Abilities- Students who learn quickly and easily; show rapid language development; exhibit strong powers of reasoning; have advanced abilities in critical thinking and problem solving; and are curious, investigate and observant.

Artistic Ability- Students who demonstrate high levels of ability in the visual and performing arts, including art, music and drama.

Creative Ability- Students who exhibit creativeness in oral, written, and nonverbal expression produce many original ideas; are flexible and elaborative in their thinking; tend to resist one-answer solutions; possess strong visualization and imagination abilities; and tend to be different from the norm, resisting conformity.

Leadership Ability- Students who demonstrate high levels of ability to mobilize the capacities of a group to solve its problems, accomplish its goals, and/or meet its needs.

Staff members work together as a team to provide a variety of service options and to provide a variety of learning opportunities to match the learning needs. The classroom teacher is the primary support for students yet, as needed, staff teams collaborate to design student-learning opportunities.

Resources:

Parents and community members who wish to assist in implementation are always welcome. Volunteers may assist teachers and students on a regular basis or with special projects.

Academic Co-Planning and Intervention

Academic intervention is provided through a multi-tiered system wherein students receive the academic, social and emotional support they need based on a variety of indicators

including benchmark data and classroom performance. Co-planning between classroom teachers and specialists is used to develop lessons that equitably equip all learners to meet the appropriate grade-level standards. Intervention is delivered by classroom teachers, specialists, and educational assistants, and consists of classroom instruction, team teaching, small group, and individual instruction for every student.

Social Emotional Learning and Student Services Support

Currently, Taylor Prairie School has student service staff who work together to deliver a range of services including developmental guidance, consultation with teachers and families, and individual or small-group intervention for students.

The social emotional learning program is a planned effort to provide universal instruction for all students in grades K-8 in the areas of problem-solving and social-emotional development. Students are exposed to direct instruction in the area of Empathy, Problem-Solving, Emotion Management, and Personal Safety using the 2nd Step and Zones of Regulation curriculums. Student Services staff members also work with children individually or in small groups on an as-needed basis. Topics covered may include learning to make friends, handling anger, family change, grief and loss, or other situational problems that may occur in a child's life.

Other roles and responsibilities of Student Services staff include consultation, individual assessment, program planning, and intervention on an individual, family, or classroom level. Taylor Prairie School utilizes a Problem-Solving and Response to Intervention approach to dealing with students' learning and/or behavioral difficulties, Student Services staff members may, as a member of a problem-solving team, discuss students' social-emotional and academic needs while considering options for change.

Special Education

Our special education services focus on adjusting environmental factors, modifying the course of study and adapting teaching methods, materials and techniques to provide for students with special learning, emotional or physical needs. It is our responsibility to work as a team to ensure that each student receives the instruction and support necessary for a successful school experience.

Speech/Language Services

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

Speech articulation (production of speech sounds) is essential for effective communication and is often imperfect in young children, as some sounds come in as late as the seventh or

eighth years. Speech fluency and voice quality are aspects of communication that have effects on social development. Oral language such as vocabulary, sentence structure, and social use of language normally develops in a fairly uniform progression and at varying rates. The understanding of oral language such as verbal directions, vocabulary, concepts, and overall meaning also develops in a predictable order. All of these components of communication are necessary for success in school.

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

School Nursing Services

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

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

The office staff handles illness/injuries that take place at school and when necessary, notifies the parents. If a child has a temperature (over 100 degrees), is vomiting, has diarrhea or has a rash, s/he should be excluded from the classroom. We ask that students with these symptoms stay home for 24 hours after symptoms have resolved. Please notify the school if your child has a communicable disease, such as chicken pox, strep-throat, etc. The information is logged and passed on to Dane County Health Services.

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

Internet and Network Information

We are pleased to offer students of the Monona Grove School District access to the district computer network and the Internet. Access to the computer network and the Internet will enable students to explore thousands of libraries, databases, and bulletin boards while exchanging messages with Internet users throughout the world.

Families should be warned that some material accessible via the Internet might contain items that are illegal, defamatory, inaccurate or potentially offensive to some people. While our intent is to make Internet access available to further educational goals and objectives, students may find ways to access other materials as well. We believe that the benefits to students from access to the Internet, in the form of information resources and opportunities for collaboration, exceed any disadvantages. But ultimately, parents and guardians of minors are responsible for setting and conveying the standards that their children should follow when using media and information sources. To that end, Monona Grove School District supports and respects each family's right to decide whether or not to apply for access.

Statement of Good Practice: Students are responsible for good behavior on school computer networks just as they are in the classroom or a school hallway. Communication on the network is often public in nature. General school rules for behavior and communications apply.

The network is provided for students to conduct research and communicate with others. Independent access to network services is provided to students who agree to act in a considerate and responsible manner. Access is a privilege, not a right. Access entails responsibility.

Individual users of the district computer networks are responsible for their behavior and communications over those networks. It is presumed that users will comply with district standards and will honor the terms outlined in this policy.

To maintain system integrity and insure that users are using the system responsibly, users should not expect that files stored on district servers will always be private. During school, teachers will guide students toward appropriate materials. Outside of school, families bear the same responsibility for such guidance as students utilize information sources such as television, telephones, movies, radio and other potentially offensive media.

Appendix 1

School Board Policies and Procedures And Parental Notices

School Board Policies:

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

www.mononagrove.org

- Click on District
 - Click on School Board
 - Click on Board Policies
- Or Click on the link below if viewing electronically

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

Parent Notices - Attached:
Protections of Pupil Rights
Family Educational Rights and Privacy Act
Parental Notice Regarding Homeless Children
Child Find Notice

“Engaged learning where equity is prioritized.”

Protections of Pupil Rights Amendment (PPRA) Notification of Rights

August 2022

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

Consent

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

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

Receive notice and an opportunity to opt a student out of

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

Inspect, upon request and before administration or use

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

The Monona Grove School District has developed and adopted policies, in consultation with parents, regarding these rights, as well as arrangements to

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

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

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

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

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

August 2022

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

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

team members.

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

If you do not want the Monona Grove School District to disclose directory information from your child's education records without your prior written consent, you must notify the district in writing by **September 15, 2022**. The Monona Grove School District has designated the following information as directory information:

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

Parental Notice Regarding Homeless Children

August 2022

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

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

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

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

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

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

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

[Related Board Policy: 5111.01](#)

**Monona Grove School District
Child Find Notice**

August 2022

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

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

Appendix 2

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

Monona Grove Board of Education

Loreen Gage, President

Elizabeth Cook, Vice-President

Peter Sobel, Clerk

Andrew McKinney, Treasurer

Susan Fox, Member

Dr. Eric J. Hartz, Member

Susan Manning, Member

(See District website for contact information)

[MGSD Board Information](#)

“Engaged learning where equity is prioritized.”

Monona Grove District Office

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

Superintendent's Office

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

Buildings and Grounds

Jeff Carr, Facilities Supervisor 316-1910

Business Services

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

Communications

Katy Byrnes Kaiser, Director, 316-1960 Emily Hayhurst, Admin. Asst. 316-1912

Technology Services

TBA, Technology Coordinator 316-1925

Curriculum and Instruction

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

Human Resources

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

School Nutrition

Margaret Sanna, Coordinator 316-1911 Terri O'Neil, Admin Assistant 316-1894

Student Services

Christa Foster, Director 316-1908 Kendra Atkinson, SE Coordinator 316-1907
Emily Boyd, SE Coordinator 316-1930 Toni Reider, Admin. Assistant 316-1905
Shelby Steel, Student Service/Equity Coord. 316-1926 Jade Sachs, Interpreter 316-1356
Katy O'Shea, District Registrar, 316-1920

Transportation

Nelson Bus Company 608-221-8417

Building Administrators

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

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

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

Kris Langer, Principal
James Kamoku, Associate Principal

Winnequah School Phone: (608)221-7676, Fax: (608)221-7694

Angie Fassl, Principal
Jesse Starr, Associate Principal

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

Reed Foster, Principal
John Hagen, Associate Principal

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

Danyelle Wright, Principal

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

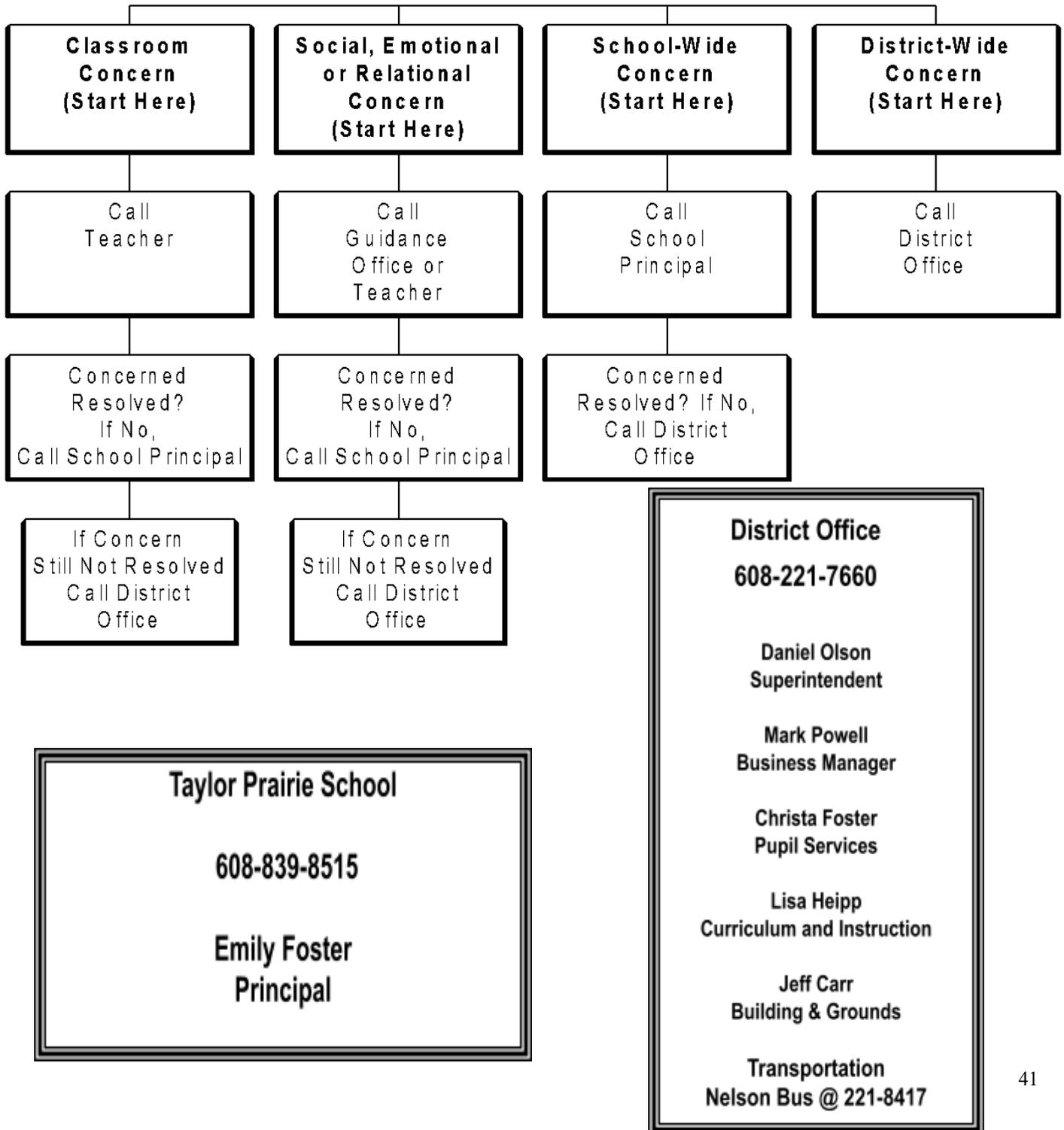
Emily Foster, Principal

How To Get Help With A Concern

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

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

Monona Grove School District Help Flow chart





2022-2023 School Year Calendar 4K-12

	January 20	
August 29-31	No School for Students*	No School for Students
September 1	First Day of School for Students	Staff Professional Day (Morning only)*
September 5	No School Labor Day	End of 1st Semester - TPS, CGS, WS, GRS, GDS & MGHS
September 12	No School for 4K Students Only*	No School for 4K Students Only*
September 23	No School for Students*	No School
October 3	No School for 4K Students Only*	No School for Students*
October 21	No School	No School for 4K Students Only*
October 24	No School for Students*	No School for Students*
November 4	No School for Students*	End of 3rd Quarter - GDS & MGHS
November 7	End of 1st Quarter - GDS & MGHS	No School
November 23-25	No School for 4K Students Only*	Spring Break
December 5	No School	Classes Resume, No School for 4K Students*
December 23-January 2	No School Thanksgiving Break	No School for Students*
January 3	No School for 4K Students Only*	No School for 4K Students Only*
January 9	No School	No School
January 16	Classes Resume	Memorial Day
	No School for 4K Students Only*	Last Day of School for 4K Students
	No School	Last Day of School - Early Release for all Students

***PROFESSIONAL DAYS:** On professional days teachers & other staff are completing professional development, classroom work, or staff meetings.

District Schools



Taylor Prairie School
Grades 4K-K | Cottage Grove
608-839-8515
tps.attendance@mgschools.net



Cottage Grove School
Grades 1-2 | Cottage Grove
608-839-4576
cgs.attendance@mgschools.net



Granite Ridge School
Grades 3-5 | Cottage Grove
608-839-8980
grs.attendance@mgschools.net



Winnequah School
Grades 4K-5 | Monona
608-221-7677
ws.attendance@mgschools.net



Glacial Drumlin School
Grades 6-8 | Cottage Grove
608-839-8437
gds.attendance@mgschools.net



Monona Grove High School
Grades 9-12 | Monona
608-221-7666
mghs.attendance@mgschools.net



MG21 Charter School
Grades 6-8 & 9-12 | Monona
608-316-1924



www.mononagrove.org

TAYLOR PRAIRIE STAFF

Administration

Emily Foster Principal
Allison Wojta TOSA
Penny Meikle Admin Asst
Julie Miller Admin Asst

Teaching Staff

Early Childhood

Lindsey Rice

4K

Jessica Parkos Room 13
Sara Steine Room 15
Kristin Tuschen Room 12
Jessica Wells Room 14

Kindergarten

Wendy Connor Room 19
Kelly Frydenlund Room 39
Megan Heim Room 25
Tanya Nachreiner Room 20
Peggy Riley Room 44
Elisabeth Ripple Room 38
Nicole Suchomel Room 43
Michelle Weiss Room 24

Physical Education

Ginger Veith Room 59

Art

Miranda Fields Room 47

Music

Charis Boersma Room 49

Library/Makerspace

Elizabeth Wodzinski
Room 28/35

Special Education

Heather McGee

Pupil Services

Gina Molstad District Admin Asst/4K
Outreach
Kelsy Dieckhoff Psych/Guidance
TBA School Counselor
Margit Frisch School Nurse
Brad Urban Occupational
Therapy
Melanie Fisher Physical Therapy
Aimee Theo COTA
Kelsey Upward Literacy Coach
Jacinda Wapneski Literacy Coach
Scott Cline Advanced Learner
Coach
Matt Hayden Elementary Math
Coach
Amanda Argue ELL
Carol Robinson Speech/Language
Michelle Brown Speech/Language

Support Staff

Instructional Assistants/Supervision

Carol Bratland Denise Feivor
Cozette Giallombardo
Kelly Haberli
Elaina Kohr Tina Luchetti
Marissa Mayfield Keisha Nee
Susan O'Neill Julie Peak
Marisa Schuchardt Heather Tortorice
Deb Wogsland

Food Service

Amy Vigdal Room 58/Kitchen
TBA Room 58/Kitchen

Building Services

Nangzong Yang Head Custodian
Robert Priem Head Maintenance
Jeff Trudell Night Custodian
Zaida Duarte PT Night Custodian
Pontes