



CHEESEMAKER PRIDE

SCHOOL DISTRICT OF MONROE

BACK TO SCHOOL EDITION 2018 - 2019

**DISTRICT
ADMINISTRATIVE CENTER**
925 16TH AVENUE SUITE 3
MONROE, WI 53566
608-328-7171

**ABRAHAM LINCOLN
ELEMENTARY**
2625 14TH AVENUE
MONROE, WI 53566
608-328-7172

NORTHSIDE ELEMENTARY
3005 8 ½ STREET
MONROE, WI 53566
608-328-7134

PARKSIDE ELEMENTARY
920 4TH STREET
MONROE, WI 53566
608-328-7130

MONROE MIDDLE SCHOOL
1510 13TH STREET
MONROE, WI 53566
608-328-7120

MONROE HIGH SCHOOL
1600 26TH STREET
MONROE, WI 53566
608-328-7122

MISSION STATEMENT

The School District of Monroe will prepare each student for the future by developing academic, life, and employability skills. To this end, we will foster partnerships with family and community to ensure student success.

Addressing District Facility Needs



Rick Waski
District Administrator

Beginning in January of this year, approximately 16 community members began meeting regularly to discuss facility needs in our district. This District Facilities Committee met with the architect and general contractor that the Board selected to conduct a facilities study. They toured all five schools and worked to prioritize needs in the district as we move forward.

The result of this work is a prioritized list of projects that the committee felt could be done in the short-term as the district seeks community input to address two key questions before any long-range facilities planning can occur:

1. Should the district consider consolidation into two elementary schools rather than three?
2. Are the needs at the high school so extensive that remodeling no longer makes sense and new construction needs to be explored?

With each of these questions, the tax impact also needs to be carefully analyzed, as the questions cannot be properly addressed without viewing them in the context of how much these issues would save or cost taxpayers. As a result of the greater time needed to answer the long-term needs, the committee has developed a two-year plan to keep the tax levy flat, but still address some needs at our two newest (or most newly remodeled) buildings while the questions that were mentioned are addressed. The referendum question for the two-year maintenance projects would be consistent with the costs of the expiring debt service and the expiring referendum question of maintenance and safety projects. Thus, there would be no tax increase from the current levy should the referendum pass.

At the July 9th School District of Monroe Board of Education meeting, the Board voted 8-0 (one member was absent) to approve going to referendum in November of 2018 to address some facility needs at Parkside Elementary School and Monroe Middle School. The referendum question will extend over a two-year period and \$3.36 million dollars will be requested to make the following repairs or upgrades:

PARKSIDE ELEMENTARY

- Replace the 28 residential furnace units with a modern HVAC (heating, ventilation, and air conditioning) system with digital controls
- Replace the ceiling grid and ceiling tile throughout the building
- Install new interior LED light fixtures throughout the building while the ceiling is being removed/replaced for HVAC work
- Install fire sprinkler system
- Remodel restrooms to allow for ADA accessibility and better functionality
- Additional maintenance projects as funds allow

Facility Needs (continued on page 2)

A Message from the School District of Monroe Board President



Dan Bartholf, School Board President

My name is Dan Bartholf and I am the new School Board President and I wanted to take this time to introduce myself. I am a 1992 MHS graduate. After high school, I obtained an undergraduate business degree from the UW Wisconsin and then went on and obtained my law degree from the University of Cincinnati. I returned to Monroe and I have now been practicing law for the last 19 years.

As a Monroe graduate, I have been blessed with a great education which provided me the proper foundation to be successful in obtaining my college degrees. Being thankful to the School District of Monroe and wanting to have an impact on my children’s education, I decided to run for the School Board. I have now been on the Monroe School Board for six years. I am proud to be a parent of four children in this district. My daughter attends the Monroe Middle School and my three boys attend Northside Elementary.

As a School Board member, I have always approached any decision by looking at what would be in the best interest of our students while also being mindful to the taxpayers. As President, my goal is to be as transparent as possible and to increase parents and the community’s involvement in issues that arise from time to time. I also want to make sure that the general public is kept up-to-date as much as possible. In that regard, I am creating an email list for those that desire to periodically get updates on Board matters. The updates would cover policy decisions, referendum and facilities updates and key issues or topics before the Board. If you would like to be placed on the Board update list, please email to danielbartholf@monroe.k12.wi.us with your contact information (name, address, and phone number) and I will add you to the list.

I would also encourage you to come out to our meetings which are on the second and fourth Mondays of the month starting at 7:00 p.m. (with committee meetings generally immediately before). Thank you for your support of the School District of Monroe.

Facility Needs *(continued from page 1)*

MONROE MIDDLE SCHOOL

- Remodel restrooms to allow for ADA accessibility and better functionality
- Additional maintenance projects as funds allow

The committee has recommended to the Board that additional projects and improvements at other schools be delayed until a long-range plan is developed with greater community input. In the meantime, we feel that the improvements made to both sites will improve the energy efficiency, learning environments, and physical comfort for students and the community at both schools.

If you would like additional information on the fall referendum questions, feel free to contact me at rickwaski@monroe.k12.wi.us or contact our Business Administrator Ron Olson at ronolson@monroe.k12.wi.us. We both can also be reached by calling us at the District Administrative Center at 328-7171.

SCHOOL DISTRICT OF MONROE SCHOOL BOARD MEMBERS

- Dan Bartholf, President
- Amy Bazley, Vice President
- Nikki Matley, Clerk
- Mary Berger, Deputy Clerk
- Rich Deprez, Treasurer
- Les Bieneman, Member
- Teresa Keehn, Member
- Cheryl McGuire, Member
- Jim Plourde, Member

School District of Monroe
Board of Education Meetings
District Administrative Center

Conference Room A
925 16th Avenue Suite 3

Monroe, WI 53566

Meetings: 2nd & 4th

Mondays of Every Month 7:00 P.M.
Public is Welcome

Please visit <http://monroeschools.com> for information regarding our Board of Education and School Board Policies



2018 Monroe Homecoming Parade

Friday, September 28
4:00 p.m.

Downtown Monroe

Come show your
Cheesemaker Pride!

School District Social Media

The School District of Monroe has partnered with #SocialSchool4EDU, a Wisconsin-based social media consultant, to enhance our social media footprint within and outside of the community. The District will continue to feature various postings on Facebook, but will also present a Twitter page, Instagram page, and YouTube channel. To access these pages, please visit www.monroeschools.com and click on the associated social media icons located on the top right side of the webpage.

If you have any questions or suggestions regarding social media, email Joe Monroe at josephmonroe@monroe.k12.wi.us or call him at (608) 328-7155.



Facebook - @MonroeSchoolDistrict



Twitter - @MonroeschoolsWI



Instagram - @monroe schoolsWI



YouTube - Monroe Schools



SCHOOL DISTRICT CONTACTS

www.monroeschools.com

District Administrative Center

925 16th Avenue Suite 3, Monroe, WI 53566
Phone: 608-328-7171
Fax: 608-328-7214
Office Hours: 7:30 pm - 4:30 pm

Rick Waski, District Administrator
Ron Olson, Business Administrator
Terri Montgomery, Director of Curriculum & Instruction
Joe Monroe, Director of Pupil Services
Eric Ekum, Director of Food Services
Rich Zentner, Director of Buildings & Grounds

Abraham Lincoln Elementary School

2625 14th Avenue, Monroe, WI 53566
Phone: 608-328-7172
Fax: 608-328-7228
Office Hours: 7:30 am - 4:00 pm

Jenna Trame, Principal
Aaron Heim, School Counselor
Chelsea Grinvalsky, School Psychologist
School Day Schedule: 8:07 am - 3:10 pm (T-Fr);
8:07 am - 2:10 pm (Early Release Mondays)

Northside Elementary

3005 8-1/2 Street, Monroe, WI 53566
Phone: 608-328-7134
Fax: 608-328-7226
Office Hours: 7:30 am - 4:00 pm

Amy Timmerman, Principal
Katlyn Trumm, School Counselor
Jessica Marquette, School Psychologist
School Day Schedule: 8:07 am - 3:10 pm (T-Fr);
8:07 am - 2:10 pm (Early Release Mondays)

Parkside Elementary

920 4th Street, Monroe, WI 53566
Phone: 608-328-7130
Fax: 608-328-7222
Office Hours: 7:30 am - 4:00 pm

Todd Paradis, Principal
Amanda Graham, School Counselor
Carol Ninmer, School Psychologist
Samantha Kubly, District Nurse
School Day Schedule: 8:07 am - 3:10 pm (T-Fr);
8:07 am - 2:10 pm (Early Release Mondays)

Monroe Middle School

1510 13th Street, Monroe, WI 53566
Phone: 608-328-7120
Fax: 608-328-7224
Office Hours: 7:30 am - 4:00 pm

Brian Boehm, Principal
Matt Brown, Associate Principal
Elizabeth Strunz, School Counselor
Jenna Mathew, School Psychologist
Ryan Thompson, Athletic Director
School Day Schedule: 8:00 am - 3:22 pm (T-Fr);
8:05am-2:20 pm (Early Release Mondays)

Monroe High School

1600 26th Street, Monroe, WI 53566
Phone: 608-328-7122
Fax: 608-328-7230
Office Hours: 7:30 am - 4:00 pm

Chris Medenwaldt, Principal
Jeriamy Jackson, Associate Principal
Lisa Davis, School Counselor
Alicia Ziolkowski, School Counselor
Amber Schade, School Psychologist
Jeff Newcomer, Activities/Athletic Director
School Day Schedule: 8:00 am - 3:26 pm (T-Fr);
8:00 am - 2:18 pm (Early Release Mondays)

Lamers Bus Garage

2665 3rd Street North, Monroe, WI 53566
Phone: 608-325-7788
Fax: 608-325-7767
6:00 am - 5:00 pm

Denise Schindler, Office Manager

Monroe Public Library

925 16th Avenue
Phone: 608-328-7010
Fax: 608-329-4657

Suzann Holland, Library Director
Monday - Thursday 9:00 am - 9:00 pm
Friday 12:00 pm - 6:00 pm
Saturday 9:00 am - 4:00 pm



Operating Referendum November 2018

Ron Olson, Business Administrator

This November the District will be back asking taxpayers whether they will reauthorize a non-recurring operating referendum to exceed the revenue limits. We are currently starting the third year of the three-year operating referendum that was approved in November of 2016. Question 1 of that referendum was for operating and was for \$1,500,000 per year for the 2016-17 school year (which was already underway), the 2017-18 school year, and the third and final year was this year, 2018-19. The operating question that will be proposed this fall will again be for \$1,500,000 per year and will be for five years starting with the 2019-20 school year and running through the 2023-24 school year. This means that if approved there would be no change in the levy impact over the current operating referendum. The Board made it a priority to keep the question cost neutral with the current question that is in place.

I think most people are now getting familiar with school operating referendums. For those of you who may not be, you can look forward to more materials coming out from the District this fall explaining why school districts, and Monroe specifically, need operating referendums and just how common they now are throughout the state and local area. The questions I am hearing most often right now can be summarized the following three ways. Is it time for a referendum again already? Can we make it longer or ask less frequently? How are you keeping the amount the same and/or will the amount be enough?

It is time already. We were over four months into year 1 of the last referendum when the question was approved at the start of November. There is no fall election next year. So we are asking now in the fall of 2018 so that we can plan ahead for the 2019-2020 budget and school year.

The Board did hear the community's desire for a longer term and is asking for a 5-year authorization of funds. This will provide a little longer stability for the District. If it passes, it will also provide a longer break for the community between operating referendums. This would also provide the District with a greater window of time to focus on educating students rather than on funding and an operating referendum. With that said, the Board and administration did not feel comfortable asking for a recurring referendum where the authorization would have been forever. The Board feels it is important that the District should have to come back to the community and taxpayers periodically to ask if we are doing a good job and whether they would reauthorize funding for another period of time like we are doing now.

Many of you may have heard me speak in the past or have read materials regarding the "cap gap" and how the allowed increases of the revenue cap have not kept up with rising costs over time and this creates a larger and larger gap over time. One of the biggest causes has been the cost of health care. The District has been able to change providers and plan design to actually reduce health care costs in recent years. The District has also been able to implement wellness initiatives, engage the healthcare providers and push for greater services from our insurance provider in educating our staff on becoming better consumers of health care. This proactive approach by the District has allowed us to negotiate a five-year health insurance premium freeze. By controlling this significant portion of our budget expense, we hope that future state budgets will provide enough revenues to allow us to fund our existing programs for the next five years with the same level of operating referendum support that we had the last three years. We know that if those state budgets provide fewer revenues again, as they have on occasion in the past, that the District may have to consider reductions to balance the budget. Just as the Board will need to continue to evaluate the budget on an annual basis and make reductions when they make sense.

There was a second operating question in the fall of 2016 to address some maintenance and safety issues. Those projects have been undertaken and many are completed with some to be finished yet this year. That question will not be going forward as another operating question this fall. It will be considered, along with some expiring debt, as a potential debt service question at no levy impact to address some maintenance needs of the District. The cost for the maintenance items will be similar to the previous costs of the expiring debt and previous Question 2. You can read more about that in the article written by Mr. Waski.

2017 - 2018 MENU PRICES

BREAKFAST:

Available in all schools from 7:35 a.m. to 8:05 a.m.

Kindergarten to 5th Grade - \$1.40

6th Grade to 8th Grade - \$1.50

9th Grade to 12th Grade - \$1.60

Reduced - Free

Adult Breakfast - \$2.00

Milk - \$0.50

LUNCH:

Kindergarten to 5th Grade - \$2.60

6th Grade to 8th Grade - \$2.85

9th Grade to 12th Grade - \$3.05

Reduced - \$0.40

Adult Breakfast - \$3.75

Milk - \$0.50

The School District of Monroe is committed to providing nutritious meals for all of our students. We follow USDA child nutrition guidelines when planning our meals. Please do not hesitate to contact us with any questions or concerns you may have regarding our meal program. Eric Ekum, Director of Food Services at (608) 328-7260.

The Importance of Social-Emotional Learning

Joe Monroe, Director of Pupil Services



Students in today's modern schools are faced with a variety of challenges. On any given day a student may encounter issues involving academic challenges, social status, peer pressure, body image, technology/social media, bullying, school violence, alcohol, drugs, poverty, food security, and more. This is a daunting list. It is easy to understand why students

are often reporting that they are feeling anxious, depressed and overwhelmed.

So what does this mean? Our children are currently experiencing a health and safety crisis. This may seem like a dramatic overstatement, but the signs are all around us:

- The National Alliance on Mental Illness reports that approximately 1 in 5 people experience mental illness in a given year. It is believed that half of all chronic mental health conditions begin by age 14.
- Mental health issues for children are on the rise. Researchers believe that increased social, political and environmental factors have resulted in a significant increase in anxiety and depression among school age children. The Child Mind Institute reports the number of teens each year who have had a depressive episode has increased by 37 percent between 2005 and 2014. In addition, they report that high school students today have more anxiety symptoms and are twice as likely to see a mental health professional as teens in the 1980s.
- Adolescent suicide rates are increasing at an alarming rate. Suicide rates for girls ages 15 to 19 doubled from 2007 to 2015, when it reached its highest point in 40 years, according to the CDC. The suicide rate for boys ages 15 to 19 increased by 30 percent over the same time period.
- Locally, screening data collected by the School District of Monroe indicates that 19% of all students in grades 4-12 are at an elevated or extremely elevated risk for emotional and/or behavioral issues.

While it might be easy to sit back and accept these statistics as a part of modern life, the School District of Monroe believes that a positive, proactive approach is necessary to support and protect our children. While the District continues to provide a rigorous academic experience, it must be supplemented with a comprehensive social-emotional learning program. Children need to learn strategies, techniques and skills that will promote problem-solving, conflict resolution and emotional growth. By explicitly teaching social-emotional health, schools are likely to reduce office referrals and suspensions while improving school culture and academic outcomes.

The School District of Monroe has established a number of practices that promote the social and emotional health of students. Below is a summary of a few of the great practices that are currently in place:

- **Trauma Sensitive Schools Training:** In August, all employees of the School District of Monroe will be participating in a training to ensure a safe and supported approach across all schools while addressing the needs of students that have experienced trauma.
- **Second Step Curriculum:** Second Step is an evidence-based social-emotional learning program that is provided to students at the three elementary schools and the Monroe Middle School. This program addresses a variety of areas including skills for learning, empathy, emotion management, problem-solving and bullying prevention.
- **Nurtured Heart Approach:** Monroe Middle School has employed the Nurtured Heart Approach which promotes building relationships with children by promoting personal value through positive interactions.
- **Monroe Way of Life:** Monroe High School has developed a series of lessons and messages to provide a developmentally appropriate program that speaks to adolescents as they prepare for life after high school.
- **Screening, Data Analysis & Support:** Each school in the district collects and analyzes student data that informs educators about the social-emotional health of students. This data comes in a variety of forms including survey results, attendance, grades, school nurse visits and office referrals. This information is reviewed on a weekly basis to determine if there are students that are exhibiting signs of distress and are in need of extra support.
- **Special Events:** The District provides a variety of special events that engage students in a unique manner. Events such as Unity Day (bullying-prevention), Kindness, Courage and Respect Retreats (character development), and special guest speakers provide authentic and engaging experiences that reinforce the lessons taught throughout the course of the school year.

In order to have strong schools, we must address the needs of our children. Social-emotional learning is essential to happy, healthy and safe schools. If you have any questions, concerns or feedback, please feel free to contact me via email at josephmonroe@monroe.k12.wi.us or by calling me at 608-328-7184.

Thank you for placing your trust in us as we work to provide the support and educational experience your children deserve!

School District of Monroe Curriculum Update

Terri Montgomery, Director of Curriculum & Instruction



STANDARDS ADOPTION

At our July 23, 2018, meeting, the Board of Education and the School District of Monroe adopted the following standards for the 2018-2019 school year according to state statute 118.30(1g)(a). State statute 118.30(1g)(a) requires the Board of Education to clearly identify the student academic standards they plan on adopting. State Statute 120.12(13) also requires the district to notify parents of the standards the District has adopted. The District will post links to all of these standards on the district website.

- Wisconsin Model Academic Standards
- Common Core State Standards
- Next Generation Science Standards
- College & Career Readiness Standards

SUMMER SCHOOL

More than 1200 students attended summer school over both sessions this year. Due to the Monroe Middle School undergoing building maintenance, summer school was held at Monroe High School; in 2018-2019, summer school will move back to Monroe Middle School. Summer school was able to provide breakfast and lunch programs again this year. Both breakfast and lunch programs were successful in making sure our students had a healthy start to their school day and a healthy lunch before heading home. This was our second year with supplying lunch to our students. Breakfast and lunch is provided to any child under the age of 18.

Summer library book checkout has been successful during summer school. Allowing our students to check out books during the summer is a great way for students to stay connected with their reading and avoid summer reading loss. For a second year in a row a local teacher's sorority (ADK) hosted a book fair during the second week



of summer school. All proceeds from the book fair will benefit the School District of Monroe. Thank you to ADK for sponsoring the book fair!

School Nutrition Services

Eric Ekum, Director of Food Services



The Monroe Child Nutrition Department welcomes everyone back to the 2018-2019 school year. The department is dedicated to your student's health, well-being and their ability to learn. The department follows the Traditional School Lunch Pattern with Offer vs Serve. Offer vs Serve requires the student to take at least three of the five menu options. As part of the Healthy Hunger Free Kids Act of 2010, every student must take one fruit or vegetable for their meal to be complete. The meal options offered each day is one serving of meat or meat alternate, two servings of fruit and or vegetable, one serving of bread or bread alternate and one serving of milk. At the beginning of each serving line is a salad

bar featuring daily: spinach/romaine mix, broccoli, carrots, cucumbers, cherry tomatoes, red and green peppers and rotating selection of fruits and seasonal vegetables.

We have a new district interactive web site www.cheesemakercafe.com or go to school district website and click on the fork and spoon. The website offers information on meal components, menus, meal applications, and on-line payments, you will also find interactive nutrition lesson plans, nutrition videos, nutrition games, fitness calculators, fun activities and healthy recipes, and it's updated quarterly. Finding nutrition information on our menu items is as easy as hovering over each menu item and it reveals the nutritional information, allergens, and allows students to rate the menu item. Our goal for our meals is meeting and exceeding USDA guidelines. Check out the nutritional information with our new NEW-FREE Mobile App for interactive nutritional menus at your fingertips. Download our Mobile App from the App Store or Google Play.

Eating healthy is a life choice that should be taken seriously. The incidence of overweight children, type two diabetes and other health issues are constantly on the rise and directly related to poor eating habits and lack of exercise. The Monroe Child Nutrition Department is committed to helping you form healthy eating habits today that will last a life time.

Title I Programs

The School District of Monroe is a participant in Federal Title I programs and therefore must notify parents that they may request and obtain information regarding the professional qualifications of their child's classroom teachers. These would include whether the teacher has met state licensing criteria for the grade levels and subject areas taught, whether the teacher is teaching under emergency or provisional status through which state licensing criteria have been waived, and the undergraduate degree major of the teacher and any graduate certification or degree held by the teacher, including the field of discipline of the Title 1 Programs certification or degree the professional qualification of paraprofessionals providing instructional-related services may also be requested.

As part of the Title 1 (No Child Left Behind) Program, a Parent Advisory Group will be established to provide the opportunity for parents and staff to jointly determine guidelines for improved student achievement. The importance of ongoing parent-teacher communication is emphasized through parent-teacher conferences, reports of student progress, and information to parents regarding contacting staff, volunteering in the classroom and observing classroom activities.

RELEASE OF STUDENT PHOTOS AND INFORMATION

During the course of a school year, individual students and student groups are occasionally videotaped and/or photographed in classroom situations, during fine arts performances, on field trips, while participating in athletics, etc. The resulting photo and/or videotape may be used in a variety of ways; to promote the school; to instruct students or staff members, to recognize student achievements, etc. The final product could also take a variety of forms: photo displays, slide-presentations, newspaper articles, pamphlets, video programs, school yearbook, etc.

The Family Educational Rights and Privacy Act allows any parent/guardian or eligible student the right to inform the school of their desire that their child not be photographed or videotaped.

The educational interests of students require the collection, retention, and use of information about individual students and groups of students. At the same time, a student's right of privacy under Federal and State law mandates careful custodianship and limitations on access to student records.

At the beginning of each school year, all parents/guardians or eligible students are required to fill out a Student Registration Form online via Family Access which is located on the District website. The Information Checklist addresses the release of information and photos. The Student Registration Form is kept on file in the school office and may be updated at any time by contacting the appropriate school or going online to Family Access.

The Benefits of Getting Involved

Jeff Newcomer, Director of Activities & Athletics

You may have heard it before, "it's important for students to get involved in extracurricular activities", here is why. There are many benefits to getting involved in extracurricular activities, many of the reasons have heaps of national studies with supportive data. Monroe High School is not any different, we collected data from the 2017-2018 school year comparing grade point averages (GPA) from students who participated in extracurricular activities and students who did not.

The data supports that students who are involved in extracurricular activities perform better in the classroom. This can be contributed to a few factors that are aspects of being a part of a group, club, or team. Extracurricular activities are truly an extension of the classroom, skills are taught in these activities that cannot be taught in a normal class setting. These activities provide "real world" skills like Goal Setting, Teamwork, Time Management, Prioritization, Problem Solving, Analytical Thinking, and Leadership, all of

Extracurriculars and Co-curriculars	Participation #	Percentage %	Grade Point Average
Students who did not participate	215	31%	2.801
Any Activity	473	69%	3.322
Athletics	360	52%	3.269
1-Sport	171	48%	3.054
2-Sports	146	40%	3.231
3-Sports	43	12%	3.523

which are carried back into the classroom and positively affect academic performance. So the next time your student is thinking about joining that club or playing that sport, encourage them to do so.

*Based on 2017/2018 School Year Data

SCHOOL DISTRICT OF MONROE ANTIBULLYING POLICY

JFCN Reviewed 03/23/2015

INTRODUCTION

The District strives to provide a safe, secure and respectful learning environment for all students in school buildings, on school grounds, and school buses and at school-sponsored activities. Bullying has a harmful social, physical, psychological and academic impact on bullies, victims and bystanders. The District consistently and vigorously addresses bullying so that there is no disruption to the learning environment and learning process.

DEFINITION

Bullying is deliberate or intentional behavior using words or actions, intended to cause fear, intimidation or harm. Bullying may be repeated behavior and involves an imbalance of power. The behavior may be motivated by an actual or perceived distinguishing characteristic, such as, but not limited to: age; national origin; race; ethnicity; religion; gender; gender identity; sexual orientation; physical attributes; physical or mental ability or disability; and social, economic or family status.

Bullying behavior can be:

1. Physical (e.g. assault, hitting or punching, kicking, theft, threatening behavior)
2. Verbal (e.g. threatening or intimidating language, teasing or name-calling, racist remarks)
3. Indirect (e.g. spreading cruel rumors, intimidation through gestures, social exclusion and sending insulting messages or pictures by mobile phone or using the internet – also known as cyber bullying)

PROHIBITION

Bullying behavior is prohibited in all schools, buildings, property and educational environments, including any property or vehicle owned, leased or used by the District. This includes public transportation regularly used by students to go to and from school. Educational environments include, but are not limited to, every activity under school supervision.

PROCEDURE FOR REPORTING/RETALIATION

All school staff members and school officials who observe or become aware of acts of bullying are required to report these acts to the appropriate Building Administrator or district level administrator.

Any other person, including a student who is either a victim of the bullying or is aware of the bullying or any other concerned individual is encouraged to report the conduct

to a school counselor, school psychologist or building level administrator.

Reports of bullying may be made verbally or in writing and may be made confidentially. All such reports, whether verbal or in writing, will be taken seriously and a clear account of the incident is to be documented. A written record of the report, including all pertinent details, will be made by the recipient of the report. There shall be no retaliation against individuals making such reports. Individuals engaging in retaliatory behavior will be subject to disciplinary action.

PROCEDURE FOR INVESTIGATING REPORTS OF BULLYING

The school official receiving a report of bullying shall immediately notify the Building Administrator. The Building Administrator or his/her designee shall, within one school day, interview the persons reported to be involved in the bullying incident(s) and collect whatever other information is necessary to determine the facts and the seriousness of the report. Parents and/or guardians of each pupil involved in the bullying will be notified prior to the conclusion of the investigation. The District shall maintain the confidentiality of the report and any related pupil records to the extent required by law.

SANCTIONS AND SUPPORTS

If it is determined that students participated in bullying behavior or retaliated against anyone due to the reporting of bullying behavior, the District administration and Board may take disciplinary action, including: suspension, expulsion and/or referral to law enforcement officials for possible legal action as appropriate. Pupil services staff will provide support for the identified victim(s).

DISCLOSURE AND PUBLIC REPORTING

The policy will be distributed annually to all students enrolled in the District, their parents and/or guardians and employees. It will also be distributed to organizations in the community having cooperative agreements with the schools. The District will also provide a copy of the policy to any person who requests it.

Records will be maintained on the number and types of reports made, and sanctions imposed for incidents found to be in violation of the bullying policy.

An annual summary report shall be prepared and presented to the Board, which includes trends in bullying behavior and recommendations on how to further reduce bullying behavior. The annual report will be available to the public.

Student Concerns Procedure

For concerns regarding your child, please follow this procedure:

1. Contact the teacher - usually the worry or concern can be resolved.
2. Contact the Building Principal for problems that are unresolved or that continue in the classroom.
3. Contact the District Administrator if you are not satisfied with the decisions at the previous levels.
4. Final appeal - write a letter to the Board of Education stating your concern and correspondence at the previous levels.

Parental Notification of Rights Under the Protection of Pupil Rights Amendment

PPRA affords parents certain rights regarding our conduct of surveys, collection and use of information for marketing purposes, and certain physical exams. These include the right to:

1. Consent 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 -
 - Political affiliations or beliefs of the student or student's parent;
 - Mental or psychological problems of the student or student's family;
 - Sex behavior or attitudes;
 - Illegal, anti-social, self-incriminating, or demeaning behavior; Critical appraisals of others with whom respondents have close family relationships;
 - Legally recognized privileged relationships, such as with lawyers, doctors, or ministers;
 - Religious practices, affiliations, or beliefs of the student or parents; or
 - Income, other than as required by law to determine program eligibility.
2. Receive notice and an opportunity to opt a student out of -
 - Any other protected information survey, regardless of funding;
 - Any nonemergency, invasive physical exam or screening required as a condition of attendance, administered by the school or its agent, and not necessary to protect the immediate health and safety of a student, except for hearing, vision, or scoliosis screenings, or any physical exam or screening permitted or required under State law; and
 - Activities involving collection, disclosure, or use of personal information obtained from students for marketing or to sell or otherwise distribute the information to others.
3. Inspect, upon request and before administration or use -
 - Protected information surveys of students;
 - Instruments used to collect personal information from students for any of the above marketing, sales, or other distribution purposes;
 - Instructional material used as part of the educational curriculum.

These rights transfer from the parents to a student who is 18 years old or an emancipated minor under State law.

The School District of Monroe has developed and adopted policies regarding these rights, as well as arrangements to protect student privacy in the administration of protected information surveys and the collection, disclosure, or use of personal information for marketing, sales, or other distribution purposes. The School District of Monroe will directly notify parents of these policies at least annually at the start of each school year and after any substantive changes. The School District of Monroe will also directly notify, such as through U.S. Mail or email, parents of students who are scheduled to participate in the specific activities or surveys noted below and will provide an opportunity for the parent to opt his or her child out of participation of the specific activity or survey. The School District of Monroe will make this notification to parents at the beginning of the school year if the District has identified the specific or approximate dates of the activities or surveys at that time. For surveys and activities scheduled after the school year starts, parents will be provided reasonable notification of the planned activities and surveys listed below and be provided an opportunity to opt their child out of such activities and surveys. Parents will also be provided an opportunity to review any pertinent surveys. Following is a list of the specific activities and surveys covered under this requirement:

- 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 Education Department.
- Any nonemergency, invasive physical examination or screening as described above.

Parents who believe their rights have been violated may file a complaint with:

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

DRUG-FREE SCHOOLS

The Board of Education prohibits the unlawful manufacture, distribution, dispensing, possession of or use of a controlled substance, related paraphernalia or look-a-like materials to simulate drugs, or the use or being under the influence of alcohol on District property including all District-owned vehicles, by any member of the District's staff and students at any time while on District property or while involved in any District-related activity or event. Please review policies GBEA and JFCF for more information.

Special Education Referral and Evaluation Procedures

Upon request, the School District of Monroe is required to evaluate a child for eligibility for special education services. A request for evaluation is known as a referral. When the District receives a referral, the District will appoint an Individualized Education Program (IEP) team to determine if the child has a disability, and if the child needs special education services. The District locates, identifies, and evaluates all children with disabilities who are enrolled by their parents in private (including religious) schools, elementary school and secondary schools located in the school district.

A physician, nurse, psychologist, social worker, or administrator of a social agency who reasonably believes a child brought to him or her for services is a child with a disability has

a legal duty to refer the child, including a homeless child, to the school district in which the child resides. Before referring the child, the person making the referral must inform the child's parent that the referral will be made.

Others, including parents, who reasonably believe a child is a child with a disability may also refer the child, including a homeless child, to the school district in which the child resides.

Referrals must be in writing and include the reason why the person believes the child is a child with a disability. A referral may be made by contacting Joe Monroe, Director of Pupil Services, School District of Monroe, at (608) 328-7184, or by writing him at 925 16th Avenue, Suite 3, Monroe, WI 53566.

Annual Notice - Homeless Children

The McKinney-Vento Act defines children and youth who are homeless (twenty-one years of age and younger) as:

- Children and youth who lack a fixed, regular, and adequate nighttime residence, and includes children and youth who are:
 - sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason (sometimes referred to as double-up);
 - living in motels, hotels, trailer parks, or camping grounds due to lack of alternative adequate accommodations;
 - living emergency or transitional shelters;
 - abandoned in hospitals;
 - or awaiting foster care placement.
- Children and youth who have a primary nighttime residence that is a public or private place not designated for, or ordinarily used as, a regular sleeping accommodation for human beings.
- Children and youth who 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.

If you are personally aware of or are acquainted with any children who may qualify according to the above criteria, the School District of Monroe provides the following assurances to parents of homeless children:

- The local district staff person (liaison) for homeless children is Joe Monroe, Director of Pupil Services, and may be contacted by calling (608) 328-7184.
- There shall be immediate enrollment and school participation, even if educational and medical records and proof of residency are not available.
- All educational opportunities and related opportunities for homeless students (preschool to age 21), including unaccompanied youth, shall be the same as for the general student population.
- Enrollment and transportation rights, including transportation to the school of origin. "School of origin" is defined as the school the child or youth attended when permanently housed or the school in which the child or youth was last enrolled.
- Written explanation of a child or youth's school placement, other than school of origin or the school requested by the parent, with the right to appeal within the local dispute resolution process.
- Meaningful opportunities for parents to participate in the education of their children. These shall include: special notices of events, parent-teacher conferences, newsletters, and access to student records.

Joe Monroe, Director of Pupil Services
Homeless Liaison
925-16th Avenue, Suite 3
Monroe, WI 53566
Phone: (608) 328-7184
E-mail: joe.monroe@monroe.k12.wi.us

STUDENT ASSESSMENTS

The School District of Monroe embraces accountability for the quality of our programs and our student performance. Forward Exam and ACT results will be made publicly available by the DPI in fall of 2018. Once these reports are made publicly available, a link to view the reports will be prominently placed on our website at www.monroeschools.com.

Notice of Special Needs Scholarship Program

(issued pursuant to section 115.7915(5)(a) of the state statutes)

This notice serves to inform parents and guardians of students with disabilities that the State of Wisconsin has established the "Special Needs Scholarship Program." Under this scholarship program, a child with a disability may be eligible to receive a scholarship from the Department of Public Instruction (DPI) that allows the child to attend a private school that is participating in the scholarship program.

A parent or guardian who is interested in the Special Needs Scholarship Program should independently verify the participating private schools and the specific terms, eligibility criteria, and application procedures of the scholarship program with the DPI. However, the following are some of the initial eligibility requirements that a child must meet in order to receive a program scholarship that covers attendance at an eligible private school for the 2017-18 school year:

1. The child, or the child's parent or guardian on behalf of the child, must have submitted the required application for a program scholarship to the eligible private school that the child will attend.
2. An individualized education program, or a services plan as defined under 34 C.F.R. §300.37 of the federal special education regulations, must have been completed for the child.
3. The child must have applied to attend a public school in one or more nonresident school districts under the state's full time open enrollment program (see section 118.51 of the statutes) within the last academic school year, and all of the open enrollment application(s) submitted for must have been denied for one of several specified reasons (including having the DPI affirm the denials if the parent or guardian submitted an appeal).
4. The child must have attended a public school in Wisconsin for the entire 2016-17 school year.

The initial eligibility requirements that a child must meet in order to receive a program scholarship that covers attendance at an eligible private school beginning in the 2017-18 school year (or beginning in any later school year) are different from the requirements listed above. Additional information about the Special Needs Scholarship Program should be available on the website of the Wisconsin Department of Public Instruction: <http://dpi.wi.gov/>

Locker Room Privacy

The School District of Monroe has taken measures intended to protect the privacy right of individuals using school locker rooms. The following provisions outline the extent to which that protection can and will be provided in accordance with Policy JFCKL.

Locker rooms are provided for use by physical education students and staff, athletes and other groups or individuals authorized by the Building Administrator or designee, or District policy.

No person shall be permitted access to locker rooms or remain in the locker room to interview or seek information from an individual in the locker room. Such interviews shall take place outside the locker room area consistent with applicable District policies and/or school rules. For athletic contests, non-team personnel shall not be in locker rooms.

No cameras, video recorders, or other devices that can be used to record or transfer images may be used in the locker room at any time.

No person may use a cell phone or similar device to capture, record, or transfer a representation of a nude or partially nude person in the locker room or to take any other photo or video image of a person in the locker room.

Students and staff violating this policy shall be subject to school disciplinary action and possible legal referral, if applicable. Other persons violating the policy may be subject to penalties outlined in state law. The Building Administrator and/or designee shall be responsible for enforcing this policy.

STUDENT ACADEMIC STANDARDS

The School District of Monroe has adopted the Common Core State Standards, the ACT Career and College Readiness Standards, the Wisconsin Model Academic Standards, and the Next Generation Science Standards as its district academic standards. Copies of these standards are available at the District Administrative Center located in the 3rd floor of the Monroe Public Library at 925 16th Avenue, Monroe, WI and the standards will also be posted on the district webpage.

Notice of Accommodations for Religious Instruction Policy JEFA

Students will be permitted released time for religious instruction in compliance with state law and established procedures.

Students released for religious instruction shall be expected to attend such instruction classes on a regular basis. Attendance records shall be maintained. The Board may deny the privilege of release time to students who absent themselves from the religious instruction after requesting the privilege.

The District shall be released from all liability for a pupil who is absent from school for this program.

PUBLIC RELEASE

National School Lunch and Breakfast Programs, Special Milk Program

The School District of Monroe today announced its policy to serve all students breakfast and lunch or milk for split-session students served under the Special Milk Program free of charge each school day. The Director of Food Service is eligible to receive reimbursement for part of the cost of these meals through the Wisconsin Department of Public Instruction (DPI). DPI will reimburse the school at a higher rate for those students who qualify for free or reduced price meals, based on their household size and income level or due to receipt of FoodShare, FDPIR, or W-2 cash benefits.

The following household size and income criteria will be used for determining eligibility. Children from families whose annual income is at or below the levels shown are eligible for free and reduced price meals, or free milk if a split-session student does not have access to the school lunch or breakfast service.

FAMILY SIZE INCOME SCALE For Determining Eligibility for Free and Reduced Price Meals or Milk

Family (Household) Size	ANNUAL INCOME LEVEL		MONTHLY INCOME LEVEL	
	Free	Reduced Price	Free	Reduced Price
	<i>Must be at or below figure listed</i>	<i>Must be at or between figures listed</i>	<i>Must be at or below figure listed</i>	<i>Must be at or between figures listed</i>
1	\$15,171	\$ 15,171.01 and \$21,590	\$ 1,265	\$ 1,265.01 and \$1,800
2	20,449	20,449.01 and 29,101	1,705	1,705.01 and 2,426
3	25,727	25,727.01 and 36,612	2,144	2,144.01 and 3,051
4	31,005	31,005.01 and 44,123	2,584	2,584.01 and 3,677
5	36,283	36,283.01 and 51,634	3,024	3,024.01 and 4,303
6	41,561	41,561.01 and 59,145	3,464	3,464.01 and 4,929
7	46,839	46,839.01 and 66,656	3,904	3,904.01 and 5,555
8	52,117	52,117.01 and 74,167	4,344	4,344.01 and 6,181
For each additional household member, add	+ 5,278	+ 5,278 and +7,511	+ 440	+ 440 and 626

Application forms are being sent to all homes with a notice to parents or guardians. To apply for free or reduced price meals or free milk, households must fill out the application and return it to the school (unless notified at the start of the school year that children are eligible through direct certification). Additional copies are available at the office in each school. The information provided on the application will be used for the purpose of determining eligibility and may be verified at any time during the school year by agency or other program officials. Applications may be submitted at any time during the year.

To obtain free or reduced price meals or free milk for children in a household where one or more household members receive FoodShare, FDPIR, or Wisconsin Works (W-2) cash benefits, list the household member and the FoodShare, FDPIR or W-2 case number, list the names of all school children, sign the application, and return it to the school office.

For the school officials to determine eligibility for free or reduced price meals or free milk of households not receiving FoodShare, FDPIR or W-2 cash benefits, the household must provide the following information requested on the application: names of all household members and the adult signing the application form must also list the last four digits of his or her Social Security Number or mark the "I do not have a Social Security Number" box. Also, the income received by each household member must be provided by amount and source (wages, welfare, child support, etc.).

Under the provisions of the free and reduced price meal and free milk policy The Director of Food Service will review applications and determine eligibility. If a parent or guardian is dissatisfied with the ruling of the official, he/she may wish to discuss the decision with the determining official on an informal basis. If the parent/guardian wishes to make a formal appeal, he/she may make a request either orally or in writing to: Ron Olson, Business Administrator - 925 16th Avenue Suite 3 - Monroe, WI or call 608-328-7148.

If a hearing is needed to appeal the decision, the policy contains an outline of the hearing procedure.

If a household member becomes unemployed or if the household size changes, the family should contact the school. Such changes may make the household eligible for reduced price meals or free meals if the household income falls at or below the levels shown above, and they may reapply at that time.

Children formally placed in foster care are also eligible for free meal benefits. Foster children may be certified as eligible without a household application. Households with foster children and non-foster children may choose to include the foster child as a household member, as well as any personal income available to the foster child, on the same application that includes their non-foster children.

Human Growth and Development

The School District of Monroe is proud to provide educational opportunities in human growth and development. While we encourage each student to participate in these opportunities, we also understand that families may choose to opt out of these opportunities. As a District, we will provide the following options for families to better understand and make an appropriate decision on whether or not their student will participate in human growth and development education:

- An outline of the human growth and development curriculum used at the student's grade level;
- Information on how to inspect the complete curriculum and instructional materials;
- An explanation that no student may be required to take instruction in human growth and development or in specified subjects within the program if the parent/guardian files a written request that the student be exempted; and
- A statement that students exempted from human growth and development instruction will still receive instruction in the subjects under Wis Sec 118.01 (2)(d)2c (knowledge of physiology and hygiene, sanitation, the effects of controlled substances and alcohol on the human system, symptoms of disease, and the proper care of the body), unless exempted, and Wis Sec 118.01 (2)(d)8 (knowledge of effective means by which students may recognize, avoid, prevent and halt physically or psychologically intrusive or abusive situations which may be harmful to students).

School Lunch and Breakfast Programs

(CONTINUED FROM PAGE 12)

The information provided by the household on the application is confidential. Public Law 103-448 limits the release of student free and reduced price school meal eligibility status to persons directly connected with the administration and enforcement of federal or state educational programs. Consent of the parent/guardian is need for other purposes such as waiver of text book fees.

The U.S Department of Agriculture prohibits discrimination against its customers, employees, and applicants for employment on the bases of race, color, national origin, age, disability, sex, gender identity, religion, reprisal, and where applicable, political beliefs, marital status, familial or parental status, sexual orientation, or all or part of an individual's income is derived from any public assistance program, or protected genetic information in employment or in any program or activity conducted or funded by the Department. (Not all prohibited bases will apply to all programs and/or employment activities.)

If you wish to file a Civil Rights program complaint of discrimination, complete the USDA Program Discrimination Complaint Form, found online at http://www.ascr.usda.gov/complaint_filing_cust.html, or at any USDA office, or call (866) 632-9992 to request the form. You may also write a letter containing all of the information requested in the form. Send your completed complaint form or letter to us by mail at U.S. Department of Agriculture, Director, Office of Adjudication, 1400 Independence Avenue, S.W., Washington, D.C. 20250-9410, by fax (202) 690-7442 or email at program.intake@usda.gov.

Individuals who are deaf, hard of hearing or have speech disabilities may contact USDA through the Federal Relay Service at (800) 877-8339; or (800) 845-6136 (Spanish).

USDA is an equal opportunity provider and employer.

Any questions regarding the application should be directed to the determining official.

Complaint Procedures for Federally Funded Programs

Any organization or individual who believes that the School District of Monroe is in violation of a federal statute or regulation that applies to federally funded programs may file a complaint with the Wisconsin Department of Public Instruction. The complaint must be in writing, signed, and include a statement that the District has violated a requirement of the federal statute or regulation and the facts upon which this allegation is based. A decision on the complaint will be made within 60 days after the DPI receives the complaint. An independent on-site investigation may be conducted to resolve the complaint. Complaints meeting the requirements stated above may be addressed to: Dr. Tony Evers, State Superintendent, Wisconsin DPI, 125 S. Webster Street, Madison, WI 53707.

Nondiscrimination Notice

The School District of Monroe is committed to a policy of nondiscrimination in relation to race, religion, gender or gender identity, age, national origin, handicap, marital status, arrest or conviction record, and other human differences. This policy will prevail in all matters concerning staff, students, the public, educational programs and services, and individuals with whom the Board does business. Please refer to District policies AC and AC-R for more information.



Wisconsin School-District Performance Reports

The Wisconsin School Performance Report serves as the state's annual public school-district report card and represents comprehensive resources of data on school and district performance and student achievement indicators.

Information in the School Performance Report comes from three sources:

- Wisconsin's 426 public school districts and its two state schools (Wisconsin School for the Deaf and Wisconsin School for the Visually Handicapped)
- Private firms that administer assessments to Wisconsin's students (ACT, AP, etc.)
- DPI data collections other than SPR (PI- 1505 Annual Report, PI-1202 Fall Staff Report, and PI-1215 Curriculum Report)

The contents of the School Performance Report are organized into two broad categories: Student Performance Indicators and Opportunity-to-Learn Indicators. Student Performance Indicators give readers a look at eight different measures of achievement:

- Advanced Placement Test
- American College Test (ACT)
- Graduation Statistics
- Knowledge & Concepts Examinations (grades four, eight and ten)
- Post-graduation Intentions

Opportunity-to-Learn Indicators offer insight into the classes and experiences available to public school pupils. This

section is divided into a District Profile and a Student Profile.

The District Profile includes:

- Advanced Coursework
- General Fund Expenditures
- General Fund Revenues
- High School Graduation Requirements
- Pupil/Staff Ratios

The Student Profile includes:

- Attendance
- Dropouts
- Expulsion
- Extra/Co-Curricular Activities
- Habitual Truancy
- Retention
- School-Sponsored Community Activities
- Suspension (Out-of-School)

The School-District Performance Report is available to all members of the public online at <https://apps2.dpi.wi.gov/sdpr/spr.action>. A link is also available on our school website at <http://www.monroeschools.com/>. Other resources include, Wisconsin Student Assessment System Proficiency Reports to find detailed information on district and school achievement and the Wisconsin Information Network for Successful Schools (WINS) to find information for particular public schools.

If interested in hard copies of these reports, please contact the Building Administrator or District Administrator.

How Do Our Schools Compare? Check WISEdash

<http://wisedash.dpi.wi.gov>

What's in WISEdash? Every year, all Wisconsin school districts collect information about their students, staff and courses. These data sets are submitted to the Department of Public Instruction where they're stored in a data warehouse, a repository of millions of educational records that are linked and organized by school year. WISEdash gives you an interactive way to select and filter Wisconsin school data from the 2005-06 school year forward. The data is published by the Department of Public Instruction, and is redacted to protect student privacy.

Additional historical data sets from 1998 forward can be downloaded. Links to other educational data sets and key reports are available in WISEdash.

The WISEdash public portal is the front door for parents and community members to discover all types of data about Wisconsin schools and districts. WISEdash can also be used to compare districts, schools and statewide data.

Why is WISEdash important? Education data is a primary tool to see how our students, schools and policies are working. Over time, the data shows the results of changes we make in schools, letting us track progress and make adjustments. As stated in Agenda 2017, the goal for Wisconsin is to help ensure every child graduates from high school prepared for both college and career pathways. WISEdash is a key part of Agenda 2017's assessment and data systems emphasis on giving parents and the public more timely, quality data to use for informed decision-making.

Wisconsin Accountability

http://acct.dpi.wi.gov/acct_home

School Report Cards- <http://reportcards.dpi.wi.gov/>

Public versions of the School Report Cards are posted here, organized alphabetically by district. Please select the first letter of the district name below to jump to that area of the alphabet. Click on the district name for a list of schools in the district. Additionally, a state-level download file includes data from each school's Report Card: <http://reportcards.dpi.wi.gov/files/reportcards/xls/2011-12reportcarddata.xlsx>

School District of Monroe Student Records Notice

The School District of Monroe maintains student records for each student attending school in the District. State and federal laws require that the maintenance of such records assure confidentiality. Accordingly, the following shall apply in the district:

1. An adult student, or the parent(s) or guardian(s) of a minor student, has the right to inspect, review and obtain copies of the student's school records upon request in accordance with established district procedures. The District will respond to such requests without unnecessary delay and in no case more than 45 days after the request is made. Copies of the District's student records procedures are available upon request at the school district office at 925 – 16th Avenue, Suite 3, in Monroe, Wisconsin or they may be obtained on the district website at www.monroschools.com
2. An adult student, or the parent(s) or guardians(s) of a minor student, has the right to request the amendment of the student's school records if he/she believes the records are inaccurate or misleading. Complaints regarding the content of student records may be made in accordance with established district procedures. Copies of the District's procedures are available upon request as outlined above.
3. An adult student, or the parent(s) or guardians(s) of a minor student, has the right to consent to the disclosure of information contained in the student's school records, except to the extent that state and federal laws authorize disclosure without consent. One exception which permits disclosure without consent is disclosure to school officials determined to have legitimate educational or safety interests in the records. A "school official" is a person employed by the District who is required by the Department of Public Instruction to hold a license; a person employed by or working on behalf of the District as an administrator, supervisor, instructor or support staff member (including health or medical staff and police-school liaison personnel); a person serving on the school board; a person or company with whom the District has contracted to perform a specific task (such as an attorney, auditor, medical consultant or therapist); or a parent or student serving on an official committee such as a disciplinary or grievance committee, or assisting another school official in performing his/her tasks. A school official has a "legitimate educational or safety interest" if the official needs to review a student record in order to fulfill his/her professional or district responsibility.
4. An adult student, or the parent(s) or guardian(s) of a minor student, has the right to file a complaint with the U.S. Department of Education for alleged district noncompliance with federal Family Educational Rights and Privacy Act (FERPA) requirements. The name and address of the office that administers FERPA is:

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

5. The District makes public certain information that has been designated as "directory information" unless the parent/guardian or adult student has notified the records custodian in writing within fourteen (14) days to restrict the release of all or part of this information. The District considers the following to be "directory information"; the student's name, address, e-mail address, telephone listing, date and place of birth, class (freshman, senior, etc.), enrollment status (full-time, half-time or part-time), participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, photographs, degrees and awards received, and the name of the school most recently attended by the student.
6. The District will forward records to other schools that have requested the records and in which the student seeks or intends to enroll, or is already enrolled, as long as the disclosure is for purposes related to the student's enrollment or transfer.

SCHOOL CLOSINGS, DELAYS, AND EARLY DISMISSALS

The School District of Monroe's school closing information is posted to the district webpage and district Facebook page minutes after a decision to close, delay, or dismiss early is made. Parents and guardians of current students will also receive an automated phone call from our Skylert messaging system. The district contacts the following TV and radio stations when these events occur:



TELEVISION

WMTV NBC 15 (Madison)
WISC CBS 3 (Madison)
WKOW ABC 27 (Madison)

RADIO

WEKZ FM 93.7/AM 1260 (Monroe)

Student Use and/or Possession of Handheld Electronic Communication and Entertainment Devices

Legal Reference: *Wisconsin Statute Section 118.258, 120.13,*

Cross Reference: *JG - Student Discipline; JFCKL – Locker Room Privacy; Student Handbooks*

The Board of Education believes that student use and possession of personal electronic devices during the normal school day are generally disruptive in the educational environment. Therefore, students are generally prohibited from using cell phones and other electronic communication or entertainment equipment during the school day. However, students may use portable media players when they do not interfere with the learning environment and have the specific permission of the supervising teacher. High School students are allowed to use electronic communication devices during passing times and lunch periods, excluding classrooms, restrooms and locker rooms. Students who bring their own electronic devices to school do so at their own risk and must store the equipment in their locker. The School District of Monroe shall not be responsible for the safety or securing of personal electronic equipment that students choose to bring to school. The district may examine the personal electronic device and search its contents if there is a reason to believe that school policies, rules or regulations have been violated.

Use of a personal electronic device is subject to the provisions of the School District of Monroe Acceptable Use Policy (IIBK).

1. Principals are authorized to establish school rules and acceptable use guidelines for limited, non-disruptive use of electronic devices during the school day in the school building or during school activities for safety, medical, vocational or other legitimate reasons.
2. Any parent/guardian who wants his/her child to use a personal electronic device at an unauthorized time may submit a request to the student's principal or his/her designee, explaining the reason for the unauthorized use. The Principal's or his/her designee's decision shall be final.
3. Cameras or electronic communication devices shall not be used:
 - In areas where one would reasonably expect privacy, i.e. locker rooms, bathrooms, etc.
 - To communicate test answers, photograph tests, or engage in any other conduct that enables students to cheat.
 - To share or post personal information about, or images of, any other student or staff member without permission from that student or staff member.
 - To engage in cyber-bullying – placing cell phone calls or sending text messages that ridicule, threaten or harass another student or staff member.
 - To take, disseminate transfer or share obscene, pornographic, lewd or otherwise illegal images or photographs.
4. The inappropriate use of electronic devices by students while on campus or engaging in school activities is

subject to disciplinary action. The inappropriate use of such devices by students while off campus and not engaging in school activities may also be subject to disciplinary action if such conduct endangers the health, safety or property of others at school or under the supervision of school authorities and/or causes a material and substantial disruption to the school environment or school activities. Also, students involved in activities that interfere with the rights of other students to participate fully in school or extracurricular activities will be in violation of this policy.

5. Electronic devices that are inappropriately used may be confiscated and held by school officials for return to the student on minor infractions or parent(s)/guardian(s) for more severe infractions. The cell phone may be retained for disciplinary reasons, or turned over to law enforcement officers as described above.

Cheesemaker Booster Club

The Cheesemaker Booster Club is a community organization that is dedicated to support our Cheesemaker student-athletes. The Booster Club raises funds through sponsorships, concession stands, hosting events, and memberships from our proud and passionate teachers, staff, parents, and community members.

The Booster Club donates money to our athletic teams to help offset the high cost of equipment and facility upgrades. The support received from the Booster Club is essential to the success of the Cheesemakers.

I urge all of you to support the Cheesemaker Booster Club. There are two ways you can help. You can become a sponsor, and as a sponsor you have two options. A White Sponsor is \$25 and you will receive a Cheesemaker Pride yard sign and a Cheesemaker Booster window cling. There is also a Crimson Sponsor level, it is \$50 and you will receive the yard sign, the window cling, and the Monroe Cheesemaker logo painted on your properties sidewalk or driveway.

If you have questions about the Cheesemaker Booster Club or would like to join please contact the Activities Director, Jeff Newcomer.



NOTICE OF EDUCATIONAL OPTIONS FOR CHILDREN WHO RESIDE IN THE SCHOOL DISTRICT

The School District of Monroe offers a variety of educational options to children who reside in the District.

The District's primary educational pathway and instructional program for students involves a progression from 4-year-old-kindergarten through 12th grade, leading to a high school diploma. The District's schools are:

Abraham Lincoln Elementary School (Grades 4K-5)

Parkside Elementary School (Grades 4K-5)

Northside Elementary School (Grades K-5)

Monroe Middle School (Grades 6-8)

Monroe High School (Grades 9-12)

Some of the specific education programs offered to eligible students who are enrolled in and attending the District's schools include the following:

- Early childhood special education (for students who are at least 3 years old but not yet school-age)
- Special education for students with disabilities
- English language learner education
- Gifted and Talented programming
- Career and Technical Education (CTE) programs
- Individualized program and curriculum modifications
- Alternative education program(s)
- At-Risk education (e.g. for students identified as being at-risk of not graduating from high school)
- Summer school programming

The full version of the District's most recent school and school district accountability report, as issued by the Wisconsin Department of Public Instruction under section 115.385 of the state statutes, can be accessed via the following page on the District's website (if the report has been issued by DPI): <http://wisedash.dpi.wi.gov>

Educational options for students who are enrolled in the School District of Monroe that involve part-time attendance at an educational institution other than a school of the School District of Monroe include the following:

- The Course Options Program, which
 - provides opportunities to apply for approval to take up to two (2) courses at a time at another educational institution;
 - is subject to state and local eligibility requirements, including the limitation that the course(s) must satisfy a high school graduation requirement; and
 - includes certain District-approved dual credit opportunities that the District offers in conjunction with a partner institution of higher education.
- The Youth Options Program, which
 - provides opportunities to apply for approval to take courses at certain institutions of higher education; and
 - is available only to students who are enrolled in the 11th or 12th grade.

Additional educational options for children who reside in the District that involve full-time enrollment/attendance at a school, program, or other educational institution that is not a school or instrumentality of the School District of Monroe include the following:

- High school students meeting certain age and other eligibility requirements may be permitted to attend a technical college or certain other programs for the purpose of completing a program leading to the student's high school graduation or to a high school equivalency diploma.
- Full-time Open Enrollment involving physical attendance in a public school of a nonresident school district or attendance through a virtual charter school that is associated with a nonresident school district.
- Beginning in the 2016-2017 school year, a child with a disability who meets the program's specific eligibility requirements may apply to attend an eligible, participating private school under a scholarship awarded through the state's "Special Needs Scholarship Program," as established under section 115.7915 of the state statutes.
- Enrollment in a private school of the family's choosing (at the family's own cost, as applicable).
- Enrollment in a home-based private educational program as provided under state law.

Educational options for children who reside in the School District of Monroe but who are enrolled in and attending a private school or home-based private educational program include the following:

- Such students have the opportunity to attend summer school classes/programs offered in the District.
- Private school students in the high school grades have the opportunity to apply for approval to take up to two (2) courses per semester in a District school, pursuant to section 118.145(4) of the state statutes.
- Students who are enrolled in a home-based private educational program have the opportunity to:
 - Apply for approval to take up to two (2) courses per semester in public schools as provided under section 118.53;
 - Participate in District interscholastic athletics and other District extracurricular activities as provided under section 118.133.

For more information about any of the educational options listed in this notice, please contact the District's main administrative office at (608) 328-7171 or the Wisconsin Department of Public Instruction.

School District of Monroe Student Attendance Rules

Legal Reference: 1997 Wisconsin Act 239;

Wisconsin Statute Sections 118.15, 118.16, 118.162,

Cross Reference: JE – Student Attendance, Student Handbooks

1. School Attendance Officer

A. The Building Administrator or his/her designee is designated as the “school attendance officer” and shall deal with matters relating to student attendance and truancy at his/her building.

B. The school attendance officer of each school shall determine daily which students enrolled in the school are absent from school and whether such absence is excused.

C. Annually, on or before June 15th, each Building Administrator shall determine how many students enrolled in his/her school were absent in the previous year and whether the absences were excused. This information will be submitted to the District Administrator who shall notify the state superintendent of the determination.

D. The school attendance officer in each school shall notify the parent or guardian of a child who has been truant of the child’s truancy and direct the parent or guardian to return the child to school no later than the next day on which school is in session or to provide an excuse. The notice under this paragraph must be given before the end of the second school day after receiving a report of an unexcused absence and may be made by personal service, mail or telephone call on which a written record is kept.

E. The District Administrator, in cooperation with each school attendance officer, may contact any place of employment in the District to ascertain whether any minors are employed there contrary to law.

2. Student Absences and Excuses

A. Regular attendance is the responsibility of the parents, student and school.

B. Absences in the District will be classified as excused or unexcused.

- Excused absences may include: medical emergencies, serious illness or death in the immediate family, court appearances, family trips, job interviews, drivers exams and other excuses approved by the Building Administrator.

- Unexcused absences may include but are not limited to truancy, missing the school bus, trips not approved in advance, shopping, oversleeping, gainful employment, hair appointments, errands, and other reasons deemed unacceptable by the Building Administrator.

C. When absences are not due to illness but are necessary for travel or for some special reason, arrangements must be made in advance with the school office. A request for pre-excused absence must be made by the parent/guardian and approved by the school office and the student’s teacher(s) before absence is excused. Upon returning to school, the student must report to the school office as with any other absence.

D. Students arriving late to school must report to the school office before attending classes.

E. Students who need to leave school because of illness or other legitimate reason must report to the school office before leaving. A student will be sent home only after contact has been made with the parent or person listed on the registration card.

3. Parent Responsibility

Parents/guardians are expected to notify the school office by telephone on the day their child is going to be absent from school.

4. Student Responsibility

A. Students are required to attend all their scheduled classes and study halls, unless they have obtained parental permission and a pass approved by the Building Administrator or his/her designee.

B. Students will be responsible for making up all course work missed while absent.

5. School Responsibility

A. After unexcused absences for all or part of five (5) days in a semester, a truancy letter will be sent citing the parent’s responsibility, a statement that curriculum modifications may be requested, or that the student may qualify for an at-risk program. A request will be made to meet with parents within five (5) school days, and included will be a statement of penalties for habitual truancy.

B. When deemed appropriate:

I. An administrative review of the case will be held and consideration will be given to the following:

a. Parent input (in person or by telephone)

b. School input (academic, social/emotional)

c. Medical input

II. A parent conference will be requested by the Building Administrator or his/her designee to discuss the

Student Attendance Rules

(CONTINUED FROM PAGE 18)

following options:

- a. Evaluation of the student to determine possible learning problems
- b. Evaluation of the student to determine possible social problems
- c. Evaluation to determine eligibility for an at-risk program
- d. Agreeable curriculum modifications

6. Teacher Responsibility

- A. Each teacher shall keep an accurate attendance record and shall record tardiness along with attendance.
- B. Student attendance shall be reported to the Building Administrator.
- C. Teachers are encouraged to emphasize the importance and necessity of good attendance. Attendance will affect student progress.

7. Legal Referral

A legal referral may be initiated if a poor attendance pattern has continued and if the Building Administrator or his/her designee has completed the following:

- I. Met with child's parent or guardian to discuss the child's truancy or has attempted to meet with the child's parent or guardian and has been refused.
- II. Provided an opportunity for educational counseling to the child to determine whether a change in the child's curriculum would resolve the child's truancy and have considered curriculum modifications under Wisconsin Statutes Section 118.15.
- III. Evaluated the child to determine whether learning problems may be a cause of the child's truancy, and if so, have taken appropriate action or made appropriate referrals, or has attempted to secure parent/guardian permission to evaluate and has been refused.

Referral shall be made to the court. The court will determine whether or not an informal disposition will suffice or if referral to the District Attorney under Wisconsin Statute 48.13(6) is necessary.

Student Attendance Policy

Legal Reference: Wisconsin Statute Sections 118.153, 118.15, 118.16

Cross Reference: JE-R - Student Attendance Rules, Student Handbooks

In accordance with state law, all children between 6 and 18 years of age must attend school full-time until the end of the term, quarter, or semester in which they become 18 years of age unless they have a legal excuse.

Any child who has reached the age of 18 may be excused from school attendance. Students younger than 18 but at least 16 years of age and deemed a child at risk, as defined in Wisconsin Statute 118.153(1)(a) may be excused from regular attendance in accordance with Wisconsin Statute - Section 118.15. Any child who withdraws from school under the law has the right to be readmitted to school, at an appropriate time, upon request so long as the student remains of school age. The Board shall specifically inform the student who withdraws from school of this right for re-admittance.

The District Administrator shall establish guidelines to enhance the attendance requirement and to deter truancy.



Student Technology and Internet Use

The School District of Monroe supports student use of technology resources for the sole purpose of achieving District educational goals, standards, and curricular objectives. The District has established a computer network and it offers Network/Internet access for student use. This provides students access to a variety of internet resources as well as the network to facilitate the storage and retrieval of information to enhance the educational environment.

Network/Internet access and technology resources are a privilege, not a right. In order for students to use our Network/Internet, students and their parent/guardians must first read and understand the acceptable use policies that all students and parents must sign. Misuse of these services may result in loss of access privileges, in-school disciplinary action, or legal consequences.

Suicide Prevention Policy

INTRODUCTION Suicide is the third leading cause of death among young people ages 10-19, and therefore, it is critically important that schools have policies and procedures in place that address the emotional and social needs of all students. Youth suicide is preventable but it requires a proactive and systematic response from schools, families and the community as whole. The purpose of this policy is to protect the health and well-being of all students by having procedures in place to prevent, assess the risk of, intervene in, and respond to suicide.

The School District of Monroe:

- recognizes that physical, behavioral, and emotional health is an integral component of a student's educational outcomes,
- further recognizes that suicide is a leading cause of death among young people,
- has an ethical responsibility to take a proactive approach in preventing deaths by suicide, and
- acknowledges the school's role in providing an environment which is sensitive to individual and societal factors that place youth at greater risk for suicide and one which helps to foster positive youth development.

SCHOOL STAFF EDUCATION Pursuant to Wisconsin State Statute 115.365, the School District of Monroe will annually inform their professional staff of the resources available from the Wisconsin Department of Public Instruction and other sources regarding suicide prevention.

PARENT EDUCATION It is essential that parents and guardians receive information that can help them monitor and evaluate the safety of their children. Parents and guardians who learn the warning signs and risk factors for suicide are better equipped to connect their children with professional help when necessary. The District will annually share information regarding risk factors, protective factors and resources for suicide prevention.

RISK FACTORS AND PROTECTIVE FACTORS Risk Factors for Suicide are characteristics or conditions that increase the chance that a person may try to take her or his life. Suicide risk tends to be highest when someone has several risk factors at the same time. The most frequently cited risk factors for suicide are:

- Major depression (feeling down in a way that impacts your daily life) or bipolar disorder (severe mood swings)
- Problems with alcohol or drugs
- Unusual thoughts and behavior or confusion about reality
- Personality traits that create a pattern of intense, unstable relationships or trouble with the law
- Impulsivity and aggression, especially along with a mental disorder
- Previous suicide attempt or family history of a suicide attempt or mental disorder
- Serious medical condition and/or pain

It is important to bear in mind that the large majority of people with mental disorders or other suicide risk factors do not engage in suicidal behavior.

It is important for school districts to be aware of student populations that are at elevated risk for suicidal behavior based on various factors:

1. Youth living with mental and/or substance use disorders. While the large majority of people with mental disorders do not engage in suicidal behavior, people with mental disorders account for more than 90 percent of deaths by suicide. Mental disorders, in particular depression or bi-polar (manic-depressive) disorder, alcohol or substance abuse, schizophrenia and other psychotic disorders, borderline personality disorder, conduct disorders, and anxiety disorders are important risk factors for suicidal behavior among young people. The majority of people suffering from these mental disorders are not engaged in treatment, therefore school staff may play a pivotal role in recognizing and referring the student to treatment that may reduce risk.
2. Youth who engage in self-harm or have attempted suicide. Suicide risk among those who engage in self-harm is significantly higher than the general population. Whether or not they report suicidal intent, people who engage in self-harm are at elevated risk for dying by suicide within 10 years. Additionally, a previous suicide attempt is a known predictor of suicide death. Many adolescents who have attempted suicide do not receive necessary follow up care.
3. Youth in out-of-home settings. Youth involved in the juvenile justice or child welfare systems have a high prevalence of many risk factors for suicide. Young people involved in the juvenile justice system die by suicide at a rate about four times greater than the rate among youth in the general population. Though comprehensive suicide data on youth in foster care does not exist, one researcher found that youth in foster care were more than twice as likely to have considered suicide and almost four times more likely to have attempted suicide than their peers not in foster care.
4. Youth experiencing homelessness. For youth experiencing homelessness, rates of suicide attempts are higher than those of the adolescent population in general. These young people also have higher rates of mood disorders, conduct disorders, and post-traumatic stress disorder. One study found that more than half of runaway and homeless youth have had some kind of suicidal ideation.
5. American Indian/Alaska Native (AI/AN) youth. In 2009, the rate of suicide among AI/AN youth ages 15-19 was more than twice that of the general youth population. Risk factors that can affect this group include substance use, discrimination, lack of access to mental health care, and historical trauma.

Suicide Prevention (CONTINUED FROM PAGE 20)

6. LGBTQ (lesbian, gay, bisexual, transgender, or questioning) youth. The CDC finds that LGB youth are four times more likely, and questioning youth are three times more likely, to attempt suicide as their straight peers. The American Association of Suicidology reports that nearly half of young transgender people have seriously considered taking their lives and one quarter report having made a suicide attempt. Suicidal behavior among LGBTQ youth can be related to experiences of discrimination, family rejection, harassment, bullying, violence, and victimization. For those youth with baseline risk for suicide (especially those with a mental disorder), these experiences can place them at increased risk. It is these societal factors, in concert with other individual factors such as mental health history, and not the fact of being LGBTQ which elevate the risk of suicidal behavior for LGBTQ youth.
7. Youth bereaved by suicide. Studies show that those who have experienced suicide loss, through the death of a friend or loved one, are at increased risk for suicide themselves.
8. Youth living with medical conditions and disabilities. A number of physical conditions are associated with an elevated risk for suicidal behavior. Some of these conditions include chronic pain, loss of mobility, disfigurement, cognitive styles that make problem-solving a challenge, and other chronic limitations. Adolescents with asthma are more likely to report suicidal ideation and behavior than those without asthma. Additionally, studies show that suicide rates are significantly higher among people with certain types of disabilities, such as those with multiple sclerosis or spinal cord injuries.

Protective Factors for Suicide are characteristics or conditions that may help to decrease a person's suicide risk. While these factors do not eliminate the possibility of suicide, especially in someone with risk factors, they may help to reduce that risk. Protective factors for suicide have not been studied as thoroughly as risk factors, so less is known about them.

Protective factors for suicide include:

- Receiving effective mental health care
- Positive connections to family, peers, community, and social institutions such as marriage and religion that foster resilience
- The skills and ability to solve problems

Note that protective factors do not entirely remove risk, especially when there is a personal or family history of depression or other mental disorders.

SUICIDE PREVENTION RESOURCES

Green County Crisis Line: 1-888-552-6642

Suicide Prevention Hotline: 1-800-273-8255

Suicide Prevention Lifeline: <https://suicidepreventionlifeline.org/>

National Institute of Mental Health: <https://www.nimh.nih.gov/health/topics/suicide-prevention/index.shtml>

The Trevor Project: <http://www.thetrevorproject.org/>

Wisconsin Department of Public Instruction: <https://dpi.wi.gov/sspw/mental-health/youth-suicide-prevention>

ASSESSMENT & REFERRAL When a student is identified by a staff person as potentially suicidal, (i.e., verbalizes about suicide, presents overt risk factors such as agitation or intoxication, the act of self-harm occurs, or a student self-refers) the student will be seen by a school employed mental health professional within the same school day to assess risk and facilitate referral. If there is no mental health professional available, a school nurse or administrator will fill this role until a mental health professional can be brought in.

The following are the steps that will be taken for a student that has been determined to be at risk of suicide:

1. School staff will continuously supervise the student to ensure their safety.
2. The principal and the director of pupil services will be made aware of the situation as soon as reasonably possible.
3. The school employed mental health professional or principal will contact the student's parent or guardian, and will assist the family with urgent referral. When appropriate, this may include calling emergency services or bringing the student to the local hospital Emergency Room, but in most cases will involve setting up an outpatient mental health or primary care appointment and communicating the reason for referral to the healthcare provider.
4. Staff will ask the student's parent or guardian for written permission to discuss the student's health with outside care, if appropriate.
5. Staff will develop a plan of care with parents/guardians and any appropriate community resources. The plan should include ongoing support from school mental health professionals. Staff should consider scheduling follow-up meetings with the student on a monthly basis for the next three months to determine if any additional support is necessary.

Parental Notification and Involvement In situations where a student is assessed at risk for suicide or has made a suicide attempt, the student's parent or guardian will be informed as soon as practicable by the principal, designee, or mental health professional. If the student has exhibited any kind of suicidal behavior, the parent or guardian should be counseled on "means restriction," limiting the child's access to mechanisms for carrying out a suicide attempt. Staff will also seek parental permission to communicate with outside mental health care providers regarding their child.

Through discussion with the student, the principal or school employed mental health professional will assess whether there is further risk of harm due to parent or guardian notification. If the principal, designee, or mental health professional believes, in their professional capacity, that contacting the parent or guardian would endanger the health or well-being of the student, they may delay such contact as appropriate. If contact is delayed, the reasons for the delay should be documented.

Search of Storage Areas

(Policy JHFF) Approved 12/17/2012

The Board recognizes that the District needs to provide storage areas for the convenience of staff members and students. The Board also recognizes that, although the District retains ownership and right to control storage areas, entry into areas without the consent or approval of the user is intrusive and offensive to the user's dignity, and the Board has an obligation to respect the user's interests. However, circumstances may require entry without consent or approval from time to time, and it is therefore necessary to develop appropriate rules governing such entries.

This policy is not intended to limit the District's right to conduct general inspections of storage areas out of concern for the health, safety and welfare of the school community.

The school provides storage areas, including electronic media, for the convenience of staff members and students. A storage area assigned to a staff member or student remains the property of the District. At no time does the District relinquish its exclusive control of such storage areas.

Individual storage areas may be searched as determined necessary or appropriate without notice, without user consent, and without a search warrant. The search will be conducted in accordance with regulations established by the Board and may include the ability to utilize the services of drug-searching canines and/or other specialized search animals.

Any unauthorized items found in a storage area may be removed. Items removed from a storage area must be safeguarded until determination has been made by the appropriate authorities for disposition of the items. Items removed from the storage area will be handled as follows:

1. held by the school for return to the staff member, adult student, or parent/guardian of a minor student to be removed from school property,
2. retained for disciplinary proceedings, or
3. turned over to law enforcement officials.

The staff member, adult student, or parent/guardian of a minor student shall be notified of items removed from a storage area assigned to the staff member or student.

The District shall provide a copy of this policy to each employee of the District and to each student enrolled in the District on an annual basis. Each building shall select the most appropriate method of delivery and shall ensure the method provides for delivery to employees who are hired by the District and students who enter the District after the start of the school year. Each building shall maintain a record of the method and dates of delivery of the policy.

Meningococcal Disease: Protect Your Child

Public health authorities recommend that teenagers and college-bound students be immunized against a potentially fatal bacterial infection called meningococcal disease, a type of meningitis.

Meningococcal disease is a rare but potentially fatal bacterial infection that can cause severe swelling of the brain and spinal cord (meningitis) or a serious blood infection (meningococemia). Meningococcal disease strikes up to 3,000 Americans each year, nearly 30 percent of these cases are among teenagers and college students.

Up to 83% of all cases among teens and college students may potentially be prevented through immunization, the most effective way to prevent this disease. A meningococcal vaccine is available that protects against four out of five strains of bacterium that cause meningococcal disease in the U.S.

The Centers for Disease Control and Prevention (CDC) and other leading medical organizations recommends that all 11-12 years olds should be vaccinated with meningococcal conjugate vaccine (MCV4). A booster shot is recommended for teens at age 16 to continue providing protection when their risk for meningococcal disease is highest. Teens who received MCV4 for the first time at age 13 through 15 years will need a one-time booster dose at 16 through 18 years of age. If a teenager missed getting the vaccine altogether, they should ask the doctor about getting it now, especially if they are about to move into a college dorm or military barracks.

About Meningococcal Disease

Meningococcal disease is often misdiagnosed as something less serious because early symptoms are similar to common viral illnesses. Symptoms of meningococcal disease may include high fever, severe headache, stiff neck, nausea, vomiting, sensitivity to light, confusion, exhaustion and/or a rash.

Teenagers and college students are at increased risk for meningococcal disease compared to the general population, accounting for nearly 30% of all U.S. cases every year. Meningococcal disease can be misdiagnosed as something less serious, because early symptoms like high fever, severe headache, nausea, vomiting and stiff neck, are similar to those of common viral illnesses. The disease can progress rapidly and can cause death or permanent disability within 48 hours of initial symptoms.

Meningococcal disease is spread through direct contact with respiratory and/or oral secretions from infected persons (for

MENINGOCOCCAL DISEASE
(CONTINUED ON PAGE 23)

ANNUAL ASBESTOS NOTIFICATION

As a result of federal legislation (Asbestos Hazard Emergency Response Act-AHERA), each primary and secondary school in the nation is required to complete a stringent inspection for asbestos and to develop a plan of management for all asbestos-containing building materials. The District has a goal to be in full compliance with this law and is following the spirit as well as the letter of the law. As a matter of policy, the school shall continue to maintain a safe and healthful environment for employees and students. In keeping with this legislation, all buildings (including portables and support buildings) owned by the District were inspected by EPA accredited inspectors and samples were analyzed by an independent laboratory. Based on the inspection, the school prepared, and the state approved, a comprehensive management plan for handling the asbestos located within its buildings safely and responsibly.

Furthermore, the District has completed their three year re-inspection required by AHERA. Our district buildings, where asbestos-containing materials were found, are under repair, removal and Operations and Maintenance. This past year the District conducted the following with respect to its asbestos containing building materials: Continued our Operations and Maintenance Program.

Federal law requires a periodic walk-through (called "surveillance") every six months of each area containing asbestos. In addition, the law requires all buildings to be re-inspected every three years after a management plan went into effect. MacNeil Environmental, Inc. will accomplish this under contract.

Short-term workers (outside contractors – i.e. telephone repair workers, electricians and exterminators) must be provided information regarding the location of asbestos in which they may come into contact. All short-term workers shall contact the lead maintenance person before beginning work to receive this information.

The District has a list of the location(s) and type(s) of asbestos containing materials found in that school building and a description and time-table for their proper management. A copy of the Asbestos Management Plan is available for review in the District office at 925 16th Ave. third floor; copies are available at 25 cents per page. Questions related to the plan should be referred to Rich Zentner, Director of Buildings and Grounds, School District of Monroe at (608) 328-7194.

INDOOR ENVIRONMENTAL QUALITY NOTICE

The Monroe School District would like to inform staff, students, parents, and the public of the district's indoor environmental quality (IEQ) management plan. The plan was initially developed in 2012 and is reviewed as necessary. The plan was developed as deemed appropriate for the district. Questions and concerns should be directed to the IEQ Coordinator. Copies of the plan are available at the district office for a fee. The district office is located at 925 16th Avenue, Suite 3, Monroe, WI 53566.

Meningococcal Disease

(CONTINUED FROM PAGE 22)

example, kissing or sharing drinking containers). It can develop and spread quickly throughout the body, so early diagnosis and treatment are very important. Even with immediate treatment, the disease can kill an otherwise healthy young person within hours of first symptoms. Of those who survive, up to 20% may endure permanent disabilities, including brain damage, deafness and limb amputations.

Lifestyle factors common among teenagers, college students and military personnel are believed to put them at increased risk of contracting meningococcal disease. These lifestyle factors include crowded living situations (for example, dormitories, sleep-away camps), active or passive smoking and irregular sleeping habits. Teens should avoid sharing eating utensils and drinking out of the same container, since infections may spread through this type of close contact.

To learn more about meningococcal disease, vaccine information, and public health resources visit the following websites:

- Center for Disease Control and Prevention meningococcal meningitis information
- General information regarding meningitis disease
- Meningitis Fact Sheet
- American Committee of Immunization Practice Recommendations for Prevention and Control of Meningitis

Tobacco, Electronic Cigarette and/or Vapor Device Use on School Premises

Tobacco, electronic cigarettes and/or other devices or substances, which release vapors or gasses to the user or the environment, shall be prohibited at all times on school premises. "School premises" include all property owned by, rented by, or under the control of the District.



SCHOOL DISTRICT OF MONROE

925 16th Avenue, Suite 3

Monroe, WI 53566

**NONPROFIT ORGANIZATION
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SCHOOL DISTRICT OF MONROE 2018-2019 CALENDAR

Tuesday, September 4, 2018	First Day of School for Students for Grades 4K-9
Wednesday, September 5, 2018	First Day of School for Students for Grades 10, 11, and 12
Thursday, October 11, 2018	MMS Parent Teacher Conferences
Monday, October 15, 2018	District Annual Meeting
Monday, October 15, 2018	MHS Parent Teacher Conferences
Thursday, October 18, 2018	MMS Parent Teacher Conferences
Monday, October 22, 2018	All Day School - No Early Release
Friday, October 26, 2018	No School - Fall Break
Thursday, November 8, 2018	Abe Lincoln, Northside & Parkside Parent Teacher Conferences
Tuesday, November 13, 2018	Abe Lincoln, Northside & Parkside Parent Teacher Conferences
Monday, November 19, 2018	All Day School - No Early Release
Thursday, November 22, 2018 & Friday, November 23, 2018	No School - Thanksgiving Break
Monday December 24, 2018 to Tuesday, January 1, 2019	No School - Winter Break
Wednesday, January 2, 2019	No School - Inservice Work Day
Monday, March 25, 2019 to Friday, March 29, 2019	No School: Spring Break
Monday, April 15, 2019	All Day School - No Early Release
Monday, May 27, 2019	No School: Memorial Day Holiday
Sunday, June 2, 2019	MHS Graduation
Monday, June 3, 2019	All Day School - No Early Release
Wednesday, June 5, 2019	Last Day of School



ATTENTION NON-RESIDENTS OF THE SCHOOL DISTRICT OF MONROE

This newsletter is provided to all residents of the School District of Monroe. The most affordable process used to circulate this newsletter throughout the district is to use saturation mailing. It is costly to avoid a few non-residents from receiving our newsletter. We apologize for your inconvenience but wish to provide important information to all residents. Thank you.