

FALL 2021-2022

CHEESEMAKER PRIDE

SCHOOL DISTRICT OF MONROE



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2625 14TH AVENUE
MONROE, WI 53566
608-328-7172

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608-328-7134

PARKSIDE ELEMENTARY
920 4TH STREET
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MONROE MIDDLE SCHOOL
1510 13TH STREET
MONROE, WI 53566
608-328-7120

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

MONROE PUBLIC LIBRARY
925 16TH AVENUE
MONROE, WI 53566
608-328-7010

WWW.MONROESCHOOLS.COM

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.

DEFINING THE NEW NORMAL



Rick Waski
District Administrator

On July 26th, the Board of Education approved the guidelines we will start the year with regarding COVID-19. The measures that will be in place as we start this school year can be found on our website at www.MonroeSchools.com in the COVID-19 Resources/Updates box located in the middle of the homepage.

We are hopeful that the guidelines the district has in place will only become less stringent as the year progresses, rather than more restrictive. This means that we are getting closer to what our "new normal" will be.

The term "new normal" has been used quite a bit since the COVID-19 pandemic began and it is likely that all of our views of what this phrase means has changed a bit over time. Each individual has a different view of what normal was, and therefore, we are even more likely to have divergent views of what will become.

Education has been forever changed by COVID-19 and what is normal has shifted quite a bit. Although things tend to normalize with time, I am confident that there are three outcomes from the pandemic that will never allow us to return to education in the fall of 2019 (or any previous year) again.

1. **Hybrid learning is here to stay.** While we may not always call it that, we cannot un-ring the bell and go back to traditional instructional practices that only use technology as an enhancement to the core curriculum. We proved we could quickly pivot to online learning, and we also quickly realized that students and families prefer face-to-face instruction over most technology-based solutions. Over the next decade we will continually strive to find the right blend of technology-based and face-to-face instruction that will allow for the socioemotional growth we are seeking for our youth while still allowing for the independence and individualization that technology offers.
2. **We cannot be successful academically without widespread access to technology in individual student's homes.** I am sorry "back to basics" fans, but we will only grow achievement gaps and limit people economically if we make access to high speed internet in one's home a matter of privilege available only to those that can pay for it. The need for high speed broadband is not just essential to education, but it has also become an economic necessity. There are places in the country, and world, that have figured out a way to make broadband access in homes (and rural businesses) more accessible and affordable and this needs to be a major focus of society as we move out of the pandemic.
3. **Maybe schools don't have to be the petri dishes for disease that they have been known to be.** We understand that children, especially young children, find it challenging to keep their hands (and their germs) to themselves. However, we have learned over the last year and a half that some of our contact-rich traditional ways of interacting with each other may be able to be replaced by equally respectful communication modes that do not require handshakes, hugging, or grabbing objects from one another. Additionally, we increased cleaning protocols in response to COVID-19 that, in retrospect, may not have done much for reducing an airborne virus. However, a lot fewer people have been getting sick since we enacted these new practices and some of them (like increased handwashing) were probably long overdue. Likewise, we have encouraged staff and parents to keep people at home when they are sick. Maybe we are all better off missing 6 to 8 days of work (or school) per year than we are striving for perfect attendance as a badge of courage and in the process getting everyone else around us sick.

Defining the New Normal (continued on page 2)

Defining the New Normal (cont. from pg 1)

In the end, our “new normal” in education will become whatever is routine a few years into the future. I am sure that we will all look back on 2020-2021 differently ten or twenty years from now. However, we know that things will never be the same, and innovation is only accelerated by unforeseen circumstances. In the end, I am proud of our community and even more proud of our students for making the best of the situation we have been dealt.

Have a great 21-22 school year and GO CHEESEMAKERS!!



Monroe High School will have some familiar faces taking on new positions for the 2021-2022 school year. Associate Principal Jeriamy Jackson, will be our Interim Principal at MHS, and Katie Landmark, MMS Reading Interventionist, will be our Interim Associate Principal.

IMPROVING OUTCOMES FOR STUDENTS WITH SPECIAL NEEDS



Joe Monroe
Director of Pupil Services

One of the great joys of my position is that I am afforded the opportunity to do a lot of different things across this school district. Of all the responsibilities I have, overseeing the special education department is the one that brings me the most satisfaction and pride. The district

employs a team of dedicated teachers, therapists, psychologists and support staff specialists that work tirelessly to meet the needs of the students served in our special education programs. These professionals routinely perform tasks that seem almost impossible, and they do it with great skill, patience and care.

Despite these efforts, we have recognized that we need to consider ways in which we can improve the performance of our students receiving special education services. While it is true that this group of students presents some of the most unique learning challenges in our schools, it does not mean that they are not

capable of being very successful. We believe that ALL students can learn and grow. The special education team is dedicated to a continuous improvement process that we believe will lead to significantly improved student achievement. Below is a summary of the work that is being implemented to promote the success of our students with special education needs.

EDUCATIONAL ENVIRONMENTS

One of the areas that we are reviewing closely is the amount of time that our students spend in the regular education classroom. Educational research indicates that students with special education needs are best served in the regular classroom environment with their same-age peers. While there is certainly a need for some specialized, pull-out instruction, the vast majority of our special education students should be served in the regular classroom. The rationale is quite simple. Our regular education teachers are excellent at their craft and are content specialists. The most needy students should benefit from the instructors with the greatest knowledge and experience in a particular subject area. In addition, we want all students to be held to the same high standards. Placing students in a regular education environment makes the learning targets clear for all students. Pull-out classes often result in lowered expectations, and this leads to less progress and growth. The district will closely monitor the amount of time that students with special needs spend in the regular education environment, and make adjustments as necessary.

ENGLISH LANGUAGE ARTS & MATH PERFORMANCE

We all know that reading/English language arts and mathematics are the keys to success in school, so it makes sense that we take a close look at how our students with special needs are performing in these areas. As stated above, it is essential that our special education students are exposed to regular education instruction if we hope for them to meet grade level learning targets. The regular curriculum often provides a variety of excellent resources to help students succeed. The issue is that teaching is a complex process that requires a variety of skills to be employed throughout a typical class period. That usually doesn't leave much time to support our most at-risk learners. The District is working to create a system that allocates time and resources for in-class support that is provided by the regular education teachers. This process will utilize quick assessment data to understand the needs of all students. This will afford teachers the opportunity to address learning gaps of their students within the regular class experience. As a result, there will be fewer demands for support in a pull-out class or at home.

GRADUATION & DROPOUTS

Finally, it is imperative that we consider how we can best serve our students that are at the end of their school career. The District has experienced a dip in the percentage of students with special needs that have graduated high school in four years. The Monroe High School special ed team will work to identify some of the factors that have impacted the graduation rate. Early work in this area has suggested that there is a need to develop programming that focuses on relevance and opportunities for careers after high school. Students that are engaged in meaningful work experiences are more likely to stay in school and graduate. Priority will be given to programming that connects students to local businesses that are in need of skilled employees.

As I stated earlier, this work is very important to me. I will be working closely with our team to ensure that our students with special needs make significant progress moving forward. If you are a parent of a child with special needs and you would like to serve as a parent advisor to our work, please contact me at josephmonroe@monroe.k12.wi.us or 608-328-7155.

Thank you for continuing to place your trust in us as we work to provide the educational experience your children deserve!

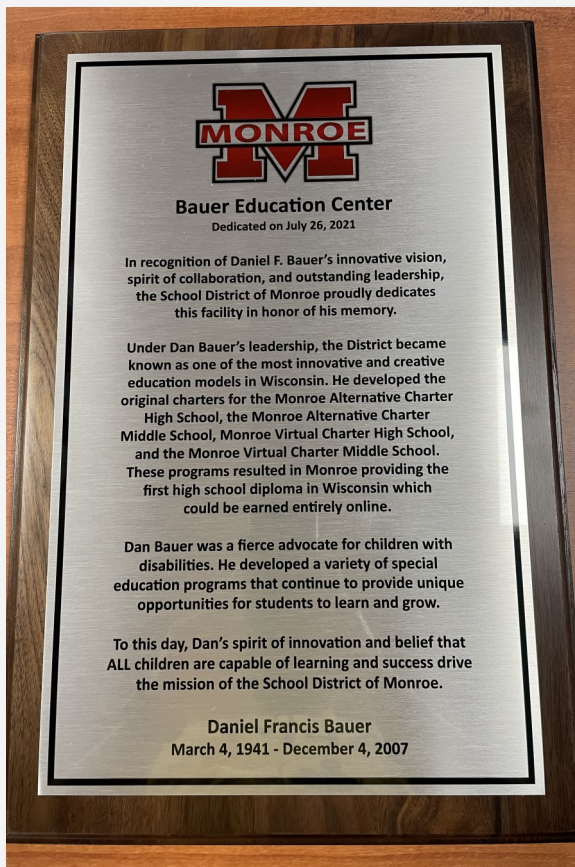
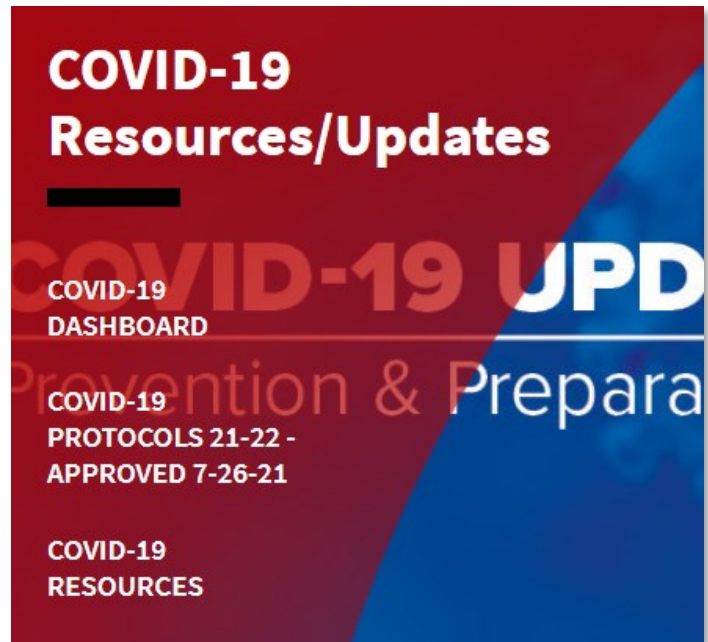
SCHOOL DISTRICT OF MONROE COVID-19 PROTOCOLS

2021-2022 SCHOOL YEAR (as approved by the Board of Education on July 26th, 2021)

As we progress through the 2021-2022 school year, we are in a much different situation related to COVID-19 than we were at the end of the 2019-2020 school year and throughout the 2020-2021 school year. The medical and public health establishment have far more knowledge regarding the treatment and transmission of the virus, and testing and vaccinations are now available to the general public, staff, and some students.

As a district, we know that we will manage COVID-19 in the future much like we manage influenza, strep throat, and other contagious pathogens. However, there still needs to be increased attention given to managing school operations while this virus is still mutating and while waiting for larger percentages of the population to become vaccinated.

Please visit our website at www.MonroeSchools.com to view our COVID-19 Protocols summary that identifies the primary steps that will be taken to mitigate the impact that COVID-19 has on our students, staff, and school community. It is possible that as the year progresses, changes may be made to these protocols based on local and state COVID-19 conditions. The guidelines reference the practices that will be in place (by category) as we begin the 2021-2022 school year.



BAUER EDUCATION CENTER DEDICATION

On Monday, July 26th, 2021, the Bauer Education Center was dedicated by the School District of Monroe during the Board of Education meeting. The former Charter school building is named after long-time School District of Monroe educator Dan Bauer who was an outstanding collaborator, leader, and innovator. He believed that ALL students are capable of learning and success, and created innovative education models that lead to Monroe providing the first high school diploma in Wisconsin which could be earned entirely online. The Bauer Education Center is the new location for all Board of Education meetings and will be used for classrooms as well as staff training and collaboration.

Pictured (left to right) Joe Monroe—Director of Pupil Services, Dr. Roy Thomas—Former District Psychologist for the School District of Monroe, Kirby Bauer—son of Dan Bauer, Brenda Davis—MHS Learning Center teacher



LOOKING FORWARD TO NEW ROLE IN 2021-2022



Todd Paradis
Director of Curriculum & Instruction

I would like to officially introduce myself and share how excited I am to take on this new role as the Director of Curriculum and Instruction for the School District of Monroe. This is my 17th year in education, and over the last eleven years I have had the privilege of serving as the Principal at Parkside Elementary. Personally, my family and I live in New Glarus. My wife Emily works in Verona as a club swim coach and my kids (Mazie-14, Harper-12, Lucy-9, and Brooks-6) keep us busy running around to different sporting events. Over the years, my kids have been a great resource - a "school committee", if you will - to gather feedback on what engages them and makes learning fun.

My experiences as a classroom teacher, principal, and a parent of four school-aged children have shaped my beliefs and what I feel is important in creating great schools to meet the needs of ALL of our students. I believe all students should have teachers who provide supportive learning environments and prioritize positive teacher-student relationships. This provides the foundation for academic and social/emotional growth. I believe all students should be engaged in fun and relevant learning that gets them excited to come to school everyday and connect to real-world applications. I believe all students should acquire a strong foundation of literacy skills to be strong communicators and collaborators. I believe all students should be provided with diverse learning experiences and opportunities that allow students to explore self-interests and take ownership in their learning.

As I begin this new role, I look forward to expanding on the relationships I've already built at Parkside and partnering with students, staff, families, and the community to provide leadership

DISTRICT WEBSITE A GREAT SOURCE OF INFORMATION



Ron Olson
Business Administrator

This first newsletter of the fall generally ends up being about some of the usual back-to-school information that our parents and families need to know along with many of the required notifications that the District has to provide to the parents and community on an annual basis. I just wanted to take a moment to remind everyone what a great source of information the School District of Monroe website can be for parents, students and the community throughout the year. You can go to it directly at www.monroeschools.com or simply do an internet search for School District of Monroe and it should be one of your first options to select.

The main page has some subjects of current significant importance. Two that are on there now as I write this and that likely will continue to be on the page for the coming year are COVID-19 Resources/Updates and District Facilities Planning. As you scroll further down the page you can see the "Coming Up" calendar of events and "District Happenings" for information on District meetings and other important events.

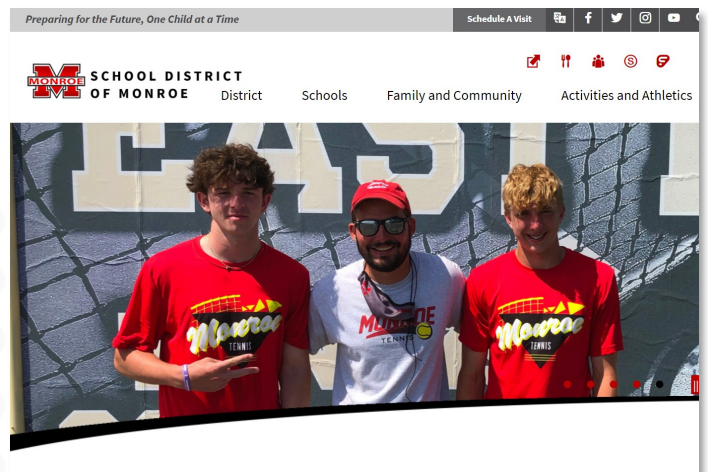
Under the District header/tab is a wealth of information that applies to the operation of the District and general information. Under the District Home you will find things such as the mission and goals of the District, more of the required annual notices, and the academic year calendar. Under the Board of Education, you can find board and committee meeting agendas and minutes, staff and student Excellence Award winners, and board

across the School District of Monroe. These partnerships are critical in supporting ALL students from Kindergarten through 12th grade in preparing them for college, career, and life.

As a district and community, we have a lot to be proud of and have great things happening for our students. This last school year we did some amazing work together with the help of parents and guardians to provide access to learning opportunities for students during the most challenging times. Coming off of a challenging school year due to the pandemic, our teachers are excited about the work ahead. This summer our staff have been working with their teams at updating their grade level and course learning plans and applying what was learned last school year to better serve our students moving forward.

For this upcoming school year, we have a few targeted goals in the areas of curriculum and instruction. We are focused on improving our instruction through our teacher collaboration model called Professional Learning Communities. This work is important in identifying essential skills students will need to be successful in school and in life. We are also invested in our equity work to provide equitable access to learning for all students and close all achievement gaps. And finally, we are committed to improving our literacy work at the elementary level. Our teachers are receiving intensive professional development in teaching students the necessary skills to become strong readers and writers. This work is the foundation for all future learning.

I look forward to working with each of you to make the School District of Monroe the best school district in the state and one we can continue to celebrate.



polices. You can use the "Board Docs" selection to locate board meeting agendas and board policies. Under the Communication selection some of the information includes employment opportunities for open jobs and volunteer opportunities. There are also tabs for district forms and one with my annual financial and budget information that gets updated each year after the annual meeting.

There is also a tab for Schools which contains information for each of our five schools. In this area I find the Parents tab to

District Website... (continued on page 5)

District Website... (cont. from pg 4)

contain excellent information. For most buildings, depending on what is applicable, you will find the parent/student handbook, safety/COVID protocols, school supply list, volunteer disclosure form, school newsletters, and PTO information. The About Us tab generally has a principal's message and the school's calendar and happenings. The high school also has a tab for Activities and Athletics that will take you to the athletic calendars and the activities handbook.

Another great section of the website is the Family and Community tab. The Family and Community Home has login access to Schoology and Family Access, staff directory information and Monroe Public Library resources. There is a tab for Curriculum and Instruction that includes information on summer school, 4K, gifted and talented programming, grading and assessment info, elementary Spanish, and English Language Learners (ELL). The Pupil Services section has information on the various student services, special education programming and bullying prevention. The Excellence in Education (EIE) tab provides information on EIE, the foundation that supports the school district, and the EIE Board, as well as information on donation opportunities and grant awards. There is also a tab for School Health and Nutrition which has various resources related to student health and immunizations and the school nutrition program.

The final tab, Activities and Athletics, is another way to access the various athletic and activities information for the schools. Above that are some short-cut buttons. The box with an arrow is a quick shortcut to the District calendars, back-to-school information, and the staff directory. The fork and spoon will take you to the school nutrition page to see menus, lunch payment information and Free-Reduced application information.

(Although we will again be accessing a federal COVID-relief program for universal free meals for all students in 2021-2022, we encourage families to still fill out free/reduced applications to access fee waivers. We also encourage any families who may have been behind in payments and who have a family balance due, to please try and make some payments to catch up while lunch prices are waived. You will also need to make deposits if your children purchase ala carte items.) The little group of people button takes you to the Family Access login. The S-in-a-circle takes you to the Schoology login and the scripted "F" is a shortcut for staff and substitutes to the program that schedules substitute teachers.

I hope with this overview that you realize some resources available on our website that, perhaps, you haven't checked out before. Also, please make sure to "like" and follow the School District of Monroe @MonroeSchoolsWI on Facebook, to see daily updates on stories and interesting happenings that are going on within our schools.

DISTRICT WEBSITE AND SOCIAL MEDIA PLATFORMS

In an effort to communicate effectively with our school community, the School District of Monroe will continue to utilize the district's web page and social media. The District will continue to feature various postings on Facebook, Twitter, Instagram, and our YouTube channel. To access these pages, please visit www.monroschools.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, feel free to email the district Social Media and Marketing Director, Jennifer Bochar at jenniferbochar@monroe.k12.wi.us or call (608) 328-7280.

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.



Follow us on social media for up-to-date information and to celebrate our schools!

-  @MonroeSchoolsWI
-  @MonroeSchoolsWI
-  @MonroeSchoolsWI
-  @School District of Monroe

SCHOOL DISTRICT OF MONROE VALUES & GOALS

SCHOOL AND COMMUNITY PARTNERSHIPS:

Value Statement: Our district values school and community partnerships that provide and sustain opportunities which help our students become valuable contributing members of our local and global community.

- Goal 1—Establish and collaborate with an established group of local employers twice annually to address the needs of our business community.
- Goal 2—Improve the number and frequency of workplace experiences (i.e., student work placements, guest speakers, tours of local businesses, job fairs) for our students and staff annually by 50% over the previous year for the next three school years.
- Goal 3—Create specific opportunities for students and staff to connect with the community:
- Community Business Tour for District Staff
 - Community Business Leader Classroom Presentations (minimum of 20 total across all schools)
 - Each member of the Administrative Team will serve on one or more local boards or service organizations
- Goal 4—Establish and utilize a tool to formally obtain input from community business leaders and employers to strengthen partnerships within the community.

WELLNESS & LIFESKILLS:

Value Statement: Our district values the social and emotional well-being of our students and staff while promoting the life and employability skills necessary to be successful in a global community.

- Goal 1—Identify and administer a social-emotional measurement tool for students and staff that will be used to plan support programming and services.
- Goal 2—Create and revise a plan to improve responsiveness and programming to support students that are homeless and in poverty.
- Goal 3—Develop and identify a scope and sequence for life and employability skills throughout the 4K-12 curriculum.
- Goal 4—Identify and develop a research-based transition program for the middle school to address the challenges of transitioning from the elementary level.

ACADEMIC SUCCESS:

Value Statement: Our district values student academic growth and achievement through an engaging and rigorous curriculum which offers diverse educational opportunities for all students.

- Goal 1—Establish a 3-year professional development plan that includes time to support the Professional Learning Community (PLC) structure that allows staff to improve student outcomes through collaborative planning.
- Goal 2—Develop standards-based grading practices throughout the district and improve stakeholder communication concerning those practices.
- Goal 3—Achieve Significantly Exceeds Expectations as a district on the state report card.
- Goal 4—Provide professional and curricular development that emphasizes student engagement, relevant learning experiences, and increases dual credit options.
- Goal 5—Utilize feedback from local business leaders and employers to responsively enhance the curriculum to address emerging employment trends.

RECRUIT & RETAIN STAFF:

Value Statement: Our district values creating and maintaining a supportive and professional work environment in order to recruit and retain highly qualified and effective staff.

- Goal 1—Develop and implement action plans derived from exit interviews, employee satisfaction surveys, and other employee feedback mechanisms.
- Goal 2—Develop high-impact recruitment strategies to expand the visibility of the district among potential applicants.
- Goal 3—Annually review compensation studies that identify the District's salary and benefit ranking to ensure that average staff salary is at the 50th percentile or higher among appropriate CESA 2, state, and other comparative benchmarks.
- Goal 4—Conduct annual trainings on harassment policies, workplace safety, and employee health and wellness supports to ensure that people feel safe at work and enjoy a comfortable, and healthy workplace.

MODERNIZE INFRASTRUCTURE

Value Statement: Our district values the creation of flexible short and long-term plans to ensure students and staff have access to facilities which will provide optimal learning and working environments.

- Goal 1—Establish a system to annually evaluate, report on, and address the safety and security of our buildings.
- Goal 2—Develop and implement a plan to obtain community feedback in prioritizing short and long-term building and infrastructure plans.
- Goal 3—Create modern, technology-rich learning spaces that focus on innovative instructional practices and encourages open enrollment of students from neighboring districts.
- Goal 4—Maintain and develop facilities for athletic and co-curricular activities that strengthen partnerships between the school district and the community.

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
- "Start College Now" program
- Individualized program and curriculum modifications
- Alternative education program(s)
- Home-based private educational program
- 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.
- 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.

DISTRICT ADMINISTRATIVE CENTER

925 16th Avenue Suite 3, Monroe, WI 53566 // Ph 608-328-7171 // Fax 608-328-7214
Office Hours: 8:00am-4:30pm

Rick Waski, District Administrator
Ron Olson, Business Administrator
Todd Paradis, Director of Curriculum & Instruction

Joe Monroe, Director of Pupil Services
Eric Ekum, Director of Food Services
Rich Zentner, Director of Building & Grounds

Samantha Kubly, District Nurse



ABRAHAM LINCOLN ELEMENTARY SCHOOL

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

Sarah Judd, Principal
Aaron Heim, School Counselor
Melissa Brant, School Psychologist

NORTHSIDE ELEMENTARY SCHOOL

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

Amy Timmerman, Principal
Katlyn Trumm, School Counselor
Jessica Marquette, School Psychologist



PARKSIDE ELEMENTARY SCHOOL

920 4th Street, Monroe, WI 53566 // Ph 608-328-7130 // Fax 608-328-7222

Office Hours: 7:30am-4:00pm
Jenna Trame, Principal
Amanda Graham, School Counselor
Chelsea Grivalsky, School Psychologist

MONROE MIDDLE SCHOOL

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

Brian Boehm, Principal
Matt Brown, Associate Principal

Elizabeth Strunz, School Counselor
Jenna Samaha, School Psychologist

Ryan Thompson, Athletic Director



MONROE HIGH SCHOOL

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

Jeriamy Jackson, Interim Principal
Katie Landmark, Interim Associate Principal

Alicia Ziolkowski, School Counselor
Lisa Davis, School Counselor

Melissa Brant, School Psychologist
Jeff Newcomer, Activities Director

LAMERS BUS GARAGE

2663 3rd Street, Monroe, WI 53566
// Ph 608-325-7788 // Fax 608-325-7767
Office Hours: 6:00am-5:00pm
Denise Schindler, Manager

MONROE PUBLIC LIBRARY

925 16th Avenue, Monroe, WI 53566
// Ph 608-328-7010 // Fax 608-329-4657
Monday-Thursday 9:00am-8:00pm
Friday 12:00pm-6:00pm
Saturday 9:00am-4:00pm
Suzann Holland, Manager



BOARD OF EDUCATION

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**School District of Monroe Board of Education Meetings
are held the 2nd & 4th Mondays of every month at 7:00pm
Public is Welcome**

Please visit www.MonroeSchools.com for
meeting sites and agendas

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)

WISCONSIN ACCOUNTABILITY

School Report Cards—<https://dpi.wi.gov/accountability/report-cards>

Public versions of the School Report Cards are posted here, organized alphabetically by district. Please select the first letter of the district's name 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.

Because of the COVID-19 pandemic and the student assessment requirement waivers for the 2019-2020 school year, the Department of Public Instruction (DPI) was prohibited by section 115.385(^) of the state statutes from publishing a school and district accountability report in the 2020-2021 school year (i.e. the report that would have been based on 2019-2020 data).


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 www.monroeschools.com. Other resources include, Wisconsin Student Assessment System Proficiency Reports to find detailed information on district and school achievement and Wisconsin Information Network for Successful Schools (WINSS) to find information for particular public schools. If interested in hard copies of these reports, please contact the Building Administrator or District Administrator.

STUDENT ASSESSMENTS

The School District of Monroe embraces accountability for the quality of our programs and our student performance. ACT results will be made publicly available by the DPI in the fall of 2021. Once these reports are made publicly available, a link to view the reports will be prominently placed on our website at www.monroeschools.com.

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, Next Generation Science Standards, and College Board for AP as its district academic standards. Copies of these standards are available at the District Administrative Center located on the 3rd floor of the Monroe Public Library at 925 16th Avenue, Monroe, WI and the standards will also be posted on the district website.



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:

RADIO
 WBGR FM 93.7 (Monroe)
 WEKZ FM 95.5/AM 1260 (Monroe)

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

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.monroeschools.com
2. An adult student, or the parent(s) or guardian(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 guardian(s) of a minor student, has the right to consent to the disclosure of the 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, email 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.

ABSENCES FOR RELIGIOUS INSTRUCTION – POLICY 5223

The Board of Education desires to cooperate with those parents who wish to provide for religious instruction for their children but also recognizes its responsibility to enforce the attendance requirements of the State.

The Board shall permit students, with written parental permission, to be absent from school during required school periods at least sixty (60) minutes but not more than 180 minutes per week to obtain religious instruction outside of school.

A student must be properly registered and a copy of such registration must be filed with the principal. The supervisor of the religious instruction must report monthly to the District the names of the students who are attending the weekly instruction.

The District will assume no liability for a student while attending religious instruction nor will it provide transportation for such instruction.

No solicitation for attendance at religious instruction shall be permitted on District premises. No member of the staff shall encourage nor discourage participation in any religious instruction program. © Neola 2020



SPECIAL EDUCATION REFFERAL 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 schools 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.

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. To be eligible for a scholarship, the child must be a resident of the state and have an individualized education program (IEP) or services plan in effect.

Parents and guardians of students new to the Special Needs Scholarship Program may apply to the program beginning July 1, 2021 through June 30, 2022. Eligible students who currently participate in the Special Needs Scholarship Program will not have to re-apply or submit annual applications to be eligible for a scholarship.

Additional information about the Special Needs Scholarship Program is available on the website of the Wisconsin Department of Public Instruction: <http://dpi.wi.gov/>

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 Jill Underly, State Superintendent, Wisconsin DPI, 125 S. Webster Street, Madison, WI 53707.



Excellence in Education 2021 Outstanding Educator
 Donna Cairy, Special Education and Deaf and Hard of Hearing Educator at Monroe High School, was presented with the 2021 Outstanding Educator award by EIE President Ron Markham earlier this year.

PROGRAM OR CURRICULUM MODIFICATIONS

Parents/Guardians of students in the School District of Monroe have the right, by statute, to request program or curriculum modifications under Wis Stats 118.15(l)(f). They have the right to:

1. Request that the School Board provide the student with program or curriculum modifications under Wis Stats 118.15(l)(f). These requests are made through the principal of the building the student attends.
2. Utilize a decision-making process used to make these decisions outlined in Board Policy 2451 - Alternative Education Programs which can be accessed at <https://go.boarddocs.com/wi/monr/Board.nsf>

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 who respondents have close family relations;
 - Legally recognized privileged relationships, such as with lawyers, doctors, or ministers;
 - Religious practices, affiliation, 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 right 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

TITLE I PROGRAMS

The School District of Monroe is a participant in the 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 I Programs certification or degree, and the professional qualifications of paraprofessionals providing instructional-related services may also be requested.

As part of the Title I (No Child Left Behind) Program, a Parent Advisory Group will be established to provide an 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.

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 in 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

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 related to Rich Zentner, Director of Buildings and Grounds, School District of Monroe at (608) 328-7194.

**2021-2022 PUBLIC RELEASE
NATIONAL SCHOOL LUNCH AND BREAKFAST PROGRAMS, SPECIAL MILK PROGRAM**

The School District of Monroe today announced its policy for children unable to pay the full price of meals served under the National School Lunch Program and School Breakfast Program or milk for split-session students served under the Special Milk Program. Each school office and the central office has a copy of the policy, which may be reviewed by any interested party.

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	\$16,744	\$ 16,744.01	and \$23,828	\$ 1,396	\$1,396.01	and \$1,986		
2	22,646	22,646.01	and 32,227	1,888	1,888.01	and 2,686		
3	28,548	28,548.01	and 40,626	2,379	2,379.01	and 3,386		
4	34,450	34,450.01	and 49,025	2,871	2,871.01	and 4,086		
5	40,352	40,352.01	and 57,424	3,363	3,363.01	and 4,786		
6	46,254	46,254.01	and 65,823	3,855	3,855.01	and 5,486		
7	52,156	52,156.01	and 74,222	4,347	4,347.01	and 6,186		
8	58,058	58,058.01	and 82,621	4,839	4,839.01	and 6,886		
For each additional household member, add	+ 5,902	+ 5,902	and +8,399	+ 492	+ 492	and + 700		

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, FDIPIR, or Wisconsin Works (W-2) cash benefits, list the FoodShare, FDIPIR or W-2 case number, program name, 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, FDIPIR or W-2 cash benefits, the household must provide the following information requested on the application: names of all household members, total number of 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 box to the right of "Check if no SSN". 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 Food Service Director 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 or free milk 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.

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 needed for other purposes such as waiver of textbook fees.

Non-discrimination Statement:

In accordance with Federal civil rights law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, the USDA, its Agencies, offices, and employees, and institutions participating in or administering USDA programs are prohibited from discriminating based on race, color, national origin, sex, disability, age, or reprisal or retaliation for prior civil rights activity in any program or activity conducted or funded by USDA.

Persons with disabilities who require alternative means of communication for program information (e.g., Braille, large print, audiotape, American Sign Language, etc.), should contact the Agency (State or local) where they applied for benefits. Individuals who are deaf, hard of hearing or have speech disabilities may contact USDA through the Federal Relay Service at (800) 877-8339. Additionally, program information may be made available in languages other than English.

To file a program complaint of discrimination, complete the [USDA Program Discrimination Complaint Form](#), (AD-3027) found online at: [How to File a Complaint](#), and at any USDA office, or write a letter addressed to USDA and provide in the letter all of the information requested in the form. To request a copy of the complaint form, call (866) 632-9992. Submit your completed form or letter to USDA by:

1. mail: U.S. Department of Agriculture
Office of the Assistant Secretary for Civil Rights
1400 Independence Avenue, SW
Washington, D.C. 20250-9410;
 2. fax: (202) 690-7442; or
 3. email: program.intake@usda.gov.
- This institution is an equal opportunity provider.

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

**2021-2022 PUBLIC RELEASE
NATIONAL SCHOOL LUNCH AND BREAKFAST PROGRAMS, SPECIAL MILK PROGRAM**

The School District of Monroe anunció hoy su política para los niños que no pueden pagar el precio completo de las comidas suministradas bajo el Programa Nacional de Almuerzos Escolares y el Programa Nacional de Desayunos Escolares o leche para los estudiantes de sesión dividida brindada bajo el Programa Especial de Leche. Cada oficina escolar y la oficina central cuentan con una copia de la política a seguir, que podrá ser revisada por cualquiera de las partes interesadas.

Los siguientes criterios para tamaño de la familia e ingreso serán utilizados para determinar la elegibilidad. Los niños de familias cuyo ingreso anual se encuentra en o por debajo de los niveles que se indican serán elegibles para comidas gratis o a precio reducido o la leche gratis si un estudiante asiste a sesión dividida y no tiene acceso al almuerzo o desayuno escolar.

**ESCALA FAMILIAR POR TAMAÑO E INGRESO
Para Determinar la Elegibilidad para Comidas o Leche Gratis o a Precios Reducidos**

Tamaño de la Familia (en la vivienda)	NIVEL DE INGRESO ANUAL		NIVEL DE INGRESO MENSUAL	
	Gratis	Precio Reducido	Gratis	Precio Reducido
	Debe estar en o por debajo de la cifra que figura	Debe estar en o entre las cifras que figuran	Debe estar en o por debajo de la cifra que figura	Debe estar en o entre las cifras que figuran
1	\$16,744	\$ 16,744.01 y \$23,828	\$ 1,396	\$1,396.01 y \$1,986
2	22,646	22,646.01 y 32,227	1,888	1,888.01 y 2,686
3	28,548	28,548.01 y 40,626	2,379	2,379.01 y 3,386
4	34,450	34,450.01 y 49,025	2,871	2,871.01 y 4,086
5	40,352	40,352.01 y 57,424	3,363	3,363.01 y 4,786
6	46,254	46,254.01 y 65,823	3,855	3,855.01 y 5,486
7	52,156	52,156.01 y 74,222	4,347	4,347.01 y 6,186
8	58,058	58,058.01 y 82,621	4,839	4,839.01 y 6,886
Por cada miembro adicional de la familia, agregar	+ 5,902	+ 5,902 y +8,399	+ 492	+ 492 y + 700

Los formularios de solicitud al programa están siendo enviados a todas las viviendas junto con una notificación a los padres o tutores. Para solicitar comidas gratis o a precios reducidos o leche gratis, las familias deberán completar los formularios de solicitud y devolverlos a la escuela salvo que hayan sido notificadas al comienzo del año escolar que los niños son elegibles a través de una certificación directa. En la oficina de cada escuela se encuentran disponibles copias adicionales. La información suministrada en el formulario de solicitud será utilizada para determinar la elegibilidad y podrá ser verificada en cualquier momento durante el año escolar por la agencia o funcionarios del programa. Las solicitudes podrán ser presentadas en cualquier momento durante el año.

Para obtener comidas gratis o a precio reducido o leche gratis en una vivienda en la que uno o más de sus miembros recibe FoodShare, FDIPIR o beneficios en efectivo de Wisconsin Works (W-2, indique el miembro de la vivienda y el número de caso de FoodShare, FDIPIR o W-2, nombre del programa, los nombres de todos los niños en la escuela, firme la solicitud y envíela a la oficina de la escuela.

Para que los funcionarios de la escuela determinen la elegibilidad de comidas gratis o a precio reducido o de leche gratis de las viviendas que no reciben FoodShare, FDIPIR ni beneficios en efectivo de W-2, la vivienda debe proporcionar la siguiente información solicitada en la solicitud: nombres de todos los miembros de la vivienda, y el adulto que firma la solicitud también debe indicar los últimos cuatro dígitos de su número de seguro social o marcar el casillero que figura a la derecha de "Check if no SSN" (marcar si no tiene número de seguro social. Además, el ingreso recibido por cada miembro de la vivienda se debe proporcionar por importe y fuente (jornal, beneficios sociales, mantenimiento de menores, etc.).

Cumpliendo con las disposiciones de la política de comidas gratuitas y a precios reducidos y de leche gratuita, el Food Service Director examinará las solicitudes y determinará la elegibilidad. Si el padre o tutor no queda satisfecho con la determinación del funcionario, él/ella podría desear discutir la decisión con el funcionario responsable en forma informal. Si el padre o tutor desea efectuar una apelación formal, él/ella podrá solicitarla en forma oral o escrita a: **Ron Olson, Business Administrator - 925 16th Avenue Suite 3 - Monroe, WI or call 608-328-7148.**

Si es necesaria una audiencia para apelar la decisión, la política contiene los lineamientos del proceso de audiencia.

Si un miembro de la familia se queda sin trabajo o si la familia cambia de tamaño, la familia debe contactarse con la escuela. Tales modificaciones pueden hacer a dicho hogar elegible para comidas a precio reducido o comidas gratis o leche gratis si el ingreso de la familia se reduce o cae por debajo de los niveles mostrados arriba, de manera que podrán presentar una nueva solicitud en ese momento.

Los niños que se encuentran en hogares de crianza temporal también son elegibles para los beneficios de comidas gratis. Los niños de crianza temporal podrán ser certificados como elegibles sin una solicitud de vivienda. Las viviendas que tienen niños de crianza temporal y también niños que no son de crianza temporal podrán elegir incluir a los niños de crianza temporal como miembros de la vivienda en la misma solicitud en la que se encuentran los niños que no son de crianza temporal, así como también deben incluir todo ingreso personal asociado al niño de crianza temporal.

La información suministrada por la familia en la solicitud es de carácter confidencial. La Ley Pública 103-448 limita la liberación de información relativa al estado de elegibilidad para comidas gratis o a precios reducidos a las personas directamente conectadas con la administración y cumplimiento de los programas educativos federales o estatales. Es necesario el consentimiento de los padres o tutores para otras finalidades tal como la reducción de los cargos por libros de texto.

De conformidad con la Ley Federal de Derechos Civiles y los reglamentos y políticas de derechos civiles del Departamento de Agricultura de los EE. UU. (USDA, por sus siglas en inglés), se prohíbe que el USDA, sus agencias, oficinas, empleados e instituciones que participan o administran programas del USDA discriminen sobre la base de raza, color, nacionalidad, sexo, discapacidad, edad, o en represalia o venganza por actividades previas de derechos civiles en algún programa o actividad realizados o financiados por el USDA.

National School Lunch... (continued on page 16)

National School Lunch... (cont. from pg 15)

Las personas con discapacidades que necesiten medios alternativos para la comunicación de la información del programa (por ejemplo, sistema Braille, letras grandes, cintas de audio, lenguaje de señas americano, etc.), deben ponerse en contacto con la agencia (estatal o local) en la que solicitaron los beneficios. Las personas sordas, con dificultades de audición o discapacidades del habla pueden comunicarse con el USDA por medio del Federal Relay Service [Servicio Federal de Retransmisión] al (800) 877-8339. Además, la información del programa se puede proporcionar en otros idiomas.

Para presentar una denuncia de discriminación, complete el [Formulario de Denuncia de Discriminación del Programa del USDA](#), (AD-3027) que está disponible en línea en: <https://www.usda.gov/oascr/how-to-file-a-program-discrimination-complaint> y en cualquier oficina del USDA, o bien escriba una carta dirigida al USDA e incluya en la carta toda la información solicitada en el formulario. Para solicitar una copia del formulario de denuncia, llame al (866) 632-9992. Haga llegar su formulario lleno o carta al USDA por:

- (1) correo: U.S. Department of Agriculture
Office of the Assistant Secretary for Civil Rights
1400 Independence Avenue, SW
Washington, D.C. 20250-9410;
- (2) fax: (202) 690-7442; o
- (3) correo electrónico: program.intake@usda.gov.

Esta institución es un proveedor que ofrece igualdad de oportunidades.

Cualquier pregunta relativa a la solicitud deberá ser dirigida al funcionario responsable.

FOOD SERVICES - POLICY 8500

The Board shall provide cafeteria facilities in all school buildings where space permits and will provide food service for the purchase and consumption of lunch for all students.

The Board shall also provide a breakfast program in accordance with procedures established by the Department of Public Instruction.

The food-service program shall comply with Federal and State regulations pertaining to the selection, preparation, delivery, consumption, and disposal of food and beverages, including but not limited to the current USDA's school meal pattern requirements and the USDA Smart Snacks in School nutrition standards, as well as to the fiscal management of the program. Further, the food-service program shall comply with Federal and State regulations pertaining to the fiscal management of the program as well as all the requirements pertaining to food service hiring and food service manager/operator licensure and certification. In addition, as required by law, a food safety program based on the principles of the Hazard Analysis and Critical Control Point (HACCP) system shall be implemented with the intent of preventing food-borne illnesses. For added safety and security, access to the facility and the food stored and prepared therein shall be limited to food service staff and other authorized persons.

The Board shall approve and implement nutrition standards governing the types of food and beverages that may be sold on the premises of its schools and shall specify the time and place each type of food or beverage may be sold. In adopting such standards, the Board shall:

- A. consider the nutritional value of each food or beverage;
- B. consult and incorporate to the maximum extent possible the dietary guidelines for Americans jointly developed by the United States Department of Agriculture (USDA) and the United States Department of Health and Human Services; and
- C. consult and incorporate the USDA Smart Snacks in School nutrition guidelines.

No food or beverage may be sold on any school premises except in accordance with the standards approved by the Board.

In addition, as required by law, a food safety program based on the principles of the Hazard Analysis and Critical Control Point (HACCP) system shall be implemented with the intent of preventing food-borne illnesses. For added safety and security, access to the facility and the food stored and prepared therein shall be limited to food service staff and other authorized persons.

Substitutions to the standard meal requirements shall be made, at no additional charge, for students for whom a health care provider who has prescriptive authority in the State of Wisconsin has provided medical certification that the student's medical condition restricts his/her diet, in accordance with the criteria set forth in 7 C.F.R. Part 15b. To qualify for such substitutions, the medical certification must identify:

- A. the student's medical condition or symptoms of a condition that restricts one (1) or more major life activity or function;
- B. an explanation of how the condition or symptom affects the student's diet; and
- C. the food(s) to be omitted from the student's diet, and the food or choice of foods that must be substituted (e.g., caloric modifications or use of liquid nutritive formula).

On a case by case basis, substitutions to the standard meal requirements may be made, at no additional charge, for students who provide a signed statement from a qualified medical authority that the student cannot consume certain food items due to medical or other special dietary needs, but which does not comply with the requirements above. To qualify for such consideration and substitutions the medical statement must identify:

- A. the medical or dietary need that restricts the student's diet; and
- B. the food(s) to be omitted from the student's diet and the food(s) or choice of foods that may be substituted.

The District may provide a student with a substitute meal without any certification provided that the meal still meets the USDA meal pattern for reimbursement.

For students who need a nutritionally equivalent milk substitute, only a signed request by a parent is required.

Lunches sold by the school may be purchased by students and staff members and community residents in accordance with the rules of the District's school lunch program.

The operation and supervision of the food-service program shall be the responsibility of the Food Service Director. Food services shall be operated on a self-supporting basis with revenue from students, staff, Federal reimbursement, and surplus food. The Board shall assist the program by furnishing available space, initial major equipment, and utensils. Maintenance and replacement of equipment is the responsibility of the program.

A periodic review of the food-service accounts shall be made by the Business Administrator. Any surplus funds from the National School Lunch Program shall be used to reduce the cost of the service to students or to purchase cafeteria equipment. Surplus funds from a-la-carte foods purchased using funds from the nonprofit food service account must accrue to the nonprofit food service account.

Bad debt incurred through the inability to collect lunch payment from students is not an allowable cost chargeable to any Federal program. Any related collection cost, including legal cost, arising from such bad debt after they have been determined to be uncollectable are also unallowable. District efforts to collect bad debt shall be in accordance with Policy 6152 - Student Fees, Fines, and Charges.

Bad debt is uncollectable/delinquent debt that has been determined to be uncollectable no sooner than the end of the school year in which the debt

Food Service... (continued on page 17)

Food Service... (cont. from pg 16)

was incurred and after the District Administrator determines that sufficient reasonable effort and approaches to collecting the debt have been made. If the uncollectable/delinquent debt cannot be recovered by the School Meals Program in the year when the debt was incurred, then this is classified as bad debt. Once classified as bad debt, non-Federal funding sources must reimburse the NSFS for the total amount of the bad debt. The funds may come from the District general fund, State or local funding, school or community organizations such as the PTA, or any other non-federal source. Once the uncollectable/delinquent debt charges are converted to bad debt, records relating to those charges must be maintained in accordance with the record retention requirements in 7 CFR 210.9(b) (17) and 7 CFR 210.15(b).

NEGATIVE ACCOUNT BALANCES

Students will be permitted to purchase meals from the District's food service using either cash on hand or a food service account. A student may be allowed to incur a negative food service account balance subject to the following conditions.

Students may be permitted to accumulate negative food service account balance as determined by the District Administrator. The District Administrator shall determine the manner of determining permissible account balances by grade level. A student shall not be permitted to purchase a la carte items without sufficient account balance or cash on hand.

A student who has exceeded the permissible negative balance amount in his/her account and does not have cash on hand sufficient to purchase a meal will be provided an alternative meal, subject to USDA guidelines applicable to alternative meals. The District Administrator shall, in coordination with the District's food services, assure that any alternative meals provided to any student receiving paid or reduced-price meals that is either claimed for reimbursement or charged to the student account, meets all of the requisite USDA guidelines for alternative meals.

This policy and any implementing guidelines shall be provided in writing to all households at the start of each school year and to households transferring to the school or School District during the school year. The policy and implementing guidelines will also be provided to all District staff with responsibility for enforcing the policies.

The food-service program may participate in the "Farm to School Program" using locally grown food in school meals and snacks.

No foods or beverages, other than those associated with the District's food-service program, are to be sold during food-service hours.

The District's food service program shall serve only food items and beverages determined by the Food Service Department to be in compliance with the current USDA Dietary Guidelines for Americans and the USDA Smart Snacks in School nutrition guidelines. Any competitive food items and beverages that are available for sale to students a la carte in the dining area between midnight and thirty (30) minutes following the end of the school day shall also comply with the current USDA Dietary Guidelines for Americans and the USDA Smart Snacks in School nutrition guidelines, and may only be sold in accordance with Board Policy 8550. Foods and beverages unassociated with the food-service program may be vended in accordance with the rules and regulations set forth in Board Policy 8540.

The District Administrator will require that the food service program serve foods in the schools of the District that are wholesome and nutritious and reinforce the concepts taught in the classroom.

The District Administrator is responsible for implementing the food service program in accordance with the adopted nutrition standards and shall provide a report regarding the District's compliance with the standards at one of its regular meetings annually.

NONDISCRIMINATION STATEMENT

The following statement applies to all programs administered by the District that are funded in whole or in part by the U.S. Department of Agriculture (USDA):

In accordance with Federal civil rights law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, the USDA, its Agencies, offices, and employees, and institutions participating in or administering USDA programs are prohibited from discriminating based on race, color, national origin, sex, disability, age, or reprisal or retaliation for prior civil rights activity in any program or activity conducted or funded by USDA.

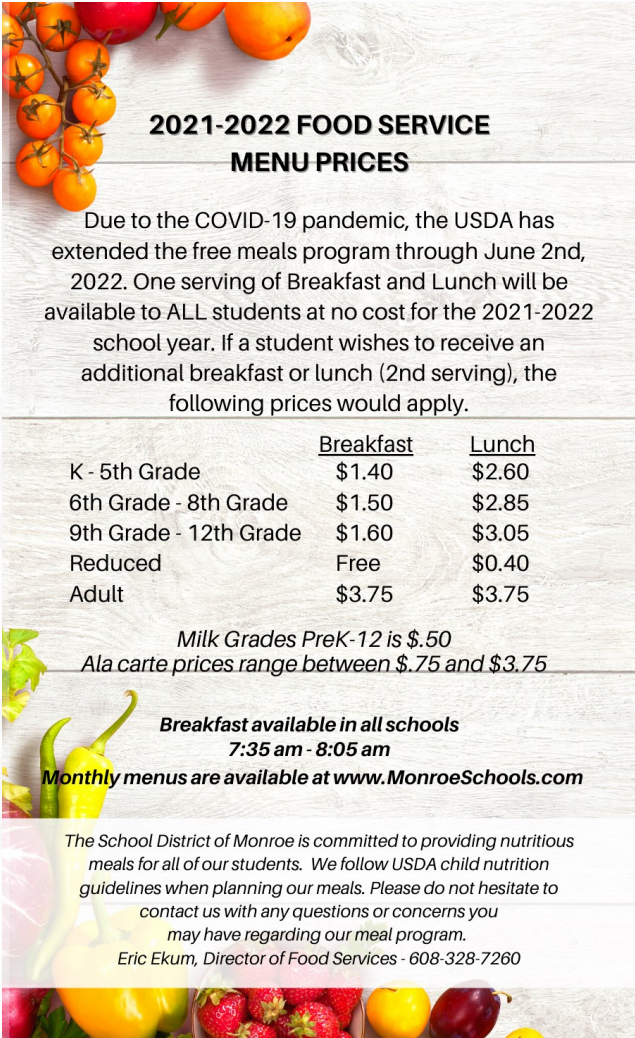
Persons with disabilities who require alternative means of communication for program information (e.g. Braille, large print, audiotope, American Sign Language, etc.), should contact the Agency (State or local) where they applied for benefits. Individuals who are deaf, hard of hearing, or have speech disabilities may contact USDA through the Federal Relay Service at (800) 877-8339. Additionally, program information may be made available in languages other than English.

To file a program complaint of discrimination, complete the USDA Program Discrimination Complaint Form, (AD-3027) found online at: http://www.ascr.usda.gov/complaint_filing_cust.html, and at any USDA office, or write a letter addressed to USDA and provide in the letter all of the information requested in the form. To request a copy of the complaint form, call (866) 632-9992. Submit your completed form or letter to USDA by:

Mail: U.S. Department of Agriculture
Office of the Assistant Secretary for Civil Rights
1400 Independence Avenue, SW
Washington, D.C. 20250-9410;
Fax: (202) 690-7442; or
E-mail: program.intake@usda.gov

This institution is an equal opportunity provider.

All verbal or written civil rights complaints regarding the school nutrition programs that are filed with the District must be forwarded to the Civil Rights Division of USDA Food and Nutrition Service within three (3) days.



2021-2022 FOOD SERVICE MENU PRICES

Due to the COVID-19 pandemic, the USDA has extended the free meals program through June 2nd, 2022. One serving of Breakfast and Lunch will be available to ALL students at no cost for the 2021-2022 school year. If a student wishes to receive an additional breakfast or lunch (2nd serving), the following prices would apply.

	<u>Breakfast</u>	<u>Lunch</u>
K - 5th Grade	\$1.40	\$2.60
6th Grade - 8th Grade	\$1.50	\$2.85
9th Grade - 12th Grade	\$1.60	\$3.05
Reduced	Free	\$0.40
Adult	\$3.75	\$3.75

Milk Grades PreK-12 is \$.50
Ala carte prices range between \$.75 and \$3.75

Breakfast available in all schools
7:35 am - 8:05 am
Monthly menus are available at www.MonroeSchools.com

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 - 608-328-7260

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. This is a rare but potentially fatal infection that can cause severe swelling of the brain and spinal cord (meningitis) or a serious blood infection (meningococemia). Of those who contract meningococcal disease, 10 to 15 percent die. Among those who survive, as many as 20 percent live with permanent disabilities. Vaccination offers the best protection against meningococcal 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 recommend 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 spread through direct contact with respiratory and/or oral secretions from infected persons (for example, kissing or sharing drinking containers). 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.

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. The disease can progress rapidly and can cause death or permanent disability within 48 hours of initial symptoms.

To learn more about meningococcal disease, vaccine information, and public health resources visit the following web sites.

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

A list of local Wisconsin public health departments and contact information:

- Meningitis Foundation of America
- National Meningitis Association
- American Academy of Family Physicians
- American Academy of Pediatrics

TOBACCO, ELECTRONIC CIGARETTE AND/OR VAPOR DEVICE USE ON SCHOOL PREMISES

Tobacco, electronic cigarettes and/or other devices or substances, which releases 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.

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 students 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).

For additional information go to <http://www.monroeschools.com/district/> and refer to district policy 2414.

INDOOR ENVIRONMENTAL QUALITY NOTICE

The School District of Monroe 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 and 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.

ATTENDANCE—POLICY 5200

State law requires the Board to enforce the regular attendance of students. Further, the Board recognizes that the District's educational program is predicated upon the presence of the student and requires continuity of instruction and classroom participation. The regular contact of students with one another in the classroom and their participation in a well-planned instructional activity under the tutelage of a competent teacher are vital to this purpose.

All children between six (6) and eighteen (18) years of age shall attend school regularly during the full period and hours, religious holidays excepted, that the school in which the child is enrolled is in session until the end of the term, quarter, trimester, or semester of the school year in which the child becomes eighteen (18) years of age, unless they fall under an exception under State law, this policy, or administrative guideline issued under this policy. A child who is enrolled in five (5) year-old kindergarten shall attend school regularly, religious holidays excepted, during the full period and hours that kindergarten is in session until the end of the school term.

DURING THE COVID-19 PANDEMIC:

Under Plan A, attendance remains as stated in Policy 5200.

Under Plan B:

- Elementary - each student shall attend school regularly during each period and hours
- Middle School - each student shall attend school regularly during each period and hours
- High School - each student shall attend school regularly during each period and hours

Under Plans C and H:

- Elementary - each student makes adequate progress toward course completion - failure to participate
- Middle School - each student makes adequate progress toward course completion - failure to participate
- High School - each student makes adequate progress toward course completion - failure to participate

PARENT NOTIFICATION OF ABSENCE REQUIRED

The District Administrator shall require, from the parent of each student or from an adult student, who has been absent for any reason either a written or oral notification stating the reason for the absence and the time period covered by the absence. The Board reserves the right to verify such statements and to investigate the cause of each:

- A. absence of more than five (5) days duration;
- B. repeated unexplained absence and tardiness.

SCHOOL ATTENDANCE OFFICER

The District Administrator shall designate an administrator at each school to be the School Attendance Officer. The School Attendance Officer shall perform any duties and responsibilities s/he is required to perform by State law, this policy, and any administrative guidelines issued by the school. The duties of the School Attendance Officer shall include, but not be limited to, the following.

- A. Determining daily from attendance reports submitted by teachers which students enrolled in the school are absent from school and whether the absence is excused.
- B. Submitting to the District Administrator, on or before August 1st of each year, a report of the number of students enrolled in the school who were absent in the previous year and whether the absences were excused. The District Administrator shall then submit this information to the State Superintendent.
- C. Providing student attendance information to individuals and agencies for purposes authorized by State law and the Board's Policy 8330 - Student Records.

EXCUSED ABSENCES

As required under State law, a student shall be excused from school for the following reasons:

- A. **Physical or Mental Condition**
The student is temporarily not in proper physical or mental condition to attend a school program.
- B. **Obtaining Religious Instruction**
To enable the student to obtain religious instruction outside the school during the required school period (see Policy 5223 - Absences for Religious Instruction).
- C. **Permission of Parent**
The student has been excused by his/her parent before the absence for any or no reason. A student may not be excused for more than ten (10) days per school year under this paragraph and must complete any course work missed during the absence. Examples of reasons for being absent that should be counted under this paragraph include, but are not limited to, the following:
 - 1. professional and other necessary appointments (e.g., medical, dental, and legal) that cannot be scheduled outside of the school day
 - 2. to attend a funeral
 - 3. legal proceedings that require the student's presence
 - 4. college visits
 - 5. job fairs
 - 6. Vacations
- D. **Religious Holiday**
For observance of a religious holiday consistent with the student's creed or belief.
- E. **Suspension or Expulsion**
The student has been suspended or expelled.
- F. **Program or Curriculum Modification**
The Board has excused the student from regular school attendance to participate in a program or curriculum modification leading to high school graduation or a high school equivalency diploma as provided by State law.

Attendance... (continued on page 20)

G. **High School Equivalency – Secured Facilities**

The Board has excused a student from regular school attendance to participate in a program leading to a high school equivalency diploma in a secured correctional facility, a secured child caring institution, a secure detention facility, or a juvenile portion of a county jail, and the student and his/her parent agrees that the student will continue to participate in such a program.

H. **Child at Risk**

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

I. **Election Day Official**

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

A student may be excused from school, as determined by the School Attendance Officer, or his/her designee, for the following reasons:

A. **Quarantine**

Quarantine of the student's home by a public health officer.

B. **Illness of an Immediate Family Member**

The illness of an immediate family member.

C. **Emergency**

An emergency that requires the student to be absent because of familial responsibilities or other appropriate reasons.

Unexcused absences demonstrate a deliberate disregard for the educational program and are considered a serious matter. The District Administrator shall develop administrative guidelines to address unexcused absences.

LATE ARRIVAL AND EARLY DISMISSAL

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

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

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

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

TRUANCY PLAN

The Board will issue a Truancy Plan based upon the recommendations of the County Truancy Committee convened under State law, the Board's policies and procedures, and applicable provisions of State law. The Board will review and, if appropriate, revise the Truancy Plan at least once every two (2) years.

The Truancy Plan will include, at a minimum, the following:

- A. procedures to be followed for notifying the parents of the unexcused absences of a student who is truant or a habitual truant and for meeting and conferring with such parents
- B. plans and procedures for identifying truant children of all ages and returning them to school, including the identity of school personnel to whom a truant child shall be returned
- C. methods to increase and maintain public awareness of and involvement in responding to truancy within the School District
- D. a provision addressing the immediate response to be made by school personnel when a truant child is returned to school
- E. the types of truancy cases to be referred to the District Attorney and the time periods within which the District Attorney will respond to and take action on the referrals
- F. plans and procedures to coordinate the responses to the problems of habitual truants, as defined under Sec. 118.16(1)(a), Wis. Stats., with public and private social services agencies
- G. methods to involve the truant child's parent in dealing with and solving the child's truancy problem

A student will be considered truant if s/he is absent part or all of one (1) or more days from school during which the School Attendance Officer, principal, or a teacher has not been notified of the legal cause of such absence by the parent of the absent student. A student who is absent intermittently for the purpose of defeating the intent of the Wisconsin Compulsory Attendance Statute Sec. 118.15, Wis. Stats., will also be considered truant.

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

NOTICE OF TRUANCY

The School Attendance Officer shall notify a truant student's parent of the student's truancy and direct the parent to return the student to school no later than the next day on which school is in session or to provide an excuse for the absence. The notice under this paragraph shall be given before the end of the second school day after receiving a report of an unexcused absence. The notice may be made by electronic communication, personal contact, telephone call, or 1st class mail, and a written record of this notice shall be kept. The School Attendance Officer shall attempt to give notice by personal contact, telephone call, or unless the parent has refused to receive electronic communication, notice by 1st class mail may be given. This notice must be given every time a student is truant until the student becomes a habitual truant.

NOTICE OF HABITUAL TRUANCY

When a student initially becomes a habitual truant, the School Attendance Officer shall provide a notice to the student's parent, by registered or certified mail, or by 1st class mail. The School Attendance Officer may simultaneously notify the parent of the habitually truant student by an electronic communication. The notice must contain the following:

- A. a statement of the parent's responsibility under State law to cause the student to attend school regularly
- B. a statement that the parent or student may request program or curriculum modifications for the student under State law and that the student may be eligible for enrollment in a program for children at risk
- C. a request that the parent meet with the appropriate school personnel to discuss the student's truancy

The notice shall include the name of the school personnel with whom the parent should meet, a date, time, and place for the meeting and the name, address, and telephone number of a person to contact to arrange a different date, time, or place. The date for the meeting shall be within five (5) school days after the date that the notice is sent, except that with the consent of the student's parent the date for the meeting may be extended for an additional five (5) school days.

- D. a statement of the penalties, under State law or local ordinances that may be imposed on the parent if s/he fails to cause the child to attend school regularly as required by State law.

The School Attendance Officer will also continue to notify the parent of a habitual truant's subsequent unexcused absences.

REFERRAL TO THE DISTRICT ATTORNEY

Truancy cases will be referred to the District Attorney as provided in the County Truancy Committee Plan. The School Attendance Officer will ensure that appropriate school personnel have done the following before any case is referred to the District Attorney:

- A. met with the student's parent to discuss the student's truancy or attempted to meet with the student's parent and received no response or were refused
- B. provided an opportunity for educational counseling to the student to determine whether a change in the student's curriculum would resolve the student's truancy and have curriculum modifications under State law
- C. evaluated the student to determine whether learning problems may be a cause of the student's truancy and, if so, have taken steps to overcome the learning problems, except that the student need not be evaluated if tests administered to the student within the previous year indicate that the student is performing at his/her grade level
- D. conducted an evaluation to determine whether social problems may be a cause of the student's truancy and, if so, have taken appropriate action or made appropriate referrals

Note that paragraph A. is not required if the meeting between school personnel, the student, and the student's parent, which was requested in the Notice of Habitual Truancy to the parent, did not occur within ten (10) school days after the Notice was sent. Paragraphs B., C., and D. are not required if appropriate school personnel were unable to carry out the activity due to the student's absences from school.

MAKE-UP COURSE WORK AND EXAMINATIONS

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

Students with unexcused absences shall be permitted to make-up course work and any quarterly, trimester, semester, or grading period examinations missed during the absence if the student is at risk of receiving no credit in a course or subject if the work is not made up.

UNEXCUSED ABSENCES

Credit in a course or subject shall not be denied solely because of a student's unexcused absences from school.

Students with unexcused absences shall be permitted to make-up course work and any quarterly, trimester, semester, or grading period examinations missed during the absence if the student is at risk of receiving no credit in a course or subject if the work is not made up.

Subject to the immediately preceding two (2) paragraphs, credit may, but is not required to be given for the completion of make-up work. Further, credit for make-up work may be given only after the student has satisfied consequences imposed for unexcused absences. The extent to which make-up credit is given shall be determined on a case-by-case basis by the principal and the respective teachers.

If make-up work has been assigned, it is the student's responsibility to contact his/her teachers to determine what course work and examinations must be made-up. Teachers shall have the discretion to assign substitute course work and examinations. Teachers shall also have the discretion to specify where and when examinations and course work shall be completed, including outside regular school hours. The time for completing the work shall be commensurate with the length of the absence, unless extended by the principal based upon extenuating circumstances.

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STUDENT TECHNOLOGY ACCEPTABLE USE AND SAFETY – POLICY 7540.03

Technology has fundamentally altered the ways in which information is accessed, communicated, and transferred in society. As a result, educators are continually adapting their means and methods of instruction, and the way they approach student learning to incorporate the vast, diverse, and unique resources available through the Internet. The Board provides technology resources (as defined in Bylaw 0100) to support the educational and professional needs of its students and staff. With respect to students, District Technology Resources afford them the opportunity to acquire the skills and knowledge to learn effectively and live productively in a digital world. The Board provides students with access to the Internet for limited educational purposes only and utilizes online educational services/apps to enhance the instruction delivered to its students. The District's computer network and Internet system do not serve as a public access service or a public forum, and the Board imposes reasonable restrictions on its use consistent with its limited educational purpose.

The Board regulates the use of District technology resources by principles consistent with applicable local, State, and Federal laws, the District's educational mission, and articulated expectations of student conduct as delineated in the Student Code of Conduct. This policy and its related administrative guidelines and the Student Code of Conduct govern students' use of District Technology Resources and students' personal communication devices when they are connected to the District computer network, Internet connection, and/or online educational services/apps, or when used while the student is on Board-owned property or at a Board-sponsored activity (see Policy 5136).

Users are required to refrain from actions that are illegal (such as libel, slander, vandalism, harassment, theft, plagiarism, inappropriate access, and the like) or unkind (such as personal attacks, invasion of privacy, injurious comment, and the like). Because its Technology Resources are not unlimited, the Board has also instituted restrictions aimed at preserving these resources, such as placing limits on use of bandwidth, storage space, and printers.

Users have no right or expectation to privacy when using District Technology Resources (including, but not limited to, privacy in the content of their personal files, e-mails, and records of their online activity when using the District's computer network and/or Internet connection).

First, the Board may not be able to technologically limit access to services through its technology resources to only those that have been authorized for the purpose of instruction, study, and research related to the curriculum. Unlike in the past when educators and community members had the opportunity to review and screen materials to assess their appropriateness for supporting and enriching the curriculum according to adopted guidelines and reasonable selection criteria (taking into account the varied instructional needs, learning styles, abilities, and developmental levels of the students who would be exposed to them), access to the Internet, because it serves as a gateway to any publicly available file server in the world, opens classrooms and students to electronic information resources that may not have been screened by educators for use by students of various ages.

Pursuant to Federal law, the Board has implemented technology protection measures, that protect against (e.g., filter or block) access to visual displays/depictions/materials that are obscene, constitute child pornography, and/or are harmful to minors, as defined by the Children's Internet Protection Act. At the discretion of the Board or the District Administrator, the technology protection measures may be configured to protect against access to other material considered inappropriate for students to access. The technology protection measures may not be disabled at any time that students may be using the District technology resources, if such disabling will cease to protect against access to materials that are prohibited under the Children's Internet Protection Act. Any student who attempts to disable the technology protection measures will be subject to discipline.

The Board utilizes software and/or hardware to monitor online activity of students and to block/filter access to child pornography and other material that is obscene, objectionable, inappropriate, and/or harmful to minors. "Harmful to minors" is a term defined by the Communications Act of 1934 (47 U.S.C. 254(h)(7)) as any picture, image, graphic image file, or other visual depiction that:

- A. taken as a whole and with respect to minors, appeals to a prurient interest in nudity, sex, or excretion;
- B. depicts, describes, or represents, in a patently offensive way with respect to what is suitable for minors, an actual or simulated sexual act or sexual contact, actual or simulated normal or perverted sexual acts, or a lewd exhibition of the genitals;
- C. taken as a whole, lacks serious literary, artistic, political, or scientific value as to minors.

At the discretion of the Board or the District Administrator, the technology protection measure may be configured to protect against access to other material considered inappropriate for students to access. The technology protection measure may not be disabled at any time that students may be using the District technology resources if such disabling will cease to protect against access to materials that are prohibited under the Children's Internet Protection Act. Any student who attempts to disable the technology protection measures will be subject to discipline.

The Director of Curriculum and Instruction may temporarily or permanently unblock access to websites or online educational services/apps containing appropriate material if access to such sites has been inappropriately blocked by the technology protection measure. The determination of whether material is appropriate or inappropriate shall be based on the content of the material and the intended use of the material, not on the protection actions of the technology protection measure.

The Director of Curriculum and Instruction may disable the technology protection measure to enable access for bona fide research or other lawful purposes.

Parents are advised that a determined user may be able to gain access to services and/or resources on the Internet that the Board has not authorized for educational purposes. In fact, it is impossible to guarantee students will not gain access through the Internet to information and communications that they and/or their parents may find inappropriate, offensive, objectionable, or controversial. Parents of minors are responsible for setting and conveying the standards that their children should follow when using the Internet.

Pursuant to Federal law, students shall receive education about the following:

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.

Student Technology... (continued on page 23)

Student Technology... (cont. from page 22)

- A. safety and security while using e-mail, chat rooms, social media, and other forms of direct electronic communications;
- B. the dangers inherent with the online disclosure of personally identifiable information;
- C. the consequences of unauthorized access (e.g., "hacking", "harvesting", digital piracy", "data mining", etc.), cyberbullying, and other unlawful or inappropriate activities by students online;
- D. unauthorized disclosure, use, and dissemination of personally identifiable information regarding minors.

Staff members shall provide instruction for their students regarding the appropriate use of technology and online safety and security as specified above. Furthermore, staff members will monitor the online activities of students while at school.

Monitoring may include, but is not necessarily limited to, visual observations of online activities during class sessions; or use of specific monitoring tools to review browser history and network, server, and computer logs.

Building Principals are responsible for providing training so that Internet users under their supervision are knowledgeable about this policy and its accompanying guidelines. The Board expects that staff members will provide guidance and instruction to students in the appropriate use of District technology resources. Such training shall include, but not be limited to, education concerning appropriate online behavior, including interacting with other individuals on social media, including in chat rooms, and cyberbullying awareness and response. All users of District technology resources (and their parents if they are minors) are required to sign a written agreement to abide by the terms and conditions of this policy and its accompanying guidelines.

Students will be assigned a school email account that they are required to utilize for all school-related electronic communications, including those to staff members, peers, and individuals and/or organizations outside the District with whom they are communicating for school-related projects and assignments. Further, as directed and authorized by their teachers, they shall use their school-assigned email account when signing-up/registering for access to various online educational services, including mobile applications/apps that will be utilized by the student for educational purposes.

Students are responsible for good behavior when using District technology resources - i.e., behavior comparable to that expected of students when they are in classrooms, school hallways, and other school premises and school-sponsored events. Communications on the Internet are often public in nature. The Board does not approve any use of its technology resources that is not authorized by or conducted strictly in compliance with this policy and its accompanying guidelines.

Students may only use District technology resources to access or use social media if it is done for educational purposes in accordance with their teacher's approved plan for such use.

Users who disregard this policy and its accompanying guidelines may have their use privileges suspended or revoked, and disciplinary action taken against them. Users are personally responsible and liable, both civilly and criminally, for uses of District technology resources that are not authorized by this policy and its accompanying guidelines.

The Board designates the District Administrator and Director of Curriculum and Instruction as the administrators responsible for initiating, implementing, and enforcing this policy and its accompanying guidelines as they apply to students' use of District technology resources.

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USE OF CAMERAS AND OTHER RECORDING DEVICES IN LOCKER ROOMS – POLICY 9151

The Board of Education recognizes the importance of protecting the privacy interests of the District's students and is committed to safeguarding students' privacy in the locker room facilities.

As required by law, the Board establishes the following locker room privacy policy.

To protect the privacy of students, non-staff access to locker rooms for the purpose of interviewing or seeking information from any student in the locker room is prohibited.

The following recording devices will be permitted in the locker room and for the particular use described:

- Video recording devices may be used for school projects involving video production or other video or pictorial presentation by student(s) provided that a District staff member verifies prior to allowing such equipment in a locker room that no student(s) is/are using the locker room to change and thus could be caught in an exposed condition by recording equipment. The staff member must notify anyone inside the locker room that a recording device will be brought in and the purpose of the device with sufficient warning to allow any occupants to depart the locker room.

No images of a nude or partially nude person in the locker room may be captured, recorded, or transferred under any circumstances by any individual.

To protect the privacy of the District's students, parents, other adult residents of the community, and any public that may utilize the locker room facilities, no person may use a cell phone to capture, record, or to transfer a representation of a nude or partially nude person in the locker room.

Furthermore, the Board believes that safety is of the utmost importance. Therefore, notwithstanding the provisions of this policy, if necessary, emergency rescue personnel will be permitted into the locker room and will be given access to any tools necessary to do their job.

District officials may refer any violations of this policy to law enforcement for possible criminal prosecution of anyone who violates State law. © Neola 2012



Find Your Future

Earn school credit while you work with the S.O.A.R. program. Juniors and Seniors have the opportunity to participate in work experience, internships, and youth apprenticeships with local businesses in a variety of fields.



SCHOOL COUNSELING AND ACADEMIC AND CAREER PLANNING – POLICY 2411

The Board requires that a planned program of school counseling be an integral part of the educational program of the District. The plan shall be developed by licensed school counselors in collaboration with student services staff, teachers, parents, and community health and human service professionals. The developed plan will be adopted by the Board and maintained by the District. Such a program shall be available to all students without regard to race, color, national origin, ancestry, creed, pregnancy, marital status, parental status, sexual orientation, sex (including transgender status, change of sex or gender identity), physical or mental, emotional, or learning disability (“Protected Classes”).

This plan should be developmentally appropriate and:

- enable counselors to effectively communicate with students who have limited English proficiency and/or are sensory impaired;
- assist students in achieving their optimum growth;
- enable students to draw the greatest benefit from the offerings of the instructional program of the schools;
- help integrate all the student’s experience so that s/he can better relate school activity to life outside the school;
- help students learn to make their own decisions and solve problems independently.

Academic and career planning services, including individualized support and access to software tools and staff assistance, shall be provided to students in grades 6 to 12. The mission of academic and career planning is to provide a comprehensive plan, which will be developed and maintained by a student, that includes the student’s academic, career, personal, and social goals and the means by which the student will achieve those goals both before and after high school graduation.

The District Administrator shall implement the school program which carries out these purposes and:

- involves appropriate staff members at every level;
- honors the individuality of each student;
- is integrated with the total education program;
- is coordinated with available resources of the community;
- cooperates with parents and recognizes their concern and ideas for the development of their children;
- provides means for such sharing of information among such appropriate staff members as may be in the best interests of the student;
- provides that an appropriate amount of time and effort shall be given to providing school counseling services to those students sixteen (16) to nineteen (19) years of age who do not intend to enroll in an institution of higher education after graduating from high school or who require or desire employment in connection with their continued education;
- establishes a referral system which utilizes all the aid the schools and community offer, guards the privacy of the student, and monitors the effectiveness of such referrals.

STUDENT NONDISCRIMINATION IN RELATION TO CAREER AND TECHNICAL EDUCATION

The School District of Monroe ensures that all students, parents/guardians, employees, and the general public will have access to all career and technical education opportunities on a nondiscriminatory basis (based on race, color, national origin, age, sex [including transgender status, change of sex, sexual orientation, or gender identity], pregnancy, creed or religion, genetic information, handicap or disability, marital status, citizenship status, veteran status, military service [as defined in 111.32, Wis. Stats.], national origin, ancestry, arrest record, conviction record, use or non-use of unlawful products off the District’s premises).

These career and technical education programs include, but are not limited to, elementary and middle school career exploration activities, career and technical education courses at the middle and high school, youth apprenticeships, the STRIVE program, the SOAR program, and the high school work release program.

Anyone feeling they have been discriminated against in a career and technical education program is to contact one of the two individuals below to address their concerns:

Joe Monroe—Director of Pupil Services
608-328-7155
925 16th Avenue, Suite 3
Monroe, WI 53566
josephmonroe@monroe.k12.wi.us

Amy Timmerman—Northside Elementary Principal
608-328-7129
3005 8 1/2 Street
Monroe, WI 53566
amytimmerman@monroe.k12.wi.us

DRUG PREVENTION – POLICY 5530

The Board recognizes that the misuse of drugs is a serious problem with legal, physical, and social implications for the entire school community.

As the educational institution of this community, the schools should strive to prevent drug abuse and help drug abusers by educational, rather than punitive, means.

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

- A. all dangerous controlled substances as so designated and prohibited by Wisconsin statute;
- B. all chemicals which release toxic vapors;
- C. all alcoholic beverages;
- D. any prescription or patent drug, except those for which permission to use in school has been granted pursuant to Board policy;
- E. "look-alikes";
- F. anabolic steroids;
- G. any other illegal substance so designated and prohibited by law.

The Board prohibits the use, possession, concealment, or distribution of any drug and any drug-paraphernalia at any time on District property or at any District-related event.

The District Administrator shall prepare guidelines for the identification, amelioration, and regulation of drug use in the schools, including education, prevention and standards of conduct. Education shall be intended to develop awareness of: drug abuse, including prescription drug abuse, and prevention; the relationship between highway safety and the use of alcohol and controlled substances, including prescription drugs; and the relationship between youth suicide and the use of alcohol and controlled substances, including prescription drugs.

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SEARCH AND SEIZURE – POLICY 5771

The School District of Monroe Board of Education has charged District officials with the responsibility of safeguarding the safety and well-being of the students in their care. In the discharge of that responsibility, District officials may search school property such as in-school storage spaces used by students. District officials may also search the person or possessions of students, as well as the vehicles of students. All such searches will be in accordance with the following policy.

Searches under this policy will be performed by the following District officials: the District Administrator, building principals, and assistant principals. If the aforementioned District officials are not available to conduct a search and circumstances warrant a search under this policy, a professional staff member or athletic head coach may be deemed a District official under this policy.

District officials may request the assistance of the school resource officer and other law enforcement agencies in implementing any aspect of this policy. Where law enforcement officers participate in a search on school property or at a school activity pursuant to a request from District officials, the search shall be conducted by the law enforcement officers at the direction of a District official. Law enforcement searches conducted independent of any District official's request or direction shall be conducted based on the standards applicable to law enforcement.

The District official conducting the search shall be responsible for the custody, control, and disposition of any illegal or dangerous substance or object, or any evidence of a violation of a law or school rule found during a search under this policy. Any such evidence shall be seized and properly catalogued for use as evidence in criminal or school disciplinary proceedings, as appropriate.

The District Administrator shall prepare administrative guidelines to implement this policy.

SEARCHES OF LOCKERS AND OTHER IN-SCHOOL STORAGE PLACES

The Board acknowledges the need for lockers and other in-school storage places for student possessions and shall provide storage places, including, but not limited to, desks and lockers, for that purpose. Such storage places are public property, and District officials may make reasonable regulations regarding their use. The District retains ownership and possessor control of all such storage places, and the same may be searched by District officials at any time determined necessary or appropriate by District officials. A showing of reasonable cause or suspicion is not a necessary precondition to a search under this paragraph. Students shall have no expectation of privacy in such storage places as to prevent examination by a District official. The Board directs that searches of such storage places may be conducted by the District Administrator, building principals, and assistant principals. If the aforementioned District officials are not available to conduct a search and circumstances warrant a search, a professional staff member or athletic head coach may conduct a search of such storage places. The school resource officer and other law enforcement may also conduct searches of such storage places at the direction of District officials. The Board directs the school principals to provide students with written notice of this paragraph of the policy at least annually.

SEARCHES OF A STUDENT'S PERSON AND POSSESSIONS

The Board recognizes that the privacy of students may not be violated by unreasonable search and seizure and directs that no student or student's possessions be searched without reasonable suspicion that the search will produce evidence that the student has violated or is violating either a particular law or a rule of the school. Any search under this paragraph must be reasonable in scope and reasonable in the manner in which it is conducted. The scope of the search will be governed by the nature of the suspected infraction, the student's age and gender, and any other relevant circumstances or information.

District officials should attempt to obtain the freely-offered consent of the student to the search. Written consent is preferable, but oral consent is sufficient. However, provided there is reasonable suspicion pursuant to the above paragraphs, District officials may conduct the search without such consent. The search will be conducted by the District official in the presence of the student and another staff member. Any search of a student's person or intimate personal belongings should be conducted by a person of the student's gender, in the presence of

Search and Seizure... (continued on page 26)

Search... (cont. from page 25)

another staff member of the same gender as the student, and in a manner that is minimally intrusive to the student based on the reasonable suspicion justifying the search.

A search prompted by the reasonable suspicion that health and safety are immediately threatened will be conducted with as much speed and dispatch as may be required to protect persons and property. In such situations, the District official may choose not to first attempt to obtain written or oral consent of the student prior to the search and may search the student without the presence of another staff member, regardless of the gender of the District official and the student.

Under no circumstances shall a District official ever conduct a search of a student in which the student's genitals, pubic area, buttock or anus, or a female person's breast is uncovered and either is exposed to view or is touched by a person conducting the search.

This authorization to search shall apply to all situations in which the student is under the jurisdiction of the Board, including any district-related activity.

SEARCHES OF A STUDENT'S VEHICLE

Permission for a student to bring a vehicle on school property shall be conditioned upon written consent for the search of the vehicle and all containers inside the vehicle by a District official with reasonable suspicion to believe that the search will produce evidence of a violation of a particular law, a school rule, or a condition that endangers the safety or health of the student driver or others. If a District official determines a search is necessary, he or she shall attempt to obtain the freely-offered consent of the student to search the vehicle and all containers inside the vehicle. Written consent is preferable, but oral consent is sufficient. If such consent is not given, a District official may proceed with the search as long as the District official has reasonable suspicion that the search will produce evidence of a violation of a particular law, a school rule, or a condition that endangers the safety or health of the student driver or others.

SEARCHES USING DOGS

The Board authorizes the use of specially-trained dogs to detect the presence of drugs and devices such as bombs on school property under the following conditions:

- A. The presence of the dogs on school property is authorized in advance by the District Administrator, except in emergency situations, or is pursuant to a court order or warrant.
- B. The dog must be handled by a law enforcement officer or organization specially trained to safely and competently work with the dog.
- C. The dog is represented by the Chief of the law enforcement agency providing the service as capable of accurately detecting drugs and/or devices.

SEARCHES FOR ALCOHOL USE

Students must provide samples of their breath for the purpose of determining the presence of alcohol when District officials have reasonable suspicion that the students are under the influence of alcohol while on school premises, in a motor vehicle owned, rented, or consigned to the school, or while participating in a school-sponsored activity. When a District official has such reasonable suspicion, the District official may search the student for alcohol use using a breath screening device approved by the department of transportation for the purpose of determining the presence of alcohol in a person's breath.

The results of the breath screening, or the fact that a student refused to submit to breath screening shall be made available for use in any proceeding regarding the discipline of a student due to alcohol use. Any student that is under the influence of alcohol while on school premises, in a motor vehicle owned, rented or consigned to the school, or while participating in a school-sponsored activity, as well as any student that refuses to submit to breath testing will be disciplined or referred to treatment in accordance with Policy 5530 — Drug Prevention and the applicable Code of Conduct established by Policy 5600 — Student Discipline. ©Neola 2017

STUDENT SUICIDE - POLICY 5350

INTRODUCTION

Suicide is among the leading causes 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/GUARDIAN EDUCATION

It is essential that parents/guardians receive information that can help them monitor and evaluate the safety of their children. Parents/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

Student Suicide... (continued on page 27)

- 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
- Being part of a high-risk population

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:

- Youth living with mental disorders and/or substance use.** 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.
- 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.
- 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.
- 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.
- 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.
- LGBTQ youth.** The CDC finds that LGBTQ 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 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.
- 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.
- 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:

- A. School staff will continuously supervise the student to ensure their safety.
- B. The Building Administrator and the Director of Pupil Services will be made aware of the situation as soon as reasonably possible.
- C. The school employed mental health professional or Building Administrator 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.
- D. Staff will ask the student's parent/guardian for written permission to discuss the student's health with outside care, if appropriate.
- E. Staff will develop a plan of care with parent/guardian 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/guardian will be informed as soon as practicable by the Building Administrator, designee, or mental health professional. If the student has exhibited any kind of suicidal behavior, the parent/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 Building Administrator or school employed mental health professional will assess whether there is further risk of harm due to parent/guardian notification. If the Building Administrator, designee, or mental health professional believes, in their professional capacity, that contacting the parent/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.

BULLYING - POLICY 5517.01

The Board is committed to providing a safe, positive, productive, and nurturing educational environment for all of its students. The Board encourages the promotion of positive interpersonal relations between members of the school community. Bullying toward a student, whether by other students, staff, or third parties is strictly prohibited and will not be tolerated. This prohibition includes physical, verbal, and psychological abuse. The Board will not tolerate any gestures, comments, threats, or actions which cause or threaten to cause bodily harm or personal degradation. This policy applies to all activities in the District, including activities on school property, including at any of the school buildings or other property used exclusively or in part, whether leased or owned by the District, for the purpose of school-related functions or events; or while traveling to or from school or to and from school-sponsored functions or events; in transporting vehicles arranged for by School District officials. The policy applies as well during activities that occur off school property if the student or employee is at any school-sponsored, school-approved, or school-related activity or function, such as field trips or athletic events where students are under the supervision of school authorities, or where an employee is engaged in school business, or where there is otherwise a connection to the school such that the conduct at issue affects or is intended to affect the student's educational environment.

DEFINITIONS

"Bullying" Bullying is deliberate or intentional behavior (using words or actions, intended to cause fear, intimidation, or harm) that is difficult to stop. Bullying may be a repeated behavior and involves an imbalance of power. Furthermore, it may be serious enough to negatively impact a student's educational, physical, or emotional well-being. 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; however this type of prohibited bullying behavior need not be based on any of those particular or other particular characteristics. It includes, but is not necessarily limited to such behaviors as stalking, cyber bullying, intimidating, menacing, coercing, name-calling, taunting, making threats, and hazing.

Some examples of Bullying are:

- A. Physical – hitting, kicking, spitting, pushing, pulling, taking and/or damaging personal belongings or extorting money, blocking or impeding student movement, unwelcome physical contact.
- B. Verbal – taunting, malicious teasing, insulting, name-calling, making threats.
- C. Psychological – spreading rumors, manipulating social relationships, coercion, or engaging in social exclusion/shunning, extortion, or intimidation.
- D. "Cyberbullying" – the use of information and communication technologies such as e-mail, cell phone, and pager text messages, instant messaging (IM), defamatory personal web sites, and defamatory online personal polling web sites, to support deliberate, repeated, and hostile behavior by an individual or group, that is intended to harm others."

The Board recognizes that cyberbullying can be particularly devastating to young people because:

1. cyberbullies more easily hide behind the anonymity that the Internet provides;
2. cyberbullies spread their hurtful messages to a very wide audience with remarkable speed;
3. cyberbullies do not have to own their own actions, as it is usually very difficult to identify cyberbullies because of screen names, so they do not fear being punished for their actions; and
4. the reflection time that once existed between the planning of a prank – or a serious stunt – and its commission has all but been erased when it comes to cyberbullying activity;
5. cyberbullies hack into or otherwise gain access to another's electronic accounts (e-mails, social media, etc.) and posing as that individual with the intent to embarrass or harm the individual.

Bullying... (continued on page 29)

Cyberbullying includes, but is not limited to the following:

1. posting slurs or rumors or other disparaging remarks about a student on a web site or on weblog;
2. sending e-mail or instant messages that are mean or threatening, or so numerous as to drive-up the victim's cell phone bill;
3. using a camera phone to take and send embarrassing photographs of students;
4. posting misleading or fake photographs of students on websites.

The district has the authority to enforce this policy relative to cyberbullying when the incident occurs at school or causes a substantial disruption to the schools learning environment.

"Harassment" includes, but is not limited to, any act which subjects an individual or group to unwanted, abusive behavior of a nonverbal, verbal, written or physical nature on the basis of sex, (including transgender status, change of sex, or gender identity), race, color, national origin, religion, creed, ancestry, marital or parental status, sexual orientation or physical, mental, emotional or learning disability, or any other characteristic protected by Federal or State civil rights laws. Harassment is prohibited by Policy 5517 – Student Anti-Harassment.

"Staff" includes all school employees and Board members.

"Third parties" include, but are not limited to, coaches, school volunteers, parents, school visitors, service contractors, vendors, or others engaged in District business, and others not directly subject to school control at inter-district or intra-district athletic competitions or other school events.

For a definition of and instances that could possibly be construed as hazing, consult Policy 5516.

COMPLAINT PROCEDURES

Any student who believes s/he has been or is the victim of bullying should immediately report the situation to the building principal or assistant principal, or the District Administrator. The student may also report concerns to a teacher or counselor who will be responsible for notifying the appropriate administrator or Board official. Complaints against the building principal should be filed with the District Administrator. Complaints against the District Administrator should be filed with the Board President.

Complaints against a Board member shall be filed with the Board President unless the complaint is against the President in which case the complaint shall be filed with the Board Vice President, who is authorized to contact District legal counsel for assistance in handling the complaint.

Every student is encouraged to report any situation that they believe to be bullying behavior directed toward a student. Reports may be made to those identified above.

All school staff members and school officials who observe or become aware of acts of bullying are required to report these acts to the building principal or assistant principal, or the District 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.

All complaints about behavior that may violate this Policy shall be investigated promptly by the Principal. The staff member who is investigating the report of bullying shall interview the victim(s) of the alleged bullying and collect whatever other information is necessary to determine the facts and the seriousness of the report.

If, during an investigation of a reported act of bullying in accordance with this Policy, the principal determines that the reported misconduct may have created a hostile learning environment, discrimination, and/or may have constituted harassment based on sex (transgender status, change of sex, or gender identity), race, color, national origin, religion, creed, ancestry, marital or parental status, sexual orientation or physical, mental, emotional or learning disability, or any other characteristic protected by Federal or state civil rights laws, the principal will report the act of bullying to one (1) of the Compliance Officers who shall assume responsibility to investigate the allegation in accordance with Policy 5517 – Student Anti- Harassment or Policy 2260 - Nondiscrimination and Access to Equal Educational Opportunity. Additionally, complaints alleging sexual harassment on the basis of sex are also covered by and subject to the investigation procedures in Policy 2266 - Nondiscrimination on the Basis of Sex in Education Programs or Activities. If the investigation under Policy 5517 - Student Anti-harassment, Policy 2260 - Nondiscrimination and Access to Equal Educational Opportunity or Policy 2266 - Nondiscrimination on the Basis of Sex in Education Programs or Activities does not substantiate harassment based on one (1) or more of the Protected Classes, the complaint of bullying shall still be investigated under this Policy.

With regard to complaints received against the District Administrator (or a member of the Board), the investigation shall be referred to the Board attorney who shall conduct a prompt investigation. The Board attorney is authorized to designate an outside third party to conduct the investigation. The Board attorney or designee will arrange such meetings as may be necessary with all concerned parties within five (5) business days after receipt of the information or complaint. The parties will have an opportunity to submit evidence and a list of witnesses. All findings related to the complaint will be reduced to writing. The Board attorney or designee conducting the investigation shall notify the complainant and parents as appropriate, in writing, when the investigation is concluded and the findings made.

Parents of each student involved in the bullying report will be notified prior to the conclusion of the investigation. The District shall maintain the confidentiality of the report and any related student records to the extent required by law.

If the investigation finds that bullying has occurred, it will result in prompt and appropriate remedial and/or disciplinary action. This may include student discipline, including, but not limited to reprimand, suspension, or possible expulsion. Further, the result of an investigation that finds that bullying has occurred may result in discharge for employees, exclusion for parents, guests, volunteers, and contractors, and removal from any official position and/or a request to resign for Board members. Individuals may also be referred to law enforcement officials.

The complainant shall be notified of the findings of the investigation, and as appropriate, that remedial action has been taken.

This policy shall not be interpreted to infringe upon the First Amendment rights of students (i.e., to prohibit a reasoned and civil exchange of opinions, or debate, that is conducted at appropriate times and places during the school day and is protected by State or Federal law).

RETALIATION/FALSE REPORTS

Retaliation against any person who reports, is thought to have reported, files a complaint, or otherwise participates in an investigation or inquiry concerning allegations of bullying is prohibited and will not be tolerated. Such retaliation shall be considered a serious violation of Board policy and independent of whether a complaint is substantiated. Suspected retaliation should be reported in the same manner as bullying. Making intentionally false reports about bullying for the purpose of getting someone in trouble is similarly prohibited and will not be tolerated. Retaliation and intentionally making a false report may result in disciplinary action as indicated above.

If a student or other individual believes there has been bullying, regardless of whether it fits a particular definition, s/he should report it and allow the administration to determine the appropriate course of action.

PRIVACY/CONFIDENTIALITY

The School District will respect the privacy of the complainant, the individual(s) against whom the complaint is filed, and the witnesses as much as possible, consistent with the Board’s legal obligations to investigate, to inform parents, to take appropriate action, and to conform with any discovery or disclosure obligations. All records generated under this policy and its related administrative guidelines shall be maintained as confidential to the extent permitted by law.

To the extent appropriate in conducting a thorough investigation and/or as legally permitted, confidentiality will be maintained during the investigation process.

NOTIFICATION

Notice of this policy will be annually distributed to all students enrolled in the School District, their parents and/or guardians, and employees. The policy will also be distributed to organizations in the community having cooperative agreements with the schools. Additionally, the policy will be posted in conspicuous locations in all school buildings and departments within the District and discussed with students, as well as incorporated into the teacher, student, and parent/guardian handbooks. All new hires will be required to review and sign off on this policy and the related complaint procedure.

The School District will also provide a copy of the policy to any person who requests it.

RECORDS AND REPORTS

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.

EDUCATION AND TRAINING

In support of this policy, the Board promotes preventative educational measures to create greater awareness of bullying behavior. The District Administrator shall provide appropriate training to all members of the School District community related to the implementation of this policy and its accompanying administrative guidelines. All training regarding the Board’s policy and administrative guidelines on bullying will be age and content appropriate. © Neola 2020

NONDISCRIMINATION POLICY

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 1422, 1422.02, 3122 & 4122.



JOIN US IN CELEBRATING UNITY DAY!

Wednesday, October 20th, 2021

School District of Monroe

UNITE



Kindness Acceptance Inclusion



SCHOOL DISTRICT OF MONROE

2021-2022 CALENDAR

APPROVED BY BOARD OF EDUCATION 12-14-20

JULY 2021						
				1	2	3
4	5	6	7	8	9	10
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31						

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KEY TO SYMBOLS (FOR DETAILED INFORMATION, SEE BACK OF CALENDAR)	
●	NEW STAFF ORIENTATION
✘	NO SCHOOL: IN-SERVICE/WORK TIME
NS	NO SCHOOL: NON-PAID DAY
*NS	NO SCHOOL: TIME OWED TO TEACHERS DUE TO PARENT TEACHER CONFERENCES, ETC.
✘ ^H	NO SCHOOL: HOLIDAY
*🔔	FIRST DAY OF SCHOOL: FULL DAY OF SCHOOL FOR STUDENTS IN GRADES 4K-5,6, AND 9 *7 TH , 8 TH , 10 TH , 11 TH , & 12 TH GRADERS START ON SEPTEMBER 2 ND
🔔	LAST DAY OF SCHOOL (HALF DAY, NO LUNCH)
Fridays	EARLY RELEASE/IN-SERVICE

School District of Monroe

925 16th Avenue
Suite 3
Monroe, WI 53566

NONPROFIT ORGANIZATION
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MONROE, WISCONSIN
PERMIT NO. 98



School District of Monroe Calendar

Wednesday, September 1st

First Day of School Grades 4K-5, 6,9

Thursday, September 2nd

First Day of School Grades 7, 8, 10, 11, 12

Monday, September 6th

No School - Labor Day

Monday, October 11th

District Budget Hearing/Annual Meeting

Wednesday, November 24th - Friday, November 26th

No School - Thanksgiving

Friday, December 24th - Friday, December 31st

No School - Winter Break



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.