



**MILWAUKEE
PUBLIC SCHOOLS**

Family–School Manual 2025-26 School Year

*Alcott School
3563 S. 97th Street,
414-604-7400,
fax: 414-604-7415
075@milwaukee.k12.wi.us)*

Marisol Alvarado
Principal

This manual is updated annually. You will find the most recent version on the
(Alcott School) website at *(school website here)*.

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SECTION 1: INTRODUCTION

From the Principal

Dear Parents/Guardians,

I hope you've had time to enjoy your summer with your children. I'm pleased to share that I will be Alcott's Principal for the 11th year in a row. For new Alcott parents welcome to our Alcott Family. As I reflect on my last four years at Alcott, there is a lot I've learned from you and your children that will help me grow professionally. As your Principal, it is my goal to continue improving to become the most effective administrator possible for your child's education.

Our Alcott Staff has worked diligently to implement the most effective instructional systems that will promote and enhance your child's success. We continuously monitor our system and will adjust as necessary to meet your child's needs. A big component for your child's education to be successful is to have you engaged and collaborating with us in any way possible. We truly believe as part of our vision that with a successful collaboration among all stakeholders your child's opportunity to succeed is greater.

A few years ago we added an Intervention teacher and WIN (What I need) school wide. We will continue having an Intervention Teacher and will continue to work on implementing WIN time this year. Many of our students receiving additional support made significant growth in Math and Reading. In addition to the support our staff will give students, this year we will have tutors from Spark and City Year organizations working with students K5-3rd grade. As much as we are dedicated in helping your child we need your assistance in ensuring that your child is present. Attendance and arriving on time are essential in your child's educational success. In order for us to give your child the support needed, they must be present and on time at 7:15 (new starting time) as much as possible. We understand that emergencies or illnesses occur on occasions but please have your child present as much as possible. Please let us know if there is anything we can assist in regarding attendance.

Finally, behavior is just as important to educational success not only for your child but for all children. If and when a child's behavior is not meeting our school's PBIS behavior expectations it disrupts the learning environment for all students in the classroom or surrounding areas. As a PBIS school, we need your collaboration to review school expectations: Be Respectful, be Safe, Be Caring and Be Responsible. With your help and support, Alcott's learning environment will continue to flourish.

Alcott Staff looks forward to making this year the best yet. We look forward to seeing our Alcott families during our Open House on August 27th from 3:30-5:30 p.m.

School's Mission, Vision, and Goals

Vision:

Alcott school will always be committed to ensuring all students receive equitable access to grade level academic standards, instruction, and support strategies that increase student proficiency in all core subjects. To maintain equity, all students will receive what they need to achieve academic proficiency and become productive citizens in the community. We at Alcott will provide consistent instructional learning experiences that are flexible and engaging for all learners. Alcott will meet our students' individual learning needs by

providing accelerated learning experiences for pre-Kindergarten through grade 8 students. Alcott will achieve this through integration (i.e., academics, culturally relevant instruction, social-emotional learning, restorative practices) across curricular areas.

Goals:

We will provide all students will quality education through differentiation of instruction.

We will stress the importance of technology in the classroom so that students are prepared for a global and connected world.

We will communicate skills in all students; they will be able to connect with the world around them

Staff Roster and Contact Information, including MPS Email Addresses

Principal	Alvarado, Marisol	Main Office	47405
Secretary	Robinson, Wendy	Main Office	47410
School Fax		Main Office	414-604-7415
Bookkeeper	Rivera, Sheila	Main Office	47411
Nurse	Nurse Margaret	Room 23	47420
Building Operations	West, Jason	Room 29E	47445
Teacher's			
K4 Teacher	Lind, Jordan	Room 27	47488
K5 Teacher	Gorenc, Jennifer	Room 25	47474
1st Grade Teacher	Domask, Jennifer	Room 26	47485
2nd Grade Teacher	Strasser, Gabrielle	Room 28	47489
3rd Grade Teacher	Lelinski, Malissa	Room 3	47475
4th Grade Teacher	Greupink, Timothy	Room 4	47483
5th Grade Teacher	Dorow, Sheri	Room 5	47477
6th Grade Teacher	Browning, Megan	Room 7	47479
7th Grade Teacher	Thomas, Chris	Room 8	47427
8th Grade Teacher	Aldape, Leticia	Room 9	47473
Intervention Teacher	Krausee, Jenell	Room 20	47451
MRP - Resource Teacher	Gaffke, Joseph	Room 14	47482

MCG -Resource Teacher	Merek, Amy	Room 15	47486	
Resource Teacher - Bridge Unit	Meeth, Sam	Room 22	47430	
Resource Teacher - 4th -6th	Weber, Audrey	Room 10	47481	
Resource Teacher - 7th - 8th	Balistreri, Colleen	Room 6	47478	
Resource/Specialist's				
Social Worker	Durski, Jessica	Room 23	47412	
Parent Coordinator	Smith, Quanikqua	Room - Library	47436	
Speech Pathologist	Spevak, Katherine	Room 24	47433	
Sp. Ed. Supervisor	Bavso,Michele	Room 31B	47432	
Psychologist	Rygiel, Laura	Room 31B	47432	
School Counselor	Moos, Lisa	Room 31B	47432	
ART Teacher	Borda, Denise	Room 16	47453	
MUSIC Teacher		Room 16		
GYM Teacher	Erby - Walker, Valerie	Room Gym -RD	47421	
LIBRARIAN	Wensink, Laura	Room - Library	47435	
Ed. Assistant's				
Sp. Ed. Para	Ali, Kalash	Grades 1 - 8		
Sp. Ed. Para	Enriquez, Yolanda	Grades 1-5		
Sp. Ed. Para	Heigl, Taylor	Grades 6 - 8		
Gen. Asst.	Joiner, Debbie	Grades 1 - 8		
Sp. Ed. Para	Monteen, Gary	Room 14		
CHA		Room 14		
Cook	Par, Michelle	Room - Cafeteria	47419	
Teacher's Lounge		Room - Cafeteria	47406	
Camp	Joiner/Domask	Room Library/Gym	47436	
City Year		Room Gym -LD	47434	
Spark		Room Library	47435	

School Calendars/Events

Monthly events will be posted on school website, digital sign, and flyers sent out.

School Daily Schedule

Insert the daily schedule here. For example:

School

Hours

Office: _6_:50 a.m. – _3_:20 p.m.

Breakfast: _6_:50 a.m. – _7_:15 a.m. (enter through exit __)

Warning bell: _7_:10 a.m.

School starts: _7_:15 a.m.

Dismissal: 2:15 p.m.
School childcare 6:20 a.m. – 6:50 a.m.
Before-/after-school
services/program: 2:15p.m. – 5:50 p.m.

Our school's procedures are, first and foremost, designed to ensure the safety and well-being of your child/children. We need your cooperation, assistance, and support to ensure the safety of our students, especially during arrival and dismissal.

Student Entry Procedures

- Camp students arriving before 6:50 enter through door near tot-lot. Students can enter through door #3 for breakfast starting at 6:50.
- Supervision on the playground begins at 6:50 (Ms. Niki, Ms. Enriquez, and Ms. Joiner, Ms. Taylor (Mr. Ali after buses have arrived)
- Students can enter straight into the cafeteria for breakfast through door #2 or main entrance door #1. Breakfast is to be eaten in the cafeteria. Students who arrive after 7:15 will eat breakfast outside of the lunchroom where the table is to prepare for physical education class.
- If students are finished with their breakfast before 7:15, they are to go out to the playground.

Student Dismissal Procedures

The school day ends for students at 2:15 p.m.

- Bus students be picked up by staff .Ms. Niki ,Ms. Enriquez, and Mr. Ali will supervise students in the hallway. Mr. Gary calls routes and daycare vans arriving at the office through walkie talkie.
- Camp students are picked up by camp workers and taken to the room where Ms. Joiner will be waiting. Camp workers take student attendance.
- Students being picked up or walking home will be taken outside by classroom teachers:
Exit #4: K4-K5 wait in the hallway supervised by classroom teacher until picked up
Exit #3 :1st-2nd
Exit #2: 3rd-8th
- The remaining students in the playground are brought to the office. If parents have not called the office already, office personnel will call students homes. Ms. Krause and Ms. Domask bring students in from the playground. Ms. Krause has a walkie talkie to communicate with the office.

Before- and After-School Programs

After-school programs provide students with a safe, supportive environment during out-of-school time. These programs offer engaging academic and recreational enrichment activities, homework assistance, and exposure to STEM (science, technology, engineering, math) programming, reading enrichment, art, music, and dance. Students are also given healthy snacks and meals.

(Optional) Community Learning Center (CLC):

Our school's CLC offers educational, recreational, and social activities for students. Parents/guardians may register their child/children at any time with the CLC site coordinator. There is a registration fee of \$ __.00. *(School will add dollar amount.)* However, fees cannot be a barrier to participation. Parents who are authorized for W-2 (Wisconsin Shares) can designate the school's CLC as a childcare provider. To become authorized for W-2, parents must go to their W-2 region office. For information regarding fees, Wisconsin Shares, or transportation options (if available), please contact the CLC site coordinator at _____ *(school will add phone number)* for more information. N/A

(Optional) Child Care Camp:

In partnership with the MPS Department of Recreation and Community Services, our school offers a before- and after-school Child Care Camp. The program includes homework help, academic enrichment activities, arts and crafts, sports, games, and more. After-school activities provide students with a safe place to learn, play, develop creatively, and build strong bodies. A fee is charged for camp participation. Parents who are authorized for W-2 (Wisconsin Shares) can designate the school's Child Care Camp as a childcare provider. To become authorized for W-2, parents must go to their W-2 region office. Students must be registered by a parent/guardian to participate in the Child Care Camp program. Please contact Jennifer Domask *(school will add name of camp director)* at 414-604-7400 or 414-604-7439 (for more information.

(Optional) Safe Place:

Our school partners with _____ to offer a Safe Place after-school program for students in K–grade __. Safe Place staff is trained to provide our students with engaging educational, recreational, and social enrichment activities; homework assistance; and play in a safe environment. A program fee is charged. Please contact _____ at _____ for more information. N/A

Extended Learning Opportunities:

MPS offers a variety of extended learning opportunities that provide more time for academics and enrichment during and beyond the conventional school day. These programs offer learning and development experiences that enhance and complement the school curriculum. The extended learning opportunities programs include but are not limited to the following:

Alternative Education Programs

Alternative diploma pathways

Competency-based

General Educational Development Program (GEDO #2)

Wisconsin Challenge Academy

Summer Academy

Free of charge for students who are city of Milwaukee residents

Bilingual and English as a second language (ESL) services

Elementary K5–grade 8

Engaging academics and hands-on enrichment opportunities, including arts-integrated activities, field trips, and in-school programs with community partners

Extended School Year (ESY)

Provided for children with special education needs

Grade 8 Promotional Program

Intended to strengthen the academic and social skills of current grade 8 students transitioning to high school. Principal recommendation is required to participate in this program.

High school

Credit acceleration

Credit recovery

Community service/service-learning
Internships
Community Assessment and Training Program (CATP) and On-the-Job
Training (OJT)
Middle School and Freshman Bridge Programs
Enrichment Camps and Adventures

Students in K5–grade 12 have the opportunity to pursue new interests and engage in hands-on experiences during the summer months and on non-school days.

To find more information about extended learning opportunities, please visit mpsmke.com/elo or call (414) 475-8238.

Parking

Parking guidelines:

- To ensure the safety of all students, please avoid double parking, which causes heavy traffic congestion and is unsafe.
- The school is not responsible if a parking ticket is issued to a parent.
- We need to respect the rights of neighbors and not park in front of their driveways.
- The school parking lot is restricted and not open to the public.
- *Families are to park on the street. Please do not park in the staff lot.*

Student Attendance/Tardiness

Reference: *Parent/Student Handbook on Rights, Responsibilities, and Discipline*

Attendance is the most important factor that impacts student academic growth. Students are expected to be in school each day and on time for opening learning activities and instruction. Students arriving late must report to main office for a tardy slip.

When a student is absent, parents must call the school attendance line at 414-604-7400 or send a written excuse within two days of the absence. Excessive absences and tardiness will result in a referral to the school social worker and may result in a referral to the district attorney, which could result in a court hearing and fines.

Students must attend the full school day. Appointments and vacations should be scheduled on non-school days as often as possible. In the event of a rare need to remove a child before the end of the school day, students must check out in the office by reporting to main office (*school will add place/name*) to sign out and meet the guardian who is approved to remove the child from school.

Transportation Policies

Walk-to-Stop Distance:

- Elementary school (K3, K4, and K5) – Riders will be picked up at the closest safe corner location to their residence and dropped off at that same location at the end of the school day.
- Elementary school (grades 1–8) – Riders may be required to walk up to a quarter mile to a corner stop.
- Middle school – Riders may be required to walk up to a half mile to a corner stop.
- High school – Riders may be required to walk up to one mile to a bus stop.

Assigned Bus Stops and Routes:

Students may board and leave only on the specified route and at the stop to which they are assigned.

Corner Stops:

Pick-up and drop-off sites for regular riders are at corner stops. Riders should be at their assigned corner stop **10** minutes prior to the scheduled pick-up time. A student should wait at least 10 minutes past the pick-up time before returning home to inquire about a late bus.

Inclement Weather:

Traffic delays are to be expected on days of inclement weather. Please be sure that your child is dressed appropriately.

Address Changes:

When a child moves and there is no existing bus service from the new address, every effort will be made to adjust the route to allow the child to continue at the present school. If the child attends elementary school, the new address must be in the same transportation region as the school of attendance in order for the child to receive transportation. Parents are reminded that it can take up to two weeks to adjust bus service. Parents should notify the child's school of the change of address before the move takes place.

SECTION 2: FAMILY ENGAGEMENT

MPS Family–School Partnership Pledge

MPS partners with families to support successful student academic and social outcomes.

The district will...	MPS families will...
Provide a safe environment that supports learning.	- Provide adequate space daily for learning. - Encourage their child to cooperate with the learning community.
Provide high-quality learning experiences.	- Encourage their child to do their best. - Engage their child in learning opportunities daily.
Provide student progress updates.	- Attend conferences as often as possible, at least once a year. - Communicate with school as needed, regarding student progress.
Provide resources and information.	Engage district in understanding the needs of families.
Provide information to families as frequently as possible and in ways that are accessible and understandable.	- Provide current contact information and alternate ways to notify families. - Communicate their ideas to MPS.

MPS Family and Community Engagement Framework

Families play a vital role in the education of their children. Milwaukee Public Schools provides tools for engagement between families and staff to be equal partners in supporting student achievement and school improvement. When families and schools work together, students are more successful and the entire community benefits. All schools are working to meet the Six Standards of Family and Community Engagement:



Family–School Compact (also referred to as School–Parent Compact)

Each Title I school jointly develops with parents a Family–School Compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the way in which the school and parents will build and develop a partnership to help children achieve the state’s high standards. Parent coordinators should ensure that the school leader has this template available so that the school leader may create the Family–School Compact at the school’s annual Title I meeting or shortly after. This compact will serve as the school’s family and community engagement action plan for the year. A template, including detailed information on how to create and use this Family–School Compact, is available on mConnect at Departments > Strategic Partnerships and Customer Service > Family and Community Engagement.

Louisa May Alcott Elementary School School-Parent Compact 2022-2024

Our school and the families of the students participate in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA), agree that this compact outlines how the families, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards.

It is the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables children to meet the challenging State academic standards. It is the parent's responsibility to support their children's learning. For each to do these things, the school and families must have strong, ongoing communication and work to be equal partners in supporting student success. The MPS Family and Community Engagement Framework includes six standards that, when met, allow for this partnership to flourish. The following compact will serve as our action plan around family and community engagement for this school year.

SCHOOL RESPONSIBILITIES:

We, as school staff, will support families by working to meet the MPS standards of family and community engagement so we can partner to support student learning. We will implement the following strategies to achieve each standard this year.

Our school will be a welcoming and culturally relevant environment:

- Provide school communications in the native language of families and ensure adequate signage and events are available in the native language of our families.*
- Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows: after school in the principal's office and during parent conferences.*
- Serve as a resource and information site for immigrant students and families.*

Our school will be connected to the community:

- Maintain an updated school website with information relevant to families and the larger community. (Which includes an updated staff roster and grade assignments and also up to date calendar listing events and opportunities for our families)*
- Provide a designated space for sharing community resources and information with families, such as a parent board or resource hub/ parent newsletter.*

Our school will have the tools and knowledge needed to build relationships with families and the

community:

- Utilize a school-wide two-way communication tool between teachers and families. (All calls, newsletters and fliers sent home with students) and any goals around increase in use or implementation.
- Employ a well-trained Parent Coordinator that attends monthly institutes and brings back tools and knowledge for our school to improve building relationships with families.

PARENT RESPONSIBILITIES:

We, as families, will support students and school staff by working to meet the MPS standards of family and community engagement to partner and support student learning. We will implement the following strategies to reach each this year.

Our families will have the tools and knowledge needed to be active in our child's education.

- Attend parent-teacher conferences (at least twice a year) during which this compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held in the months of October and March.

- Review and provide feedback on frequent reports of our children's progress. Specifically, we want the school to provide reports as follows: through interims, distribution of report cards and weekly classroom notes when needed.

- Attend training and workshops put on by the school that help build our understanding of our children's learning.

1- Bullying: learning what to do if your child is being bullied or if they are a bully.

2- Getting ready for high school/ college: Tips and facts on how to prepare your child for high school and college.

3- What is an IEP and how to ensure my child gets what they need: Informational workshops about IEP's; what they are and answer any questions you may have about them.

4- How to help my child continue learning at home: information about how to keep your children on track while at home.

Our families will have opportunities to build peer networks.

- Establish a family leadership organization (PTA, PTO, parent council, etc.): We are currently building our PTO and working on adding additional events for our families and community.

Our families will have avenues to serve as leaders.

- Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows: parents can volunteer anytime during the day, during all school events and on school field trips.
- Ensure at least 3 family representatives serve consistently on the School Governance Council.
- Ensure school has 2 official District Advisory Council Representatives acting as liaisons between the school and district.

STUDENT RESPONSIBILITIES:

We, as students, will share the responsibility to improve our academic achievement and achieve the State's high standards. Specifically, we will:

- Ask our middle school students to be active with their academic careers by volunteering during our school events.
- By joining our School Governance Council, where they can have a voice on academic matters.

School Floor Plan

Open House

Open house is held twice a year; dates and times will be announced.

Parent–Teacher Conferences

It is important that all parents/guardians attend parent–teacher conferences. Research indicates that parental involvement impacts and increases student achievement. Our school welcomes all parents to participate in parent–teacher conferences. These will be held in the fall and in the spring. Dates, times, format and information will be announced.

Rights of Noncustodial Parents

If you are a noncustodial parent, you have the same rights to student records, progress reports, school mailings, school visits, and parent–teacher conferences as a custodial parent unless a court order restricts such rights. If a court order is in place, the custodial parent must provide a copy to the school principal. It is the responsibility of noncustodial parent, if desired, to give the school their address and contact information, to request to be consulted in matters regarding their child, and to be placed on school mailing lists. Only the custodial parent/legal guardian can remove a child from school or give permission for the child to be removed from school by another adult.

Rights of Foster Parents

As a foster parent, you have many of the same rights as biological parents or legal guardians for the duration of the child’s placement in your home. In some cases, however, these rights are restricted by law. One such case is the authorization of an individualized education program (IEP) evaluation for the child. A foster parent cannot authorize an IEP evaluation unless all attempts to contact the biological parent or legal guardian have failed or the biological parents’ rights have been terminated. In addition, foster parents generally cannot change a student’s school placement. Contact the Department of Student Services for details.

Family Volunteers

Persons interested in volunteering are encouraged to follow the appropriate volunteer application process defined by the district. MPS defines a volunteer as a person who provides services on an ongoing or one-time basis. Persons looking to serve on an ongoing basis or for more than five hours a week or for an overnight field trip must complete an online volunteer application, pass a criminal background check (for those 18 years of age or older), and receive a volunteer assignment by the school administrator or parent coordinator. Persons looking to participate in a daytime field trip or other one-time activity must complete a volunteer waiver form. The online volunteer application and the volunteer waiver form are available on the MPS website under the ***Families*** tab > Volunteer.

School Engagement Council

The purpose of the School Engagement Council is to provide a forum for parents, teachers, community members, students, and principals to work together in providing continued analysis and improvement of public-school policies, curriculum, and school improvement plan. The council’s decision-making authority is advisory with respect to all duties, powers, and responsibilities, with the sole exception of the council’s authority and responsibility to submit a signature page with its school’s annual budget and the school’s annual school improvement plan. Council participation is on a voluntary basis via a school-based election process. The council is not intended to replace a parent organization.

**Please let Ms. Niki, Ms. Joiner or Ms. Alvarado know if you are interested in joining the council.*

Title I: District Advisory Council

In accordance with the Elementary and Secondary Education Act (Section 1118) and the Wisconsin

Department of Public Instruction Title I Parent and Family Engagement guidelines, Milwaukee Public Schools established the District Advisory Council as a means to ensure the opportunity for parents of all students to share their ideas on the needs of children, assist in the planning and operation of Title I programs for children, and participate in evaluating the success of Title I efforts. Our school is required to have two parent delegates. If you are interested in representing our school in this area, please contact the school administrator or visit the MPS website under the **Families** tab > District Advisory Council for more information. The Department of Strategic Partnerships and Customer Service is responsible for the oversight of all District Advisory Council functions. Strategic Partnerships and Customer Service is in room 131 of the Central Services building.

Alcott School Family Space

Department of Student Services

Central Services, 5225 W. Vliet St., room 133, (414) 475-8448

Parent/Student Handbook on Rights, Responsibilities, and Discipline

The *Parent/Student Handbook on Rights, Responsibilities, and Discipline* will be sent home with students at the beginning of each school year. Handbooks are also available at each school, at Central Services, and on the MPS website under the **Families** tab > Parent/Student Handbooks. (mpsmke.com/rights)

Tips for Parents

- Make sure that your child is in school every day and on time. School starts at 7:15 a.m.
- Call the school at 414-604-7400 when your child is absent.
- Make sure that your child gets the proper amount of sleep every night.
- If your child brings a cold lunch, make sure that it is nutritional.
- Check your child's book bag every day.
- Read with your child or have your child read every day.
- Assist your child with homework/practice.
- Encourage your child to keep a writing journal.
- Attend fall and spring parent-teacher conferences.
- Make sure that your child stays to the end of every school day at 2:15 p.m. Every minute of instruction, from the start to the end of each school day, is important.
- Contact the teacher with academic concerns or recognized growth that you see.
- Provide your child with comments of encouragement regularly.
- Ensure that your child is dressed appropriately.
- Help in your child's classroom when you are able.
- Attend field trips when your schedule allows it.
- Be a part of the School Engagement Council and/or parent organization.

Handling of Discipline

In accordance with Administrative Policy 8.28: Student Discipline, administration must provide documentation of suspension prior to suspension beginning, and all efforts to contact the family must take place. If your child has been suspended and you have not received documentation, please contact the school's administration.

If you have any concerns with how discipline is handled with your child after a behavior incident occurs, please contact school administration. If you are not satisfied with the school-based resolution, please contact [mpsmke.com/parent concerns](http://mpsmke.com/parent%20concerns).

Complaints/Disagreements with Schools

How to resolve regular education complaints/disagreements with schools: MPS wants to help parents and families find solutions when there is a problem or disagreement about their child's education. The process is called "dispute resolution." By working in partnership with your child's school, parents and school staff can quickly find solutions. All MPS staff members working on complaints are required to keep information confidential.

STEP 1	
<i>Where should I start my complaint?</i>	Contact the school principal or leader. You may make a verbal or written complaint. An attempt will be made to address the complaint within five business days. If the school leader cannot address the complaint within five days, the school leader should inform the parent and resolve the issue expeditiously.
STEP 2	
<i>What if I am not satisfied with the school-based resolution?</i>	You can file a complaint online at mpsmke.com/parentconcerns . Once filed, the complaint will be directed to a designated MPS employee who will investigate and follow up with the problem.
STEP 3	
<i>What if I am not satisfied with the resolution of my complaint by the school or other personnel?</i>	You can contact the Office of Board Governance with a written complaint at governance@milwaukee.k12.wi.us or call (414) 475-8284.

If a complaint has already had an attempted resolution at Steps 1 and 2 of this process, and now the complaint is with district policies, or a family member believes that policy has not been followed in the resolution, then the Office of Board Governance will route to applicable chief administrators in order to coordinate a response.

SECTION 3: CURRICULUM AND INSTRUCTION

Wisconsin Department of Public Instruction (DPI) Report Card for the School: Posted in DPI or school website

Continuous School Improvement Plan (CSIP)

A copy of the school's improvement plan can be requested from the school principal at any time.

Top Grade Completion

Ms. Aldape will discuss 8th grade requirements with students and families.

High School Graduation Requirements

N/A

Students need “whole child” support to become aware of the pathways to their careers of interest, they must be academically ready to follow those pathways, and they must be prepared with the life skills needed to navigate their chosen pathway. MPS coordinates available resources, including community organizations and postsecondary institutions, to support MPS faculty, families, and students in fostering a college-going culture. This department includes college and career planning, career and technical education, extended learning opportunities, and school counseling and academic planning. A listing of the current graduation requirements can be accessed on the MPS website at this link:

<https://mps.milwaukee.k12.wi.us/en/Students/Resources/Graduation-Requirements.htm>

Standards-Based Report Cards/Progress Reports

To ensure that parents/guardians are kept informed of their children's progress in school, elementary and K–grade 8 parents will receive three standards-based report cards and three interim progress reports. Students do not receive a letter grade for each subject but will be provided with marks that indicate levels of proficiency. Traditional middle and high school report cards will be distributed to parents/guardians at the snapshot date and end of each semester, based on each school's course schedule. High school report cards will include traditional letter grades and GPA.

Infinite Campus Parent/Infinite Campus Student apps are available for any smart device or personal computer, allowing full access to attendance, grades, schedules, report cards, transcripts, etc. Please contact the school's parent coordinator for assistance.

MPS continues to implement new, more rigorous standards for what every child should know and be able to do in each subject area and grade level.

The Standards-Based Report Card does the following:

- Provides accurate and meaningful information about a student's strengths, challenges, and performance
- Clarifies and reinforces consistent high expectations for students and schools
- Helps teachers, students, and families focus on standards throughout the year
- Provides specific feedback toward the standards
- Allows students, families, and teachers to work together to set meaningful goals for improvement
- Provides information about a student's work habits, behaviors, and efforts

Achieving these college- and career-ready standards requires continuous monitoring of progress and additional support targeted to those who need it.

School Homework Policy

Homework is an important part of the learning process that should be viewed as an opportunity for students to practice new skills and reinforce classroom lessons. Most homework is considered practice, which will not be graded. Instead, students will receive feedback that allows them to improve their skills before being graded. Some extended homework or projects may receive a grade or proficiency-level feedback.

Textbooks/Instructional Materials and Equipment

All students will be provided with the necessary textbooks/instructional materials by the school textbook coordinator. All issued textbooks and instructional materials must be returned undamaged at the end of the school year or at the time of withdrawal. Chromebooks may be provided to students to use during the school day and/or to take home to support instruction. Chromebooks will be assigned to an individual student in the same way as a textbook, and it is the responsibility of each individual student to care for and appropriately use the Chromebook during the school year. As with textbooks, Chromebooks should be returned undamaged to the school at the end of the school year.

Assessment

The MPS Strategic Assessment Systems measure progress toward college and career readiness through formative, interim, and summative measures. We believe in ethical use of assessments and data, decisions based on facts, collaboration, and connectivity between curriculum, assessment, instruction, and continuous improvement. We are committed to providing accurate, timely, and meaningful data that is easily accessible and user-friendly for educators, parents, and the community. More information is available for families about the assessments given at each grade level at this link:

<https://mps.milwaukee.k12.wi.us/en/Families/Education-Resources/Family-Academic-Resources.htm>

SECTION 4: MAINTAINING A SAFE SCHOOL ENVIRONMENT

Our school is committed to providing a safe and effective learning environment. The safety of all students, teachers, and staff at our school is of utmost importance. It is the expectation that all district and school rules and policies be followed.

The *MPS Parent/Student Handbook on Rights, Responsibilities, and Discipline* is sent home with each MPS student at the start of each school year and is also available online at mpsmke.com/rights. This handbook provides families with detailed information regarding the MPS discipline policy.

School Discipline Rules/Positive Behavioral Interventions and Supports (PBIS)

All students have the right to feel safe and the obligation to respect each other and all adults in and outside the school building. All students are expected to be at their best behavior in order to create a safe learning environment conducive to learning. Please contact your classroom teacher to learn about classroom-specific expectations, rules, and procedures.

Lunch Behavior Expectations

- Students can enter the cafeteria for lunch after entering their lunch number. lunch is to eaten in the cafeteria.
- If students finish their lunch before dismissal, they are to sit at assigned lunch table until called to line up
- Students are to clean up their area before leaving the cafeteria.
 - No food shall be taken outside of the cafeteria.

***Playground Behavior Expectations and Procedures**

• NO FOOD ON PLAYGROUND DURING RECESS!!!!!!

- All staff are aware of the playground matrix and definitions of safe and unsafe behavior and stick to rules/expectations; dolphin dollars are used for appropriate play/behavior
- Adults should be spread out and engaging with students in activities. Staff be assigned to specific areas.
- Invest in age-appropriate playground equipment that will be shared among all grades.

Equipment will be stored in a centralized cart then can easily be taken out at the first recess and brought back in at the last.
- Use walkie talkies to contact office
- Possibility of having whistles to get students' attention

- Guided games and activities by 1-2 supervising adults; the other adults are circulating

playground monitoring students not involved. Collaborate with Ms. Erby (Physical Education Teacher).

School Bus Behavior Expectations and Procedures

This information will give you a better understanding of what you as parents/guardians can do to help your child enjoy a safe bus ride to and from school.

Since the time before and after school is as crucial to your child's health and safety as the time during school, a safe bus ride is a key element of your child's education. A safe bus ride for your child is our main priority. However, we need your help. Parents, please review the following bus rules and safety guidelines with your child:

- Remain seated at all times.
- Follow any directions given by the school bus driver.
- Respect your neighbor (no fighting, pushing, or shoving).
- Never throw objects in the bus or out of the bus windows.
- Keep head, hands, and arms inside the bus at all times.
- Profanity is not allowed.
- No yelling or shouting (loud noises distract the driver).
- Respect your neighbor's property when waiting for the bus.

Bus Disciplinary Procedures:

Students who disobey bus rules will be subject to the same disciplinary actions as at school. If the student violates the bus rules, the driver will file a written report with your child's school. Parents will be notified when riders break the rules. A rider may have bus riding privileges suspended by school officials when the unacceptable behavior jeopardizes other passengers and the safe operation of the school bus.

School Bus Stops:

Parents/guardians should instruct their child not to cross the street diagonally or behind the bus. Parents picking up and/or dropping off students at the bus stop should park safely away from the stop but on the same side of the street as the bus stop to avoid the possibility of a student being hit by a vehicle while crossing the street. Parents should remind the child to stay out of the DANGER ZONE (*the area in front of the bus, area in back of the bus, and the area around the side of the bus where the driver is unable to see the child*).

As the child nears their corner or drop-off site, the child should begin to gather belongings and wait for the bus to come to a complete stop.

After leaving the bus, the child is to remain on the sidewalk until the bus pulls away. This allows the child to have an unobstructed view of any oncoming traffic. The child should then proceed directly to their residence.

Bus Accidents:

School bus transportation is the safest form of passenger transportation. Bus drivers are specially trained and licensed as school bus drivers. School buses are regularly inspected to ensure that each bus meets all safety standards. If your child is involved in an accident, your school will contact you within 24 hours of the accident. If your child complains of an injury, seek medical attention immediately.

Absence of a Responsible Person:

K3, K4, K5, and certain students with special needs must be received by a responsible person when they leave the school bus at the end of the day. If there is not a responsible person to receive the child, the bus company will attempt to contact the parent or guardian. If unsuccessful, the company will transport the child to the MPS Child Care Center at the MPS administration building, 5225 West Vliet Street. The Child Care phone number is (414) 475-8462. The parent will be required to pick up the child from that location. If a parent receives three *Absence of Responsible Person* notices in a year, bus service for that child may be cancelled.

Emergency Contact Information:

Bus companies may access the emergency contact information furnished to your child's school. This information is provided to them to help ensure the safe and timely return of children who may have become lost or confused. The bus companies are aware that any information they obtain is to be used only for that purpose and is to be treated in a highly confidential manner. Please be sure that this information is accurate and up to date. Notify your child's school of any changes.

Behavior Problems on Bus:

If you feel that your child's safety is being jeopardized by the behavior of other riders, you should contact your child's school.

Inappropriate Driver Behavior:

If you suspect that your child's bus driver is engaging in inappropriate behavior, you should first contact your child's bus company. If the problem continues, contact your child's school. If you notice a bus speeding or traveling in an unsafe manner, or the driver is talking on a cell phone, call Pupil Transportation Services at (414) 475-8922. Please note the name of the bus company, the bus number, and the time and location of the bus.

Driver/Parent/Student Conflict Prevention Tips:

Cooperation between parents and the bus driver will ensure a safe bus ride for all riders. Please follow these simple guidelines:

- Be at your child's stop on a regular basis and get to know the bus driver.
- Speak to the driver from the curb or sidewalk.
- Wait for all students to board before speaking to the driver.
- Do not board your child's bus unless authorized.
- Do not request route changes with the driver.
- Do not threaten the driver or other riders at the bus stop or on the bus.

Milwaukee County Transit System Bus Pass Distribution Procedures

Schools are responsible for the distribution of bus tickets and or assistance in troubleshooting issues related to MCTS card usage. Most schools utilize yellow school buses as the student's primary means to and from school. Schools do, however, utilize MCTS bus cards for as-needed situations that require emergency rides home or for transportation after school events. Only students eligible for transportation services according to school board policy are to be issued transportation bus cards.

SECTION 5: EXPECTATIONS

Our school is committed to providing a safe and effective learning environment. All students in the school must follow the Code of Conduct/Classroom Conduct and meet the following expectations:

Student Dress Code

District or school uniform should be worn with the exception of where a guardian or school has opted out of the district uniform policy. Each individual school will address inappropriate attire if it disrupts the teaching and learning of others.

-No hats/ hoods on during school hours

-No -inappropriate wording or pictures on clothing

-No short shorts

-No crocks during recess time or physical education class

(Optional) School Uniform Policy

Beginning with the 2017–18 school year, MPS has required school uniforms across the district. This decision was made by the Milwaukee Board of School Directors to promote a positive school environment. School uniforms have a number of benefits:

- School uniforms reduce distractions and judgments based on appearance.
- Uniforms are affordable and save families money.
- Uniforms help students arrive at school feeling ready to learn.
- Some schools have selected additional school colors that may be worn. All clothing must be plain without any brand names, insignia, manufacturers' logos, or pictures visible except for a school logo.

N/A

Inappropriate Personal Property

Possession of personal property prohibited by school rules and otherwise disruptive to the teaching and learning of others such as food, beverages, laser pointers, electronic and communication devices, all toys, games, cards, large amounts of money, and expensive jewelry and jackets should not be brought to school. The school is not responsible for any lost or stolen items.

Equipment from Home

All equipment needed for recess and physical education is furnished by the school district. Items such as balls, jump ropes, or other play equipment should not be brought to school and are not the responsibility of the school.

Cell Phones/Communication Devices

While on premises controlled by Milwaukee Public Schools, students are not allowed to activate, use, or display electronic communication devices, such as cell phones and pagers, for a purpose other than an approved educational purpose. Violation of this rule will result in discipline according to district policy.

Individual schools may implement a cell phone collection process at the beginning of each school day to ensure that devices are not used by students. This process is implemented to protect the learning environment. Schools that collect devices will secure the device during the school day and return devices in an orderly fashion at the end of each school day. If devices are activated, used, or displayed in violation of this policy, they will be confiscated. If a student activates, uses, or displays a communication device to endanger the physical safety or mental well-being of others, the student will be recommended for expulsion. This includes capturing, distributing, displaying, sharing, and posting inappropriate images that disrupt the learning environment.

In the event that communication devices are brought to school, the school and school district will not be financially responsible for lost or stolen items.

- Absolutely, no cell phone usage during school hours. Parents can call the main office at 604-7400 to speak to their child. Students can ask staff a member for permission to call parent/guardian.

Telephone Calls for Students

It is the goal of our school to offer all students an environment of uninterrupted learning so that they can achieve academically. In order to protect learning, the school requests that if a parent/guardian needs to communicate with their child during the school day, they leave a message at the school office, which will convey the message to the student. If there is a home emergency, please ask to speak to an administrator.

Student IDs (Middle and High School)

N/A

School Communication with Families/Family Newsletter

Our school believes that it is important to keep parents informed of school news, services, activities, and events. The school will send regular correspondence to families. Families should also subscribe to the quarterly district eNewsletter for families on the bottom of the MPS home page.

When parents/guardians wish to contact their child's teacher, please call the main office at [414-604-7405](tel:414-604-7405) to leave a voice message. The teacher will return the call.

Parent/Guardian Concerns and Visiting Your Child's Classroom

Families are always welcome to observe their child's classroom. *Because the safety of all children is important to us, MPS requires that all visitors do the following:*

- A staff member must accompany any tour or visit to a classroom during instructional time.
- Staff must stay with the visitor to escort them back to the office once the observation concludes.
- Family members looking to meet with staff must schedule meetings in advance.
- Meetings should occur during non-instructional time to avoid disruptions to the school day.
- During meetings, conferences, and classroom visits, each student may have TWO visitors present, unless additional visitors are approved in advance. The school leader, or a designee, must approve any additional visitors.
- Meetings with families should be scheduled to take place in the office or another designated space that will not interfere with school activities.
- Visitors must always be accompanied by the school leader, or a designee, while touring a school.
- When dropping off items at school, students will be called to the office to meet visitors.

Lack of cooperation may constitute trespassing.

Our school believes in assisting parents/guardians in resolving any concern they may have. A parent may come to the school office to express either verbal or written concerns.

SECTION 6: SCHOOL POLICIES AND PROCEDURES

Census Verification Report

The Census Verification Report has replaced the Emergency Contact Card. The Census Verification Report is used to verify that the current guardian, household, and non-household contact information is correct. It is also used to identify any person listed in the household or non-household who **should not** be able to pick up a student. The Census Verification Report also lists current health conditions that have been entered into the student record. The parent/guardian either verifies that the household, demographic, and health information is accurate or makes the appropriate changes and returns the Census Verification Form to the school. It is important to complete and return the Census Verification Form at the beginning of the school year. When there is a change of address, phone number, or guardian at any time during the school year, these changes should also be communicated to the school in a timely manner as well.

Breakfast and Lunch Procedures

All students are able to receive breakfast and lunch at no charge each day of the school year. However, if your child chooses not to participate in the meal program, they may bring a breakfast or lunch from home. Students are encouraged to bring nutritious foods such as fruits, vegetables, whole grains, etc.

Parents/guardians who want their child to be able to purchase additional milk or à la carte menu items to supplement the school meal or the meal from home may choose to set up an account at www.MyPaymentsPlus.com. The student may also give their money to staff *(school will add information)*.

*All schools have a closed campus for meal times. Students are not allowed to leave the building during their breakfast or lunch hour. **Meal delivery services (DoorDash, Uber Eats, etc.) are not allowed for students during the school day.** This includes meals ordered by parents/families for delivery to the school.

Field Trips

Field trips are an extension of units of study being taught by the teacher and become an essential part of the total learning experience for students. Field trips assist in the teaching and learning process and have learning objectives for these experiences. They are an important part of the student's education.

Our school encourages all students to participate. Parents/guardians must sign a permission form for each field trip and return it to the classroom teacher. The signed form will be filed at the school.

Fundraisers

Fundraisers are conducted by our school and parent organization to raise money for the benefit of our students and school. Student participation is voluntary with parental permission. Students participating in sponsored fundraising activities are not allowed to be involved in door-to-door sales. Fundraising activities will not impose on instructional time during the regular school day.

School Bookstore

N/A

School Supplies (Preschool–Grade 8)

All children need to be prepared with their school supplies on the first day of school. Each grade level has a special supplies list. Our school will distribute the school supplies list at the start of the school year. The list is also posted on the MPS website under the ***Families*** tab > Supply Lists. Please make sure to put your child's name on their supplies. Head Start students do not need supplies.

Emergency Drills

Our school will hold emergency drills on a regular basis. Fire drills and emergency lockdown drills are held once a month. Tornado drills are held once a year in April. Bus evacuation drills are held twice a year.

SECTION 7: EXTRACURRICULAR ACTIVITIES

**Announcements will be made throughout the year regarding extracurricular activities offered*

SECTION 8: NONDISCRIMINATION NOTICE

It is the policy of the Milwaukee Public Schools, as required by section 118.13, Wisconsin Statutes, that no person will be denied admission to any public school or be denied the benefits of, or be discriminated against in any curricular extracurricular, pupil services, recreational, or other program or activity because of the person's sex, race, color, religion, national origin, ancestry, creed, pregnancy, marital or parental status, sexual orientation, or physical, mental, emotional, or learning disability.

This policy also prohibits discrimination under related federal statutes, including Title VI of the Civil Rights Act of 1964 (race, color, and national origin), Title IX of the Education Amendments of 1972 (sex), and Section 504 of the Rehabilitation Act of 1973 (disability), and the Americans with Disabilities Act of 1990 (disability).

The following individuals have been designated to handle inquiries regarding the nondiscrimination policies:

For section 118.13, Wisconsin Statutes, federal Title IX: Matthew Boswell, Senior Director, Department of Student Services, Room 133, Milwaukee Public Schools, 5225 W. Vliet St., P.O. Box 2181, Milwaukee, Wisconsin, 53201-2181.

For Section 504 of the Rehabilitation Act of 1973 (Section 504), federal Title II: Jessica Coyle, Section 504/ADA Coordinator, Department of Specialized Services, 6620 W. Capitol Dr., Milwaukee, Wisconsin, 53216, (414) 438-3677.

ASL: (414) 438-3458

SECTION 9: ATTACHMENT

Acknowledgment for the Family–School Compact and acknowledgement for the *Family–School Manual*

ACKNOWLEDGMENT FORM

The Family–School Compact (also referred to as School–Parent Compact)

In the school compact, families and school staff agree how to work together. Every Title I school must develop a Family–School Compact. The purpose of this agreement is to help parents and teachers come to a consensus on the responsibilities that impact student achievement. The underlying assumption is that a student’s academic success will improve when the home and school work together.

It is important that parents/guardians review and discuss the Family–School Compact with their child/children. We request that the parents/guardians and students sign and return the bottom portion of this form to the classroom teacher.

.....

We have reviewed and discussed the Family–School Compact with our child.

Student Name _____ Room # _____

Parent Signature _____ Date _____

Student Signature _____ Date _____

Family–School Manual

It is important that parents/guardians review and discuss the *Family–School Manual* with their child/children. We request that the parents/guardians and students sign and return the bottom portion of this form to the classroom teacher.

.....

We have reviewed and discussed the *Family–School Manual* and agree to follow all rules and expectations set by the school.

Student Name _____ Room # _____

Parent Signature _____ Date _____

Student Signature _____ Date _____