

Madison Metropolitan School District

***Student Teacher/
Intern
Handbook***

***Elementary and
Secondary Education***

July, 2005

STUDENT TEACHER / INTERN HANDBOOK

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MADISON METROPOLITAN SCHOOL DISTRICT

Student Teacher/Intern Handbook

Welcome to the Madison Metropolitan School District, the second largest district in Wisconsin and one of the nation's finest. Behind this success is an experienced, award-winning teaching staff. Nearly half of the district's teachers have at least one master's degree and an uncommonly high number have earned doctorates. The average teacher in Madison has more than 12 years of classroom experience. It is our belief that as you work with the state's finest teachers you gain the knowledge and experience needed to support your teaching career.

When you begin your student teaching or other professional assignment, you should report first to the principal's office. The principal will welcome you, acquaint you with the school as well as the rules and regulations and any special information you may need regarding your placement. Make an appointment well in advance for this purpose. Before you leave the principal's office, be sure to complete a green emergency card so that the secretary can place this on file in case of an emergency.

ATTENDANCE RULES AND REGULATIONS

Regular school attendance is very important for a student's success in school. The attendance rules and regulations apply in all Madison schools, which can be found in the school handbook. Please contact the school secretary for a copy.

Absence of Student teacher/intern

If you are going to be out of the building during student teaching hours please let the cooperating teacher know when and why you will not be in attendance.

Absence of Cooperating Staff Needing Substitute

If your cooperating teacher is absent a substitute teacher will be provided. If there is a problem and a substitute does not arrive, contact the main office and someone will send a staff person to help you until the substitute arrives.

Substitute Teachers and Lesson Plans

When a substitute teacher arrives in a classroom for a day, it is essential that written plans be on the desk when he/she arrives. It is the cooperating teacher's responsibility to see that this is accomplished. If, as a student teacher/intern, you are in a lead position, please provide the substitute teacher with this information upon arrival.

Substitute Folder-Yellow

In addition to lesson plans, your cooperating teacher's substitute folder should be available for the substitute. This yellow folder should contain daily/weekly schedule and recess duty obligations. Additionally, an up-to-date seating chart should be included. Some schools also include this Faculty Handbook.

BUILDING PROCEDURES

The following section is information about building procedures, which are listed in alphabetical order. Please contact your cooperating teacher for clarification of any of the procedures.

Accident Reports

If you or a student are injured while student teaching, please complete a Student Injury Report (available in the office) for all student injuries that occur in your presence, which are more than a little scrape or cut and send the student to the school health office. Staff injuries are to be reported immediately on the Employer's First Report of Injury or Disease form available in the office.

Appliances

Coffee pots should not be operated in the classroom. Do not use microwaves, refrigerators, etc., in the classroom.

Art Display Areas

To ensure the safety of our students, ourselves and compliance with Madison Fire Regulations please adhere to the following guidelines regarding paper on the walls and ceilings:

- Do not hang materials from the ceiling
- Do not hang materials on the doors of the classroom.
- Check with the building principal for the specific fire codes.

Assessments: District Wide

The following assessments are given to K-12 students:

Grades K – 2: Complete Primary Language Arts Assessment (PLAA) in fall and spring.

Grades K – 2: Complete Primary Math Assessment (PMA) in fall and **selected** items in spring.

Grades 3: Complete Basic Reading Inventory (BRI) in fall and spring.

Grades 4 - 5: Complete BRI for all students at students at risk in fall and spring.

3rd & 5th: Writing Samples in the fall.

3rd – 5th: School Climate in the spring.

Assessments for State and Website <http://www.dpi.state.wi.us/sig/index.html>

4th grade: Wisconsin Knowledge and Concepts Examinations (WKCE) in the fall.

3rd grade: Wisconsin Reading Comprehension and Math in the fall.

5th grade: Wisconsin Reading Comprehension and Math in the fall.

6th grade: Wisconsin Reading Comprehension and Math in the fall.

7th grade: Wisconsin Reading Comprehension and Math in the fall.

8th grade: Wisconsin Knowledge and Concepts Examinations (WKCE) in the fall.

10th grade: Wisconsin Knowledge and Concepts Examinations (WKCE) in the fall.

Behavioral Information

Every school has developed a set of *Beliefs or Guiding Principles*. Please ask your cooperating teacher about the school's Guiding Principles for your school. Below is one school's set of guiding principles:

- All students and staff must be physically and emotionally safe if learning is to occur.
- Staff, administration and parents/guardians should respond to misbehavior in a way that is aimed at developing a student's ability to self-discipline, rather than aimed at punishing the student.
- Appropriate behavior must be clearly defined, taught, modeled, encouraged, supported, and recognized.
- Responses to misbehavior should be consistent and should not depend on the personality of particular members of the staff or administration.

Most School Wide Behavior Management Plans will consist of two primary components. One component of the Plan usually identifies the appropriate responses to misbehavior. The other component of the Plan usually identifies how appropriate behavior will be encouraged and supported at the school. These two components combine to offer students encouragement and motivation, but also establish clear boundaries and expectations for behavior. Ask your cooperating teacher about the behavior management plan at your school.

Behavior Management and Code of Conduct Levels 1-4

The MMSD has four levels of infraction when responding to student behavior code of conduct. Please ask your cooperating teacher for a list of these infractions. In determining the consequences of serious misbehaviors (Levels 3 and 4), MMSD policies on suspension and expulsion will be used by the administrators. Again, please ask your cooperating teacher for a list of these infractions and the Code of Conduct Rules for the district.

Start/Stop Times

Schools have various Start/Stop Times. The following are start/stop times within the district. Please check with your cooperating teacher when school begins and ends in our school.

Elementary Early Start School Times:

7:45 a.m.	Classes begin
1:10 p.m.	Monday dismissal
2:32 p.m.	Tuesday through Friday dismissal

Elementary Late Start School Times:

8:40 a.m.	Classes begin
1:45 p.m.	Monday dismissal
3:17 p.m.	Tuesday through Friday dismissal

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Middle School Start/Stop Times:

7:45 a.m.	Classes begin
2:40 p.m.	Dismissal with the exception of Spring Harbor and Wright Middle Schools.

Spring Harbor and Wright Middle Schools:

8:00 a.m.	Classes begin
3:00 p.m.	Dismissal

High Schools Start/Stop Times:

East:	8:25 a.m.	Classes begin
	3:30 p.m.	Dismissal
LaFollette:	8:25 a.m.	Classes begin
	3:33 p.m.	Dismissal
Memorial:	8:19 a.m.	Classes begin
	3:35 p.m.	Dismissal
West:	8:20 a.m.	Classes begin
	3:35 p.m.	Dismissal
Shabazz:	8:45 a.m.	Classes begin
	3:15 p.m.	Dismissal

(Monday for Shabazz: 8:45 a.m.-2:15 p.m.)

Bikes

Students in kindergarten through third grade should not ride a bike to school unless absolutely necessary. Only students in fourth grade or above may bike to school. Upon written request from the parent/guardian, the Principal may issue a bicycle permit to eligible students. Bikes should be locked in the bike rack at school. Riding bicycles on the playground is not permitted. Helmets are mandatory when riding a bicycle to school. Any damage to a bicycle is the responsibility of the owner.

BOE Policy 4233

Student Abuse and Neglect Reporting & Other Legal Issues

Wisconsin law obligates all teachers and other professionals who are in a supervisory role with students to report suspected student abuse or neglect within 24 hours. This report is to be made to Dane County Human Services or the Madison Police Department. Typically, the school social worker, nurse, or psychologist will aid you in doing this report. If none of these individuals is in the building tell the principal that you have reason to suspect an abuse or neglect situation. If you need help filing a report you may also contact one of the following: a social worker in a nearby school or the social work Program Support Person. While it is mandatory for all teachers and other professional staff to report a suspected abuse in 24 hours, we are also protected by a grant of immunity from liability for making such reports and are given complete legal protection of confidentiality. Penalties for failing to file may include a fine of up to \$1,000 and/or imprisonment up to six months. The individual with first knowledge of the suspected abuse remains legally responsible for making sure that it has been officially reported. It

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remains that individual's responsibility to be sure that the report has been correctly and appropriately referred to Human Services.

Physical abuse includes, but is not limited to, severe or frequent bruising, burns, lacerations, etc. Sexual abuse includes intercourse or contact, sexual exploitation, forced viewing of sexual activity, etc. Neglect is failure by the adult(s) responsible for a student's well-being to provide necessary care, food, clothing, medical or dental care, or shelter (for reason other than poverty) so as to seriously endanger the physical health of the student.

Communication to Parents

Please talk to your cooperating teacher about communication home to parents/guardians. Many principals request that a copy of all correspondence sent home to parents is to be put in the principal's mailbox. Please be very careful to proofread your letters to the public.

Confidential Information

As a student teacher/intern please honor the confidentiality necessary and mandated for public school employees. Dispose of confidential information appropriately.

Cumulative Folder

Cumulative folders are folders containing student private records. All student teachers must have a signed permission form (Appendix B) to access student records. All cumulative folders are kept in the office. Ask your cooperating teacher about the policies in the school regarding cumulative folders access. Student teachers do not have access to student folders.

Educational Framework

In order to provide an environment where students can be successful, three components must exist. Students must be ENGAGED in their learning. The LEARNING must reflect a high quality curriculum provided by instruction that is both age appropriate and challenging. The learning environment must foster positive RELATIONSHIPS among students, staff, and parents. The three components of **ENGAGEMENT, LEARNING, and RELATIONSHIP** form our district's Educational Framework! Everything we do in our district is viewed through this prism. Information about the district's strategic priorities will be given at the Student Teacher Orientation.

Faculty Meetings

Faculty meetings are held on Mondays in elementary schools. Ask your cooperating teacher for a school calendar for dates of meetings.

Fieldtrip Guidelines

Fieldtrips are an extension of the classroom curriculum and must be coordinated through the principal. Parents are to be informed of the educational objectives on the permission slip. Field trips are not an optional activity just as school is not an optional activity.

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Fieldtrip requests are to be completed two (2) weeks prior to the fieldtrip. Ask your cooperating teacher how to complete a field trip form as needed.

Fire Drills

State Statute requires that unannounced fire drills be conducted regularly while school is in session. Fire drill exit routes are posted in each room. Be certain to acquaint yourself and the students with the correct procedure for quickly making an exit. Insist that students move quietly to and from your classes during drills.

All rooms have a floor map posted indicating appropriate exits. Teachers need to take emergency clipboards with them as they leave the area.

As part of our school security plan every staff member should wear a MMSD photo ID.

First Aid and Safety

Always emphasize safety. In case of an accident, be sure to report the incident to the office and to the nurse. Please note school nurse/assistant's hours on the health office door. Complete a health office referral when sending students to the health office. An accident form must be completed when a student is injured.

GroupWise

MMSD uses Novell log in ID's and passwords to access computers and e-mail. Student and practicum students are not given an ID. You may access the internet if your cooperating teacher has logged on each day and he/she gives you permission to do so. Computer access is also available in most libraries.

Hall Supervision

All schools have hall supervision policies. Please contact your cooperating teacher to discuss your school's hall practices. To ensure real teamwork toward desirable student conduct in the corridors, each staff member is asked to help by intervening before a problem erupts

Holidays Associated with Religion

The Madison Metropolitan School District is committed to an integrated multicultural curriculum. Holidays associated with religion sometimes have cultural significance. The cultural expressions about holidays associated with religion may be taught in the classroom as part of an integrated multicultural curriculum.

Holiday Guidelines

The Madison Metropolitan School District population includes students from many religious belief systems, as well as students who do not have a specific religion. The District respects the right of parents to educate their students in spiritual and religious matters, including the interpretation of the spiritual significance of religious holidays. Celebrating religious holidays is the responsibility of families and religious institutions. Teachers may choose to teach or not to teach about holidays associated with religious traditions. These guidelines will assist teachers who choose to teach about these

traditions by appropriately balancing this teaching with the District's commitment to provide an inclusive environment where diversity is acknowledged and appreciated.

1. Student-initiated activities: Classrooms should reflect a climate where cultural, religious, and non-religious differences are respected and self expression is encouraged. All students can participate in sharing activities and learn from one another regardless of their religious or non-religious beliefs and traditions.

Opportunities for self-expression will promote positive self-esteem and enhance a sense of belonging. Students can express their interest in a variety of ways through themes for artwork and writing projects, as well as literature and music selections.

2. Teacher-initiated activities: Teachers shall make the decision whether or not to teach about holidays associated with religious traditions as part of their overall curriculum. This part of the curriculum will be governed by Board Policy 3170 on Controversial Issues.

In choosing holiday activities designed to foster appreciation of diversity, teachers should assume diversity exists among their student and consider the social, emotional, and cognitive development of their students. If any chosen holiday has religious significance for some, care should be taken that the activities do not require students to celebrate the holiday, express assent to a particular belief system, or participate in ceremonies traditionally performed in faith communities.

Teachers will avoid emphasis on information or activities related to anyone's religious tradition. Information and activities, classroom decorations, or displays will reflect a balance of cultural diversity.

Information or activities that are provided by the teacher and are related to a holiday associated with religion shall:

- a) Be within the context of the curriculum;
- b) Have a secular educational purpose;
- c) Adhere to the principles of multicultural education;
- d) Not advance or inhibit religion; and
- e) Avoid excessive entanglement with religion.

The perspectives of those who do not believe in religion or whose religions do not have holidays need to be considered and introduced when developmentally appropriate for the students involved.

3. Music. Much of the inspiration for the world's greatest artists and composers had its basis in religion. The study of their works does not imply one require acceptance of the composer's religious beliefs. Music teachers are expected to seek a balance of musical selections from different cultures and provide instruction in music that can be appreciated by a diverse community.

Activities, such as singing holiday songs, should be presented in an educational context, including information on the history and cultural traditions associated with the songs. Activities should be developed based on the assumption of cultural pluralism rather than on the assumption that all share similar religious beliefs or have similar knowledge or cultural traditions.

The opportunity for student performances is an important part of our music curriculum. Some of these opportunities will be at functions primarily inspired by holidays, i.e., winter parties or singing in the halls. The teacher must apply these Guidelines in terms of inclusiveness, lack of excessive attention, dignity, and educational context. Though these performances are acceptable, they should be balanced with performances for purely secular activities. Student participation in performances inspired by holidays associated with religion must be optional.

Keys

Student teachers are not issued a key. Please work out a schedule with your cooperating teacher regarding daily entry to the classroom.

Lock Doors and Close Windows

Teachers are responsible for locking their classroom doors and windows before leaving the building. During the school day all doors are locked except those designated by the principal to allow access for parents, volunteers, etc. Visitors must have an ID so that staff and students are able to identify them as someone they can go to in need.

Lunch Program

All staff and adult lunches must be paid for at the time of ordering. Please pay in the office when you place your order. Schools carry adult account information on the computer so you can pay into your account ahead of time. No money will be accepted in line and no meal will be handed over without being paid for in advance.

Late students are added to the lunch count when they check in at the office. Do not add tardy students to your lunch count.

Sack lunches for field trips should be ordered two weeks ahead of time. The lunches arrive in the morning with breakfast and will be released to the responsible party after receiving the cards for the lunches. Please note on the daily lunch count form that sack lunches were ordered for that day and hot lunches are not needed for your class.

Mailboxes

Student teachers often share mailboxes with cooperating teachers. Teachers are asked to check their mailboxes first thing in the morning, at noon and at the end of the day for important messages.

Medication at School

School health office personnel administer medication in the Madison Metropolitan School District.

Missing Student

At all levels of instruction, the unexpected absence of a student must be reported first to the principal and then to parents or guardians immediately. For elementary and middle school students, this report should be initiated immediately after attendance is taken.

Elementary/Middle School - For an absence that begins with the start of the day, use the regular reporting procedure unless other students indicate they have seen the student en-route to school or on campus that day.

Money Solicitation and Collection

Money collected from students must be turned into the office as soon as it is received. Valuable personal belongings should not be left in any empty unlocked rooms. The school cannot be responsible for stolen collected fees or personal losses.

There shall be no solicitation or collection of money from pupils except that which has been specifically approved by the Superintendent:

1. Approved collection of money from pupils is limited to the following:
 - a) Sale of approved school supplies;
 - b) Approved pupil fees;
 - c) Field trip assessments;
 - d) School activity costs – dances, picnics, banquets, plays, concerts, athletic events, etc;
 - e) Parent dues or contributions to parent-teacher organizations;
 - f) School lunch; or
 - g) School milk.
2. There shall be no competitions among pupils, teams, rooms, grades, buildings, or other delineations for solicitation or collection of money.
3. The total amount of money collected may be announced only by school building or by each grade of the School District.
4. No emblem, insignia, plaque, or other designation shall be given or accepted in acknowledgment of effort or achievement for the collection of money.
5. Pupils may act as messengers or carriers for notices, tickets, and money between home and school for parent teacher organization activities.
6. Solicitation or collection of money shall in no way be cause for embarrassment to pupils or parents.

Parent Participation

Parent participation and parent volunteers are supported and encouraged in the elementary school. Parents can be valuable resources in the educational process whether they are addressing a class as guest speakers, reading with students, helping student in math, preparing bulletin boards, working on special projects or on any of the many things they do to support our efforts. All parents and volunteers must report to the office upon arrival to school.

Parent/Teacher Organization

All schools have a parent organization, with a unique name (e.g., PTO). Meetings are held one day a month in the evening. Staff and student teachers are encouraged to attend.

Parking

There is limited parking in many of the Madison schools. Please check with your cooperating teacher for parking procedures at your school.

Pets at School

Private pets or animals other than MMSD live materials center animals are not allowed to be on school grounds. The study of living things is important to the elementary school curriculum. Animals and plants that are part of the instructional program are provided by the school district for classrooms. The district can then ensure proper care for them. There are many considerations when plants or animals are introduced into a classroom or school for instructional purposes. Foremost among these considerations are the health and safety needs of students and staff. Some students/staff may have allergies to plants or animals. Animals could also inadvertently present a physical danger to students/staff. An exception is the allowance for specially trained dogs covered under Wisconsin Law (Wis.Stat.174.056) that mandates that certain dogs used by persons with handicapping conditions will be allowed on school grounds. See Board Policy 4233.

Petty Cash Procedures

Petty cash expenditures are not permitted by student teachers or teacher interns. Student teachers or interns should speak with their cooperating teacher before making any expenditure of personal funds for educational purposes. There is no mechanism for the automatic reimbursement of out of pocket expenditures.

Use of Physical Force

Student teachers may be in a classroom where removal of a student or restraint is necessary for the safety of others. If this occurs student teachers are asked to observe the trained personnel working with the student. Below is the BOE policy for use of physical force.

BOE Policy 4221

Pupils

1. Reasonable Use of Force:
 - a. Reasonable physical force may be used by school personnel when necessary to restrain, remove, or disarm pupils who present a threat of harm to themselves or others, property damage or theft, or who disrupt school activities.

- b. Physical force is necessary only when other means of restraint, removal, or disarmament would be ineffective or only after such other means have been attempted and have been ineffective.
 - c. In determining whether the use of physical force is reasonable and necessary, all circumstances surrounding the incident shall be considered, including without limitation, the seriousness of the problem and the threat posed by the pupil, and the availability and use of other means of restraint, removal, or disarmament not involving the use of physical force.
 - d. Examples of force that could be reasonable and necessary include, but are not limited to, the following:
 - 1. Using reasonable and necessary force to quell a disturbance or prevent an act that threatens physical injury to any person;
 - 2. Using reasonable and necessary force to obtain possession of a weapon or other dangerous object within a pupil's control;
 - 3. Using reasonable and necessary force for the purpose of self defense or the defense of others;
 - 4. Using reasonable and necessary force for the protection of property;
 - 5. Using reasonable and necessary force to remove a disruptive pupil from the school premises, motor vehicle, or from school sponsored activities;
 - 6. Using reasonable and necessary force to prevent a pupil from inflicting harm on himself or herself;
 - 7. Using reasonable and necessary force to protect the safety of others;
 - 8. Using incidental, minor, or reasonable physical contact designed to maintain order and control;
 - 9. Using reasonable physical activities associated with athletics.
 - e. When physical force is no longer necessary, it shall be discontinued. Action taken after the fact may be conference, referral, suspension, court action or expulsion.
2. Corporal Punishment and Unreasonable Use of Physical Force Prohibited:
- a. The unreasonable use of physical force occurs as a result of using physical force (1) when it is not necessary to use such physical force, or (2) when it is no longer necessary to use such physical force.

- b. Corporal punishment is the unreasonable and unnecessary use of physical force. It is defined as the intentional infliction of physical pain which is used as a means of discipline.
- c. Corporal punishment and the unreasonable use of physical force are prohibited.
- d. Examples of corporal punishment and the unreasonable use of physical force are as follows:
 - 1. Slapping;
 - 2. Paddling;
 - 3. Punching;
 - 4. Kicking;
 - 5. Prolonged maintenance of physically painful position.

3. Reporting:

- a. School personnel who use physical force against a pupil shall report each incident to the principal, who shall report such incidents to the appropriate Assistant Superintendent.

Pledge of Allegiance

The Board of Education implements the letter and spirit of Wisconsin Statute 118.06 (2) by supporting each individual school's implementation of the law by offering either the Pledge of Allegiance or the National Anthem during the school day. The Board further strongly expresses its commitment that every student and staff member regardless of his or her choice to participate or not be respected and assured an environment free from harassment in any form. Whenever the Pledge of Allegiance or the National Anthem is offered, a staff member or leader will remind students that participation is voluntary. The leader will say, *"We live in a nation of freedom. Participation in the pledge (or anthem) is voluntary. Those who wish to participate may stand; others may remain seated."*

The Pledge of Allegiance/National Anthem will be announced over the intercom as part of the Monday Morning Announcements. Each teacher will have students say the Pledge or listen to the National Anthem daily.

Principal Designee

In the event that the principal is out of the building, a designated person, appointed by the principal will be in charge. Please ask your cooperating teacher who the designated person is for your building.

Professional Teacher Development

Research shows that quality teaching is the most important influence on student achievement. Therefore, meaningful professional teacher development is critical to

student success. Staff development days are designed each year to support staff in maintaining high quality teaching and in implementing any new initiatives for improving student learning. The time and structure for staff development can be varied and often includes a variety of opportunities. Student teachers are encouraged to attend professional development opportunities offered in the school or on the district website:

www.madision.k12.wi.us

Report Cards

Parents and students receive written reports of progress in January, March and at the end of the school year in elementary schools and quarterly in middle and high schools. There will be an early release day to allow teachers time for preparation of report cards. Should teachers choose to do so, they may have a conference as well as report card. However, conferences would be held during the normal early release time. Student teachers are encouraged to work with the cooperating teacher on report cards if a signed student teacher permission form is on file.

Safety/Security

All schools have safety procedures in place, crisis response teams, and posted emergency pamphlet (brightly colored). Please talk with your cooperating teacher about your school plan.

School Improvement Plan (SIP)

The School Improvement Plan is a process that is used for planned improvement in each school and to implement the MMSD Educational Framework by monitoring the goals that will affect all students. School goals are assessed annually using multiple measurements. A district wide focus on Race and Equity should be incorporated in each School Improvement Plan.

School Rules

All schools have a set of school rules, which are posted in the hallways and listed in the school handbook. Check with your cooperating teacher to find out your school rules.

Smoking

There shall be no smoking or other use of tobacco products while either on premises owned, rented, or under the control of the School Board.

Social Committee

Many schools have a social committee, which staff are asked to contribute to yearly. The dues typically cover the following expenses:

- Funeral of a staff member's immediate family, e.g., parent, spouse, sibling, etc.,
- Hospital stay or injury of staff member,
- Babies,
- Weddings,
- Retirements,

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- Bosses' Day, and
- Secretaries' Day.

Student Allergies

Many students have allergies, some which may be life threatening. Ask your cooperating teacher or the school nurse if there are allergies which you need to be informed about within your classroom or school wide.

Student Dress Code

There is a close relationship between student dress and student attitudes toward school. For that reason, the District Student Conduct and Discipline Plan (#107) prohibits "dressing or grooming in a manner which disrupts teaching or learning."

In order to encourage students to stay focused on class work and school, parents are asked to assist in helping their student comply with the District MMSD Policy 4211 dress code guidelines. Ask your cooperating teacher for a set of the guidelines. Below is a typical list of inappropriate clothing displayed in school handbooks:

- Clothing which displays profane or otherwise objectionable slogans or graphics.
- Spaghetti straps, mesh shirts, backless tops, halter tops, tube tops, tops that expose the stomach area, sleeveless shirts that expose sides.
- Visible underwear.
- Clothing that is too brief or revealing.
- Clothing and accessories that depict gang behavior or glorify gang activity.
- Headgear: hats, bandanas, hairnets, scarves, 'Do Rags,' sweatbands, etc. No head gear unless special permission has been granted. (Headgear worn for religious reasons is allowed.)
- Shoes must be worn at all times.

Students Kept After School

Students are not to be kept after school without notifying parents first.

Student Lockers

Students should not use locks on their lockers in elementary schools. Middle and high school students must use locks on their lockers.

Teacher Visitation Day

Your cooperating teacher may have a teacher within the district visit his or her classroom. Teachers can request a visitation day to observe, by visitation, good instructional practices in other schools. Visitation days may not be taken after April 23 of each school year.

Telephone Usage/Fax Machine

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Calls originating outside the District will be routed to the main number of the school from the start of the school day to the end of the day. The office staff can route the call to your cooperating teacher's classroom if necessary. If the rerouted phone call is not picked up, the call goes back to the main number where the office can decide if this is a message that should be written down or forwarded to the staff member's virtual voice mail box.

Typically, the Main Office, Principal's Office, Nurse's Office, Social Worker and Psychologist Office shall have both placing and receiving long distance calling abilities. Personal long distance calls are not allowed.

Every school building has a fax machine. Personal use of fax machines is not allowed.

Tornado Drill

Each school has procedures for tornado drills. You will be asked to support your cooperating teacher when these drills occur. Ask your cooperating teacher for the routine taken for these events.

Transportation

The following are BOE policies defining transportation.

BOE Policy 3350

Instruction

Field Trips--Excursions, Extra-Curricular Activity, and Community Resource Programs

1. Field trips, excursions, extra curricular activities, or community resource programs shall be planned and scheduled to provide pupils with educational experiences which are extensions of the classroom and an integral part of the educational program.
2. A transportation plan shall be submitted to the PRINCIPAL for approval or recommendation when a field trip, excursion, extra curricular activity, or community resource program is planned and scheduled.
3. Field trips, excursions, extra curricular activities, or community resource programs shall be supervised by staff members of the Madison Metropolitan School District.
4. There may be situations when the District does not provide transportation to an extra curricular activity or community resource program. In these cases, the parents shall be informed of the transportation and a consent form obtained from them approving the transportation plan.

BOE Policy 3350

1. Common carriers shall be the only approved transportation for the above mentioned activities when large groups are to be transported.

2. When a small group is to be transported, staff members' private automobiles may be utilized if proper insurance coverage has been obtained by the staff member and if such staff member has complied with BOARD Policy [8350](#).
 - a. Proper insurance shall consist of the following:
 1. \$100,000 for one person, \$300,000 for a group, \$50,000 for property damage;
 2. The Board of Education will pay the difference in premiums between liability coverage of \$25,000, \$50,000, \$10,000 and the \$100,000, \$300,000, \$50,000 upon submission of evidence of such required amount to the Superintendent or her/his designee.

Tutoring

A staff member should not during the school year tutor for pay any student enrolled in the MMSD without the written permission of the Superintendent.

Video Taping

Video taping is allowed if signed parent permission forms are on file. Forms can be obtained through the school secretary.

Walkie-Talkies

Every school has a set of Walkie-Talkies. Often times, recess supervisors are asked to use Walkie-Talkies when on the playground to communicate emergencies or student behavior support needs. Check with the office if you need Walkie-Talkie basic training. Walkie-Talkies should be returned to the office each day. Students are not to handle the Walkie Talkies.

Weekly Staff Bulletin

Principals typically communicate with their staff through a weekly bulletin with a list of coming events and activities. This is done either electronically or through hard copy. Any information you wish to include can be given to the office. All teachers are invited to use this method as a means of professional communication.

Wind Chill Factor

Students are not allowed out for recess when it is -10 F degrees or below. The building principal will inform you when students are to stay indoors. Check the office for the wind chill chart.

Appendix A

**Madison Metropolitan School District
Procedures for Student Teachers-Practicum Students-Interns in Schools**

Once a student teacher/practicum student/intern has secured placement with a staff member at your school, the following steps will need to take place:

1. Student teachers/practicum students/interns need to have photo ID created for them. This can be done in Human Resources at the Doyle Administration Building, 545 West Dayton Street, between 7:00 a.m. and 5:00 p.m. each day. Please contact your cooperating teacher or principal who will need to sign the Student ID Teacher Badge form (located in the office) in order for ID to be obtained. MMSD ID badges must be worn daily for security purposes.
2. Student teachers/practicum students/interns need to complete a green emergency card located in the main office of each school. This information will remain confidential, but used if a health issue arises over the semester.
3. Cooperating teachers should notify student teachers/practicum students/interns of the Student Teacher/Practicum/Intern Handbook online at: www.madison.k12.wi.us/sod. Student teachers/practicum students/interns should be encouraged to review these materials.
4. Student teachers will be notified of an orientation at the beginning of each semester (Orientations are scheduled on the last Wednesday of the first month of the semester in McDaniels Auditorium from 4:00 p.m. – 5:00 p.m.). The Orientation is an hour long session that will welcome students to our district and serve as a question and answer session. Orientations for the 2005-06 school year are scheduled for September 28, 2005 and January 25, 2006.
5. Student teachers should receive a copy of the handbook for each placement school. Contact the school secretary for a copy.
6. The school office needs to have a Student Teacher Portfolio Permission Form on file for each student in the class of the cooperating teacher in order for the student teacher to use images, class work and short excerpts of videotape of students in his or her portfolio. Names of students may not be included in the portfolios. Student teacher permission use is collected during registration at the beginning of the school year (this form is on the backside of the Directory Data/Information Declaration Form). Please contact the school secretary for a list of students excluded for this use in the classroom you are working in for the semester.

July 22, 2005

Appendix B

Madison Metropolitan School District
STUDENT TEACHER PERMISSION FORM

An education student from a university or college may be student teaching in a class that your student is taking. In addition to assisting District staff members with your student's education, student teachers are required to document their teaching through images of students, their class work and the videotape recording of a few class sessions. The student teacher will then analyze these tapes as a part of the process of learning how to teach. Additionally, the student teacher will be compiling a paper or an electronic portfolio that contains lesson plans and other types of evidence of the student teacher's teaching abilities and experience in classrooms. The portfolio will not contain students' names. These portfolios will be available to Wisconsin Department of Public Instruction staff for review and to potential employers (such as school principals and department chairs) to view as part of the student teacher's job-search process. Some universities, including the University of Wisconsin system, use electronic portfolios. At the University of Wisconsin, electronic portfolios will be housed on a password-protected web site that is in the School of Education. The passwords are only given out to potential employers with the student teacher's permission.

The student teacher would like your permission to have the same access to your student's school information as District staff members and to use images, class work and short excerpts of a videotape recording of your student in his/her portfolio. Only with your permission will (1) the student teacher have the same access to your student's student information as District staff members and (2) your student be included in the portfolios. Again, names of students will not be included in the portfolio.

Videotape, Photographic, and Sound Release

I, the parent/guardian of _____ give all MMSD student teachers, for the 2005-2006 school year, permission (1) to access the same student information about my student as District staff members and (2) to use a videotape and other images, such as pictures of my student, as well as his/her class work or other school work, in paper and electronic portfolios. I understand that access to student information about my student, the use of a videotape recording and other images, such as pictures of my student, as well as his/her work, are restricted to University of Wisconsin-Madison, another college or university, the Department of Public Instruction and school district administrators.

Signature of Parent/Legal Guardian

Please Print Name of Parent/Legal Guardian

Date