



A MTEC Charter School



Family Handbook

**Milwaukee Environmental
Sciences Academy,
A MTEC Charter School**

www.theenvironmentalschool.org

My Child's Teacher Information

Name _____

Room # _____

Email _____

Greetings Families!

Thank you for selecting the Milwaukee Environmental Sciences Academy (MESA), a Milwaukee Teacher Education Center (MTEC) Charter School for your child. In 2011 the MTEC Board of Directors elected to expand education programming in Milwaukee with a charter school. Building upon the MTEC foundation of the teacher certification programs and professional development services for educators, in 2013 MESA emerged!

On behalf of the MTEC Board of Directors and myself as the Executive Director of MTEC, I welcome you under the wings, where our scholars soar towards success! I welcome you to catch the vision, where educators and aspiring educators come to observe our unique way of transforming learning, through effective teaching. I invite you on a journey, where individuals from around the state and nation come to be inspired.

In Partnership,

Laci Coppins Robbins, Ed.D., Executive Director Milwaukee Teacher Education Center

www.mteconline.org

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Dear Families,

On behalf of the Milwaukee Environmental Sciences Academy (MESA) staff, we would like to welcome you to our school. MESA offers a unique kind of educational program for our students who we refer to as “scholars,” one where learning is active, challenging, meaningful, and collaborative. Through thoughtful design, our scholars will engage in rigorous and authentic experiences that ask them to be researchers, communicators, critical thinkers, and compassionate members of their community. Learning of this caliber can only occur with an equal emphasis on the development and nurturing of a strong school culture.

We strongly believe that parents must make informed choices about their children’s education. We are delighted and honored that you have chosen MESA as the best learning environment and instructional program for your child. We know that this is a decision you have made with great care and reflection about your child’s educational strengths and needs.

MESA believes that children learn best when schools and families work in partnership with each other. An important element of that partnership is ongoing communication. The Family Handbook will inform you of MESA’s practices, policies, and procedures that contribute to the smooth operation of our school and quality relationships with you, our MESA family.

If you have questions or comments, please feel free to contact our school office.

Once again, thank you for making the decision to share your child with us. We are committed to achieving the highest academic and character standards with our scholars, and we look forward to working with you to ensure your child/ren’s success.

Sincerely,

Michael Morgan, M.Ed./M.A.T Principal, Milwaukee Environmental Sciences Academy, a
MTEC Charter School

Milwaukee Environmental Sciences Academy Mission Statement

As an EL Education School (formerly known as Expeditionary Learning), Milwaukee Environmental Sciences Academy, a MTEC Charter School, is dedicated to creating a safe, nurturing, and rigorous learning environment that supports the intellectual, physical, social, and emotional growth of all its scholars. Emphasis is placed on engaging scholars in active learning, real-world problem solving, and decision making, with a focus on environmental stewardship and community involvement.

Milwaukee Environmental Sciences Academy Vision Statement

MESA scholars are propelled to soar academically while demonstrating habits of scholarship that build strong character as they navigate toward college and career readiness with the support of professional lifelong learners.

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School Overview

Milwaukee Environmental Sciences Academy (MESA) is a Milwaukee Teacher Education Center (MTEC) Charter School. MESA is a non-instrumentality public charter school, authorized by Milwaukee Public Schools (MPS). Any child who lives in the city of Milwaukee is eligible to attend at no cost.

MESA provides an educational program that balances challenging and engaging projects (learning expeditions) with high expectations for scholar achievement based on Common Core State Standards (CCSS) and Next Generation Science Standards (NGSS). Exemplary work and performance as well as strong habits of scholarship are the primary goals at MESA.

We believe that all children can and want to learn. Through discovery, inquiry, and critical thinking we prepare our scholars to become leaders of their own learning. We set high expectations for achievement and provide the necessary supports to enable every scholar to meet or exceed these expectations.

Year-Round Calendar

The school day at MESA begins at 8:30 a.m. and ends at 3:30 p.m. with four scheduled intersessions in fall, winter, spring, and summer. Refer to the annual school calendar which is updated yearly.

Camp Eagle Eye (Intersession Programs)

While intersession periods are designed to be a break from the regular school day, special academic programs will be offered for a portion of the break period, including a week-long “intensive” (tutoring and enrichment activities) for scholars needing extra support. Families may be required to pay a portion of the costs for each scholar enrolled in our intersession programs. The intersession calendar may vary from three to five days depending on parent interests and staff availability.

Eagles Clubhouse (Before/After School Care)

We offer a Before/After School Camp that supports our traditional school day program. Our expectations for our scholars during the Before/After School Camp are the same as for our school hours. Scholars must be enrolled on a consistent basis since we have limited seats available and create programs based on participation. Families may elect to drop off scholars as early as 6:30 a.m. and pick-up as late as 5:30 p.m. A late fee will be charged for each scholar that is not picked up by 5:30 p.m. The Before/After School Camp is fee based; however, MESA participates in the Wisconsin Shares program. Interested families should inquire about the program in our school main office to learn more.

Small Class Size

MESA offers a one to thirteen teacher/scholar ratio. There are two sections of each grade level (K4-8th grade) with an enrollment goal of twenty-five scholars per classroom. This staffing model helps us to meet each scholar's individualized needs. All classroom teachers have at minimum a Bachelor's degree and are certified by the Department of Public Instruction (DPI) in the state of Wisconsin.

What is EL Education?

The EL Education Model developed in collaboration between Kurt Hahn, founder of Outward Bound and the Harvard Graduate School of Education, is based on the understanding that high quality learning is active, challenging, meaningful, public, and collaborative. At MESA, this means that teachers work with scholars to ensure they are deeply engaged in learning and support them to reach high levels, academically and socially. Scholars gain the necessary skills to be ready for college and career through a rigorous curriculum that strives to develop strong literacy and math skills, as well as the ability to think critically, problem solve, collaborate, and become active citizens within their community.

CREW- Crew is an integral part of EL Education schools. Based on the concept that "we are all in this together," each classroom is a CREW, and the staff is a CREW. We will provide many opportunities for you to learn and participate in CREW activities throughout the year.

MESA has been designed to provide each scholar with a pathway to knowledge, understanding, and self-worth through the support of the adults closest to them - teachers and families. EL Education is a national non- profit organization that works with over 150 schools in 39 states to design these learning pathways so they are rigorous, engaging, and address each student's specific needs. In EL schools, scholars and teachers are leaders of their own learnings.

These pathways are provided to scholars and parents through Learning Expeditions- semester long, in-depth study of concepts linked to a community issue. Scholars conduct fieldwork with local experts by gathering data, conducting background research, identifying solutions, and presenting their findings to families and community stakeholders at Celebrations of Learning. At MESA, these expeditions enhance the knowledge and skill scholars are developing across subject areas.

EL Education is guided by the following ten design principles:

1. The Primacy of Self-Discovery- Learning happens best with emotion, challenge and the requisite support. People discover their abilities, values, passions, and responsibilities in situations that offer adventure and the unexpected. In EL Education schools, scholars undertake tasks that require perseverance, fitness, craftsmanship, imagination, self-

discipline, and significant achievement. A teacher's primary task is to help students overcome their fears and discover they can do more than they think they can.

2. The Having of Wonderful Ideas- Teaching in EL Education schools fosters curiosity about the world by creating learning situations that provide something important to think about, time to experiment, and time to make sense of what is observed.

3. The Responsibility for Learning- Learning is both a personal process of discovery and a social activity. Everyone learns both individually and as part of a group. Every aspect of an EL Education school encourages both scholars and adults to become increasingly responsible for directing their own personal and collective learning.

4. Empathy and Caring- Learning is fostered best in communities where students' and teachers' ideas are respected and where there is mutual trust. Learning groups are small in EL Education schools, with a caring adult looking after the progress and acting as an advocate for each child. Older scholars mentor younger ones, and scholars feel physically and emotionally safe.

5. Success and Failure- All scholars need to be successful if they are to build the confidence and capacity to take risks and meet increasingly difficult challenges. It is also important for scholars to learn from their failures, to persevere when things are hard, and to learn to turn disabilities into opportunities.

6. Collaboration and Competition- Individual development and group development are integrated so that the value of friendship, trust, and group action is clear. Scholars are encouraged to compete, not against each other, but with their own personal best and rigorous standards of excellence.

7. Diversity and Inclusion- Both diversity and inclusion increase the richness of ideas, creative power, problem-solving ability, and respect for others. In EL Education schools, scholars investigate and value their different histories and talents as well as those of other communities and cultures. Schools and learning groups are heterogeneous.

8. The Natural World- A direct and respectful relationship with the natural world refreshes the human spirit and teaches the important ideas of recurring cycles and cause and effect. Scholars learn to become stewards of the earth and of future generations.

9. Solitude and Reflection- Scholars and teachers need time alone to explore their own thoughts, make their own connections, and create their own ideas. They also need to exchange their reflections with other scholars and with adults.

10. Service and Compassion- We are crew, not passengers. Scholars and teachers are strengthened by acts of consequential service to others, and one of an EL Education school's primary functions is to prepare scholars with the attitudes and skills to learn from and be of service.

Safe-Structured, Supportive Learning Environment

MESA provides a learning environment where all scholars have clear expectations, are recognized for performance through formal “Celebrations of Learning” and learn character traits that prepare them to be self-directed learners and to attain college/career success.

MESA has created a character education curriculum based on Expeditionary Learning’s CREW model, to support scholars in learning about and demonstrating leadership in the school’s core values. The term “crew” has its roots in the sport of sailing. On a sailboat, each person is considered part of the crew, there are no passengers. Thus each member plays a key role in making sure everyone gets safely back to shore. At MESA, we believe that each individual (scholars, staff, families, and community members) are essential to ensuring that our scholars “reach the shore” and complete their journey at MESA, ready for entry into a high school of their choice and on to a college or career.

CREW takes place during “morning meetings,” service-learning projects, and throughout the school day. Our core values bind us together as a community- of students, family and staff members- to make sure every scholar not only achieves his/her learning goals but also reaches their fullest potential as a person.

Academics

Targeted Instruction

Frequent summative and formative assessments and review of scholars’ work by teaching teams, coaches, and school leaders will inform the instruction scholars receive. Using the Response to Intervention model, scholars will be provided with specific academic supports (interventions) based on their identified needs and progress in reading and mathematics. Families are updated on their scholar’s academic growth through ongoing teacher communications and a Standards-based Report Card.

Curriculum

K5-8th EL ELA: Modules

Our K-5 curriculum offers either two or three hours of literacy instruction per day, depending on the grade level. At the heart of the curriculum, at all grade levels, are the hour-long module lessons. Each grade level includes four modules, which span a full school year. The four modules allow students to build important content knowledge based on a compelling topic related to science, social studies, or literature. Each module uses rich, authentic texts throughout.

K4-2nd grade: (EL ELA) Reading Foundations Skills Block

The K-2 Reading Foundations Skills Block is a one-hour block that uses a structured phonics approach, grounded in the Phase Theory of Dr. Linnea Ehri, which describes behavior related to the types of letter-sound connections students are able to make as they

learn to read and write. As such, the block is meant to ensure that, by the end of grade 2, students acquire the depth of skills they need in the Reading Foundations standards to navigate grade-level text independently. The lessons and assessments explicitly address the Reading Foundations standards, as well as some Language standards associated with spelling and letter formation.

3rd-5th grades (EL ELA) Additional Language & Literacy (ALL) Block

The ALL Block is one hour long and is complementary to module lessons. These two hours of content-based literacy instruction work together to accelerate the achievement of all students. The ALL Block has three units, parallel to the three units of the module. Each module unit is accompanied by two weeks of ALL Block instruction (with one flex day built in every week). When a particular unit of the module lessons runs longer than two weeks, the ALL Block hour during those days that extend beyond two weeks is flex time, used to meet the specific needs of students. For example, teachers might want to provide additional time for work started in module lessons, practicing literacy skills introduced there that students are finding particularly challenging, informally assessing reading foundational skills, or offering additional time for ELLs. The ALL Block has five components:

- Independent Reading
- Additional Work with Complex Text
- Reading and Speaking Fluency/GUM (grammar, usage, mechanics)
- Writing Practice
- Word Study and Vocabulary

K4 & K5: Sharp Literacy (Used as a Supplement in K5 to align with EL ELA Modules)

Sharp Literacy uses a hands-on, visual arts-based approach, which is designed to help spark curiosity and a love of learning. Scholars develop a deeper understanding of complex vocabulary and build the background knowledge that is so important for reading comprehension. Sharp Literacy brings visual arts experiences with professional artists and authors into the classroom and guide scholars through educational tours.

Sharp Literacy aligns their programs with Common Core State Standards and are beginning to incorporate Wisconsin Model Early Learning Standards. SHARP education team members regularly attend professional development opportunities to make sure the work supports the research-based best practices of the classroom teachers.

K-5 McGraw-Hill My Math

McGraw-Hill My Math can help challenge scholars in a way that inspires them to embrace the power of mathematics through real-world applications and experience just how fun math success can be. By weaving the three components of rigor throughout the student edition and program, McGraw-Hill My Math enables scholars to progress toward a higher level of achievement and steadily grow their math confidence.

6-8 Glencoe Math

Rigor is built-in and supported throughout the program. The three components of rigor — conceptual understanding, application, and procedural fluency — are embedded in resources, lessons, and practice state assessments.

Glencoe Math makes math real for scholars. Digital planning tools and interactive resources are available online through the power of ConnectED, an easy-to-use assignment and assessment platform. Use them as-is or make them your own to spark scholar thinking.

Glencoe Math meets scholars wherever they are in their learning. Assessments help determine proficiency before, during, and after lessons. Differentiated instruction resources ensure approaching-level scholars master concepts before moving on, while beyond-level scholars are continually challenged.

Supplies/textbooks

Scholars will be given a list of supplies to bring the first day of school. Shopping for school supplies is an exciting event for many children. Ensure that your scholar has the necessary supplies prior to the first day of school. Families will be charged a school supplies fee if scholars do not have the necessary school supplies by September 1st. Families must reimburse the school for any damage or loss of textbooks, library books, or supplies, including technology provided to them during the school year.

Assessment

At MESA, we strive to empower educators to improve instruction and scholars' achievement through the use of data obtained from a scholar's assessments. Staff are trained to understand assessment data and how to connect data to instructional practices. Scholars considered to be seriously "at risk" academically which we define as being 2 or more years behind their grade level in ELA and/or Math.

MESA administers Renaissance Learning's STAR assessment for Literacy (K5-8th grade) and Math (1st-8th grade). PALS is used as a primary literacy screener for K4-2nd grade. The Wisconsin Forward Exam is given for Math, Literacy, Science, and Social Studies in grades 3-8.

Standards-Based Report Card

At MESA, we use a report card that describes a scholar's progress toward proficiency based on academic standards identified by the Wisconsin Department of Public Instruction. Currently, this includes the Wisconsin Common Core State Standards for English Language Arts and Math, the Next Generation Science Standards, and the Wisconsin Model of Academic Standards for Social Studies. The report card also provides information on a scholar's work habits, behavior and effort. Families are provided with support to

understand the report card and scholars will lead conferences with teachers and family members to describe what they have learned.

Classroom Technology Focus

MESA teachers and scholars will use a variety of technology tools to support and enhance their learning in all subject areas, including learning expeditions. Focus areas will be on using technology to help scholars: access reading material, use software programs to practice skills, conduct research, communicate their learning, and practice interventions. A computer lab will allow for large group work in middle school. Chromebooks will support learning within and outside all classrooms.

Fieldwork

Fieldwork is an important part of the Expeditionary Learning process. Scholars will be taking fieldwork trips to gain a greater understanding of the relationship between what they are learning in the classroom and how it connects with the broader community and world.

We will make every effort to work with you and your scholar to ensure they are able to attend Fieldwork. For scholars to participate in activities outside the school building, we expect them to demonstrate good citizenship and respect for classroom/school norms. If a scholar's behavior raises a concern about participating in a Fieldwork trip, we will first ask the parent/guardian to attend the trip with her/his scholar before excluding any scholar from the Fieldwork.

A Fieldwork permission form will be sent home and will include a description of each upcoming experience. Parent(s)/guardian(s) must sign and return the completed form to the classroom teacher for scholars to participate in the experience. Family members interested in chaperoning a field experience should contact their scholar's teacher.

Promotion/Retention Requirement Policy

Our goal is to prepare all of our scholars for college and career ready opportunities by collaborating with families. However, if a scholar struggles to meet the academic expectations set by the school and approved by our board we will consider them for retention. The criteria for retention is as follows: scholars who are two or more grade levels behind in reading, math, or both may be retained. We use standardized assessments, attendance data, classroom formal and informal assessments, and teacher observations when making promotion decisions. Teachers will notify parents/guardians at winter conferences if their scholar is at risk of being retained. The principal makes final decisions on all retentions.

Parent Involvement/Volunteer Opportunities

Ways To Get Involved At MESA

At MESA, we do not just enroll scholars; we enroll families. We believe that the more families participate--as advocates, as members of school councils, with fundraisers, as classroom/school volunteers, as learning support at home--the more likely their scholar is to achieve at high levels. Please contact your scholar's teachers or the school office for more information about how to get involved. Some suggestions follow, but please feel free to suggest other ideas you might have.

Parent/Family Volunteers

All families are encouraged to volunteer in the school community. Please contact the school to speak to the Dean of Family Engagement, the office staff, or your scholar's teachers about how you can best use your skills and/or talents in your scholar's classroom, the school, or afterschool programs.

Volunteer Opportunities

1. Classroom/Library/Tutoring Help--We are always looking for volunteers to help in our school! We can use assistance with tutoring, reading, copying, cutting, laminating, or other similar tasks. Please speak to your scholar's teachers for other ways to assist.
2. Fieldwork/Special Projects--We are often in need of help on fieldwork days/trips, in the form of chaperoning. Other special projects include helping with the school garden, healthy meals or fitness/recess activities, or art projects.
3. CREW--Crew is a form of a meeting that is done everyday in your scholar's classroom and done every other week in the gym with other grade levels. Family members are encouraged to join Crew daily or biweekly and join the teachers in the planning process.
4. Celebrations of Learning--At the end of each Learning Expedition, scholars will share their learning with families and the larger community through a Celebration of Learning. Attendance at Celebration events is required for every MESA scholar. Celebrations of Learning may take the form of book talks, student led tours, demonstrations, or displays. These presentations are a team effort and each scholar's contribution to the success of the group will be part of their grade in the applicable subject area. Dates for the Celebrations of Learning will be announced at least one month in advance.
5. Professional Services/Expertise--Many times a family member has a special skill, expertise, experience, or hobby that can be brought into the classroom or contribute to a school-wide project. Examples of classroom contributions include a nurse providing feedback on a scholar's health care presentation, an artist teaching animation skills, or a war veteran discussing his or her experiences. Please contact the principal or your scholar's teacher if you have a service or expertise that you would be willing to share.
6. Parent Meetings--The Dean of Family Engagement will host bi-monthly parent engagement meetings that provide academic and social development supports to parents.

These meetings are informational and educational and will create opportunities, increase awareness, and strengthen the community. Parents will be notified about the meetings through text alerts and school newsletters.

Volunteer Background Checks

All overnight chaperones and regular classroom volunteers (those who volunteer in classrooms more than five days per year) are required to undergo background checks and attend volunteer/chaperone training.

Admissions

Enrolling Your Child

Fall open enrollment begins in March with specified starting dates each year. Priority enrollment is given to returning scholars in good standing and siblings.

Only applications that include all required information (i.e.: proof of residency; birth certificate for new kindergarten scholars, immunization record, etc.) will be considered for admission. Parent/guardians must also review and submit the Family-School Crew Pledge as part of their application.

If more applications are received than seats are available in a grade, a random drawing will be held at a specified time typically the first week in April to select which scholars for admission. Any remaining seats available will be assigned on a first come, first serve basis. Scholars not selected during the lottery will be placed on a waiting list.

The Family-School Crew Pledge

We believe that families are the most important people in their scholar's lives. We know a great deal about the conditions necessary for a child's brain to learn. Therefore, we ask for your support to ensure that your scholar gets the most from our educational program by asking you to agree to support your scholar's success in the following ways:

We/I will...

- Make sure that my scholar attends school every day and arrives by 8:30 a.m.
- Check my scholar's backpack daily for homework and assignment sheet (K4-5th grade) or agenda (6th-8th grade)
- Make sure that my scholar completes his/her homework every day
- Provide a quiet space for my scholar to study and complete assigned work
- Make sure that my scholar reads at least thirty minutes per day
- If necessary, support my scholar on the school's effort to help my scholar achieve

academic and behavioral expectations.

- Help make the school safe and welcoming by supporting our school-wide discipline plan and attending mandatory parent meetings including scholar led conferences
- Make sure that my scholar wears the required school uniform daily
- Attend scheduled scholar led conferences per academic year (required)
- Attend at least 2 (two) Learning Expedition Events, Field Study trips, Expedition activities at school or Celebration of Learning with my scholar each academic year
- Read and follow the policies and expectations as stated in the MESA Family Handbook

Communication

Ongoing communication between home and school is critical to the success of your scholar at MESA. Because we provides a different kind of educational program, you may have questions about your scholar's daily classroom work and his or her progress toward the learning standards.

We encourage parents/guardians to contact teachers via email, attend conferences, call, and attend school functions in order to fully understand your scholar's educational experience and progress. Most important information is communicated through our weekly emailed newsletter and/or text alerts. Parents/guardians should ensure that the school office has your updated email address and phone number.

Communicating Concerns

Family involvement is a very special element of our culture at MESA and we strive to make our relationships with families as productive and positive as possible. However, there are times when families have a school-related academic, behavioral, or organizational concern. We welcome input, and while we can't guarantee that each suggestion will be adopted, or that every issue will be resolved in the manner that you wish, we can guarantee that concerns will be heard, and that feedback will be thoughtfully considered.

There are many venues for families to express concerns or pose questions.

Parent/guardian satisfaction surveys are used to help us improve our school. MESA staff communicate with families via phone, email, or in person.

Newsletter

School newsletters called, "The Eagle's Nest" will be sent home electronically on Tuesdays. "The Eagle's Nest" has critical information about upcoming school events (i.e. dress down days, incentive celebrations, etc). Scholars who meet criteria to participate in school-wide incentives will have their names listed in the newsletter. Parents/guardians are expected to

read “The Eagle’s Nest” carefully each week to remain informed of important information.

Parent Text Alerts

The school has implemented a text alert system that allows parents/guardians to receive text messages and sometimes phone messages with important school notifications. All parent/guardians should be sure to sign up to ensure that you don’t miss any important information.

School Closing (Due To Inclement Weather)

If Milwaukee Public Schools (MPS) announces school closure due to inclement weather, MESA will also close. Listen to the radio or television for the announcement of school closings. If weather conditions make travel to school hazardous, but MPS does not close, it is recommended that parents use their judgment in bringing their scholar to school. Once the school day has started, school will not be cancelled early in anticipation of bad weather later in the day. In these cases, it is up to the parent(s)/guardian(s) to decide if they want to pick their scholar up early.

School Schedule

8:30 a.m.	Scholars are dropped off
8:30-8:45 a.m.	Breakfast
8:45-9:15 a.m.	Daily Morning Crew Assembly
9:15-3:30 a.m.	Instructional Day
3:30 p.m.	Dismissal
3:30-5:30 p.m.	Before/After Care (fee charged)

- Scholars may not be dropped off before 8:30 a.m. unless they are enrolled in the Before Care programming.
- Scholars must be picked up by 3:30 p.m. unless they are enrolled in After Care programming.
- Scholars dropped off before 8:30 a.m. and/or picked up after 3:30 p.m. will be placed in Before or After Care programming and charged a fee.

Uniform Policy

All scholars are required to follow the school uniform/dress code policy. A school uniform policy helps focus scholars on their school work rather than their appearance, encourages school identity, pride, and solidarity between scholars.

All scholars shall wear their uniforms daily. The school will ensure compliance with the school uniform policy using incentives and issuing consequences when scholars are not in compliance.

Uniform Violation Protocols

Uniform data and violation follow up by staff resets at the start of each trimester. Points will be recorded in ClassDojo following the criteria below.

- First offense- one point deduction
- Second offense- two point deduction and parent contact via telephone by the homeroom teacher.
- Third offense- two point deduction and scholar will be held out of class until the uniform violation is resolved. Dean of Family Engagement will collaborate with parents and teachers to work on a resolution.
- Fourth offense- two point deduction and referral to administration for follow up

School Uniform/Dress Code

K4-5th Grade

A) Bottoms

- Solid tan/navy blue/khaki pants
- Solid tan/navy blue/khaki walking shorts/skorts/skirts (knee length when standing)
- Worn at the waist (no sagging)
- Belts or suspenders are required of all scholars wearing bottoms with belt loops
- Navy, black, or white tights/leggings(solid)

B) Tops

- MESA kelly green polo with school insignia (for purchase at MESA)
- Tucked in at the waist
- Cold weather tops- scholars may wear navy blue, black or white fleece/cardigans, (optional with school insignia for purchase at MESA) MESA uniform top must be worn underneath.
- Navy, black, or white (solid) thermals may be worn under uniform shirts

C) Shoes

- Tennis shoes
- Boots may be worn in the winter months to school. Grades 3 and up must change into tennis shoes upon arriving to school. K4-2nd grade scholars may wear boots to school and throughout the school day in the winter when snow is outside.

Middle School

A) Bottoms

- Solid tan/navy blue/khaki pants
- Solid tan/navy blue/khaki walking shorts/skorts/skirts (knee length when standing)
- Worn at the waist (no sagging)
- Belts or suspenders are required of all scholars wearing bottoms with belt loops
- Navy, black, or white tights/leggings (solid)

B) Tops

- Monday/Wednesday/Friday: MESA light blue polo with school insignia (for purchase at MESA)
- Tuesday/Thursday: MESA oxford style dress shirts with tie or crosstie (for purchase at MESA)
- Tucked in at the waist
- Cold weather tops- scholars may wear navy blue, black or white fleece/cardigans, (optional with school insignia for purchase at MESA) MESA uniform top must be worn underneath.

C) Shoes

- Monday-Friday: tennis shoes (any color)
- Tuesday/Thursday: Solid black dress shoes are strongly encouraged but not mandatory

Scholars will be able to dress out of uniform during the following days:

- Spirit Day
- Spirit Week
- Winter Concert
- Black History Concert

Parents will be notified prior to all events.

Attendance Policy

Milwaukee Environmental Sciences Academy staff expect to maintain a 96% attendance or

better for each scholar. Staff are relying on parents/guardians to help us meet this expectation. It is equally imperative that scholars arrive to school on time. Breakfast is served from 8:30 a.m. - 8:45 a.m. Morning crew (EL requirement) begins at 8:45 a.m. The academic instructional day begins at 9:00 a.m. Scholars arriving between 8:45 a.m. - 9:00 a.m. are considered tardy and must obtain a tardy pass from the office upon entering the building. Scholars arriving after 9:00 a.m. will not be allowed to enter the building and will be marked absent for the day. We understand that emergency situations happen. Therefore, each scholar will be allowed to report a late arrival that extends beyond the 9:00 a.m. cut-off three times per trimester. These late arrivals must be reported to the school before 9:00 a.m. by calling the school's main office (414) 353- 3830 and then choosing option 4. Scholars picked up before 3:20 p.m. are considered tardy and will be marked as such. Three tardies is equivalent to one absence.

School dismissal is a high traffic part of the day. Teachers are working to close out the instructional day and prepare scholars to dismiss. It is imperative for the safety of our scholars and staff that everyone follows the dismissal protocols. We have the following dismissal options for scholars:

1. Bus Pick Up
2. Parent Pick Up.
3. Walkers.
4. After School Care "Camp Eagle Eye".

To help ensure the safety of our scholars and staff, all visitors, including parents must check into the office upon arrival before visiting classrooms. Please note that this includes morning drop off. Visitors are not permitted in the building after 3:00 p.m. unless a meeting is scheduled between 3:00 p.m. - 4:00 p.m. Parents coming to the building during this time will not be given access. Parents, it is your responsibility to inform the office of any changes to your scholars dismissal plans one hour prior to dismissal (by 2:30 p.m.).

Missing school for appointments

Parents/guardians are asked to schedule appointments outside of school time. Any time scholars are out of school, they miss valuable academic instruction. We strongly encourage parents/guardians to plan ahead using intercession and school out days for scheduling appointments.

Excused and unexcused absences

Some absences and incidents of tardiness are excused and some are unexcused (see list below). The number of absences and incidents of tardiness will be noted on scholar (student) records.

Please call the school each day that a child will be absent or tardy (including early picked

up). Please note that in order to record absences as “excused,” we must also receive a written note upon the child’s return to school. Absences may be deemed “excused” only if the reason falls into the category of excused absences listed below:

Excused	Unexcused
Personal	Oversleeping
Death in the family	Transportation Issues (including missed bus)
Religious observance	Family vacation
Quarantined	Baby sitting
Required court appearance	Uniform issues
Attendance at health clinic/hospitalization	Incomplete homework

After School Caregivers

Teachers take great care to dismiss scholars to the proper bus or adult caregiver. We are mindful of daily changes in families’ after-school arrangements, and ask for your cooperation in keeping us informed of those changes. Please inform teachers in writing for each day that your scholar(s) will deviate from his or her usual routine. If unexpected changes occur, please contact the main office prior to 2:30 p.m. After 2:30 p.m. office staff can no longer accommodate your requests.

School Visitor Policy

All visitors must first report to the school main office and sign the visitor’s log book. Visitor “badges” must be worn at all times while in the school. Each visitor must sign out before departing. These precautions are necessary for the safety of our scholars and staff. Families are welcome to volunteer or observe in classrooms. However, we ask that parents/guardians do not disrupt the education of their child or of other children or attempt to conduct individual conversations with the teacher, educational assistant, or scholars during instructional time unless approved by the teacher or administrator.

Personal items to remain at home

Scholars are expected to keep the following items at home to ensure a focused learning

environment: gum, soda, candy, trading cards, video games, toys, lip gloss/makeup, glitter, perfume, cologne.

Should your scholar bring any of these items to school, we will ask them to put them away and take them home. If scholars fail to comply, staff members will keep the item until the end of the day and have the scholar take it home after school. If it continues to be an issue, staff will keep the item until the parent/guardian comes to retrieve it.

If your scholar needs a cell phone to communicate with you after the school day, it must be turned off as scholars enter MESA and given to the classroom teacher. Middle school scholars are expected to keep phones in their lockers. Use of a cell phone, without permission of a staff member, will result in the confiscation of the cell phone until the end of the day. Scholars who habitually violate the cell phone policy will not be allowed to bring them to school.

The school is not responsible for lost or stolen items including on the bus.

We must maintain a safe and orderly environment for all our scholars and staff. In order to ensure that the school is safe, we reserve the right to search any and all persons or belongings on school property for prohibited or illegal materials. Such searches can be random or with reasonable suspicion and include scholars' backpacks, person, pockets, lockers, etc.

Homework Policy

At MESA, homework is designed to help scholars practice the skills and concepts that are taught during the school day. This is an important part of a scholar's education. Homework reinforces what happens in school, as well as prepares scholars for their life's work. At MESA we expect homework to be completed nightly between Monday and Thursday. Homework will not be assigned during intercessions or breaks exceeding three days. Homework will be tracked by each scholar's teacher and posted.

The estimated time students will spend on homework each night will be:

Grade Homework Nightly Reading

Grade	Homework	Nightly Reading
K4-2nd	30 – 45 minutes	At least 30 minutes
3rd-5th	45 – 60 minutes	At least 30 minutes

6 th -8 th	60 – 90 minutes	At least 30 minutes
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These times include at least 30 minutes of nightly reading. Homework may take more or less time depending on the scholar and the situation. If scholars spend more or less time on homework than is thought necessary, please contact your scholar’s teachers. If an assignment is completed in school, it is expected to be taken home and reviewed by a parent or guardian.

Parents/Guardians should be checking on their scholar’s homework nightly to ensure that the mission of the school is supported and that scholars recognize that parents/guardians are partners in their education. Last minute situations may arise that could make it difficult to complete an assignment. In these cases, a signed note or message to the teacher explaining the reason why the assignment could not be completed is required for a time extension. If a scholar is absent, the scholar must complete the homework no later than one day after returning to school. If homework is not fully completed, including not having a note from a parent/guardian, the scholar may need to miss recess, choice time, and a possible conference required. Teachers and/or administrators may plan incentives for homework completion. Nonetheless, homework is a requirement for all scholars.

Transportation

MESA has a limited transportation area for scholars. Please contact the school office to see if your scholar(s) qualify for bus transportation.

A listing of bus norms and expectations to be followed will be provided at the start of the school year to participating bus riders. We ask parent(s)/guardian(s) to remember that bus transportation is a privilege and will only be offered to students/families that consistently follow all norms. Following the norms ensures that all scholars are safe and arrive to school/home on time.

Bus Expectations

- Students are expected to be at their bus stop 5 minutes before their scheduled pick up time. School bus drivers are not able to wait for late students.
- Students are expected to respect the property of others while waiting at their bus stop.
- Use of profanity is not permitted at bus stops.
- Students must stay away from the street, road or highway when waiting for the bus. Students should wait until the bus comes to a complete stop before approaching the bus to board.

- Student departing the bus must move away from the bus.
- If students must cross the street, they are to always cross 10 feet in front of the bus where the driver can clearly monitor the student's location. Students are to wait for the bus driver to signal students to cross the street.
- Fighting, harassment, intimidation and horseplay are forbidden at bus stops.
- No use of alcohol, tobacco or drugs at bus stops.
- Students are to immediately follow the directions of the driver.
- Students are to sit in their seat facing forward.
- Use of profanity is not permitted on the bus and students are to talk quietly.
- Students are to keep all parts of their body inside the bus.
- Students are to keep arms, legs and belongings to themselves.
- Fighting, harassment, intimidation and horseplay are forbidden on the bus.
- Students are not to throw any object on the bus.
- No use of alcohol, tobacco or drugs on the bus.
- All articles that students bring onto the bus with them must be able to fit on the student's lap in their bus seat.
- Do not bring any weapon or dangerous objects on the bus.
- Students are not to damage the school bus.
- Bus drivers have the right to assign seats to students.

Some items not allowed on school buses

- animals or insects
- hazardous materials (knives, guns, flammable solutions)
- oversized school projects
- skateboards, skis, ski poles, fishing gear, hockey sticks, baseball bats, golf clubs, golf bags, sleds
- balloons (may get loose and distract the driver)

Some items permitted on school buses

- a backpack type bag
- band instruments (small enough to be contained on student's lap)
- ice skates (must be in a bag or have skate guards)
- perfumed items such as hair, body sprays (including pumps and/or aerosols), fingernail polish, etc., may be carried but not used inside the bus

Bus Discipline

Consequences for school bus/bus stop misconduct will apply to all routes. Decisions regarding a student's ability to ride the bus in connection with co-curricular and extra-curricular events (i.e., field trips or competitions) will be at the discretion of the schools administration team. Parent(s) or guardian(s) will be notified of any suspension of bus privileges.

Students K4-8:

- * Written warning
- * 1st offense - 1 day bus suspension
- * 2nd offense - 5 day bus suspension
- * 3rd offense - bus suspension for the remainder of the school year.

Special Ed. students will receive discipline in conjunction with the student's I.E.P.

Based on the severity of a student's conduct, more serious consequences may be imposed at any time. Depending on the nature of the offense, consequences such as suspension or expulsion from school may also result from school bus/bus stop misconduct.

Records of school bus/bus stop misconduct will be forwarded to the individual school building and will be retained in the same manner as other student discipline records. Reports of serious misconduct will be provided to the Department of Public Safety. Records may also be maintained in the transportation office.

Students damaging school buses will be responsible for the damage. Failure to pay such damages/ restitution (or make arrangements to pay) within two weeks will result in the loss of bus privileges until damages are paid.

In cases involving criminal conduct (i.e., assault, weapons, possession or vandalism), the transportation office will press charges on the student involved and will inform the Superintendent, local law enforcement officials and the Department of Public Safety

Health

Early Dismissal Due To Illness/Accident

The decision to send a scholar home is made by the principal or administrative assistant with notification of the classroom teacher. Scholars that are vomiting, suspected of having a fever, or suspected of having a contagious illness that is preventing them from learning are subject to go home. Parent(s)/guardian(s) will be notified by telephone of the nature of the

illness and will be asked to pick up the scholar. Please provide the school with emergency contact information, so that you, or the person you designate, may be reached at all times. MESA expects that all scholars will be picked up within one hour of notification.

If your scholar becomes injured at school, you will be contacted. We will administer emergency first aid, and an accident report will be completed for you to share with your scholar's physician. In the event of a serious injury requiring immediate emergency care, 911 will be called. The principal or other staff person will accompany the scholar to the hospital in the event the parent/guardian cannot be reached.

Medication

According to Wisconsin State Regulations, school personnel cannot administer medication (prescription and non-prescription) to students without a signed Medication Release Form from a

doctor. This form is available in the school office.

Immunization

Wisconsin State Law requires that all children enrolling in a Wisconsin elementary school be immunized against diphtheria, tetanus, pertussis, polio, measles and rubella. These requirements can be waived only if a properly signed health or religious exemption is filed with the school.

Breakfast/Lunch Program

MESA participates in the free breakfast and lunch program. This means that all scholars receive free breakfast and lunch. Alternate income verification forms are required to be filled out annually for each household.

Healthier Foods/Drinks Policy

We strongly encourage and promote a healthy and balanced diet. We respect that every parent/guardian has the right to determine what their children can/cannot eat but at MESA, we do not allow scholars to bring soda. We ask that parents limit scholars to one small bag of chips to be included in their lunches. We do not allow scholars to eat chips, cakes, and candy "only." We will monitor what scholars are eating and will make recommendations to parents. Fast food is discouraged from being brought on school grounds. If parents elect to bring fast food, they must sign their scholars out and sign them back in after their designated lunch period. Our lunch periods are 20 minutes and scholars do not have access to microwaves or refrigerators.

Food recommended to be brought on campus: Water, fruits, vegetables, lean meat, whole grain carbohydrates (brown rice, whole grain bread and pasta), unsweetened tea, juices that are made with 100% fruit juice) 12 oz. or less per child.

Foods to avoid bringing on campus: Carbonated beverages, sports and energy drinks,

sweetened iced teas, candy, fast food, juices that are not made from 100% fruit juice and surpass 12 oz., which is the recommended daily amount. (It's better to eat fruit than drink it.)

If you have questions, please contact the principal or dean of students about healthy food/drink options and policies.

During meal times scholars will:

- Display polite and orderly behavior
- Deposit recyclable and trash in the designated barrels
- Compost appropriate items
- Set a goal of a “zero waste lunch”
- Refrain from littering and throwing food or any objects
- Respect the rights of those who will be using the same facilities
- Seek permission to leave the designated eating area.
- Be responsible to leave their lunch area cleaner than the way they found it (leave no trace)

Birthday celebrations, holidays, and special events

Birthday celebrations will be held at the end of the day during classroom choice time only (3:10 p.m.). Lunch time birthday celebrations must be approved by the homeroom teacher and occur in the classroom with the teachers supervision. Parents should make request to the teacher three days in advance by note or phone call so appropriate planning can take place. We understand that children and families observe a variety of holidays and family celebrations. Notify your scholar's teacher if you do not want them to participate. While celebrations are exciting for children, they must be planned so it does not interfere with their learning. Therefore, birthday celebrations cannot happen during instruction. Also, scholars are expected to dress in uniform with the exception of preplanned dress up/down days. Certain celebrations may be scheduled on out of uniform days.

Expectations for Scholarly Behavior

We promote a school culture that balances safety and structure within a caring, supportive school community. Scholars work together to solve problems, including problems related to conflicts and behavior challenges. We believe that scholars' growth as kind and respectful citizens requires becoming active members of a caring community, with a focus on using problem solving and decision-making so they can work towards handling conflicts that arise in the best way possible.

When scholars engage in challenging work, receive academic support, and are held to the school's high behavioral expectations, they are less likely to disrupt the class. Our focus on character and academics and our use of multiple approaches to classroom management--including teacher presence, norming, routines, open communication, and PBIS (positive behavior intervention systems)--address discipline problems in a respectful way.

Discipline Procedures

Our school believes in proactive discipline and providing scholars with skills to solve problems

and work collaboratively. When necessary, the following procedures will be used to address misbehavior based on the seriousness of the situation:

- social conferences between scholar and teacher
- removal from the group within the classroom
- removal from the classroom to meet with the Dean of Students for redirection and reflection with the goal of being restored to return to the classroom
- Innovative consequences and interventions created and worked out between scholar, teacher, deans and/or principal
- detention (lunch, before, or after school)
- conferences between scholar, teacher, and parent(s)/guardian(s) (these may include the Principal and/or the Dean of Students, as needed)
- suspension
- expulsion

In all disciplinary matters, scholars will be given notice and will have the opportunity to present their version of the facts and situation leading to the imposition of disciplinary sanctions to the staff member imposing such sanctions. The latter half of the list (suspension, expulsion) is enacted in cases involving the health and safety of oneself or others, or continuous misbehavior which disrupts the educational program.

Parents/guardians will be notified in writing in all cases of suspension and expulsion hearings. For a complete description of the school's discipline policy and procedures, please contact the Principal or Dean of Students.

Discipline Plan

As an EL Education (Expeditionary Learning) school, a core component to the curriculum is to create opportunities for scholars to explore new ideas, collaborate with peers, and take risks as they push themselves to achieve at high levels. This can only happen when scholars feel safe emotionally and physically. Therefore we have strong expectations for behavior.

The purpose of MESA's Discipline Plan is to encourage and support appropriate scholar behavior throughout the school including the classrooms, hallways, restrooms, playgrounds, cafeteria, gym, media center, music room, assemblies, fieldwork, etc., in order to maintain a safe and supportive environment for learning AND help scholars develop into respectful and considerate human beings.

All adults in the building will be expected to serve as role models for behavior that is respectful and supportive. Staff will teach, practice, and praise appropriate behavior as reflected in the Habits of Scholarship: respect, integrity, social justice, collaboration, perseverance and accountability.

In conjunction with a school-wide Disciplinary Plan, the school will maintain a consistent positive behavior recognition plan that will outline frequent, tangible, rewards that children are a part of or earn. As much as possible, these “rewards” will inspire intrinsic motivation, as needed in the “real” world. We will occasionally ask for donations and assistance in planning motivating activities.

- Misbehavior will be treated as a learning opportunity for both scholars and teachers.
- Staff will seek to understand the nature of the misbehavior or conflict, consequences will be logical, and clearly communicated.
- Positive behavior will occur through the establishment and clear communication of scholars = behavior expectations supported by a consistent and fair structure.
- While implementing this plan, MESA staff will be aware of and accommodate for individual scholar disabilities and challenges. Individualized behavior plans may be developed for some scholars.

K4-5th Behavior System

Purple	Excellent: Has shown 3 of the 6 Habits of Scholarship: Integrity, respect, social justice, collaboration, perseverance, and accountability
Green	Good: The starting point for each day
Yellow	Redirection
Orange	Parent contact

Red	Scholar Referral/Dean Contact
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ClassDojo

ClassDojo is used to keep parents/guardians informed of their scholar's behavior, as well as character expectations including uniforms, homework, and conduct. Teachers may share photos from class, important updates and wonderful moments. Additionally, we use ClassDojo so that scholars are regularly recognized and awarded for demonstrating strong character, academic effort, and achievement. Our six Habits of Scholarship include integrity, respect, accountability, social justice, perseverance, and collaboration. ClassDojo is also used to track unacceptable behaviors including, but not limited to disrespect, disruptions to the learning environment, use of profanity, failure to turn in homework, and uniform infractions. Extreme or recurring inappropriate behavior will be handled at the administrative level. If you have not been issued a Parent Letter from your child's teacher to register for class ClassDojo, please contact them immediately so that you can stay connected.

How Do Scholars Earn Points:

- Uniform (1 point)
- Homework submission (1 point) (all assigned work must be fully completed- partial completion or missing full assignments will result in a loss of a point)
- Attendance (1 point)
- Scholars can earn points from all teachers and staff for modeling our 6 habits of scholarship which are integrity, respect, accountability, social justice, perseverance, and collaboration

School Based Incentives for Scholars will be awarded by the Dean of Students and include some of the following:

- Dance parties
- Special treats
- Field trips
- Popcorn/Ice Cream/Pizza/Nacho parties
- Lunch and/or Dinner with the Dean

Scholars who meet or exceed the school-wide goal will qualify for the incentives. The incentive dates will be shared in our parent newsletter including the names of scholars who qualify for participation. See below for school goal.

School-wide Goal

Parents have access to log into ClassDojo, and to view the percentage of positive and negative points. The positive points are displayed in green, while the negative points are shown in red. You will be able to view, specifically, how many points were given or deducted and for what reason. Our school-wide goal is for each scholar to maintain a positive point percentage of 85%. Please refer to the rubric.

Excellent	95%-100%
Good	85%-94%
Mediocre	60%-84%
Needs Immediate Improvement	40%-59%
Serious Concern (Danger)	0%-39%

How Do Scholars Accumulate Negative Points:

- Failure to wear FULL school uniform (-1 point)
- Absences (unexcused absences result in a loss of 1 point per day)
- Failure to turn in all homework on time. (-1 point)
- Scholars failing to model our 6 habits of scholarship, integrity, respect, accountability, social

justice, perseverance, and collaboration risk losing points.

Administrative Actions for Office Referrals

Generally, the administrator will follow the continuum below. However, higher-level offenses will be dealt with greater measures of discipline.

- Meet with scholar to understand cause of behavior, discussion of future actions; possible family contact and/or probation (if severe).
- Parent(s)/guardian(s) contact to address behavior concern; detention or probation of detention; individual consequences specific to infraction: i.e. clean up, isolated lunch, additional work, apologies, restorative justice practices, etc.
- Parent(s)/guardian(s) conference; detention; suspension or pending suspension
- Suspension and parent/guardian conference; possible additional requirements to return to class; multiple days of suspension; parent/guardian conferences are required: scholar

may be referred for placement in an alternative school or recommended for expulsion.

Levels of Infractions

- **Level 1.** This is the lowest level. The teacher or staff member in charge addresses the behaviors. The behaviors are not referred to the office, unless they are excessive in terms of damage, loss, disruption or injury; whereupon they become level 2 events. Any level 1 behavior that shows a pattern of repetition, despite teacher intervention, will be referred to the office as a level 2.
- **Level 2.** Moderate behaviors cannot go unaddressed. These behaviors may be referred to the office for administrative action. The administrator will choose actions based on the facts generally following the continuum below. Repeated behaviors will result in increased penalties and may be handled as level 3 behaviors. Behaviors that are excessive in terms of damage, loss, disruption or injury transfer to level 3 events.
- **Level 3.** This category is considered serious offenses. It includes dangerous, defiant and highly disruptive behaviors. Lower level acts that continue regardless of the best efforts of all interventions may be handled at level 3. Repeated behaviors at level 3 may result in recommendation to an alternative program or expulsion.
- **Level 4.** Most serious offenses, which may result in contacting and actions by law enforcement, charges being filed and/or removal of the scholar from Milwaukee Environmental Sciences Academy, a MTEC Charter School. This category includes repeated fights or assaults, assault on a staff member, possession of deadly weapons, and possession, sale or transfer of drugs.

Behavioral Violation Codes

Typical Behaviors Associated With Infraction Level 1-3 Infractions

- Scholars show respect by refraining from throwing objects, teasing, name-calling or “just playing” in a physically aggressive manner.
- Scholars show respect by refraining from intimidating, threatening or using aggression.
- Scholars show respect by not using profanity or offensive gestures.
- Scholars walk in the building. They are not loud, disruptive or defiant in the cafeteria and throughout the entire building and on the grounds.
- Scholars refrain from the use of physical force (fighting).
- Scholars refrain from serious physical contact, specifically (but not limited to) punches, is strictly prohibited.
- Scholars refrain from engagement in harassment of any staff member or other scholars. This shall include, but not limited to: name calling, stories, jokes, pictures, or objects that are offensive to one’s gender or gender identity, race, color, national origin, religion, or

disability, unwanted touching, sexual comments, and spreading rumors.

- Acts of retaliation
- Sexual harassment will result in an office referral. Repeated offenses may result in action by law enforcement.
- Scholars will not be in possession of any tobacco products. Students will not use tobacco products in the building or on the grounds.
- Scholars will leave all electronic devices and other valuable property at home, including, but not limited to; iPods/MP3 players, radios, electronic games, telecommunication devices, and toys. Items will be confiscated and returned to parents only.
- Scholars will not falsify documents or signatures. Scholars will not act deceptively or dishonestly; including a scholar copying another scholar's work and using it as his/her own or allowing a scholar to copy his/her work.
- Scholars will not steal.
- Scholars will not engage in games of chance involving money.
- Scholars will not engage in the destruction or defacement of public or personal property.
- Restitution may be required.
- Victims of aggression are required to report concerns to teacher(s) or administrators.

May be recommended for expulsion (Level 4):

- Scholars will not possess, use, be under the influence of, sell, or transfer alcoholic beverages, narcotics, drugs, counterfeit controlled substances, look-alike drugs, or other intoxicating substances, nor possess, sell, or transfer drug paraphernalia on school property, en route to or from school, or at any location of school-sponsored activity.
- Scholars will not possess fireworks or dangerous instruments, which include any instrument, article or substance, readily capable of causing death or serious physical injury. Dangerous instruments shall include pocket knives and knives of all types. Students shall not be in possession of a look-alike weapon.
- Scholars will not possess any deadly weapon from which a projectile, readily capable of producing death or other serious physical injury, may be discharged i.e. gun, any knife; nightstick, or other club; artificial knuckles made from metal, plastic, or other similar hard material.
- Any egregious behaviors or offense deemed extremely inappropriate by the Principal

Notice of Suspension/ Expulsion

Notification of Suspension: Prior to any suspension, the scholar shall be advised of the

reason for the proposed suspension. A letter from the Principal or Dean of Students will be sent to the scholar's parent(s)/guardian(s), when the scholar is assigned in-school suspension, or out-of-school suspension, or is recommended for expulsion.

Notice of In-School Suspension: The suspension notice for in-school suspension shall include at least the following information:

- Reason(s) for the suspension and date(s) of suspension are to be clearly stated
- A parent/guardian is required to participate in a conference with the Principal or Dean of Students in order for the scholar to be readmitted to the regular classroom
- The scholar will not be allowed to participate in classroom and school activities during the suspension period; and appeal procedures shall be clearly stated in detail.

Notice of Out-of-School Suspension The suspension notice for out-of-school suspension (fewer than five days) shall include at least the following information:

- Reason(s) for the suspension and the date(s) of suspension are to be clearly stated
- A parent/guardian must come to school for a conference with the Principal or Dean of Students in order for the scholar to be readmitted to school
- The scholar will not be allowed to participate in classroom and school activities during the suspension period.
- The scholar is not to go on school property; appeal procedures shall be clearly stated.

For Expulsion, MESA will act in accordance with Milwaukee Public Schools' policies and procedures regarding the expulsion of scholars.

Scholars with Disabilities

Scholars with disabilities may receive disciplinary actions, in accordance with the state and federal law, for inappropriate behavior. School personnel may order a change in the placement of a scholar with a disability to an appropriate interim alternative educational setting, or suspend the scholar for not more than ten (10) days to the extent they could do so with a scholar without disabilities. (Note: A suspension for more than five (5) days for a scholar with a disability is available only if the Principal or his or her designee has recommended expulsion of the scholar to the Board.)

School personnel may order a change in placement to an appropriate interim alternative educational setting for the same amount of time that a non-disabled scholar would be subject to discipline, but for not more than forty-five (45) days if the scholar:

1. Carries a weapon to school or to a school sponsored function; or
2. Knowingly possesses or uses illegal drugs or sells or solicits the sale of a controlled substance at a school-sponsored function. In such case, the district must develop or revise the scholar's functional behavior assessment plan.

3. If the discipline for the special education scholar involves a change of placement for more than ten (10) days, e.g., an expulsion, then the school must hold an IEP meeting to determine whether the behavior was manifested of the scholar's disability.
4. If the behavior was not a manifestation of the scholar's disability, the scholar may be subject to the same disciplinary actions as a non-disabled scholar, except the school must continue to provide an appropriate education to the scholar.
5. If the behavior was related to the scholar's disability, the scholar may not be subject to disciplinary action for periods longer than ten (10) school days.

A scholar who is not yet determined eligible for special education and related services may assert any of these protections in response to disciplinary actions if the school system had "knowledge" that the scholar was a child with a disability before the behavior incident. The school system is deemed to have knowledge if:

1. The parent of the scholar has expressed concern in writing to school personnel that the scholar is in need of special education or related services;
2. Behavior or performance of the scholar demonstrates the need for such services;
3. The parent of the scholar has requested an evaluation of the child for purposes of determining if the scholar is in need of special education or related services; or
4. The teacher of the scholar, or other school personnel, expressed concern about the behavior or performance of the child to the director of special education or to other school personnel.

If a parent requests an evaluation of a regular education child who is suspended or expelled, the evaluation must be expedited. Pending the results of the evaluation, the child shall remain in the

education placement determined by school authorities.

Out-of-School Suspension

1. Should the parent disagree with a suspension of five (5) consecutive days or fewer, the parent may appeal the decision of the school as follows:
2. Appeal requests must be made in writing by the parent to the Principal. Such written request must be filed with the Principal within three school days of the notice of suspension, or the right to review and appeal is waived.
3. If the parent is dissatisfied with the Principal's decision, he or she may appeal the decision to the MTEC Executive Director or designee by filing a written request of appeal within five school days or the right to further appeal is waived.
4. In cases of immediate appeal, if the Principal determines that the student's presence at school does not create a continuing danger to persons or property or an ongoing threat of

disruption, the student may be allowed to continue in school on a regular basis until the appeal is considered. A favorable decision will allow the student to continue in school, whereas a decision supporting the Principal will require the student to serve the full days suspension beginning the next school day after receiving notice of the decision. In situations where the student is excluded during the appeal process and the appeal is ultimately favorable to the student, opportunity will be provided for the completion of make-up assignments.

MESA will act in accordance to Milwaukee Public Schools policies and procedures regarding the appeals process of scholars.

Interventions and Family Involvement Required

We promote a positive school culture and reward scholars for meeting our cultural expectations because it fosters a healthy school atmosphere and prepares them for college and career opportunities. We also rely on family support and involvement when school-wide interventions fail to result in positive behavioral outcomes for scholars. **Parents are required to get involved and attend mandatory meetings at the following points.**

1. If a scholar's weekly average points drop below the 59% range, "needs immediate improvement" for two consecutive weeks within the current trimester, a parent must meet with the Dean of Students, Dean of Family Engagement, scholar, and homeroom (HR) teacher.
2. If a scholar's daily points drop below 39%, three or more days within one school week, the parent must meet with the Dean of Students, Dean of Family Engagement, scholar, and HR teacher
3. If a scholar is absent 5 days from school (unexcused), parent/guardian must meet with the Dean of Students, Dean of Family Engagement, scholar, and HR teacher
4. If a scholar is absent 10 days from school (unexcused), parent must meet with the Dean of Students, Dean of Family Engagement, scholar, and HR teacher, Parent, and social worker. At this point a scholar may be retained. A referral to the district attorney may be made by the school.
5. If a scholar is absent 15 days from school (unexcused) parent must meet with the Dean of Students, Dean of Family Engagement, scholar, and HR teacher, Parent and, social worker, and Principal. A referral to the district attorney may be made. Scholar may be retained.
6. Three tardies (late arrival and early dismissals) count as 1 full absence.

Classdojo is designed to help keep parents/guardians updated on how their individual scholar is doing behaviorally. We believe that when there is strong communication

between the school and the families, scholars achieve at high levels! Please keep the lines of communication open; and we always welcome your feedback!

Notes

www.theenvironmentalschool.org