



**MILWAUKEE  
PUBLIC SCHOOLS**

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## **Family School Manual 2018-2019 School Year**

**La Escuela Fratney  
3255 N. Fratney Street  
Milwaukee, WI 53212  
(414) 267-1100**

**Ms. Jessica Quindel  
Principal**

This manual is periodically updated. You will find the most recent version on the  
La Escuela Fratney's website at

<http://www5.milwaukee.k12.wi.us/school/fratney/>

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## SECTION 1: INTRODUCTION

### From the Principal

Parents play an important role in the Fratney school community. This Family School Manual is a quick source of information for you to use throughout the school year. Please take a few minutes to look through the book and then keep it in a handy place for future reference.

Wednesdays are the day we send home important notes and newsletters with your child. Be sure to check your child's backpack so that you can stay informed about all of the events and special activities at La Escuela Fratney this year.

It is my responsibility to ensure your children get a quality education within a safe and respectful environment. The staff, students, and families share that same focus. Parents and guardians are children's first teachers. By working together as partners to ensure each child's success, we will continue to improve our school.

My door is always open and I welcome your input. Please feel free to make an appointment to discuss any questions, suggestions, concerns, or positive feedback about your family's experience at La Escuela Fratney.

Jessica Quindel

### School Mission, Vision and Goals

**Mission:** We welcome all students, preparing them for success in higher education, post-educational opportunities, work and citizenship.

**Vision:** Our diverse learners are peaceful truth-tellers and change-makers through culturally sustaining bilingual education.

The La Escuela Fratney goals for the 2018-19 school year are to improve student motivation, focus, and on-task behavior through providing professional learning and coaching to staff focused on the use of relationship-building strategies such as morning meeting and greeting students at the door. The academic goals are focused on learning tasks during small-group literacy instruction that include high-interest, culturally relevant texts at both the students' grade level and the students' reading level.

### Staff Roster and Contact Information, including MPS E-mail

Phone numbers begins with "26; for example, Luz Guerrero's phone number is 267-1190						
Last Name	First Name	Grade	Title	Room	Phone	Email
Adebita	Ola	1st	Teacher	130	71161	<a href="mailto:adetibot@milwaukee.k12.wi.us">adetibot@milwaukee.k12.wi.us</a>
Aldape	Araceli		Paraprofessional			<a href="mailto:aldapea1@milwaukee.k12.wi.us">aldapea1@milwaukee.k12.wi.us</a>
Alexopoulos	Bessie		ESL	28	1125	<a href="mailto:alexopb@milwaukee.k12.wi.us">alexopb@milwaukee.k12.wi.us</a>
Areizaga	Rebeca		Secretary	office	1110	<a href="mailto:areizar@milwaukee.k12.wi.us">areizar@milwaukee.k12.wi.us</a>
Arguello	Katie	4th	Teacher	39	1166	<a href="mailto:gaulinkj@milwaukee.k12.wi.us">gaulinkj@milwaukee.k12.wi.us</a>
Arroyo-Gomez	Virginia	K5	Teacher	15	1185	<a href="mailto:gomezav@milwaukee.k12.wi.us">gomezav@milwaukee.k12.wi.us</a>
Arteaga	Veronica	2nd	Teacher	23	1176	<a href="mailto:arteagv@milwaukee.k12.wi.us">arteagv@milwaukee.k12.wi.us</a>
Boyd	Renee		Bookkeeper	office H	71151	<a href="mailto:boydr@milwaukee.k12.wi.us">boydr@milwaukee.k12.wi.us</a>
Burgos	Rafael	1st	Teacher	128	71158	<a href="mailto:burgosr1@milwaukee.k12.wi.us">burgosr1@milwaukee.k12.wi.us</a>
Calderon	Meraliz	K4	Teacher	122	71152	<a href="mailto:calderm@milwaukee.k12.wi.us">calderm@milwaukee.k12.wi.us</a>
Camarero	Victor		Paraprofessional			<a href="mailto:camarevh@milwaukee.k12wi.us">camarevh@milwaukee.k12wi.us</a>
Cantoral	Laura		Paraprofessional			<a href="mailto:cantorll@milwaukee.k12.wi.us">cantorll@milwaukee.k12.wi.us</a>

Corrales	Laura	1st	Teacher	124	71184	
Cruz	Sara		School Support Teacher	33		<a href="mailto:schneisx@milwaukee.k12.wi.us">schneisx@milwaukee.k12.wi.us</a>
Delgado	Ivelisse	K4	Teacher	120		<a href="mailto:delgadi@milwaukee.k12.wi.us">delgadi@milwaukee.k12.wi.us</a>
Fernandez	Carmen		Paraprofessional			
Figueroa	Rafael	K4-5th	Gym Teacher	106	71189	<a href="mailto:figuerr1@milwaukee.k12.wi.us">figuerr1@milwaukee.k12.wi.us</a>
Freyre	Julie		Speech Teacher	18	71180	<a href="mailto:petrieja@milwaukee.k12.wi.us">petrieja@milwaukee.k12.wi.us</a>
Garcia	Tina	2nd	Teacher	22	71175	<a href="mailto:garciat@milwaukee.k12.wi.us">garciat@milwaukee.k12.wi.us</a>
Graves	Dayna		Paraprofessional			<a href="mailto:warddl@milwaukee.k12.wi.us">warddl@milwaukee.k12.wi.us</a>
Gray	Rickey		Engineer		71145	<a href="mailto:grayr@milwaukee.k12.wi.us">grayr@milwaukee.k12.wi.us</a>
Guerrero	Luz		Teacher	5	71190	<a href="mailto:guerrelm@milwaukee.k12.wi.us">guerrelm@milwaukee.k12.wi.us</a>
Hayes	Jeffery		Build Srv Helper			<a href="mailto:hayesjh@milwaukee.k12.wi.us">hayesjh@milwaukee.k12.wi.us</a>
Hernandez	Bobbie	K3	Teacher	2	71186	<a href="mailto:hernanb@milwaukee.k12.wi.us">hernanb@milwaukee.k12.wi.us</a>
Jones	Tanisha		Build Srv Helper			<a href="mailto:jones21@milwaukee.k12.wi.us">jones21@milwaukee.k12.wi.us</a>
Lara	Naomi		Sped Ed Teacher	21A	71128	<a href="mailto:laran@milwaukee.k12.wi.us">laran@milwaukee.k12.wi.us</a>
Lopez	Mariadelina		Social Worker	Office J	71121	<a href="mailto:lopezma@milwaukee.k12.wi.us">lopezma@milwaukee.k12.wi.us</a>
Mansfield	Anne		Sped Ed Teacher	20	71159	<a href="mailto:arnoldax@milwaukee.k12.wi.us">arnoldax@milwaukee.k12.wi.us</a>
Matzkanin	Keith		Special Ed Sup	Office J	71151	<a href="mailto:matzkaka@milwaukee.k12.wi.us">matzkaka@milwaukee.k12.wi.us</a>
Mejias	Marilynn	2nd	Teacher	25	71172	<a href="mailto:mejiasm@milwaukee.k12.wi.us">mejiasm@milwaukee.k12.wi.us</a>
Mercado	Elsi	3rd	Teacher	30A	71167	
Moos	Lisa		Counselor	Office J	71151	<a href="mailto:moosla@milwaukee.k12.wi.us">moosla@milwaukee.k12.wi.us</a>
Negron	Mayra		Librarian	Library	71135	<a href="mailto:negronms@milwaukee.k12.wi.us">negronms@milwaukee.k12.wi.us</a>
Nelson	Ann Marie	1st	Teacher	126	71157	<a href="mailto:nelsonam@milwaukee.k12.wi.us">nelsonam@milwaukee.k12.wi.us</a>
Oszuscik	Sarah	5th	Teacher	35	71169	<a href="mailto:glodossb@milwaukee.k12.wi.us">glodossb@milwaukee.k12.wi.us</a>
Penzanoski-Brown	Sue		Teacher	11	71181	<a href="mailto:pezanosm@milwaukee.k12.wi.us">pezanosm@milwaukee.k12.wi.us</a>
Pinto	Marilyn	3rd	Teacher	30	71153	<a href="mailto:pintomi@milwaukee.k12.wi.us">pintomi@milwaukee.k12.wi.us</a>
Quindel	Jessica		Principal	Office	71105	<a href="mailto:quindejz@milwaukee.k12.wi.us">quindejz@milwaukee.k12.wi.us</a>
Reyes	Carmen	K5	Teacher	14	71138	<a href="mailto:reyesca@milwaukee.k12.wi.us">reyesca@milwaukee.k12.wi.us</a>
Robinson	Rodney		Build Srv Helper			<a href="mailto:robinsrd@milwaukee.k12.wi.us">robinsrd@milwaukee.k12.wi.us</a>
Rodriguez	Sandy	K5	Teacher	12	71158	<a href="mailto:rodrigs@milwaukee.k12.wi.us">rodrigs@milwaukee.k12.wi.us</a>
Sanchez	Cindy		Secretary	Office	71111	<a href="mailto:sanchecc@milwaukee.k12.wi.us">sanchecc@milwaukee.k12.wi.us</a>
Santos-Amador	Miriam	5th	Teacher	27	71170	<a href="mailto:santosmj@milwaukee.k12.wi.us">santosmj@milwaukee.k12.wi.us</a>
Schopf	Cindy		Psychologist	Office L	71164	<a href="mailto:schopfcl@milwaukee.k12.wi.us">schopfcl@milwaukee.k12.wi.us</a>
Tarantino	Carol		Paraprofessional			<a href="mailto:tarantcx@milwaukee.k12.wi.us">tarantcx@milwaukee.k12.wi.us</a>
Torres-Ilk	Kristina		Sped Ed Teacher	21	71150	<a href="mailto:torreskm@milwaukee.k12.wi.us">torreskm@milwaukee.k12.wi.us</a>
Torres	Lisbel		Parent Coordinator	102	71139	<a href="mailto:torresl@milwaukee.k12.wi.us">torresl@milwaukee.k12.wi.us</a>
Tucker	Daniel		Technology	Office		<a href="mailto:tuckerdt@milwaukee.k12.wi.us">tuckerdt@milwaukee.k12.wi.us</a>
Vance	Lara	K5	Teacher	13	71179	<a href="mailto:strnadlk@milwaukee.k12.wi.us">strnadlk@milwaukee.k12.wi.us</a>
Vega	Sherleen		Paraprofessional			<a href="mailto:vegasm@milwaukee.k12.wi.us">vegasm@milwaukee.k12.wi.us</a>
Wade	Rita		Food Serv Mgr.	Kitchen	71119	<a href="mailto:wadery@milwaukee.k12.wi.us">wadery@milwaukee.k12.wi.us</a>

Lisbel Torres is our full-time Parent Coordinator. Her role is to support parents and families and connect them to resources inside and outside of the school. Ms. Lisbel can be contacted at 267-1139 or [torresl@milwaukee.k12.wi.us](mailto:torresl@milwaukee.k12.wi.us). The Parent Center is in Room 102 next to the main office.

### **School Calendars/Events**

Fratney follows the MPS District Calendar, which is also available at [http://mps.milwaukee.k12.wi.us/MPS-shared/Documents1/Calendar/MPS\\_Calendar\\_2018-19Traditional618.pdf](http://mps.milwaukee.k12.wi.us/MPS-shared/Documents1/Calendar/MPS_Calendar_2018-19Traditional618.pdf).

Please see our website for updated special events, fundraisers, and meetings. The PTA meets monthly after school. Monthly calendars and newsletters will be distributed via e-mail and on Wednesdays in the students' folders.

### **La Escuela Fratney Daily Schedule**

7:30-4:30	School Office Hours
7:00-8:35	Morning CLC available for students who are registered
8:30	Students may be dropped off on the playground/Supervision begins
8:35	Students are released from buses and go directly to class
8:35-8:45	Students may enter the building from the front door and go directly to class for breakfast
8:45	Instruction begins
9:00	Tardy bell rings and breakfast ends
10:30-11:15	K4 Recess and Lunch
10:45-11:30	K5 Recess and Lunch
11:05-11:55	1 <sup>st</sup> Grade Recess and Lunch
11:25-12:10	2 <sup>nd</sup> Grade Recess and Lunch
11:40-12:25	3 <sup>rd</sup> Grade Recess and Lunch
12:15-1:00	4 <sup>th</sup> & 5 <sup>th</sup> Grades Recess and Lunch
3:25	Students transition to bus communities, CLC, or the gym for pick up
3:30 to 3:45	Students get picked up in the gym
3:30 to 3:45	Buses Dismiss

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

### **Student Entry Procedures**

The safety of our students is very important to us. Supervision begins at 8:30 a.m. on the playground. **For their safety, NO student may enter school prior to 8:35 unless they are enrolled in CLC.** At 8:35, students may begin entering the building. Students being dropped off by their parents **MUST** enter using the main entrance. Only students arriving by bus are allowed to enter using the west (bus) door on Pierce Street.

If a family member is planning to visit the classroom, please stop at the entrance to sign in and get a visitor pass. Families are welcome to visit between 8:35 and 8:45. However, families will not be issued passes after 8:45 on a regular basis unless they are a volunteer or have pre-arranged the visit with the teacher. This ensures that teachers begin instruction on time without distraction.

### **Student Dismissal Procedures**

**The school day ends at 3:30.** Parents who have changes to their child's after school destination, MUST call the office to inform them of the change by 2:00 p.m. It is difficult to contact teachers during the busy dismissal time. If the office has not received a phone call prior to 2:00 p.m., your child will go to their typical dismissal destination.

If you plan to pick up your child on a daily basis or on an occasional basis, please be sure to arrive no later than 3:35. All supervision of students ends at 3:45 when staff leave. Our social worker and/or principal will contact parents arriving later than 3:45.

Arriving early to pick up your child "to beat the rush" disrupts the classroom environment and negatively impacts the learning in your child's classroom. If you are planning to pick up your child early for an appointment or emergency, please arrive no later than 3:00 p.m. to avoid confusion during dismissal and to ensure the safety of all children.

If you pick up your child at the end of the day, please report to the gym. In order to avoid disturbing instruction and to ensure safety, parents may not report to their child's classroom or request that they report to the office during the final minutes of the school day. Your child's teacher will drop them off inside the gym. Thank you for your cooperation.

### **Before and After School Program**

Boys and Girls Club CLC (Community Learning Center) runs daily from:

7:00 am to 8:35 am

3:30 pm to 6:00 pm

### **Boys and Girls Club/ Community Learning Center (CLC)**

The Boys and Girls Club of Greater America runs the before- and after- school programs. The program offers homework help, academic enrichment, one-on-one tutoring, arts and crafts, physical education activities, board games and a game room. We also offer special activities at no additional cost to families. The mission of the Boys and Girls Club of America: To inspire and empower all young people, especially those who need us most, to realize their full potential as productive, caring, responsible citizens. There is a fee for the morning program of \$20.00 per child per week. The after-school program has a fee of \$70.00 per child per week. Students must be registered by a parent/legal guardian in order to participate in our program. Spaces for CLC fill IMMEDIATELY during the Fratney Open House. Transportation is not provided. Fratney staff, parents of 3 or more children, and parents who are authorized for W-2 receive reduced rates. To become authorized for W-2, parents must go to their W-2 region offices. No child will be denied a space in CLC for financial reasons. Please contact our program leaders, Ms. Lisbel or Ms. Miriam at 267-1154 for more information.

### **Extended Learning Opportunities**

Milwaukee Public Schools offers a myriad of Extended Learning Opportunities that provide academic and other learning supports. These personalized learning opportunities are based on student interest and need, are planned in advance and include rigorous content. The ELO program offers authentic opportunities for students to collaborate with a highly qualified teacher and/or a community partner to demonstrate competencies outside of a traditional classroom. The programs focus on global and community partnerships, social responsibility, creative problem solving, critical thinking, self-direction, collaboration and technological proficiency. The ELO programs include but are not limited to: Summer

Academy, T4U Tutoring, credit attainment, credit recovery, community service, service learning, enrichment programs, STEM camps, apprenticeships, internships, volunteering, summer freshman bridge, Gifted and Talented programs, community partnership programs and the Summer Adventures program.

**Parking**

- To ensure the safety of all students, please avoid double-parking, which causes heavy traffic congestion. It is unsafe for children to run between vehicles.
- Please do not stop in the middle of the street to drop off your child. Doing so creates a safety hazard for the children and presents traffic problems. Violators may be ticketed and/or towed at owner’s expense according to the posted City of Milwaukee signs.
- The school is not responsible if a parking ticket is issued to a parent. If you are parking and plan to enter the school with your child in the morning between 8:35 and 8:45, you must obey the parking signs posted.
- Street parking on Fratney Street is very limited. You may not PARK directly in front of the school. **Therefore, we strongly suggest that you drop off your child between 8:35 and 8:45 at the end of the sidewalk with our school safety officer or education assistant.** This way you don’t need to park and you won’t get a ticket! School staff will ensure that the students get to their classrooms safely and on time.
- We need to respect the rights of neighbors and not park in front of their driveways.
- **The school parking lot is restricted for staff only and is not open to the public.**
- Our school buses line up on the west side of our building on Pierce Street. **Parking is NOT allowed near the Pierce Street entrance between 3:00 and 4:00 p.m.** You must park on the Fratney Street side of the school and enter in the main entrance to pick up your child.

**Student Attendance/Tardiness**

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

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

When a student is absent, parents must call the school attendance line at (414) 267-1100 (press 2) and send a written excuse within two days of the absence. Excessive absences and tardiness will result in an immediate referral to the school social worker and eventually a referral to the District Attorney, which could result in a court hearing and fines.

**SECTION 2: FAMILY ENGAGEMENT**

**MPS Family–School Partnership Pledge**

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

The district will...	MPS families will...
<ul style="list-style-type: none"> <li>• Provide a safe environment that supports learning.</li> </ul>	<ul style="list-style-type: none"> <li>• Provide adequate space daily for learning.</li> <li>• Encourage their child to cooperate with the learning community.</li> </ul>
<ul style="list-style-type: none"> <li>• Provide high-quality learning experiences.</li> </ul>	<ul style="list-style-type: none"> <li>• Encourage their child to do their best.</li> <li>• Engage their child in learning opportunities daily.</li> </ul>
<ul style="list-style-type: none"> <li>• Provide student progress updates.</li> </ul>	<ul style="list-style-type: none"> <li>• Attend conferences as often as possible, at least once a year.</li> <li>• Communicate with school as needed, regarding student progress.</li> </ul>
<ul style="list-style-type: none"> <li>• Provide resources and information.</li> </ul>	<ul style="list-style-type: none"> <li>• Engage district in understanding the needs of families.</li> </ul>
<ul style="list-style-type: none"> <li>• Provide information to families as frequently as possible and in ways that are accessible and understandable.</li> </ul>	<ul style="list-style-type: none"> <li>• Provide current contact information and alternate ways to notify families.</li> <li>• Communicate their ideas to MPS.</li> </ul>



## **The School–Family Compact**

### **Student Agreement**

It is important that I work to the best of my ability. Therefore, I am responsible for the following:

- Respecting myself and cooperating with all students and adults.
- Accepting responsibility by listening and putting forth my best effort.
- Asking questions when I do not understand.
- Limiting my TV watching, computer and video game playing to make time for reading.
- Discussing with my family what I am learning in school.
- Reading silently and/or reading aloud to someone at home every day.
- Completing homework and returning it on time.
- Resolving problems peacefully and being mindful of my attitude towards others.
- Taking responsibility for my behavior at all times.
- Showing motivation and pride towards learning in both English and Spanish.

### **Parent/Caregiver Agreement**

I want my child to achieve. Therefore, I am responsible for doing the following:

- Reading with my child regularly at home and letting him/her see me read.
- Limiting my child's TV watching, computer and video game playing to make time for reading.
- Supporting the school in its effort to maintain proper discipline by checking in with him or her and keeping up with notes and/or phone calls from the school.
- Praising and encouraging my child for his or her effort.
- Helping my child prepare for a successful school day by providing proper nutrition, hygiene, nurturing and adequate rest.
- Checking my child's backpack every day about his/her school activities.
- Being involved in school activities and volunteering whenever possible.
- Ensuring that my child attends school on time daily except when ill.
- Attending both parent teacher conferences and communicating with my child's teacher.
- Ensuring that my child is dressed according to the dress code and the weather.

### **Fratney Staff Agreement**

It is important that students achieve. Therefore, I am responsible for doing the following:

- Providing a positive learning environment with high expectations that builds academic knowledge and self-esteem within each student.
- Providing parents with a regular newsletter or communication so that they know what their child is learning in school.
- Providing parents with the classroom homework policy and appropriate homework.
- Keeping communication open between home and school all year by using notes, phone calls or emails to communicate positive feedback about your child's progress.
- Providing all materials that go home in both Spanish and English.
- Communicating students' progress through report cards and interim reports.
- Being involved in school activities and committees whenever possible.
- Encouraging students to read and support the parents in limiting their TV watching, computer and video game playing to make time for reading.

## **Open House**

Open House is held twice a year. The fall Open House is the Thursday prior to school starting. The Spring Open House is in May and is our Art Gallery Night.

## **Parent–Teacher Conferences**

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

## **Rights of Non-Custodial Parents**

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

## **Rights of Foster Parents**

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

## **Family Volunteers**

Our school encourages families interested in doing volunteer work to apply. Volunteers are defined as persons who provide services on a regular and ongoing basis or more than five hours a week. It does not apply to those families and/or other adults who are one-time volunteers for field trips or other one-time-only activities in schools and/or departments. All volunteer applicants must complete an application (Volgistics), pass a criminal background check (for those 18 years of age or older) and interview with the school administrator or Parent Coordinator. Volunteer applications are to be completed online and can be found on the district website under the *Community* tab.

## **School Engagement Council**

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

The 2018-19 School Engagement Council members are: Jessica Quindel (Principal), Lisbel Torres (Parent Coordinator), Mariadelina Lopez (School Social Worker), Miriam Amador Santos (Teacher), Jabril Faraj (Parent), George Wortz (Parent), Erin Arevik (Parent), and Tamar Peltz (Parent).

*We are still in need of at least one more parent to participate on the School Engagement Council. Please contact Ms. Lisbel if you are interested as soon as possible.*

## **Title I: District Advisory Council**

In accordance with the Elementary and Secondary Education Act (Section 1118) and the *Wisconsin Department of Public Instruction Title I Parental Involvement Guidelines*, Milwaukee Public Schools established the District Advisory Council (DAC) as a means to ensure the opportunity for parents of all students to share their ideas on the needs of children, assist in the planning and operation of Title I programs for children, and participate in evaluating the success of Title I efforts.

Our school is required to have two parent delegates. If you are interested in representing our school in this area please contact the school administrator or visit the Parent link on the MPS home page for more information. The Department of Strategic Partnerships & Customer Service (formerly Business, Community & Family Partnerships) is responsible for the oversight of all DAC functions. The SPC department is in Room 131 of the Central Services Building.

**La Escuela Fratney Family Space**

Lisbel Torres is our full-time Parent Coordinator. Her role is to support parents and families and connect them to resources inside and outside of the school. Ms. Lisbel can be contacted at 267-1139 or [torresl@milwaukee.k12.wi.us](mailto:torresl@milwaukee.k12.wi.us). The Parent Center in Room 102 next to the main office. It is open daily and parents are welcome to stop by, volunteer, ask questions, or just connect with other parents.

**Department of Student Services**

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

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

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

**Tips for Parents**

- Make sure that your child is in school every day and on time; school starts at 8:45 a.m.
- Call the school when your child is absent at (414) 267-1100 (press 2).
- **Make sure that your child gets the proper amount of sleep every night.**
- If your child brings a cold lunch, make sure that it is nutritional.
- Check your child’s book bag every day.
- **Read with or have your child read every day.**
- Assist your child with homework/practice.
- Encourage your child to keep a writing journal.
- Attend fall and spring Parent–Teacher Conferences.
- Contact the teacher with academic concerns or recognized growth you see.
- Provide your child with comments of encouragement regularly.
- Ensure your child is dressed appropriately.
- Help in your child’s classroom when you are able.
- Attend field trips when your schedule allows it.
- Be a part of the School Engagement Council and/or parent organization.

**Complaints/Disagreements with Schools**

**How to Resolve Regular Education Complaints/Disagreements with Schools:** MPS wants to help parents and families find solutions when there is a problem or disagreement about their child’s education. The process is called “dispute resolution.” By working in partnership with your child’s school, parents and school staff can quickly find solutions. All MPS staff members working on complaints are required to keep information confidential.

**STEP 1**

*Where should I start my complaint?*

Contact the school principal or leader. You may make a verbal or written complaint. An attempt will be made to address the complaint within five business days. If the school leader cannot address the complaint within five days, he or she should inform the parent and resolve the issue expeditiously.

**STEP 2**

<p><i>What if I am not satisfied with the school-based resolution?</i></p>	<p>You can file a complaint online at <b><a href="http://mpsmke.com/parentconcerns">mpsmke.com/parentconcerns</a></b> Once filed, the complaint will be directed to a designated MPS employee who will investigate and follow up with the problem.</p>
<p><b>STEP 3</b></p>	
<p><i>What if I am not satisfied with the resolution of my complaint by the school or other personnel?</i></p>	<p>You can contact the Office of Board Governance with a written complaint at <a href="mailto:governance@milwaukee.k12.wi.us">governance@milwaukee.k12.wi.us</a> or at (414) 475-8284.</p>

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

**SECTION 3: CURRICULUM AND INSTRUCTION**

**Wisconsin Department of Public Instruction (DPI) Report Card for the School**

The most recent State Report Card for Fratney is from the 2016-17 school year and is available online at <https://apps2.dpi.wi.gov/reportcards/home>. The State Report Card for the 2017-18 school year is expected to be available this fall.

**School Improvement Plan (SIP)**

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

**Standards-Based Report Cards/Progress Reports**

To ensure that parents/guardians are kept informed of their children’s progress in school, Elementary and K8 parents at La Escuela Fratney will receive three standards-based report cards and three interim progress reports. Students do not receive a letter grade for each subject, but will be provided with marks that indicate levels of proficiency. Traditional middle and high school report cards will be distributed to parents/guardians at the snapshot date and end of each semester , based on each school’s course schedule.

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

The Standards-Based Report Card:

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

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

**School Homework Policy**

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

Parents should provide a shared reading time at home where there is at least 20 minutes of reading every night. For the youngest children, this might take the form of a “bedtime story” where an adult reads to the child. In addition, kindergarten children should be encouraged to tell the story on their own, to “read” the pictures and describe them in their

own language. For students reading on their own, another method is for parents, an adult, or an older sibling to read for 20 minutes and then have the child read for 20 minutes. Children in the upper grades also benefit from being read to, perhaps a chapter from a children's novel each night. Our librarian or your child's classroom teacher can make suggestions as to good books you can share with your child. It is essential for students to read in both English and Spanish.

### **Textbooks/Instructional Materials and Equipment**

All students will be provided with the necessary textbooks/instructional materials by the school. Textbooks/instructional materials must be returned undamaged at the end of the school year or at the time of withdrawal.

### **Library Books**

Students in grades 1-5 check out books during their class's designated library time and are expected to return their books the following week. Please encourage your child to keep their library book in a safe space and return them on time. Students are charged fines for the cost of the book for any lost library book in addition to not being able to check out another book. Parents who visit the school on a regular basis can check out books for their families from the library in English and/or Spanish.

## **La Escuela Fratney's Dual Language Immersion Bilingual Program**

The Dual Language Program at La Escuela Fratney is an educational approach to promote biliteracy for native English speakers and native Spanish speakers. The goal is to prepare students for the future with abilities to listen, speak, read, and write both English and Spanish, as well as develop an appreciation for different cultures. The Dual Language Program provides children with the opportunity to learn two languages, while maintaining high academic standards.

Research shows that students who participate in well-implemented dual language programs perform at or above-grade level on district and state tests, as well as achieve advanced levels of proficiency in two languages (Collier & Thomas, 1997). In addition, graduates from these programs have a head start on language requirements for college and have enhanced employment opportunities.

**Once enrolled at La Escuela Fratney, students are expected to participate in the program for the duration of their elementary education.** Students from families of native English speakers will be given the opportunity to enroll at the kindergarten or first grade level only, unless transferring from another school district's bilingual or Spanish immersion program. Students will be interacting with each other academically and socially to develop proficiency in both languages. Certified bilingual classroom teachers deliver instruction in Spanish and English.

La Escuela Fratney has a 90/10 model. Beginning in K4, students will receive 90% of their instruction in Spanish and 10% of their instruction in English. The percentage of instruction in Spanish will gradually decrease while the percentage of instruction in English will increase throughout the grade levels. In 4<sup>th</sup> and 5<sup>th</sup> grades, 50% of the students' instructional time is in Spanish and 50% in English. All students will receive the majority of initial literacy in Spanish. This 90/10 model allows for all students to build a solid foundation in Spanish and English in order to promote bilingualism. Instructional time in either language is content based. When a concept is taught in one language, the exact same lesson is not then taught in the other. Key vocabulary terms and concepts will be bridged into the other language after a unit is over, but it will not be simply retaught and/or translated in the same way it was first presented.

### **Dual Language Schools in Milwaukee Public Schools**

There are many different bilingual schools in MPS. However, La Escuela Fratney is one of only two Dual Language Schools in MPS. Research has found that all students in dual language programs, regardless of their pattern of language dominance, do as well as or better than students in monolingual English programs on standardized tests administered in English (Freeman, Freeman and Mercuri 2005, xiv).

### **Commitment in the Dual Language Program: *Dual-language is non-negotiable***

The dual-language is systematic in nature. The effects of education are cumulative and the full benefits are only evident over the long term of this enriched education experience. (Cloud, Genesee & Hamayan, p. 14). Due to this fact and to

ensure achievement and success, it is necessary for families to commit to the program for six years (kindergarten through fifth grade). Active parent support is extremely important to the long-term success of the dual language program at La Escuela Fratney.

The subjects and languages used at La Escuela Fratney align to the MPS Department of Curriculum and Instruction Bilingual Multicultural Education department’s guidelines as much as possible. Please see the chart below for details.

Grade level	Spanish	Total minutes	Bridge	English	Total minutes
K4 90/10	Language Arts (SLA) integrated with Science/Social Studies (120 minutes) Math (45-60 minutes) Learning Through Play (45 minutes)	205-215 minutes	K-2 (the Bridge occurs at the end of every unit) <b>Spanish to English:</b> <ul style="list-style-type: none"> <li>• Language Arts</li> <li>• Science</li> <li>• Social Studies</li> <li>• Math</li> </ul>	English Language Development (ELD) through the Extension of: SLA, Math, Science, Soc. St.	30 min.
K5 90/10	Language Arts (SLA) (120 minutes) Math (60 minutes) Science/Social Studies BUF (30 minutes)	210 min.		English Language Development (ELD) & Language Arts (ELA) through the Extension of: SLA, Math, Science, Soc. St.	30 min.
1 <sup>st</sup> 80/20	Language Arts (SLA) (100 minutes) Math (60 minutes) Science/Social Studies BUF (30 minutes)	190 min.		English Language Development (ELD) & Language Arts (ELA) through the Extension of: SLA, Math, Science, Soc. St.	50 min.
2 <sup>nd</sup> 70/30	Language Arts (SLA) (80 minutes) Math (60 minutes) Science/Social Studies BUF (30 minutes)	170 min.		English Language Development (ELD) & Language Arts (ELA) through the Extension of: SLA, Math, Science, Soc. St.	70 min.
3 <sup>rd</sup> 60/40	BUF: Language Arts (SLA) integrated with Science (90 minutes) Math (60 minutes)  Extension of: Social Studies & ELA	150 min.	<u>The Bridge occurs at the end of every unit</u> <b>Spanish to English:</b> Language Arts, Math, Science <b>English to Spanish:</b> Language Arts and Social Studies	English Language Development (ELD) Language Arts (ELA) Social Studies  Extension of: SLA, Science & Math	90 min.
4 <sup>th</sup> 50/50	BUF: Language Arts (SLA) integrated with Science (70 minutes) Math (60 minutes)  Extension of: Social Studies & ELA	130 min.		English Language Development (ELD) Language Arts (ELA) Social Studies  Extension of: SLA, Science & Math	125 min.
5 <sup>th</sup> 50/50	BUF: Language Arts (SLA) integrated with Science (70 minutes) Math (60 minutes)  Extension of: Social Studies & ELA	130 min.		English Language Development (ELD) Language Arts (ELA) Social Studies  Extension of: Science, SLA & Math	125 min.

Please see the Fratney website for more information about our bilingual program and curriculum.

### La Escuela Fratney Holiday Policy

Holidays at Fratney: Educate, then celebrate.

At Fratney, we have developed a holiday policy that we feel is respectful to all of our families. In many schools, seasons and holidays define and drive the curriculum of the program. Fratney's program discourages the overuse of holiday curriculum. Instead, we believe that holiday activities can be used toward developing a multicultural and antiracist perspective. In our curriculum, we include authentic and sensitive experiences that reflect our students and the broader community.

We are NOT advocating eliminating holidays, or depriving students of the opportunities to celebrate. Rather it is our intention to think about the many questions that holidays and celebrations pose, and rethink "traditional" holidays by looking through a multicultural lens. The holiday is integrated into the regular curriculum. Learning is connected to our community and includes developmentally appropriate activities.

Many holidays have religious origins and aspects. Information shared is to be accurate and sensitive. We recommend that a person knowledgeable about the holiday be asked to inform or share information with staff and students. It is important that the information shared is correct, that it dispels stereotypes and generalizations.

In our school community, there may be families who do not celebrate holidays. It is important that we know who they are and respect their perspective and/or restrictions. As needed, we will work with families to make plans for meeting children's needs and to ensure that they are not "left out."

We do celebrate with our school. We celebrate learning through the year, at Theme Celebrations/Presentations, Writing Celebrations, Celebremos el español and more. You are always welcome to join us.

**We believe that the primary emphasis with holidays should be to "educate" rather than "celebrate". We are proud to be bilingual, multicultural learners!**

#### **Assessment**

The MPS Balanced Assessment System includes national, state, district, school-, and classroom-based assessments that provide data educators use to make decisions about student learning in an effort to improve achievement. The MPS Balanced Assessment System comprises three major components: summative assessment, benchmark assessment, and formative assessment.

#### **SECTION 4: MAINTAINING A SAFE SCHOOL ENVIRONMENT**

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

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

#### **School Discipline Rules/Positive Behavior Intervention and Support (PBIS)**

All students have the right to feel safe and the obligation to respect each other and all adults in and outside the school building. All students are expected to be at their best behavior in order to create a safe learning environment conducive to learning. At La Escuela Fratney we stress the positive, have high expectations and collectively share the responsibility for all students. Our rules serve as a guide as we work to promote mutual respect and self-discipline.

As we know, schools are successful when they help children grow academically, socially, and emotionally. For this to happen, it is essential that we have a safe environment that is supportive and conducive to growth. By setting forth clear social and behavior expectations and directly teaching students about those expectations, it is our goal to create this atmosphere for learning. We will continue to use *Positive Behavior Interventions and Supports* (PBIS) this year.

PBIS consists of 4 components:

- A matrix of behavioral expectations
- A daily morning meeting in every classroom

- Cool Tools – lesson plans used to teach students the behavioral expectations
- Fratney Flames – an acknowledgement/reinforcement system

Using PBIS, the entire school will focus our three FRATNEY SCHOOL RULES:

- Be Respectful – We respect ourselves and others. We solve conflicts peacefully. We respect school and personal property.
- Be Responsible – We know our job is to learn. We take care of our health.
- Be Safe – We need a safe place. We follow the expectations in all areas of our building.

Your child will be learning about this system during the first few weeks of school. You will also receive additional information about PBIS as the school year progresses.

### **Consequences**

While the focus of PBIS is to build in positive interventions, there will be times when consequences will need to be used for those who do not follow the school rules. We understand that children will make mistakes and we view misbehavior as an opportunity to re-practice and re-learn appropriate behavior. A possible series of consequences could be:

1. Verbal warning
2. A 5 minute break in the classroom’s “peace corner”
3. Loss of privilege logical to the behavior
4. A break in a buddy classroom for 10 to 15 minutes
5. Letter or phone call home
6. Incident Referral- A teacher might write out a formal disciplinary form for follow-up disciplinary action with the principal or a teacher in charge. Incident referrals are used for serious actions such as fighting, racial/derogatory comments, and chronic classroom disruptions. Fratney follows the MPS Code of Conduct and levels of consequences outlined in the MPS Parent/Student Handbook on Rights, Responsibilities and Discipline available online at <http://mpsmke.com/rights>. Hard copies are also available in the main office.

### **Lunch Behavior Expectations**

Fratney has a “quiet voices” lunch policy, which allows the children to talk quietly during their lunch period.

1. The student’s first and main task is to eat his or her lunch.
2. Be quiet immediately when lunchroom supervisors signal for quiet.
3. Students may converse quietly with students seated next to or directly across from them.
4. Students are expected to use good table manners.
5. Keep the table and floor clean—pick up after yourself.
6. Food is to be eaten, not played with or thrown in the lunchroom.
7. Trading food or giving away food is not allowed.
8. Mixing of school hot lunch and food brought from home is not allowed. **\*Please send a full and nutritious lunch for your student if they have cold lunch. If a child comes to school with small or inappropriate item for lunch, such as a bag of chips, the snack will be confiscated and the student will be asked to eat a school hot lunch.**
9. Lunchroom food should stay inside of the lunchroom.



Milk and water are available for all students. While hot lunch is free for all, students choosing to just take milk will be charged 35 cents. Juice boxes for cold lunch are allowed; soda is never allowed at lunchtime. Please contact your child's teacher if you have specific concerns about your child's diet.

### **Playground Behavior Expectations and Procedures**

**All** students go outdoors for recess on a daily basis. **Recess is held indoors only if it is raining, if the temperature with wind chill is below 10 degrees, or if the weather is otherwise unsafe for the children to be outdoors. Children are not allowed to stay inside during outdoor recess without a written doctor's excuse, as there is no designated supervision.**

Students are expected to:

1. Wear appropriate clothing for the weather.
2. Line up quietly and quickly upon the signal.
3. Take turns, include others and share equipment.
4. Use appropriate language.
5. Use equipment appropriately.
7. Stay in your designated area.
8. If you are talking, you are walking.

### **SECTION 5: EXPECTATIONS**

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

#### **Student Dress Code**

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

Student attire should not distract from the learning environment. Therefore, the following dress code has been established:

- No t-shirts with derogatory or suggestive language.
- Pants and shorts should fit properly, not sagging or revealing. Stomach, back and bottoms should be covered.
- No hats, sweat bands, hoods or sunglasses are allowed inside of the building.
- Shoes should fit properly and be appropriate for playing outside and for walking on our tile floors. Shoes with wheels are not allowed. Shoes with lights are distracting and students are strongly discouraged from wearing them to school. Flip flops and/or shoes with heels are unsafe to wear to school.

Fridays are School Spirit Days. All staff and students are encouraged to wear their Fratney shirts on Fridays if they would like.

Students have the freedom to wear any clothing or accessories that are part of their religious or personal beliefs.

#### **School Uniform Policy**

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

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

The uniform colors for La Escuela Fratney are red polo shirts and khaki pants, skirts, or dresses. Fridays are Spirit Days and students and staff are encouraged to wear their Fratney t-shirts. The La Escuela Fratney community will be voting on the uniform policy during the year to ensure we are consistent. Uniforms are not a requirement for coming to school.

### **Inappropriate Personal Property**

Possession of personal property prohibited by school rules and otherwise disruptive to the teaching and learning of others such as food, beverages, laser pointers, electronic and communication devices, all toys, games, cards, large amounts of money, expensive jewelry and jackets should not be brought to school. The school is not responsible for any lost or stolen items. No toys or games from home should be brought from home unless specifically requested from the classroom teachers. Toys or games brought to school will be confiscated until a parent can retrieve them.

### **Equipment from Home**

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

### **Cell Phones/Communication Devices**

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

If devices are activated, used or displayed in violation of this policy, they will be confiscated. If a student activates uses or displays a communication device to endanger the physical safety or mental well being of others, the student will be recommended for expulsion. This includes capturing, distributing, displaying, sharing and posting inappropriate images that disrupt the learning environment.

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

### **Telephone Calls for Students**

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

### **School Communication with Families/Family Newsletter**

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

When parents/guardians wish to contact their child's teacher, please call the main office at (414) 267-1100 to leave a voice message. The teacher will return the call.

### **Parent/Guardian Concerns and Visiting Your Child's Classroom**

Visitors are welcome in in all MPS schools. *Because the safety of all children is important to us, MPS requires that all visitors:*

- Use the designated main entrance.
- Report to the office/security desk.
- Show some form of identification.
- Sign in on the MPS Visitor Record.
- Wear/display the MPS Visitor Pass while in the school at all times.
- Be escorted to the requested location.
- Return the Visitor Pass to the office/security desk and sign out.

Lack of cooperation may constitute trespassing.

Our school believes in assisting parents/guardians in resolving any concern they may have. A parent may come to the

school office to express either verbal or written concerns. Parents are welcome to visit their child's classroom. However, it is essential to sign in at the front office. If you would like or need to meet with the classroom teacher, please schedule a time in advance.

## **SECTION 6: SCHOOL POLICIES AND PROCEDURES**

### **Census Verification Report**

The Census Verification report will replace the Emergency Contact card. The Census Verification report is used to verify that the current guardian, household and non-household contact information is correct. It is also used to identify any person listed in the household or non-household that should not be able to pick up a student. The Census Verification report also lists current Health Conditions that have been entered into the student record. The parent/guardian either verifies that the household, demographic and health information is accurate or makes the appropriate changes and returns the Census Verification to the school.

### **Breakfast Procedures**

All students are eligible to receive a breakfast at no charge.

We serve free breakfast in the classroom to all students who would like to participate. If you already serve breakfast to your child at home and want to avoid your child eating twice, please inform your child's teacher. Breakfast begins at 8:35 and ends promptly at 9:00. Even if your child is not eating breakfast in school, s/he is expected to be at school prior to 8:45 to participate in learning.

### **Lunch Procedures**

All students are eligible to receive a lunch at no charge.

Parents/guardians who want their student to be able to purchase a second meal, additional menu items and/or milk ala carte may choose to set up an account at [www.MyPaymentsPlus.com](http://www.MyPaymentsPlus.com).

The student may also send money in an envelope or bag to give to the classroom teacher or the Kitchen Manager.

Students may bring a cold lunch. If they choose not to participate in the lunch provided by the school, we encourage students to bring a nutritious (fruits, vegetables, whole grains) bag lunch. Students are not allowed to leave the building during their lunch hour. Students are not allowed to heat up food that they bring from home.

### **Field Trips**

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

Our school encourages all students to participate. Parents/guardians must sign a permission form for each field trip and return it to the classroom teacher. The signed forms are filed at the school. If there is a cost associated with a field trip and your family cannot pay, financial assistance is available. No child will be excluded from field trips for financial reasons.

### **Fundraisers**

Fundraisers are conducted by our school and parent organization to raise money for the benefit of our students and school. Student participation is voluntary with parental permission. Students participating in sponsored fundraising activities are not allowed to be involved in door-to-door sales. Fundraising activities will not impose on instructional time during the regular school day. Fratney holds 2-3 fundraisers per school year in partnership with the PTA.

### **School Supplies**

All children need to be prepared with their school supplies on the first day of school. Each grade level has a special supplies list. Our school will distribute the school supplies list at the start of the school year. The list is also posted on the MPS website under the **families** tab. Please do NOT put your child's name on his/her supplies as most classrooms in Fratney use community supplies. If a family does not have the financial resources to purchase supplies, please contact our School Social Worker and she can assist.

### **Emergency Drills**

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

#### **SECTION 7: EXTRA-CURRICULAR ACTIVITIES**

La Escuela Fratney hosts a Boys and Girls Club Community Learning Center (CLC) with a variety of extra-curricular activities such as rock climbing, hiking, canoeing, dance, martial arts, chess, wrestling, and basketball. Some sports are open to all students at Fratney and will be publicized in regular communications. We are always looking for coaches, volunteers, and partners to bring diverse experiences to our students. Please contact the principal or CLC Site Coordinator if you know of other opportunities.

#### **SECTION 8: NONDISCRIMINATION POLICY**

It is the policy of Milwaukee Public Schools that, as required by Wisconsin Statutes §118.13 and PI 9, no person will be denied admission to any school in the district; excluded from the benefits of pupil services; not allowed to participate curricular, extra-curricular, recreation, or other activities; or in any other way discriminated against because of the person's ancestry, color, creed, gender, national origin, race, religion, sex, sexual orientation, marital, pregnancy, or parental status, physical, mental, emotional or learning disability.

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

The following individuals have been designated to handle inquiries regarding the non-discrimination policies:

For §118.13, Wisconsin Statutes, federal Title IX: Matthew Boswell, Senior Director, Department of Student Services, Room 133, Milwaukee Public Schools, 5225 W. Vliet St., P.O. Box 2181, Milwaukee, Wisconsin, 53201-2181 (414) 475-8027

For Section 504 of the Rehabilitation Act of 1973 (Section 504), federal Title II: 504/ADA Coordinator for Students, MPS Department of Specialized Services, 5225 W. Vliet St., P.O. Box 2181, Milwaukee, Wisconsin, 53201-2181. (414) 438-3677 TTD: (888) 692-1408

**SECTION 9: ATTACHMENT/ACKNOWLEDGEMENT FORM**

**The School–Family Compact**

In the school compact, families and school staff agree how to work together. Every Title I school must develop a School–Family Compact, according to the No Child Left Behind Act (Section 1118). The purpose of this agreement is to help parents and teachers come to a consensus on the responsibilities that impact student achievement. The underlying assumption is that a student’s academic success will improve when the home and school work together.

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

**Dual Language Program Expectations**

\*I understand that, initially, the majority of instruction will take place in Spanish, with opportunities to bridge learning in English. As students advance in grades, subjects will be taught more equally in Spanish and English.

\*I understand that my child will be receiving and completing school work in both languages and they may need additional support in their second language.

\*I understand that learning a second language is a gradual process. I understand that learning another language has cross-cultural goals as well as linguistic and academic goals.

\*I understand that it is not unusual for children to experience some fatigue, tears and/or frustration during the first months of participation in a Dual Language program. Knowing this, I commit to being patient and supportive of my child during this transition time.

\*I understand my child will be exposed to a lot of English in the world around him/her and the motivation and pride towards speaking Spanish should be encouraged whenever possible and that parent participation and support is key to my child’s success in this program.

**Family School Manual**

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



We have reviewed and discussed the School–Family Compact and Dual Language Program expectations with our child(ren). We have reviewed and discussed the Family School Manual and agree to follow all rules and expectations set by the school.

Parent Signature \_\_\_\_\_ Date \_\_\_\_\_

Student Name \_\_\_\_\_ Room # \_\_\_\_\_ Student Signature \_\_\_\_\_ Date \_\_\_\_\_

Student Name \_\_\_\_\_ Room # \_\_\_\_\_ Student Signature \_\_\_\_\_ Date \_\_\_\_\_

Student Name \_\_\_\_\_ Room # \_\_\_\_\_ Student Signature \_\_\_\_\_ Date \_\_\_\_\_

**\*\*PLEASE READ AND REVIEW DOCUMENTS. SIGN AND RETURN TO FRATNEY SCHOOL OFFICE DURING THE FIRST WEEK OF SCHOOL**