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Elementary School Handbook



Foreword

Communication between the parent and the school is essential if we are to fulfill our mutual responsibilities to the child. This booklet will provide parents with important information about Madison's elementary schools. Parents and teachers working together on a common basis of understanding will make each child's school life more profitable and enjoyable.

We hope that this booklet will not be the only communication between the parent and the school. Parents are encouraged to visit the school and their children's teachers. The better we know one another the better we will be able to serve one another.

ROBERT D. GILBERTS, *Superintendent*

August, 1963
Madison, Wisconsin



So much to learn

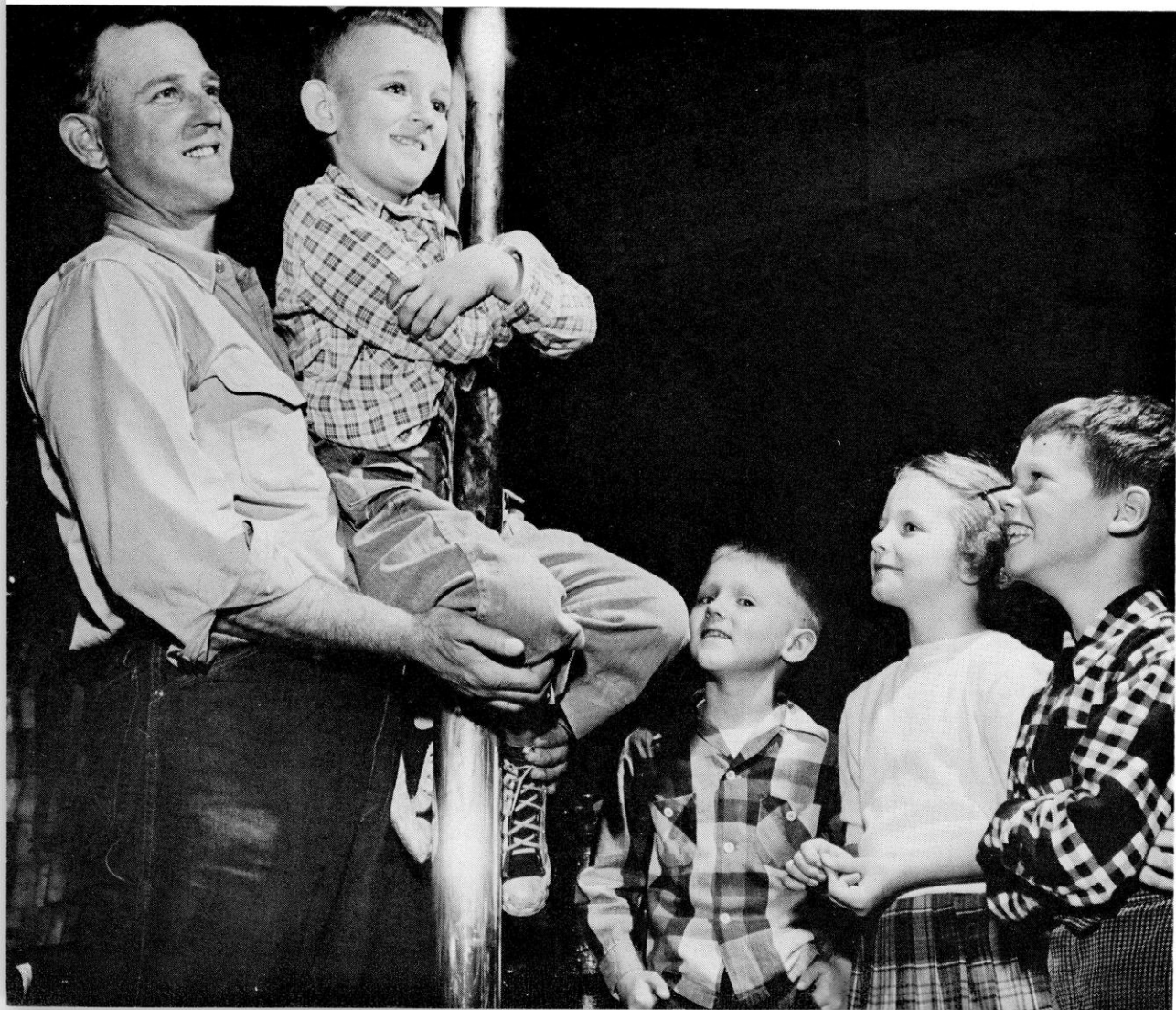
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*So intent that it express
her feeling of rightness*

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*A trip to
the fire station*

School and Home Provide Learning Opportunities

Public school education in a democracy should be conceived as a partnership between the home and the school striving to help the child acquire the understandings, skills, ideals, and values necessary for achieving highest personal development and responsible citizenship.

In accomplishing these objectives, the school and home each has a particular responsibility. The school is involved in the direction of a great variety of learning experiences within the framework of the curriculum. The home has the opportunity to provide additional situations for continuing these learning experiences. Knowledge of the school program will help parents understand how the home can contribute further to the desirable educational development of their children.

What the Schools Teach

CITIZENSHIP

One of the underlying purposes of the school is to help children to be good citizens. Citizenship is not taught as an isolated subject, but many school activities help to build ideals and habits of democratic citizenship. Serving on committees, sharing

activities, planning with the teacher — all promote good human relations.

THE SOCIAL STUDIES

In social studies, attention is given to the processes of living and working together. The experiences boys and girls have in this area are designed to aid them in developing the skills and attitudes essential for living in our American democracy.

In kindergarten and first grade, children learn about their immediate environment — home, school, and neighborhood. In Grades 2 and 3, they explore their community and different types of communities around the world — fishing communities, farming communities, and the like. In Grade 4, children study and compare the regional communities of the world—such as, hot, dry lands and mountain lands. In Grade 5, the social studies involves the study of the United States and its development. In Grade 6, social studies expands to a study of the world as a community including important aspects of historical development and current events.

The unit approach is used in teaching the social studies. A broad range of materials, activities, and teaching techniques is used in developing these units.



Developing reading skill

THE LANGUAGE ARTS

Reading

When a child enters first grade he is tested for reading readiness, since the teaching of reading today is based upon the child's readiness to learn. If your child is mature and self-reliant, has good sight and hearing; if he had a normal, healthy life at home and has learned to listen to and follow directions, to speak distinctly, to listen to stories; and if he has learned something of the world about him; he is probably ready to learn to read soon after he enters first grade.

If your child is immature and is developing slowly, he may need other experiences before he attempts to read. Remember that all children are not ready to walk and talk at the same age. This is also true of learning to read. The teacher arouses an interest in books and an eagerness to read. At the same time, she gives the child experiences that are important in learning to read successfully.

After the teacher has become acquainted with her pupils, and has tested them for reading readiness, she groups them according to reading ability. The average class of 30 pupils will have three reading groups. Each group has its own basic readers. A child may be moved from one group to another any time he will benefit from the change.

In each succeeding grade, the range of individual differences becomes more pronounced. It becomes

the major task of the teacher to meet these differences in children with appropriate instruction to insure maximum growth within the limits of each child's ability.

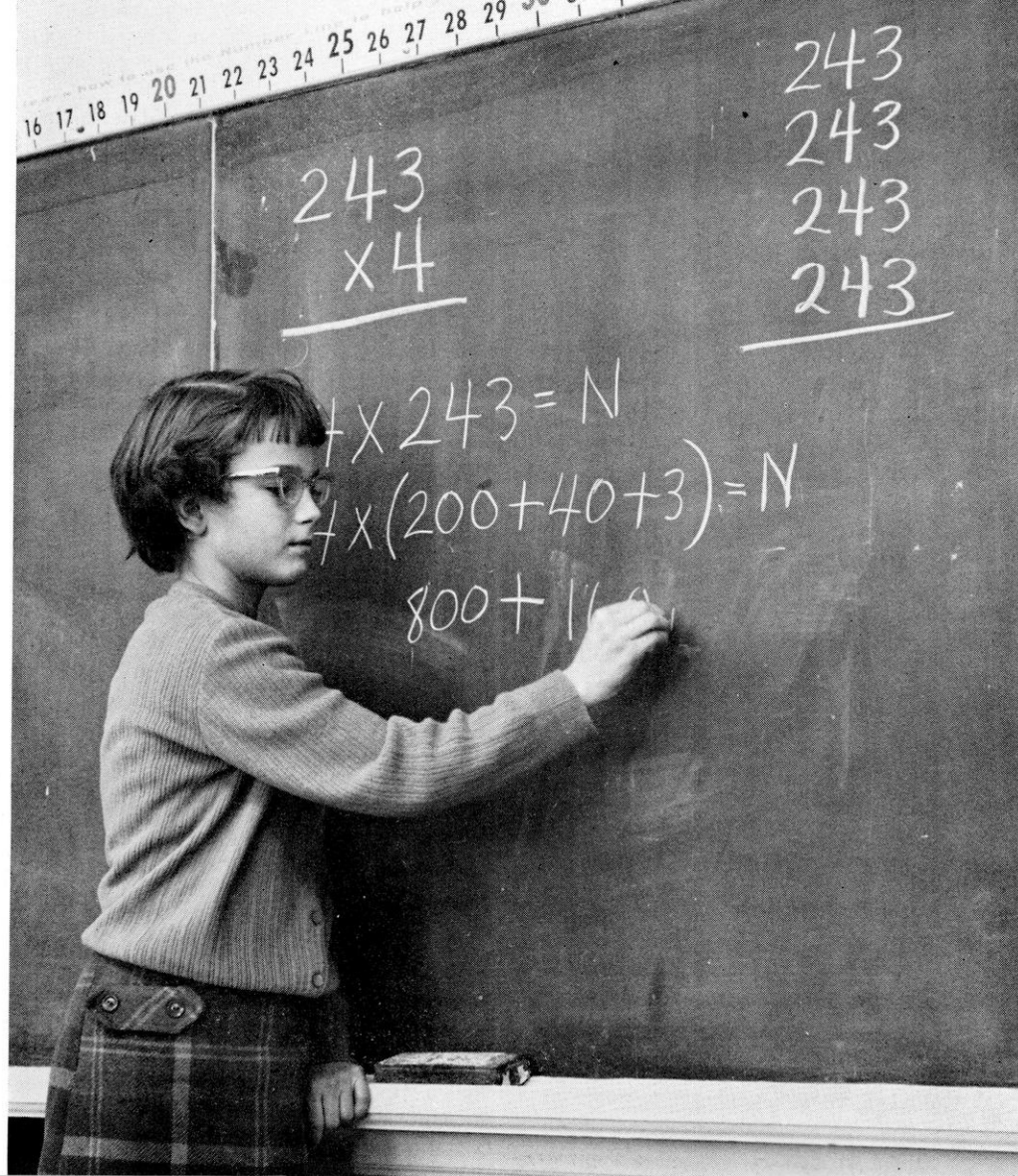
In addition to developing the necessary reading skills, children have many enjoyable experiences with reading and listening to stories. As children gain independence in reading, they have opportunities to read in many fields for various purposes. This enrichment in reading experience will broaden the function of reading in the child's life. Further refinements of the reading process involve the skills pertaining to critical reading, and the development and improvement of reading taste.

Through systematic teaching of reading skills at the child's level of comprehension, and through many types of reading experiences, children are led to develop abilities and attitudes which will aid their total development.

Writing and Spelling

Manuscript writing is taught in first and second grades. Based on straight lines and circles, the manuscript letters are easy to form, and the child learns to write quickly.

Cursive writing is introduced in the third grade. The development of handwriting is integrated with the spelling program. Reviewing, reteaching, and providing self-evaluation of the child's handwriting



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$$800 + 160$$

*Trying her hand
with numbers*

are common elements of the writing program. Group instruction on basic skills is dominant in Grades 3 and 4 with an increasing emphasis on individual improvement in Grades 5 and 6.

Spelling readiness is introduced informally in the kindergarten, and spelling is taught at all grade levels.

With the newly adopted program, spelling is placed in its proper perspective. It becomes an integral part of the language arts program. Emphasis is not on learning to spell a list of 15 or 20 words in the course of a week's time. Rather, the emphasis is on functional application of spelling. Children learn rules of phonics and word structure in situations where they can be applied. Weekly units of study center around a specific theme. Children learn the rules involved in the week's work, and when tested are required to write the words in a sentence rather than in an isolated list. There is weekly emphasis on some specific writing skill.

Listening and Speaking

Language and good speech are of great importance in successful living. They are the means by which a child establishes his relationships with others and gives expression to his ideas and feelings. In the primary grades, he uses language freely in conversation, creative dramatics, puppet shows, and storytelling. He is taught to listen to others and to respect what they have to say.

This facet of the language arts program becomes integrated into all areas of the curriculum. Children participating in discussions, reports, committee work, and classroom projects find a need to speak and to listen effectively. Careful guidance is given to the child who is too shy or too forward in expressing himself, or who is unwilling to listen to others.

ARITHMETIC

Young children are interested in numbers. At home parents could provide situations for counting, comparing, and playing number games. Number work during the first year is limited to number experiences in everyday living, such as counting, shopping, reading numbers, measuring, and comparing. Formal concepts of addition and subtraction are introduced during the latter part of first grade but are not stressed until second grade.

Emphasis in elementary arithmetic today is not on memorization of rules followed by extensive drill. Rather, the emphasis is on developing the ability to apply mathematical knowledge in problem situations. Children are introduced to many ways of solving problems and are led to select the most appropriate way for their use. Classroom instruction is characterized by pupil participation in discussions and projects. Instruction and evaluation is problem centered.



A peek at the science fair

Supplementing arithmetic in many Madison schools in Grades 4, 5, and 6 is a course in arithmetic which comes into the classroom via television. *Patterns in Arithmetic* is a modern course of instruction which is produced locally by the University of Wisconsin and broadcast over station WHA-TV. It is a modern course in that it emphasizes mathematical ideas and teaches skills to support the easy acquisition of ideas. This is different from the traditional method of accenting computation for computation's sake.

SCIENCE

Science is perhaps the most common "favorite subject" of children. This is explained by the innate curiosity children have in the world around them. Children today have a greater association with science, especially the developments of modern technology, than did pupils of yesteryear. The result is a greater familiarity and curiosity.

Science is taught continuously throughout the elementary grades in regularly scheduled daily periods. The scope of science instruction includes the following four broad areas — the earth, the universe, living things, and matter and energy. Throughout the child's experiences in science, the problem approach is the significant scientific process. Through the solving of problems children increase their ability to observe, see cause and effect

relationships, manipulate materials, ascertain facts, and discover principles.

Experiences and demonstrations are an important part of the program. A wide range of supplies and materials is available to aid these activities. Children make use of common inexpensive materials for science demonstrations. Activities that are common elements of science instruction in Madison schools are teacher-pupil planning, observing, demonstrating, committee work, collecting, and field trips.

MUSIC, ART, PHYSICAL EDUCATION

Music, art, and physical education all help your child to express himself. Singing softly and learning to play rhythm instruments are musical activities that he enjoys. He is taught many songs, by rote in first grade, and by note later. The child's skills in music grow with his appreciation. In later elementary grades, singing in the school choir builds a firm foundation for further musical experiences. Instruction on string instruments is available for fifth and sixth grade pupils.

The child loves color — vivid color. He is encouraged to express himself with crayons, finger paint, and many other materials. As his awareness of beauty and his creative ability grow, his work in art brings him increasing satisfaction and enjoyment.

Physical education aims to develop skillful body movement in sports and rhythmic activities; to develop fortitude and endurance; to teach game rules and willingness to accept them; and to appreciate strong and healthy bodies.

AIDS TO LEARNING

Excursions

Going-places and seeing-things is a common experience for Madison children. Before an excursion is taken, the school informs parents where and when the children are to go and when they may be expected to return. The parents' permission is secured. All busses and other carriers are insured. Every effort is made to safeguard your child.

Visual Aids

Visual education is used frequently as an aid to learning. Movies, filmstrips, and slides bring before the eyes of the child important information about people from far corners of the earth, or about the natural wonders of the world.

Radio and TV

WHA television and radio broadcasts enrich the school program. Available broadcasts include musical appreciation, rhythmic games, current events, science, literature, dramatics, new mathema-

tics, and foreign language in which the aural approach is emphasized.

Other TV and radio programs having special value, such as the space shots, are also used.

Special Services of the Schools

THE LIBRARIES

The Madison schools are equipped with libraries and competent librarians to help each child broaden and enhance his reading experiences.

The library is at once a wonderland of pleasure and excitement for the young. They meet the characters of fun and fancy and find the enjoyment to be had here. As children grow older and gain independence in reading, they enjoy the stories of adventure, mystery, biography, and other types that are available at their reading levels.

In addition to reading for pleasure, the children learn many aspects of independent research and library procedure. The library becomes an extension of the classroom as children make use of information and resource materials they find in their search through card catalogues and indexes.

In the summer many of the school libraries are open on scheduled hours.

School libraries also contain many professional books of interest to parents and teachers.



A library helper



*Taking a
psychological test*

THE CHILD STUDY DEPARTMENT

Testing

Testing is a means of evaluating a pupil's growth and capacity. Throughout the elementary grades, testing is done periodically for diagnostic purposes and to measure achievement and ability and to help with placement.

Psychological Services

When needed, psychological services are available to any pupil enrolled in the Madison schools. Psychologists visit the schools for consultation concerning problems of learning or of social and emotional adjustment. Close cooperation between parents and the school psychologist is felt to be essential when studies of individual children are made.

Classes for Exceptional Children

With state aid, the Madison schools provide special classes for exceptional children — those with severe hearing or visual problems, those with other physical handicaps, and those who are unable to learn effectively in regular classrooms.

Teachers with special training, special equipment and facilities, and special programs are provided for the exceptional children. In addition, physical therapists give treatments to children, who are admitted to the orthopedic school on doctors' recommendations.

Only children who have great difficulty in learning are considered for admission into classes for the retarded. Tests are given, a case study is made, and conferences held with parents, principal, teacher, and a specialist from the Child Study department before a child is transferred to a special class.

Madison presently has a pilot program for children who are considered too emotionally disturbed to participate in a regular class.

Remedial Reading

Most remedial reading in the Madison schools is taught by the classroom teacher. In the beginning reading program of Grades 1 and 2, teachers spend much time in developing proper reading skills.

In the upper elementary grades, classroom teachers use varied techniques and materials to help pupils with reading problems. A reading consultant in the Child Study office is available to diagnose individual reading problems, and to suggest corrective techniques.

Children in Grades 2 - 6 who have difficulties in learning to read may enroll in a six-week summer program in remedial reading, at no cost to parents, upon recommendation of the teacher and principal.

Speech Therapy

At the beginning of the school year, speech therapists examine for speech defects all children in the

Sit-ups for physical fitness



first grade, those new to the Madison school system, and those referred by teachers.

The speech teachers then give therapy twice a week to children who have faulty speech habits, such as lisping and other articulation errors, stuttering, and also speech problems related to cleft palate and to hearing disorders.

The majority of young children with speech problems overcome them by the time they complete second grade. Those with persisting problems continue treatment longer.

THE CURRICULUM DEPARTMENT

The major function of the Curriculum Department is to assist teachers and principals in the solution of curriculum and instructional problems.

As a resource-materials center as well as a service agency, the department contains a wealth of elementary and secondary materials for in-service education of teachers who wish to keep up to date on new resources and teaching tools. These include: textbooks, curriculum guides, achievement and aptitude tests, filmstrips, films, recordings, audio-visual equipment, professional books, professional magazines, and courses of study.

Under the direction of the Curriculum Department, Madison teacher committees prepare and revise curriculum guides which are used extensively by teachers in the various fields. Educators in other

communities request copies of Madison school publications for use also.

During the past few years, committees have consolidated many publications for teacher use, which number 58 at the present time.

A listing of Madison publications is available in the Curriculum office. These publications cover the following areas: reading, spelling, handwriting, and other language arts, arithmetic, science, social studies, health, visual aids, and book lists.

THE RECREATION DIVISION

Madison children have the opportunity to participate in organized recreation all year under the auspices of the Board of Education. During the school year, the Division of Recreation provides activities in many schools on Saturdays. At these centers children may participate in various games, arts, and crafts.

In the summer months, there are numerous playgrounds with programs in sports, crafts, music, and drama instruction under qualified leaders. Swimming instruction is available at the beaches and high school pools. A day-camp program is offered for children from 9 to 12 years of age.

The Board of Education also sponsors an adult recreation program where instruction in sports and handicrafts is carried out.



Parent-teacher conference

For Parent Information

PARENT RESPONSIBILITY

Parents can do much in helping their child in school, both in their attitude regarding education and in providing experiences which will enrich the child's life.

Parents are responsible for the development of positive attitudes regarding education. It is at home at an early age that the child forms his attitudes about learning. A genuine interest in the child's learning activities is important in attitude develop-

ment. By being receptive to new ideas, the parent aids his child in new learning situations.

The parent as an interested party in education welcomes opportunities to visit the school and to confer with the teacher. Participation in school-parent groups such as the PTA can be satisfying to both parent and child. Some schools also have Mothers' Clubs. Teamwork between the school and the parents is essential to the child's greatest progress and happiness in school.

Someone has summed up the subject of parent responsibility in education with the following excellent thoughts.

Children Learn What They Live

If a child lives with tolerance, he learns to be patient.

If a child lives with encouragement, he learns to be confident.

If a child lives with praise, he learns to be appreciative.

If a child lives with approval, he learns to be like himself.

If a child lives with recognition, he learns it is good to have a goal.

If a child lives with honesty, he learns what truth is.

If a child lives with fairness, he learns justice.

If a child lives with security, he learns to have faith in himself and those about him.

If a child lives with friendliness, he learns that the world is a nice place in which to live.

With Which Ones Is Your Child Living?

School Hours

The majority of Madison schools use the following schedule:

1st, 2nd	8:15-11:00	1:00-3:30
3rd, 4th	8:15-11:30	1:00-3:30
5th, 6th	8:05-11:30	12:55-3:30

Children should not come to school more than 10 or 15 minutes before the beginning of each school session since teachers are not on duty, and children's activities cannot be properly supervised. In individual cases where a problem of transportation is involved, special arrangements may be made with the principal.

Because of the hot-lunch program, several schools have had to shorten their noon hours. Please check at your particular school for the exact time of the noon hour and beginning and closing time.

Immediately following dismissal at 11:00 a.m. there is a special work period for the first and second grade. It is used for make-up, remedial, and special-interest work. Your child will participate as his needs and interests indicate.

Attendance

Schools are operated for the welfare of children. Obviously schools cannot give their maximum service unless children are in attendance. To condone absences for any reason other than health, emer-

gency, or unusual circumstances is to imply that regular attendance is unimportant.

Schools will honor medical and dental appointments when they are necessary during school time on presentation of appointment cards or written requests from parents. Such absences will not be recorded providing they do not consume the entire half-day session.

Parental requests (preferably in writing) for limited absence for special or unusual occasions may be granted on condition that the parent or guardian making the requests assumes complete responsibility. The school is obligated to inform parents of the possible scholastic loss incurred in such absence.

Enrollment, Transfer, Withdrawal

New pupils enrolling in the Madison public school system for the first time will enroll at the school office with the principal or secretary. Although enrollment "mechanics" vary with schools, the basic procedure is:

Entrance Questionnaire is completed by parent.

Verification of birthdate, by birth certificate or baptismal certificate, is furnished by parent and recorded by principal or secretary on Entrance Questionnaire.

When it is necessary for a child to transfer from one Madison school to another, notify the school office at least one week before the transfer. The child's records will then be sent to the other school.

If it becomes necessary to withdraw your child from a Madison school to enter a school outside the city, please notify the school he is attending one week prior to date of withdrawal. Inform the new school that the child's records may be obtained from the Child Study Department, 351 West Wilson Street, Madison, Wisconsin 53703.

Fees and Supplies

At the beginning of each semester a minimum charge per child is made to cover insurance, consumable materials, textbooks, and towel fees for Grades 4, 5, and 6. This fee partly covers what your child uses each semester. The additional cost is assumed by the Board of Education.

Reporting Progress

Each nine weeks your child will receive his report card. Please read the card carefully to understand the message it conveys to you. The school will welcome your reaction. Your child's report card will tell you about his progress in school. It covers effort, citizenship, work habits, and whether your child is working below, above, or at grade level.

Remember that the card is an individual report. No two children are just alike. For that reason, it

is unwise to compare your child's report with that of another child.

Encourage your child to work to the best of his ability. He is probably making progress that is in accord with his ability if his report card shows satisfactory effort.

You are invited to visit the classroom, watch him at work and play. Then systematically set to work to help the school correct any difficulties that he may have, such as poor work habits and attitudes. The various school services are at your disposal.

Conferences

Your child's teacher will gladly arrange conferences for your convenience. If you have any questions about your child's progress or about his report card, please call the school for a conference with the teacher.

A check on your child's report card in the conference-desired column will indicate that his teacher desires a conference with you. A visit to school may prove to be the best investment you can make for your child's welfare.

Visiting School

Parents are always welcome visitors at school, not only on special occasions or by special invitation, but on any day. Visits should be deferred several weeks at the beginning of the school year, however,

to enable children to get adjusted to their new programs.

Your visit gives the child a feeling of security through knowing that there is cooperation between his parents and his teacher. It also builds understanding between parent and teacher. When you visit, the school will appreciate your observing the following suggestions.

Please confer with the teacher either before or after school or during recess. Children in classes are easily distracted by conversation between adults.

Try not to discuss your child or his problems in his presence or hearing. It may be embarrassing and harmful to him to find himself the center of discussion.

PTA meetings are not the best time to consult with teachers about individual children. A teacher and parent cannot talk freely about a child in front of other parents.

A Strong and Healthy Body

Fundamental aims of the school, the family, the family physician, the family dentist, and the City Health Department staff are that each child have optimum health status, good character, a healthy personality, and an alert mind. To accomplish these aims, cooperation between the home and the school

is of utmost importance. Ideally the teachings of one supplement those of the other, resulting in a well-rounded individual possessing certain fundamental skills, understandings, and health attitudes.

Good health is an important factor in the child's successful school life. It influences his ability to learn as well as to participate regularly in school activities.

GOOD HEALTH BEGINS AT HOME

Preparation for school life depends on many of the child's experiences from the time he is born. His adjustments during his early years, love and understanding, and acceptance in the home will influence his ability to meet life situations. Good health practices help to meet his needs and prepare him for successful school experiences.

Medical and dental examinations are encouraged before entrance to school and at periodic intervals as needed. Many health problems discovered early require only simple treatment and avoid a more serious condition. Care of the child's first teeth is important to insure the best development of the permanent teeth.

Protection against smallpox, diphtheria, whooping cough, tetanus, and poliomyelitis is recommended during the child's early life with booster protection before school entrance.

Inform the school of unusual health conditions of a child as well as the physician's recommendations regarding special considerations in his school program.

The elementary school child needs 10 to 12 hours of sleep. To promote restful sleep, a child needs good sleeping arrangements in a well-ventilated room; physical activity such as outdoor play after school; a feeling of comfort and security; calm bedtime periods. Parents may need to guard against overstimulation from too many activities, such as too exciting radio and TV programs and movies.

Nutrition

An adequate breakfast — about a third of the daily food requirement — will give your child a good start for the day. A warm lunch or dinner at noon and a nourishing meal at night meet his other needs.

Good eating habits are important. Regular and unhurried meals promote healthful digestion. On the other hand, dawdling and fussiness should be discouraged. Some children eat better if they have a period of relaxation or rest before mealtime.

Types of foods that do most for good health are:

Leafy green and yellow vegetables; citrus fruit, tomatoes, raw cabbage;

Potatoes, other vegetables, fruit; milk, cheese, ice cream;

Milk, poultry, fish; eggs; dried beans, peas, nuts; bread, flour, cereals (whole grain or enriched);

Fats; butter, fortified fats.

Additional needs:

Fish-liver oil or other source of vitamin D;
Iodine as in iodized salt.

Suitable Wearing Apparel

Your child's clothing should be *simple*, to allow him to dress himself easily and to attend to his toilet needs; *comfortable*, to allow freedom of body movement; *durable*, to permit active play; and *easily laundered*, for cleanliness, according to the Association for Childhood Education. A smock for art work can easily be made from father's old shirt.

Clothing should be in keeping with weather conditions. For warm weather, lightweight clothing; for rainy weather, an outdoor wrap, rubbers, umbrella; for cold weather, warm outer garments, galoshes.

Flat-soled shoes, well-fitted, and designed to stay on the foot without slipping at the heel are best for school. All pupils will need gym shoes for physical education classes. Gym shoes should not be worn in the classroom.

Printing or sewing your child's name in his wearing apparel will help him to recognize his belongings more easily. Too many garments in the school's Lost and Found departments remain unclaimed.

Good Health Habits

Handwashing, especially before eating and after toilet, use of a handkerchief or cleansing tissue, and safety practices are learned through repetition of these habits daily. They will help the child to protect his own health. Provide the child with cleansing tissues or handkerchief for use in school. Pockets for these are as important for girls as for boys.

Detection of Early Symptoms of Illness

Parents are the key to a successful program in the health protection of children. Many illnesses of children are highly communicable during the early stages of illness. Signs or symptoms occur before the specific disease develops enough to be identified.

The City Health Department advises that a child be kept home from school if he shows the following symptoms:

- Coughing or sneezing
- Any skin eruption or rash
- Unusual pallor or flushed face
- Running nose
- Faintness or dizziness
- Sore throat
- Red or watery eyes
- Nausea or vomiting
- Chills or fever

To insure proper care of a child who has symptoms of communicable conditions and to prevent the spread of infection, school personnel are required to exclude the child from school and to inform parents.

Parents of bus children should be especially watchful for symptoms of illness because of the difficulty of getting an ill child back to his home.

The parent or family physician must report cases of communicable diseases to the City Health Department. Regulations regarding exclusion from school for communicable conditions may be obtained from the Health Department.

Your child's teacher needs to know why he is absent or tardy. Please send a written note to school for absence or tardiness.

A Good Start for the School Day

Send your child to school in a happy frame of mind. A cheerful, confident attitude at home will help to give your child security at school. He should have plenty of time to prepare for school and attend to his toilet needs. Loitering both going to and from school should be discouraged.

Help your child to look upon school as his business.

SCHOOLS HELP IN THE HEALTH PROGRAM

For the most part, health instruction in the Madison public schools is correlated with other subjects, although some areas are taught independently as health concepts. The health program comprises all learning experiences that contribute to the understanding, maintenance, and improvement of the health of pupils and thus should make a major contribution to total fitness.

Healthful School Environment

Health of the child is a first consideration of the school. During the first few weeks of school, your child's desk and seat are adjusted to fit him. Room lighting, ventilating, heating, and other sanitary factors are checked.

Transition from the freedom of the home and kindergarten to the more systematic routine of first grade is apt to be tiring to the young child. For this reason the school day in the first and second grades is shortened. Numerous rest and recess periods are arranged. Beginning with third grade, the school day is lengthened and there are fewer recess periods. Variety in school activities helps to prevent strain and fatigue.

Routine Checks and Procedures

Weighing and Measuring

At the beginning of the school year and in June, your child will be weighed and measured. This information will be recorded on the child's report card.

Daily Inspection

Precaution is taken to see that no sick child remains in school. Teachers are alert for signs of illness. If a child appears not to be well, the home is notified and arrangements are made for him to go home. Transportation, if necessary, should be arranged by the parent.

Milk

Milk is served at a cost of a few cents a day. Your child's teacher will send you a notice when this service begins so that you may send money to school. Only children whose parents have made the necessary arrangements will receive milk.

CITY HEALTH DEPARTMENT SERVICES

The City Health Department staff and school personnel cooperate in a program of health services aimed toward maintenance of healthful school environment and attention to specific health needs of the school child.

Public health nurses on the City Health Department staff make regular visits to the school. They serve as consultants to school personnel regarding health problems of school children. They will often be the liaison person between the school and the family and will make home visits to parents regarding health problems referred by the teachers.

Public health nurses also plan with school personnel for health surveys of selected grades recommended by the City Board of Health.



"The lost"

Physical Examinations

Physical and dental examinations are recommended for all first grade children not examined previous to school entrance, and all third and sixth grade children. Parents are encouraged to have these examinations by their own physicians or dentists. This policy provides a more significant examination than could be provided in the school and facilitates remedial treatment, if needed, without delay.

Vision Screening Test

Parent groups assist nurses in giving a Snellen screening test to each child annually or on referral of the teacher because of symptoms. The test results plus the teacher's observations in the classroom will be brought to parents' attention when there is indication of need for further care.

Hearing Screening Test

A Puretone hearing screening test will be given to your child in the first, third, and sixth grades or on referral of the teacher because of suspected hearing difficulty. The test results plus the teacher's observations in the classroom will be brought to the parents' attention when there seems to be need for further care. Parents also assist nurses in this test.

Dental Survey

A dental survey will be made of first, third, and sixth grade children who have not had a recent examination by their own dentist. Dentists from the City Health Department conduct this survey. Parents will be informed if children are recommended for further dental care.

Tuberculin Test

First grade children will be offered tuberculin tests to be given in school by a physician from the City Health Department. Written permission from parents must be given for this service. Few parents refuse.

Scalp Survey

A scalp inspection of each child, kindergarten through sixth grade, is made about every two or three years, or more often as indicated, to prevent the undetected occurrence or spread of ringworm of the scalp. Extra nurses employed by the Health Department conduct this survey.

During the school year as changes occur in the health situation, additional recommendations may be made.



Crossing in safety

Safety First

EDUCATIONAL REFERENCE LIBRARY



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THE HOME TEACHES SAFETY

The home teaches children:

To take the safety route to school. (The safety route to school is the most direct route with crossings at which policemen or school guards or safety patrols are stationed.)

To understand and obey traffic signals.

To obey policemen, school guards, and school patrols.

To walk on the sidewalks or to the *left* on the streets without sidewalks.

To cross only at the corners.

To "Look to the *left*, then look to the *right*, before crossing the street".

To walk, not run, straight across the street.

To walk purposefully and not loiter.

Please do not permit your child to take roller skates, scooters, wagons, guns, or knives to school.

HOW THE SCHOOLS STRESS SAFETY

The schools provide:

Safety patrols on duty at opening and dismissal times.

Playground supervision 15 minutes before school opens and during recess.

Fire drills.

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The WIAA reference booklet, which explains regulations and coverage in detail, is sent home with each child in the fall.

The Board of Education also approves making available to interested parents through the schools the group insurance plan of the Continental Insurance Company of Chicago which supplements the coverage of WIAA.

READING LIST FOR PARENTS

Books About Child Development

Child Development. Marian Edgar Breckenridge
Everybody's Business. Mauree Applegate
Meeting Children's Emotional Needs. Katherine E. D'Evelyn
Secret World of Kids. Art Linkletter
Studying the Individual Pupil. Verna White

Books About Parent-Child Relationships

The Dynamics of Parent-Child Relationships.
Percival M. Symonds
Helping Your Gifted Child. Ruth Strang
How to Live With Your Teen-Ager. Dorothy Baruch
Only Child. Norma E. Cutts
Stop Annoying Your Children. W. W. Bauer
These Are Your Children. Gladys G. Jenkins
When Children Ask. Margueritte H. Bro
We, the Parents. Sidonie M. Gruenberg

IN CASE OF EMERGENCY

The name and telephone numbers of the *parents* or a *responsible person* (if parents cannot be reached) and the *family physician* should be on file in the principal's office. This is your child's protection in case of sudden illness or accident.

Understanding Your Child. James Lee Hymes
Your Child's World. Robert Odenwold

Books About the Early School-Age Child

Babies are Human Beings. Charles A. Aldrich
The Child. Arnold Gesell
Children Need Adults. Ruth Davis Perry
Let's Talk About Children. Elizabeth Bradford
The Magic Years. Selma H. Frailberg
Off to a Good Start. Irma Black
Two to Six. Rose H. Alschuler

Books About What to Read to Your Child

Bequest of Wings. Annis Duff
Books, Children, and Men. Paul Hazard
Child. Jerome M. Seidman
Children and Books. May Hill Arbuthnot
Children's Literature in the Elementary School.
Charlotte S. Huck
The Proof of the Pudding. Phyllis Fenner