



**2010-2011**

# **Hortonville Area School District Teacher Handbook**

Addendums specific to each of the HASD buildings are available at [\\hasd.org/administration/Handbooks](http://hasd.org/administration/Handbooks) in the specific building file.

*246 N Olk Street  
P O Box 70  
Hortonville, WI 54944  
(920) 779-7900*

## **PUBLIC NOTIFICATION OF NONDISCRIMINATION POLICY**

It is the policy of the Hortonville Area School District that no person be denied admission to any public school in this district or be denied participation in, be denied the benefits of, or be discriminated against in any curricular, extracurricular, pupil service, recreational or other program or activity because of the person's sex, race, religion, national origin, ancestry, creed, pregnancy, marital or parental status, sexual orientation or physical, mental, emotional or learning disability as required by section 118.13 of the statutes. This policy also prohibits student discrimination under Title IX of the Education Amendments of 1972 (sex), Title VI of the Civil Rights Act of 1964 (race, color, national origin), Section 504 of the Rehabilitation Act of 1973 (handicap) and Americans with Disabilities Act of 1990 (disability).

Children of homeless individuals and unaccompanied homeless youth (youth not in the physical custody of a parent/guardian) residing in the District shall have equal access to the same free, appropriate public education, including comparable services, as provided to other children and youth who reside in the District. Homeless children and youth shall not be required to attend a separate school or program for homeless children and shall not be stigmatized by school personnel

The Hortonville Area School District shall provide appropriate educational services or programs for students who have been identified as having a handicap or disability, regardless of the nature or severity of the handicap or disability. The District shall also provide for the reasonable accommodation of a student's sincerely held religious beliefs with regard to examinations and other academic requirements. Requests for religious accommodations shall be made in writing and approved by the building principal.

The Hortonville Area School District encourages informal resolution of complaints under this policy. A formal complaint resolution procedure is available, however, to address allegations of violations of the student nondiscrimination policy in the School District.

Any questions concerning this policy should be directed to:

Hortonville Area School District  
District Administrator  
P.O. Box 70  
246 N. Olk St.  
Hortonville, WI 54944  
PH: 920/779-7900

# TABLE OF CONTENTS

	Page
<b>Hortonville Area School District Welcome</b>	6
<b>Wisconsin Standards for Teacher Development and Licensure</b>	7
<b>HORTONVILLE AREA SCHOOL DISTRICT</b>	
District Mission Statement	8
School Board Responsibility	8
Administrative Responsibility	8
Community Responsibility	8
Parent Responsibility	8
Teacher Responsibility	8
<b>Reimbursement/Lane Change</b>	<b>9</b>
Student Responsibility	9
Support Staff Responsibility	9
<b>TEACHING LICENSE</b>	9
<b>PROFESSIONAL APPEARANCE</b>	9
<b>IDENTIFICATION BADGES</b>	9
<b>TEACHER ATTENDANCE</b>	
Personnel Workday	9
Teacher Absences	10
Teacher Emergency Leave/Personal Leave	10
Sabbatical Leave/Medical Leave	10
Bringing Family Members to School	10
Employee Use of Cellphones during Contracted Hours	10
Emergency School Closing	10
<b>LESSON PLANS</b>	
Lesson Plans	10
Substitute Teacher Folder	11
<b>TEACHING &amp; LEARNING SUPPLIES &amp; EQUIPMENT</b>	
Textbook Distribution	11
Classroom Equipment	11
Requisitions and Budgeting	11
Inventories	12
<b>CONFIDENTIALITY/STUDENT ASSESSMENT/RECORDS</b>	
Child Study Team Process	12
Confidentiality	12
Requests for Student Information	12
Frequent Student Assessment	12
Procedures for Accepting & Processing Special Education Referrals	12
Grades	13
Grading Scale	13
<b>Skyward Electronic Gradebook</b>	<b>13</b>
Homework	14
Make-up Work	14
Student Retention	14
Standardized Tests	14
<b>STUDENT ATTENDANCE</b>	14
<b>SUPERVISION/DISCIPLINE/CURRICULUM</b>	
Classroom Supervision	14
Responsibility and Liability	14
Halls	14

Police Liaison Officer	15
Locker Search	15
Child Abuse	15
Harassment Policy	15
Cheating & Plagiarism	15
Students Leaving the School Building	15
Assembly Procedures	15
Visitors	15
Textbook Utilization	15
Special Education Student Participation	16
Communication with Specialists for Student Help	16
Classroom Speakers	16
Animals/Pets	17
Use of Potentially Controversial Educational Materials	17
Technology	17
Computer Labs	17
Guidelines for Internet/E-Mail, Computer Use & Technology Purchases	17
Movie/DVD Use	18
<b>TEACHER/PARENT RELATIONSHIP AND PUBLIC RELATIONS</b>	
Responsibility of Teachers to Parents	18
Calling Parents and Parent Conferences	19
Public Relations	19
Open House	19
Fall and Winter Parent/Teacher Conferences	19
<b>STUDENT MEDICAL</b>	
Parental Approval for Emergency Medical Care	19
Accidental Injury or Illness Occurring During the School Day	19
Accidental Injury or Illness Occurring Off School Premises	19
Medication Policy	20
<b>CLEANING/MAINTENANCE</b>	
Custodial-Staff Rapport	20
Requesting Maintenance or Cleaning and Cleaning Assessment	20
Candles/Room Fresheners/Deodorizers	20
<b>LUNCH ACCOUNTS</b>	20
<b>EMERGENCY PLANS/CRISIS PROCEDURES</b>	
Staff Responsibility During Crisis	21
Tornado Preparedness	21
Tornado Drills	21
Potential Hazardous Elements-Tornado	21
Protective Elements-Tornado	21
Fire Drills	22
Evacuation	22
Bomb Threat	22
<b>SAFETY</b>	22
Code Orange	23
Code Red	24
Code Blue	24
<b>STAFF MEETINGS/INSERVICE/STAFF TRAVEL</b>	
Staff Meetings	25
Building Team	25
In-Service Training Days/Institutes	25

Professional Staff Travel	25
Teacher Assessment	25
<b>FUND RAISERS</b>	25
<b>FIELD TRIPS</b>	25
<b>TRANSPORTATION</b>	25

**APPENDIX**

- A. School District Board Members Page 27
- B. School Calendar Page 28
- C. Discrimination Complaint Procedure Page 29
- D. Request for Use of School Facility Page 30

**All policies are posted at HASD.org website**

Policy Name	Policy Number
Copyright	2028
Harassment and/or Bullying	2034
Sexual Harassment	4016
Student Retention	5013
Student Attendance	5014
Student Lockers	5015
Student Searches	5026
Suicide Prevention	5034
Weapons	5053
Pupil Harassment	5054
Student Use of Electronic Equipment	5037
School Nutrition Guidelines	6003
Student and Staff Wellness	6004
Non-Discrimination of Students	5055
Child Abuse & Neglect Reporting	5064
Grade Promotion and High School Graduation	5073

**The following forms can be located in My Network Places (<\\HASD.ORG\ADMINISTRATION\Forms>). The most updated version of each form will be located in this folder so it is important to rely on this folder for the recent additions.**

- Floating Workday**
- Background Check/Volunteer Contract**
- Film Permission Slip for Parents**
- Film Permission Slip for Teachers**
- Job Description Template**
- Media Release Permission**
- Policy Template**
- Recommendation to Board of Education**
- Students Records**

**\*Teachers are only given the addendums to the buildings in which they work. Anyone wishing to obtain a copy of a building’s Teacher Handbook addendum should contact the building administrator. Building Addendums to Teacher Handbook include: Hortonville High School, Hortonville Middle School, Hortonville Elementary School, Greenville Elementary School, and Greenville Middle School**

# HORTONVILLE AREA SCHOOL DISTRICT

---

Dr. Heidi Schmidt, District Administrator  
P.O. Box 70  
246 N. Olk St  
Hortonville, WI 54944-0070  
PH: 920/779-7900 FAX: 920/779-7903  
e-mail: Heidi.Schmidt@hasd.org

To All Staff:

It is intended that this handbook provide teachers with information that will aid in the day-to-day management of the school's operation. In addition to acquainting yourselves with the policies and procedures in the handbook, all teachers are encouraged to review the School District Policy Handbook available at HASD.org. The School District Policy Handbook will contain additional information not found in the Teacher Handbook. Employees are responsible to review and abide by the master agreement between the Hortonville Area School District and the Hortonville Federation of Teachers (HFT).

The Hortonville Area School District does not discriminate against pupils or employees on the basis of sex, race, color, national origin, ancestry, creed, pregnancy, marital or parental status, sexual orientation, or physical, mental, emotional or learning disabilities or handicap in its education programs or activities. Federal law prohibits discrimination based on color, national origin, sex, or handicap.

The Wisconsin Fair Employment Law also prohibits discrimination in employment on the basis of creed, marital status, ancestry, arrest record or conviction record, or sexual orientation. The Hortonville Area School District is an equal opportunity, affirmative action employer.

We look forward to another year of working with the exceptional, child-centered staff of the Hortonville Area School District. We are proud of the efforts of this staff and the education, which is provided for the students.

*We wish you a productive and rewarding school year.*

Heidi Schmidt  
District Administrator

## Wisconsin Standards for Teacher Development and Licensure

To receive a license to teach in Wisconsin, an applicant shall complete an approved program and demonstrate proficient performance in the knowledge, skills and dispositions under all of the following standards:

**1. Teachers know the subjects they are teaching.**

The teacher understands the central concepts, tools of inquiry, and structures of the disciplines she or he teaches and can create learning experiences that make these aspects of subject matter meaningful for pupils.

**2. Teachers know how children grow.**

The teacher understands how children with broad ranges of ability learn and provides instruction that supports their intellectual, social, and personal development.

**3. Teachers understand that children learn differently.**

The teacher understands how pupils differ in their approaches to learning and the barriers that impede learning and can adapt instruction to meet the diverse needs of pupils, including those with disabilities and exceptionalities.

**4. Teachers know how to teach.**

The teacher understands and uses a variety of instructional strategies, including the use of technology, to encourage children's development of critical thinking, problem solving, and performance skills.

**5. Teachers know how to manage a classroom.**

The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

**6. Teachers communicate well.**

The teacher uses effective verbal and nonverbal communication techniques as well as instructional media and technology to foster active inquiry, collaboration, and supportive interaction in the classroom.

**7. Teachers are able to plan different kinds of lessons.**

The teacher organizes and plans systematic instruction based upon knowledge of subject matter, pupils, the community, and curriculum goals.

**8. Teachers know how to test for student progress.**

The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the pupil.

**9. Teachers are able to evaluate themselves.**

The teacher is a reflective practitioner who continually evaluates the effects of his or her choices and actions on pupils, parents, professionals in the learning community and others and who actively seeks out opportunities to grow professionally.

**10. Teachers are connected with other teachers and the community.**

The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support pupil learning and well-being and acts with integrity, fairness and in an ethical manner.

# **HORTONVILLE AREA SCHOOL DISTRICT**

## **District Mission Statement**

The Hortonville Area School District, in partnership with our community, will provide ALL students with challenging and diverse opportunities to become enthusiastic lifelong learners who will build the future.

## **School Board Responsibility**

The School Board is responsible for the possession, care and control of the property and management of the affairs of the school district as delegated by the State. The School Board is elected by the district citizens and is accountable to them for its performance. The School Board must establish an educational system that will achieve the goal of preparing its students for life beyond secondary education so they can make a positive contribution to society. In this regard, the Board of Education will continually strive to improve the curriculum.

The Board's major function is to develop and adopt district policy governing many facets of school operations. These include employment of staff personnel, administration of pupil services, educational programs, instructional material, school facilities, equipment, finance, and support services. The Board delegates the implementation of policies to the superintendent of schools. The Board will maintain ongoing personal communication with school staff, students, and members of the community.

## **Administrative Responsibility**

The primary responsibility of administrators with the Hortonville Area School District is providing leadership, releasing the creative talents of those with whom they work to achieve the common goals of the school district. To achieve these goals each administrator must, within his/her assigned area, provide a sense of direction, motivate others toward goal attainment, and build consensus within the organization. Administrators should exhibit the qualities needed by all leaders: knowledge, initiative, consideration, fairness, energy, goal orientation, organizing ability, and skill in moving and motivating. The central aim of all administrators' activity is to improve instruction. To improve instruction administrators are expected to involve themselves in the tasks of establishing philosophy, goals and policies; developing, managing and evaluating programs; developing and maintaining an educational climate; recruiting, training and evaluating personnel; managing finances; and maintaining good community relations. While providing professional leadership in the schools, the administrators' actions will be viewed and appraised by the community, associates, and students. Therefore, administrators are expected to maintain standards of exemplary professional conduct. Administrators are responsible for improving instruction, determining that curriculum is followed and objectives are achieved.

## **Community Responsibility**

A quality professional staff, a comprehensive curriculum, a well-maintained physical plant, and up-to-date equipment are necessary elements of a quality educational program. Supplying the financial resources needed to provide these elements is the responsibility of the community. Members of the community should take advantage of formal and informal opportunities to provide input about the scope or quality of school programs. The community can be a factor in the social, educational, and moral growth of a student and should recognize its responsibility to cooperate with the school in order to best serve the student.

## **Parent Responsibility**

Parents have a great responsibility for the education of their children. The parents' role as teacher begins with the birth of the child and often continues throughout their life. The quality of home life, nutrition, care, and love parents provide is crucial, especially during the first years of life. Parents should instill in the child the concept that learning is an active process requiring initiative and effort. Parents must encourage each child to reach his/her potential in the pursuit of education. They should view education as a cooperative venture with the schools, communicating with school staff about the child's progress and assisting the child in attaining the goals and objectives of the curriculum.

## **Teacher Responsibility**

A teacher's responsibility in the Hortonville Area School District is one of facilitating the educational process while recognizing and maximizing each child's uniqueness. The teacher will evaluate student's strengths, realistically providing organized plans and materials that will encourage each child to reach their highest potential within the scope of the school system. A teacher works and effectively implements the laws of learning, while serving as an appropriate model within the accepted values of the community. The teacher is responsible for developing a good working relationship with parents and the community, while at the same time contributing to the development of the larger organization – the school system. A teacher is expected to use all appropriate methods and instructional techniques possible in order to meet the unique needs of all individuals.

### Reimbursement/Lane Change

Pursuant to the Master Agreement, teachers may receive \$750 every five years for credit reimbursement. You will need to send a copy of your grade report or transcripts plus a copy of a bill, payment or class cost from your university to Mary Snyder, Superintendent's Assistant in the District Administrative Office located in Hortonville High School. Mary tracks these transactions on a spreadsheet for each teacher. The spreadsheet is designed so that each reimbursement cycle, dollar amount of reimbursement and lane changes are updated each time new information is added. You are welcome to send this information to Mary as soon as you complete a class so your spreadsheet is always up to date. (Even if no reimbursement or lane change will take place. The spreadsheet also helps for keeping track of credits for license renewal.) Upon completion, a copy of the updated spreadsheet is sent to the appropriate teacher plus a copy to the Business Office for payment of the reimbursement and/or lane change for payroll.

### Student Responsibility

Student responsibility begins with self. Simply stated, it is caring enough about oneself to avoid self-destructive behaviors and then extending those self-caring attitudes to others, including the social institutions in our world. Caring about self begins when each person decides to develop the best of themselves within his/her individual capacities. It is a willingness to accept responsibility for self-motivation, competition of tasks, and the development of mechanical, intellectual, and creative intelligence. It recognizes that learning is a choice and as such requires initiative and effort, both in school and as a continuing lifelong process. As a choice, learning requires an open mind, a willingness to be taught, and a personal effort to sort, separate, and integrate knowledge and experience in a meaningful way.

### Support Staff Responsibility

The primary responsibility of support staff personnel is to provide the students and teachers quality services, which are necessary to maximize learning opportunities. As adult members of the school community, all support staff personnel should be suitable role models for students. They should assist the professional staff in teaching courtesy, appropriate behavior and respect for self and others. They should also be a positive voice for public education in the School District.

## TEACHING LICENSE

All teachers are required to file with the district administrator their state licenses prior to the time they will receive their first check. Forms for ordering the license may be obtained from the District Administrative office or on the DPI website ([www.dpi.state.wi.us/](http://www.dpi.state.wi.us/)). *All Teachers are responsible for completing state and district requirements in keeping their teaching license(s) current.*

## PROFESSIONAL APPEARANCE

All Professional and Support Staff are expected to be neat and professional in their dress. **Business casual is most appropriate.** Casual dress is appropriate for field trips, shop experience, lab experiment, or clean up which would possibly soil clothing.

## IDENTIFICATION BADGES

The Wisconsin School Safety Coordinators Association recommends that, in order to keep our schools and children safe, all employees of the district are required to wear photo identification badges. See your administrator if you need a badge.

## TEACHER ATTENDANCE

### Personnel Workday

All professional staff members begin their day at 7:45 a.m. supervising students in the hall/classroom. Teachers should be at their classroom doors at the beginning of each period and precede students into the hall at the end of the period. Between periods, teachers should be at their classroom door to assist with hall supervision.

The workday for teachers ends at 3:35 p.m. On Fridays, teachers are permitted to leave at 3:25 p.m. Teachers, who on occasion, find it necessary to leave early must first receive permission from one of the principals and must sign the log book in the office. In the event of an emergency or special need, please contact your building administrator for permission to leave. Teachers who wish to leave **campus** during their preparation period must sign out. Emergencies requiring leaving school before 3:35 p.m. or arriving after 7:45 a.m. will need to use personal leave or sick leave alternatives. Sick/personal leave can be used in increments of fifteen minutes when departure is needed

after school is over. (If a prep period is used to visit a physician, sick leave will not be charged unless the employee does not return to work by 3:10 PM.)

### **Teacher Absences**

If a teacher is ill or an emergency arises which requires a teacher to be absent, a substitute will be secured through **Donna Pingel** at **585-2825**. A call is to be made to **Donna** as early as possible, after 5:30 a.m. on that day or preferably the night before prior to 9:00 p.m. If she cannot be reached contact your building administrator. If you know that you will not return the following day contact the school office by 2:00 p.m. so the substitute can be rehired. **Donna Pingel** can also be reached from 9:30 a.m. – 3:30 p.m. at Hortonville Middle School, 779-7910.

### **Teacher Emergency Leave / Personal Leave**

Please contact the **Principal's office** for family leave and leave of absence. **Principals will sign and send completed form to the District Administrator's office.** Forms are available in each administrator's office. **Staff can request leave up to three days with his/her building administrator.** Extended time off must be approved by the District Administrator.

### **Sabbatical Leave / Family Medical Leave**

Sabbatical leave, as per contract, emergency and personal leave must be approved by the principal (and in special circumstances the district administrator). Forms are available in each administrator's office.

### **Bringing Family Members to School**

Employee family members (parents, children, etc.) should not be at school with the employee, during contracted hours, without prior approval of the building principal. Exceptions may be made by the principal for special events or unusual circumstances, but must be discussed with the administrator prior to the event.

### **Employee Use of Cell Phones During Contracted Hours**

Employee use of personal cell phones during contracted teaching or staff development time is not permitted. Personal cell phones must be turned off during these times.

### **Emergency School Closing**

In the event that it is necessary to close school, during the school day, for an emergency or bad weather, teachers and bus drivers will be informed of the closing time in terms of moving the closing time back from the normal closing time by quarter, half or full hours.

In case of an emergency or bad weather, listen to the following radio/TV stations or go to the following websites for announcements concerning the closing of school:

#### **Radio Stations**

WAPL (105.7FM)	WECB (104.3)	WEMI (91.9 FM)
WHBY (1150 AM)	WIXX (101.1 FM)	WNAM (1280 AM)
WNCY (100.3 FM)	WNFL (1440 AM)	WOSH (1490 AM)
WOZZ (93.5 FM)	WPKR (99.5 FM)	WROE (94.3 FM)
WSCO (1570 AM)	WTAQ (1360 AM)	WWWX (96.9 FM)
WVBO (103.9 FM)	WZBY (99.7 FM)	WZOR (94.7 FM)
WDUX (800 AM or 92.7 FM)		

**TV Channels:** 2, 5, 11 & 26

**Websites:** [www.hasd.org](http://www.hasd.org) or [www.wbay.com](http://www.wbay.com)

## **LESSON PLANS**

### **Lesson Plans**

Good planning is basic for good teaching. A planning book will be supplied for you.

Lesson plans must be submitted to the office each week of instruction prior to 8:00 a.m. of the week being planned. Each teacher should follow each building's procedures for submitting lesson plans.

Minimally the following must be included for each lesson:

1. Statement of objectives for lesson.
2. Outline of activities.
3. References to the Board of Education adopted text.
4. Independent practice.
5. Each teacher will also be responsible for leaving substitutes with adequate plans.

### **Substitute Teacher Folder**

Each teacher will submit to the office a substitute folder by the end of the second week of school and will update it regularly during the school year. The Substitute Teacher Folder should include the following:

1. A seating chart for each class.
2. Attendance slips-enough for one day.
3. Student passes (where applicable).
4. Emergency Lesson Plans
5. A Copy of information necessary to run an effective classroom, that is:
  - a. Daily Schedule
  - b. Information on attendance and discipline procedures
  - c. Applicable special instructions (other assignments/responsibilities, early release, lunch procedures, assemblies, etc.)
  - d. Special Student Needs
6. A Code Orange, Code Red and Code Blue Procedures.
7. A Daily Report Form.

## **TEACHING & LEARNING SUPPLIES / EQUIPMENT**

### **Textbook Distribution**

The District generally owns books used in classes. These books are provided to students for their use during the period of time needed.

1. All books whether they are clearly identified as textbooks or not should be stamped with the school name and numbered so as to provide date of purchase and individual book numbers.
2. Inside the front cover another stamp showing book assignments should be placed, unless some picture or other material makes this impossible.
3. Do a good job checking the condition of the books, the number of the book against the card and assigning the book to the student. Extra time spent at this is worth the effort.
4. At the end of the time that the books are used, collect them, checking to see that each student turns in his/her own book, and for a change in its condition. Levy fines against the student for poor care of the books.
5. At the end of the year each teacher should be able to account for all books issued.
  - a. Charges for lost texts:
    1. Book in good condition – list price
    2. Book in fair condition – one half of list price
    3. Book in poor condition – one-quarter of list price
  - b. Charges for damaged texts:
    1. For major damage to a book in good condition (damage which makes the book unfit for issuance to another pupil)-list price
    2. For major damage to a book in fair condition – one-half of list price
    3. For major damage to a book in poor condition – one-quarter of list price
    4. For lesser damage to a book – use your judgment (.50 multiples)

### **Classroom Equipment**

Desks, chairs, file cabinets, carts, wall screens, maps, etc. are allocated to classrooms. In the event that necessary equipment is not in your room, please report such shortages to the office in writing.

The physical appearance of the classroom has much to do with the attitude of students occupying it. Hence, it should be made as attractive and orderly as possible. Please be on the alert for the following:

1. See that each class leaves the room in good order.
2. Materials on the bulletin board should be appropriate and reflect the classroom instruction.
3. Bookcases and cabinets should be kept neat and orderly at all times.
4. Your desk and materials should be in good order.
5. Make certain you lock your computer, file cabinets, and secure other materials prior to leaving your classroom or office throughout the day. Prior to leaving the building close and lock all windows and lock your door, desk and file cabinets.
6. Student desks should be free of writing and damage.

### **Requisitions and Budgeting**

Individual school budgets are prepared in late winter for the following school year. Careful analysis of your future needs is necessary based on your current inventory, proposed curriculum changes, improvements in instruction, and enrollments in classes for the next school year. Those budgets are then submitted to your principal.

Ordering of supplies and equipment takes place in the summer based on the requisitions handed into the office before the end of school. A copy of the purchase order is given to the teacher so they know precisely what has been ordered for them. Teachers are to retain this copy until the supplies have been received. When the purchase order is complete, please sign and return it to the office.

### **Inventories**

Complete and accurate inventories are required from all personnel who have been assigned the use of school equipment or school space. If there are any questions concerning inventories, please direct them to the school office.

## **CONFIDENTIALITY / STUDENT / ASSESSMENT RECORDS**

### **Child Study Team Process**

The Child Study Team Process is designed to address the needs of students experiencing academic, social, or behavioral difficulties. The study team may consist of the student's classroom teacher, school psychologist, guidance counselor, school nurse, resource teacher, building administrator, and parents. After reviewing the information submitted by the person requesting the child study, the team works cooperatively to develop interventions which address the student's needs. Following discussion, a plan is developed by the team and implemented by designated team members. This plan may include: informal screening, behavior management plan, counseling, curriculum modifications, and/or referral for special education evaluation. It is the expectation of the school district that the plan be implemented and adhered to by all staff members. As the plan is implemented, team members monitor its effectiveness to determine a need for further child study meetings.

Teachers, parents, or any other school official can request a child study team. If a staff member has a concern about a student that is not resolvable through informal consultation, they should complete a child study request form (available in each school office) and submit it to the building principal. The individual making the request for a child study team should first consult with the school psychologist to determine if an evaluation has been completed previously. It is best if requests for initial child studies are made prior to February 1<sup>st</sup>.

### **Confidentiality**

Sections 118.125 and 118.126 of the Wisconsin Statutes outline the confidentiality of all student records including behavioral, health and academic records. The administrative office interprets these statutes to mean that unless an individual has a "right to know," the academic, health, and behavioral records of students are not to be shared. This can be carried forward to both the written record and verbal conveyance of student health, academic, and behavior progress (or lack thereof). **Open discussion of student progress, behavior, or health issues with individuals that do not have a "right to know" could be contrary to Wisconsin Statutes and could compromise professional accountability.** These statutes are not intended to restrict teachers from asking another teacher (s), counselor, principal, or psychologist for assistance or ideas on how to handle a particular situation.

### **Requests for Student Information**

When there is a request from a parent to fill out an educational, medical, or behavioral related form on a child, they need to be filled out in an objective manner. These forms must be given or mailed directly to the parents. Do not give confidential forms to students to return to parents.

### **Frequent Student Assessment**

Teachers should schedule frequent tests, quizzes, notebook checks, writing samples, etc., to show pupils their progress. Daily work, quizzes and tests should show evidence of teacher correction, teacher notes or teacher review.

### **Procedures for Accepting and Processing Special Education Referrals**

Any person who reasonably believes that a child is a child with a disability may refer the child to the school district. (WI State Statute 115.777)

All referrals shall be in writing and include the name of the child and the reasons why the person believes that the child is a child with a disability. Referral forms are available from each building principal or the director of special education. Prior to submitting a referral to the building administrator, a person shall inform the child's parents that he or she is going to submit the referral. The referral shall be signed and dated by the building administrator (beginning the evaluation timeline) with a copy sent to the parents.

Questions about special education referrals can be directed to a building administrator or the director of special education.

## Grades

Our district follows a nine-week grading policy. It is the teacher's responsibility to see that parents and students are notified of grading practices in your class. Parents must also be notified of students doing unsatisfactory work well before the end of any grading period. In initiating and maintaining such contact with parents, the teacher is requesting that both the students and parent share some responsibility for the success or failure to the student's educational program. A written record of all parent contacts may come in handy if a parent conference is necessary.

It is also important to notify parents when students do excellent schoolwork or when improvement is shown in their attitude, work habits, or performance. Positive telephone calls to parents are also encouraged.

The grade a student receives should reflect only his/her achievement in that class. Recent court rulings have determined that behavior and attendance cannot, in themselves, be factors for lowering a student's grade. Assigning grades to the quality of a student's work is a difficult task. Because grading is somewhat subjective it can be open to questions and criticism. Consistency can minimize many of the questions and criticisms.

To help improve our consistency, the following procedures are to be used by all teachers:

1. The grading penalty for cheating is lowering of the grade on that assignment, test, or project. Other disciplinary measures may be taken but none, which further affect the student's grade.
2. An "incomplete" grade on a report card is used to indicate non-completion of course requirements for the grading period due to illness or at a teacher's discretion for prearranged absence. "Incomplete" on the report card is not to be used when a student fails to do the work because of low motivation or laziness, or failing to serve detentions. A reasonable amount of time should be allowed to complete assignments missed.

## Grading Scale

100-97	A+	76-73	C
96-93	A	72-70	C-
92-90	A-	69-67	D+
89-87	B+	66-63	D
86-83	B	62-60	D-
82-80	B-	59-0	F
79-77	C+	Incomplete	

## Skyward Electronic Gradebook

Teachers of grades **K-12** are required to **enter** grades to the electronic gradebook. Grades should be updated **minimally every week.**

Your **electronic** gradebook shall contain an accurate record of student grades. Do not make student grades public knowledge.

## Homework

Teachers should attempt to develop meaningful and relevant assignments. That is, assignments that make it possible for the full spectrum of academic ability to work and receive satisfaction within the range of their own individual tolerance. We need to develop various types of homework, which will address every student's needs.

A guideline for giving homework assignments;

1. Reinforcement of concepts presented in class.
2. Training to accept responsibility for completing an assignment.
3. Enrichment.
4. Individualized, meaningful and challenging.
5. Homework should be corrected and feedback promptly given.

## Make-up Work

**THERE WILL BE NO CREDIT GIVEN FOR WORK MISSED DURING PERIODS OF UNEXCUSED ABSENCE OR TRUANCY WITH THE EXCEPTION OF QUARTER/MAJOR GRADES.**

### **Student Retention**

Classroom teachers must document curriculum modifications, conferences with specialists, conferences with parents and Child Study Teams to help in the assessment process. Our responsibility as educators is to show how retention is going to benefit the child. Documentation should reflect information pertaining to the considerations given under the rationale of Board Policy 5013.

### **Standardized Tests**

The Northwest Education Association's (NWEA), Measure of Academic Progress (MAP) assessments will be given to students in grades 2-10 in the areas of Reading, Language Arts, Math.

The Wisconsin Knowledge & Concepts Examination (WKCE) will be given to students in grades 4, 8, and 10 in the areas of Reading, Language Arts, Math, Science and Social Studies.

The Wisconsin Knowledge & Concepts Examination (WKCE) – Criterion Referenced Test (CRT) will be given to students in grades 3, 5, 6, 7, and 10 in the areas of Reading and Math.

The Hortonville Area School District writing assessment is administered to all students in grades 5-12 in the fall and grades 2-11 in the spring.

## **STUDENT ATTENDANCE**

### **Student Attendance**

Class attendance is mandatory and State Statute 118.18 requires that all teachers keep accurate records. Teachers are to maintain accurate attendance records for each student on a daily basis. Teachers should not delegate the taking of attendance to a student. Parents need to be notified of poor attendance that is affecting a student's progress.

## **SUPERVISION / DISCIPLINE / CURRICULUM**

### **Classroom Supervision**

Good discipline in the school is extremely important to the school program. With good discipline, the school can focus on its primary responsibility in the development of the individual. Utilizing best practices for discipline creates a collaborative approach and support from the Principal(s), the Superintendent of Schools, and the Board of Education.

Some guidelines for discipline, which can effectively be employed, are:

1. Treat students with respect.
2. Write and post simple and clear class rules.
3. Be fair and positive in enforcement.
4. Contact the parent. Document your parent contacts. Involve parents quickly in seeking help with misbehavior.
5. Meet with the student to attempt to determine the reason for misbehavior.
6. Notify the office immediately when a student is sent out of class.

### **Responsibility and Liability**

**Teachers are not to leave their classrooms unattended. In an emergency, get another teacher to cover or contact an administrator. ALL VOLUNTEERS: All non-staff volunteers who will be alone with children, or if there is a possibility of being alone, must complete the Background Check/Volunteer Contract and receive clearance prior to working in any Hortonville Area School District building. Coaches, classroom helpers, chaperones all are examples of those who do need to have this authorized clearance. It takes approximately one week for a background check to be completed.**

### **Halls**

Please supervise halls from your doorway. ALL TEACHERS HAVE AN OBLIGATION TO PROVIDE REGULAR SUPERVISION.

### Police Liaison Officer

The Hortonville Area School District contracts with the Village of Hortonville for the services of a police/school liaison officer. The "PSL" Officer is available for intervention and a wide range of classroom prevention programs, including McGruff presentations on theft, drugs, stranger danger, gangs, crime watch, gun safety, bike safety, positive choices and friends, school safety, etc. The PSL office is located in the high school.

### Locker Search

Student lockers are the property of the school district. Teaching staff have the authority to search a student's locker. If at all possible, an administrator and/or the PSLO should assist in the locker search. Notification should be given to an administrator as soon as possible.

### Child Abuse

Wisconsin Statutes 48.981 and Hortonville Area School District Policy #5064 requires that certified staff report any suspected child abuse or neglect which they encounter in the course of their professional duties. The building principal, school counselors, psychologists and police liaison officer can assist in making contact with Child Protection on matters of physical, sexual or emotional abuse of children. The school district and the law are very specific in two areas:

1. In cases of suspected child abuse, certificated employees can not pass off to another employee the mandated responsibility to contact Child Protection.
2. The investigation of suspected child abuse is the responsibility of Law Enforcement and Child Protection investigators and not school district employees.

### Harassment-Student & Teacher

Harassing behavior that is directed toward others is strictly prohibited in all forms. This includes behavior that creates an intimidating, hostile or offensive school environment. Those found to be harassing another face possible disciplinary action. **The Hortonville Area School District maintains that our schools are safe and enjoyable places to learn and work. Take time to review and discuss our harassment policy with your students at the beginning of the school year and as needed throughout the school year. Policy #2034 Harassment and/or Bullying was approved by the Board of Education on August 9<sup>th</sup>, 2010. This policy is new for the 2010-11 school year so please especially take notice.**

### Cheating & Plagiarism

The Hortonville Area School District maintains no tolerance for cheating or plagiarism. Teachers will discuss policies and procedures with students to assist them in understanding and avoiding cheating and plagiarism.

In the case of cheating or plagiarism the teacher will:

1. Notify a building administrator.
2. Notify the student's parent/guardian

And the teacher may:

3. Give no credit for the assignment or examination.
4. Require resubmission of the assignment/examination in a different format at a reduced grade.
5. Require a withdrawal from the class with no credit given.
6. Submit a failing grade for the class.

### Students Leaving the School Building

Students are not to leave the school building while school is in session without permission from a parent/guardian and the appointed attendance secretary/aide in the school office.

### Assembly Procedures

Before attending an assembly, it is a good practice for teachers to spend some time with their classes discussing proper and courteous behavior. At the assemblies, teachers should directly supervise students.

### Visitors

From time to time, students request permission to have visiting friends or relatives attend classes with them. This will not be allowed. The only exception might be a school exchange or students who are moving to our district.

### Textbook Utilization

The Board of Education adopts textbooks to assist teachers in the delivery of the written curriculum to students. It is expected that the teaching staff will utilize these textbooks as a primary resource of instructional material for the students. Extreme variations among teachers in individual grade levels can lead to inconsistent instruction of students in that grade level.

*Guidelines for the use of instructional materials follow:*

The Hortonville Area School District reviews, modifies as necessary and approves curriculum changes on a regular basis. The adoption of new instructional materials to implement the curriculum results from a review, selection and recommendation process that concludes with the approval by the Board of Education. Instructional materials adopted by the Board of Education are viewed as the "primary vehicle for delivering the written curriculum." (See Policy 7012) Materials that are approved by the Board of Education are purchased through either the district-wide adoption budget or the building level budget.

In addition to the use of formally adopted curriculum materials, supplemental resources are also used to aid teachers in focusing more directly on specific objectives of the curriculum as well as the needs of particular groups of students. Although supplemental materials are not subject to as intensive a review process as formally adopted materials, they are evaluated in terms of their ability to aid students in learning the content specified in the curriculum.

Request for supplemental materials that are viewed by teachers as being beneficial for students at a particular grade level are approved by the building principal and purchased through the building level budget. Prior to submitting this request, however, a consensus regarding the use of these materials must be reached by all classroom teachers throughout the district of the particular grade for which the materials are intended. This consensus ensures the curricular consistency that is essential in preparing all students for the next level of learning. It is the responsibility of unit leaders (See Position Description for Unit/Team Leader), with the assistance of the building principals or curriculum director if requested, to initiate and facilitate discussions related to the selection and consistency in use of supplemental materials.

Supplemental materials that individual teachers feel are valuable resources for instruction can also be purchased through individual classroom budgets. These materials can be used at the discretion of the teacher.

### **Special Education Student Participation**

Each student in any special education program is, by law, required to have an Individualized Education Program (IEP). The program describes the special education and regular education services needed for the student to receive a free appropriate public education (FAPE). **It is the responsibility of both special and regular education teachers to implement students' IEPs.**

An IEP team is comprised of a special education teacher, a regular education teacher, the student's parents, the student (if appropriate), and an administrative representative. Other school staff, such as school psychologists and counselors, may also participate as IEP team members. The team works together to evaluate students' individual needs and develop an appropriate placement.

All students with a special education classification are regular education students first and have a right to be educated to the maximum extent possible with non-disabled peers. This includes participation in extracurricular activities, meals, all specials, field trips, classroom celebrations and recess periods.

What does maximum extent possible mean? It means that unless the IEP indicates the contrary, a special education student shall participate in all regular education activities. Only the IEP team, through an IEP meeting, can determine an activity would be inappropriate for the student and change the student's participation with regular education peers. It is the teaching staff's responsibility (special education and regular education) to see that special education students assigned to them are included in all appropriate activities that regular education students participate in.

### **Communication with Specialists for Student Assistance**

If specialists from outside the district are needed, it is the teacher's responsibility to make sure prior arrangements are made. The building offices have information related to area specialists (ie: sign language interpreters for the deaf and hard of hearing, etc.).

### **Classroom Speakers & Volunteers**

All non-staff volunteers who will be alone with children, or if there is a possibility of being alone, must complete the Background Check/Volunteer Contract and receive clearance prior to working in any Hortonville Area School District building. Coaches, classroom helpers, chaperones all are examples of those who do need to have this authorized clearance. It takes approximately one week for a background check to be completed. A copy of the form is available in My Network Places/Administration/Forms. [Volunteer Contract Background Check .pdf](#)

1. Obtain the principal's approval for the speaker.
2. Give the speaker sufficient time to prepare the presentation.

3. Let the speaker know your purpose for having him/her; the make-up of the class; the length of time planned for the presentation.
4. If you plan to video tape the presentation, obtain the speaker's permission ahead of time.
5. Prepare your class for the presentation.
6. Check with the speaker a day or two before the presentation to confirm the time and arrangements.
7. Send a thank you after the presentation.
8. Remain in the classroom during presentations.

**Animals/Pets in School – Policy #7015** [\*7015 Animals in School.pdf\*](#)

1. No classroom pets.
2. No visiting animals.
3. Animals for demonstration purposes – follow policy procedure which includes administrative approval.

**Use of Potentially Controversial Educational Materials**

All students need to have access to current books, reference materials, periodicals, and audio-visual materials, which depict, in an accurate and unbiased way, information pertaining to the goals and objectives of the approved curriculum.

Regardless of how carefully teachers select material, it can be expected that at some point some members of the community will express concern about the appropriateness of selected materials. People have the right to request that material be reviewed. Inform the principal, promptly, of any parent concerns.

Parents have the right to judge whether material is acceptable for their child. Give parents the opportunity to review potentially controversial materials, attend your class, or remove their child from the class while the materials are being used. Students not participating in the class may have an alternative assignment. Inform the office when your plans include potentially controversial material.

**Technology**

**The Hortonville Area School District provides its staff members with technology for the sole purpose of quality education as defined by the Wisconsin State Standards, the district's curriculum, and all laws and policies governing K-12 educational practice.**

**Computer Labs**

District computer labs are intended as an instructional resource to support the curriculum. Computer lab use should include classroom projects that support specific instructional objectives. Classroom technology projects support a variety of curricular areas. The computer lab is not designed solely for drill and practice and should not be used to play computerized games.

**Guidelines for Internet Use**

1. All Internet use is logged and monitored. This information is subject to review at any time.
2. Internet access is provided as a supplement to traditional classroom instruction. As such, access to websites with offensive material, adult content, games, or non-educational information (movie, music, entertainment, free web hosting sites, etc.) may be blocked.
3. Any attempts to view adult subject matter, pornography, or other offensive materials may result in disciplinary actions.
4. **DO NOT SHARE YOUR PASSWORD(S) WITH ANYONE.** You are responsible for all activity that occurs on your account.

**Guidelines for E-mail use:**

1. All messages composed, sent or received on the electronic mail system are and remain the property of the Hortonville Area School District (HASD). They are not private or confidential property.
2. HASD retains the right to review, audit, intercept, access and disclose any information created, received or sent via our e-mail system at any time without prior notice.
3. The e-mail system is intended to supplement classroom instruction. It is not to be used to create or transmit any offensive or disruptive messages. Messages that are considered offensive include, but are not limited to ,any messages which contain sexual implications, racial slurs, or any other comment that offensively addresses someone's age, race, gender, sexual orientation, physical attributes, religious or political beliefs, national origin, or disability.
4. Per Wisconsin State Law, e-mail is archived for no less that seven years and is subject to laws regarding open records.

### **Guidelines for computer use:**

1. All computer activity is logged and monitored. These logs are subject to review any time.
2. The computer network and all associated technology are provided in an effort to support and improve the education of students. Personal use is not encouraged.
3. Students should never use teacher computers. Administrative software is installed on all teacher computers and this puts a student one step closer to the records and grades of the entire school district.
4. Never allow anyone access to a computer using your account information.
5. Never give out your password to anyone. Do not write it down. The Technology Department will never ask for your password.

### **Technology Purchases:**

1. PRIOR TO PURCHASE, ALL computer related hardware and software must be reviewed, tested, and approved by the Hortonville Area School District Information Technology Department.
2. Send related materials (website, information packet, demonstration copy, etc.) to the Technology Office located in the Hortonville High School or contact us via [help@hasd.org](mailto:help@hasd.org).

**Any use of the district's technology that is determined to be inappropriate is subject to disciplinary action.**

### **Movie/DVD Use**

The use of movies/DVD's in the classroom can be an effective instructional practice, however, should the use of movies/DVD's be perceived as inappropriate (i.e. types, frequency of use, questionable relationship to curricular objectives), it will be administratively addressed either verbally or in writing. If you are planning to use a film in the classroom, consider the following guidelines:

1. Refer to Hortonville Area School District's Copyright Policy 2028 – Appendix A
2. There should be a clear purpose for using the movies/DVD.
3. There should be a clear connection with the curriculum.
4. The delivery of the material should be instructionally appropriate.
5. All material must be age appropriate:  
Films rated "G" = all ages "PG"=7<sup>th</sup> Grade and above  
Any movie PG13 and above must have prior administrative approval.  
"R" rated movies are not allowed

Showing a 12-minute clip of a film to illustrate a concept is very often a more effective instructional tool than showing the full movie.

Movies/DVD are sometimes used as a reward or incentive. Please ask yourself if the showing of a movie is the most effective approach to serve this purpose. If so, when selecting the movie, please be sure that the movie will receive approval by all parents. This may mean limiting the selection of movies to G-rated films only. When in doubt, contact an administrator.

**Copes of the permission slip for parents or for teachers may be printed from your computer at "My Network Places/Administration/Forms."**

## **TEACHER / PARENT RELATIONSHIP AND PUBLIC RELATIONSHIPS**

### **Responsibility of Teachers to Parents**

Teachers are expected to inform students and parents, in writing, of their grading procedures and classroom rules. A copy of this correspondence (syllabus) must be on file in the building office by the third week of school. If you have academic or behavioral issues that would arise with one of your students, please be sure that you are communicating concerns to parents long before grade reports are filled out or parent conferences are scheduled. If parents first become aware of low academic performance or behavior needing improvement when report cards are issued, a strained working relationship is created between student, teacher and parent. It is more likely that parents will work with us if they are made aware of concerns in a timely manner.

Teachers are encouraged to inform parents when a student has achieved at a superior level or have done exceptionally good work on a project or a special assignment. Parents are appreciative of such complimentary comments from the school.

### **Calling Parents and Parent Conferences**

It is expected that teachers will communicate with parents regarding a wide range of student issues. Log your parent contacts including date, time, issue, and outcome/plan.

### **Public Relations**

Promoting education and the teaching profession by maintaining a positive attitude is the responsibility of all district employees.

Only quality written communication free of grammatical or spelling errors should be sent out to the parents and/or the community.

### **Open House**

Each year we open our schools to parents, students and community members for an Open House.

### **Fall and Winter Parent/Teacher Conferences**

Parent/Teacher Conferences are held twice during the school year. Parents are most interested in how their child is doing in your class. Focusing on the positives of “what the individual student is accomplishing” can help make your conference successful.

## **STUDENT MEDICAL**

### **Parental Approval for Emergency Medical Care**

1. Parents will complete student emergency care information which is on file in the Nurse’s Office.
2. Staff directly involved will be notified if appropriate.
3. Parental direction and authorization shall, in the final disposition, govern all emergency treatment.

### **Accidental Injury or Illness Occurring during the School Day**

The teacher in charge or other school employees who arrive first on the scene will:

1. Make an immediate determination of the location, nature, and seriousness of the accident or illness.
2. Determine the proper course of action. If the injury/illness is very minor, the employee may resolve the problem without additional help. If the concern is deemed serious (life or limb threatening), the student should remain in place and the nurse/health aide and an administrator should be notified immediately. The nurse/health aide/administrator will then take the proper course of action, which may include:
  - a. Administer necessary treatment and return the individual to class.
  - b. Contact the parent (or designated parent substitute) for his/her input and proceed accordingly.
  - c. If parents are not available, an alternate number listed on the emergency card will be called.
  - d. Contact the student’s physician for guidance if parent cannot be reached.
  - e. If the nurse or health aide cannot reach the parent before the school buses transport students home, the nurse and the principal shall determine how the student goes home.
  - f. Transportation to a medical facility will be arranged for the student through the parent. If parent is unavailable, the decision to transport to a medical facility will be made by the district nurse or the principal.
  - g. In a life or limb-threatening situation, call 911.
  - h. The building principal shall be notified as soon as possible in case of serious injury requiring medical or dental treatment.
  - i. The district nurse or health aide will investigate the cause of any accident and document findings as soon as possible. Suggestions for possible ways to avoid a similar occurrence will be made, as necessary, to the appropriate building principal.

### **Accidental Injury or Illness Occurring Off School Premises**

1. A traveling first aid kit is available upon request from the health room.
2. Parental/guardian consent forms, including permission to obtain medical help if needed, will be signed for each student and will be in the advisors possession during the activity.
3. The district nurse or health aide is available to accompany groups on school sponsored activities upon request.
4. Group advisor(s) will be aware of:
  - a. Students with potential health concerns that may need special consideration.
  - b. Students needing medications (parents will send specially labeled container with individual dose and labeled as to directions).
5. All care given will follow the first aid procedures signed by the district physician with a copy going with group advisor(s).

- a. Group advisor may call the nurse during the school day if any concerns arise.
- b. Parents are to be notified of any care given.
- c. Group advisor will report to the building principal and nurse any illness or injury and course of action taken.

**Medications:**

1. All medications, nonprescription and prescription are to be kept in a locked file in the nurse's office.
2. Only the school nurse or school health aide is authorized to administer medication to students.
3. All non prescription medications must have the original label, the student's name, and the dosage.
4. Prescription medications must have the name and the telephone number of the pharmacy, the student's and the physician's name, the name of the drug, the dosage to be given, and the schedule for administering the drug.
5. Written statements are required from parents for all nonprescription drugs, and parents and physicians for all prescription drugs. These permissions will authorize the school nurse or school health aide to administer medications, and will indicate the type, dosage and purpose of the medication. These forms are filed in the Nurse's Office.
6. The school nurse may request a release of information in order to obtain additional information from the student's physician.

**CLEANING / MAINTENANCE**

**Custodial-Staff Rapport**

Teachers are expected to keep their rooms organized for maximum cleaning purposes. Custodians and cleaning service take directions directly from the office. Report irregularities or needs immediately so minor problems do not become major problems. The teacher can do a great deal in assisting with good housekeeping by giving practical supervision to students and by keeping his/her room clear of random stacks of books, papers, etc.

**Requesting Maintenance or Cleaning and Cleaning Assessment**

Cleaning services can be requested via the intranet form.

Cleaning Surveys are available on teachers' computer desktops. Refer to "Cleaning Service" icon to communicate concerns and compliments.

**Candles/Room Fresheners/Deodorizers**

**For safety and health concerns, any type of fragranced product (candles, plug-ins, spray air fresheners, etc) are not allowed in the school buildings.**

**LUNCH ACCOUNTS**

**Adult Lunch**

Staff may purchase a lunch in one of two ways. You may pay for a lunch as you go through the lunch line, or you may take advantage of the automated lunch accounting system (which is encouraged). All staff has been issued a personal identification number (PIN) to use to access their automated account. The PIN number should be kept confidential. Staff may purchase lunch in advance by lunch clerk, or by depositing money into one of the lockboxes located within the MS and HS buildings. When depositing money into a lock box, your name and PIN must also be included inside the envelope. Your personal account will be credited accordingly. Thereafter, as meals are picked up, the account is debited for the correct meal charge.

## EMERGENCY PLANS / CRISIS PROCEDURES

*The following procedures are general in nature. All staff must refer to individual building plans for more specific emergency/crisis information.*

### Staff Responsibility During Crisis

It is extremely important for staff to remain calm during a crisis. Remaining calm and being firm with children when moving to a place of safety is very important. If you remain calm, but show your concern, the children will understand that this is a serious event, but that you are in control.

### Tornado Preparedness

When a certain combination of weather conditions exist that could possibly spawn a tornado, a “**tornado watch**” is issued. School will continue as normal and the radio will be monitored for further developments. A “**tornado warning**” is issued when a tornado is sighted. Everyone should seek shelter immediately. A civil defense warning siren may sound, and an announcement will be made on the loud speaker indicating the need to seek appropriate shelter.

A tornado may come quickly and at a time when you and/or your children are not in your usual place. With this in mind, everyone should be aware of all designated tornado safe areas in the building offering an alternative choice should it be necessary. Assuming there would be time to seek shelter, the following procedures are first choices with some alternatives indicated to accommodate everyone in a safe area.

### Tornado Drills

Each classroom should have a sign posted near the door giving instructions for emergency evacuation. If your classroom sign has disappeared or becomes unreadable, get a new sign from the office immediately. *During the season when tornadoes are likely to occur, a drill will be held to see that the procedure is understood and that it works efficiently.*

### Potential Hazardous Elements-Tornado

1. Windows.
2. Windows at the ENDS of corridors, particularly those facing south and west, are very dangerous
3. Long span rooms almost always have high ceilings.
4. High walls often collapse into the long span.
5. Wind tunnels occur in unprotected corridors facing the oncoming winds, which usually come from the south or west.
6. Windward walls, which usually are on the south and west, receive the full strength of the winds.
7. Load-bearing walls are the sole support for floors or roofs above.
8. The most dangerous locations of a building are usually along the south and west sides, and at all corners.
9. Masonry exterior walls higher than 10 feet are potentially hazardous.

### Protective Elements-Tornado

1. Lowest floor is usually the safest.
2. Below ground space is almost always the safest location for shelter.
3. Avoid interior partitions that contain windows.
4. A completely interior room protects against flying objects and the wind tunnel effect.
5. Bathroom areas with block or poured concrete walls are good protection.

### Fire Drills

At the beginning of each semester, teachers should inform students of the exit to be used in the event of a fire. This information should also be posted near the door. If you need a sign made for your room, contact the office. Teachers should also inform students that in the event the fire alarm sounds while the student is out of the room, the student should leave the building using the nearest exit and then proceed to the area where the class will be assembled. This is necessary so that if a fire occurs, we can account for all students in a short period of time.

#### **When the fire alarm sounds:**

1. **Students leave in a quick, orderly manner.**
2. **Teacher is last to leave room, taking the class roster. All windows must be closed, lights turned off and door closed.**
3. **Once outside the building, teachers should see that all students under their supervision are accounted for and at least 100 feet away from the building.**

If any of your students have a physical handicap, make certain you have a plan for evacuating them from the building. During a fire or fire drill, all staff members are required to leave the building. Do not return to the building until signal to return is given.

### **Evacuation**

Should a disaster such as a tornado or fire occur and the building becomes uninhabitable, an announcement will be made as to where and how to proceed to a safe area.

### **Bomb Threat**

The order for evacuating the building shall be “We have an emergency and need to evacuate the building immediately”. (A decision whether students can go to lockers will be determined by the building administrator when the announcement is made). These steps should be followed:

1. Unless otherwise notified, teachers and students shall exit the building with their class using fire exit procedures and accompany their classes to a safe area in the parking lot **at least one hundred feet away from the building.**
2. Teachers shall make every effort to take class rosters with them prior to leaving the classroom.
3. Office staff shall make every effort to take school rosters with them prior to leaving the building.
4. Students are to stay as a class group.
5. All instructional staff shall help supervise children.
6. The principal/designee shall make all decisions to release students.

## **SAFETY**

School safety begins in the classroom with the building of positive relationships between teachers and students. If students have a positive connection to school, we are less likely to encounter safety issues. Encourage students to become involved in school activities as this helps to build a positive connection and a positive attitude. If you have concerns about a student, share them with your building administrator or pupil services personnel. Assisting and supporting students can help to decrease frustration and anger which can translate to fewer safety related incidents.

The following are some basic safety guidelines for the classroom.

1. **Window coverings on the door or entry way may not exceed 5 foot in height. Anyone passing by in the hallway should be able to see into the classroom.**
2. All flammable items such as paints, chemicals, cleaners, gasoline, etc. should be stored in a fire safe cabinet.
3. Do not hang any item from the ceiling.
4. All lockers should be shut, and nothing should be in the hallway, such as band instruments, desks, chairs, boots or coats, playground toys, etc.
5. Monthly fire drills will be conducted in each of the buildings. Make sure you know your exit route.
6. When working in your classroom, please secure appropriate tools for the task (ladder, etc.).
7. Internet safety – monitor your students when they are online. Our district has filters and firewalls, but students are very clever and have been known to get around them.
8. Anyone working alone with our students will need to have a background check. If in doubt, ask your principal.

## CODE ORANGE

“Code Orange” is a signal to alert students and staff that an intruder is in the building and poses a threat to the health and safety of students and staff. It can be assumed that the intruder(s) have weapons. “Code Orange” is designed to get as many people as possible into a safer area. A safer area is defined as a place (hopefully locked) that is out of direct line of sight in a hallway or large open area. Incidents occurring during certain parts of the day may make it impossible to get all students into a locked area. An annual practice of Code Orange procedures is recommended.

### General

1. **“TEACHER’S WE HAVE A CODE ORANGE, PLEASE MOVE YOUR CLASS TO THE APPROPRIATE AREAS”**  
is announced over the P.A. Very little, if any, information will be given over the P.A.
2. The first response is to STAY where you are and secure that area.

### PROCEDURES

#### Classrooms

1. If possible, turn out lights, lock your classroom door, and unlock a window and open slightly.
2. If possible cover the window in the door so vision into the room is obscured.
3. Move students against the wall(s) adjacent to the door. This will protect students from random weapons fire through the door.
4. If, because of the construction of the room, you cannot get against the wall, have students lay on their stomachs with their heads away from the door. Staff is instructed to not open or unlock any door after it has been shut. Police will open/unlock door when all is clear. Assume it is unsafe until police or school administration personally comes to your room.
5. Be ready to move instantly (know possible evacuation routes).
6. Have an accurate account of children (if possible, take class record book with you if the class is evacuated).

#### Other Areas Within the Building

1. Get out of sight or even get outside the building.
2. If possible, turn out lights, and lock the entry doors into the area.
3. If possible, obscure vision into your area.
4. Students in the hallways should immediately try and get out of sight. Staff is instructed to not open or unlock any door after it has been shut. Police will open/unlock door when all is clear. **Assume it is unsafe until police or school administration personally comes to your room.**
5. Non classroom areas - Make a decision and do it. If you decide to leave the building move at least a block away from the school out of line of sight of the school.

### OTHER RECOMMENDATIONS INCLUDE THE FOLLOWING:

#### Actions during Resolution of Emergency

1. Care for students.
  - a. Deal with panic/hysteria/stress reactions.
  - b. Provide psychological first aid.
  - c. Provide for needs of handicapped students.
2. Follow instructions of police and principal. (Police are in charge; principal and other staff support their efforts.)
  - a. Be prepared for police to suddenly appear.
  - b. Be ready to move, follow special instructions.
3. If you and your students are taken hostage
  - a. Stay calm.
  - b. Don’t be a hero.
  - c. Follow instructions of captor.
  - d. Cooperate, be friendly if possible; don’t argue with or antagonize captor or other hostages.
  - e. Inform captors of medical or other needs.
  - f. Be prepared to wait; elapsed time is a good sign.
  - g. Don’t try to escape; don’t try to resolve situation by force.
  - h. Be observant and remember everything you see or hear.
  - i. If a rescue takes place, lie on the floor and await instructions from rescuers.
4. Be prepared for the unexpected; think of possible courses of action for various contingencies.

## ACTIONS TO TAKE FOLLOWING ANY “ALL CLEAR” SIGNAL

**Assume there is still a danger! Do not leave the area you are in until a police officer or school official personally comes to your area. Law enforcement will direct all evacuations and staging of buses.**

1. Check yourself and your students for injuries.
2. Account for all students. Stay put and wait for instructions.
3. As accurate information becomes available, explain to students what has happened and what will happen next. Allow them to ask questions, express feelings, etc.
4. Monitor children who WERE directly involved or direct witnesses and identify them for police investigators.
5. Preserve any physical evidence (don't touch if possible) and notify police about it.
6. Stay with your students until they are reunited with their parents and school officials have dismissed you.
  - a. Debrief with officials and receive instructions for recovery/follow-up activities.
  - b. Take advantage of personal support services.

### Media

1. Only the Superintendent of Schools or his/her designee will communicate with the media. If you are asked to be interviewed, politely decline and indicate the superintendent will answer questions.

## CODE RED

“Code Red” is a signal to alert students and staff that outside the building there is a threat to the health and safety of students and staff. “Code Red is designed to get all people into a safer area. A safer area is defined as a locked area inside the building.

### General

1. “TEACHERS, WE HAVE A “CODE RED”, PLEASE MOVE YOUR CLASS TO THE APPROPRIATE SAFE AREAS” is announced over the P.A.
2. The first response is get all students and staff into a safe and secure area. **Staff shall check all hallways and bathrooms for students and get them to a safe and secure area.**
3. Stay in your secure area until “ALL CLEAR” is announced over the P.A.
4. Continue with normal educational instruction as appropriate.
5. Please be aware that a “CODE RED” can turn into a “CODE ORANGE”.

### Procedures

#### Classroom/offices

1. Lock entrance doors.
2. Staff is instructed to not open or unlock any door after it has been shut.
3. Be ready to move if needed (know possible evacuation routes).
4. Have an accurate account of children (if possible, take class record book with you if the class is evacuated).

Actions during Resolution of Emergency – follow Code Orange as appropriate

## CODE BLUE

**Code Blue is a signal to staff that there has been a life or limb threatening accident/injury/illness on the campus. An Automatic Electronic Defibrillator (AEDs) is located in each building. Please take time to locate the AED in your building(s).Crisis Team Plan**

The District and each school have established crisis plans to deal with crisis such as a catastrophe, a death or sudden emergency that may affect staff and students.

## STAFF MEETINGS / INSERVICE /STAFF

### Staff Meetings

Faculty meetings are scheduled in advance for your convenience. They will begin at 3:20 p.m. Please plan your personal schedule around these meetings. Teachers and coaches who cannot attend a meeting because of time conflicts should see the principal in advance for approval. If you have items you would like to see on the agenda, see the principal several days before the meeting. Additional meetings may be scheduled as needed.

### Building Team

The Building Team is a team that meets regularly during the school year to address issues within the building. If you have an issue that you would like the building team to discuss, contact one of the team members. Meeting notes are distributed to staff after each meeting. Building Team meetings are open meetings for any staff member to attend.

### In-Service Training Days/Institutes

If you are interested in presenting a program or having someone come in, please see the principal or Building Team. Attendance at all inservice sessions held in the school district is required unless exempted by the principal.

Each teacher - each year, as part of the contract is required to complete seven (7) hours of inservice beyond the regular school day. All paperwork verifying the 7 hour requirement shall be completed and filed by May 10. Forms should be sent through the district mail system to the Staff Development Chairperson.

### Professional Staff Travel

Within the limits of the budget, professional staff members required or desiring to travel to professional meetings or other events of this nature may receive some reimbursement for the cost. All requests for such travel must be approved on the appropriate form obtained from the office prior to making any travel arrangements.

## TEACHER ASSESSMENT

### Teacher Supervision/Evaluation

A professional assessment program has been developed for the Hortonville Schools through the efforts of a committee consisting of teachers, administrators and consultants. Professional staff should refer to the "Personnel Supervision and Evaluation Handbook" found in your building's main office in hard copy or online at [\\hasd.org\administration\handbooks](http://hasd.org/administration/handbooks). It is your responsibility to read the handbook and meet all deadlines required by the evaluation program.

## FUND RAISERS

All fundraisers, sale of products or other collections of money must be approved by the administration. **EACH FUND RAISER ACTIVITY MUST BE ON THE CALENDAR PRIOR TO THE ACTUAL EVENT AND APPROVED BY THE BUILDING ADMINISTRATOR** (activities that are contingent on the weather need an approximate date of when they will be rescheduled.)

## FIELD TRIPS

All requests for field trips should be made in writing to the principal using the field trip request form available in the office. Submit the request early enough to allow sufficient time for approval, bus transportation, parental permission, a substitute, and other arrangements to be completed. Overnight trips and trips outside the state need School Board approval. When approved, it will be necessary to have each student return a parental permission slip. Teachers are responsible for taking emergency contact information, student medication and other related supplies for the well-being and safety of the students.

## TRANSPORTATION

Procedures for requesting transportation for field trips is as follows:

1. Complete Field Trip Transportation Request form located in each building office or on the district website
2. The Principal must sign the completed form.
3. A copy of the signed form must be sent over to Harry Steenbock or Mary Knoke in the Transportation Department at least 2 weeks prior to the field trip.

The Transportation Department will send you a confirmation from the requested field trip. If you do not get the confirmation 1 week before the planned trip, you should contact the Transportation Department.

The van must be requested at least 10 days in advance of a trip. Any trips out of state or more than one day should be requested 30 days in advance. If you know at the start of the year that you have a long trip of more than one day, request the van as soon as possible.

- ❖ If trip is greater than 75 miles, it must be approved by the District Administrator.
- ❖ If trip requires overnight accommodations or travels outside the State of Wisconsin, it must be approved by the Board of Education.

Use the same form and procedures requesting the van as you do for buses. You will need the number of students going as well as the number of adults with a total of no more than eight.

The van will transport up to eight people including the driver. If you have more than a total of eight, you must request a bus or plan some other method of transportation.

## APPENDIX A

# HORTONVILLE AREA SCHOOL DISTRICT 2010 – 2011 BOARD MEMBERS

<u>Area Represented</u>	<u>Board Member</u>
Village of Hortonville & Town of Liberty	Craig Dreier e-mail: <a href="mailto:craigdreier@hasd.org">craigdreier@hasd.org</a>
Town of Center	Willard Griesbach e-mail: <a href="mailto:willardgriesbach@hasd.org">willardgriesbach@hasd.org</a>
Town of Dale & Town of Hortonia	Jim Richards e-mail: <a href="mailto:jimrichards@hasd.org">jimrichards@hasd.org</a>
Town of Greenville & Town of Gr. Chute	Bill Murphy e-mail: <a href="mailto:billmurphy@hasd.org">billmurphy@hasd.org</a>
Village of Hortonville	Marvin Obry e-mail: <a href="mailto:marvobry@hasd.org">marvobry@hasd.org</a>
Town of Ellington	Paul Thome e-mail: <a href="mailto:paulthome@hasd.org">paulthome@hasd.org</a>
Town of Greenville	Bob VanDenElzen e-mail: <a href="mailto:bobvandenelzen@hasd.org">bobvandenelzen@hasd.org</a>

### Board Officers

President – Paul Thome  
Vice President – Bob Van Den Elzen  
Clerk – Marv Obry  
Treasurer – Craig Dreier

### Offices

Offices, GES, GMS, HMS, HHS 779-7900 Hortonville Elementary – 779-7911

*You can dial 779-7900 to contact schools and offices.*

*HES was not able to be part this phone system for technical reasons but will be updated at a later date.*

**E-Mail Addresses for Staff:** [name@hasd.org](mailto:hasd@hasd.org)

### BOARD COMMITTEES 2010 – 2011

**Budget** – All Board Members for 2010-11 fiscal year

**Curriculum** – Craig Dreier, Chairman; Willard Griesbach, Jim Richards

**CESA Delegate/Board of Control** – Bill Murphy

**Legislative** – Marv Obry

**Policy** – Jim Richards, Chairman; Bob Van Den Elzen, Craig Dreier

**Personnel & Negotiations** – Paul Thome, Chairman; Marv Obry, Bill Murphy

**Public Relations & Long Range Planning** – Marv Obry, Chairman; Bob Van Den Elzen, Paul Thome

**Technology** – Bill Murphy, Chairman; Craig Dreier, Jim Richards

**Transportation, Building, Grounds, Facilities, Safety & Liability** – Bob Van Den Elzen, Chairman; Willard Griesbach, Marv Obry

**WASB Delegate** – Paul Thome

## APPENDIX B 2010-11 District Calendar

	M	T	W	Th	F		M	T	W	Th	F		
<b>August</b>						<b>January</b>	3	4	5	6	7	36	
	23	24	IS	IS	27		10	11	12	13	14	41	
	*SD	WD				3rd Quarter begins	17	18	19	20	WD	45	
							24	25	26	27	28	5	
							31					6	
<b>September</b>						<b>February</b>		1	2	3	4	10	
1st Quarter begins			CB	2	3	3	7	8	ER	10	11	15	
	LD	7	8	9	10	7	14	15	16	17	18	20	
	13	14	15	16	17	12	21	22	23	24	PT*	24	
	20	21	ER	23	24	17	28					25	
	27	28	29	30		21							
<b>October</b>						<b>March</b>		1	2	3	4	29	
					1	22	7	8	9	10	11	34	
	4	5	6	7	8	27	14	15	ER	17	18	39	
	11	12	13	14	15	32	21	22	23	24	25	44	
	18	19	ER	21	22	37	SP	SP	SP	SP			
	25	26	27	NS	NS	40							
<b>November</b>						<b>April</b>					SP		
						4th Quarter begins	4	5	6	7	8	5	
	1	2	3	4	5	45	11	12	13	14	15	10	
2nd Quarter begins	8	9	10	11	12	5	18	19	20	21	GF	14	
	15	16	17	18	PT*	9	25	26	27	28	29	19	
	22	23	24	TH	TH	12							
	29	30				14	<b>May</b>	2	3	4	5	6	24
							9	10	11	12	13	14	29
<b>December</b>			1	2	3	17	16	17	18	19	20	21	34
	6	7	8	9	10	22	23	24	25	26	27	28	39
	13	14	ER	16	17	27	MD	31					40
	20	21	22	23	CV	31							
	CV	CV	CV	CV	CV		<b>June</b>			1	2	3	43
							CE	WD	8	9	10	11	44

**CODE:**

CB - Classes Begin	45
CE - Classes End	45
CV - Christmas Vacation	44
ER - Early Release	44
GF - Good Friday	178
IS - InService	
LD - Labor Day	
MD - Memorial Day	
NS - No School	
PT - Parent/Teacher Conferences	
SD - Staff Development	
SP - Spring Break	
TH - Thanksgiving	
WD - Work Day	

Teaching Days	178
Floating August Workday	1
Inservice Days	2
Holidays	2
*HFT Staff Development	1
P/T Conferences	3
Work Days	3
Total Days	190

1<sup>st</sup> Emergency Day - no make up  
 2<sup>nd</sup> Emergency Day - June 7  
 3<sup>rd</sup> Emergency Day - no make up  
 4<sup>th</sup> Emergency Day - June 8

\*Nov. 19 Grades K-12 PT Conference (No School)

\*February 25 - Grades K-12 PT Conference (No School)

Night PT Conferences to be set by schools.

## **APPENDIX C**

### **DISCRIMINATION COMPLAINT PROCEDURE**

Any complaint regarding the interpretation or application of the District's student nondiscrimination policy shall be processed in accordance with the following complaint procedures:

1. Any student, parent or resident of the District complaining of discrimination on the basis of sex, race, religion, national origin, color, ancestry, creed, pregnancy, marital or parental status, sexual orientation, physical, mental, emotional or learning disability or handicap in school programs or activities shall report the complaint in writing to the District Administrator.
  - a. Discrimination complaints relating to the identification, evaluation, educational placement or the provision of free appropriate public education of a child with disability shall be processed in accordance with established appeal procedures outlined in the District's special education handbook.
  - b. Discrimination complaints relating to programs specifically governed by federal law or regulation (e.g. EDGAR complaints) shall be referred directly to the State Superintendent of Public Instruction.
2. The District Administrator, upon receiving such a written complaint, shall immediately undertake an investigation of the suspected infraction. The District Administrator will review with the Building Principal, or other appropriate persons, the facts comprising the alleged nondiscrimination. The District Administrator shall decide the merits of the case, determine the action to be taken, if any, and report in writing the findings and the resolution of the case to the complainant.
3. If the complainant is dissatisfied with the decision of the District Administrator, he/she may appeal the decision in writing to the Board. The Board shall hear the appeal at its next regular meeting, or a special meeting may be called for the purpose of hearing the appeal. The Board shall make its decision in writing after the hearing. Copies of the written decision shall be mailed or delivered to the complainant and the District Administrator.
4. The complainant shall be notified of the right to appeal a negative determination by the Board to the State Superintendent of Public Instruction and the procedures for making the appeal.

Nothing in these procedures shall preclude individuals from filing a complaint directly with the Office of Civil Rights as authorized by federal law. Such complaints shall be made to: Office of Civil Rights, U.S. Department of Education, Region V, 111 N. Canal Street, Room 1053, Chicago, Illinois, 60606 (312/886-8434)

**Maintenance of Complaint Records:** Records of all complaints shall be kept for the purpose of documenting compliance and past practices. The records shall include information on all levels of the complaint and any appeals. The records should include:

1. The name of the complainant and his/her title or status.
2. The date the complaint was filed.
3. The specific allegation made and any corrective action requested by the complainant.
4. The name(s) of the respondents.
5. The levels of processing followed, and the resolution, date and decision-making authority at each level.
6. A summary of facts and evidence presented by each party involved.
7. A statement of final resolution and the nature and date(s) of any corrective or remedial action taken.

Copies of this complaint procedure shall be included in staff and student handbooks.

Legal References:           Section 118.13 Wisconsin Statutes  
                                  PI9 and PI41 of the Wisconsin Administrative Code  
                                  Title IX, Education Amendments of 1972  
                                  Title VI, Civil Rights Act of 1964  
                                  Section 504 of the Rehabilitation Act of 1973  
                                  Americans with Disabilities Act of 1990  
                                  Individuals with Disabilities Education Act  
                                  Civil Rights Act of 1991

Cross References:        Equal Educational Opportunities  
                                  Special Education Handbook

Revised 3/05

# Hortonville Area School District

District Administrator  
246 N. Olk Street  
P.O. Box 70  
Hortonville, WI 54944-0070  
PH: 920/779-7900 FAX: 920/779-7903

## Discrimination Complaint Form (for local use)

Name

Date

Street Address

City

State

Zip

Telephone # Home

Telephone # School or Work Location

### Status of Person Filing Complaint

Pupil     Employee     Parent     Other Specify

Filing complaint alleging discrimination on the basis of:

Corrective Action Requested:

Signature of Complainant

Date Signed

Signature of Person Receiving Complaint

Date Received

Submit all copies to District Administrator, or the immediate supervisor, or their respective secretaries. The person receiving the complaint will sign and date the complaint. One copy will be returned to the complainant, and one copy will be sent to the designated employee.

Distribution:    1<sup>st</sup> Copy – Complainant  
                          2<sup>nd</sup> Copy – Designated Employee

**This notice should be displayed in the front of every school's *Parent Handbook, Teacher Handbook, Student Handbook and Course Description Book* – without any alteration or disclaimers. It will also be displayed in the *Master Policy Book* in District Administrative Office, [www.hasd.org](http://www.hasd.org) website and the *District Calendar and Master Agreement*.**

## APPENDIX D

*Return completed form to Sherry LaCosse, District Office located at HHS*  
**REQUEST FOR USE OF SCHOOL FACILITIES AND PROPERTIES**

1. Name of group making request: \_\_\_\_\_
2. Name of person making request: \_\_\_\_\_ Date of request: \_\_\_\_\_  
 Address: \_\_\_\_\_ Phone: \_\_\_\_\_
3. Do you as sponsor live in the Hortonville Area School District: \_\_\_\_\_
4. Purpose or subject of meeting: \_\_\_\_\_
5. **Dates and hours** requested (**Be Specific**): \_\_\_\_\_
6. What building do you need? Please check.  
 Greenville Elementary School     Greenville Middle School  
 Hortonville Elementary School     Hortonville Middle School     Hortonville High School
7. What room do you need? Please check.  
 a. Classroom\_\_\_    b. Gymnasium\_\_\_    c. Auditorium\_\_\_ (*complete Auditorium Use Form*)  
 d. Cafeteria \_\_\_    e. Kitchen\_\_\_    f. Computer Lab \_\_\_ (*review Computer Use Procedures*)  
 g. Mobile Computer Lab \_\_\_ (*review Computer Use Procedures*)    h. Other \_\_\_\_\_
8. Approximate number of students attending: \_\_\_\_\_ Approximate number of Adults attending: \_\_\_\_\_
9. Number of-adult supervisors: \_\_\_\_\_ To insure adequate supervision will be provided, list of supervisors (with names & phone numbers) must be provided at least one week prior to the event. Failure to observe this requirement will be grounds for immediate revocation of the permit.

<i>Names of Supervisor(s)</i>	<i>Home Phone</i>	<i>Work Phone</i>

10. What special equipment is needed, if any: \_\_\_\_\_  
 \_\_\_\_\_
11. Will admission/registration fees be charged? \_\_\_\_\_
  1. Do participants pay a fee? \_\_\_\_\_ yes \_\_\_\_\_ no
  2. Is the event open to the public? \_\_\_\_\_ yes \_\_\_\_\_ no
  3. If the event is for students only, can students from other districts participate? \_\_\_\_\_ yes \_\_\_\_\_ no
  4. Are coaches/supervisors paid? \_\_\_\_\_ yes \_\_\_\_\_ no
  5. Is this activity for profit? \_\_\_\_\_ yes \_\_\_\_\_ no

(a) If yes, do all of the proceeds go directly to a HASD student activity account.    yes \_\_\_\_\_ no \_\_\_\_\_  
 If this is a district-sponsored athletic camp/clinic and you have checked “no” to questions 2-5 above the fee will be waived. If you have checked yes to question 5 and 5(a) the fee will also be waived.  
 On some occasions, building and facilities use requests occur when custodians and other employees are not scheduled to work. The person requesting the use of the facility may be required to have District custodian open and secure the facility before and after the activity is completed. In some instances, an employee of the District may volunteer to supervise an activity. In these cases, the volunteer employee and requestor assume full responsibility for the supervision of the facility and they must be present during the entire activity. The volunteer is responsible for the opening and securing of the facility for the activity.

Activities which involve large number of participants, (i.e. 100 or more) at the discretion of the District, will be required to have a custodian(s) on site during the activity. In any case, when a custodian is required to be present, the custodian’s actual salary and fringe benefits will be billed to the individual or

group using the facility (non-school sponsored activities). Damages or incurred expenses during the activity will be charged to the responsible groups or party. Enclosed is a copy of the policy governing use of school facilities.

The undersigned agrees that they have read and agree to the terms and conditions as outlined in the Use of School Facilities and Properties (Policy No. 8001) and if appropriate, the Auditorium Facility Use Policy.

Signed: \_\_\_\_\_ Date: \_\_\_\_\_

**Note: For more information, please contact Sherry LaCosse at 779-7900 ext. 16117 or email: [sherrylacosse@hasd.org](mailto:sherrylacosse@hasd.org)**