

HORTONVILLE AREA SCHOOL DISTRICT
Middle School Handbook
Student and Parent Handbook / Daily Planner
2023-2024

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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 to 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
Mr. Todd Timm, District Administrator
P.O. Box 70 - 246 N. Olk Street
Hortonville, WI 54944

HASD Mission Statement

Our community ensures every student learns at the highest level.

Middle School Vision Statements

Hortonville and Greenville Middle Schools are educational communities, working interdependently, using data, to ensure all students learn in a safe environment, to reach their highest level of success.

They are positive communities where we value all people and help each other to

Title IX - Please refer to Board Policy #2266 Nondiscrimination of the Basis of Sex in Education Programs or Activities

The Board of the Hortonville Area School District does not discriminate on the basis of sex in its education program or activity and is required by Title IX and its implementing regulations not to discriminate in such a manner. The requirement not to discriminate in its education program or activity extends to admission and employment. The District's Title IX Coordinators are:

Lori Smits
Director of Pupil Services
246 N. Olk Street
Hortonville, WI 54944
(920) 779-7900
lorismits@hasd.org

Thomas Ellenbecker
Human Resources Director
246 N. Olk Street
Hortonville, WI 54944
(920) 779-7901
thomasellenbecker@hasd.org

MESSAGE FROM THE PRINCIPALS

On behalf of the entire faculty and staff of our middle schools, we extend our best wishes to you for a successful school year. We are excited to begin another school year and hope you are too.

We continue to have high behavioral and academic expectations for our students. Do your best in everything! As you begin this year, set achievable goals and frequently review your progress with your parents. Set high standards for yourself and work hard to reach those goals. When you give 100%, your efforts will result in good grades. All of us, including your parents, will be proud of your accomplishments. We encourage you to become involved in all the co-curricular activities that are available. It is a great opportunity for you to meet new friends, become involved, and have fun.

One of our priorities is to assist you in the further development of your talents. If you need help, be sure to ask your parents, teachers, or other school personnel for assistance. We will continue to make HMS/ FWA /GMS safe schools. Be sure to report any concerns that threaten your health and safety.

This notebook is intended to help you organize and manage all your resources so you can be a successful learner. The use of this book can help you learn how to organize, how to listen, how to take notes in class, how to outline, how to prepare assignments and study for tests. These skills can help you to be successful this school year and in years to come. All students are expected to use this planning notebook on a daily basis.

Best wishes for a great year!

Travis Lawrence, Principal GMS
Torrie Rochon-Luft, Principal HMS

CLOSED CAMPUS & VISITORS

Hortonville Area School District operates a closed campus. This means students are not to leave the

building because of illness or for any other reason during school hours without first securing permission from the school office and the parent or guardian.

All visitors must sign in at the school office and present government issued identification. A visitor's identification is scanned using a program called Raptor. Once cleared for entry, will be given a visitor badge to wear while on campus. Visitors are not allowed to attend classes with students.

THE SCHOOL DAY

The school doors will open at 7:30 AM daily, at which time breakfast is available for students to purchase before heading to class. The school day begins with students in their classrooms ready to learn at 7:40 AM daily for announcements, followed by first period. The school day ends at 3:00pm, which is when students are dismissed.

EMERGENCY SCHOOL CLOSING

In the event of an emergency school closing, parents and students are encouraged to listen to local radio or watch local television stations. Our district will also notify families by email, text, and automated phone messages in the event that school is canceled or delayed.

APPEALING OR RESOLVING ISSUES

Any student or a parent that has a concern or issue should first try and contact the teacher, coach, or supervisor regarding the situation. If you are still not satisfied, then contact the principal to review the situation at a subsequent meeting. Either party not satisfied with the decision may appeal to the District Administrator. and, if not resolved, then to the Board of Education.

ATTENDANCE

The responsibility for regular school attendance of a student rests upon the student's parent(s) or guardian. (*District Policy #5200*)

EXCUSED ABSENCES

HASD allows a maximum of 10 excused absences (all or part of a day) in a school year before requiring a doctor's excuse. Beginning with the 11th absence, a doctor's note will be required in order for the absence to be excused. Absences beyond ten occurrences will be marked as unexcused. Examples of excused absences are:

- *physical or mental condition*
- *Obtaining Religious Instruction*
- *Permission of parent or guardian*
- *Religious Holiday*
- *Suspension or Expulsion*
- *Program or Curriculum Modification*
- *High School Equivalency - Secured Facilities*

- *Child at Risk*

Parents must call the office on the day of absence. If arriving after 7:40 AM students must check in to the office. **Students must report to the office prior to appointments. Students will not be released from the building without parent permission. Students must also check back in upon their return.** Letters may be sent home informing parents when absences reach cumulative 5 and 10 days absent.

UNEXCUSED ABSENCES

Students who are absent from school with the consent of their parent(s) or guardian whose absence does not fall under the reasons listed above shall be considered unexcused. Examples of unexcused absences include: hair appointments, shopping, oversleeping, missing the bus, or part-time work. Unexcused absences demonstrate disregard for the educational program and are considered a serious matter.

TRUANCY

Truancy means any absence of part, or all, of one or more days from school during which the school has not been notified of the legal cause of such absence by the parent/guardian. Truancy also means intermittent attendance carried on for the purpose of defeating the intent of the compulsory attendance law. Five unexcused absences within a semester may result in a Truancy referral to local law enforcement agencies. *If your child is open-enrolled and is not meeting attendance requirements, open enrollment can and may be revoked by the school board. (*For complete review of District Attendance information see Policy #5200*)



STUDENT DRESS

In general, most clothing is permissible provided it is in good taste. Administrators will determine appropriate apparel and length. Students who do not dress to acceptable standards may be asked to change. Absences due to this type of behavior will be unexcused.

Issues regarding acceptable dress will be determined by staff and administrators. The appearance of any young person is primarily the responsibility of that individual and his/her parents. Our middle schools are public schools interested in preparing students to enter the workforce, this ties to responsible decision making and self management~ SEL Competencies that are taught in middle school. Reasonable cleanliness of person and apparel is expected. Inappropriate, or

indecent clothing will not be allowed during the school day or during school sponsored events. School personnel may request students to change clothes.

Clothing that is NOT ALLOWED:

- Clothing that promotes alcohol, drug or tobacco use, or which depicts or refers to violence, hatred, or sexually suggestive material
- Revealing clothing that exposes private body parts~ (chest, buttock)
- Apparel worn to demonstrate association with a gang
- Any attire or accessory which by its design, use or intended use, could cause bodily harm, to others.

Guidelines for Appropriate Dress:

- Shirts must cover undergarments
- Shoes are to be worn in the building at all times. No slippers are allowed. Athletic shoes should be worn during Physical Education classes. 6th through 8th grade students are required to change into athletic clothing for phy ed class.
- Coats, jackets, sunglasses, hats, caps, hoods, or other headwear should not be worn during the school day

SKYWARD FAMILY ACCESS & MASTERY CONNECT

We have two online resources available to parents and their students to track student attendance, look up student schedules, and track student academic progress.

Skyward Family Access Uses:

- Student registration (summer or during year for new students)
- Looking up student schedules
- Tracking student attendance
- Viewing important messages from school
- Paying school fees and adding lunch money

Mastery Connect Parent Portal Uses:

- View essential standards taught subject by subject
- Track student academic progress
- Track student Social Emotional Learning (SEL) competencies progress life skills progress

REQUIRED COURSES

Courses – Required
(S)= Semester Only

(T) = Trimester
(5+6) = 5th and 6th only
(8Y) = 8th All Year
(8E) = 8th Elective

Reading Workshop 5
Math 5, 6, 7, 8
Language Arts 6, 7, 8
Writer’s Workshop 5
Word Study 5
Science 5, 6, 7, 8
Social Studies 5, 6, 7, 8
Health (6S), (8Y)
Music 5, 6, 7, 8
Art 5T, (6S), (7S), (8T)
Physical Education 5, 6, 7, 8
Spanish 5T, (6S) - GMS ONLY, (7S) - HMS and GMS
Spanish I (8Y) - HMS and GMS
German (5), (6S) - HMS ONLY, (7S) – HMS and GMS
German I (8Y) - HMS and GMS
Digital Literacy 5T, (6S), (7S), (8T)

GRADING FOR LEARNING

The HASD has spent time researching effective practices related to student grading and assessment. HASD middle schools use a standards-based grading approach to reporting student academic progress-

What is Standards-Based Grading?

Standards-based grading communicates how students are performing on a set of clearly defined expectations called standards. Our teachers have spent considerable time working together across the district to evaluate state standards in every subject area and determining which standards are most essential for future academic success. Standards-based grading identifies what a student truly knows and is able to do in relation to those standards. Mastery Connect is the tool the Hortonville Area School District has selected to track student proficiency levels and report student progress toward meeting the essential standards.

What is the Purpose of Grading?

The purpose of grading is to accurately and meaningfully describe a student’s *current* performance.

What is the Purpose of Report Cards or Progress Reports?

The purpose of our report card is to communicate a student’s academic progress toward expected standards, as well as behaviors that impact learning.

How does Standards-Based Grading Differ from Traditional Grading?

A standards-based grading system measures a student's mastery of grade-level standards by prioritizing the most recent, consistent level of performance. Scores are not averaged; therefore, a student who struggles initially can still demonstrate mastery of key concepts and skills by the end of the semester.

Standards-based progress reports separate out academic performance from work habits and behavior. Variables such as effort, participation, homework completion, timeliness, cooperation, attitude, and attendance are reported to parents separate from the student's academic progress. This provides the most accurate representation of what a student knows and is able to do academically, while still reporting on important learning behaviors such as completing practice work, showing effort in class, participating, etc...

What are the proficiency levels?

4	Exceeds Mastery	A (4) indicates that a student has exceeded a standard by consistently demonstrating an <u>advanced</u> level of understanding and/or the ability to apply his/her knowledge at an extremely high level. Very few students will be at this level.
3	Mastery	A (3) indicates that a student has independently achieved or mastered the standard. By the time a summative assessment is given, most students should fall into this category.
2	Near Mastery	A (2) indicates that a student is developing an understanding of a standard, but may need additional instruction and/or additional practice in order to fully demonstrate mastery.
1	Not Yet	A (1) indicates that a student has <u>minimal</u> understanding of the standard. The student is not there yet and needs additional instruction and/or support.

How will academic progress be determined?

Students will have a wide-variety of assignments in which they can demonstrate mastery of the standards such as quizzes, tests, projects, presentations, performances, demonstrations, and more. Teachers will evaluate student work based on the entire body of work with an emphasis on the most recent/consistent evidence of learning to determine an overall proficiency level.

Homework or Practice Work

We refer to homework now as 'Practice Work'. Assignments are practice that serves as a source of feedback for students, parents and teachers. While still a critical part of the learning process, practice work will not be scored or used to determine a student's mastery of a standard. Despite practice work not being included as part of a student's proficiency level, the work is still required. Students not completing their 'Practice Work' may be required to do so during their lunch periods, recesses, or during ELT. Some level of work may be required outside of the school day. One hour per night of work is typical on average. If your child has more than this per night, please contact our staff.

SEL (Social Emotional Learning) Competencies

Teachers will report out to parents and students on progress towards meeting predetermined competencies that makes up our 'social emotional learning'. The competencies include:

Self Awareness
Self Management
Responsible Decision Making
Social Awareness
Relationship Skills

Progress Reports (Report Cards)

At the middle-level, formal academic Progress Reports (formally referred to as Report Cards) will be sent via email to parents two times per school year (i.e. end of the first semester and end of the school year). Parents wishing to receive a paper copy may request one from the school office. Progress Reports will show individual student academic progress in all subject areas on essential standards only. Essential standards are deemed most critical for students to know before moving on to the next grade level.

PARENT-TEACHER CONFERENCES

Parent-Teacher Conferences are available in the fall and spring for students in grades 5-8. Parents are encouraged to arrange additional conferences with teachers as necessary and contact teachers via phone or email. The best time to contact the teachers via phone is 3:00-3:30pm.

REMEDIATION/ACCOUNTABILITY

The policy of the Hortonville School District is setting high expectations of students, and for the students achieving high expectations.

Steps to Implementation:

1. Students earning a proficiency level of NOT YET on **essential** standards at semester or at the completion of the academic year will be identified by academic teachers and the SIT will be notified. Again, this will be used only as a last resort after several attempts have been made to re-teach and re-assess student learning.
2. A remediation plan will be drafted by the student's academic teacher with approval of the building administrator. The plan will outline the specific essential standards and learning targets that the student is showing a proficiency level of NOT YET and steps that must be taken by the student and teacher to remediate.
3. When fully remediated, the teacher will change the student's proficiency level in Mastery Connect to reflect his/her current level of understanding (i.e. Near Mastery, Mastery, Exceeds Mastery). The academic teacher will also notify the SIT of completion and finalize the plan.
4. If a student should not successfully remediate in any subject(s) by the conclusion of the academic year, he/she will be requested to attend Summer School.
5. If a student should not successfully remediate any subject(s) by the conclusion of Summer School, retention in the current grade may be recommended.
(District Policy 5410.01)

WIN (What I Need)/ELT (Extended Learning Time)

The purpose of intervention is to provide a building-wide system of behavioral and academic support including pre-teaching, re-teaching, and enrichment in targeted groups to ensure that all students learn at the highest level.

The students will attend a 25-30 minute intervention daily. The purpose of such is to provide both remedial assistance or extension activities primarily in reading and/or math. WIN/ELT may also be used for remedial assistance or extension activities in other subjects as well. Lastly, WIN/ ELT may be used by teachers of

students who have excessive missing assignments. For more information about WIN/ELT at your child's school, please contact his or her teacher(s).

DIGITAL CITIZENSHIP

The students of HMS and GMS have the privilege of taking full advantage of the school network and internet while at school. In order to use the network/internet, students **MUST** have an Acceptable Usage Agreement Form signed and on file. Students are expected to adhere to the standards outlined in the agreement. All accounts are monitored for appropriate use and may be suspended for inappropriate use.

All students will participate in learning about the school's digital citizenship expectations for BYOD at the beginning of the year. After such, students will take a brief formative assessment to ensure understanding. As students obtain 100% proficiency on the assessment, they will be retain the right for BYOD privileges.

The Hortonville Area School District has also implemented a Bring Your Own Device policy (BYOD). This new addition to the Acceptable Usage Policy allows students to use their personal digital devices (smart phones, iPads, tablets, etc.) at school. **All personal devices must remain in student lockers during the academic day unless given teacher permission for educational purposes. This includes wireless earbuds in class, hallways, and at lunch.** BYOD expectations are not followed. Access to the internet will be permissible over our public wireless network. Students **MAY NOT** use their personal wireless data plans at school under any circumstances. as all internet usage during the school day must be filtered. **Students MAY NOT use their personal devices to text, place telephone calls, take pictures, take video, or access social networking sites during the school UNLESS permission is granted by a teacher. Phones or technology devices can never be used in a bathroom or locker room. Students may not take pictures or videos of other students on school grounds (including the bus) at any time unless it is for school use and their teacher has granted them permission. Students may not have their cell phones with them during lunch or during outdoor recess.** Profile pictures on school accounts should not be changed by any students.

CONSEQUENCES FOR VIOLATING DIGITAL CITIZENSHIP / BYOD EXPECTATIONS:

1st offense: Phone will be sent to the office for the day and a parent may need to pick it up. Minor referral to document. *Depending on the severity of the first offense, a student could lose phone privileges at school for a period of time. This is subject to administrator discretion.

2nd offense: Phone will be sent to the office for parent pick-up. Loss of phone privilege at school for four weeks. Major referral to document.

3rd offense: Phone will be sent to the office for parent pick-up and a BYOD-Refresh course will be taught to better understand proper cell-phone use in school with a reflection component. Major referral to document.

4th offense: Phone will be sent to the office for parent pick-up. Loss of phone privilege at school for nine weeks. Major referral to document. (District Policy #5136)



“The Polar Bear Way”

We will be teaching the 5 SEL Competencies throughout the school day and tying in the 24 learning targets that tie to the 5 SEL Competencies: *Self Awareness, Self Management, Responsible Decision-Making, Social Awareness, and Relationship Skills*

Data is collected to determine when a student needs assistance in meeting behavioral expectations. These students then receive more direct adult attention. Goal setting is a tool that we will utilize to teach and reinforce the expected behaviors. We believe very strongly in parent-child-school partnerships, and you will be communicated with throughout the reteaching process.

MINOR AND MAJOR BEHAVIORS

If or when a student should have behavioral issues at school, minors are offenses that are dealt with by teachers/support staff. Majors are offenses that are handled by school administration.

Minor behaviors are as follows:

- Defiance, disrespect, non-compliance
- Dress code violation
- Information and other electronics technology violations
- Tardiness to class
- Lying and/or cheating
- Minor forms of stealing

- Minor use of inappropriate language and/or gestures
- Physical contacts and/or aggression
- Property misuse
- Inappropriate hallway or commons behavior
- Inappropriate bathroom behavior
- Inappropriate locker room behavior
- Talking out and/or classroom disruption
- Teasing, tattling, and gossiping
- Inappropriate use of gum
- Inappropriate use of soda or food in the hallways
- Other minor behaviors that do not meet school expectations

Major behaviors are as follows:

- Truancy, skipping class, and/or leaving school grounds without permission
- Major use of inappropriate language
- Repeated noncompliance, disrespect, defiance, and/or insubordination
- Major forms of fighting and/or physical aggression
- Harassment, bullying, and/or threats
- Major theft and/or forgery
- Use or possession of drugs, alcohol, and/or tobacco
- Creating a false emergency
- Vandalism and/or property damage
- Major and/or repeated information and other electronic technology violations
- Repeated dress code violations
- Repeated lying and/or cheating
- Possession or use of weapons in school
- Other major behaviors that do not meet school expectations

Behavioral Supports

Behavioral supports for unexpected school behavior may include the following:

- Parent contact
- Re-teaching the expected behaviors
- Classroom detention
- Student conference
- Goal Setting
- SEL focus group
- Technology Usage Plan
- Referral to the school counselor
- Referral to law enforcement
- Time in the office
- Behavior contract
- In-School or Out-of-School Suspension
- Expulsion

STUDENT RECOGNITION

Recognition is given throughout the year in a variety of ways: achievement, citizenship, improvement, effort, sportsmanship, etc.

SAFETY

The following actions threaten the safety of others and participation in any of these activities may result in a referral to the School Resource Officer. This list is not all inclusive.

1. Fighting
2. Extortion
3. Harassment/Assault -sexual, verbal, and physical
4. Throwing objects
5. Possession of weapons
6. Tampering with fire extinguisher/alarm
7. Possession or use of drugs*, alcohol, and tobacco products
8. Threats in any form (i.e. bullying)

*Prescription medications are to be construed as an exception to this policy when used by the individual for whom they are prescribed, and in the manner and amount prescribed. The medication will be distributed by our staff in the health room. All medications, both prescription and over the counter, need to be housed in the health room (exclusions may include epi pens/inhalers per Board Policy #5330).

DISORDERLY CONDUCT

Disorderly conduct is a violation of Wisconsin Statute 947.01. Within the school setting disorderly conduct occurs when a student engages in violent, abusive, indecent, profane, or unreasonably loud conduct. This conduct would tend to cause or provoke a disturbance that is above the normal level of the school program.

Above the normal level or operation of the school is defined as a disturbance created by a student that directly incites another student, or where a student refuses to follow the directions of a school staff member.

Schools need to be a safe place for all students. Hortonville Area School District intends to provide a wholesome and healthful learning environment to all students and community members. Health, safety and welfare are the utmost concern of the District. The District will not tolerate actions of individuals or groups that threaten or cause physical or mental harm.

(District Policy #5600)

BULLYING / HARASSMENT /

CYBER BULLYING

Everyone in middle school has a right to feel safe. Therefore, we want you to be educated in regards to our procedure in order to prevent bullying and harassment. Bullying is defined as repeated deliberate or intentional behavior using words or actions intending to cause fear, intimidation, or harm. Bullying can involve hurting a person's body or possessions, saying or writing mean things, and hurting someone's reputation or relationships. Bullying is repeated behavior and involves a real or perceived imbalance of power.

Harassment is defined as behavior that is directed toward a pupil or pupils that may be based on a protected class status (sex, race, creed national origin, ancestry, pregnancy, marital or parental status, religion, sexual orientation, physical, mental, emotional or learning disability) and that substantially interferes with a pupil's school performance or creates an intimidating, hostile, or offensive school environment.

Cyber bullying is the willful and repeated harm inflicted through the use of computers, cell phones, or other electronic devices.

A bully/harasser may be a student or an adult. Some examples of bullying may include, but are not limited to the following

- * name calling
- * physical contact
- * sexual or dirty jokes
- * ethnic or racial slurs
- * obscene gestures
- * spreading rumors
- * graffiti, notes, or drawings
- * unwelcome touching
- * violent acts
- * insults
- * threats
- * etc.

If any words or actions make you uncomfortable or fearful, you need to tell a teacher, counselor, principal, or School Resource Officer. You may also file a written harassment report. The completed form should then be given to a teacher, counselor, principal, or School Resource Officer.

The middle school takes all reports of harassment seriously and will take appropriate actions to investigate such claims. Your right to privacy will be respected as much as possible. The middle school will also take action if anyone tries to intimidate you because of a report you filed or were witness to.

Dependent upon the individual and the specific nature of the problem some of the following consequences may be employed to help bring about a behavior change.

1. Warning
2. Administrative conference

3. Alternate learning room assignment-in school withdrawal from class for a period of time.
4. Withdrawal of privileges of attending or participating in school activities.
5. Losing the privilege of riding the school bus
6. Suspension from school
7. Expulsion
8. Referral to law enforcement

(District Policy #5517)

WEAPONS

A student, staff person, or community member may not possess a dangerous weapon, or simulation thereof, on school property, including school buses on or off school property. [Please do not ask to bring guns, knives, bows, arrows, animals etc. for demonstration purposes.]

Possessing a dangerous weapon, or simulation thereof, with or without intent to threaten or cause bodily harm to others or to cause property damage is a violation of District policy. A dangerous weapon is defined as a firearm, loaded or unloaded, and any device that is designed as a weapon and/or capable of producing bodily harm. If a student is, or was in possession of a dangerous weapon, or simulation thereof, on school property, including school buses on or off school property, or at a school function on or off school property, an expulsion referral may be initiated, as may a referral to law enforcement authorities.

(District Policies #5572 and 7217)

POLICE REFERRAL/SUSPENSION

At times it is necessary to make police referrals and/or use suspension as a means to discipline a student for dangerous acts, unacceptable language, fighting, bullying/harassment, smoking, drinking alcoholic beverages, disrespect for teachers, or other serious matters. A suspension means that a student is either sent home or assigned to work in the alternate learning room for a designated period of time. The School Resource Officer may be involved with your child, depending on the situation. We teach and encourage our students to be upstanders and report incidents to a trusted adult as soon as possible. The adult and student should work together to fill out a bullying/harassment form to make the report to school administration.

EXPULSION

The school board may expel a student from school whenever it finds the pupil guilty of repeated refusal or neglect to obey the rules. In cases of expulsion, the school will not act without

providing the student due process, as provided for in the Wisconsin State Statute 120.13 (1)(C).

SCHOOL LOCKERS

Lockers are the property of the school district and the school retains the authority to inspect lockers according to School District policy #5015. Placing or keeping any article or material in the building, on school grounds, or in school lockers which is of non-school nature that causes or tends to cause a disruptive activity or is offensive to prevailing standards in the adult community is considered gross misconduct. Pictures which are sexually explicit, provocative and or depict models in undergarments are prohibited. Permanent marking or damage to lockers will result in payment to restore the locker to the original condition. Intentional vandalism will result in a police referral. Backpacks are to remain in lockers during the day!

- Use only lockers assigned to you.
- Your locker must be locked at all times when not in use.
- Students MUST USE school issued locks black (hallway); locker rooms (blue/red).
- Do not tamper with any other locker.
- Do not keep valuables or large sums of money in your locker. The school district is not responsible for lost or stolen items.
- If your locker fails to work properly or you suspect someone knows your combination, report that information to the office.
- Careful planning of trips to your locker will save time. You may go to lockers only at designated times.
- Locker shelves: 7th & 8th grade students are encouraged to purchase portable locker shelves to promote organization and protect textbooks. *(District Policy #5770)*

LOCKER ROOMS

Gym lockers should be treated with the same respect as hall lockers. Locks for gym lockers are also purchased through the school. Students are to be in the locker rooms only when they are participating in a gym class, doing special work assigned by the PE teacher, or when they are preparing to participate in athletics. Phones may not be used in the locker room at any time.

MEAL PROGRAM

A grab and go breakfast and full lunch may be purchased daily for students enrolled. Students have a thirty-minute lunch period daily. Lunch menus are posted on our website each month. Questions about the meal program can be referred to our school office or to Julie Manthe at 779-7904.

HEALTHY SNACKS

During the school day, students and families may bring in a snack and lunch for the student only. Students and families will not be allowed to bring in snacks from outside the District to share with any other student. Beverages other than water must remain in lockers with the exception of lunch periods. (District Policy #8510).

EMERGENCY DRILLS

Our schools participate in regular emergency drills, including monthly fire drills, annual tornado drills, and periodic intruder drills. Students are expected to lend their full cooperation during these drills to ensure that our campuses are prepared for any emergency situation.

HEALTH ROOM

The district has employed licensed school nurses and health aides. There is normally a health aide on duty in each school during normal school hours. No student is to be sent home from school because of the sickness or injury without the consent of the health room or the knowledge of the office.

It is the responsibility of the parent to see that the sick or injured child is picked up from school within a reasonable time after notification. If emergency treatment is required, and the parent cannot be reached immediately, 911 will be called. IT IS IMPORTANT TO NOTIFY THE SCHOOL OF ANY CHANGES IN HOME AND WORK PHONE NUMBERS OF PARENTS.

When a child has a communicable disease, it is the parents' responsibility to notify the local health officer or your family doctor. (District Policy #5330)

FIELD TRIPS

With school nurse, parent, physician, and administrative approval, students may carry emergency medications (i.e. inhaler and epi-pen). If a parent cannot attend with the child, a trained adult will accompany the student for safety purposes.

ACCIDENT INSURANCE

Insurance (Student Assurance Services) will cover accidents happening to students in school and on

the school grounds, when not covered by your own personal health or accident insurance.

Please report all accident cases to the health office immediately, even though it is expected that you will file a claim for coverage with your insurance carrier. A claim will also be filed with Student Assurance Services, in so far as possible, insure complete coverage of the bills resulting from the accident.

ATTENDING AFTER SCHOOL ACTIVITIES

1. Students will be expected to follow all regular school-day expectations while attending after school events.
2. You are to remain in the commons or bleachers before the event starts.
3. The school dress code is enforced
4. If you leave the building during an event, you may not reenter the school building without school permission.
5. If you are asked to leave an event you will lose your privilege to attend future events after school.
6. Students must be in attendance for a minimum of a half day to be eligible to participate or attend, unless they provide a medical excuse to the school office.

CAMPUS SAFETY EXPECTATIONS

1. Students biking or scootering (including traditional, electric, gas powered) to school must get off and walk their bike once on school district property. Bikes may not be used in the drop off lane, bus lot, or school parking lot.
2. Bikes should be locked up and placed on bike racks.
3. Students walking to and from school must remain on district sidewalks and may not cut through the drop off lane, bus lot, or parking lot. Students must utilize crosswalks.
4. Students must stay away from the retention ponds at all times. They may not be accessed for any reason including walking on the ice, fishing in the pond, swimming, or wading.
5. Students must be dropped off/picked up in the designated lane. They may not be dropped off or picked up in the staff parking lot. Students may not walk through the drop off lane or parking lot.

Co-Curricular Activities

Our middle schools have a wide-array of co-curricular activities available to students. A complete listing can be found on our website. In order for students to participate in our athletic programs, they are required to have a physical examination every two years. This is to be arranged by the student's parent. We urge every student entering seventh grade to have a physical examination. Forms for this purpose are available from the school office.

Student involvement in co-curriculars is considered to be a privilege that carries with it a number of expectations and responsibilities.

Students are expected to maintain appropriate academic performance levels, meet participation requirements, attend school regularly, dress appropriately, and conduct themselves properly by displaying high standards of behavior.

ACADEMIC REQUIREMENTS (eligibility)

Quarterly, all students will be eligible to participate in co-curricular activities for the first 4 ½ weeks (through mid-quarter), and after 9 weeks (end of quarter) thereafter, the following will apply:

1. A student with 2 or more classes with proficiency levels of 'Not Yet' on any power standards that have been summatively assessed, will be considered ineligible to participate in any co-curricular activity(ies) for a period of 10 regularly scheduled school days. This includes any and all contests, meetings, or events. The office will set the exact dates of when the ineligibility period will begin and end based on the Board of Education approved calendar for a given school year. A student will be eligible for participation on the 11th regularly scheduled school day provided the student can provide evidence that he/she is receiving a proficiency level of at least 'Near Mastery' in both courses in all assessed power standards.
2. For athletic participation, the student may return to practice within the 10 days provided they have evidence that they are receiving a proficiency level of at

least 'Near Mastery' in both courses in all assessed power standards.

3. If not eligible on the 11th school day, he /she will be ineligible for the remainder of the 9 weeks or equivalent.
4. Transfer students will be eligible. Ineligibility will be determined using the same process.

BEHAVIOR REQUIREMENTS (eligibility)

1st Offense: A student who receives an In-School or Out-of-School suspension based on a school disciplinary action is ineligible for the next event/competition within the co-curricular activity they are participating in.

2nd Offense: A student who receives a second In-School or Out-of-School Suspension during the same co-curricular season is ineligible for the next two upcoming events/competitions within their current co-curricular activity.

3rd Offense: A student who receives a third In-School or Out-of-School Suspension during the same co-curricular season, is ineligible for the remainder of the events/competitions within their current co-curricular season.

Once a co-curricular season ends, the eligibility starts over with the 1st offense consequences. Suspensions that occur during the period of time between seasons will be applied to the individuals upcoming co-curricular activity/season.

For example, if a student earns a suspension two weeks after the completion of the volleyball season, the co-curricular consequences would be applied to the next co-curricular activity they participate in within the same school year.

PARTICIPATION REQUIREMENT

1. We must have on file in the office a form signed by the student and at least one parent/guardian indicating they have read and understood the Co-Curricular Code.
1. A student may not participate in activities considered to be athletics until the student has returned the physical fitness card completed

by a licensed physician and concussion form by parent.

3. A student becomes ineligible in a sport for the remainder of the season for competing in a non-school game, meet, or contest in the same sport during the season of practice and competition established by the school.

ATTENDANCE REQUIREMENTS

1. The student must be in attendance at school for at least 1/2 of the day of a performance, game or contest. Family emergencies may be exceptions if authorized by the principal. Doctor and dental appointments are acceptable if the student is gone for part of the day with documentation. Medical appointment confirmation should be submitted to the school office.
2. Poor attendance to school and/or practices may affect the student's eligibility to participate in scheduled competitions.

DRESS REQUIREMENTS

Appropriate dress and grooming for any student participating in home or away activities is the responsibility of the student and is up to the discretion of the coach or advisor.

CONDUCT REQUIREMENTS

1. Any student whose habits and/or conduct; namely, the use of alcoholic or tobacco products, and any other conduct which does not represent the ideals, principles, and standards of our middle schools may be suspended from further participation by the administration for whatever period of time deemed appropriate for the misconduct.
2. Incidents of minor misconduct or poor behavior while participating in an activity will be handled by the coach or advisor. Violations of the rule will be reported to the principal in writing.

AFTER SCHOOL HOURS

No student is allowed in the building after school(3:30pm) or on weekends unless they are involved in:

- A co-curricular activity and are supervised by a staff member
- Attendance at a sporting event
- Working with a teacher and supervised

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

Search and Seizure/Student Locker Searches (Policy #5771) The Board of Education has charged school authorities with the responsibility of safeguarding the safety and well-being of the students in their care. In the discharge of that responsibility, school authorities may search school property such as lockers used by students or the person or property, including vehicles, of a student, in accordance to policy #5771.

Student Code of Classroom Conduct (Policy #5500) Respect for law and for those persons in authority shall be expected of all students. This includes conformity to school rules as well as general provisions of law regarding minors. Respect for the rights of others, consideration of their privileges, and cooperative citizenship shall also be expected of all members of the school community. Respect for real and personal property; pride in one's work; achievement within the range of one's ability; and exemplary personal standards of courtesy, decency, and honesty should be maintained in the schools of this District in accordance to policy #5500.

Drug Prevention (Policy #5530) The Hortonville Area School District regards chemical abuse, addiction or dependency as it does any other behavioral or medical problem. No moral or social stigma should be attached to such personal problems. It is acknowledged that chemical problems are found in all socio-economic groups and in all age groups. Therefore, the District believes that it has an educational role to play in helping students make responsible decisions concerning the use of alcohol and other drugs. The District also has a responsibility to strive to maintain schools which are free of chemical abuse and to take action necessary to achieve that goal. The District intends that, with parents/guardians and other segments of the community; it will play an appropriate role in making a comprehensive program of education and support available to all students and employees. The Hortonville Area School District believes that the use and

possession of alcohol and other drugs, including prescription drugs not prescribed to the user or the student possessing them, is unlawful and harmful. For additional district measures please refer to District Policy #5530.

Student Anti-Harassment (Policy #5517)

Prohibited Harassment It is the policy of the Board to maintain an educational environment that is free from all forms of unlawful harassment, including sexual harassment. This commitment applies to all District operations, programs, and activities. All students, administrators, teachers, staff, and all other school personnel share responsibility for avoiding, discouraging, and reporting any form of unlawful harassment. This policy applies to unlawful conduct occurring on school property, or at another location if such conduct occurs during an activity sponsored by the Board. (Additional Information can be found in Policy #5517)

The Board will not tolerate any form of harassment and will take all necessary and appropriate actions to eliminate it, including suspension or expulsion of students and disciplinary action against any other individual in the School District community. Additionally, appropriate action will be taken to stop and otherwise deal with any third party who engages in harassment against our students.

The Board will vigorously enforce its prohibition against harassment based on the traits of sex (including transgender status, change of sex, or gender identity), race, color, national origin, religion, creed, ancestry, marital or parental status, sexual orientation or physical, mental, emotional or learning disability, or any other characteristic protected by Federal or State civil rights laws (hereinafter referred to as "Protected Classes), and encourages those within the School District community as well as third parties, who feel aggrieved to seek assistance to rectify such problems. Additionally, harassment means behavior toward a student or group of students that substantially interferes with the student's school or academic performance or creates an intimidating, hostile, or offensive school environment. The Board prohibits harassing behavior directed at students for any reason, even if not based on one of the Protected Classes, through its policies on bullying (see Policy 5517.01 – Bullying).

Open Enrollment (Policy #5113) The Hortonville Area School District will participate in the Wisconsin Public School Open Enrollment Program in accordance with applicable law and the relevant policies and rules of the District, all as amended from time to time. More specifically, the District, in administering its participation will give priority to its resident students regarding open enrollment opportunities; and take account, as appropriate, of individual rights under the Wisconsin and United States Constitution.

If the Board has made a determination that a non-resident student attending the District under the Open Enrollment Program is habitually truant from the District during either semester of the current school year, the Board may prohibit the student from attending in the succeeding semester or school year, after complying with the requirements of PI 36.09(2). (District Policy #5113).

Religion in the Curriculum (Policy #2270) It is accepted that no religious belief or non-belief should be promoted by the School District or its employees, and none should be disparaged. Instead, the School district shall encourage all students and staff members to appreciate and be tolerant of each other's religious views. For further information regarding religion within curriculum please see district policy #2270.

Controversial Issues in the Classroom (Policy #2240) The Board of Education believes that the consideration of controversial issues has a legitimate place in the instructional program of the schools. Properly introduced and conducted, the consideration of such issues can help students learn to identify important issues, explore fully and fairly all sides of an issue, with carefully the values and factors involved, and develop techniques for formulating and evaluating positions.

Student Privacy and Parental Access to Information - Student Records (Policy #2416) Records shall contain relevant data supplied by certified school personnel. There are two basic types of records: progress and behavioral. Progress records are those which contain a list of courses taken, grades obtained, extra-curricular involvement, immunization and the attendance record. All those items not contained in the progress records are considered behavioral. A large portion of the behavioral records is the cumulative folder. Any other records kept by any other school personnel are to be termed behavioral. Typical items contained in the behavioral records are achievement and ability tests, psychologists' reports, exceptional educational needs records, tests, health records, teacher written reports, discipline notices, etc. The sole purpose for maintaining student records is to provide a permanent history of the educational experience of the student. For additional information on access to student records and district policy regarding student records see Policy #2416.

Filing a Complaint Under FERPA Parents and students can file a complaint if they believe their rights under Federal Law (Family Educational Rights and Privacy Act and Protection of Pupil Rights Amendment) have been violated. Complaints can be directed to the Family Policy Compliance Office.

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