

6-18-24

Templeton Middle School

2024-2025

STUDENT HANDBOOK



TEMPLETON MIDDLE SCHOOL
N59W22490 Silver Spring Drive
Sussex, WI 53089

Main Office: (262)246-6477

Fax: (262)246-0465

Attendance: (262)246-1865

Brad Hoffmann - Principal
Voice Mail - (262)246-6477 ext. 4149
Email - hoffbr@hamilton.k12.wi.us

Cody Leland - Associate Principal
Voice Mail - (262) 246-6477 ext. 4148
Email - lelaco@hamilton.k12.wi.us

Courtney Gebhardt, Administrative Assistant
Cristina McCaffery, Administrative Assistant

SCHOOL HOURS

7:30 a.m.-2:45 p.m.

AFTER SCHOOL ACTIVITIES HOURS

7:00 a.m. - 3:30 p.m.

SCHOOL OFFICE HOURS

7:00 a.m. - 3:30 p.m.

SCHOOL MASCOT

Bulldog- "Spike"

SCHOOL COLORS

Blue & Gold

2024-2025 Student Handbook

Table of Contents

Welcome Letter	4	IMC Behavior.....	17
Beliefs	5	Lost & Found.....	17
Vision Statement	5	Technology.....	17
School Board & Administration	6	School Routines	
Calendar of Events	7	Arrival at School.....	18
Personnel	8	Hallway, Passing Times & the Pass System..	22
Class Schedule	9	Homework.....	18
Course of Studies	10	Lockers.....	18
Student Academic Information		Noon Hour Procedures	
Philosophy Statement.....	11	Lunch Procedures.....	19
Academic Communication		School Meal Account Charges &	
Infinite Campus Portal.....	11	Collections Policy & Procedures.....	19
Report Cards.....	11	Noon Activities.....	19
Grading Scale.....	11	Use of the Telephone	19
Parent Conferences.....	11	Visitors in School	19
Academic Honors.....	11	Emergency Procedures	20
End of Year Student Recognition	11	Tornadoes & Severe Weather.....	20
Standardized Testing	12	School Materials & Fees	
Student Behavior Expectations		Book Fees.....	20
General Rules of Conduct.....	12	Field Trips.....	20
Possession of Weapons on School Property..	12	Gym Requirements.....	20
Academic Dishonesty.....	13	Materials Needed.....	20
Student Alcohol & Other Drug Use.....	13	School Pictures & Yearbook.....	20
Student Use of Two-Way Communication	13	Co-Curricular Activities Guidelines	
Student Harassment.....	13	Philosophy Statement.....	21
Dress & Appearance.....	13	Activities Code Guidelines.....	21
Student Searches.....	13	Co-Curricular Activities Procedures	
Bus Rider Rules & Responsibilities.....	14	Eligibility Standards/Co-Curricular	
Denial of Riding Privileges.....	14	Activities.....	22
Student Discipline		User Fees.....	22
Behavior Improvement Program (BIP).....	14	Code of Conduct for TMS Co-Curricular Activity	
Lunch Detention.....	14	Participants	23
Disciplinary Referral.....	14	Insurance Requirement.....	23
School Programs, Organizations, & Services		Uniforms & Equipment.....	23
House Organization & Structure.....	15	Co-curricular Transportation.....	23
Student Services.....	15	Activity Buses.....	23
Peer Leadership.....	15	Recognition of Participation.....	23
Family Vacation Request.....	15	Other	
Withdrawal from School.....	15	School Dance Expectations.....	24
Student Attendance.....	15	Parental Rights & the Curriculum.....	24
Health Room.....	16	Confidentiality of Student Records.....	24
When to keep your child home from school..	16	Solicitations & Advertising.....	24
Medications.....	16	School Closing.....	24
Student Immunizations.....	16	Nondiscrimination Policy.....	24
Instructional Media Center(IMC).....	17	Appendix: Related School Board Policies	25



Dear Parents and Students:

Welcome to Templeton Middle School!!! Along with Cody Leland, Associate Principal, and the entire staff at TMS, it is our hope that the upcoming school year will be one that is challenging, rewarding and academically successful for your child.

Middle school students experience many changes in two short years. At Templeton, our staff is trained to challenge students academically, actively involve them in the learning process and create classroom environments that are positive and supportive. Additionally, based on the middle school philosophy of education, our school is structured according to the House concept, which provides students with a smaller and more nurturing environment that supports developing positive rapport and closer relationships between students and their teachers.

This handbook is designed to inform and help students and parents understand our curriculum, procedures and overall expectations. Students are expected to view the Student Handbook online and spend time sharing the information with their parents. During the registration verification process, on the first page parents will digitally sign off to confirm that they, along with their child, have read the Student Handbook.

Finally, we strongly encourage parents to become actively involved in supporting the achievement of the child. We encourage you to use the Infinite Campus Portal to monitor your child's assignments and achievements. School news can be monitored by accessing written announcements on the TMS website.

Please also know that parent communication is extremely important to us. We recommend that parents read our parent newsletter, TMS E-News, which is sent electronically every week and make use of both teacher voicemail and email for direct communication purposes.

Working together for a great school year,

Brad Hoffmann
Principal

Cody Leland
Associate Principal

Hamilton School District Beliefs

ENGAGE

...meaningful, active involvement

- Spark intellectual curiosity and innovation
- Promote interactive learning
- Utilize real-life, relevant tools
- Apply technology as a tool for learning
- Involve parents
- Partner with the community
- Connect globally

EMPOWER

...enabling all to find success

- Believe in self
- Equip with knowledge and skills
- Build mutual trust
- Promote transparency and openness
- Develop resiliency
- Overcome obstacles
- Believe in others

ACHIEVE

...reaching our highest goal

- Set and meet goals
- Monitor Progress
- Do better than yesterday
- Inspire and create
- Think critically and solve problems
- Produce quality work
- Build our future

Templeton Middle School 21st Century Skills Initiative

- Communication
- Creativity
- Collaboration
- Critical Thinking/Problem Solving

Templeton Middle School Vision

“We, as a Templeton community, believe, that:

Templeton Middle School is, and must continue to be, a nurturing place that recognizes all needs of the middle school learner, not only from an intellectual viewpoint, but also from the perspective of positive emotional and social development;

- that student achievement and successful academic experiences for all students are our primary goals.
- that the curriculum we provide to our students should be activity based, stressing the inter-relationships between content areas and relevant to real world experiences and the needs and interest of our students.
- that technology and its use must be curricularly integrated, and challenge our students to be increasingly technologically literate as they continue their education.

Finally, Templeton has been, and must continue to be, an educational environment that is welcoming to our total school community; students, staff, parents and community members.”

**2024-2025
Hamilton School Board**

Areas Represented	Name & Address	Term Ends
Village of Menomonee Falls	Brian Schneider - President N53W16254 Whitetail Run Menomonee Falls, WI 53051	2027
At Large	Rachel Ziemer– Vice President W236N9265 Mt. Vernon Drive Colgate, WI 53017	2025
Village of Sussex	Stacy Reidel - Member W2424N7321 Old Oak Dr Sussex, WI 53089	2025
Village of Lannon	Katie Streblov—Member 21765 N. Weather Edge Cir. Lannon, WI 53046	2026
Town of Lisbon	Dawn Van Aacken, Clerk W236 N9320 Monticello Dr. Colgate, WI 53017	2027
Village of Butler	John Castillo—Treasurer 12749 W Glendale Ave. Butler, WI 53007	2027
At Large	Tom Lodzinski—Member N78W22989 N. Coldwater Cir. Sussex, WI 53089	2026

Superintendent:	Paul Mielke, Ph.D.	246-1973, Ext. 1107
Assistant Superintendent of Business Services:	Shelli Reilly	246-1973, Ext 1110
Assistant Superintendent of Human Resources & Organizational Development	John Roubik	246-1973, Ext. 1179
Assistant Superintendent of Teaching & Learning:	Catherine Drago	246-1973, Ext. 4716
Assistant Superintendent of Special Services:	John Peterson	246-1973, Ext. 1184
Extended Learning Opportunities Coordinator	Marquea Goike	246-6471, Ext. 1105
Templeton Middle School	Brad Hoffmann- Principal Cody Leland- Associate Principal	246-6477, Ext. 4149 246-6477, Ext. 4148



TMS CALENDAR OF EVENTS 24-25

August

12-23	Locker Set up
12	Cross Country Sign Up begins
13	Summer Picture Day 8am - 3pm
19	Girls Basketball sign up begins
21	Summer Picture Day 11:30am - 6pm
27	Info Night 7B, 7W, 8S, 8W
28	Info Night 7G, 7S, 8B, 8G

September

3	First day of School
3	Student Council Applications begin
4	Cross Country Begins
5-6	Girls Basketball Tryouts 2:50-4:30
9	Girls Basketball Begins
9	Best Buddies Sign up begins
9	DECA sign up begins
9	Dungeons and Dragons sign up begins
19	Student Council Applications are due

October

4	Best Buddies First Meeting
11	First Semester Term 1 Ends
15	Parent Teacher Conferences-3:45-7:00
17-18	No School
21	Boys Basketball Sign Up begins
24	Parent Teacher Conferences-3:45-7:00
28	Wrestling Sign Up begins

November

4-6	Boys Basketball Tryouts 2:50-4:30
7	Parent Teacher Conferences-3:45-7:00
11	Wrestling Begins
13	Yearbook Club Sign Up begins
21	Forensics Sign Up begins
26	First Semester Term 2 Ends
27-29	No School

December

2	No School
3	Forensics Student Meeting
3	Yearbook Club First Meeting
5	Forensics Parent Meeting, time TBD
23	Winter Break begins (12/23/24-1/2/25)

January

2	Classes resume
6	Girls Volleyball Sign Up begins
20	No School
24	First Semester Ends
27	No School
28-30	Girls Volleyball Tryouts 2:50-4:30
31	Girls Volleyball begins

February

17	No School
----	-----------

March

6	Parent Teacher Conferences 3:45-7:00
10	Second Semester Term 1 Ends
10	Track Sign Up Begins
24-28	Spring Break
31	Track Begins

April

18-21	No School
30	Second Semester Term 2 Ends

May

18-21	No School
30	Second Semester Term 2 Ends

June

11	Last Day of School, half day
11	Second Semester Ends

PERSONNEL 2024-2025

Principal- Brad Hoffmann
Associate Principal- Cody Leland

	Comm Arts	Math	Science	Social Studies
7 Blue	Weisgerber, Jennifer N16	Fowler, Trenette E13	NEW TEACHER E11/E12	Schneider, Alan E10
7 Gold	Karabon, Megan S2	Emling, Kristin S1	Caucutt, Mary S6/S8	Leinon, Brianna S4
7 White	Koppelman, Jeni E3	Kruschel, Tim E6	Beck, Chris E1/E2	Wetzel, Katie E4
7 Silver	Odefey, Julie N11	Christman, Tim N9	Bjorklund, Hannah/Christman, Tim	Odefey/Christman/Bjorklund

	Comm Arts	Math	Science	Social Studies
8 Blue	Wilde, Amy SA5	Brezenski, Ann SA4	Kyde, Kristin SA3	Schmeling, Sally SA6
8 Gold	Schmeling, Lisa SA13	Hansen, Alissa SA14	Kochevar, Chaz SA15	Watton, Rhonda SA12
8 White	Derks, Rebecca SA1	Zielinski, Karen SA17	Baranowski, Amy SA16	Hilgenberg, James SA2
8 Silver	Guerard, Anna S3	Weiss, Frances S5/S7	Weiss, Frances S5/S7	Guerard, Anna S3

ALLIED ARTS	INSTRUCTIONAL SUPPORT	PSYCHOLOGIST	ADMINISTRATIVE ASSISTANTS
APP. TECH & ENG- Flaherty Shannon N1	Reading Resource- Starrett, Addie N10	Ribar, Rebecca	
APP. TECH & ENG- Grunewald, Carl N5	ELL- Kapetanovic, Jelena	SOCIAL WORKER	Gebhardt, Courtney
ART- Bergemann, Jay NA9	Math/Science Inst. Coach- Krill, Dan SA11	Lahmann, Mitchell	McCaffery, Cristina
ART- NEW TEACHER NA8	Math/Science Inst. Coach- O'Connor, Niki SA11	STUDENT SERVICES	HEALTH ROOM
BAND- Chanto, Alexander N4	Literacy Interventionist- Mittelstaedt, Kim N10	Buschmann, Beth	Fleisner, Janelle
BUS & MKTG- Frafjord, Sheila NA6	Math Interventionist- Kender, Kristina N14	Gross, Steve	CUSTODIANS
CHORUS- Plamann, S./Condon, M. N8	SPECIAL EDUCATION	EDUCATIONAL SUPPORT	Hoppe, John
MUSIC STUDIO GR7- Plamann, Sarah N12	7G- Nora, Kristina	Fischer, Ariane	Metzenheim, Tammara
MUSIC STUDIO GR8- Condon, Maggie N12	7S- Gresl, Kaylee/Sandleback, Erin	Gayle, Michelle	Paulsen, Oldine
DRAMA- Condon, Maggie N8	7W- Pierce, Sara	Kern, Nanette	Rossi, Julie
F/CE- Sardina, Cara G2	8B- Seizer, Kirstin	Larsen, Lisa	Trampusch, Joe
FE- Filzen, Ben Gym	8G- Sandleback, Erin	McKennon, Denise	Schlaeffler, John
FE- Plese, John Gym	8W- Russell, Donelle	Piotrowski, Sharon	KITCHEN
FE- Strauss, Lisa Gym	Speech/LA- Eysers, Naomi	Sanchez, Jamine	Savatski, Julia
FE- NEW TEACHER Gym	Speech/LA- Hunt-Halfman, Abbie	Schwartz, Noelle	Smulders, Tami
FRENCH- Lemke, Sara NA1	Speech/LA- Logan-Ott, Patricia	CLERICAL	Rollmann, Priscilla
GERMAN- Leitzke, Katherine NA4		PARAPROFESSIONAL	
SPANISH- Nemetz, NA3		Ferrell, Tammy	

7:25 Warning Bell
Updated: 5/15/24

CLASS SCHEDULE 2024-2025

Time	7 BLUE	7 GOLD	7 WHITE	7 SILVER
7:30-8:19	ALLIEDS	ALLIEDS	ALLIEDS	ALLIEDS
8:23-9:25	COMPMA/CA/ SC/SS	MA/CA/ SC/SS	PREALG/CA/ SC/SS	MA/CA/SC
9:29-10:31	COMPMA/CA/ SC/SS	MA/CA/ SC/SS	PREALG/CA/ SC/SS	MA/CA/SC
10:31-11:01	LUNCH	LUNCH	LUNCH	LUNCH
11:05-11:54	ALLIEDS	COMPMA/CA/ SC/SS 11:05-12:07	ALLIEDS	MA/CA/SC 11:05-12:07
11:58-1:00	COMPMA/CA/ SC/SS	COMPMA/CA/ SC/SS 12:11-1:13	MA/CA/ SC/SS	ALLIEDS 12:11-1:00
1:04-2:06	MA/CA/ SC/SS	ALLIEDS 1:17-2:06	MA/CA/ SC/SS	SS 1:04-2:06
2:10-2:45	Advisement	Advisement	Advisement	Advisement

Time	8 BLUE	8 GOLD	8 WHITE	8 SILVER
7:30-8:32	MA/CA/SC/SS	MA/CA/SC/SS	MA/CA/SC/SS	CA/SC
8:36-9:25	ALLIEDS	ALLIEDS	ALLIEDS	ALLIEDS
9:29-10:18	ALLIEDS	ALLIEDS	ALLIEDS	CA/SC 9:29-10:31
10:22-11:24	MA/CA/SC/SS	MA/CA/SC/SS	MA/CA/SC/SS	MA/SS 10:35-11:24
11:24-11:54	LUNCH	LUNCH	LUNCH	LUNCH
11:58-1:00	MA/CA/SC/SS	MA/CA/SC/SS	MA/CA/SC/SS	MA/SS 11:58-12:11 MA/SS 12:11-1:13
1:04-2:06	ALG/CA/SC/SS	MA/CA/SC/SS	ALG/CA/SC/SS	ALLIEDS 1:17-2:06
2:10-2:45	Advisement	Advisement	Advisement	Advisement

7 Blue

Trenette Fowler
NEW TEACHER
Alan Schneider
Jennifer Weisgerber

7 Gold

Mary Caucutt
Kristin Emling
Brianna Leinon
Megan Karabon
Kristina Nora

7 Silver

Hannah Bjorklund
Tim Christman
Kaylee Gresl/Erin Sandleback
Julie Odefey

7 White

Christopher Beck
Jeni Koppelman
Tim Kruschel
Sara Pierce
Katie Wetzel

8 Blue

Ann Brezenski
Kristin Kyde
Sally Schmeling
Kirstin Seizer
Amy Wilde

8 Gold

Alissa Hansen
Chaz Kochevar
Erin Sandleback
Lisa Schmeling
Rhonda Watton

8 Silver

Anna Guerard
Francis Weiss

8 White

Amy Baranowski
Rebecca Derks
James Hilgenberg
Donelle Russell
Karen Zielinski

TEMPLETON MIDDLE SCHOOL

COURSE OF STUDIES

2024/2025

GRADE 7	GRADE 8
ACADEMIC SUBJECTS	
Communication Arts	Communication Arts
Mathematics	Mathematics
Science	Science
Social Studies	Social Studies
ALLIED ARTS SUBJECTS	
QUARTER CLASSES – Meets Daily	FULL YEAR – Meets Daily
German	<u>Elective (Select 1)</u>
French	Art
Applied Engineering & Technology	Chorus
Spanish	French I
	German I
	Applied Engineering & Technology
	Instrumental Music (Advanced)
	Spanish I
FULL YEAR – Alternating Days (A/B days)	
Fitness Education	Fitness Education
&	&
<u>Elective (Select 1)</u>	<u>Elective (Select 1)</u>
Art	Art
Music Studio	Intro to Business and Marketing
Family & Consumer Education	Music Studio
Instrumental Music	Drama/Theatre
	Family & Consumer Education
	Instrumental Music (Advanced)

Students not proficient in reading and/or math as identified by FastBridge and/or Forward exam scores, or students in danger of retention are offered additional intervention support.

Student Academic Information

Philosophy

The expectation at Templeton Middle School is that each student will work cooperatively with the staff to ensure academic success. We encourage support from the home environment in accomplishing this goal per Hamilton School District Board Policy 310.2 included in the appendix of this student handbook. With proper intrinsic motivation, home support, and appropriate intervention of school support staff, the majority of our students successfully complete each year at Templeton. For a variety of reasons, however, some students do not fulfill the requirements to be promoted on to the next grade level. Hamilton School District Board Policy 345.4 states that students who fail two (2) or more core academics for (1) one semester are candidates for retention. Hamilton School District Board Policy 345.4 Rule 1 and 345.4 Rule 2 are included in the appendix. During the course of the year, parents will be notified in writing if their child is in danger of academic failure. In such cases parents are encouraged to contact teachers and/or guidance counselors to develop plans for their child's success.

All parents are reminded to monitor student achievement during the year and call if there are questions about the lack of success.

Academic Communication

Infinite Campus Portal

The Infinite Campus Portal is the place students and parents can go to view gradebook and assignment information, check student attendance, submit assignments, view classroom news, communicate with teachers, edit household demographic information, pay fees, and retrieve report cards.

Report Cards

Grading periods are six weeks in length. Report cards are posted on Infinite Campus Portal two times per year at the end of each semester. Report cards are computerized and consist of an academic grade and a rubric score for engagement, self awareness, and social competence. Optional computerized comments may be used to inform parents of specific areas of student progress. Student grade point averages are calculated on a 4.0 scale for daily classes. Classes that meet on odd or even days do not have the same weight as daily classes.

HAMILTON SCHOOL DISTRICT GRADING SCALE

Grade	%	Rubric or Letter Grade Score	Rubric or Score % Equivalency	Range Calc.	GPA
A	93-100	4.0	100	3.6-4.0	4.00
A/B	88-92	3.5	90	3.3-3.599	3.50
B	83-87	3.0	85	2.8-3.299	3.00
B/C	78-82	2.5	80	2.3-2.799	2.50
C	73-77	2.0	75	1.8-2.299	2.00
C/D	68-72	1.5	70	1.3-1.799	1.50
D	60-67	1.0	65	0.7-1.299	1.00
F (incomplete evidence)	0-59	0.5	50	0.3-0.699	0.0
F (no evidence)		0.0	0	0.0-0.299	0.0

Parent Conferences

Official district conference days are scheduled in October, November, and February. Parent conferences may be scheduled by parents or teachers at any time during the school year. Communication between home and school is an extremely crucial component in providing your child with a quality education.

Academic Honors

There are two levels of academic honors for which students are recognized. Academic high honor students have a grade point average of 3.5 to 4.0. Academic honor students have a grade point average of 3.0 to 3.49. Each semester, those students earning academic high honors will have their names on display on the wall near the Main Lobby. In addition, the names of all students earning academic honors are published in the weekly e-newsletter. Also, four times per school year teachers will select students to receive the Principal's Pen Award. Criteria for this award may include academic achievement, effort, citizenship, improvement and others. Recipients of the Principal's Pen Award will receive a pen. All students receiving Principal Pen awards will have their names published in the weekly e-newsletter, TMS E-News.

End of Year Student Recognition

At the end of the school year, students will be recognized at grade level ceremonies for achievement in three areas:

Academic Excellence: Students who meet the academic honors criteria for the year will receive an award for their outstanding academic achievement.

Behavioral Excellence: Students who have no office referrals concerning behavior including lunch detentions, after school detentions, in school or out of school suspensions and/or Saturday school will receive an award for their effort.

Perfect Attendance: Students will receive an award for perfect attendance. 8th grade students receive the above mentioned awards in their completion packets with the possible addition of:

Grade 8 Presidential Awards: Students that have earned a cumulative GPA in Grades 7 and first semester of Grade 8 is 3.5 or above, as well as scoring 85% or higher in Fall, Winter, or Spring FastBridge Testing. Students must attend Templeton Middle School for 7th and 8th Grade. Students receive this award in their completion packet.

Standardized Testing

All students at Templeton Middle School will participate in the following standardized tests:

- Grade 7 & 8 students will participate in FastBridge testing three times during the school year. Tests will include Math and Reading.
- Grade 7 & 8 students will participate in the state required standardized testing (ELA & Math). In addition, 8th grade will complete Science and Social Studies tests. These tests will be given during March, April and/or May according to the state testing window.

Only those students whose IEP states that they should not be tested are exempt from this requirement.

It is requested that medical appointments or family vacations are not scheduled during this week. Students also participate in District Benchmark Assessments and Grade Level Common Assessments.

Student Behavioral Expectations

General Rules of Conduct

1997 Wisconsin Act 335 requires that beginning August 1, 1999, teachers shall be authorized to remove students from class for reasons specified in a Code of Classroom Conduct adopted by the School Board. Principals are required to place students removed from a class in accordance with procedures outlined in the established code. The Hamilton School District Board of education has adopted a code which includes:

- Specific reasons for removing a student from a class,
- Procedures for determining the appropriate educational placement of a student who has been removed from a class and assigned a placement by the building principal or designee, and
- Procedures for notifying the parent/guardian of a minor student who has been removed from class.

The following are examples of activities, which are considered unacceptable on school grounds before, during or after school, at extracurricular activities or on the school bus.

- A. Continued disruptive or insubordinate behavior that seriously interferes with instruction, class work or school activities
- B. Profane, vulgar, disrespectful behavior or language
- C. Fighting, physical assault and battery, conduct without regard to the health and safety of others
- D. Verbal or physical intimidation, harassment or threats
- E. Weapons – possession, handling or transmission of a knife, any type of gun, “look alike” weapon, or any other object that reasonably can cause physical harm
- F. Destruction or theft of school property Destruction or theft of school property per Hamilton School District Board Policy 443.7
- G. Use/possession or distribution of alcohol, drugs or look alike drugs including prescription medications and over the counter medicine or any illegal paraphernalia
- H. Use, possession, or distribution of any type of tobacco products (Hamilton School District Board Policy 833)
- I.* Possession or use of any type of nuisance item such as squirt guns, spit balls, boom boxes, electronic games, skateboards, etc.
- J. Play activities that are excessively rough or could cause physical injury - tackle football, king of the hill, snowball throwing, etc.
- K. Theft or extortion of any type
- L. Public displays of affection, i.e. hand holding, hugging, etc.
- M. Participation in antisocial or criminal acts per Hamilton School District Board Policy
- N. Any behavior or activity considered inappropriate by the school administration
- Possession of nuisance items, i.e. any of the objects listed above, but not limited by those named, will result in their confiscation. Students are responsible and TMS is not responsible for any such items brought to school.

Student behavior should be positive throughout the building. Consequences for negative behaviors such as: abusive language, bullying, threats to staff or students, fighting (pushing/shoving in aggressive/confrontational manner) and fighting (hitting, slapping/fist) will range from After School Detention to recommendation to the Hamilton School Board that the student be expelled. Per Hamilton School District Board Policy 443.8

Possession of Weapons on School Property

Students shall not possess a dangerous weapon or look-alike weapon on school premises. The Hamilton School Board defines a dangerous weapon or look-alike weapon as a firearm, knife, razor, karate stick, metal buckle or any other object which, by the manner in which it is used or intended to be used, is capable of inflicting bodily harm or could pretend to be capable of inflicting bodily harm. In addition, the unlawful use, or possession of pepper spray is prohibited on school premises. Hamilton School District Policy 443.5 is included in the appendix of this handbook.

Academic Dishonesty

Teachers expect that academic work completed by a student, both formative and summative assessments, represent a true picture of that student's own performance. Students found plagiarizing and/or cheating on their own academic work and/or helping other students plagiarize and/or cheat will be subject to progressive discipline dependent on the severity of the offense. Plagiarism includes an exact copying or rewording of another's work, paraphrasing, partial quotation or summarization of another's work without properly citing the author of the original work. Cheating is the deliberate or attempted use of unauthorized materials including accessing and/or distributing assessment questions prior to the assessment, using information, technology (**including use of Artificial Intelligence**), or study-aids that are not allowed as well as giving or receiving improper assistance to or from other students on formative and summative assessments. Students in violation of academic dishonesty will be required to redo the assignment or assessment and may be required to serve additional school consequences.

Student Alcohol & Other Drug Use

Students shall not use, possess, distribute, sell or have ingested within the body any quantity of drugs or intoxicants while on the school premises or while involved in any school related activity. The possession, use, distribution or sale of look-alike drugs or prescription medication and the possession of drug paraphernalia is also prohibited. Hamilton School District Board Policy 443.4 is included in the appendix of this student handbook. The Hamilton School District delivers student assistance within the context of comprehensive prevention programming encompassing school instruction and activities, parent involvement and community support per Hamilton School District Board Policy 457.

Student Use of Two-Way Communication Devices

Student use of cell phones, electronic paging or two-way communication devices including smart watches during school hours is prohibited, except as specifically authorized by the building principal or in accordance with Acceptable Use Agreement for Student Use of Personal Technology Devices on School Grounds (365.1-Exhibit 2). Any student found violating this policy shall be disciplined accordingly. No cameras, video recorders, or other devices that can be used to record or transfer images may be used in the locker room, dressing room, or other area where privacy is an expectation at any time. No person may use a cell phone to capture, record, or transfer a representation of a nude or partially nude person in the locker room or to take any other photo or video image of a person in the locker room, dressing room, or other area where privacy is an expectation. No student shall use a cell phone or any other electronic form of communication to transmit materials or images to another student that are obscene, sexually explicit, threatening, or harassing. Even if such conduct occurs off school grounds, such conduct may be investigated by the District and may lead to discipline, up to and including expulsion, if the District determines that a nexus exists between the conduct and the school environment. Persons violating this policy shall be subject to school disciplinary action and possible legal referral. The building principal shall annually inform students of this policy. (Hamilton School District policy 731.1)

Student Harassment

The Hamilton School District shall maintain a learning environment free of harassment or intimidation toward and between students regardless of race, color, creed, religion, disability, sex, sexual orientation, national origin, ancestry, citizenship, or other legally protected status. Harassment is a form of misconduct which creates an intimidating, hostile or offensive learning atmosphere. (Hamilton School District policy 411.3, is included in the appendix of this student handbook) Any student who believes that he or she has been the subject of harassment or retaliation or any parents/guardians who believe their child has been subjected to harassment, should report the incident immediately to a teacher, counselor, social worker, school psychologist or building administrator in accordance with the district's established complaint procedures. Hamilton School District Board Policy 411.2 and Rule, concerning student harassment, is included in the appendix of this student handbook.

Dress & Appearance

As stated in the Hamilton School District Board policy 443.1 concerning students' dress code, it is a policy at TMS that students will attend school appropriately dressed. Any article of clothing or manner of hairstyle or make-up which is determined by the administration to interfere with the educational process is prohibited, including, but not limited to, expressions which are obscene, profane, pornographic, represents illegal behavior, demeans race, religion, sex, ethnicity, or advocates pain, death, suicide or drug use. Also, midriff tops, and tank tops with oversize armholes, or spaghetti straps, short shorts, skirts, skorts, pajamas or slippers, or any clothing that is revealing or disruptive to the learning environment are not appropriate for school wear. Chains attached to belts or wallets must be tucked into pockets and are not acceptable if they are below the level of the shirt. Pants must be pulled up over boxer shorts. Headgear of any kind is not to be worn in the school building. Coats and jackets are not to be worn during the school day. Student dress at extra and co-curricular activities, dances, and other school-sponsored events shall be appropriate, non-disruptive to the activity, and ensure health and safety.

Hats and other headgear (other than for religious and/or health purposes), such as combs, picks, visor caps, sunglasses on top of the head, or bandanas/headbands on the forehead, are not to be worn in the school building. This excludes; ponytail holders, hair clips, and hair accessories with the purpose of keeping hair out of students' eyes.

Student Searches

A teacher or other school official may search a student if there are reasonable grounds for suspecting that the search will turn up evidence that the student has violated or is violating either the law or the rules of the school. The search measures adopted must be reasonably related to the objectives of the search and not excessively intrusive in light of the student's age and sex and the nature of the infraction. No school official may conduct a strip search of a student. As stated in the Hamilton School District Board Policy 445.

Bus Rider Rules & Responsibilities

According to Hamilton School District Policy 443.2, students shall conduct themselves within the following guidelines while using district provided transportation.

1. Previous to Loading (At Designated Bus Stops)

Bus riders must:

- a. Be at designated school bus stops five minutes before scheduled pick-up. Buses will not wait for riders beyond the scheduled pick-up time. Student must ride assigned bus from assigned stop.
- b. Respect the property and rights of all property owners while waiting for the bus.
- c. Not cross the road to their designated stop until the bus has stopped, flashing red lights are on, and the bus driver gives the signal to cross.
- d. Stay off the road while waiting for the bus and conduct themselves in a safe manner while waiting.
- e. Walk on the side of the road facing traffic to get to the bus stop.
- f. Wait until the bus comes to a complete stop before attempting to board the bus. Riders should line up in an orderly, single-file manner and should not rush to get on the bus.
- g. Use the handrail when boarding and leaving the bus.
- h. Be courteous to other riders and the bus driver.
- i. Be secured in seat by bus driver or designated staff member if required by Individualized Educational Program (IEP). Non-school personnel are not allowed on the bus.

2. While on the Bus

Bus riders must:

- a. Listen to the bus driver and/or chaperone who is responsible for supervising the bus riders.
- b. Remain in their seats.
- c. Keep books, packages, coats and all other objects out of the aisles.
- d. Keep the bus safe and clean.
- e. Not talk loudly or shout.
- f. Not tamper with the bus or any of its equipment. Damage to the bus and/or to the property of others shall be paid for by the individual(s) responsible for the damage.
- g. Follow directions of the bus driver regarding opening and closing windows.
- h. Keep all parts of their body inside the bus.
- i. Be courteous to fellow students and the bus driver and keep hands and feet to themselves.
- j. Not leave books, lunches or other articles on the bus.
- k. Exit the bus only at their designated stop, unless a written parent/guardian request has been previously approved by school officials.
- l. Students should have name tags with name, address, phone and route number as age appropriate.
- m. Not possess, use, distribute, sell, or be under the influence of any quantity of drugs, hazardous inhalants, or intoxicants (including alcohol) or use or possess tobacco or nicotine products (as defined by state law including smokeless tobacco, look-alike cigarettes and e-cigarettes, or weapons at any time.
- n. Not bring animals of any type on the bus except as specifically authorized by law (e.g., service animals).

3. After Leaving the Bus

Bus riders must:

- a. Cross the road only after receiving a hand signal from the bus driver. Crossing the road is only allowed at the front of the bus, not the rear of the bus.
- b. Help look after the safety and comfort of younger students.

Denial of Riding Privileges

1. The privilege of riding the school bus may be denied or withdrawn only by designated school authorities.
2. Students refusing to accept or conform to necessary rules and regulations relating to bus safety and considerate behavior toward others will not be allowed to ride the bus.
3. Drivers (or chaperones) shall report discipline incidents immediately to the appropriate building principal. Bus drivers may be required to submit a narrative supporting the report of misconduct. If a meeting is scheduled with a parent/guardian, the bus driver may be required to attend.
4. The bus discipline and suspension process shall proceed according to the following format:
 - a. The building principal shall determine the severity of the report of misconduct and take disciplinary steps as appropriate to remediate the situation. Recommendations of the bus driver (or chaperone) shall be considered and review of video records may be consulted when available.
 - b. School bus riding privileges may be suspended in accordance with state law. The severity of the offense will determine the length of suspension. The length of suspension can vary anywhere from one day to the remainder of the school year. Parents/guardians shall be notified in advance of suspension dates.
 - c. Parents/guardians may appeal the action taken upon request through the established appeal procedure

The Hamilton School District uses video cameras on school buses to reduce disciplinary problems and vandalism on the bus. The cameras also allow the bus drivers to focus on driving. (Hamilton School District policy 751.4)

Student Discipline

To provide a safe, nurturing, yet challenging and activity based learning environment, students at Templeton are expected to make positive choices and demonstrate respect for self and others. The following are levels of disciplinary consequences used when students make poor choices:

Behavior Improvement Program (BIP)

The Behavior Improvement Program is developmentally oriented, based on the premise that students should have the opportunity of changing minor behaviors that are inappropriate prior to receiving a consequence for their actions. When a student receives two BIPs, a letter is sent home to parents. When a student receives three BIPs within an academic term, a lunch detention is assigned. If a student receives six or more BIPs within an academic term, a more serious consequence such as a suspension may be assigned. If a student receives a third BIP before the second BIP is sent home, the student will still receive the assigned consequence. Parents will be notified by phone or in writing about assigned after school detentions. (Reference Board Policy 446.2)

Lunch Detention

A lunch detention is assigned to students behaving inappropriately either by a supervisor, teacher or an administrator. Students serving a lunch detention will be supervised in a location other than the school cafeteria. If a student receives three lunch detentions in a semester, he or she will be assigned an after school detention. If a student receives six or more lunch detentions within a semester, a more serious consequence such as an Administrative Behavioral Contract or a suspension will be assigned. Parents are notified if their child has been assigned a lunch detention.

Disciplinary Referral

In cases that student behavior significantly disrupts the environment of the classroom and instruction is inhibited, or the health and safety of other students is endangered, a Disciplinary Referral to the office is issued. Based on the situation, a consequence as indicated below:

1. Conference - teacher, administrator, parent
2. Morning Detention
3. Lunch Detention
4. After School Detention
5. Lunch Room Restriction
6. Referral to Counselor or Social Worker
7. Office Time Out
8. Counsel or Warn
9. Required restitution for damage to property
10. Behavior contract with teacher or administrator
11. File for Documentation
12. Saturday School
13. In-School Suspension
14. Out-of-School Suspension
15. Referral to social agency or law enforcement
16. Referral to District Administrator with recommendation for expulsion from school
17. Denial of Privileges

Suspensions: Prior to any suspension, the student will be advised of the reason for the proposed suspension. The parent/ guardian of a suspended student, if the student is a minor, will be given prompt notice of the suspension and the reason for the suspension. Within 5 school days following the start of the suspension, the student or the student's parent/ guardian, if the student is a minor, may appeal the suspension to the District Administrator. The decision of the District Administrator is final.

Expulsions: Prior to any expulsion, the student will be entitled to a hearing before the School Board. The student and the student's parent(s)/guardian(s) if the student is a minor, may be represented at the hearing by legal counsel. At least five days' notice of the hearing will be sent to the student and the student's parent(s)/guardian(s), if the student is a minor. The notice will include the specific grounds for expulsion and the particulars of the student's alleged conduct.

Other discipline: The process that is due to a student before discipline is imposed will depend on the level of discipline and other factors. At a minimum, the student will be advised of the reason for the disciplinary action and will be offered an opportunity to explain his/her actions.

School Programs, Organizations & Services

House Organization & Structure

Templeton Middle School is organized in groups of teachers and students referred to as “Houses”. House teachers teach math, social studies, communication arts, and science.

Student Services

Counselors assist students in becoming more aware of self, interpersonal relationships, the decision-making process, and the world of work. Guidance counselors are able to counsel individual students and small groups in regard to personal, social and academic decisions.

Counselors also present classroom guidance lessons. Some of the specific lessons include; career portfolio development, harassment, anti-bullying and choosing electives. Other guidance responsibilities include student groups, implementation of the Peer Leader Program, student grade level registration, organization and administration of standardized tests.

Peer Leadership

Leadership building activities provide students with opportunities to learn how to become strong leaders in their school community. Leadership building teaches students in the 7th and 8th grade to help others in a variety of ways. These include, but are not limited to, helping new students transition into TMS, working in small groups on leadership activities, helping at-risk students gain skills for making positive choices, working in small groups as models for students with special needs, and helping fellow students mediate problems and provide academic & social support. These opportunities will allow many students the opportunity to use their leadership skills to help make TMS an even more positive community.

Family Vacation Request

It is important for all students to attend school regularly. Parents may only excuse their children from school five (5) day per semester or Ten (10) day total throughout the school year. Family vacations should be scheduled when school is not in session. A family vacation is defined as a trip the family takes overnight and out of the metropolitan Milwaukee area. Where circumstances require that a student miss school for a family vacation, the parent or guardian must notify the school before the absence and complete a Family Vacation Request form available in the Student Services Office and online on the Hamilton School District website under ‘District forms’.

Students should return the completed form to school at least one week before leaving. Failure to notify the school and obtain approval may result in the absences being regarded as unexcused. If work missed is not made up within a week, students may not receive credit for the work. Please note that absences may affect students’ academic progress.

Withdrawal from School

Any student who is withdrawing from school should:

- 1) Inform the Student Services Office at least (3) days in advance and secure a Withdrawal Form from the Student Services Secretary.
- 2) Report to all teachers, IMC and Reading Center for return of all texts and school-owned materials. Remove all items from regular and Fitness Education lockers.
- 3) Return the completed Withdrawal Form to the Student Services Office.
- 4) Pay any monies due the school and receive any refunds due. Book fee refunds will be as follows, if you transfer or move: (50%) first semester, none thereafter

Student Attendance

The Hamilton Board of Education encourages a strong partnership between the home, school and community. It recognizes a positive relationship between good school attendance and success in school and employment. If student learning and growth are to take place, parents or guardians, students and school personnel must recognize their responsibilities to assure regular attendance.

The Board recognizes the statutory requirements for school attendance and the overwhelming public need for an educated society. The Board believes school attendance should take precedence over non-school activities. State law requires every child between six and eighteen years of age to be in school unless he or she:

- 1) is excused temporarily for physical or mental reasons, or other reasons defined by the Board.
- 2) has graduated, or
- 3) has been authorized to attend an alternative educational program. It is the responsibility of any person having under his or her control such a child to ensure regular attendance during the full period and hours that school is in session until the end of the quarter or semester of the school year in which the child becomes 18 years of age.

Hamilton School District Board Policy 431 School Attendance references the importance of regular attendance.

It is the responsibility of the parent or guardian to provide the reason for his or her absence. Parents or guardians are to notify the school of such absences with an email to templetonattendance@hamilton.k12.wi.us stating the reason for the absence and by calling the Student Services office, between 7:00 a.m. and 8:00 a.m., on the day of the absence at (262)246-1865.

When children are absent from school, parents or guardians assume full responsibility for their activities. It is the responsibility of the principal or designee to determine whether the absence is acceptable (excused) or not acceptable (truant). After ten (10) days of absence, including family vacations and other pre-arranged absences, a medical excuse may be required for absences. Students leaving school during the school day need to bring a note (or parents may send an email) to the Student Services office before the beginning of the first hour indicating what time you will pick them up and who is picking them up. A pass will be issued to the student.

If a student is going to be absent or tardy, the parents or guardians are to notify the Student Services office, between 7:00 a.m. and 8:00 a.m., on the day of the absence, by calling (262)246-1865. It is also required by state statute that a note (or email) excusing the child for the absence is sent to school the day that the child returns. Multiple tardies to school will likely result in school consequences. Per Hamilton School District Policy 434, students may not leave school without permission. Missing assignments may be found on their child's House classroom portal.

Health Room

A trained health aide is available each school day to help students in case of accident or illness. Per Hamilton School District Policy 434 students are not permitted to leave school without permission. All district employees will follow Hamilton School District Policy 453.1-Rule 1 & 2 in responding to student injury or illness. First aid will be administered according to Hamilton School District Policy 453.1. If a student is ill, he or she must get a pass from their classroom teacher in order to go to the Health Room. In the event that a student is to be sent home, the health aide (not the student) will contact the parent. The emergency contact person listed under the student's information in Infinite Campus. If the student is too ill to remain in school, a "911" situation, or after the parent has been notified. Students will not be dismissed from school unless phone contact is made and appropriate transportation is arranged.

When to keep your child home from school

- Students with a fever of 100 degrees Fahrenheit or greater should not attend school. They should be fever free for at least 24 hours without the aid of medications, (ibuprofen, acetaminophen, etc..) before they return.
- Students with vomiting or diarrhea should not attend school. They should be symptom free for 24 hours before they return.
- Students who have a bad cough and/or persistent runny nose should stay home.
- Students with a rash should be kept at home until a physician says that it is alright to return.
- Students who are diagnosed by their physician with a bacterial infections (e.g. strep throat, pink eye, etc.) and started on antibiotics should remain home until 24 hours after the antibiotics have been started; longer if they do not feel up to returned to school.

Students who attend school with any of the symptoms noted above or who are at school when these symptoms develop will be sent home as soon as the parent or emergency contact can make arrangements for the student.

Sick children belong home. Your child will benefit, lose less time from school and decrease the risks of serious illness. When your child is kept home, fewer children and staff are exposed to infection.

Medications

According to Hamilton School District Policy 453.4, medications should be administered at home rather than at school whenever possible. Hamilton School District Board Policy 453.4 Rule refers to the procedures to be followed when medication is to be administered to students at school.

A medication permission form (Hamilton School District Policy 453.4 Exhibit 1), which is available in the health room and on the Hamilton School District website, must be completed by a parent before any medication can be dispensed to students. This form must be signed by a physician in order to dispense prescription medication. Prescription and over the counter medication must be stored in the health room. All medication must be stored in its original container and clearly labeled. Prescription container labels must have the student's name, name of medication and dosage, time to be given, the physician's name and phone number. The physician's signature is required. Students are responsible for reporting to the health room at the appropriate time(s) to take their medication.

Students are not allowed to keep any type of medication in their lockers except inhalers, in which the appropriate form must be filled out.

All medications must be picked up from the health room by the last day of the school year. Any medication not picked up will be discarded.

Student Immunizations

No student may be admitted to the Hamilton School District unless he/she has on file immunization records as required by state laws and by Hamilton School District Policy 453.2. Student Immunization requirements may be found at www.hamilton.k12.wi.us. Access the tab for District and scroll down to Enrolling Your Child.

Instructional Media Center (IMC)/Library

The IMC is designed to help students and teachers individualize learning, promote independent study, and access a wide variety of outstanding, diverse reading materials. Beyond the physical collection, access is provided to numerous subject-area databases, as well as Sora, for digital ebooks and audiobooks. Access to all of these resources can be found on the library website:

<http://libguides.hamilton.k12.wi.us/templeton>

From the library website, students can click on the link to the Library Catalog to browse for print titles, place holds, and renew items once. The login and password for the library catalog are the same as the student's computer username and password. To access e-books and digital audiobooks that can be read or listened to on chromebooks, go to Google, click on the waffle in the top right corner, scroll down to the Sora icon, search for the Hamilton School District, click on the green button, then log in with student Google account. See Mrs. Paque if you need assistance with Sora.

For additional access to outstanding online information resources, students can click on the Databases tab of the library website for links to several subject-area databases. <http://libguides.hamilton.k12.wi.us/templeton/databases>. When using databases at school, students should not need to enter a username and password unless it is provided on the link. From home, students will be prompted to enter their school username and password once, and thereafter will have open access to the databases.

The IMC is open every morning at 7:15 a.m. and afternoons until 3:00 p.m. Students wanting to use the IMC should get a pass from their classroom teacher. When coming to the IMC, please respect the rights of other students by being courteous and quiet. All books and materials should be replaced neatly when finished with them. Chairs are to be properly placed under the tables when leaving.

Library materials may be checked out for 2 weeks. If materials are needed for a longer period of time, items can be renewed. Students are responsible for all items checked out, and will be assessed fines for any loss, unnatural wear or damage to materials checked out. The fine covers the cost of replacing the item.

If you have any questions about the IMC, please stop in and talk to Mrs. Paque, or email her at paquan@hamilton.k12.wi.us.

IMC Behavior

Students are in the IMC to work. Please respect their rights by being courteous and quiet. All books, magazines, newspapers and other materials should be replaced neatly when finished with them. Students are to ask the library media specialist for assistance in returning materials. Chairs are to be properly placed under the tables when leaving. Anyone abusing his or her IMC privileges may lose them for a period of time. The IMC is a resource for students to use & enjoy.

Lost & Found

A lost and found bin is located in the main gym lobby. Smaller items such as glasses, earbuds, or jewelry that have been found are kept in the front office. Students may stop at the front desk to check for these items. Any item found should be turned in as soon as possible. Items will be donated or disposed to local agencies if not collected.

Technology

The Hamilton School District provides students access to computers and related technologies as a means to further the educational goals and objectives of the district as stated in Hamilton School District Policy 365.1, 365.1 Rule and 365.1 Exhibit.

Students are expected to follow all expectations identified in Board Policy and both parents and students must acknowledge these expectations by digitally signing off to confirm that they, along with their child have read the Student Handbook. (This process is done during registration)

School Routines

Arrival at School

Students should not arrive at school earlier than 7:00 a.m. Upon arrival, students enter at the gym lobby doors and proceed to the cafeteria. Students are not to remain outside. Dismissal from the cafeteria to lockers and classes will be announced by the supervisors at approximately 7:18 a.m. Students have until 7:30 a.m. to prepare for the day and should begin moving into their first hour classes at 7:25 a.m. Students should be seated in class and prepared to start their day at 7:30 a.m.

Hallways, Passing Times, and the Pass System (Agenda)

Classroom teachers will dismiss the students at the end of class. Students will have approximately four minutes to arrive at their next class. This is the time to go to the restrooms or lockers, if necessary. At the end of the four minutes, students are expected to be seated and ready to learn. Students are responsible for being on time to class. Passes from classes are discouraged. If students must leave a class, the teacher will record the information necessary in the student's agenda. Students must have a pass when in the halls when class is in session.

Homework

Homework is assigned for the purpose of reinforcing or enhancing content or skills presented during the school day. As appropriate, teachers allow study time in class to complete assignments. During work times, students should use their time wisely. Additionally, there may be times when special projects must be completed at home. The Hamilton Board of Education recommends 45-90 minutes per day for four or five days for seventh and eighth graders (Reference Board Policy 345.3)

Lockers

At the beginning of the year, each student is assigned a locker for his or her use. Students are reminded that their assigned locker is the property of TMS and is issued for the purpose of storing materials needed for school. Also, students are to use only the locker assigned to them. Students are not to choose secondary lockers to share with friends as the school year progresses.

All lockers have a combination lock. The combination is not to be shared with friends. Additional locks of any type are not to be used and will be removed by the custodial staff. To ensure the safety of property, the combination dial should be turned after the locker is closed. **Student lockers MUST be closed and locked at all times.** Under no circumstances should students 'set' their combinations when they leave their lockers or alter the locker closing mechanisms to prevent normal locking procedures. Any damage to the locker or the combination should be reported to a teacher or administrator as soon as possible.

All interior locker decorations must be appropriate. Blue painters tape is the only adhesive allowed for securing locker decorations. Open containers (i.e. soda, juice, etc.) are not allowed in lockers or in any area not specifically approved by a staff member. Open water bottles are acceptable. House teachers will regularly conduct locker checks and "clean outs." Backpacks should be stored in the student's locker and are not allowed in the classroom, except for the last hour of the day. The school district strives to provide a safe and healthful school environment for students and staff. School lockers are provided for the convenience of students and are to be used solely and exclusively for the storage of jackets, shoes, and other school related items.

Under state law and district policy, the building principal, associate principal, district administrator, school employee specifically designated or police school liaison officer or law enforcement officer in cooperation with school officials, may search a pupil's locker as determined necessary or appropriate without notice or consent of the pupil and without a search warrant.

Any unauthorized items found in the locker may be removed, confiscated or held for disciplinary proceedings, turned over to law enforcement officials or returned to the parent(s)/guardian(s) of the student.

Noon Hour Procedures

Lunch Procedures

Two types of school lunches, traditional hot and 'Grab & Go', are served daily. Students may also choose to bring a bag lunch. The cost of hot lunch meal or 'Grab & Go' is \$3.05, including milk. For students bringing a bag lunch, milk is available for sale. Both water and fruit juice are also available to students. (Grab & Go consists of any 3 or 4 different items, such as entrée + fruit and/or veggie + milk). Students will still need to order lunch in the morning. If they plan on taking 2 slices of pizza from the Grab & Go, they will need to make that clear to their teacher, so that they have the correct lunch count.

Students are allowed to bring canned soda or juice to drink with their lunch. Glass containers are not allowed. All beverage containers, except water bottles must be sealed prior to lunch and finished before leaving the cafeteria. Open containers other than water bottles are not allowed in lockers or in any area not specifically approved by a staff member at any time.

School Meal Account Charges and Collections Policy and Procedures

Students choosing to purchase school meals or a la carte items during the lunch period may make payment in the form of cash or check at the time of purchase or by parents/guardians prepaying for school meals and a la carte times through a school meal account. As a courtesy, when a student's school meal account has a low fund balance, the District's computer messaging system reminds parents/guardians to put money into their student's school meal account. Messages will be sent via email, phone call, or text message, as indicated by the parent/guardian when registering the student in the online student information system. For further details, please refer to Hamilton School Board Policy #763, School Meal Account Charges and Collections Policy and Procedures included in the appendix.

Noon Activities

Lunch period is 30 minutes long and arranged by grade level. When students are dismissed for lunch, they are to go to the restroom, if necessary, and to their lockers to get their coats before entering the cafeteria. Students will remain in the cafeteria until dismissed by cafeteria supervisors. Students who want to go to the IMC, band, a classroom or other location, must have a pass from a teacher. After being dismissed from the cafeteria, students may choose to go outside for recess or remain in the cafeteria to socialize with friends. No food is to be taken out of the cafeteria at dismissal and students may not re-enter the cafeteria after choosing to leave to go outside. Students are expected to stay in the designated areas of playground. Students failing to follow cafeteria and playground rules will receive a consequence for their behaviors. Natural consequences may include, but are not limited to such things as assigned seats in the cafeteria, cleaning up in the cafeteria or playground area, not being allowed to participate in recess. During times of inclement weather, students may be dismissed to an indoor area.

Use of the Telephone

In the event that a student needs to call home for a school related issue, the office phone may be used. If misused, the privilege may be denied.

Students are not able to use cell phones in any manner including texting at any time during the school day. If a student brings a cell phone to school to use after school hours, it is to be turned off and kept in the student's locker during the school day. If a student is in possession of a cell phone during the school day, the phone will be confiscated and given to the administration.

Any student found violating this policy will have consequences assigned accordingly.

Visitors in School

Raptor Entry System

In order to better protect our students, visitors and staff, all visitors will be required to show a valid, government-issued ID, such as a driver's license to enter the building.

No person will be allowed into the building without one. Visitors should have the appropriate ID readily available when entering the front office.

Parents are always welcome and encouraged to visit the school. To ensure availability, parents who wish to meet with teachers or administrators must make arrangements with those individuals prior to arriving at school.

Student visitors are not allowed at Templeton Middle School

Emergency Procedures

Emergency drills will be held in accordance with State Statute. The same announcement warnings and alarms are sounded for both emergencies and drills, so each situation will be treated as if it were a real emergency.

Each room will have an evacuation map posted near the door. Staff and students will be informed of the regular route plus the alternate route. Steps to follow are:

- 1) Know where the route map is located and what the routes are.
- 2) When the alarm sounds:
 - a. Wait until the teacher gives permission to leave the room.
 - b. If there is time, windows should be closed. The last person to leave the room should turn off the lights and close the door.
 - c. Walk single file from the room along the route to your designated waiting area.
 - d. After you arrive at the waiting area, wait quietly until the teacher has taken attendance.

When the drill or emergency situation has ended, students and staff will be informed by PA announcement.

Tornadoes & Severe Weather

- 1) A tornado WATCH only means the atmospheric conditions could produce such a storm.
- 2) A tornado WARNING means that a tornado has been sighted in the area.
- 3) Should there be such a warning, an intermittent alarm will be sounded.
- 4) Move to the assigned area
- 5) Stay away from exterior windows.
- 6) Wait for an all-clear signal

School Materials & Fees

Book Fees

All necessary textbooks are furnished to students. Each student is expected to take care of his or her materials. It is strongly recommended and required by some teachers, that textbooks be covered with a book cover. If books are damaged or lost, fines and replacement costs will be assessed. In addition, if there are any unpaid library or text fines that have not been paid from the previous year, they will be added to the next year's registration fees. Students having any outstanding fines at the end of grade 8 will not be allowed to participate in the completion activities. (Reference Board Policy 470)

Field Trips

Field trips are extensions of the learning environment. All students are expected to follow appropriate rules of behavior and follow all directions. If students are disruptive or their participation may jeopardize the health and safety of themselves or others, they may be denied the privilege of participation.

Parents must sign a permission slip before a student will be allowed to participate in a field trip. When fees are required for a field trip, the fee must be paid in advance. Parents are always encouraged and welcome to chaperone field trips.

Students on overnight or out of state field trips must have a Student Medical Emergency Information Form on file per Hamilton School District Board Policy 453.1 Rule (1), 453.1 – Rule (2), Exhibit 453.1 – Exhibit.

Gym Requirements

All students must take physical education unless excused by a doctor. Students should dress appropriately on days they have physical education class, which includes wearing active footwear. Students unable to participate in physical education will be given an alternate assignment.

Materials Needed

Students are encouraged to organize materials for effective use. Backpacks should be stored in locker and are not allowed in the classroom. Individual teachers will require various notebooks and work materials. Each student is responsible for furnishing his or her own pencils, pens, paper and notebooks. **All students are required to have in their possession and use the student agenda purchased at the time of registration.**

School Pictures & Yearbook

School pictures will be taken August 13, 2024 (8:00 am –3:00 pm) and August 21, 2024 (11:30 am -6:00 pm). Students should plan to come to school for pictures on one of these dates. A make-up picture day will be scheduled during the school year for any student who is unable to come in during either of the August dates or who desires to have their picture retaken. Portrait packages are available for purchase directly from the photographer.

Orders for the school yearbook can be paid during online registration. Please note that this is an **OPTIONAL** item. Parents that would like to purchase a yearbook, must select that option in their child's fee in the pulldown menu. Students that purchased a yearbook will receive their yearbook the last week of school.

Co-Curricular Activities Guidelines

Philosophy Statement

Students at Templeton Middle School will be given the opportunity to explore a wide array of activities designed to promote their social, emotional, intellectual and physical growth.

Goals:

- 1.) To provide maximum participation for all students
- 2.) To expand interest in lifetime and leisure activities
- 3.) To provide opportunities that challenge students toward individual growth and improved self-image
- 4.) To nurture and satisfy the varied needs, interests and abilities of the students.
- 5.) To enhance positive peer and adult interaction and cooperation.

Activities Code Guidelines

Hamilton School District Board Rule 370 section 3 (b) the middle school administration, along with the middle school Athletic/Activities Coordinator, shall organize at least one meeting annually for student participants and their parent(s)/ guardian(s) focused on expectations surrounding the Athletic/Activities Code including those expectations about alcohol and other drug use or provide an online informational session for review and verification of participation. The student participant and his/her parent(s)/guardian(s) will be expected to attend one scheduled meeting annually or participate in the online informational session. Provisions for non-attendees will be determined by the middle school principal.

Co-Curricular Activities Procedures

All students participating in a co-curricular must have the activity permission slip signed, along with the Concussion form signed by both student and parent and returned to the main office before the activity begins. The Code of Conduct must also be completed online before participating. All students will receive a calendar of the events to occur throughout the activity. Students participating in interscholastic athletics at the middle school, do so within the parameters of the Hamilton School District Board Policy 377.

All student spectators at any co-curricular activity are expected to behave appropriately, recognizing all school rules and expectations. Any student who does not follow appropriate rules of behavior may be denied the right to attend future activities. Participation in sports and clubs is encouraged for all students. Becoming involved provides students with an additional opportunity to expand their interests, meet new friends and increase feelings of school pride and spirit.

Eligibility Standards for Co-Curricular Activities

Academic excellence and achievement is the primary goal of every student at TMS. While participating in co-curricular activities is very beneficial, the following are eligibility criteria. A student must:

- be in regular attendance and be enrolled at Templeton Middle School.
- regularly attend classes and not receive a grade of F in any class.

If a student is doing unsatisfactory work (grade of F) in one or more subjects:

- A. The student will be declared ineligible based on the previous grading period. (progress reports or report cards)
- B. In the event that a student receives a F during progress report time or the final grading period for the quarter, that student has two weeks (10 school days) to prove eligibility. During that time a student may practice with the athletic team or Robotics team, but not compete in games/competitions. For all other clubs and activities, the student may not participate until eligibility is proven. If he or she remains ineligible after 10 days, the student will be dismissed from the club, team, or activity.
- C. Alternative Remediation – A student may become eligible if they participate in promotional summer school and pass all courses.
- D. To participate in an athletic or co-curricular contest or practice, a student must attend school on the day of the contest or practice, and not have been in an after school detention or an in-school suspension during that day. The only exception would be an excused absence, approved in advance by the coach, athletic directors or administrator. If the activity or contest is on a Saturday, the student must be in school the day before.

User Fees

A user fee of \$60.00 will be assessed to each student who participates in:

- Interscholastic Sports
- Forensics
- Jr. Robotics
- Cheerleading

A user fee of \$15.00 will be assessed to each student who participates in:

- Clubs
- Intramurals

If a student becomes ineligible for an activity, the user fee is non-refundable.

Code of Conduct for TMS Co-Curricular Activity Participants

1. It is expected that participants in a TMS Co-Curricular activity follow school rules and expectations for behavior during the school day.
2. Any student, who is a member of a team or group, who is unable to attend a practice, an athletic contest or activity, for which adequate notice was given, must receive permission from the advisor or coach before the absence will be excused. Failure to receive such permission may result in a suspension or other disciplinary action.
3. The conduct and dress of each student while on trips must be such as to reflect with favor on the school. Respect for school property is required. Participants shall always be neat in appearance. Any activity participant observed conducting him or herself in such a manner as to bring discredit upon the school, may be called before the principal and advisor or coach to determine the length of a suspension from the activity. This rule shall apply from the date of the first practice to the date when a student turns in his or her equipment at the conclusion of the season. Among the types of conduct deemed to bring such discredit are: stealing, use of tobacco, (Hamilton School District Board Policy 833) use of alcohol or drugs, profanity, truancy or other disciplinary problems.

The following rules shall serve as guidelines in determining the length of suspension for the offending participant

- A conduct offense suspension shall be for a minimum of one (1) contest or activity and there must be a meeting with principal and advisor or coach of the activity, to determine if the suspension shall be for more than one event.
- A second conduct offense suspension requires automatic loss of eligibility for the remainder of that particular TMS activity or sport.
- If the student and his or her parents want to appeal the action taken by the coach, advisor or administrator, they may request a meeting to review the suspension.
- Throughout the period of suspension, the student's conduct must be in accordance with the rules and standards covering TMS students as stated in this handbook. The student must seek reinstatement before he or she can participate. To secure reinstatement, the student shall make a written application to the principal. The application shall state the following:
 - a. The reasons why the student believes he or she should be reinstated.
 - b. An explanation of his or her conduct during suspension.
 - c. His or her intentions with respect to training and adherence to the standards and rules stated in this handbook, throughout the school year.

Insurance Requirement

All students participating in interscholastic or intramural activities must have a signed permission slip, including a statement from the parent or guardian stating the student has health insurance coverage. Students without family coverage may purchase insurance by contacting the Hamilton High School Athletic and Activities Office per Hamilton School District Board Policy 451.

Uniforms & Equipment

Students will be responsible for purchasing their uniforms or equipment for some of the activities. When the school provides the necessary uniform or equipment, it will be the responsibility of each athlete or participant to take the utmost care of this uniform or equipment.

The coach will check out all equipment furnished by TMS at an announced time. At the end of a sport season, a time will be announced and posted when the uniform or equipment is to be returned. Lost or damaged uniforms or equipment must be paid for at replacement prices.

Co-Curricular Transportation

In the event Templeton is unable to secure bus transportation to away contests, parents or guardians will be notified that they are responsible for transporting their student(s). The goal would be to notify families at least 24 or 48 hours in advance. Parents may take their children home from an away event with a written request presented to the coach or advisor. For safety purposes, students will not be allowed to leave an away event with any adult other than their parent. Any exception must have prior approval in writing by building administration. All students are to have transportation home at the appropriate time, upon arrival back to TMS. Students will know the approximate arrival time. If a student is consistently not picked up within 15 minutes of arrival time, further participation in the activity will be reviewed by the Athletic-Activities Director and coach. Following dismissal from an activity, students will wait for their rides outside, weather permitting. Once students leave the building for home, they are not to return inside.

Activity Buses Activity buses are available Tuesday and Thursday. Activity buses leave TMS at 4:30 pm after co-curricular activities. There is no cost to ride the activity bus. However, students must sign up by noon on the day of the activity.

Recognition of Participation

- 1.) A recognition of participation will be given to each student who successfully completes a co-curricular activity.
- 2.) An advisor or coach may recognize a student who had dropped the activity or competition for good reason, such as an injury.

Other

School Dances and Expectations

TMS dances are for Templeton students only. Participating in middle school dances is a privilege - not a right. Dances are sponsored by the Student Council and held for the purpose of providing students with an opportunity to socialize in a safe and supervised environment. Dances are held on Friday evenings from 6:00 pm until 8:00 pm. During all dances, appropriate student dress and behavior is expected. Any type of dancing which is inappropriate or has the potential of causing harm to self or others will not be allowed. Parents are expected to pick up their children (or have made arrangements for their child to be picked up) no later than 8:15 pm. In cases where children are consistently not picked up in a timely fashion, students may not be allowed to attend the following dance. Students must be in attendance at school, the day of the dance, in order to attend.

Students will not be allowed to attend dances if they have been assigned or served an after-school detention or suspension within the two-week period prior to the date of the dance. Additionally, students may be denied the privilege of attending dances due to special disciplinary situations as determined by the administration. Parents are reminded that chaperones are always needed.

Parental Rights & the Curriculum

The Hamilton School District recognizes the right of parents to inspect instructional materials and to deny their child's participation in certain curricular activities in accordance with state & federal laws and regulations. The Board further recognizes that reasonable accommodations with regard to examinations and other academic requirements may have to be made from time to time because of a student's sincerely held religious beliefs.

Parents or guardians may make requests regarding the above to the building principal. All requests shall be judged individually, based upon state & federal guidelines. The school district's attorney may be contacted when making decisions under this policy. The principal shall inform the parents or guardians in writing of his or her decision in a timely manner.

Hamilton School District Board Policy 334 is included in the appendix of this student handbook.

Confidentiality of Student Records

All student records the Hamilton School District maintains must remain confidential between the school and the student and their families as required by both law and Board policy 347. Solicitations & Advertising No solicitation or advertising is allowed in school unless permission is granted by the building Principal or Superintendent of Schools.

Solicitations & Advertising

No solicitation or advertising is allowed in school unless permission is granted by the building Principal or Superintendent of Schools.

School Closing

Should inclement weather postpone school, please check the following television or radio stations that will announce school delays or closings. Listen to:

WTMJ-TV 4	WTMJ-AM 620	WJMR-FM 98.3	WITI-TV 6
WSSP-AM 1250	WHQG-FM 102.9	WISN-TV 12	ESPN-FM 94.5
WXSS-FM 103.7	WDJT-TV 58	WKLH-FM 96.5	

Watch TV channels **WTMJ-TV (Channel 4)** **WISN-TV (Channel 12)** **WDJT-TV (Channel 58)** **WITI-TV (Channel 6)**. As a supplement to radio and television notification, the Hamilton School District is able to place automated phone calls to parents notifying them of emergency school closings and early dismissals.

Nondiscrimination Policy

"It is the policy of the Hamilton 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, color, religion, national origin (including students with limited English proficiency), ancestry, creed, pregnancy, marital or parental status, sexual orientation or physical, mental, emotional or learning disability as required by Wisconsin Statute Section 118.13, or because of any other reason prohibited by state or federal laws or regulation. This policy also prohibits student discrimination on the basis of any reason prohibited by federal law, including 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). The District shall provide for the reasonable accommodation of a student's sincerely held religious beliefs with regard to examinations and other academic requirements. Requests for accommodations shall be made in writing and approved by the building principal. Any accommodations or program modifications granted under this policy shall be provided to students without prejudicial effect. Requests for accommodations for children with disabilities under Section 504 of the Rehabilitation Act shall be processed pursuant to the Section 504 Procedures. All District career and technical education opportunities will be offered to students on a nondiscriminatory basis (without regard to race, color, national origin, sex, disability, etc.). Information regarding such program offerings and admission criteria are included in the Student Handbooks and Course Catalogs, which are posted on the District's website (www.hamilton.k12.wi.us) and available upon request from Student Services. Children of homeless individuals and unaccompanied homeless youth (youth not in the physical custody of a parent or 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 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. Requests for religious accommodations shall be made in writing and approved by the building principal. The District encourages informal resolution of discrimination complaints. A formal complaint resolution procedure is available, however, to address allegations of violations of the District's equal educational opportunities policy. Any questions concerning this policy, or policy compliance, should be directed to John Roubik, Director of Human Resources and Organizational Development, Hamilton School District, W220N6151 Town Line Road, Sussex, WI 53089, (262) 246-1973."

APPENDIX

Some Board Policies of interest to parents and students are provided in this Appendix. A complete set of Board Policies is available on the district website. <https://go.boarddocs.com/wi/hamilton/Board.nsf/Public>

**APPENDIX HAMILTON
SCHOOL DISTRICT BOARD POLICIES**

310-Rule (2).....	27
334.....	28
334-Rule.....	30
345.4-Rule (1).....	31
345.4-Rule (2).....	32
365.1.....	35
365.1 Exhibit 1.....	37
365.1 Exhibit 3.....	40
411.....	44
411-Rule.....	48
411.3.....	51
411.4	54
411.5(SuspendedPolicy).....	60
431-Rule.....	72
443.4.....	76
443.4-Rule (1).....	77
443.4-Rule (2).....	80
443.5.....	83
443.6.....	85
445.1.....	87
446.3.....	88
446.4.....	90
451.....	92
458.....	93
458-Rule (1).....	96
731.1.....	104
751.4.....	106
763.....	108
 Nondiscrimination Statement.....	 111



Book	Policy Manual
Section	300 - Instruction
Title	Instructional Goals and Expectations - Learner Expectations
Code	310-Rule (2)
Status	Active
Adopted	November 6, 1990
Last Revised	March 15, 2021
Last Reviewed	June 15, 2015
Prior Revised Dates	5/21/2004, 4/4/2006, 5/21/2012

With the support of their families and district staff, students in the Hamilton School District are expected to:

1. Display positive attitudes about learning.
2. Acquire and integrate knowledge and skills.
3. Extend, refine, and apply knowledge and skills.
4. Apply knowledge and skills in meaningful ways.
5. Think critically and creatively.
6. Apply problem-solving skills.
7. Communicate and collaborate with others to promote interactive learning.
8. Reflect on their progress and set attainable goals related to academic and social emotional competencies.
9. Select a course of study with the purpose of achieving meaningful goals to reach college or career readiness.
10. Actively engage in learning opportunities and develop and apply the learning to the best of their abilities.
11. Challenge their intellect and display an intrinsic motivation for learning.
12. Accept responsibility and advocate for their learning.
13. Follow all rules, directives, and district policies.
14. Treat others within the school with dignity and respect.
15. Attend school and scheduled classes on a daily basis unless ill or excused by school officials.
16. Participate in school-sponsored events and activities according to their level of interest.
17. Share complaints and concerns with those who have the most direct responsibility to correct them.



Book	Policy Manual
Section	300 - Instruction
Title	Parent Rights and the Curriculum
Code	334
Status	Active
Adopted	November 6, 1990
Last Revised	June 18, 2012
Last Reviewed	May 4, 2021
Prior Revised Dates	8/16/1993, 6/21/2004. 10/4/2005, 5/15/2006

Parents of Hamilton School District students have the right to inspect, upon request, any instructional materials used as part of the educational curriculum for the student. The district will grant all parent requests for reasonable access (as determined by the building administrator) to instructional materials within ten school days of the request.

The district will make reasonable accommodations with regard to examinations and other academic requirements based on a student's sincerely held religious beliefs. Parents/guardians may make requests for accommodations based on sincerely held religious beliefs to the building principal. The principal shall review the request and render a decision in accordance with state and federal law. Any accommodations granted under this policy shall be provided to students without prejudicial effect. Parents/guardians may appeal the principal's decision in accordance with district guidelines.

This policy and its implementing guidelines shall be published annually in the district and in the student and staff handbooks.

Legal	Wisconsin Statutes 115.35 Wisconsin Statutes 118.01 (2)(d)2c Wisconsin Statutes 118.019 (3) Wisconsin Statutes 118.019 (4) Wisconsin Administrative Code PI 9 Wisconsin Administrative Code PI 41 United States Code 20 Section 1232h Protection of Pupil Privacy Provision
-------	---

Cross References	341.41, Human Growth and Development Instruction 347, Student Records 361, Educational Materials Selection 381, Teaching About Controversial Issues 411, Equal Educational Opportunities
------------------	--

433.1, Release Time for Religious Instruction
449, Student Surveys
871, Public Complaints About Educational Materials
Special Education Policy and Procedures Manual



Book	Policy Manual
Section	300 - Instruction
Title	Guidelines for Requesting Accommodations Based on a Student's Religious Beliefs
Code	334-Rule
Status	Active
Adopted	August 16, 1993
Last Revised	October 5, 2021
Last Reviewed	May 4, 2021
Prior Revised Dates	6/21/2004, 5/15/2006, 6/18/2012

1. Parents/guardians are responsible for reviewing the curriculum guide prior to contacting teachers or school administrators with questions and concerns dealing with curricular topics or assignments that they find objectionable. The curriculum guide and materials associated with any course will be available for inspection by the parent/guardian.
2. Requests for exclusion of a child from any school-authorized course, or portions of a course, must be made by the parent/guardian in writing to the building principal, and must include an explanation of the reason for said request. The request must also identify that portion of the specific curriculum to which the request applies.
3. The written request will be evaluated by the building principal, who will consult with the teacher and rule on the appropriateness of the request. Parents/guardians shall be informed of the ruling, in writing within 10 days of receiving the request.
4. If the request is approved, the student will be assigned a work station away from the class, under the supervision of authorized school personnel, and will be given an alternate assignment by the teacher.
5. If principal approval for the request is denied, the parent/guardian may appeal the decision in writing to the Director of Human Resources and Organizational Development, District Administrator, and if necessary, to the Board of Education.

The entire process of responding to an accommodation request shall be completed within 90 days unless the parties involved agree to an extension of time.

If after completing the above process a parent/guardian is still dissatisfied with the district's decision, he/she shall be informed of his/her right to appeal the decision to the State Superintendent of Public Instruction within 30 days of the Board's decision.

Legal [Wisconsin Administrative Code PI 9](#)
[Wisconsin Administrative Code PI 41](#)



Book	Policy Manual
Section	300 - Instruction
Title	Criteria for Promotion of Fourth and Eighth Grade Students
Code	345.4-Rule (1)
Status	Active
Adopted	September 5, 2000
Last Revised	September 5, 2006
Last Reviewed	October 5, 2021

Consideration shall be given to the following criteria when determining whether to promote a student from grade four to grade five and from grade eight to grade nine:

A. State Test Score

The student has attained proficiency in each of the subject areas assessed on the state test for that grade level (language arts, reading, mathematics, science, social studies, and writing).

B. Academic Performance

The student has demonstrated academic competency through meeting grade level curricular expectations.

C. Teacher Recommendations

The student has demonstrated academic competency through district/grade level assessments, classroom performance or other appropriate means.

D. Other academic-related information regarding the student as deemed appropriate (e.g., individualized education programs).



Book	Policy Manual
Section	300 - Instruction
Title	Retention Procedures
Code	345.4-Rule (2)
Status	Active
Adopted	November 6, 1990
Last Revised	May 7, 2024
Last Reviewed	June 21, 2010
Prior Revised Dates	06/18/2012, 06/15/2015, 7/15/2019, 10/1/2019, 10/5/2021

A. ELEMENTARY AND INTERMEDIATE SCHOOL RETENTION

1. Retention Considerations:

In determining whether a student might benefit from repeating a particular grade level of instruction, the following will be considered:

- a. **State Test Score** (if applicable) - The student has not attained proficiency in one or more of the subject areas assessed on the state fourth grade test.
- b. **Academic Performance** - The student is between one and two years below performance expectations in academic areas.
- c. **Teacher Recommendations** - The student does not demonstrate competency on district/grade level standards and assessments.
- d. **Other Criteria** - Family members, building intervention team members, and outside provider input and consultation may be considered.

2. Process for Making Retention Decisions:

As soon as a student is identified "at-risk of retention," the principal or counselor will submit the student's name to the building intervention team for discussion. This team consists of the principal, teacher, social worker, psychologist, counselor, reading specialist and/or other appropriate staff. The purpose of the building intervention team meeting will be to determine if everything is being done to assist the student in being successful.

The following activities and actions will be taken as a part of the retention process at the times indicated:

a. First Quarter

Teachers will assess student progress and identify alternative programming and/or intervention strategies for students not meeting academic achievement expectations. The results of those assessment(s) will be discussed with the parents/guardians of the concerned

students. Retention is not discussed with parents/guardians at this time.

b. **Second Quarter**

The strategies/interventions implemented during the first quarter will be monitored and evaluated. If progress is not satisfactory, the teacher(s) will discuss with the principal the result of the evaluation.

c. **Second Semester**

1. The principal will convene the building intervention team to assess the student's progress and develop further alternatives for the remainder of the year.
2. A parent conference will be held to review what has been done, the student's progress, and future plans including the possibility of retention.
3. Teachers will confer frequently with parents/guardians to update them on their student's progress through the second semester.
4. Near the end of the school year, the principal will convene a meeting with the parents/guardians and appropriate school personnel to determine the student's placement for the following school year.
5. The principal will assume the responsibility of formalizing, in writing, the school's final decision concerning the student's placement for the following year and will convey the decision to parents/guardians.
6. The parents/guardians, having received the formal school decision will indicate their support or nonsupport in writing to the principal. Although parent input will be sought, it will not be the deciding factor in the decision.
7. The school's written recommendation and the parent/guardian written response related to the decision will be placed in the student's behavioral record.
8. In instances where a decision is made to retain a student over the objections of the parent/guardian, the parent/guardian may appeal the school's decision to the Director of Human Resources and Organizational Development whose decision shall be final.

B. **MIDDLE SCHOOL RETENTION**

1. Retention Considerations:

In determining whether a student might benefit from repeating a particular grade level of instruction, the following will be considered:

- a. **State Test Score** (if applicable) - The student has/has not attained proficiency in one or more of the subject areas assessed.
- b. **Academic Performance** - The student fails two or more academic subjects in a semester.
- c. **Teacher Recommendations** - The student does not demonstrate competency in district/grade level assessments of essential standards on summative assessments.
- d. **Other Criteria** - Family members, building intervention team members, and outside provider input and consultation may be considered

2. Process for Making Retention Decisions:

Respective teaching teams and student support team members will review term or semester grade reports of students experiencing lack of success for the purpose of identifying alternative ways in which learning can take place.

Early problem identification will be followed by appropriate communication with parents/guardians, including conferencing.

After both first term and second term grade reporting, a building intervention team will review the records of all students showing little progress in two or more courses for the purpose of bringing district-wide resources to the matter. The team will consist of persons such as the principal, teacher, social worker, psychologist, counselor, reading specialist, interventionist and/or other appropriate staff. In its work, the building intervention team will consider student age and maturity, any special education needs according to Chapter 115 of the state statutes, summer school performance, and any additional information that may bear on the matter.

Discussions regarding students showing little progress in academic coursework may include the teaching team, student services staff, and parents/guardians for purposes of developing strategies to achieve the necessary success to avoid retention.

Parents/guardians will be notified, in writing, of the potential for retention at the beginning of the second semester. During the second semester, the student's progress will be carefully monitored by the building intervention team. After the building intervention team reviews student progress, the principal will make the final decision and communicate the retention decision to the parents/guardians, in writing, before the end of the school year. Participation in promotional summer school for grade advancement may be an option for those students who have been retained.

Parents/guardians may appeal the principal's decision to the Assistant Superintendent of Human Resources/Organizational Development thereafter. The school's written decision and parent/guardian written response related to the decision will be placed in the student's behavioral record.

446, Student Discipline

446.3, Student Suspension

446.4, Student Expulsion

511, Discrimination and Harassment of Employees Prohibited

511- Rule 1, Employee Discrimination and Harassment Complaint Procedures

Computer Acceptable Use Agreement

Current Employee Agreements



Book	Policy Manual
Section	300 - Instruction
Title	Student Use of Information Technology
Code	365.1
Status	Active
Adopted	September 3, 1996
Last Revised	January 20, 2020
Last Reviewed	June 15, 2015
Prior Revised Dates	12/4/2001, 2/19/2007, 4/20/2009, 5/1/2012, 1/2/2018

The Hamilton School District provides students access to information technology as a means to further the educational goals and objectives of the district. Information technology enables students to explore thousands of libraries, databases, research facilities, and educationally relevant resources.

Any student using information technology will be instructed in its proper and ethical use including appropriate interactions with other individuals on social networking web sites and in chat rooms, cyber bullying awareness and response and will be expected to abide by established acceptable use guidelines. Internet access is a privilege, not a right. Information technology may be used for educational research, communication and collaboration purposes consistent with the educational goals and objectives of the district. Students are to refrain from using information technology as a means to transmit materials or images that could be obscene, sexually explicit or inappropriate. This includes transmission by cell phone or any other electronic communication device. Misuse of information technology may result in loss of use privileges and/or disciplinary action. If the misuse constitutes a criminal offense, appropriate legal action may be taken.

In accordance with federal law, a technology protection measure (i.e., Internet filter) shall be in operation on the network as one means of limiting access to inappropriate or harmful material on the Internet including visual depictions that are obscene or child pornography. The classroom teacher is responsible for supervision of students while they are using information technology. The building principal or designee shall oversee information technology use by students and staff in his/her building.

Legal	Wisconsin Statutes 118.001
	Wisconsin Statutes 120.13
	Wisconsin Statutes 121.02 (1)(h)
	Wisconsin Statutes 943.70
	Wisconsin Statutes 947.0125
	U.S. Code Title 17
	Children's Internet Protection Act
	Neighborhood Children's Internet Protection Act (as amended)
	Children's Online Privacy Act

Cross References

110, Educational Philosophy and Objectives
310, Instructional Goals and Expectations
335, Copyright of District-Developed Curriculum Materials
341.20, Information and Technology Literacy Program
343.3, Distance Education
343.35, Online Learning Opportunities
347-Rule, Guidelines for the Maintenance and Confidentiality of Student Records
361.1, Use and Duplicating of Copyrighted Materials
365.1, Student Use of Information Technology
365.1-Rule (1), Student Information Technology and Network Use Guidelines
365.1 Exhibit 1, Acceptable Information Technology Use Agreement
365.1 Exhibit 2, Acceptable Use Agreement for Student Use of Personal Technology Devices on School Grounds
411.2, Discrimination and Harassment Prohibited
411.3, Bullying
443.6 Student Use of Cell Phones- Two-Way Communication and Other Communication or Recording Devices
522.7, Staff Use of Information Technology
522.7-Rule (1), Guidelines for Staff Use of the Information Technology and Network
522.7-Exhibit 1, Acceptable Use Agreement for Employee Use of Personal Technology Devices on School Grounds
526, Personnel Records
823, Access to Public Records

**HAMILTON SCHOOL DISTRICT
Sussex, WI**

ACCEPTABLE INFORMATION TECHNOLOGY USE AGREEMENT

This document is given to all student users of information technology in the Hamilton School District. Each student must sign the agreement and obtain a parent or guardian's signature before being allowed to access information technology including the network, Internet, and district owned devices.

Internet access is available to students in the Hamilton School District. It offers vast, diverse, and unique resources to both students and staff.

The Internet is an electronic network connecting thousands of computers all over the world and millions of individual subscribers. It provides students with access to electronic communication; information and news; public domain software and shareware of all types; discussion groups; information from universities and from commercial, governmental, and other sources.

In accordance with federal law requirements, a technology protection measure (i.e., filtering) shall be in operation on all district computers with Internet access as one measure to protect against access to inappropriate or harmful material on the Internet, including visual depictions that are obscene or child pornography. On a global network, however, it is impossible to control all materials and a persistent user may discover controversial information. The District believes that the benefits of Internet access to students, in the form of information resources and opportunities for collaboration, far exceed any disadvantages.

The continued availability of information technology, including the Internet in the school district, relies upon the proper conduct of end users. Guidelines are provided so that students and their parents or guardians are aware of the responsibilities that accompany the privilege of using the network, including Internet access.

Guidelines for Use of Information technology

1. The use of school devices must be consistent with the educational goals and objectives of the Hamilton School District. Accessing Internet sites or transmitting materials or images that could be obscene, (pornographic), harmful to minors or inappropriate is prohibited. Bullying, hate mail, harassment, discriminatory remarks, materials, and images promoting drug or alcohol abuse, physical abuse, and other antisocial behaviors are unacceptable.
2. Student may not represent their own opinions, written or implied, as those of the Hamilton School District or (name of school)
3. Illegal activities are strictly forbidden. Transmission of any material in violation of any U.S. or state law or regulation is prohibited. This includes, but is not limited to, copyrighted materials and threatening or obscene material.

Hamilton School District
Acceptable Technology Use Agreement

365.1 Exhibit 1

4. District information technology including network, hardware, and software are the property of the Hamilton School District. System operators have access to all accounts and files.
5. Users shall abide by the rules of network use. These include using appropriate language, respecting the privacy of other users, and not disrupting the use of information technology or the network by other users.
6. All messages accessed, generated, received or stored within the district's student information system remain the property of the district. The district reserves the right to monitor and disclose communications therein in order to ensure it is being used for approved purposes only.
7. Users must not reveal any personal addresses or phone numbers or any other personal identifiers or those of others online.
8. All communications and information accessible via the network should be assumed to be intellectual property and subject to copyright protection. Use of these sources shall be credited appropriately as with the use of any copyrighted material. In some cases, authors' permission may need to be obtained before materials may be used.
9. The district's content filter is programmed to block access to materials or images that could be obscene, sexually explicit (pornographic), harmful to minors or inappropriate as required by the Children's Internet Protection Act (CIPA). However, the internet filter has limitations. It is the responsibility of the user to minimize the computer screen and alert the teacher if inappropriate content makes it through the filter.
10. Attempts to gain unauthorized access to system network, program or devices is prohibited.
11. Any malicious attempt to access, harm, modify, or destroy data, or data of another user is prohibited.
12. Students may not broadcast or post to the internet pictures, movies, video or other student created media taken during the school day or at a school activity without the consent of the building principal.
13. Students may not represent the Hamilton School District or its activities on district or personal technology without authorization of the school principal or district administrator.

Supervising instructors shall monitor network and Internet activities of students while in school. Supervising instructors will monitor and enforce information technology use guidelines.

APPROVED: May 1, 2012

REVISED: July 2014, June 15, 2015, January 2, 2018

Information Technology
Use Agreement*

STUDENT AGREEMENT

I understand and will abide by this Information Technology Acceptable Use Agreement. I further understand that any violation of these guidelines may result in my information technology, network, and Internet use privileges being restricted or revoked and also may result in school disciplinary action. If the violation constitutes a criminal offense, appropriate legal action may be taken.

Student's Name: (please print) _____

Student's Signature: _____

School: _____ Date Signed: _____

PARENT OR GUARDIAN AGREEMENT

As the parent or guardian of the above named student, I have read this Information Technology Acceptable Use Agreement on the back of this page. I understand that this network access is designed for educational, research, collaboration and communication purposes. I recognize that some controversial materials exist on the Internet. I will not hold the school district responsible for materials acquired by my child on the network. I hereby give permission for my child to use information technology including the Internet at school.

Parent or Guardian's Name: (please print) _____

Parent or Guardian's Signature: _____

Date Signed: _____

*These signatures may be obtained on a separate form or included in student handbooks.

**HAMILTON SCHOOL DISTRICT
Sussex, WI**

**ACCEPTABLE USE AGREEMENT FOR
STUDENT USE OF DISTRICT-PROVIDED 1:1
TECHNOLOGY DEVICES**

Purpose: Hamilton School District provides and assigns Chromebook for student use both at school and at home as a means to promote achievement and provide flexible learning opportunities. This agreement provides guidelines and information about the District expectations for students and families.

It is the expectation of the District that students will use District-provided devices responsibly and understand the appropriate and acceptable use of both the technology and District network resources. It is also expected that students will make a good faith effort to keep their District-provided devices safe, secure, and in good working order. Our agreement and procedures include the following specific responsibilities and restrictions.

Responsibilities

Students are expected to adhere to the following guidelines each time a District-provided device is used. Students will:

1. Charge their device at home nightly, bringing it to school each day with a full charge;
2. Communicate in a responsible and ethical manner.
3. Use appropriate language in all communications refraining from use of profanity, obscenity and offensive or inflammatory speech. Cyber bullying, including but not limited to, personal attacks or threats toward anyone made while using District-provided devices, must be reported to the appropriate District staff member.
4. Respect Internet filtering and security measures included on the device. All devices are configured so that the internet content is filtered both when students are at school and when accessing any other public or private network.
5. Only use District-provided devices for school-related purposes during the instructional day and refrain from personal, commercial, or political use during the school day.
6. Follow copyright laws, fair use guidelines, and only download or import music, video or other content that students are authorized or legally permitted to reproduce or use for school related work.
7. Make available for inspection by an administrator or teacher any messages or files sent or received to or from any Internet location using a District-provided device. Files stored and information accessed, downloaded or transferred on a District-provided device is not private insofar as they may be viewed, monitored, or archived by the District at any time.
8. Transport Chromebook with the screen closed and secured in a protective case.
9. Provide **their own** headphones and/or ear buds as needed for school related work.

**Hamilton School District
Acceptable Use Agreement for Student Use
of District-Provided 1:1 Technology Devices**

365.1-Exhibit (3)

10. Clean the screen with a soft, dry microfiber cloth or anti-static cloth.
11. Return the device, the charger, and the carrying case (if supplied) upon transferring out of school or at the end of senior year.

Restrictions

Students may not:

1. Reveal or post identifying personal information, files or communications to unknown persons through email or other means using the Internet.
2. Attempt to override, bypass or otherwise change the Internet filtering software, device settings or network configurations
3. Attempt to access networks and/or other technologies beyond their authorized access. This includes attempts to use another person's account, password and/or access secured wireless networks.
4. Share their own password, or attempt to discover login information belonging to others. Sharing a password is not permitted and may subject the device holder to disciplinary action and liability for the actions of others if issues arise regarding unauthorized use of an assigned device.
5. Download and/or install any programs, files or games from the internet or other sources onto any District-provided device without District permission. This includes the intentional introduction of viruses and other malicious software.
6. Tamper with Chromebook hardware or software, attempt an unauthorized entry into Chromebook, and/or vandalize or destroy the device or files.
7. Attempt to locate, view, share or store any materials that are unacceptable in a school setting. This includes but is not limited to: pornographic, obscene, graphically violent or vulgar images, sounds, music, language, video or other materials. The use of District technology devices to engage in this particular behavior is prohibited, no matter whether the conduct occurred on District property or away from school.
8. Modify or remove the Hamilton School District asset tag or the manufacturer serial number and model number tag.

In addition to the specific responsibilities and restrictions detailed above, it is expected that students and their parent(s)/guardian(s) will properly care for and maintain the District-provided device. In order to keep devices secure and damage free, students must follow these additional guidelines:

- Students are responsible for the device, charger, cords, school-owned case, and all other District-provided equipment. Students may not loan any of the aforementioned items to anyone else.
- Refrain from eating or drinking while using the device. Any foreign substance that comes in contact with the device can cause critical damage to the device.
- Do not stack objects on top of the device; leave outside or use near water.
- Devices should not be left in vehicles.
- Devices should be stored and maintained in a moderate temperature.
- Do not store or transport papers between the screen and keyboard.

Page 2 of 4

Chromebook Damages

If a Chromebook is damaged or lost, the school must be notified immediately. If a student damages or loses a Chromebook due to negligence as determined by the District, the student and their parent/guardian will be responsible for paying the appropriate repair costs up to the full cost of device replacement. Examples of negligence include, but are not limited to:

1. Leaving equipment unattended and unsecured. This includes damage or loss resulting from an unattended and unsecured device at school.
 2. Lending equipment to others.
 3. Using equipment in an unsafe environment.
 4. Using equipment in a careless manner.
 5. Ignoring proper use guidelines delineated above
- Students who do not have their Chromebook at school due to damage, warranty or otherwise, may be allowed to use a Chromebook loaned from the school – subject to availability and the stated reason for the damage. The above conditions apply to all loaned units including responsibilities, restrictions and costs for damages until the original repaired unit can be returned to the student.
 - If the Chromebook charger or carrying case is damaged or lost, the student will be responsible for paying the appropriate repair costs as determined by the District up to the full cost of replacement.
 - Access to District-provided devices and network access is a privilege. A student's technology privileges may be suspended due to negligent damage to the device, or inappropriate use of the device that fails to comply with this agreement.

Estimated Cost of Repair Parts (non-warranty):

- AC-Adapters - \$35
- Screen - \$50
- Full Keyboard - \$85
- Key Repair on Keyboard - \$6 per key
- Entire Unit Replacement - \$200
- Carrying Case Replacement - \$25

STUDENT AGREEMENT

I understand and will abide by the responsibilities, restrictions, and guidelines contained above in this Hamilton School District **Acceptable Use Agreement for Student Use of District-Provided 1:1 Technology Devices**. I further understand that in the event that my District-provided device or equipment is damaged or lost due to negligence, I must pay the appropriate replacement costs as determined by the District. Any violation of this Agreement may result in restriction or revocation of my information technology, network, and Internet use privileges as well as other disciplinary action. If the violation constitutes a criminal offense, the appropriate authorities will be contacted.

Student's Name: (please print)

Student's Signature:

School:

Date Signed:

PARENT/GUARDIAN AGREEMENT

As the parent/guardian of the above named student, I have read the Hamilton School District **Acceptable Use Agreement for Student Use of District-Provided 1:1 Technology Devices** and understand that my son/daughter is required to abide by the responsibilities, restrictions, and guidelines contained in this Agreement. I understand that my son/daughter may bring a District-provided device to school to use for education research, collaboration and communication purposes consistent with District educational goals and objectives. I will not hold the District responsible for any lost, damaged or stolen District-provided device. I further understand that in the event that my son/daughter's District-provided device or equipment is damaged or lost due to negligence, I must pay the appropriate replacement costs as determined by the District.

Parent/Guardian Name: (please print)

Parent/Guardian Signature:

Date Signed:



Book	Policy Manual
Section	400 - Students
Title	Equal Educational Opportunities
Code	411
Status	Active
Adopted	September 21, 1987
Last Revised	July 25, 2024
Last Reviewed	June 21, 2010
Prior Revised Dates	02/05/1991, 09/03/1991, 08/21/1995, 01/02/2001, 08/19/2002, 06/21/2004, 06/03/2008, 6/18/2012, 10/21/2013, 7/21/2014, 7/20/2015, 10/1/2019, 9/21/2020, 4/19/2021

The Hamilton School District will not deny any person admission to any public school in this district or be denied participation in, be denied benefits of, or be discriminated against in any curricular, extracurricular, pupil services, recreational or other program or activity because of a person's sex, race, color, religion, national origin, ancestry, creed, pregnancy, marital or parental status, sexual orientation, or physical, mental, emotional or learning disability or any other reason prohibited by state or federal laws or regulations as required by Section 118.13 of the statutes, or because of any other reason prohibited by state or federal laws or regulations. This policy also prohibits student discrimination on the basis of any reason prohibited by federal law, including 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). The District shall provide for the reasonable accommodation of a student's sincerely held religious beliefs with regard to examinations and other academic requirements. Requests for accommodations shall be made in writing and approved by the building principal (See Board policy 334 and its implementing rule). Any accommodations or program modifications granted under this policy shall be provided to students without prejudicial effect.

All District career and technical education opportunities will be offered to students on a nondiscriminatory basis (without regard to race, color, religion, national origin, sex, disability, etc.). Information regarding such program offerings and admission criteria are included in the Student Handbooks and Course Catalogs, which are posted on the District's website (www.hamilton.k12.wi.us) and available upon request from the School Student Services Office. Children of homeless individuals and unaccompanied homeless youth (youth not in the physical custody of a parent or 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 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 ensure that a student's limited English proficiency does not bar access to District Services.

1. a. "Discrimination" means any action, policy or practice, including bias, stereotyping and pupil harassment, that is detrimental to a person or group of persons and differentiates or distinguishes among persons, or that limits or denies a person or group of persons opportunities, privileges, roles or rewards based, in whole or in part, on age, sex, race, color, religion, national origin, ancestry, creed, pregnancy, marital or parental status, sexual orientation or physical, mental, emotional or learning disability, or any other reason prohibited by state or federal law that perpetuates the effects of past discrimination.

- b. "Harassment" means behavior towards students based, in whole or in part, on sex, race, color, religion, national origin, ancestry, creed, pregnancy, marital or parental status, sexual orientation or physical, mental, emotional or learning disability, or any other reason prohibited by state or federal law, that substantially interferes with a student's school performance or creates an intimidating, hostile or offensive school environment.
2. Harassment can arise from a broad range of physical or verbal behavior which can include, but is not limited to, the following:
- a. Physical or mental abuse;
 - b. Racial, ethnic or religious insults or slurs;
 - c. Unwelcome sexual advances or touching;
 - d. Sexual comments, jokes, stories or innuendos;
 - e. Display of sexually explicit or otherwise offensive posters, calendars or materials;
 - f. Making sexual gestures with hands or body movements;
 - g. Referring to others as a doll, babe or honey;
 - h. Intentionally standing close or brushing up against others;
 - a. Inappropriately staring at others or touching his or her clothing, hair or body;
 - j. Whistling at others, cat calls; and
 - k. Asking personal questions about a person's sexual life.
3. These activities are offensive and inappropriate in the school environment. This is a serious issue not just for the Hamilton School District, but also for each individual. The District specifically prohibits discriminatory or harassing conduct, condoning such conduct by allowing it to go on, and pre-judging harassment or discrimination complaints. The District's policy prohibiting harassment applies to all students, whether at school, at school-sponsored co-curricular, extracurricular or social functions, or otherwise.
4. Any staff member who engages in harassment or discrimination or retaliates against another person because of harassment/discrimination report or participation in an investigation, is subject to immediate discipline, up to and including discharge and/or referral to law enforcement agencies if appropriate.
5. Any student who engages in harassment or discrimination, or retaliates against another person because of a harassment/discrimination report or participation in an investigation, is also subject to immediate discipline, up to and including suspension and expulsion from the Hamilton School District and/or referral to law enforcement agencies if appropriate.
6. School employees are required to report any incident(s) of discrimination and/or harassment that they witness or are otherwise made aware of. Students and other third parties are strongly encouraged to report such incident(s) of discrimination and/or harassment. Discrimination and harassment complaints shall be filed in accordance with established District complaint procedures. If a student believes he or she has been discriminated against or harassed in violation of Board Policy 411, the student should file a complaint pursuant to the Student Discrimination and Harassment Complaint Procedures in 411-Rule. If an employee believes he or she has been discriminated against or harassed in violation of Board Policy 511, the employee should file a complaint pursuant to the Employee Discrimination and Harassment Complaint Procedures in 511-Rule. If either a student or an employee believes he or she has been subject to sexual harassment in violation of Board Policy 411.4, the student or employee should file a complaint pursuant to the procedures in Board Policy 411.4. It is important that students, staff members and volunteers inform designated administrators about inappropriate conduct as soon as possible, because the District cannot do anything to remedy the problem if the District does not know that the problem exists.

Requests for accommodations for children with disabilities under Section 504 of the Rehabilitation Act shall be processed pursuant to the Section 504 Procedures.

The District is required by Title IX and Part 106 of Title 34 of the Code of Federal Regulations not to discriminate on the basis of sex in the education programs or activities operated by the District, and this requirement extends to admission and employment.

The District has designated and authorized the following individual as the person responsible for coordinating the District's efforts to comply with and carry out its responsibilities under Title IX and other state and federal nondiscrimination laws, including investigation of any complaints alleging a violation of Title IX or other discrimination:

Title IX Coordinator:

John Roubik

Assistant Superintendent of Human Resources and Organizational Development

Hamilton School District

W220N6151 Town Line Road

Sussex, WI 53089

(262) 246-1973.

Any questions regarding Title IX may be designated to the Title IX Coordinator.

Complaints regarding the interpretation or application of this policy shall be processed pursuant to Board Policy 411-Rule. District encourages informal resolution of discrimination complaints. A formal complaint resolution procedure is available, however, to address allegations of violations of the District's equal educational opportunities policy. Any questions concerning this policy, or policy compliance, should be directed to the Title IX Coordinator John Roubik, Assistant Superintendent of Human Resources and Organizational Development, Hamilton School District, W220N6151 Town Line Road, Sussex, WI 53089, (262) 246-1973.

The Nondiscrimination and Harassment Policy and accompanying complaint procedures shall be published at the beginning of the school year and posted in each school building in the district. A copy of the Policy and complaint procedures shall also be provided upon request. In addition, a student nondiscrimination statement shall be included on student and staff handbooks, course selection handbooks and other published materials distributed to the public describing school activities and opportunities.

Legal

[Wisconsin Statutes 118.13](#)

[Wisconsin Administrative Code PI 9](#)

[Wisconsin Administrative Code PI 41](#)

[Title VI, Civil Rights Act of 1964](#)

[Title IX, Education Amendments of 1972](#)

[Section 504 of the Rehabilitation Act of 1973](#)

[Americans with Disabilities Act of 1990](#)

[Individuals with Disabilities Education](#)

[McKinney-Vento Homeless Education Assistance Act](#)

Cross References

334, Parent Rights and the Curriculum

411-Rule, Discrimination and Harassment Complaint Procedures

411.1, Multicultural Relations

411.4, Title IX Sexual Harassment Prohibited (prior to August 1, 2024)

411.5, Nondiscrimination on the Basis of Sex in Education Programs or Activities and Related Grievance Process (Interim Policy Subject to On-Going Litigation Against Federal Department of Education)

420-Rule (3), Procedures for Enrollment and Placement of Homeless Children and Youth Special Education Handbook

[Title IX, Education Amendments of 1972](#)

[Section 504 of the Rehabilitation Act of 1973](#)

[Americans with Disabilities Act of 1990](#)

[Individuals with Disabilities Education](#)

[McKinney-Vento Homeless Education Assistance Act](#)

Cross References

334, Parent Rights and the Curriculum

411, Equal Educational Opportunities (prior to August 1, 2024)

411-Rule, Discrimination and Harassment Complaint Procedures

411.1, Multicultural Relations

411.4, Title IX Sexual Harassment Prohibited

420-Rule (3), Procedures for Enrollment and Placement of Homeless Children and Youth Special Education Handbook



Book	Policy Manual
Section	400 - Students
Title	Discrimination and Harassment Complaint Procedures
Code	411-Rule
Status	Active
Adopted	September 21, 1987
Last Revised	April 19, 2021
Prior Revised Dates	2/5/1991, 9/3/1991, 8/21/1995, 1/2/2001, 10/21/2013, 6/20/2016, 9/21/2020

Any complaint regarding the interpretation or application of Hamilton School District's Equal Educational Opportunities Policy (Board Policy 411) shall be processed in accordance with the following complaint procedure. If any person believes that he or she has been harassed or discriminated against in violation of Board Policy 411, he or she should follow the following procedures. If any person believes that he or she has been sexually harassed in violation of Board Policy 411.4/411.5, he or she should follow the complaint procedures in Board Policy 411.4/411.5. The following timelines apply unless all parties agree to an extension.

Step 1.

The District will attempt to resolve discrimination and harassment complaints on an informal basis, if the complainant asks to do so. Upon a complainant's request, the building principal/designee will meet with the complainant and, if applicable, the alleged harasser/offender. If the parties resolve the matter, the principal/designee will prepare a written statement outlining the resolution. If the complainant is not satisfied with the outcome of the meeting, the complainant may present a complaint in writing to request formal investigation of the complaint.

Discrimination complaints relating to the identification, evaluation, educational placement or the provision of free appropriate public education of a student with a disability shall be processed in accordance with established appeal procedures outlined in the District's Special Education Handbook.

Step 2.

The Hamilton School District will not deny any person admission to any public school or deny any person participation in, deny any person the benefits of, or discriminate against any person in any curricular, extracurricular, pupil services, recreational or other program or activity because of a person's sex, race, color, religion, national origin, ancestry, creed, pregnancy, marital or parental status, sexual orientation, or physical, mental, emotional or learning disability, or any other reason prohibited by state or federal laws or regulations. Any student, parent, or resident of the district complaining of discrimination shall report the complaint in writing to the Director of Human Resources and Organizational Development. The complaint, at a minimum, should include:(1) the date(s) and specific nature of the discrimination; (2) the identity of the person who allegedly engaged in discriminatory behavior; (3) the names of any witnesses to the alleged discrimination; (4) the name, address, and phone number of the complainant.

- a. Discrimination complaints relating to the identification, evaluation, educational placement or the provision of free appropriate public education of students with disabilities 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 shall be referred directly to the State Superintendent of Public Instruction.

To begin the formal complaint process, a complainant must submit a written complaint to the Director of Human Resources and Organizational Development at:

Hamilton School District
W220 N6151 Town Line Road
Sussex, WI 53089
262-246-1973

Complaint forms are available in each school office. The Director of Human Resources and Organizational Development or his/her designee will send the complainant written acknowledgment of the complaint within ten (10) days after receiving the complaint.

Step 3.

The District will investigate harassment and discrimination complaints promptly, thoroughly, and impartially. The Director of Human Resources and Organizational Development or his/her designee shall conduct the investigation or appoint an investigative team or independent consultant to do so.

The Director of Human Resources and Organizational Development or designee will prepare a written report regarding the investigation, including a description of the District's conclusions and, if appropriate and allowed by law, any action taken. The Director of Human Resources and Organizational Development or designee shall send a copy of the report to the complainant, District Administrator, and if applicable, the alleged harasser/offender and the school board within forty-five (45) day after the District receives the complaint. The report shall include a notice of the right to appeal the decision to the District Administrator.

At the outset of the investigation, the investigator shall consider whether, given the nature of the allegations in the complaint, interim measures should be adopted to protect the alleged victim and prevent harassment from occurring while the investigation is being conducted.

Step 4.

If the complainant is not satisfied with the report of the Director of Human Resources and Organizational Development, a written appeal may be submitted to the District Administrator within fifteen (15) calendar days after the report is sent by the Director of Human Resources and Organizational Development, indicating the nature of the disagreement. The District Administrator/designee may schedule a meeting of all parties to review the issues presented in the appeal. The District Administrator shall provide a written response outlining the findings and disposition of the appeal within fifteen (15) calendar days from the date the appeal is filed. The response shall include a notice of the right to appeal the decision to the Board of Education.

Step 5.

If a party is not satisfied with the results of the investigation report or the District Administrator's decision, he or she may appeal the decision to the Board of Education. To appeal the decision, a party must submit a written appeal to the Board within fifteen (15) days after the District sends the investigation report to the parties. The Board of Education will review the record and send a written decision to the parties and the district administrator within thirty (30) days after receiving the appeal. Before issuing a decision the Board may, at its discretion, hold a private conference with the parties. Copies of the written decision shall be mailed or delivered to the complainant and the District Administrator. The decision of the school board shall include a notice to the complainant of his or her right to appeal the determination to the State Superintendent of Public Instruction.

Step 6.

If either party is not satisfied with the decision of the Board of Education, the party may appeal the decision to the State Superintendent within 30 days after receipt of the Board's decision. Parties should send appeals to the following address:

State Superintendent
Wisconsin Department of Public Instruction
125 South Webster Street
P.O. Box 7841
Madison, Wisconsin 53707-7841

Nothing in this procedure shall preclude a student or parent from pursuing a discrimination or harassment complaint through the avenues provided by state or federal law. For example, complainants may file a complaint with the U.S. Department of Education's Office for Civil Rights. Students with a disability under Section 504 of the Rehabilitation Act may also request a Section 504 due process hearing.

Discrimination complaints relating to programs specifically governed by federal law or regulation shall be referred directly to the State Superintendent of Public Instruction.

Maintenance of Complaint Records

The maintenance of complaint records is recommended for the purpose of documenting compliance. Records should be kept for each complaint filed, and, at a minimum, should include:

1. The name and address 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 and address 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 determination of the facts, statement of the final resolution, and the nature and date(s) of any corrective or remedial action taken.

Legal

[Wisconsin Statutes 118.13](#)
[Wisconsin Administrative Code PI 9](#)
[Wisconsin Administrative Code PI 41](#)
[Title IX, Education Amendments of 1972](#)
[Title VI, Civil Rights Act of 1964](#)
[Section 504, Rehabilitation Act of 1973](#)
[Americans with Disabilities Act of 1990](#)

Cross References

411, Equal Educational Opportunities
411.4, Title IX Sexual Harassment Prohibited (prior to August 1, 2024)
411.5 Nondiscrimination on the Basis of Sex in Education Programs or Activities and Related Grievance Process (Interim Policy Subject to On-Going Litigation Against Federal Department of Education)
Special Education Handbook



Book	Policy Manual
Section	400 - Students
Title	Bullying
Code	411.3
Status	Active
Adopted	October 20, 2008
Last Revised	April 19, 2021
Last Reviewed	July 20, 2015
Prior Revised Dates	9/7/2010, 10/21/2013, 9/16/2019, 9/21/2020

The Hamilton School District Board of Education supports an educational environment that is free of bullying. It is the policy of the District that its students, employees, or volunteers will not be allowed to engage in any form of bullying or intimidation toward other students, employees, or volunteers.

"Bullying" is deliberate verbal or non-verbal behavior which is intended to humiliate or harm another person, and which negatively impacts the educational environment or the other person's physical, emotional, or psychological well-being. For example, bullying may include, but is not limited to, physical contact or the threat of physical contact, threats, or name-calling. Bullying may involve an imbalance of power and is typically behavior that is repeated over time. Bullying may be motivated by an actual or perceived distinguishing characteristic, such as age, sex, race, color, religion, national origin, creed, pregnancy, marital or parental status, ethnicity, sexual orientation, physical attributes, or physical, mental, emotional or learning disability, or social or economic status.

"Intimidation" means to make timid or fearful, to frighten, or to compel or deter by or as if by threats.

Behaviors characterized as bullying or intimidation are prohibited in all schools, buildings, or property owned, leased, or used by the District, including school buses and school vehicles. Bullying or intimidation behavior is also prohibited at all school-sponsored and school-supervised events and activities. Even if the bullying or intimidation does not occur on District premises or at school-sponsored events or activities, it may still be addressed by the District and result in disciplinary consequences if it negatively impacts the educational environment or the victim's physical, emotional, or psychological well-being at school.

Cyberbullying is prohibited and includes, but is not limited to, the use of information and communication technologies (e.g., cell phones, computers, websites, social media, and e-mail) to bully, intimidate, threaten, abuse, or harass a student. Even if the cyberbullying is not done using District resources and does not occur on District premises or at school-sponsored events or activities, it may still be addressed by the District and result in disciplinary consequences if it negatively impacts the educational environment or the victim's physical, emotional, or psychological well-being at school.

If a student or a student's parent/guardian believes the student has been subjected to bullying/intimidation, the student or parent/guardian should report the incident(s) to the classroom teacher or activity supervisor for informal investigation and resolution. The parent/guardian of a child involved in an alleged bullying incident will be notified. If the issue is not resolved to the satisfaction of the student and/or student's parent/guardian, the student and/or parent/guardian may appeal to the principal for informal investigation and resolution.

If an employee or volunteer believes they have been subjected to bullying/intimidation, they should report the incident to the principal or volunteer supervisor for an informal investigation.

Reports of bullying/intimidation may be made verbally or in writing. The reports will be investigated promptly and kept confidential within the bounds of the District's investigation and the law. Any teacher who receives an informal complaint of bullying shall investigate the complaint, take action to resolve the matter and inform the principal. At any time during the process, or upon receiving the teacher's report, the principal may decide to further investigate the incident(s) or take further action. The principal shall document any such investigation or action taken. The principal shall also investigate, take action to resolve the matter and document any appeals made by a student or parent/guardian challenging the teacher's findings/resolution.

If the investigation determines that the reported behavior was in fact bullying/intimidation, the offender will be subject to discipline, up to and including discharge, suspension, expulsion, and referral to social services or law enforcement agencies.

If a student or parent is not satisfied with the outcome of the informal investigation, the student or parent may request a formal investigation by submitting a written complaint pursuant to the District's Discrimination and Harassment Complaint Procedures (411-Rule).

If an employee is not satisfied with the outcome of the informal investigation, the employee or volunteer may request a formal investigation by submitting a written complaint pursuant to the District's Employee Discrimination and Harassment Complaint Procedures (511-Rule).

School employees are required to report incidents of bullying/intimidation that they witness or are made aware of. Third party witnesses are strongly encouraged to report such incidents. Efforts will be made, when requested, to maintain the confidentiality of a witness's identity unless the witness is requested to testify in a hearing. Retaliation against any individual who reports bullying/intimidation or participates in a bullying/intimidation investigation is strictly forbidden by the District. Anyone who practices such retaliation will be subject to immediate discipline, up to and including discharge, suspension, expulsion, or referral to social services or law enforcement agencies.

Education, intervention and prevention shall exist for staff and students to ensure a learning environment free of bullying or intimidation toward and between students and staff. The Administration and staff will inform students and staff that the Hamilton School District does not tolerate bullying or intimidation and will take all necessary and appropriate action to eliminate it, up to and including discharge or expulsion of offenders.

This policy and complaint procedure will be made available to all students and their parents/guardians on an annual basis. Employees will be informed of the policy on an annual basis. A copy of the policy will also be provided to any person who requests it.

Legal

[Wisconsin Statutes 118.01 \(2\)\(d\)8](#)
[Wisconsin Statutes 118.02 \(9t\)](#)
[Wisconsin Statutes 118.46](#)
[Wisconsin Statutes 947.013 \(Harassment\)](#)
[Wisconsin Statutes 947.0125 \(E-mail Harassment\)](#)
[Wisconsin Statutes 948.51 \(2\) \(Hazing\)](#)
[Wisconsin Administrative Code PI 9.03 \(1\)\(b\)](#)

Cross References

323.1, Special Observance Days
323.1-Exhibit, Special Observance Days
411-Rule, Discrimination and Harassment Complaint Procedures
411.4, Title IX Sexual Harassment Prohibited
443.6, Student Use of Cell Phones, Two-Way Communication and Other Communication or Recording Devices
443.8, Aggressive, Antisocial or Criminal Activities by Students



Book	Policy Manual
Section	400 - Students
Title	Title IX Sexual Harassment Prohibited
Code	411.4
Status	Active
Adopted	July 20, 2020
Last Revised	January 27, 2025
Prior Revised Dates	9/21/2020, 4/19/2021, 9/16/2024

The Hamilton School District prohibits discriminatory or harassing conduct, condoning such conduct by allowing it to go on, and pre-judging harassment or discrimination complaints. This policy prohibiting harassment applies to all employees and students, whether at school, at school-sponsored co-curricular, extracurricular or social functions, or otherwise. This policy prohibits employee and student harassment or discrimination on the basis of sex prohibited by federal law, including Title IX of the Education Amendments of 1972. The Hamilton School District will take all necessary and appropriate action to eliminate it. Individuals who violate this Policy are subject to discipline, up to and including expulsion or termination.

Inquiries about the application of Title IX and 34 C.F.R. ch. 106 (i.e., the federal Title IX regulations) to the District may be referred to the District's Title IX Coordinator, to the Assistant Secretary at the U.S. Department of Education, or both.

Any person with a complaint of sex discrimination (not alleging sexual harassment under Title IX as defined below) shall seek to resolve his/her complaint following the procedures set forth in Board Policies 411, or 411.1 for student complaints, and Board Policy 511 for employee complaints. Notwithstanding the procedures in Board Policies 411, 411.1, or 511, any person may report sex discrimination of themselves or others at any time (including during non-business hours), in person, by mail, by telephone, by electronic mail, using the contact information listed for the Title IX Coordinator or by any other means that results in the Title IX Coordinator receiving the person's verbal or written report. Reports or complaints of sexual harassment under Title IX, as defined below, will follow the procedures set forth in this policy. At the time of filing the formal complaint, the complainant must be participating in or attempting to participate in the education program or activity of the District.

- "Sexual harassment" is defined as conduct on the basis of sex that satisfies one or more of the following:
- A school employee conditioning education benefits on participation of unwelcome sexual conduct (i.e. quid pro quo);
 - Unwelcome conduct that a reasonable person would find so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the school's education program or activity; or
 - Sexual assault (as defined in the Clery Act), dating violence, domestic violence, or stalking as defined in the Violence Against Women Act.

For the purposes of this policy, the sexual harassment must occur during a school educational program or activity, which includes locations, events, or circumstances over which the school exercised substantial control over both the respondent and the context in which the sexual harassment occurred, whether on or off-campus. This includes but is not limited to instances of student and employee complaints.

Sexual harassment can arise from a broad range of physical or verbal behavior which can include, but is not limited to, the following:

- a. Physical or mental abuse;
- b. Unwelcome sexual advances or touching;
- c. Sexual comments, jokes, stories or innuendos;
- d. Display of sexually explicit or otherwise offensive posters, calendars or materials;
- e. Making sexual gestures with hands or body movements;
- f. Referring to others as a doll, babe or honey;
- g. Intentionally standing close or brushing up against others;
- h. Inappropriately staring at others or touching his or her clothing, hair or body;
- i. Whistling at others, cat calls; and
- j. Asking personal questions about a person's sexual life.

Even if it is consensual and would not otherwise violate this Policy, a sexual relationship between staff and students under any circumstances, in or out of the workplace, is strictly prohibited.

Individuals who experience sexual harassment should make it clear to the harasser that such behavior is offensive to them, and they may process a complaint pursuant to this policy. There shall be no retaliation against any individual pursuing a sexual harassment complaint made in good faith. Any individual who retaliates against a complainant will be subject to disciplinary action.

Any person who believes he or she has been sexually harassed by a student, employee, or other person should report the incident(s) in accordance with the complaint procedures below. All District employees are required to report any incidence(s) of sexual harassment that they witness or are otherwise made aware of. The District will promptly investigate the complaint and will take appropriate action based on the findings of the investigation.

1. Complaint Procedures/Investigations

If any person believes that he or she has been harassed or discriminated against in violation of this Board Policy, he or she should follow the following procedures. The following timelines apply unless all parties agree to an extension. The following procedures are adopted to provide for the resolution of employee, student, applicant, or volunteer complaints alleging any sexual harassment.

a. Step One: Filing a Report

The District is required to respond to all reports of sexual harassment. Any person with actual knowledge of sexual harassment that occurred in an education program or activity against a person in the United States must report the sexual harassment to the Title IX Coordinator. A report may be made either orally or in writing to the Title IX Coordinator by phone, email, mail, or any other means to ensure the receipt of the report. The Title IX Coordinator(s) are listed below.

John Roubik
Assistant Superintendent of Human Resources and Organizational Development
W220 N6151 Town Line Road
Sussex, WI 53089
262-246-1973 ext. 1179
roubjo@hamilton.k12.wi.us

Upon receipt of a report of sexual harassment, the Title IX Coordinator will promptly contact the complainant/victim to discuss the availability of supportive measures and explain the process for filing a formal complaint. Supportive measures are individual services reasonably available that are non-punitive and non-disciplinary, that are designed to provide equal access, protect safety of complainants and respondents, and deter sexual harassment. The Title IX Coordinator will also explain the process for filing a formal complaint and determine whether a formal complaint will be filed by the complainant or signed by the Title IX Coordinator. The Title IX Coordinator will consider whether any action should be taken in the investigatory phase to protect the complainant from further harassment or retaliation including but not limited to a change of work assignment or schedule for the complainant and/or the alleged harasser. In making such a determination, the Title IX Coordinator should consult the complainant to assess his/her position to the proposed action. If the complainant is unwilling to consent to the proposed change, the Title IX Coordinator may still take whatever actions s/he deems appropriate in consultation with the Superintendent. No temporary arrangements shall be disciplinary to either the complainant or respondent. For the purposes of this policy, the complainant is an individual who is alleged to be the victim of conduct that could constitute sexual harassment.

b. Step Two: Filing a Formal Complaint

A formal complaint is a complaint written and signed by the complainant/victim or signed by the Title IX Coordinator. The complaint should include: the date(s) of the incident(s); a description of the incident(s); the identity of the alleged harasser; the identity of any witnesses to the alleged harassment; and the name, home address, e-mail address, and phone number of the complainant. At the time of filing the formal complaint, the complainant must be participating in or attempting to participate in the education program or activity of the District.

If the complainant is unwilling or unable to provide a written statement including the information set forth above, the Title IX Coordinator shall ask for such details in an oral interview. Thereafter the Title IX Coordinator will prepare a written summary of the oral interview, and the complainant will be asked to verify the accuracy of the reported charge by signing the document. A formal complaint is a document filed by a complainant or signed by the Title IX Coordinator alleging sexual harassment against a respondent and requesting that the District investigate the allegation of sexual harassment. The Title IX Coordinator will take the complainant's wishes with respect to whether the District conducts a formal investigation into the allegations. The Title IX Coordinator will sign the complaint if the Title IX Coordinator determines it would be clearly unreasonable in light of the circumstances not to conduct a formal investigation. When the Title IX Coordinator determines that an investigation is necessary even where the complainant (i.e., the alleged victim) does not want such an investigation, the grievance process can proceed without the complainant's participation; however, the complainant will still be treated as a party in the grievance process.

Upon receipt of a formal complaint, the Title IX Coordinator must provide written notice to the complainant and the respondent of the allegations contained in the complaint. The notice shall include: (1) a description of the allegations of sexual harassment potentially constituting sexual harassment; (2) a statement that the accused is presumed not responsible for the alleged conduct and that a determination regarding responsibility is made after the grievance process; (3) a statement that the complainant and the accused may have an advisor of their choice, who may be, but is not required to be, an attorney; (4) a statement that the complainant and the accused may inspect and review evidence collected during the investigation; and (5) a reference to a provision in the District's code of conduct that prohibits knowingly making false statements or knowingly submitting false information during the grievance process.

c. Step Three: The Grievance and Investigation Process

When making a determination of responsibility, the District adopts a preponderance of the evidence evidentiary standard. This standard is applied to all formal complaints of sexual harassment, whether the respondent is a student or an employee.

All timelines in the complaint/grievance process are intended to be guidelines to assure that the investigation and grievance process proceeds with all deliberate efficiency. Timelines may be extended by the District for good cause.

After receipt of a formal complaint containing allegations of sexual harassment, the Title IX Coordinator will assign an investigator. The Title IX Coordinator may assign him/herself as the investigator.

The investigator will investigate the complaint promptly, thoroughly, and impartially. The investigation shall include an interview of the alleged harasser, witnesses identified by the complainant, and other individuals deemed appropriate by the investigator.

Prior to any investigatory interviews, meetings, or hearings the investigator must send each party a written notice of the date, time, and location of such interviews or meetings. Throughout the investigation, the investigator must send the parties and their advisors all evidence directly related to the investigation, allowing the parties at least ten (10) days to respond. The parties will have an equal opportunity to present fact and expert witnesses in addition to other inculpatory and exculpatory evidence. The parties are not restricted from discussing the allegations or gathering evidence. Evidence of any party's medical, psychological, or similar records may not be accessed or used, unless the party provides voluntary, written consent to do so.

Within thirty-five (35) working days of receiving the written complaint, the investigator shall complete the investigation and prepare an investigatory report that summarizes evidence. The timelines may be extended if necessary to complete a thorough investigation (e.g., depending on the investigation). The investigatory report shall be sent to both parties with at least ten (10) days to review and respond. The investigator shall also

deliver the report to the decision-maker that summarizes the evidence gathered during the investigation and provides recommendations based on the evidence and the definition of harassment as provided in this policy and State and Federal law as to whether the complainant has been subjected to harassment.

The parties will have 10 calendar days after the investigative report is sent to review the final report, submit a written response to the decision-maker, and submit written relevant questions to the decision-maker that the party wants asked of any party or witness. The decision-maker must explain to the party proposing the questions any decision to exclude a question as not relevant. The decision-maker will provide each party with the answers, and the parties will have two (2) calendar days to submit limited follow-up questions.

Within five (5) business days from receipt of the investigatory report, the decision-maker shall issue a final written decision as to whether the allegations of sexual harassment are substantiated, including any disciplinary sanctions or remedies imposed on the parties. A copy of the decision-maker's final decision will be delivered to both the complainant and the respondent, and will provide information regarding the appeals process. When making a determination of responsibility, the District adopts a preponderance of the evidence evidentiary standard. This standard is applied to all formal complaints of sexual harassment, whether the respondent is a student or an employee.

d. Step Four: Appeal to the Superintendent

If a party is not satisfied with the determination of responsibility by the decision-maker, a written appeal may be submitted to the Superintendent within ten (10) calendar days after the determination of responsibility is delivered, indicating the nature of the disagreement. The Superintendent/designee may schedule a meeting of all parties to review the issues presented in the appeal. The Superintendent shall provide a written response outlining the findings and disposition of the appeal within ten (10) calendar days from the date the appeal is filed. The response shall include a notice of the right to appeal the decision to the Board of Education.

e. Step Five: Appeal to the Board of Education

If a party is not satisfied with the results of the investigation report or the Superintendent's decision, he or she may appeal the decision to the Board of Education. To appeal the decision, a party must submit a written appeal to the Board within 10 days after the District sends the investigation report to the parties. The Board of Education will review the record and send a written decision to the parties and the superintendent within 25 days after receiving the appeal. Before issuing a decision the Board may, at its discretion, hold a private conference with the parties.

f. Step Six:

If either party is not satisfied with the decision of the Board of Education, the party may appeal the decision to the State Superintendent within 30 days after receipt of the Board's decision. Parties should send appeals to the following address:

State Superintendent
Wisconsin Department of Public Instruction
125 South Webster Street
P.O. Box 7841
Madison, Wisconsin 53707-7841

Nothing in this procedure shall preclude a student or parent from pursuing a discrimination or harassment complaint through the avenues provided by state or federal law

2. Dismissal

If the conduct alleged in the formal complaint does not constitute sexual harassment under Title IX, did not occur during a District educational program or activity, or did not occur in the United States, the District must dismiss the complaint for the purposes of Title IX. The dismissal of a formal complaint for the purposes of Title IX does not preclude the District from taking action under other District policies.

The District may dismiss a formal complaint if the complainant informs the Title IX Coordinator in writing that s/he wishes to withdraw the complaint, if the respondent is no longer enrolled or employed by the school, or if circumstances prevent the District from gathering evidence to reach a determination.

In the event of a dismissal, the District must provide the parties written notice of the dismissal and the reasons for the dismissal.

3. Informal Resolution

The District will attempt to resolve harassment complaints on an informal basis, if both parties give voluntary and informed written consent. An informal resolution process may only be offered after a formal complaint is filed. If both parties have given voluntary and informed written consent, the building principal/designee will meet with the complainant and, if applicable, the alleged harasser/offender. If the parties resolve the matter, the principal/designee will prepare a written statement outlining the resolution.

If an informal resolution process has begun, any party has the right to withdraw from the informal resolution process and resume the above stated grievance process.

The District may not require waiver of the right to formal investigation and adjudication as a condition of enrollment or employment.

Informal resolution processes cannot be offered to resolve allegations that an employee sexually harassed a student.

Maintenance of Complaint Records

The maintenance of complaint records is recommended for the purpose of documenting compliance. Records should be kept at least seven (7) years for each complaint filed, and, at a minimum, should include:

1. The name and address 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 and address 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 determination of the facts, statement of the final resolution, and the nature and date(s) of any corrective or remedial action taken.

Legal

Wisconsin Statutes 118.20

Wisconsin Statutes 111.31 et seq.

[Wisconsin Statutes 118.13](#)

[Wisconsin Administrative Code PI 9](#)

[Wisconsin Administrative Code PI 41](#)

[Title VI, Civil Rights Act of 1964](#)

[Title IX, Education Amendments of 1972](#)

[Section 504 of the Rehabilitation Act of 1973](#)

[Americans with Disabilities Act of 1990](#)

[Individuals with Disabilities Education](#)

Cross References

411, Equal Educational Opportunities

411-Rule, Discrimination and Harassment Complaint Procedures

411.1, Multicultural Relations

411.5, Nondiscrimination on the Basis of Sex in Education Programs or Activities and Related Grievance Process (Suspended Policy)

511, Equal Opportunity Employment

512, Employee Harassment

Employee Handbooks



Book	Policy Manual
Section	400 - Students
Title	Nondiscrimination on the Basis of Sex in Education Programs or Activities and Related Grievance Process (Suspended Policy)
Code	411.5
Status	Active
Adopted	July 25, 2024
Last Revised	January 27, 2025

-SUSPENDED POLICY-

Please refer to Board policy 411.4, Title IX Sexual Harassment Prohibited

This policy and grievance process applies to discrimination on the basis of sex, including sex-based harassment, which occurred on or after August 1, 2024. For allegations of sex discrimination occurring before August 1, 2024, refer to School Board Policy 411.4 Title IX Sexual Harassment Prohibited (prior to August 1, 2024).

The Hamilton School District does not discriminate on the basis of sex and prohibits sex discrimination in any education program or activity that it operates, as required by Title IX, including in admission and employment. Discrimination on the basis of sex includes discrimination on the basis of sex stereotypes, sex characteristics, pregnancy or related conditions, sexual orientation, and gender identity.

Inquiries about Title IX may be referred to the District's Title IX Coordinator, the U.S. Department of Education's Office for Civil Rights, or both. Contact information for the Title IX Coordinator is provided below.

DEFINITIONS

Complainant means:

1. A student or employee who is alleged to have been subjected to conduct that could constitute sex discrimination under Title IX or this part; or
2. A person other than a student or employee who is alleged to have been subjected to conduct that could constitute sex discrimination under Title IX or this part and who was participating or attempting to participate in the District's education program or activity at the time of the alleged sex discrimination.

Complaint means an oral or written request to the District that objectively can be understood as a request for the District to investigate and make a determination about alleged discrimination under Title IX.

Days means business days (i.e., days on which the District office is open for normal business).

Education program or activity means all the District's operations including, but not limited to, in-person and online/remote educational instruction, employment, extracurricular activities, athletics, performances, and community engagement and outreach programs. The term applies to all activity that occurs on school grounds or on other property owned or occupied by the District. It also includes events and circumstances that take place off school property/grounds but over which the District asserts disciplinary authority.

Parental status means the status of a person who, with respect to another person who is under the age of 18 or who is 18 or older but is incapable of self-care because of a physical or mental disability, is:

1. A biological parent;
2. An adoptive parent;
3. A foster parent;
4. A stepparent;
5. A legal custodian or guardian;
6. In loco parentis with respect to such a person; or
7. Actively seeking legal custody, guardianship, visitation, or adoption of such a person.

Party means a complainant or respondent.

Pregnancy or related conditions means:

1. Pregnancy, childbirth, termination of pregnancy, or lactation;
2. Medical conditions related to pregnancy, childbirth, termination of pregnancy, or lactation; or
3. Recovery from pregnancy, childbirth, termination of pregnancy, lactation, or related medical conditions.

Relevant means related to the allegations of sex discrimination under investigation as part of these grievance procedures. Questions are relevant when they seek evidence that may aid in showing whether the alleged sex discrimination occurred, and evidence is relevant when it may aid a decisionmaker in determining whether the alleged sex discrimination occurred.

Remedies means measures provided, as appropriate, to a complainant or any other person the District identifies as having had their equal access to the District's education program or activity limited or denied by sex discrimination. These measures are provided to restore or preserve that person's access to the District's education program or activity after a District determines that sex discrimination occurred.

Respondent means a person who is alleged to have violated the District's prohibition on sex discrimination.

Retaliation means intimidation, threats, coercion, or discrimination against any person by the District, a student, or an employee or other person authorized by the District to provide aid, benefit, or service under the District's education program or activity, for the purpose of interfering with any right or privilege secured by Title IX or its regulations, or because the person has reported information, made a complaint, testified, assisted, or participated or refused to participate in any manner in an investigation under the Title IX regulations.

Sex-based harassment is a form of sex discrimination and means sexual harassment and other harassment on the basis of sex, including on the basis of sex stereotypes, sex characteristics, pregnancy or related conditions, sexual orientation, and gender identity, that is:

1. **Quid pro quo harassment.** An employee, agent, or other person authorized by the District to provide an aid, benefit, or service under the District's education program or activity explicitly or impliedly conditioning the provision of such an aid, benefit, or service on a person's participation in unwelcome sexual conduct;
2. **Hostile environment harassment.** Unwelcome sex-based conduct that, based on the totality of the circumstances, is subjectively and objectively offensive and is so severe or pervasive that it limits or denies a person's ability to participate in or benefit from the District's education program or activity (i.e., creates a hostile environment). Whether a hostile environment has been created is a fact-specific inquiry that includes consideration of the following:
 - a. The degree to which the conduct affected the complainant's ability to access the District's education program or activity;
 - b. The type, frequency, and duration of the conduct;
 - c. The parties' ages, roles within the District's education program or activity, previous interactions, and other factors about each party that may be relevant to evaluating the effects of the conduct;
 - d. The location of the conduct and the context in which the conduct occurred; and
 - e. Other sex-based harassment in the District's education program or activity; or
3. **Specific offenses.**
 - a. Sexual assault meaning an offense classified as a forcible or nonforcible sex offense under the uniform crime reporting system of the Federal Bureau of Investigation;
 - b. Dating violence meaning violence committed by a person:
 - (i) Who is or has been in a social relationship of a romantic or intimate nature with the victim;and

(ii) Where the existence of such a relationship shall be determined based on a consideration of the following factors:

- 1) The length of the relationship;
- 2) The type of relationship; and
- 3) The frequency of interaction between the persons involved in the relationship;

c. Domestic violence meaning felony or misdemeanor crimes committed by a person

(i) Is a current or former spouse or intimate partner of the victim under the family or domestic violence laws of the jurisdiction of the District, or a person similarly situated to a spouse of the victim;

(ii) Is cohabitating, or has cohabitated, with the victim as a spouse or intimate partner;

(iii) Shares a child in common with the victim; or

(iv) Commits acts against a youth or adult victim who is protected from those acts under the family or domestic violence laws of the jurisdiction; or

d. Stalking means engaging in a course of conduct directed at a specific person that would cause a reasonable person to:

(i) Fear for the person's safety or the safety of others; or

(ii) Suffer substantial emotional distress.

Student means a person who has gained admission to the District's program(s) or activit(ies).

Student with a disability means a student who is identified as having a disability under Section 504 of the Rehabilitation Act of 1973 or the Individuals with Disabilities Education Act (IDEA).

Supportive measures mean individualized measures offered as appropriate, as reasonably available, without unreasonably burdening a complainant or respondent, not for punitive or disciplinary reasons, and without fee or charge to the complainant or respondent to:

1. Restore or preserve that party's access to the District's education program or activity, including measures that are designed to protect the safety of the parties or the educational environment; or
2. Provide support during the District's grievance process or during the informal resolution process.

PARENTAL, FAMILY, OR MARITAL STATUS

The District will not adopt or apply any policy, practice, or procedure concerning a student's current, potential, or past parental, family, or marital status that treats such student differently on the basis of sex.

PREGNANCY OR RELATED CONDITIONS

Students

The District prohibits discrimination in its education program or activity against any student based on the student's current, potential, or past pregnancy or related conditions.

The Board will permit a student, based on pregnancy or related conditions, to voluntarily participate in a separate portion of the District's education program or activity provided the separate portion is comparable to that offered to students who are not pregnant and do not have related conditions. The District will not require a student who is pregnant or has related conditions to provide certification from a healthcare provider or any other person that the student is physically able to participate in the District's class, program, or extracurricular activity unless:

1. The certified level of physical ability or health is necessary for participation in the class, program, or extracurricular activity;
2. The District requires such certification of all students participating in the class, program, or extracurricular activity; and
3. The information obtained is not used as a basis for discrimination prohibited by Title IX or this Policy.

When a District employee is informed of a student's pregnancy or related conditions by the student or a person who has a legal right to act on behalf of the student, the employee shall promptly provide that person with the Title IX Coordinator's contact information and inform that person that the Title IX Coordinator can coordinate specific actions to prevent sex discrimination and ensure the student's equal access to the District's education program or activity, unless the employee reasonably believes the Title IX Coordinator has already been notified.

Once a student, or a person who has a legal right to act on behalf of the student, notifies the Title IX Coordinator of the student's pregnancy or related conditions, the Title IX Coordinator shall promptly take the following specific actions to effectively prevent sex discrimination and ensure equal access to the District's education

program or activity:

1. Inform the student and, if applicable, the person who notified the Title IX Coordinator of the District's obligations to:
 - a. prohibit sex discrimination under this policy, including sex-based harassment;
 - b. provide the student with the option of reasonable modifications to the District's policies, practices, or procedures because of pregnancy or related conditions;
 - c. allow access, on a voluntary basis, to any separate and comparable portion of the District's education program or activity;
 - d. allow a voluntary leave of absence;
 - e. provide lactation space; and
 - f. maintain grievance procedures that provide for the prompt and equitable resolution of complaints of sex discrimination, including sex-based harassment.
- g. Provide the student with voluntary reasonable modifications to the District's policies, practices, or procedures
- h. because of pregnancy or related conditions.

2. Allow the student to take a voluntary leave of absence from the District's education program or activity to cover, at minimum, the period of time deemed medically necessary by the student's licensed healthcare provider. To the extent that a District maintains a leave policy for students that allows a greater period of time than the medically necessary period, the District shall permit the student to take leave under that policy instead if the student so chooses. When the student returns to the District's education program or activity, the student will be reinstated to the academic status and, as practicable, to the extra curricular status that the student held when the leave began.

Employees

The District will not adopt or implement any policy, practice, or procedure, or take any employment action, on the basis of sex:

1. Concerning the current, potential, or past parental, family, or marital status of an employee or applicant for employment, which treats persons differently; or
2. That is based upon whether an employee or applicant for employment is the head of household or principal wage earner in such employee's or applicant's family unit.

The District also will not make a pre-employment inquiry as to the marital status of an applicant for employment, including whether such applicant is a "Miss or Mrs."

Similarly, the District will treat pregnancy or related conditions as any other temporary medical conditions for all job-related purposes, including commencement, duration, and extensions of leave; payment of disability income; accrual of seniority and any other benefit or service; and reinstatement; and under any fringe benefit offered to employees by virtue of employment.

If an employee has insufficient leave or accrued employment time to qualify for leave under the District's leave policy, the District will treat pregnancy or related conditions as a justification for a voluntary leave of absence without pay for a reasonable period of time, at the conclusion of which the employee shall be reinstated to the status held when the leave began or to a comparable position, without decrease in rate of compensation or loss of promotional opportunities, or any other right or privilege of employment.

The District will provide reasonable break time for an employee to express breast milk or breastfeed as needed and will provide the employee with access to a lactation space, which must be a space other than a bathroom that is clean, shielded from view, free from intrusion from others, and may be used by an employee for expressing breast milk or breastfeeding as needed.

TITLE IX COORDINATOR

The following individual is designated as the Title IX Coordinator and is authorized by the District to oversee the District's compliance with Title IX and this Policy.

John Roubik, Assistant Superintendent of Human Resources and Organizational Development
W220 N6151 Town Line Rd. Sussex, WI 53089
(262) 246-1973 x1179
roubjo@hamilton.k12.wi.us

The Title IX Coordinator may delegate specific duties to one or more designees. The Title IX Coordinator shall report to the Superintendent, except when the Superintendent is a party to the complaint. In such circumstances, the Title IX Coordinator shall report to the School Board President. The School Board President and/or Title IX Coordinator may consult with the legal counsel.

The Title IX Coordinator shall monitor the District's education programs and activities for barriers to reporting information about conduct that reasonably may constitute sex discrimination under Title IX, and take steps reasonably calculated to address such barriers.

NONDISCRIMINATION NOTICE

The District shall provide the following notice of nondiscrimination to students; parents, guardians, or other authorized legal representatives of elementary and secondary school students; employees; and applicants for admission and employment; and all unions and professional organizations holding collective bargaining or professional agreements with the District:

The District does not discriminate on the basis of sex and prohibits sex discrimination in any education program or activity that it operates, as required by Title IX and its regulations, including in admission and employment.

Inquiries about Title IX may be referred to the District's Title IX Coordinator, the U.S. Department of Education's Office for Civil Rights, or both.

The District's Title IX Coordinator is:

*John Roubik, Assistant Superintendent of Human Resources and Organizational Development
W220 N6151 Town Line Rd. Sussex, WI 53089
(262) 246-1973 x1179
roubjo@hamilton.k12.wi.us*

The District's grievance process for resolution of complaints of sex discrimination is included in Policy 411-Rule. The grievance policy includes information on how to report conduct that may constitute sexual harassment or file a complaint of sex discrimination under Title IX.

The District shall prominently include all elements of its notice of nondiscrimination, including the contact information for the Title IX Coordinator, on its website and in each handbook, catalog, announcement, bulletin, and application form that it makes available to the persons listed above, or which are otherwise used in connection with the recruitment of students or employees. Alternatively, the District may - due to the format or size of publication - include a statement in such publication that the District prohibits sex discrimination in any education program or activity that it operates and that individuals may report concerns or questions to the Title IX Coordinator(s) and provide the location of the District's notice of nondiscrimination on its website.

GENERAL RESPONSIBILITY TO REPORT AND RESPOND TO REPORTS OF SUSPECTED SEX DISCRIMINATION

All students and employees share responsibility for avoiding, discouraging, and reporting sex discrimination.

Any member of the school community may provide information to the Title IX Coordinator concerning conduct that reasonably may constitute sex discrimination under Title IX. Such information may be submitted in person, by mail, by telephone, or by electronic mail, using the Title IX Coordinator's published contact information, or by any other means (oral or written) that results in the Title IX Coordinator receiving the information. Information may be provided at any time (including during non-work hours).

All District employees are required to provide the Title IX Coordinator with notification of conduct that reasonably may constitute sex discrimination under Title IX. When a District employee notified the Title IX Coordinator of suspected sex discrimination, the employee is required to report all known details about the alleged sex discrimination including: (1) the name of the alleged respondent; (2) the person who experienced the alleged sex discrimination (i.e., the complainant); (3) other persons involved in the alleged sex discrimination; and (4) any other relevant facts, such as date, time, and location. Failure to provide such notification may result in discipline, up to and including suspension or termination of employment.

Upon receiving a notification of suspected sex discrimination, the Title IX Coordinator will provide the appropriate notice to the complainant, discuss supportive measures with the complainant, and explain the grievance procedures. The Title IX Coordinator will also inform the complainant that the Title IX Coordinator is available to

assist the complainant in filing a complaint if that is what the complainant wants to do. The Title IX Coordinator will further explain to the complainant that Federal law includes protections against retaliation and that the District will not only take steps to prevent retaliation, but also take strong responsive action if it occurs.

SUPPORTIVE MEASURES

The District will offer and coordinate supportive measures as appropriate for the complainant and/or respondent to restore or preserve that person's access to the District's education program or activity or provide support during the Title IX grievance process or informal resolution process. Supportive measures may vary depending on what the District deems to be reasonably available. These measures may include but are not limited to counseling; extensions of deadlines and other course-related adjustments; increased supervision or security; restrictions on contact applied to one or more parties; leaves of absence; changes in class, program, or activity, regardless of whether there is or is not a comparable alternative; and training and education programs related to sex-based harassment.

Supportive measures must not unreasonably burden either party and must be designed to protect the safety of the parties or the District's educational environment, or to provide support during the District's grievance process or informal resolution process. A District must not impose such measures for punitive or disciplinary reasons.

The District may, as appropriate, modify or terminate supportive measures at the conclusion of the grievance procedures or informal resolution process, or they may be continued beyond that point.

GRIEVANCE PROCEDURES FOR COMPLAINTS OF SEX DISCRIMINATION

The following grievance procedures provide for the prompt and equitable resolution of complaints made by students, employees, or other individuals who are participating or attempting to participate in the District's education program or activity, or by Title IX Coordinator, alleging any action that would be prohibited by Title IX.

General Requirements

Throughout the grievance process, the District will treat complainants and respondents equitably. The respondent is presumed not to be responsible for the alleged sex discrimination until a determination is made at the conclusion of the grievance process.

Any Title IX Coordinator, investigator, or decisionmaker involved in the grievance process shall not have a conflict of interest, a bias for or against complainants or respondents generally, or a bias for or against an individual complainant or respondent.

The Title IX Coordinator may also serve as an investigator and/or decisionmaker. If the Title IX Coordinator does not serve as the investigator and/or decisionmaker, the Title IX Coordinator will appoint one or more properly trained administrators to serve in those roles. In consultation with and with approval from the Superintendent (or Board President, if the Superintendent is a party to the complaint), the Title IX Coordinator may appoint a third party to serve as the investigator and/or decisionmaker.

The District will take reasonable steps to protect the privacy of the parties and witnesses during the grievance process. These steps will not restrict the ability of the parties to obtain and present evidence, including by speaking to witnesses; consult with their family members, representative, or advisors; or otherwise prepare for or participate in the grievance procedures. Retaliation against an individual for filing a complaint or cooperating with an investigation is strictly prohibited and may result in disciplinary sanctions under this Policy. Complaints alleging retaliation may be filed according to the grievance procedures in this Policy.

The Title IX Coordinator or appointed decisionmaker will objectively evaluate all evidence that is relevant and not otherwise impermissible, including both inculpatory and exculpatory evidence. Credibility determinations will not be based on a person's status as a complainant, respondent, or witness.

The following types of evidence are impermissible (i.e., will not be disclosed and will not be considered or used, except to determine whether one of the exceptions listed below applies), regardless of whether they are relevant:

1. Evidence that is protected under a privilege recognized by Federal or State law, unless the person to whom the privilege or confidentiality is owed has voluntarily waived the privilege or confidentiality;
2. A party's or witness's records that are made or maintained by a physician, psychologist, or other recognized professional or paraprofessional in connection with the provision of treatment to the party or witness, unless the District obtains that party's or witness's voluntary, written consent for use in its grievance procedures; and

3. Evidence that relates to the complainant's sexual interests or prior sexual conduct, unless evidence about the complainant's prior sexual conduct is offered to prove that someone other than the respondent committed the alleged sex-based harassment. The fact of prior consensual sexual conduct between the complainant and respondent does not by itself demonstrate or imply the complainant's consent to the alleged sex-based harassment or preclude determination that sex-based harassment occurred.

Timelines

Generally, the District will adhere to the following timelines for the major stages of grievance process:

1. Evaluation - The Title IX Coordinator will determine whether to dismiss a complaint or investigate it within 10 days of receiving the complaint.
2. Investigation - The investigator will generally complete the investigation within 30 days of the Title IX Coordinator's decision to investigate the complaint. Once the Title IX Coordinator or investigator provides the parties with access to the evidence or description of the evidence, the parties will have 5 days to respond to the evidence.
3. Determination - After the parties submit their response or the 5-day timeline for doing so expires, the appointed decisionmaker will have 10 days to consider the relevant (and not impermissible) evidence and issue a determination as to whether sex discrimination occurred.
4. Appeal - Either party may appeal the decisionmaker's determination, in writing, within 5 days of receiving the determination. Appeals of dismissal of the complaint must be filed within 5 days of receiving notice of dismissal. Whether the respondent will be notified of the dismissal and the right to appeal will depend on whether the dismissal occurs before or after the respondent receives notice of the allegations.

The above timelines may be extended for good cause, with approval from the Title IX Coordinator and written notice to both parties. The notice to the parties will include the reason for the delay. Thereafter, the Title IX Coordinator will keep the parties informed on a regular basis.

Whether there is good cause for an extension is determined at the discretion of the Title IX Coordinator. An ongoing criminal investigation involving the conduct that is the subject of the complaint may be good cause to extend the above timelines. While the District will not wait for the conclusion of a criminal investigation or criminal proceeding to being its own Title IX investigation, it may temporarily delay the investigation while the police are gathering evidence and actively investigating.

Complaints

Complaints should be directed to the Title IX Coordinator. If the complaint is against the Title IX Coordinator, the complaint should be directed to the Superintendent.

The following people have a right to make a complaint of sex discrimination, including complaints of sex-based harassment, requesting that the District investigate and make a determination about alleged discrimination under Title IX:

1. A "complainant," as defined in this Policy, above;
2. A parent, guardian, or other authorized legal representative with the legal right to act on behalf of a complainant; or
3. The District's Title IX Coordinator.

Note that a person is entitled to make a complaint of sex-based harassment only if they themselves are alleged to have been subjected to the sex-based harassment, if they have a legal right to act on behalf of such person, or if the Title IX Coordinator initiates a complaint consistent with the requirements of Title IX.

With respect to complaints of sex discrimination other than sex-based harassment, in addition to the people listed above, the following persons have a right to make a complaint:

1. Any student or employee of the District; or
2. Any person other than a student or employee who was participating or attempting to participate in the District's education program or activity at the time of the alleged sex discrimination.

The District may consolidate complaints of sex discrimination against more than one respondent, or by more than one complainant against one or more respondents, or by one party against another party, when the allegations of sex discrimination arise out of the same facts or circumstances.

The Title IX Coordinator will make reasonable efforts to clarify the allegations with the complainant. If the complaint involves conduct that occurred off school property, the Title IX Coordinator may need to gather additional information to determine whether the alleged conduct occurred within the District's education program or activity.

Complaints initiated by Title IX Coordinator

After making a fact-specific determination that the conduct as alleged presents an imminent and serious threat to the health or safety of the complainant or other person(s), or that the conduct as alleged prevents the District from ensuring equal access on the basis of sex to its education program or activity, the Title IX Coordinator may initiate a complaint. The Title IX Coordinator shall consider, at a minimum, the following factors when making the above-specified determination:

1. The complainant's request not to proceed with initiation of a complaint;
2. The complainant's reasonable safety concerns regarding the initiation of a complaint;
3. The risk of additional acts of sex discrimination would occur if a complaint were not initiated;
4. The severity of the alleged sex discrimination, including whether the discrimination if established would require the removal of a respondent from campus or imposition of another disciplinary sanction to end the discrimination and prevent its recurrence;
5. The age and relationship of the parties, including whether the respondent is a District employee;
6. The scope of the alleged sex discrimination, including information suggesting a pattern, ongoing sex discrimination, or sex discrimination alleged to have impacted multiple individuals;
7. The availability of evidence to assist a decisionmaker in determining whether sex discrimination occurred; and
8. Whether the District could end the alleged sex discrimination and prevent its recurrence without initiating its Title IX grievance procedures.

If the Title IX Coordinator decides to initiate a complaint, The Title IX Coordinator shall notify the complainant prior to doing so and appropriately address reasonable concerns about the complainant's safety or the safety of others, including by providing supportive measures. Even when the Title IX Coordinator initiates the complaint, the Title IX Coordinator is not a complainant; the complainant remains the individual who is alleged to be the victim of conduct that could constitute sex discrimination.

Upon receipt of a complaint, the Grievance Procedures will be initiated.

Notice of Allegations

Upon initiation of the District's Title IX grievance procedures, the Title IX Coordinator will notify the parties of the following:

1. The District's Title IX grievance procedures and any informal resolution process;
2. Sufficient information available at the time to allow the parties to respond to the allegations, including the identities of the parties involved in the incident(s), the conduct alleged to constitute sex discrimination, and the date(s) and location(s) of the alleged incident(s);
3. A statement that retaliation is prohibited; and
4. A statement that the parties are entitled to an equal opportunity to access the relevant and not otherwise impermissible evidence. If, in the course of an investigation, the Title IX Coordinator decides to investigate allegations of sex discrimination that are materially beyond the scope of the initial written notice, The Title Coordinator will provide a supplemental notice to the parties.

Dismissal of Complaint

The Title IX Coordinator may dismiss a complaint of sex discrimination if:

1. The District is unable to identify the respondent after taking reasonable steps to do so;
2. The respondent is not participating in the District's education program or activity and is not employed by the District;
3. The complainant voluntarily withdraws any or all of the allegations in the complaint, the Title IX Coordinator declines to initiate a complaint, and the District determines that, without the complainant's withdrawn allegations, the conduct that remains alleged in the complaint, if any, would not constitute sex discrimination under Title IX even if proven; or
4. The District determines the conduct alleged in the complaint, even if proven, would not constitute sex discrimination under Title IX. Before dismissing the complaint, the Title IX Coordinator will make reasonable efforts to clarify the allegations with the complainant.

Upon dismissal, the Title IX Coordinator will promptly notify the complainant in writing of the basis for the dismissal. If the dismissal occurs after the respondent has been notified of the allegations, then the Title IX Coordinator will simultaneously notify the respondent.

Appeal of Dismissal

The Title IX Coordinator will notify the complainant that a dismissal may be appealed and will provide the complainant with an opportunity to appeal the dismissal of a complaint. If the dismissal occurs after the respondent has been notified of the allegations, then the Title IX Coordinator will also notify the respondent that the dismissal may be appealed.

Dismissals may be appealed on the following bases:

1. Procedural irregularity that would change the outcome;
2. New evidence that would change the outcome and that was not reasonably available when the dismissal was made; and
3. The Title IX Coordinator, investigator, or decisionmaker had a conflict of interest or bias for or against complainants or respondents generally or the individual complainant or respondent that would change the outcome.

If the dismissal is appealed, the Title IX Coordinator will:

1. Notify the parties of any appeal, including notice of the allegations, if notice was not previously provided to the respondent;
2. Implement appeal procedures equally for the parties;
3. Ensure that the decisionmaker for the appeal did not take part in an investigation of the allegations or dismissal of the complaint;
4. Ensure the decisionmaker for the appeal has been trained consistent with the Title IX regulations;
5. Provide the parties a reasonable and equal opportunity to make a statement in support of, or challenging, the outcome; and
6. Notify the parties of the result of the appeal and the rationale for the result.

When a complaint is dismissed, the Title IX Coordinator will, at a minimum:

1. Offer supportive measures to the complainant as appropriate
2. If the respondent has been notified of the allegations, offer supportive measures to the respondent as appropriate; and
3. Take other prompt and effective steps, as appropriate, through the Title IX Coordinator to ensure that sex discrimination does not continue or recur within the District's education program or activity.

Investigation

The District will provide for adequate, reliable, and impartial investigation of complaints. The burden is on the District, not on the parties, to conduct an investigation that gathers sufficient evidence to determine whether sex discrimination occurred.

The parties will be provided with an equal opportunity to present fact witnesses and other inculpatory and exculpatory evidence that is relevant and not otherwise impermissible.

The District will provide each party with an equal opportunity to access the evidence that is relevant to the allegations of sex discrimination and not otherwise impermissible in the following manner:

1. The District will provide an equal opportunity to access either the relevant and not otherwise impermissible evidence, or an accurate description of this evidence;
2. The District will provide a reasonable opportunity to respond to the evidence or the accurate description of the evidence; and
3. The District will take reasonable steps to prevent and address the parties' unauthorized disclosure of information and evidence obtained solely through the grievance procedures. Disclosures of such information and evidence for purposes of administrative proceedings or litigation related to the complaint of sex discrimination are authorized.

Interviews and Questioning the Parties and Witnesses

As part of the investigation, the investigator is encouraged to include in the investigator's notes or file the investigator's opinion about each party's or witness' credibility, to the extent credibility is both in dispute and relevant to evaluating one or more allegations of sex discrimination.

If the investigator and decisionmaker are two separate individuals, the decisionmaker will have the opportunity to question the parties and witnesses to adequately assess a party's or witness' credibility, to the extent credibility is both in dispute and relevant to evaluating one or more allegations of sex discrimination. If the investigator and decisionmaker are the same person, then the decisionmaker will have already had the opportunity to question the parties and witnesses during the investigation.

Determination Whether Sex Discrimination Occurred

Following an investigation and evaluation of all relevant and not otherwise impermissible evidence, the District will:

1. Use the preponderance of the evidence standard of proof to determine whether sex discrimination occurred. The standard of proof requires the decisionmaker to evaluate relevant and not otherwise impermissible evidence for its persuasiveness. If the decisionmaker is not persuaded under the preponderance of evidence that sex discrimination occurred, whatever the quantity of the evidence is, the decisionmaker will not determine that sex discrimination occurred;
2. Notify the parties in writing of the determination whether sex discrimination occurred under Title IX including the rationale for such determination, and the procedures and permissible bases for the complainant and respondent to appeal;
3. Not impose discipline on a respondent for sex discrimination prohibited by Title IX unless there is a determination at the conclusion of the grievance procedures that the respondent engaged in prohibited sex discrimination.
4. If there is a determination that sex discrimination occurred, the Title IX Coordinator will, as appropriate:
 - a. Coordinate the provision and implementation of remedies to a complainant and other people identified as having had equal access to the District's education program or activity limited or denied by sex discrimination;
 - b. Coordinate the imposition of any disciplinary sanctions on a respondent, including notification to the complainant of any such disciplinary sanctions; and
 - c. Take other appropriate prompt and effective steps to ensure that sex discrimination does not continue or recur within the District's education program or activity
5. Comply with the grievance procedures before the imposition of any disciplinary sanctions against a respondent; and
6. Not discipline a party, witness, or others participating in the grievance procedures for making a false statement or for engaging in consensual sexual conduct based solely on the determination whether sex discrimination occurred.

Appeal of Determination

If either party disagrees with the decisionmaker's determination, the party may file an appeal, in writing, within 5 days of receiving the written determination.

A party may appeal the determination only on the following bases:

1. Procedural irregularity that would change the outcome;
2. New evidence that would change the outcome and that was not reasonably available when the determination was made; and
3. The Title IX Coordinator, investigator, or decisionmaker had a conflict of interest or bias for or against complainants or respondents generally, or bias for or against the individual complainant or respondent, which would change the outcome.

The complainant may not challenge the ultimate disciplinary sanction/consequence imposed. No new evidence may be submitted during the appeal process.

If a party appeals the determination, the Title IX Coordinator will:

1. Notify the parties of the appeal;
2. Implement appeal procedures equally for the parties;
3. Appoint an appeal decisionmaker, who shall not be the same person as the Title IX Coordinator, investigator, or decisionmaker;

4. Provide the parties a reasonable and equal opportunity to make a statement in support of, or challenging, the determination;
5. Provide the appeal decisionmaker with relevant and not otherwise impermissible evidence, any responses submitted to the investigator related to the evidence, and the decisionmaker's written determination; and
6. Notify the parties, in writing, of the result of the appeal and the appeal decisionmaker's rationale.

If a party files an appeal, the appeal decisionmaker will establish a timeline for each party to submit a statement in support of their position that they want the appeal decisionmaker to consider in making a decision. Once the appeal decisionmaker receives the statements or the timeline for submitting such statements expires, the appeal decisionmaker will have 10 days to issue a decision. The decision will be issued in writing and sent to the parties and Title IX Coordinator.

INFORMAL RESOLUTION

In lieu of resolving a complaint through the District's Title IX grievance procedures, the parties may instead elect to participate in an informal resolution process. The District shall not offer informal resolution to resolve a complaint that includes allegations that an employee engaged in sex-based harassment of an elementary school or secondary school student, or when such a process would conflict with Federal, State, or local law.

Before initiating the process, the District must provide notice to the parties that explains:

1. The allegations;
2. The requirements of the informal resolution process;
3. That prior to agreeing to a resolution, any party has the right to withdraw from the informal resolution process and initiate or resume the District's grievance procedures;
4. That the parties' agreement to a resolution at the conclusion of the informal resolution process would preclude the parties from initiating or resuming grievance procedures arising from the same allegations;
5. The potential terms that may be requested or offered in an informal resolution agreement, including notice that an informal resolution agreement is binding only on the parties; and
6. What information the District will maintain and whether and how the District may disclose such information for use in grievance procedures, if the grievance procedures are initiated or resumed.

The person who facilitates the informal resolution process shall not be the same person who serves as the investigator, decisionmaker, or appeal decisionmaker with respect to this particular complaint. Any person designated to facilitate an informal resolution process must not have a conflict of interest or bias for or against complainants or respondents generally or for or against an individual complainant or respondent.

Potential terms that may be included in an informal resolution agreement include, but are not limited to:

1. Restrictions on contact; and
2. Restrictions on the respondent's participation in one or more of the District's programs or activities, including restrictions the District could have imposed as remedies or disciplinary sanctions had the District determined at the conclusion of the grievance process that sex discrimination occurred.

Even if the parties reach an informal resolution agreement, the Title IX Coordinator must, to the extent necessary, also take other appropriate prompt and effective steps to ensure that sex discrimination does not continue or recur within the District's education program or activity.

EMERGENCY REMOVAL & ADMINISTRATIVE LEAVE

The District may remove a respondent from the District's education program or activity on an emergency basis during the grievance process or informal resolution process, if the District undertakes an individualized safety and risk analysis, determines that an imminent and serious threat to the health or safety of a complainant or any students, employees, or other persons arising from the allegations of sex discrimination justifies removal, and provides the respondent with notice and an opportunity to challenge the decision immediately following the removal. The District's authority to remove a respondent on an emergency basis does not modify any rights the respondent may have under Section 504 of the Rehabilitation Act of 1973 (Section 504) or the Individuals with Disabilities Education Act (IDEA).

The District may place an employee respondent on administrative leave during the grievance process.

DISCIPLINARY SANCTIONS AND REMEDIES

Following a determination that sex-based harassment occurred, the District will take prompt and effective steps to end the sex discrimination, prevent its recurrence, and remedy its effects. The District may impose disciplinary sanctions as follows:

1. Student Sanctions – Full range of discipline, including suspension or expulsion, as set forth in Student Code of Conduct, District Policy, and state and federal laws, as applicable.
2. Employee Sanctions – Full range of discipline, including nonrenewal or termination, as set forth in Employee Handbook, District Policy, and state and federal laws, as applicable.

STUDENTS WITH DISABILITIES

If a party to a complaint is a student with a disability, the Title IX Coordinator must consult with one or more members of the IEP Team or Section 504 Team throughout the grievance process, including before any emergency removal of the student and when determining appropriate supportive measures and remedies. The District will comply with the requirements of the IDEA and Section 504 in implementing this Policy, including the requirement that a manifestation determination review be conducted within 10 days of a decision to change the placement of a student with a disability because of a violation of a code of student conduct. See 34 CFR § 300.530.

TRAINING

1. **All employees** – All District employees must be trained on:
 - a. The District's obligation to address sex discrimination in its education program or activity;
 - b. The scope of conduct that constitutes sex discrimination under Title IX;
 - c. All applicable notification and information requirements under Title IX, including:
 - (i) When a student or a person with the legal right to act on behalf of the student informs any employee of the student's pregnancy or related conditions, the employee's responsibility to provide the person with the Title IX Coordinator's contact information and inform the person that the Title IX Coordinator can coordinate specific actions to prevent sex discrimination and ensure the student's equal access to the District's education program or activity; and
 - (ii) The employee's responsibility to notify the Title IX Coordinator when the employee has information about conduct that reasonably may constitute sex discrimination under Title IX.
2. **Investigators, decisionmakers, and other persons who are responsible for implementing the grievance procedures or who have the authority to modify or terminate supportive measures** – In addition to the training for all employees, these individuals must be trained on the following topics to the extent related to their responsibilities, including:
 - a. The District's obligations under § 106.44, including the obligation to respond promptly and effectively when the District has knowledge of conduct that reasonably may constitute sex discrimination in its education program or activity;
 - b. The District's grievance procedures;
 - c. How to serve impartially, including avoiding prejudgment of the facts at issue, conflicts of interest, and bias; and
 - d. The meaning and application of the term "relevant" in relation to questions and evidence, and the types of evidence that are impermissible regardless of relevance.
3. **Facilitators of informal resolution** – In addition to the training for all employees, all facilitators of informal resolution must be trained on the rules and practices associated with the District's informal resolution process and on how to serve impartially, including by avoiding conflicts of interest and bias.
4. **Title IX Coordinator and designees** – In addition to the training for all employees, the Title IX Coordinator and designees must be trained on their specific responsibilities under Title IX, the District's recordkeeping system, the recordkeeping requirements under Title IX, and any other training necessary to coordinate the District's compliance with Title IX.

RECORDKEEPING REQUIREMENTS

The District must maintain for a period of at least 7 years:

1. For each complaint of sex discrimination, records documenting the informal resolution process or the grievance procedures and the resulting outcome;
2. For each notification the Title IX Coordinator receives of information about conduct that may reasonably constitute sex discrimination under Title IX, records documenting the actions the District took to meet its obligations under Title IX; and

3. All training materials must also be made available to members of the public upon request.

Legal

[Wisconsin Statutes 118.13](#)

[Wisconsin Administrative Code PI 9](#)

[Wisconsin Administrative Code PI 41](#)

[Title VI, Civil Rights Act of 1964](#)

[Title IX, Education Amendments of 1972](#)

[Section 504 of the Rehabilitation Act of 1973](#)

[Americans with Disabilities Act of 1990](#)

[Individuals with Disabilities Education](#)

[McKinney-Vento Homeless Education Assistance Act](#)

Cross References

334, Parent Rights and the Curriculum

411, Equal Educational Opportunities

411-Rule, Discrimination and Harassment Complaint Procedures

411.1, Multicultural Relations

411.4, Title IX Sexual Harassment Prohibited

420-Rule (3), Procedures for Enrollment and Placement of Homeless Children and Youth
Special Education Handbook



Book	Policy Manual
Section	400 - Students
Title	Attendance/Tuancy Procedures
Code	431-Rule
Status	Active
Adopted	September 5, 1989
Last Revised	October 1, 2019
Last Reviewed	June 21, 2010
Prior Revised Dates	01/03/1990, 02/05/1991, 09/01/1998, 01/08/2002, 06/01/2004, 05/01/2007, 6/18/2012, 12/15/2014, 7/20/2015, 6/18/2018, 8/19/2019

The following procedures have been adopted for dealing with absences and truancies in the Hamilton School District:

A. Teacher Responsibilities - Each teacher shall:

1. Keep a daily record of attendance for all students.
2. Report absences to the school office each period/day. Attendance record data shall be recorded on the individual student's permanent record.

B. Paraprofessional Responsibilities - The administrative assistant/paraprofessional shall:

1. Keep a daily log of all calls to parents/guardians.
2. Generate a daily attendance list of students who are absent and give it to the principal or designee. Parents/guardians of absent students without prior excuse will be called.
3. Document in the district's student database system any phone calls, emails, in-person or written notification regarding student's absence.

C. Notification Requirements

1. STEP 1: Without advance notice, school personnel or the automated notification system will call the home seeking the reason for the student's absence. The principal or designee will determine whether the reason is acceptable or not acceptable.
2. STEP 2: For the first four (4) unexcused full or partial absences, the following actions will be taken:
 - a. There will be an administrative review, looking for patterns of absence and determining if social or learning problems are a cause of the student's truancy or if a change in the student's program might resolve the truancy.
 - b. A "K-12 Truancy Letter" or "Medical Excuse Letter" will be sent to the parent/guardian via registered or certified or first-class U.S.P.S. mail and e-mail.

Parents of open enrollment students will also be sent an Open Enrollment Habitual Truancy Letter via registered or certified or first-class U.S.P.S. mail and e-mail, which informs the parents that open enrollment may be terminated if the pupil is habitually truant.

- c. The school social worker and/or school counselor should attempt contact with the student and/or parent/guardian. This also can involve the student being discussed by a building child assistance team for early intervention options.
- d. Consequences for unexcused absences by students in grades 6-12 will be scheduled, i.e. detention, supervised study program, in-school suspension, community service, loss of parking privileges as appropriate, truancy referral. Discipline forms will be completed. The forms will be sent to the principal, school counselor and social worker.
- e. A student/parent/guardian conference will be scheduled to discuss the student's truancy.

3. STEP 3: For the fifth (5th) unexcused absence, the following actions will be taken:

- a. A final administrative review of the truancy pattern should occur with consultation with the social worker and school counselor.
- b. The "Notification of Habitual Truancy Letter" should be sent to the student's parent/guardian via registered or certified or first-class U.S.P.S. mail and e-mail outlining the following information:
 - 1. A statement of the parent's/guardian's responsibilities under state law to cause the student to attend school regularly.
 - 2. A statement that the parent/guardian or student may request program or curriculum modifications for the student and that the student may be eligible for enrollment in a program for children at risk.
 - 3. A request that the parent/guardian meet within five school days with the principal, school social worker and counselor to discuss the student's truancy. (The notice shall include the name of the school personnel with whom the parent/guardian should meet, a date, time and place for the meeting and the name, address, and telephone number of a person to contact to arrange a different date, time, or place). With consent of the student's parent/guardian, however, the date for the meeting may be extended for an additional five school days.
 - 4. A statement of the penalties under state law that may be imposed on the parent/guardian if he/she fails to cause the student to attend school regularly as required by state law.

A copy of the student's attendance record should be attached to the letter. The letter may be hand-delivered to the parent/guardian by the social worker.

- c. A copy of the letter should be sent to the social worker and counselor.
- d. A meeting should be scheduled with the principal, social worker and counselor and the student's parent/guardian. At this meeting, the status of the student should be reviewed including:
 - Credit/academic status
 - Current academic progress
 - Factors contributing to truancy
 - Additional/different educational options
 - Referral possibilities
- e. Parents of open enrollment students will be sent an Open Enrollment Status Rescinded Due to Habitual Truancy Letter via registered or certified or first-class U.S.P.S. mail and e-mail, which

will outline the following information:

1. If the District determines that a student attending the District through the full-time open enrollment program is habitually truant from the District during either semester in the current school year, the District may prohibit the student from attending the District through the full-time open enrollment program in the succeeding semester or school year.
2. The District's determination that the student is habitually truant.
3. Notice that the child's open enrollment status will be terminated at the conclusion of the semester or school year.
4. Appeal procedures.

A copy of the student's attendance record should be attached to the letter. The letter may be hand-delivered to the parent/guardian by the social worker.

4. STEP 4: If further absences occur after parent/guardian/student conference and/or habitual truancy notification, the following actions will be taken:
 - a. A truancy referral by the social worker or school counselor will be made to the appropriate county agency for legal action.
 - b. The social worker will act as district coordinator for completing truancy referrals, paperwork and court representation.

Cross References

District Truancy Plan



Book	Policy Manual
Section	400 - Students
Title	Student Alcohol and Other Drug Use
Code	443.4
Status	Active
Adopted	June 21, 1982
Last Revised	June 26, 2023
Last Reviewed	July 20, 2015
Prior Revised Dates	2/5/1991, 9/3/1991, 6/4/1996, 1/7/1997, 6/1/2004, 6/27/2007, 6/16/2014

No student may use, possess, distribute, sell, manufacture, or be under the influence of any quantity of drugs, alcohol, or tobacco while on school property or while involved in any school-related or school-sponsored activities, whether on or off school property.

For the purpose of this policy:

“Drugs” include, but are not limited to, drug paraphernalia, hazardous inhalants, copycat or synthetic drugs, and look-alike drugs (substances that are represented as drugs regardless of the true nature of the substance). Prescription medication will be exempt from this policy only when used by the individual for whom the medication was prescribed, and in the manner and amount prescribed. Over the counter medication will be exempt from this policy when used consistently with the stated purpose of the medication, and in the manner and amount directed.

“Alcohol” includes, but is not limited to, copycat or synthetic alcohol and look-alike alcohol (substances that are represented as alcohol regardless of the true nature of the substance).

“Tobacco” includes, but is not limited to, cigarettes (including clove cigarettes, bidi cigarettes, electronic cigarettes, nicotine vaporizers, and other substitute and look-alike forms of cigarettes); cigars, loose tobacco, smokeless tobacco (including dipping tobacco, chewing tobacco and snuff); liquid nicotine, and other substances containing tobacco or nicotine.

“Hazardous inhalants:” A substance that is ingested, inhaled, or otherwise introduced into the human body in a manner that does not comply with any cautionary labeling that is required for the substance under s. 100.37 or under federal law, or in a manner that is not intended by the manufacturer of the substance, and that is intended to induce intoxication or elation, to stupefy the central nervous system, or to change the human audio, visual, or mental processes. This includes but is not limited to solvents, gasoline, paint thinner, glue, whiteout, aerosols, amyl and/or butyl nitrate, nitrous oxide (laughing gas), etc.

Students who violate this policy, or refuse to submit to required breath testing for the presence of alcohol as provided in Board Policy 443.4-Rule (1), shall be subject to disciplinary action in accordance with established procedures as well as referral to the appropriate law enforcement authorities.

In order to provide for a school environment free of chemical abuse, the Hamilton School District will utilize its instructional programs to meet present drug and alcohol abuse education including:

1. Choices which lead to drug and alcohol abuse, and

2. Facts regarding legal, social, physical and psychological results arising from abuse.

A copy of this policy and any implementing rules shall be distributed annually to students and their parents/guardians.

Legal

[Wisconsin Statutes 118.126](#)

[Wisconsin Statutes 118.127](#)

[Wisconsin Statutes 118.257](#)

[Wisconsin Statutes 118.45](#)

[Wisconsin Statutes 120.13 \(1\)](#)

[Wisconsin Statutes 125.02 \(8m\)](#)

[Wisconsin Statutes 125.037](#)

[Wisconsin Statutes 125.09 \(2\)](#)

[Wisconsin Statutes 939.22 \(15\)](#)

[Wisconsin Statutes 939.22 \(42\)](#)

[Wisconsin Statutes Chapter 961](#)

[Individuals With Disabilities Education Act \(IDEA\)](#)

Cross References

443.4-Rule (1), Procedures for Dealing with Student Alcohol and other Drug Use

443.4-Rule (2), Student Alcohol or Other Drug Use Enforcement Procedures

443.6, Student Use of Cell Phones, Two-Way Communication and Other Communication or Recording Devices

445, Student Searches

445.1, Locker Searches

446.3, Student Suspension

446.4, Student Expulsion

453.4, Administering Medication to Students

457, Student Assistance Program

833, Use of Tobacco and Nicotine Products on School Premises



Book	Policy Manual
Section	400 - Students
Title	Procedures for Dealing with Student Alcohol and Other Drug Use
Code	443.4-Rule (1)
Status	Active
Adopted	February 5, 1991
Last Revised	June 26, 2023
Last Reviewed	July 20, 2015
Prior Revised Dates	9/3/1991, 3/17/1992, 11/2/1993, 6/4/1996, 6/1/2004, 6/27/2007, 7/21/2014

A. Definitions

1. "Drugs" include, but are not limited to, drug paraphernalia, hazardous inhalants, copycat or synthetic drugs, and look-alike drugs (substances that are represented as drugs regardless of the true nature of the substance). Prescription medication will be exempt from this policy only when used by the individual for whom the medication was prescribed, and in the manner and amount prescribed. Over the counter medication will be exempt from this policy when used consistently with the stated purpose of the medication, and in the manner and amount directed.
2. "Alcohol" includes, but is not limited to, copycat or synthetic alcohol and look-alike alcohol (substances that are represented as alcohol regardless of the true nature of the substance).
3. "Tobacco" includes, but is not limited to, cigarettes (including clove cigarettes, bidi cigarettes, electronic cigarettes, nicotine vaporizers, and other substitute and look alike forms of cigarettes); cigars, loose tobacco, smokeless tobacco (including dipping tobacco, chewing tobacco, and snuff); liquid nicotine, and other substances containing tobacco or nicotine.
4. Hazardous inhalants: A substance that is ingested, inhaled, or otherwise introduced into the human body in a manner that does not comply with any cautionary labeling that is required for the substance under s. 100.37 or under federal law, or in a manner that is not intended by the manufacturer of the substance, and that is intended to induce intoxication or elation, to stupefy the central nervous system, or to change the human audio, visual, or mental processes. This includes but is not limited to solvents, gasoline, paint thinner, glue, whiteout, aerosols, amyl and/or butyl nitrate, nitrous oxide (laughing gas), etc.
5. Drug paraphernalia: Drug paraphernalia as defined by state or federal law.
6. Alcohol abuse problem: Anyone identified under the influence of alcohol in violation of Board policy.
7. Drug abuse problem: Anyone identified under the influence of drugs in violation of Board policy, whose use is not under the supervision of a licensed physician.

B. Referral of Suspected Problem

1. The staff member suspecting a drug or alcohol abuse problem will refer the student to the principal, or his/her designee.
2. A school psychologist, counselor, social worker, nurse or any teacher or administrator designated by the Board who engages in alcohol or drug abuse program activities shall keep confidential any information received from a student that the student or another student is using or is experiencing problems resulting from the use of alcohol or other drugs, except as otherwise specifically provided by law.
3. Student lockers are the property of the Hamilton School District and may be searched at any time for any reason. Students will be notified of this policy upon being assigned a locker.
4. While working with a minor student's parent(s)/guardian, or an adult student, the principal or his/her designee will determine if a counselor, a school nurse or doctor should see the student. An additional referral to special student services personnel may be made. A counselor will monitor the situation after any referral, if recommended by the principal or his/her designee.
5. The student may be subject to disciplinary action following a referral. Such discipline shall be in accordance with state law and established procedures. After the evidence has been explained to the student, he/she shall be given an opportunity to explain his/her version of the alleged offense.
6. At school-sponsored events, chaperones will notify the principal or his/her designee of suspected drug or alcohol abuse problems. The principal or his/her designee will investigate, and, if necessary, will notify the student's parent or guardian and/or initiate other steps outlined in Board policy.
7. A student may be required to submit to a breath test to determine the presence of alcohol if a designated school official or law enforcement officer has a reasonable suspicion that the student is under the influence of alcohol in violation of Board policy. Such test shall be administered by a law enforcement officer or trained school official, and shall be administered in accordance with state law. A student may be disciplined for refusing to submit to a breath test.

Legal

[Wisconsin Statutes 118.126](#)
[Wisconsin Statutes 118.127](#)
[Wisconsin Statutes 118.257](#)
[Wisconsin Statutes 118.45](#)
[Wisconsin Statutes 120.13 \(1\)](#)
[Wisconsin Statutes 125.02 \(8m\)](#)
[Wisconsin Statutes 125.037](#)
[Wisconsin Statutes 125.09 \(2\)](#)
[Wisconsin Statutes 939.22 \(15\) and \(42\)](#)
[Chapter 961](#)
[Wisconsin Administrative Code PI 11](#)
[Individuals with Disabilities Education Act \(IDEA\)](#)

Cross References

443.4-Rule (2), Student Alcohol and Other Drug Use Enforcement Procedures
 443.6, Student Use of Two-Way Communication or Paging Devices
 445, Student Searches
 445.1, Locker Searches
 446.3, Student Suspension
 446.4, Student Expulsion
 457, Student Assistance Program



Book	Policy Manual
Section	400 - Students
Title	Student Alcohol and Other Drug Use Enforcement Procedures
Code	443.4-Rule (2)
Status	Active
Adopted	February 5, 1991
Last Revised	June 26, 2023
Last Reviewed	July 20, 2015
Prior Revised Dates	10/17/1991, 6/4/1996, 1/7/1997, 6/1/2004, 6/27/2007, 6/16/2014, 1/20/2020

The administration will take the following steps when the Board's student alcohol and other drug abuse policy is violated:

A. Definitions

"Drugs" include, but are not limited to, drug paraphernalia, hazardous inhalants, copycat or synthetic drugs, and look-alike drugs (substances that are represented as drugs regardless of the true nature of the substance). Prescription medication will be exempt from this policy only when used by the individual for whom the medication was prescribed, and in the manner and amount prescribed. Over the counter medication will be exempt from this policy when used consistently with the stated purpose of the medication, and in the manner and amount directed.

"Alcohol" includes, but is not limited to, copycat or synthetic alcohol and look-alike alcohol (substances that are represented as alcohol regardless of the true nature of the substance).

"Tobacco" includes, but is not limited to, cigarettes (including clove cigarettes, bidi cigarettes, electronic cigarettes, nicotine vaporizers, and other substitute and look alike forms of cigarettes); cigars, loose tobacco, smokeless tobacco (including dipping tobacco, chewing tobacco, and snuff); liquid nicotine, and other substances containing tobacco or nicotine.

B. Violations

1. **Suspected of using or possessing tobacco and nicotine products**, as defined by Board Policy 443.4:
 - a. Contact parent or guardian
 - b. Progressive discipline including, but not limited to,
 1. In school suspension
 2. Saturday School
 3. Out of school suspension
 4. Pre-expulsion conference
 5. Municipal citation(s) (Fines as provided in applicable state laws and local ordinances may also be levied.)
 - c. May contact police
 - d. Contact Student Assistance Program

2. **Suspected of using or being under the influence of drugs or alcohol**, as defined by Board Policy 443.4:
 - a. Contact parent or guardian
 - b. Possible suspension
 - c. May contact police
 - d. May recommend parent or guardian seek student drug screen or, in the case of alcohol, may require student to submit to a breath test to determine the presence of alcohol
 - e. Contact Student Assistance Program
3. **Possession of drugs or alcohol**, as defined by Board Policy 443.4:
 - a. Confiscate drugs/paraphernalia and/or alcohol
 - b. Contact police (if the conduct is a violation of law)
 - c. Contact parent or guardian
 - d. Suspension
 - e. May recommend pre-expulsion conference and/or expulsion
 - f. Contact Student Assistance Program
4. **Refusing to submit to a required breath test to determine the presence of alcohol** (cases will be handled on an individual basis using any or all of the following alternatives):
 - a. Contact parent or guardian
 - b. Possible suspension
 - c. Contact Student Assistance Program
 - d. May contact police
 - e. May recommend parent or guardian seek drug screen or blood test to determine presence of alcohol
5. **Selling and/or distribution of drugs, alcohol, or tobacco and nicotine products** as defined by Board Policy 443.4:
 - a. Confiscate drugs or intoxicants
 - b. Contact police (if the conduct is a violation of law)
 - c. Contact parent or guardian
 - d. Suspension
 - e. May recommend pre-expulsion conference and/or expulsion
 - f. Contact Student Assistance Program

C. Repeated Violations

1. **A second violation (involving drugs and/or alcohol)** of Board Policy 443.4, or a violation of two prohibitions outlined in Board Policy 443.4, will result in the following:
 - a. Contact parent or guardian
 - b. Refer to police (if conduct is a violation of law)
 - c. Suspension
 - d. May recommend pre-expulsion conference and/or expulsion
2. **A third violation (involving drugs and/or alcohol)** of Board Policy 443.4, or a violation of three prohibitions outlined in Board Policy 443.4 will result in the following:
 - a. Contact parent or guardian
 - b. Refer to police (if conduct is a violation of law)
 - c. Suspension
 - d. Immediate referral to the Board for expulsion.

D. Emergency

1. Contact 911
2. Contact parent or guardian
3. Arrange for appropriate transportation if necessary (an emergency vehicle and/or parent or guardian may transport a student to the appropriate health care facility. In such cases when a student is transported to a health care facility, a district representative will, by separate vehicle, accompany such student).

Legal

[Village of Lisbon - Ordinance 5.10, Smoking Prohibited](#)

Cross References

443.4-Rule (1), Procedures for Dealing with Student Alcohol and Other Drug Use

446.3, Student Suspension

446.4, Student Expulsion

457, Student Assistance Program



Book	Policy Manual
Section	400 - Students
Title	Weapons on School Premises
Code	443.5
Status	Active
Adopted	February 5, 1991
Last Revised	April 28, 2014
Last Reviewed	July 20, 2015
Prior Revised Dates	8/19/1991, 8/21/1995, 6/1/2004, 6/27/2007, 6/18/2012

No one, including someone with a state-issued concealed carry license, shall possess a dangerous weapon or look-alike weapon on school premises, or at school sponsored activities, except as specifically outlined below:

1. Weapons under the control of law enforcement personnel are permitted.
2. Weapons that are registered and handled in a legal manner for the purpose of education may be authorized by the principal.
3. Weapons properly registered and handled during authorized community use of school facilities may be permitted.
4. No student may possess a firearm at any time at school or while under the supervision of a school authority.
5. Off-duty, retired and "qualified" out-of-state law enforcement officers may possess a firearm in school zones.

The Board defines a dangerous weapon or look-alike weapon as a firearm, knife, razor, karate stick, metal buckle, chains, or any other object which, by the manner in which it is used or intended to be used, is capable of inflicting bodily harm or could pretend to be capable of inflicting bodily harm.

In addition, the unlawful use or possession of pepper spray is prohibited on school premises or at school sponsored activities. A minor may possess pepper spray on school grounds or at a school sponsored activity without violating state law if the minor's parent/guardian or legal custodian purchased/gave the device or container to him or her and has informed the building administrator in writing that the student will be in possession of the pepper spray on school grounds or at a school sponsored activity.

A look-alike weapon used as a prop for a school activity pre-approved by a school administrator or Hamilton Fine Arts Center (HFAC) Coordinator and under the supervision of an adult is not considered a weapon.

Law enforcement officers shall be contacted as soon as possible to handle weapons situations that threaten health and safety. If there is not time in a given situation or the situation warrants immediate action, the school staff should attempt to confiscate the weapon.

Any person violating this policy shall be referred to law enforcement officials for prosecution under applicable laws.

A student who violates this policy shall also be subject to discipline as determined by the building principal. Discipline shall include suspension and/or expulsion in accordance with state and federal laws and established District procedures. A dangerous weapon(s) taken from a student will be reported to the student's parents/guardians.

This policy shall be published annually in student handbooks and the District's newsletter.

Legal

[Wisconsin Statutes 120.13 \(1\)](#)

[Wisconsin Statutes 941.26 \(4\)\(k\)](#)

[Wisconsin Statutes 948.60](#)

[Wisconsin Statutes 948.605](#)

[Wisconsin Statutes 948.61](#)

[2015 Wisconsin Act 23](#)

[Gun-Free Schools Act of 1994](#)

[Individuals with Disabilities Education Act \(IDEA\)](#)

Cross References

446, Student Discipline

446.1, Corporal Punishment/Use of Force

446.3, Student Suspension

446.4, Student Expulsion



Book	Policy Manual
Section	400 - Students
Title	Student Use of Cell Phones, Two-Way Communication and Other Communication or Recording Devices
Code	443.6
Status	Active
Adopted	February 5, 1991
Last Revised	January 20, 2020
Prior Revised Dates	8/19/1991, 6/4/1996, 2/17/2003, 6/1/2004, 6/27/2007, 9/2/2008, 6/21/2010, 6/18/2012, 7/20/2015

Student use of cell phones, electronic paging or two-way communication devices during school hours is prohibited, except as specifically authorized by the building principal or in accordance with Acceptable Use Agreement for Student Use of Personal Technology Devices on School Grounds (365.1-Exhibit 2). Any student found violating this policy shall be disciplined accordingly.

No cameras, video recorders, or other devices that can be used to record or transfer images may be used in the locker room, dressing room, or other area where privacy is an expectation at any time.

No person may use a cell phone to capture, record, or transfer a representation of a nude or partially nude person in the locker room or to take any other photo or video image of a person in the locker room, dressing room, or other area where privacy is an expectation.

No student shall use a cell phone or any other electronic form of communication to transmit materials or images to another student that are obscene, sexually explicit, threatening, or harassing. Even if such conduct occurs off school grounds, such conduct may be investigated by the District and may lead to discipline, up to and including expulsion, if the District determines that a nexus exists between the conduct and the school environment.

Persons violating this policy shall be subject to school disciplinary action and possible legal referral.

The building principal shall annually inform students of this policy.

Legal [Wisconsin Statutes 118.258](#)
[Wisconsin Statutes 175.22](#)

Cross References 365.1-Rule (1), Student Information Technology and Network Use Guidelines
 365.1-Exhibit (2), Acceptable Use Agreement for Student Use of Personal Technology Devices on School Grounds
 411, Equal Educational Opportunities
 411.1, Multicultural Relations
 411.2, Discrimination and Harassment Prohibited

411.2-Rule, Discrimination and Harassment Complaint Procedures
443.8, Aggressive, Antisocial or Criminal Activities by Students
446, Student Discipline
446.3, Student Suspension
446.4, Student Expulsion
731.1, Locker Room Privacy



Book	Policy Manual
Section	400 - Students
Title	Locker Searches
Code	445.1
Status	Active
Adopted	September 1, 1998
Last Revised	June 26, 2023
Last Reviewed	July 20, 2015
Prior Revised Dates	6/1/2004, 6/27/2007

School authorities have an interest in the preservation and maintenance of the property, health, and safety of others and in the maintenance of order for all those in the schools of the district.

The school provides lockers for the convenience of students to be used solely and exclusively for the storage of outer garments, footwear, and school-related items. No student shall use the locker for any other purpose.

The locker assigned to a student is the property of the Hamilton School District. Although the district expects students to assume full responsibility for the security and contents of their lockers, at no time does the district relinquish its exclusive control of such lockers. A locker may be searched as determined necessary or appropriate without notice, without student consent, and without a search warrant. The search may be conducted by the Superintendent, a building principal, an assistant principal, a school employee specifically designated by the Superintendent or building principal, a police school liaison officer, or a law enforcement or other agency official at the request of or in conjunction with school authorities.

Any unauthorized item(s) found in the locker may be removed. The item(s) removed from the locker may be confiscated or held for disciplinary proceedings, turned over to law enforcement officials, or returned to the parent(s)/guardian(s) of the student. The adult student or parent(s)/guardian(s) of a minor student shall be notified of item(s) removed from the locker or those which are against school rules or policies.

Students will be notified of the student locker search policy through the student handbook distributed annually. The Hamilton School District does not assume responsibility for the loss, damage, or destruction of any property stored in the student lockers.

Legal [Wisconsin Statutes 118.32](#)
[Wisconsin Statutes 118.325](#)
[Wisconsin Statutes 948.50](#)

Cross References 445, Student Searches



Book	Policy Manual
Section	400 - Students
Title	Student Suspension
Code	446.3
Status	Active
Adopted	April 28, 1980
Last Revised	June 16, 2014
Last Reviewed	July 20, 2015
Prior Revised Dates	2/5/1991, 9/3/1991, 8/21/1995, 6/21/2004, 6/27/2007

A student may be suspended by the district administrator, or any principal or teacher designated by the principal for not more than the period of time authorized by law, if it is determined that the student is guilty of one of the following and that suspension is reasonably justified:

1. Noncompliance with Board policies and rules;
2. Noncompliance with rules made by the district administrator, principal or teacher designated by the principal with consent of the Board;
3. Knowingly conveying any threat or false information concerning an attempt or alleged attempt being made or to be made to destroy any school property by means of explosives;
4. Conduct while at school or while under the supervision of a school authority that endangers the property, health or safety of others at school or under the supervision of a school authority;
5. Conduct while not at school or while not under the supervision of a school authority that endangers the property, health, or safety of others at school or under the supervision of a school authority; or
6. Conduct while not at school or while not under the supervision of a school authority which endangers the property, health, or safety of a District employee or Board member.

Conduct that endangers a person or property includes making a threat to the health or safety of a person or making a threat to damage property.

Suspension is required if the student possessed a firearm as defined in 18 U.S.C. 921 (a)(3) while at school or under the supervision of a school authority, except where the firearm was possessed while the student was legally hunting in a school forest if allowed by the Board under Wis. Stat. § 120.13 (38).

Students shall be suspended from school in accordance with all applicable state and federal laws and established District procedures. The District will follow all applicable state and federal laws and established District procedures regarding the discipline of students with disabilities.

Suspended students shall be allowed to make up examinations and other assignments missed during the suspension in accordance with the District's school attendance policy.

Legal [Wisconsin Statutes 118.16 \(4\)\(b\).](#)

[Wisconsin Statutes 120.13 \(1\)\(b\), \(bm\).](#)

[Wisconsin Statutes 120.13 \(38\).](#)

[18 U.S.C. 921\(a\)\(3\).](#)

[Gun-Free Schools Act of 1994](#)

[Individuals with Disabilities Education Act](#)

Cross References

431, Compulsory Student Attendance

446, Student Discipline

446.3-Rule, Suspension Procedures

446.4, Student Expulsion



Book	Policy Manual
Section	400 - Students
Title	Student Expulsion
Code	446.4
Status	Active
Adopted	April 28, 1980
Last Revised	June 18, 2012
Last Reviewed	July 20, 2015
Prior Revised Dates	2/5/1991, 9/3/1991, 8/21/1995, 6/30/2004, 6/27/2007, 6/16/2008

The Board shall expel a student from school whenever it finds the student guilty of repeated refusal or neglect to obey the rules, or finds that the student engaged in one of the following types of conduct, and is satisfied that the interest of the school demands the student's expulsion:

1. The student knowingly conveyed or caused to be conveyed any threat or false information concerning an attempt or alleged attempt being made or to be made to destroy any school property by means of explosives;
2. The student engaged in conduct while at school or while under the supervision of a school authority which endangered the property, health or safety of others;
3. The student engaged in conduct while not at school or while not under the supervision of a school authority which endangered the property, health, or safety of others at school or under the supervision of a school authority;
4. The student engaged in conduct while not at school or while not under the supervision of a school authority that endangered the property, health or safety of a District employee or Board member; or
5. The student engaged in other conduct outlined in state or federal law which requires a student's expulsion from school.
6. The student repeatedly engaged in conduct while at school or while under the supervision of a school authority that disrupted the ability of school authorities to maintain order or an educational atmosphere at school or at an activity supervised by a school authority and such conduct does not constitute grounds for expulsion under (1) through (4) above. (This reason only applies to students 16 years of age or older).

Conduct that endangers a person or property includes making a threat to the health or safety of a person or making a threat to damage property.

Expulsion of not less than one year is required if the student possessed a firearm as defined in 18 U.S.C. 921 (a) (3) while at school or under the supervision of a school authority.

Student expulsion proceedings shall be conducted in accordance with all applicable state and federal laws and established District procedures. The Board may specify conditions in a student's expulsion order that would allow the student to be reinstated to school before the end of the term of his/her expulsion. The early reinstatement

condition(s) shall be related to the reason(s) for the expulsion and shall be enforced in accordance with state law requirements. The District will follow all applicable state and federal laws and established District procedures regarding the discipline of students with disabilities.

Legal	<u>Wisconsin Statutes 120.13 (1)(c), (e), (g), and (h).</u> <u>18 U.S.C. 921 (a)(3).</u> <u>Gun-Free Schools Act of 1994</u> <u>Individuals with Disabilities Education Act</u>
-------	--

Cross References	446, Student Discipline 446.3, Student Suspension 446.4-Rule, Expulsion Procedures
------------------	--



Book	Policy Manual
Section	400 - Students
Title	Student Insurance
Code	451
Status	Active
Adopted	February 18, 1980
Last Revised	June 18, 2012
Last Reviewed	June 15, 2015
Prior Revised Dates	2/5/1991, 6/30/2004

The Hamilton School District is not responsible for health or accident insurance for individual students. Parents are encouraged to provide, at their own expense, health and accident insurance for their children. Students without family coverage may receive information regarding health and accident insurance through the high school athletic/activities office.

Legal	Wisconsin Statute 120.13 (2)
Cross References	722.1, Accident Reports



Book	Policy Manual
Section	400 - Students
Title	School Wellness
Code	458
Status	Active
Adopted	June 19, 2006
Last Revised	June 24, 2024
Prior Revised Dates	6/15/2015, 6/19/2017, 8/19/2019, 5/17/2021

The Hamilton School District supports the adoption and implementation of a comprehensive school wellness plan to improve the health and achievement of students.

Nutrition and physical activity are known to influence a child's development, potential for learning, overall sense of well-being, and risk of illness through adulthood. Students who practice good nutrition and engage in daily physical activity attend school with bodies and minds ready to take advantage of the learning environment. The District, therefore, encourages all members of the community to help create and support a school environment that emphasizes healthy, life-long habits of good nutrition and physical activity.

The District shall also maintain, implement, and inform the school community and general public about a local school wellness policy that meets the requirements of federal law. The local school wellness policy required by federal law (hereinafter referred to as the District's "Wellness Plan") is a written plan that includes methods to promote student wellness, prevent and reduce childhood obesity, and provide assurance that school meals and other food and beverages sold and otherwise made available to students on the school campus during the school day are consistent with applicable minimum nutritional guidelines and standards.

Various stakeholders will be given the opportunity to participate in the development, implementation, and periodic review and updating of the District's Wellness Plan. However, the content of the Plan is subject to the School Board's review and approval, and the Board retains authority to modify the specific content of the Wellness Plan and to accept, reject, or modify recommendations for updates and other changes.

The Board delegates primary administrative oversight of this policy and the District's local Wellness Plan to the Superintendent, Assistant Superintendent of Human Resources and Organizational Development, and Director of Nutritional Services who shall:

1. Direct and monitor the District-wide implementation of the District's Wellness Plan and related nutrition guidelines, including monitoring school-level compliance with the Plan;
2. Oversee the periodic evaluation of the Wellness Plan and its implementation at least as often as such formal assessments are required under applicable regulations, including having primary responsibility for ensuring the timely preparation of a written report following each such assessment;
3. Ensure opportunities for stakeholder group involvement in the development, implementation, and periodic review and updating of the District's Wellness Plan in a manner that is consistent with the requirements of applicable federal regulations and the specific content of the Wellness Plan;
4. Keep the Board and the broader community informed of the Wellness Plan, the District's and each applicable school's progress toward achieving Wellness Plan goals, and any recommendations for changes

and improvements to the Plan, including any changes that are based on the results of a formal assessment; and

5. Establish record keeping procedures that are consistent with applicable federal regulations and any Department of Public Instruction (DPI) guidelines.

Nothing in this policy or in the District's formal Wellness Plan shall be construed to prohibit District schools from undertaking additional school-level wellness initiatives, provided that such initiatives (1) do not either conflict with the formal Wellness Plan or unilaterally supplant or replace portions of the Plan; and (2) have otherwise been properly authorized within the District. However, the Board strongly encourages the administration and staff at individual schools to coordinate their student wellness initiatives with the formal Wellness Plan for the benefit of documenting such efforts and sharing ideas across the entire District.

NOTICE: The United States Department of Agriculture is an equal opportunity provider and employer. The Hamilton School District is also an equal opportunity provider and employer.

Legal

[Wisconsin Statutes 93.49](#)
[Wisconsin Statutes 118.01\(2\)](#)
[Wisconsin Statutes 118.01\(2\)\(d\)2](#)
[Wisconsin Statutes 118.12](#)
[Wisconsin Statutes 118.33\(1\)](#)
[Wisconsin Statutes 120.13](#)
[Wisconsin Statutes 121.02\(1\)\(f\)\(j\) and \(k\)](#)
[Wisconsin Administrative Code PI 8.01\(2\)\(j\)2](#)
[42 U.S.C. §1758b](#)
[42 U.S.C. Ch. 13](#)
[7 C.F.R. Part 210](#)
[7 C.F.R. Part 220](#)
[Child Nutrition and WI Reauthorization Act of 2004](#)
[Healthy, Hunger-Free Kids Act of 2010](#)

Cross References

113, Renewal and School-Centered Decision Making
113-Rule, Guidelines for Renewal and School Centered Decision Making
310, Instructional Goals and Expectations
330, Curriculum Review and Development
341.10, Fitness Education Program
341.41, Human Growth and Development
374, Fund Raising Activities
376, Intramural Program
377, Interscholastic Athletics
457, Student Assistance Program
458-Rule, District Wellness Plan
523.2, Employee Assistance Program
710, Support Service Goals
720, Safety Program
760, Food Service Management

761, Vending Machines

811, Participation by the Public

830-Rule 1, Use of School Facilities Regulations

Health Education Curriculum

Fitness Education Curriculum



Book	Policy Manual
Section	400 - Students
Title	District Wellness Plan
Code	458-Rule (1)
Status	Active
Adopted	June 19, 2006
Last Revised	June 24, 2024
Prior Revised Dates	6/15/2015, 6/19/2017, 8/19/2019, 5/17/2021, 9/19/2022

The Wellness Plan outlines the District’s approach to ensuring appropriate environments and purposeful opportunities for students to learn about and practice healthy eating and to engage in physical activity. This District Wellness Plan (“Wellness Plan” or “Plan”) applies to all District schools. The Plan seeks to provide opportunities for all interested members of the school and local community to become engaged in and contribute to this important work.

I. Designated In-District Wellness Plan Leadership

The individuals who hold the following administrative or supervisory position(s) within the District have primary responsibility for the District-wide implementation and oversight of the District’s Wellness Plan:

1. Superintendent
2. Assistant Superintendent of Business Services
3. Assistant Superintendent of Human Resources and Organizational Development
4. Assistant Superintendent of Teaching and Learning
5. Director of Nutritional Services
6. Building Principals

The designation of the above-identified officials as local wellness policy leaders is done with the goal and intent of ensuring, to the extent applicable, each school’s compliance with the Wellness Plan.

II. Locally Selected Wellness Plan Goals

The Hamilton School District recognizes that good nutrition, regular physical activity, and nutrition education is essential to the overall physical well-being, growth, readiness to learn and academic performance of students. The District is committed to establishing partnerships with students, employees, families, community members, and community organizations to help promote, support, and model healthy behaviors and habits and to maximize the impact of the District’s Wellness Plan.

To promote the health and well-being of District students, the District has adopted the following school wellness goals:

Physical Education and Activity Goals - The physical activity goals within this Wellness Plan are intended to help students develop their knowledge, experience, and interest in specific physical activities and to obtain and appreciate the short-term and long-term benefits of personal fitness. The goals listed below, which focus on students directly engaging in physical movement and exercise, will support and supplement the District’s physical education curriculum.

- The district shall provide physical education to students in grades K-12 using an age-appropriate, sequential physical education curriculum consistent with national and state standards for physical

education. The physical education curriculum is reviewed on a regular basis as outlined in the District's formally established curriculum review cycle process.

- 1.5 credits of fitness education is required to graduate. The School District discourages exemption from physical education courses.
- Schools will meet or exceed the Wisconsin Department of Public Instruction required hours of physical education instruction.
- The district shall also provide opportunities for students to participate in physical activity in addition to physical education (e.g., athletics, intramurals, and co-curricular activities).
- Students in grades K-12 will receive physical education instruction from certified/licensed physical education teachers. The instructors will be provided with opportunities for professional development/training throughout the school year in order to provide a comprehensive curriculum that identifies standards, competencies and activities that promote physical activity and a healthy lifestyle.
- The fitness education curriculum will also coordinate with the health education curriculum, which includes nutrition, to provide instruction related to the knowledge and skills necessary to participate in lifelong, health-enhancing physical activity.
- It is recommended that there is at least 20 minutes of supervised recess provided throughout the day at the elementary, middle and intermediate school levels
- Schools should encourage physical activity breaks throughout the day when possible. Staff is encouraged to use physical activity as a reward. Teachers are discouraged from withholding physical activity as student punishment or using physical activity as a punishment.

Nutrition Education Goals - The nutrition education goals established within this Wellness Plan are intended to support and supplement state-mandated curricular elements that relate to health and nutrition, for the purpose of providing students with the knowledge and skills necessary to appreciate the benefits of and make sound decisions related to eating habits and nutrition.

- Nutrition concepts should be reinforced and fitness education integrated into appropriate subject areas.
- School programs should provide opportunities for students in grades K 4 through 12 to receive nutrition education that provides the knowledge they need to adopt healthy lifestyles.
- Nutrition education should include reinforcement of the importance of physical activity and the health risks associated with a sedentary lifestyle and include lessons which provide the knowledge and skills necessary to promote health.
- Children will have an opportunity to engage in hydroponic farm towers, learning how to grow food for the Nutritional Services Program.
- Schools should work to offer additional opportunities throughout the year for experiential, environmental, and nature-based outdoor learning in school gardens, school forests, school natural areas, and other outdoor classrooms.

Nutrition Promotion Goals - By establishing nutrition promotion goals, the District intends to provide resources and opportunities for students, staff, and others that will help students to recognize, develop, and practice healthy eating habits within the school environment, at home, and/or in other community settings.

- Educational information which encourages healthy eating and physical activity for families, both within the home and outside the home should be provided.
- Family members should be encouraged to be an integral partner in teaching children about health and nutrition.
- School staff members shall be encouraged to model healthy eating and physical activity behaviors.
- Health and wellness opportunities will be offered to staff in order to assist with their goals in developing a work-life balance and improved wellbeing. The district will encourage and support healthy lifestyles through use of facilities, EAP, insurance partnership, etc.
- The School Nutrition department will meet hiring and annual continuing education/training requirements in the USDA Professional Standards for Child Nutrition Professionals, which are 12 hours for directors, 10 hours for managers, and 6 hours for food service staff.

Goals for Other School-Based Activities that Promote Student Wellness - By establishing goals for other school-based activities that promote student wellness within this Wellness Plan, the District attempts to recognize that wellness initiatives can be integrated across a variety of school-related settings and can extend beyond the school food service venues and the facilities that are specifically intended for engaging in physical activity. In addition, it is possible to promote student wellness through programs that facilitate parent/family engagement or that involve partnerships or coordination with other public and private entities.

- The district will promote opportunities for students to participate in physical activity either before and/or after the school day, which includes, but is not limited to, WIAA athletics, school clubs and activities.
- The district will offer various family-focused events supporting health promotion (e.g., health fair, nutrition/physical activity open house) each year.

- School facilities may be available for community use per Board policy, i.e., walking, tennis courts, etc.

III. Standards and Nutrition Guidelines for Foods and Beverages Available to Students

School Lunch Program. School lunches will meet or exceed the USDA nutrition requirements established under the Healthy Hunger-free Kids Act of 2010. All items served to students during the school day including the school store are recommended to follow Smart snack standards.

School lunches will comply with the National School Lunch standards for meal patterns, nutrient levels and calorie requirements for the ages/grade levels served and will meet the USDA nutrition requirements established under the Healthy Hunger-free Kids Act of 2010. School meals will include fresh, locally-grown foods whenever possible. Breakfast will be offered daily at the high school and follow the National School Breakfast program and USDA nutrition requirements.

Foods and beverages (including à la carte items) offered within the district food service program shall be nutrient-dense, including whole grain products and fiber-rich fruits and vegetables to provide students a variety of healthy choices to maintain a balanced diet. School meals will include fresh locally grown foods, including produce grown in hydroponic farms and other local farms. Free drinking water is always available to students and staff, including where meals are served.

All schools will provide adequate time for daily lunch periods for students to eat. Personnel will work to minimize the time students wait in line.

Student Meal Accounts. The District will follow a prepayment system for students who pay the full-price or reduced price for school meals (lunches) and for meals and for students who wish to obtain à la carte items. All students, regardless of full-price or reduced price status, use an identical barcode card for purchases at the Point of Sale register. The District follows school meal account procedures to address unpaid meal balances as found in Board policy #763, School Meal Account Charges and Collections Policy and Procedures.

Free/Reduced Meals. Applications for free/reduced price meals are included in the links to registration material at the beginning of the school year, as hard copies in the main office of each school building, and available on the district's website.

School and Nutrition Services - The District's School Nutrition Services Department shall use the USDA's Smarter Lunchroom tools (including the Smarter Lunchroom Self-Assessment Scorecard) and other resources available on the USDA website" (SM6) to determine ways to improve the school meals environment. The School Nutrition Services Department will implement Smarter Lunchroom techniques at each school.

To increase participation in school meal programs, School Nutrition Services operate cafeterias and service areas at each school in alignment with the tools and strategies found in the Smarter Lunchroom Movement whenever possible. Marketing strategies will promote healthy choices, including foods grown in schools' hydroponic farms and will be limited to products that meet USDA nutrition standards.

Foods Sold to Students at School. The following nutrition standards and guidelines apply to foods and beverages offered for sale to students on school premises before the start of the school day, during the official school day, and within 30 minutes after the official school day:

- a. Reimbursable meals offered in any federally-subsidized school meal program shall meet the statutory and regulatory nutrition standards established for such meals.
- b. Foods and beverages sold to students outside the school meal programs are recommended to meet at least the USDA's minimum nutrition standards for such items (also called the "smart snacks" or "competitive food" standards), including all permissible exemptions and exceptions that are identified in the regulations or otherwise expressly allowed by the USDA. These standards apply, for example, to à la carte options in cafeterias, vending machines that are accessible to students, and items sold in school stores or on snack carts. Only water, milk and 100% juice shall be sold to students at the middle and elementary levels. USDA Smart Snack standards for beverages will be followed at the high school level.
- c. Both the federal standards and this Wellness Plan allow a building principal, or another administrative-level designee, to approve (to the extent authorized by the Department of Public Instruction) a limited number of exempt student organization fundraisers involving the

sale of food or beverage items that do not meet any minimum nutrition standards. DPI currently allows up to two (2) approved exempt fundraisers per student organization per school year, with each such fundraiser lasting no longer than two (2) weeks. However, an approved exempt fundraiser may not take place in the food service area during any school meal period. In addition, an authorized exempt fundraiser must adhere to all other District policies and procedures related to fundraisers.

- d. Foods that, with appropriate District approval, are ordered and delivered at school or through a school-related activity, but that are not intended to be (and that due to packaging, preparation requirements, etc., cannot reasonably be) consumed on school premises (such as a frozen pizza fundraiser) are not subject to any specific nutrition standards or time or location restrictions regarding orders or deliveries under this local Wellness Plan.

Foods Provided or Distributed, but Not Sold, to Students. The following standards and guidelines apply to foods and beverages that are provided or distributed (but not sold) to students on school premises before the start of the school day, during the official school day, and within 30 minutes after the official school day:

- a. Beverages – Any beverages that are not on the approved list of beverages to be sold on the school campus during the school day should not be served or distributed to students during the school day without first receiving written permission from the building principal. All schools must also be aware of and adhere to federal requirements regarding the availability of free drinking water for students.
- b. Classroom Celebrations, Receptions for Special Events, and Similar Special Occasions – Teachers and students are encouraged to offer or distribute healthy snacks and treats for student birthday celebrations, classroom parties, and other similar events. A healthy snack list that is based on sound nutrition facts and principles will be developed and maintained under the coordination of the building principal and made available to staff and parents. The district encourages foods offered on the school campus to meet or exceed the USDA Smart Snacks School nutrition standards (Smart Snacks in School | USDA-FNS) including those provided at celebrations and parties and classroom snacks brought by staff or family members. Non-food celebrations will be promoted and a list of ideas is available to staff and family members.
- c. Teacher-Initiated Rewards or Learning Incentives – Staff's use of foods of minimal nutritional value as student rewards or learning incentives should be kept to a minimum (e.g., not regularly and using minimal serving sizes).

IV. Marketing of Food and Beverages

No District official, employee, or agent shall prospectively authorize or allow the marketing of any foods or beverages on a school campus during the school day (including before school and 30 minutes after the close of the instructional day for students) that do not meet the minimum federal nutritional standards for foods and beverages that are sold to students outside of the school meal programs. "School campus" means any area of District property that is accessible to students during the school day. "Marketing" means advertising and other promotions, and can include oral, written, or graphic statements/materials that are presented with the purpose of encouraging the sale or consumption of a particular product.

Examples of items on which marketing may sometimes be proposed include the exterior of vending machines, trash cans, cups, tray liners, posters, etc.

The district will restrict food and beverage marketing to only those foods and beverages that meet the nutrition standards set forth by USDA's Nutrition Standards for All Foods Sold in Schools (Smart Snacks) rule. Every effort will be made to select materials free of brand names/logos and illustrations of unhealthy foods.

V. Stakeholder Involvement

School districts are required to provide opportunities for school administrators, teachers (including physical education and health education teachers), school food service staff, school health professionals (e.g., a registered nurse serving the schools), students, parents and guardians, School Board members, and other interested members of the community to participate in the development, implementation, and periodic review and updating of the District's Wellness Plan.

The manner in which such opportunities will be provided will include, but are not necessarily limited to the following:

1. District Wellness Team

The District Wellness Team is a sub-committee composed of District Administrative Staff, the Director of Nutritional Services and Manager of Nutritional Services, and staff from each school building representing various employee groups. The committee's primary charge is to meet bi-monthly, when possible, to explore/research and provide opportunities for education, support and resources to assist employees in their efforts to develop a healthy work-life balance and improved quality of life. The District and school administrators will encourage staff to model healthy eating and physical activity behaviors by including discounted or free fitness facility memberships, wellness windows to professional development days, posted recipes monthly, and staff outings provided by the district.

2. District Wellness Assessment Committee

The district will invite a diverse group of stakeholders from the list below to participate in the development, implementation, and periodic review and update of the policy.

- Administrator
- Classroom teacher
- Physical education teacher
- School nurse
- Community member/parent
- Student
- Medical/health care professional
- School Food Authority (SFA) representative

The District Wellness Assessment Committee is a formal committee that shall consist of not more than 13 members and that shall be chaired by the Superintendent. The committee's primary charge is to be involved in the periodic assessment, review, and updating of this Wellness Plan, with a particular emphasis on recommending steps to improve District-wide knowledge of and compliance with the Plan and on recommending possible changes to the Plan (e.g., new or revised goals).

- a. Shall have the power to identify and recommend individuals to be appointed as formal members of the committee, including filling vacancies, while giving due attention to representation among the specific stakeholder groups identified in applicable federal regulations. However, not every stakeholder group must be represented at all times—particularly when there is a lack of interest. The appointment of any District employee to the committee shall be subject to the approval of the employee's supervisor, the appointment of any School Board member to the committee shall be made directly by the Board, and all other recommendations for committee membership shall be approved by the District Administrator. Any student appointee(s) shall be at least in 7th grade. An appointment may be for a defined term, or if no specific term is designated at the time of appointment, then the appointment shall be considered ongoing until the committee member is removed (including being replaced to accommodate additional interest in serving) or resigns. Employees serving on the committee in their official District-related capacity may resign their committee membership only with supervisory approval.
- b. Shall maintain a list of current and historical committee members for at least the period required by the Wisconsin public records law.
- c. May recommend the removal of any currently-serving committee member to the District Administrator, who shall either approve or reject the recommendation. However, only the School Board may approve the removal of a Board representative when the Board member in question is still actively serving on the Board.
- d. Shall convene the committee as needed on dates established by the committee or chosen by the chair.
- e. Shall ensure that the meetings of the District Wellness Assessment Committee are noticed in compliance with the Open Meetings Law.
- f. May determine the extent to which minority positions or multiple options may be presented to District officials for further consideration in situations where there is a

disagreement or lack of sufficient consensus among the committee members in regard to particular issues.

3. Meetings Designed as Stakeholder Awareness and Input Sessions.

The Superintendent or designee will periodically hold, attend, and/or help organize meetings for the purpose of gathering input related to this Wellness Plan and its implementation.

4. Goal-Driven Events and Activities.

In formulating and implementing action steps related to the goals identified in this Wellness Plan, District-level and school-level personnel will attempt to identify specific opportunities for stakeholder input and participation.

VI. Assessing the Wellness Plan and Its Implementation

The Superintendent or designee shall implement and ensure compliance with the policy by leading the review, update, and evaluation of the policy.

The primary means of measuring the implementation of and schools' compliance with this Wellness Plan is through a formal assessment that will occur at least once every three (3) years. Such assessments shall be completed under the direction of the Superintendent and shall be in line with federal requirements and any applicable requirements of the Department of Public Instruction (DPI). For purposes of carrying out triennial assessment requirements, the District shall do all of the following:

1. Complete the Wellness School Assessment Tool (WellSAT) to evaluate how the District Wellness Plan compares to model policy language and best practices for school wellness.
2. Complete the DPI-required Local Wellness Policy Report Card, which addresses: (a) the extent to which the District and District schools are in compliance with the District's Wellness Plan; (b) the progress made in attaining the goals of the Wellness Plan; and, (c) the extent to which the District Wellness Plan compares to model policy language and best practices for school wellness.

The Local Wellness Policy Report Card shall be reviewed and considered when developing any recommended changes to the District Wellness Plan or determining that no specific changes need to be made. Any recommended changes to the District Wellness Plan shall be forwarded for formal District-level consideration and possible District-level approval. The recommended changes may be forwarded by school officials who have school wellness leadership responsibilities and/or on behalf of the Wellness Steering Committee.

The District's completed Local Wellness Policy Report Card, along with any recommended changes to the District Wellness Plan, shall be presented to the School Board prior to being communicated to the public as outlined in Section VII below.

Notwithstanding the formal triennial assessment and reporting process, recommendations to update or modify this Wellness Plan (e.g., to replace a goal that has been achieved) may be brought forward for District-level consideration and possible action (i.e., approval, rejection, or modification) at any time.

VII. Reports and Other Communications Related to the District Wellness Plan

The primary means by which the District will inform the public of the content of this Wellness Plan, the status of implementation efforts, and the outcome of formal assessments will be through the District's official website. Minimally, the following information will be displayed or clearly linked:

1. The names, positions, and contact information of the District-level and/or school-level officials who have been designated as local wellness program leaders.
2. A complete copy of this Wellness Plan.
3. A complete copy of at least the two most recent Local Wellness Policy Report Cards (once available).
4. Information regarding how interested stakeholders can become involved in the development, implementation, review, and updating of the Wellness Plan.

In addition to electronic posting, at least once annually, the District will actively notify staff and school households of the Wellness Plan and how it can be accessed, and a similar active notice shall be given of the availability of each formal triennial assessment report (Local Wellness Policy Report Card) at the time

each such report is completed.

VIII. USDA Nondiscrimination Statement and Complaint Information:

In accordance with federal civil rights law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, this institution is prohibited from discriminating on the basis of race, color, national origin, sex (including gender identity and sexual orientation), disability, age, or reprisal or retaliation for prior civil rights activity.

Program information may be made available in languages other than English. Persons with disabilities who require alternative means of communication to obtain program information (e.g., Braille, large print, audiotope, American Sign Language), should contact the responsible state or local agency that administers the program or USDA's TARGET Center at (202) 720-2600 (voice and TTY) or contact USDA through the Federal Relay Service at (800) 877-8339.

To file a program discrimination complaint, a Complainant should complete a Form AD-3027, USDA Program Discrimination Complaint Form which can be obtained online at: <https://www.usda.gov/sites/default/files/documents/USDA-OASCR%20P-Complaint-Form-0508-0002-508-11-28-17Fax2Mail.pdf>, from any USDA office, by calling (866) 632-9992, or by writing a letter addressed to USDA. The letter must contain the complainant's name, address, telephone number, and a written description of the alleged discriminatory action in sufficient detail to inform the Assistant Secretary for Civil Rights (ASCR) about the nature and date of an alleged civil rights violation. The completed AD-3027 form or letter must be submitted to USDA by:

1. mail:
U.S. Department of Agriculture
Office of the Assistant Secretary for Civil Rights
1400 Independence Avenue, SW
Washington, D.C. 20250-9410; or
2. fax:
(833) 256-1665 or (202) 690-7442; or
3. email:
Program.Intake@usda.gov

This institution is an equal opportunity provider.

Legal

[Wisconsin Statute 118.01 \(2\)](#)
[Wisconsin Statutes 118.01\(2\)\(d\)2](#)
[Wisconsin Statute 118.12](#)
[Wisconsin Statute 118.33 \(1\)](#)
[Wisconsin Statutes 121.02 \(1\)\(j\) and \(k\)](#)
[Wisconsin Statutes 120.13](#)
[Wisconsin Statutes 120.13\(17\)](#)
[Wisconsin Statutes 120.13\(19\)](#)
[42 U.S.C. §1758b](#)
[42 U.S.C. Ch. 13](#)
[7 C.F.R. Part 210](#)
[7 C.F.R. Part 220](#)
[Wisconsin Administrative Code PI8.01\(2\)\(j\)\(2\)](#)
[Child Nutrition and WI Reauthorization Act of 2004](#)
[Healthy, Hunger-Free Kids Act of 2010](#)
[USDA Professional Standards for Child Nutrition Professionals.](#)

Cross References

113, Renewal and School-Centered Decision Making
113-Rule, Guidelines for Renewal and School-Centered Decision Making
151.1, Policy Adoption
310, Instructional Goals and Expectations
330, Curriculum Review and Development
341.10, Fitness Education Program
341.41, Human Growth and Development
374, Fund Raising Activities
376, Intramural Program
377, Interscholastic Athletics
457, Student Assistance Program
523.2, Employee Assistance Program
710, Support Services Goals
720, Safety Program
760, Food Services Management
761, Vending Machines
811, Participation by the Public
830 Rule (1), Use of School Facilities Regulations
Health Education Curriculum
Fitness Education Curriculum



Book	Policy Manual
Section	700 - Support Services
Title	Locker Room Privacy
Code	731.1
Status	Active
Adopted	September 2, 2008
Last Reviewed	July 20, 2015

Locker rooms are provided for the use of physical education students, athletes and other activity groups, student supervisors or individuals authorized by the building principal or Board policy. The district recognizes the privacy rights of individuals using the locker room and shall take reasonable measure to protect an individual's privacy.

The district shall take the following reasonable measures to protect the privacy of individuals using school locker rooms:

1. No cameras, video recorders, or other devices that can be used to record or transfer images may be used in locker room, dressing room, or other areas where privacy is an expectation.
2. Under no circumstances can a person use a camera, video recorder, cell phone, or other recording device to capture, record or transfer a representation of a nude or partially nude person in the locker room, dressing room, or other area where privacy is expected.
3. No media is allowed access to locker rooms before, during, or after any school athletic event or practice. Coaches and student athletes may be available for interviews directly outside the locker rooms, consistent with district policy and school rules.
4. Other persons are not allowed to enter the locker room unless authorized by the building principal or designated locker room supervisor if authorization is given.

Anyone who violates this policy shall be subject to school disciplinary action and/or penalties under state law.

The building principal or designated locker room supervisor, as applicable, shall be responsible for enforcing this policy.

This policy shall be posted in every school locker room in the district.

Legal [Wisconsin Statutes 120.13 \(35\)](#)
[Wisconsin Statutes 175.22](#)

Cross References 443.6, Student Use of Cell Phones, Two-Way Communication and Other Communication or Recording Devices
821, News Media Relations
830, Community Use of School Facilities
836, Use of Fitness Center Facility
860, Individuals Presence in School Buildings

861, Visitors to the School



Book	Policy Manual
Section	700 - Support Services
Title	Use of Video Monitoring Systems
Code	751.4
Status	Active
Adopted	March 5, 1996
Last Revised	May 3, 2022
Last Reviewed	November 4, 2014
Prior Revised Dates	12/07/2004, 09/04/2007, 06/21/2010, 7/20/2015, 10/1/2019

Video Monitoring on School Grounds

The Hamilton School District authorizes the use of video cameras on school grounds as outlined in this policy for the primary purpose of preventing disciplinary problems and vandalism on its premises.

Parents/guardians will be notified once a year that video cameras are being used in the school entrances and in the high school parking lot and driveways, and a sign will be placed at the entrances of each school building and at the entrances of the high school parking lot and driveways indicating that video cameras may be present. Such notification will be included in student handbooks.

Video and Audio Monitoring System on School Buses

The Hamilton School District authorizes the use of video/audio cameras on school buses as outlined in this policy for the primary purpose of preventing disciplinary problems and vandalism on buses, thereby allowing the drivers to focus on the driving of the bus and providing for safer transportation of students.

Parents/guardians will be notified once a year that video/audio cameras are being used on the buses, and a sign will be placed at the front of each bus indicating that video/audio cameras may be present. Such notification will be included in student handbooks.

Viewing, Use, and Confidentiality of Recordings

District, Board members, and law enforcement officers individually designated by the Board and assigned to the District, are authorized to view the recordings for the purpose of documenting a problem and determining which students may be involved.

The District Administrator or designee may authorize persons employed by the District who are required to be DPI-licensed, such as a school counselor, school psychologist, or school social worker, to view segments of specific recordings if such individuals have a legitimate educational interest in the recordings. In addition, the bus company manager and/or bus drivers may view the recordings for the purpose of resolving a problem.

An adult student or the parent or guardian of a minor student to which a recording relates may view the isolated segment of the recording after it has been appropriately redacted (if redaction is required by applicable state or federal laws). A District Administrator will view the video recording with the student and/or his/her

parent/guardian. A log will be kept of the date and names of the individuals viewing the video recording and provided to the Assistant Superintendent of Business Services.

The recordings will not be available for viewing by other individuals unless required by applicable state or federal laws.

Disciplinary action may be taken with students or personnel based on recordings in accordance with applicable state and federal laws and Board policies and regulations. Information obtained from recordings may also be used to support the orderly operation of the District's schools and facilities for any other purpose permitted by state and federal laws and Board policies and regulations. Recordings obtained may be used as evidence in any disciplinary proceeding, administrative proceeding, or criminal proceeding, subject to state and federal laws and Board policies and regulations.

Recordings may become a part of a staff member's personnel file that are subject to rules regarding personnel records under state and federal laws and as outlined in Board policies and regulations. Recordings of students may be considered student records that are subject to rules regarding student records under the Wisconsin Pupil Records Law and the Family Educational Rights and Privacy Act (FERPA) as outlined in Board policies and regulations.

Authorized video recording for educational, instructional and/or research purposes is permitted and is not addressed by this policy.

Any student who takes action to block, move or alter the location and/or viewing angle of a video camera shall be subject to disciplinary action up to and including expulsion. Any employee who takes action to block, move or alter the location and/or viewing angle of a video camera shall be subject to disciplinary action up to and including termination of employment. Any employee who uses the video cameras or recordings in a manner that is inconsistent with this or other Board policies or regulations shall be subject to disciplinary action up to and including termination of employment.

Legal

[Wisconsin Statutes 118.125](#)

[Wisconsin Statutes 118.13](#)

[Wisconsin Statutes 120.13 \(1\)](#)

[Wisconsin Statutes 121.52 \(2\)](#)

[Wisconsin Statutes Chapter 19, subchapter II](#)

[Family Educational Rights and Privacy Act \(FERPA\)](#)

Cross References

347, Student Records

443.2, Student Conduct on School Buses

443.2-Rule, Bus Rider Rules

446, Student Discipline

720, Safety Program

751.2, School Bus Safety

823, Access to Public Records

882.1, Relations with Law Enforcement Authorities

894, Relations with Educational Researchers



Book	Policy Manual
Section	700 - Support Services
Title	School Meal Account Charges and Collections Policy and Procedures
Code	763
Status	Active
Adopted	June 19, 2017
Last Revised	September 19, 2022
Prior Revised Dates	8/19/2019

The District will follow a prepayment system for students who pay the full-price or reduced price for school meals and for students who wish to obtain a la carte items. Parents/Guardians are responsible for keeping money in a school meal account to pay for meals and a la carte items. Prepaying for school meals and a la carte items through a school meal account, or payment in the form of cash or check at time of purchase, is required before these items may be obtained. School meal account procedures areas follows:

1. School meal accounts will be reviewed daily. As a courtesy, when a student's account has a low fund balance (equal to or less than the cost of five meals), the District's computer messaging system reminds parents/guardians to put money in their student's account.
2. Parent/Guardians and/or students may add funds to their school meal account on the day of service by making an electronic payment through the online student information system or by paying with cash or check at the school office or at time of purchase.
3. Maintaining a positive balance will prevent the District from having to use the next steps. If a school meal account falls to \$0, the following procedures will be implemented based on the grade level indicated:
 - a. Students in grades PK-6: An "emergency fund" is set up for students in grades PK-6 who do not have money for lunch. Students are allowed to borrow from this fund to pay for a maximum of two lunch meals. If a student has borrowed from the emergency fund to pay for two lunch meals and there is a third day in which the student has no lunch money, the student is not provided with the menu option, but is provided with an alternate meal consisting of a cheese sandwich, milk and fruit. Students with disabilities will be provided with a modified alternate meal when required by and in accordance with the law. The alternate meal will be charged to the emergency fund as an a la carte item. Parents/Guardians are responsible for paying back the emergency fund. The school administration will communicate with parents/guardians in order to recoup the cost to the emergency fund. If a student has borrowed the maximum from the emergency fund (the cost of two lunch meals), then the student cannot borrow from the fund again until the fund is paid back in full, except where otherwise required by law for students with disabilities.
 - b. Students in grades 7-12: The middle and high schools do not allow students to borrow from an emergency fund to pay for lunches, nor do they provide alternate meals to students who do not have money in their school meal accounts, except where otherwise required by law for students with disabilities.
 - c. Second entree options and a la carte purchases will not be allowed for any student regardless of grade level if the student's school meal account does not have a positive balance.

4. No student may be denied access to a school meal if either of the following apply:

- a. The student is currently eligible to receive free school meals, even if the student's parent/guardian owes an unpaid debt to the emergency fund that was accrued prior to the date of the student's eligibility; or
- b. The student has sufficient funds to pay for the school meal on the day of service, even if earlier debts to the emergency fund remain unpaid.

If a student repeatedly or continuously has insufficient funds in their school meal account, and the parent/guardian fails to provide a cold lunch or lunch money, District employees will review their respective obligations under Wis. Stat. §118.17 (related to indigent children) and Wis. Stat. § 48.981 (related to abused or neglected children) and make any reports that the law requires.

Balance Refunds:

School meal accounts with a positive balance at the end of the school year will carry over to the following school year. If a graduating senior has a positive balance, it will be distributed to a sibling returning to the District the following year. If a graduating senior's school meal account balance is less than \$10.00 and there is no returning sibling, a refund will be issued upon request. If no request is received by the last day of school the funds will be donated. If a student with a positive balance moves out of District, request for a refund can be made to the Hamilton School District Business Office (262-246-1973).

USDA Nondiscrimination Statement:

In accordance with federal civil rights law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, this institution is prohibited from discriminating on the basis of race, color, national origin, sex (including gender identity and sexual orientation), disability, age, or reprisal or retaliation for prior civil rights activity.

Program information may be made available in languages other than English. Persons with disabilities who require alternative means of communication to obtain program information (e.g., Braille, large print, audiotape, American Sign Language), should contact the responsible state or local agency that administers the program or USDA's TARGET Center at (202) 720-2600 (voice and TTY) or contact USDA through the Federal Relay Service at (800) 877-8339.

To file a program discrimination complaint, a Complainant should complete a Form AD-3027, USDA Program Discrimination Complaint Form which can be obtained online at: <https://www.usda.gov/sites/default/files/documents/USDA-OASCR%20P-Complaint-Form-0508-0002-508-11-28-17Fax2Mail.pdf>, from any USDA office, by calling (866) 632-9992, or by writing a letter addressed to USDA. The letter must contain the complainant's name, address, telephone number, and a written description of the alleged discriminatory action in sufficient detail to inform the Assistant Secretary for Civil Rights (ASCR) about the nature and date of an alleged civil rights violation. The completed AD-3027 form or letter must be submitted to USDA by:

1. mail:
U.S. Department of Agriculture
Office of the Assistant Secretary for Civil Rights
1400 Independence Avenue, SW
Washington, D.C. 20250-9410; or
2. fax:
(833) 256-1665 or (202) 690-7442; or
3. email:
Program.Intake@usda.gov

This institution is an equal opportunity provider.

Legal

[Wisconsin Statutes 48.981](#)
[Wisconsin Statutes 115.34](#)
[Wisconsin Statutes 115.341](#)
[Wisconsin Statutes 115.343](#)
[Wisconsin Statutes 115.347](#)

[Wisconsin Statutes 118.13](#)

[Wisconsin Statutes 118.17](#)

[Wisconsin Statutes 120.10 \(16\)](#)

[Wisconsin Statutes 120.13 \(6\)](#)

[Wisconsin Statutes 120.13 \(10\)](#)

[PI 9.03\(1\), Wisconsin Administrative Code](#)

[National School Lunch Program \(42 U.S.C. § 1751 et. seq.\)](#)

[Child Nutrition Act of 1966 \(42 U.S.C. § 1771 et. seq.\)](#)

[Child Nutrition and WIC Reauthorization Act of 2004](#)

[National School Lunch Act \(42 U.S.C. §1751 et. seq.\)](#)

Cross References

411-Rule, Student Discrimination Complaint Procedures

458, School Wellness

458-Rule, School Wellness Guidelines

760, Food Services Management

Hamilton School District Nondiscrimination Statements

The Hamilton School District provides equal educational and employment opportunities. The District does not discriminate on the basis of sex, race, color, religion, national origin, ancestry, creed, pregnancy, marital or parental status, sexual orientation, or physical, mental, emotional or learning disability, or any other reason prohibited by state or federal laws or regulations, in any of its programs or activities, applications for admission, or employment.

The District is required by Title IX and Part 106 of Title 34 of the Code of Federal Regulations not to discriminate on the basis of sex in the education programs or activities operated by the District, and this requirement extends to admission and employment. The District provides equal access to the Boy Scouts and other designated youth groups.

The District has designated and authorized the following individual as the person responsible for coordinating the District's efforts to comply with and carry out its responsibilities under Title IX, Board Policies 411 and 511, and other state and federal nondiscrimination laws, including investigation of any complaints alleging a violation of Title IX or other discrimination:

Title IX Coordinator/Nondiscrimination Compliance Officer:

John Roubik
Assistant Superintendent of Human Resources and Organizational Development
Hamilton School District
W220N6151 Town Line Road
Sussex, WI 53089
(262) 246-1973.

Any questions regarding Title IX or other nondiscrimination laws may be referred to the Title IX Coordinator/Nondiscrimination Compliance Officer or to:

U.S. Dept. of Education, Office for Civil Rights
230 S. Dearborn, 37 th Floor
Chicago, IL 60604
(312) 730-1560 or OCR.Chicago@ed.gov

Please refer to School Board Policies 411 - Equal Educational Opportunities and 411.2 - Discrimination and Harassment Prohibited for additional information regarding the District's student nondiscrimination policies and procedures, including information regarding the accommodation of sincerely held religious beliefs, the nondiscriminatory offering of career and technical education opportunities, equal educational access for homeless students, and requests for accommodations under Section 504 of the Rehabilitation Act.