

SILVER SPRING

INTERMEDIATE SCHOOL

PANTHERS



2024-2025 STUDENT HANDBOOK

N58W22350 Silver Spring Dr. Sussex, WI. 53089

Phone: 262-820-2080

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 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
Director 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 referred to the Title IX Coordinator or to:

*U.S. Dept. of Education, Office for Civil Rights
230 S. Dearborn, 37th 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.

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SCHOOL INFORMATION

Silver Spring Intermediate School

N58W22350 Silver Spring Drive
Sussex, Wisconsin 53089

Main Office: 262-820-2080

Fax: 262-820-2082

Principal

Ms. Deanna Wellens
Ext. 6902

Associate Principal

Ms. Susan Schramka
Ext. 6904

Administrative Assistants

Ms. Susan Haley - Ext. 6900
Ms. Bobbie Semrow - Ext. 6911

School Hours: 8:40 am - 3:30 pm

Office Hours: 8:00 am - 4:00 pm

School Mascot: Panther

School Colors: Blue & Silver

LIVING OUR VALUES

It is the mission of the Hamilton School District, a child-centered, progressive, pro-active organization, to ensure maximum achievement for each student through a respectful and active learning environment; a rigorous, relevant curriculum; and a highly qualified, caring staff in concert with our diverse community.

1. We value a culture of belonging, so we...

- build positive and constructive relationships with each other.
- honor that we are here to educate and inspire one another by recognizing and celebrating the strengths, differences, and talents of all.
- show kindness and respect to ourselves and each other by listening and remaining open to new or different ideas.

2. We value the whole child by balancing the learning of academic and social-emotional skill sets, so we...

- build social-emotional skills and relationships between teachers and students.
- understand that relationships are the foundation for motivating students in all aspects of school.
- get to know our students and create learning experiences for them that are personalized and meaningful.

3. We value authentic learning and meaningful collaboration within our community, so we...

- have a clear purpose behind what we do in the classroom (know our **why**).
- give time and guidance for purposeful conversations.
- provide students with authentic audiences and hands-on, engaging learning experiences as much as possible.
- model and provide opportunities to learn while fostering empathy, vulnerability, and individuality.

MASTER SCHEDULE

5TH GRADE	6TH GRADE
ACADEMICS	
Humanities <i>(English Language Arts / Social Studies)</i>	Humanities <i>(English Language Arts / Social Studies)</i>
Math / Science	Math / Science
Advisement / Intervention	Advisement / Intervention
ALLIED ARTS	
FULL YEAR CLASSES (MEET ALTERNATING DAYS)	
Fitness / Choice of Band or Choir	Fitness / Choice of Band or Choir
QUARTER CLASSES (MEET EVERYDAY)	
Art	Art
Health and Wellness	Health and Wellness
Applied Engineering & Technology	Applied Engineering & Technology
Family and Consumer Sciences	Family and Consumer Sciences

TEACHING STAFF

House	Grade	Room #	Teacher	Core Subjects
5 Blue	5	A105	Ms. Schultz	Humanities
	5	A102	Ms. Litz	Math/Science
	5	A103	Ms. Garley	Math/Science
	5	A104	Ms. Lauer	Humanities
5 Yellow	5	B105	Ms. Zgonc	Humanities
	5	B102	Ms. Lawniczak	Math/Science
	5	B103	Mr. Welch	Math/Science
	5	B104	Ms. Norris	Humanities
5 Green	5	C105	Ms. Knutson	Humanities
	5	C101	Mr. Sutter	Math/Science
	5	C103	Ms. DeShong	Math/Science
	5	C104	Ms. Carlson	Humanities
5 Orange	5	D102	Ms. Wilke	Math/Science
	5	D104	Ms. Zellner	Humanities
6 Blue	6	A201	Ms. Hill	Humanities
	6	A202	Mr. Schramek	Math/Science
	6	A203	Mr. Brezenski	Math/Science
	6	A204	Ms. Haren	Humanities
6 Yellow	6	B201	Ms. Geisler	Humanities
	6	B202	Mr. Schmidt	Math/Science
	6	B203	Ms. Prei	Math/Science
	6	B204	Ms. Gendrich	Humanities
6 Green	6	C203	Ms. Schiffer	Humanities
	6	C202	Ms. Christman	Math/Science
6 Orange	6	D201	Ms. Gierach	Humanities
	6	D202	Ms. Bova	Math/Science
	6	D203	Ms. Laurich	Math/Science
	6	D204	Ms. DeJong	Humanities

TEACHING STAFF CONTINUED

Applied Engineering and Technology	Ms. Sykes
Art	Ms. Skaros
Family and Consumer Sciences	Ms. Grewe
Instrumental Music	Mr. Chanto & Ms. Jakubowski, Mr. Waite
Chorus	Ms. Menzel
Fitness Education	Ms. Duehring, Mr. Fox, Mr. Plese
Health and Wellness	Ms. Abler
Reading Specialist/Instructional Coach	Ms. Dembroski
Literacy Interventionist	Ms. Kemper
Math/Science Instructional Coach	Mr. Krill & Ms. O'Connor
Math Interventionist	Ms. Fuhr
Special Education Teachers	Ms. Condon, Ms. Miller, Ms. Fiorita, Ms. Krueger, Ms. Merritt
Library Media Specialist/ Technology Coach	Ms. Pfeifer
School Counselors	Ms. Casper & Ms. Frommgen
Psychologist	Ms. Behagen
Social Worker	Mr. Lahmann
Speech Pathologists	Ms. Netzel-Muehlenbach, Ms. Smith

2023-2024 SSI BELL SCHEDULE

Time	5th Grade
8:40 - 9:22	Period 1 (42)
9:24 - 10:04	Period 2 (40)
10:06 - 10:46	Period 3 (40)
10:48 - 11:28	Period 4 (40)
11:30 - 12:10	Period 5 (40)
12:12 - 12:42	LUNCH (30)
12:44 - 1:24	Period 6 (40)
1:26 - 2:06	Period 7 (40)
2:08 - 2:48	Period 8 (40)
2:50 - 3:30	Period 9 (40)

Time	6th Grade
8:40 - 9:22	Period 1 (42)
9:24 - 10:04	Period 2 (40)
10:06 - 10:46	Period 3 (40)
10:48 - 11:28	Period 4 (40)
11:30 - 12:00	LUNCH (30)
12:02 - 12:42	Period 5 (40)
12:44 - 1:24	Period 6 (40)
1:26 - 2:06	Period 7 (40)
2:08 - 2:48	Period 8 (40)
2:50 - 3:30	Period 9 (40)

ATTENDANCE

Attendance Laws and Policies

Wisconsin State Law 118.15 states that regular school attendance is required.

The Hamilton School District 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, students and school personnel must recognize their responsibilities to assure regular attendance.

The Hamilton School Board, in recognition of the statutory requirements for school attendance and the overwhelming public need for an educated society, believes school attendance should take precedence over non-school activities. Wisconsin State Statutes (118.15 and 118.16) require school attendance of a child, ages five (5) to eighteen (18), unless he/she: (1) is excused temporarily for physical or mental reasons, (2) has graduated, or (3) has been authorized to attend an alternative education program. The law further requires that any person having under his/her control a child between the ages of six (6) and eighteen (18) shall require the child to attend school regularly during the full period and hours that school is in session until the end of the quarter of the semester of the school year in which the child becomes eighteen (18) years of age. A habitual truant is a student who is absent from school without an acceptable excuse (s.118.16(4) and s.118.15, Wis. Stats) for part or all of five days on which school is held during a semester.

It is the responsibility of the parent/guardian to provide the reason for his or her child's absence.

Parents/guardians are to notify the school of such absences with a phone call, email, or written note stating the reason for the absence. When children are absent from school, parents/guardians assume full responsibility for their activities. It is the responsibility of the principal/designee to determine whether the absence is acceptable (excused) or not acceptable (truant).

Excused Absences

The principal/designee will excuse students from attendance in school for the following reasons:

- Illness of the student - A medical verification may be required in cases of excessive absences.
- Medical appointment - Such appointments are to be made, whenever possible, when school is not in session. Emergencies and doctor's hours may dictate that students must be excused. Students who have appointments during the day are expected to be at school before and/or after their appointments, if possible.
- Special events - Attendance at special events of significance as deemed by the family.
- Exceptional circumstances - Exceptional circumstances such as a death in the family, hospitalization, acute family or personal crises, religious observances and legal appointments which cannot be scheduled outside of the school day.
- Approved family vacations - Family vacations must be taken, whenever possible, when school is not in session. Where circumstances require that a student miss school for a family vacation, the parent/guardian must notify the school prior to the absence, complete a Vacation Request Form, and

arrange for appropriate make-up work. Parents/guardians should understand that such absences could affect the student's academic progress.

Students having an excused absence, including out-of-school suspension, shall arrange with the teacher to make up work and tests missed. Requests for make-up work require a minimum 24 hour notice. This generally is not done for short-term illness.

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.**

Please consider keeping a child at home if he or she has a low grade fever along with additional symptoms.

- Students with vomiting or diarrhea should not attend school. They should be symptom free for 24 hours without the aid of medications 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 indicates that they may return to school.
- Students who are diagnosed by their physician with a bacterial infection (e.g. strep throat, pink eye, etc.) and started on antibiotics should remain at home until 24 hours after the antibiotics have been started; longer if they do not feel up to returning to school.
- Students with head lice should be treated for lice prior to returning to school. Please notify the school office if you find lice on your child at home.

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 at 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.

Absence Procedures

- If a student is going to be absent or tardy from school, the parent/guardian should notify the school office prior to 8:30 a.m. on the day of the absence or prior to that day. Parents may call the school office after hours and leave a message on the attendance line 24 hours per day **or** email the attendance office at silverspringattendance@hamilton.k12.wi.us. If the student has a contagious condition (i.e., measles,

mumps, chicken pox), he/she should be kept home to prevent the spread of infection. The Waukesha County Public Health Division must be contacted in cases of communicable illnesses (262-896-8430).

- If the student must leave school before the end of the day, a written excuse from a parent/guardian is required. When a student leaves school, he or she will report to the school office to wait for a parent/guardian and be excused.
- Homework may be requested for absences of more than one day during times of illness, but the requests must be made in the school office before 9:00 a.m.
- The principal/designee may call home to verify the absence.
- Students arriving late to school should report to the school office to get a pass.
- Please do not email the teacher if a student is absent from school. Parents must contact the office directly to report an absence or request homework.

For more information on attendance and truancy, please see 431-Rule in the Appendix and/or ask to see Board Policy 431.

BEHAVIOR EXPECTATIONS

Specific Classroom and School Behavior Expectations

In the first few days of the school year, each teacher discusses with students the basic principles involved in maintaining a safe and productive classroom environment. Important rules and procedures from this discussion are shared and posted in the classroom. In addition, written school-wide rules about behavior in the halls, on the playground and on the bus are reviewed. Please take time to discuss these expectations with your child sometime during the first few weeks of the school year.

General Rules


Student conduct shall allow healthy, safe and positive educational experiences for all students in the school; efficient operation of the school; and not unduly detract from maximum learning opportunities for all students.

Most important in the solution of behavioral problems is the necessity of resolving problems through parent conferences.

Parents of any student who must stay after school for disciplinary reasons will be required to make transportation arrangements.

Short-term suspension [five (5) days or less] may be imposed by the principal for noncompliance with a school rule(s) or for conduct while at school which endangers the property, health or safety of others.

BEHAVIOR MATRIX

	Hallways/ Stairwells	House Large Group Area	Bathroom & Locker Room	Recess/ Playground Winter Rules	Commons	Library	Bus	Technology
We are safe	Walk on right side Keep hands/feet/objects to self Take stairs one at a time	Walk in and out of classrooms Keep your body and objects to yourself Use materials/furniture appropriately	Wash your hands Walk from place to place	Use equipment for purpose intended Follow winter rules Walk when entering/exiting building Stay inside the recess area	Keep hands/feet/objects to self Walk to the lunchroom and/or recess doors Clean up spills and report them to an adult Be seated while in the lunchroom	Walk to designated area Only visit the library with a teacher or a pass	Keep hands/feet/objects to self Remain seated while the bus is in motion Keep aisle clear	Carry CB in case when not in use Keep passwords private Keep CB closed when moving throughout the building
We are responsible	Use time wisely Move without delay to your destination	Be on time & prepared to learn with all materials Be an active listener & participator Use time wisely and remain on task Return all materials after use	Keep area clean Let an adult know if there is an issue	Be prompt to line up when whistle blows Return games and playground equipment to the proper locations Do not eat outside Stay seated during recess in the commons	Clean your garbage, table, and the floor around you Wash your table down before playing games Empty tray/lunch box into garbage Return items to the proper place (trays, games, etc.)	Leave area as you found it Return books on time Follow book care rules	Keep food/drink in backpack Place garbage in trash can	Use CB as directed and only visit school appropriate sites Bring fully charged CB to school daily Keep CB away from food and drink
We are respectful	Use a voice level of 0-1 Keep hands and feet off the windows and walls	Actively listen to teacher and peers Follow all directions Use strategies to focus attention and avoid making extra noise Maintain personal space	Respect others' privacy	Be aware of personal space Follow rules of game Wait for the door to be opened at the end of recess	Wait to be dismissed by an adult Make sure your table is clean for the next class	Use a voice level of 0-1 Use school appropriate language Push in chairs upon leaving Keep feet off of the furniture	Use school appropriate language Follow instructions from driver Use headphones if listening to music or videos	Follow teacher instructions for use Use proper email etiquette Cite others' work appropriately
We are kind	Use positive and friendly words and actions	Use positive and friendly words/actions/tones Help one another Be inclusive and encouraging	Use positive and friendly words and actions	Share and take turns on equipment Use positive and friendly words to resolve differences	Welcome others to sit with you	Be mindful of others working	Assist younger students as needed	Posted content should be true, kind, and school appropriate

Due Process

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.

For information on behavior policies, please see the following policies in the Appendix:

411 Equal Educational Opportunity

411.2 Discrimination and Harassment Prohibited

411.2-Rule Student Discrimination and Harassment Complaint Procedures

443.4 Student Alcohol and other Drug Use

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

443.4-Rule (2) Enforcement Procedures

445.1 Locker Searches

446.3 Student Suspensions

446.4 Student Expulsion

For more information on behavior, please ask to see the following Board Policies:

443.7 Care of School Property by Students

443.8 Aggressive, Antisocial or Criminal Activities by Students

446.2 Student Detentions

District Code of Classroom 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 and the 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 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 who has been removed from class.

A copy of the complete Code of Classroom Conduct is available in the school office.

Dress and Appearance

It is expected that students will attend school clothed, including footwear, and groomed in an appropriate manner. Any article of clothing, manner of hairstyle or make-up which is determined by the staff to interfere with the educational process is prohibited, including, but not limited to, expressions which are obscene, profane, pornographic, advocating pain, death, suicide, or drug or alcohol use. Also, midriff tops and tank tops with oversized armholes or spaghetti straps, and short shorts and short skirts are not appropriate for school wear. Pants must conceal undergarments. Hats, sport caps, etc. are not to be worn in the school building unless these items are a part of a planned school activity, or for religious or health reasons. Flip flops are strongly discouraged. Students who wear flip flops should bring alternative shoes to be worn during physical education. Similarly, clothing worn during co- or extra-curricular programs must promote health and safety, and must not distract from the purpose of the program. The district will implement the dress code in accordance with federal law regarding reasonable accommodation and prohibiting discrimination. For more information, please ask to see Board Policy 443.1.

Electronic Devices, Toys, and Valuable Items

At the intermediate level, students are sometimes tempted to bring to school objects that are distracting, valuable, dangerous or legally prohibited. Electronic devices create both a distraction and a temptation for other children and are too valuable to be brought into an intermediate school environment. Should they be brought to school, the Hamilton School District is not responsible for lost or damaged personal devices. The use of walkie-talkies or cell phones is prohibited. When these kinds of items are brought to school, they are held by the principal until they can be returned directly to parents.

For more information on two-way communications devices, please see Board Policy 443.6 in the appendix.

On rare occasions children have brought to school a toy gun, a small scout, utility or pocket knife, etc. to show their friends. These items are considered look-alike or dangerous weapons. If a student brings any of these items to school, the items will be confiscated and the parent(s) notified. The intended use of weapons or look-alike weapons and the frequency with which a child brings them to school will determine discipline procedures, which may include suspension or expulsion from school.

For more information on weapons, please see Board Policy 443.5 in the Appendix.

COMMUNICATIONS

Printed Communications

Silver Spring Intermediate School provides information on school events and activities in regularly published newsletters. The school newsletter is also available on the school's link to the district website (www.hamilton.k12.wi.us).

Parent/Teacher Conferences

The Hamilton School District has scheduled time for parent/teacher conferences in October, November and February. However, you do not need to wait for these scheduled dates to conference with a teacher. Our staff members welcome parent/guardian contact at any time.

Report Cards

Grades 5 & 6 report cards are completed each semester and are made available for viewing on the Infinite Campus Portal after the end of each quarter.

Our report card is evolving to better communicate what students are expected to know and be able to do as set forth by Wisconsin's academic standards. While we recognize that with change comes challenges, this new approach to grading will benefit all stakeholders including students, teachers, and parents/guardians as it will provide a more detailed outline of student progress toward learning goals.

The report card changes will be phased in each school year by content area as curriculum cycles are completed. Science, English Language Arts, Math, and Social Studies communicate progress through proficiency scores (more information below). Allied Arts classes will evolve into this same system over the next couple of years.

What changes will I see as a parent/guardian?

Report cards will be provided at the end of each semester with the exception of 1st and 3rd quarter Allied Arts courses. Similar to elementary school, proficiency scores (1-4) are used in Grades 5 & 6 instead of letter grades and percentage scores. The proficiency scores are tied to descriptions of key learning goals and proficiency rubrics. Teachers will provide feedback to students and your child will have multiple opportunities to show growth toward these learning goals throughout the year using the rubrics associated with each learning goal. Final scores are determined based on a formula that heavily takes into account most recent evidence of student learning, rather than an average, in each area. Students will receive separate scores for learner behaviors as well. Proficiency scores (1-4) are also used to communicate progress of learner behaviors.

The achievement grades for your child reflect the teacher's assessment of your child's performance in relation to grade level standards. Parents/guardians should contact the teacher if there are any questions about the report card.

For additional information on report cards, promotion and retention, please ask to see Board Policy 345.2 and rule, and Board Policy 345.4, and see 345.4 Rules 1 and 2 in the Appendix.

EMERGENCY PROCEDURES

Procedures and Drills

Emergency procedures are posted and reviewed in each classroom. Students will participate in fire, tornado, and lockdown drills throughout the school year.

Accident or Illness Procedure

In the event of an accident or illness while a student is at school, an attempt will be made to contact the home immediately. If there is no answer at home, the parent/guardian will be contacted at his/her place of employment. If we are unable to reach the parent or guardian at work, the emergency phone numbers listed on the Infinite Campus Portal will be called. If the accident or illness appears serious, first aid may be given and an ambulance may be called. Any medical and/or ambulance costs incurred are the responsibility of the parent/guardian.

For more information, please ask to see Board Policies 453.1 and Rules 1 and 2 regarding student accidents and illnesses.

Medication During the School Day

When it is necessary for students to take medication at school, completion of the appropriate permission or consent form is required. Forms are available in the school office or on the district website at www.hamilton.k12.wi.us.

All permission or consent forms require the following information:

1. Physician's name and signature
2. Physician's phone number
3. Name of medication
4. Dosage
5. Time of day to be given
6. Limitations, if any
7. Signature of parent/guardian

District personnel are not allowed to administer prescription medication to students without the proper, written instructions from the physician indicated on the appropriate permission or consent form. Medication must be in its original container. A student's parent/guardian is responsible for delivering medications to and retrieving medications from the school office or healthcare personnel.

Non-prescription medication, such as ibuprofen, acetaminophen, and cough drops, can only be dispensed through the school office if the medication is in its original container, proper written instructions from the parent are provided and the appropriate permission slip has been signed.

For more information, please ask to see Board Policies 453.4, Exhibits 1 and 2, and Rule regarding Administering Medication to Students.

Health and Accident Insurance

The Hamilton School District does not carry insurance on individual students for accidents that occur while in school, going to and from school, or in any school activity. If you do not have insurance and would like some information concerning affordable insurance for students, please contact Mr. Mike Gosz, Athletic Director/Dean of Students at Hamilton High School at 246-6471 extension 1125.

FEES AND CHARGES

General Fees

Textbooks and reference materials are furnished to students by the school. A fee is assessed to each student at the beginning of the year. Parents/guardians may pay fees at the time of registration via the Infinite Campus Portal (credit or check with no transaction fee for this form of payment). If a check (payable to the Hamilton School District) or cash is sent to school for payment, it is recommended that money be sent in an envelope with the student's name, teacher's name, the amount of money enclosed, and the fee or activity for which the money will be used. If payment is not possible at that time, please contact the principal to make other arrangements.

One-half of the total amount paid may be refunded when a student transfers to another school before the end of the first semester. No refund will be made if the student transfers during the second semester.

Material needs, which should be provided by the students, are indicated on a school supply list. Gym shoes are required of all students on days when participating in fitness education.

If books or other school property are damaged or lost, the parents will be charged a fee accordingly. All incidental fees (school pictures, field trips, music, etc.) will be paid by the parents.

For more information, please ask to see Board Policy 470.

Lunch and Milk

The cost of lunch (including milk) is \$3.05 per day for students and \$3.85 for adults. Bistro Box is \$2.70. Milk purchased separately is .40 cents. Parents may deposit money into a student's lunch account via the Infinite Campus Portal (credit or check with no transaction fee for this form of payment). Check or cash may be sent to the school office. Please note that when sending money to school for your child's lunch account, you must note the student's full name and lunch code on the check or envelope.

Free or reduced price lunches are available for families eligible according to guidelines established by the federal government. Forms are provided for every family prior to the start of the school year through the Infinite Campus Portal.

School Meal Account Charges and Collections

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.

Additional Lunch Notes

Students are generally allowed to choose with whom they would like to eat. Each quarter, students select a seat and that becomes their assigned table for the duration of the quarter. However, students that are unable to follow the safety rules of the lunchroom may be assigned a new seat. Students are asked to try to eat at least half of their lunch before they are dismissed. Students are expected to eat what they bring or what they are served through the lunch line. Food swapping/trading and sharing of utensils is not allowed. Parents and close relatives and acquaintances of children are welcome to join them for lunch. Parents must notify the office by 8:45 a.m. on the day of the visit. This ensures that school staff knows when to expect visitors, can order an extra lunch if needed, and are able to advise visitors of special events or circumstances that may occur on the planned day of the lunch visit.

FIELD TRIPS

Parents/guardians will be asked to fill out and sign permission forms before a student will be allowed to participate in field trips. A fee is often required and usually collected in advance.

For medication information for off-campus field trips, please ask to see Board Policy 453.1 Rule 2.

HOMEWORK

Homework is assigned in order to allow children time to practice new skills, gain practice in working on long-term projects and/or complete work left unfinished at school. In general, the amount of homework assigned increases each year. Parents should contact their child's teacher if they need more specific information about the nature or amount of homework being assigned to their child.

For more information on homework, please ask to see Board Policy 345.3.

IMMUNIZATIONS

State law requires all students to present written evidence of appropriate immunizations within 30 days of being admitted to school. A Student Immunization Record card is given to parents of entering kindergarten students and parents of new students whose records from a previous school do not include a similar document. Please call the school office if you have questions about immunization requirements and/or when additional immunizations have been completed. For more information on immunizations, please ask to see Board Policy 453.2.

INTERNET USE

Specific guidelines on the appropriate use of computers and Internet, including a parent permission slip for Internet use, are furnished to all students via the online registration process.

For additional information on Internet use, please see Board Policy 365.1 in the Appendix and/or ask to see Board Policies 365.1-Exhibit and 365.1-Rule.

LOST AND FOUND

A table is provided for lost and found articles. Anyone finding articles of value should turn them into the school office. It is recommended that articles of clothing (i.e., coats, gloves, sweaters, hats, etc.) and lunch boxes be labeled with the name of your child.

PARTY INVITATIONS

To avoid hurt feelings to those not invited, we request that invitations to birthday parties, etc. be sent through the mail rather than distributed at school.

PHYSICAL/FITNESS EDUCATION

Fitness Education meets on an A/B day schedule. If participation is limited due to an injury or illness, a note from the parent/guardian is required. A doctor's excuse is necessary for extended non-participation.

Appropriate dress and gym shoes are mandatory. The proper shoe consists of tie up laces, rubber gripping sole, and support around the entire foot. If the shoe can easily be pulled off the back of the heel, it is unsafe. For your child's safety and that of the other children please ensure that your child has the recommended footwear.

RECESS

Students will be expected to go outside for recess except in special cases. Ordinarily, a student who is well enough to be in school is well enough to go outdoors for fresh air. However, in cases where a student has been absent for a long period because of illness or the student has a chronic illness, an exception will be considered. A note from the doctor is required.

The school is not responsible for any personal items that students bring to school to play with on the playground. King-of-the-Hill, tackle football, and other contact games are not permitted.

SCHOOL CLOSINGS

The school district uses an automated system to call parents about school closings. In addition, all announcements pertaining to the closing of the Hamilton School District schools due to inclement weather will be made on the following radio/television stations:

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	

The announcements will say there will be no school at the following:

Hamilton School District, Sussex or Hamilton/Sussex High School, Templeton Middle School, Silver Spring Intermediate School, Elementary Schools: Lannon, Maple Avenue, Marcy, Willow Springs and Woodside.

Schools may close early because of an emergency. Please make prior arrangements with your child regarding a safe place where he/she may go in the event you are not home and school closes early.

STUDENT RECORDS CONFIDENTIALITY

All student records the Hamilton School District maintains must remain confidential between the school, the student and their families as required by both law and Board Policy 347.

TRANSPORTATION

Early Arrivals

Students should not arrive at school before 8:20 a.m. Students who arrive prior to 8:20 a.m. will be asked to wait in the front entry vestibule. At 8:20 a.m., students may enter into the Commons to wait for dismissal to their house classrooms at 8:30 a.m.

Student Dismissal Precautions

Students should know their dismissal plan for the day and go to the front of the building for parent pickup and to the back of the building if they are riding a bus. Except in extreme emergencies, a change in a child's dismissal procedure must be made prior to 2:00 p.m.

For more information on dismissal precautions, please ask to see Board Policy 434.

Walkers and Bike Riders

Given the lack of sidewalks in and around the school, walking and riding bicycles are highly discouraged.

For more information on student bicycle use, please ask to see Board Policy 455.2.

Bus Behavior

Student behavior on school buses is a concern of everyone working with pupil transportation. Maintaining open and adequate channels of communication is essential if bus discipline problems are to be understood and resolved.

Transportation to and from school is a privilege which can be terminated (per Attorney General's opinion dated 10/17/72).

The Hamilton School District uses video cameras on school buses to reduce disciplinary problems and vandalism on the bus and allow bus drivers to focus on driving. Parents/guardians may be notified if there is misconduct by their child on the bus. If misconduct continues after notification, the student's privilege to ride the bus may be suspended by school authorities.

When a misconduct report is filed by the bus driver, disciplinary action will be determined by school administrators. The report will be sent home to notify the parent/guardian.

Only students attending district schools and authorized persons may ride the bus to and/or from a school sponsored activity. Students will not be allowed to ride another bus route without administrative permission and only in the event of an emergency.

For more information regarding bus procedures, please reference Board Policy 443.2.

Denial of riding privileges:

- The privilege of riding the school bus may be denied or withdrawn only by designated school authorities.
- Students refusing to accept or conform to necessary rules and regulations relating to bus safety will not be allowed to ride the bus.
- 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.
- The bus discipline and suspension process shall proceed according to the following format:
 - The building principal shall determine the severity of the report of misconduct and take steps of progressive discipline to remediate the situation. Recommendations of the bus driver (chaperone) shall be considered.

- School bus riding privileges may be suspended in accordance with state law. The severity of the offense will determine the length of the suspension. The length of the suspension can vary anywhere from one day to the remainder of the school year.
- Parents/guardian(s) may appeal the action taken upon request through the established appeal procedure.

Bus Regulations--Prior to Riding

Prior to boarding the bus (on the road and at school):

- Be at the designated school bus stop five minutes before scheduled pick-up. Buses will not wait. Students shall respect the property and rights of all property owners.
- Stay off the road while waiting for the bus. Bus riders should conduct themselves in a safe manner while waiting.
- Wait until the bus comes to a complete stop before attempting to board the bus. Line up in an orderly manner. Do not rush to get on the bus.
- Be courteous. Don't take advantage of other children in order to get a seat.
- If there is not a sidewalk or path, it is recommended that you walk on the side of the road facing traffic to get to the bus stop.
- Use the handrail and watch your step when boarding the bus.
- Do not cross the road to the pick-up point until the bus has stopped, flashing lights are on, and the bus driver gives the signal to cross.

Bus Regulations--While on the Bus

- Keep hands and head inside the bus at all times.
- Assist in keeping the bus safe and clean at all times.
- No eating or drinking, loud talking or unnecessary confusion is allowed at any time while on the bus. This diverts the driver's attention and may result in a serious accident.
- Treat all bus equipment with respect; damage to seats, etc. must be paid for by the offender.
- Never tamper with the bus or any of its equipment.
- Do not leave books, lunches or other articles on the bus.
- Keep books, backpacks, coats and all other objects out of the aisles at all times. No animals of any type are allowed on the bus at any time.
- Remain on the bus in case of a road emergency unless directed to do otherwise by the bus driver.
- Always remain in your seat while the bus is in motion.
- Always be courteous to fellow students, the bus driver, and to passersby.
- Keep absolutely quiet when approaching a railroad crossing.
- The driver is responsible for controlling the bus riders. His/her directions must be obeyed promptly at all times.
- Student use of personal electronic devices must adhere to Board Policy 365.1 Exhibit 2 regarding acceptable use of personal technology as the bus is considered an extension of school grounds.
 - 365.1 Rule - Students are prohibited from broadcasting or posting 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.

Safety Rules--When Leaving the Bus

- Cross the road at least ten feet in front of the bus, but only after checking to be sure no traffic is approaching and after receiving a signal from the bus driver.
- Help look after the safety and comfort of small children.
- Be alert to and obey the danger signal from the driver.
- Riders are not permitted to leave the bus other than at their regular stops unless a written parent request has been approved in advance by appropriate school administration.

Excessive bus reports may result in the suspension of bus privileges for longer periods of time or for the balance of the school year.

Depending upon the severity of the misbehavior, the Hamilton School District, at any time, reserves the right to remove students from the bus for an unlimited period of time. For more information on student conduct on school buses, please ask to see Board Policy 443.2.

Who Do You Call If You Have a Question or Concern?

If you have a question or concern about a bus route, a late or early bus, or a bus driver, please call Dairyland Bus Company directly (262-253-4060). Parents have the responsibility to supervise the activities at bus stops before students get on the bus in the morning and after students get off the bus at the end of the day.

If you have questions or concerns about a student discipline matter on the bus, please call the school.

VISITORS AND VOLUNTEERS AT SCHOOL

Parents are welcome and encouraged to visit the school. Parents must contact the classroom teacher prior to a visit to assure appropriate timing. To ensure availability, parents who wish to meet with teachers or administrators should make arrangements with those individuals prior to arriving at school.

For the safety of our students and staff, once the school day has started, all outside doors to the school are locked. Parent visitors and volunteers are required to stop by the school office to register their visit and to get a visitor badge. Our school is equipped with a visitor management system (Raptor) and all visitors will be asked to show a picture ID prior to receiving a visitor's badge or being admitted into the school building. Parents who are coming to school to pick up their children at the end of the day are asked to park their car in the parking lot (not in the emergency lane in front of the building) and wait for their children in front of the school.

APPENDIX: RELATED BOARD POLICIES

Some Board Policies of interest to parents and students are provided in this Appendix. A complete set of Board Policies is available in the school office.



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
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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
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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.



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.

Information Technology Use Agreement*
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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.

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.

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



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

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	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. A school employee conditioning education benefits on participation of unwelcome sexual conduct (i.e. quid pro quo);
- b. 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
- c. 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.

[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 (prior to August 1, 2024)

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

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.

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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.

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.

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.

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

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

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

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 complainants 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

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

- 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.

- (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;

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



Book	Policy Manual
Section	400 - Students
Title	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)
Code	411.5
Status	Active
Adopted	July 25, 2024

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;

Employee Handbooks

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 (Interim Policy Subject to On-Going Litigation Against Federal Department of Education)

511, Equal Opportunity Employment

512, Employee Harassment

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 District Administrator

If a party is not satisfied with the determination of responsibility by the decision-maker, a written appeal may be submitted to the District Administrator within ten (10) calendar days after the determination of responsibility is delivered, 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 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 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 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 district administrator 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.

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

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;
- a. 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
Director 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.



Book	Policy Manual
Section	400 - Students
Title	Title IX Sexual Harassment Prohibited (prior to August 1, 2024)
Code	411.4
Status	Active
Adopted	July 20, 2020
Last Revised	April 19, 2021
Prior Revised Dates	9/21/2020

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. A school employee conditioning education benefits on participation of unwelcome sexual conduct (i.e. quid pro quo);
- b. 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
- c. 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.

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

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	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.

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

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.



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.

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

- 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.



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.

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:

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

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.

**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.

<p style="text-align: center;">Information Technology Use Agreement*</p>

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
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.

**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.

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



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

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.

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.



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



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	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](#)

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	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
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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
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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.

APPENDIX: RELATED BOARD POLICIES

Some Board Policies of interest to parents and students are provided in this Appendix. A complete set of Board Policies is available in the school office.

Safety Rules--When Leaving the Bus

- Cross the road at least ten feet in front of the bus, but only after checking to be sure no traffic is approaching and after receiving a signal from the bus driver.
- Help look after the safety and comfort of small children.
- Be alert to and obey the danger signal from the driver.
- Riders are not permitted to leave the bus other than at their regular stops unless a written parent request has been approved in advance by appropriate school administration.

Excessive bus reports may result in the suspension of bus privileges for longer periods of time or for the balance of the school year.

Depending upon the severity of the misbehavior, the Hamilton School District, at any time, reserves the right to remove students from the bus for an unlimited period of time. For more information on student conduct on school buses, please ask to see Board Policy 443.2.

Who Do You Call If You Have a Question or Concern?

If you have a question or concern about a bus route, a late or early bus, or a bus driver, please call Dairyland Bus Company directly (262-253-4060). Parents have the responsibility to supervise the activities at bus stops before students get on the bus in the morning and after students get off the bus at the end of the day.

If you have questions or concerns about a student discipline matter on the bus, please call the school.

VISITORS AND VOLUNTEERS AT SCHOOL

Parents are welcome and encouraged to visit the school. Parents must contact the classroom teacher prior to a visit to assure appropriate timing. To ensure availability, parents who wish to meet with teachers or administrators should make arrangements with those individuals prior to arriving at school.

For the safety of our students and staff, once the school day has started, all outside doors to the school are locked. Parent visitors and volunteers are required to stop by the school office to register their visit and to get a visitor badge. Our school is equipped with a visitor management system (Raptor) and all visitors will be asked to show a picture ID prior to receiving a visitor's badge or being admitted into the school building. Parents who are coming to school to pick up their children at the end of the day are asked to park their car in the parking lot (not in the emergency lane in front of the building) and wait for their children in front of the school.

- School bus riding privileges may be suspended in accordance with state law. The severity of the offense will determine the length of the suspension. The length of the suspension can vary anywhere from one day to the remainder of the school year.
- Parents/guardian(s) may appeal the action taken upon request through the established appeal procedure.

Bus Regulations--Prior to Riding

Prior to boarding the bus (on the road and at school):

- Be at the designated school bus stop five minutes before scheduled pick-up. Buses will not wait. Students shall respect the property and rights of all property owners.
- Stay off the road while waiting for the bus. Bus riders should conduct themselves in a safe manner while waiting.
- Wait until the bus comes to a complete stop before attempting to board the bus. Line up in an orderly manner. Do not rush to get on the bus.
- Be courteous. Don't take advantage of other children in order to get a seat.
- If there is not a sidewalk or path, it is recommended that you walk on the side of the road facing traffic to get to the bus stop.
- Use the handrail and watch your step when boarding the bus.
- Do not cross the road to the pick-up point until the bus has stopped, flashing lights are on, and the bus driver gives the signal to cross.

Bus Regulations--While on the Bus

- Keep hands and head inside the bus at all times.
- Assist in keeping the bus safe and clean at all times.
- No eating or drinking, loud talking or unnecessary confusion is allowed at any time while on the bus. This diverts the driver's attention and may result in a serious accident.
- Treat all bus equipment with respect; damage to seats, etc. must be paid for by the offender.
- Never tamper with the bus or any of its equipment.
- Do not leave books, lunches or other articles on the bus.
- Keep books, backpacks, coats and all other objects out of the aisles at all times. No animals of any type are allowed on the bus at any time.
- Remain on the bus in case of a road emergency unless directed to do otherwise by the bus driver.
- Always remain in your seat while the bus is in motion.
- Always be courteous to fellow students, the bus driver, and to passersby.
- Keep absolutely quiet when approaching a railroad crossing.
- The driver is responsible for controlling the bus riders. His/her directions must be obeyed promptly at all times.
- Student use of personal electronic devices must adhere to Board Policy 365.1 Exhibit 2 regarding acceptable use of personal technology as the bus is considered an extension of school grounds.
 - 365.1 Rule - Students are prohibited from broadcasting or posting 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.

Student Dismissal Precautions

Students should know their dismissal plan for the day and go to the front of the building for parent pickup and to the back of the building if they are riding a bus. Except in extreme emergencies, a change in a child's dismissal procedure must be made prior to 2:00 p.m.

For more information on dismissal precautions, please ask to see Board Policy 434.

Walkers and Bike Riders

Given the lack of sidewalks in and around the school, walking and riding bicycles are highly discouraged.

For more information on student bicycle use, please ask to see Board Policy 455.2.

Bus Behavior

Student behavior on school buses is a concern of everyone working with pupil transportation. Maintaining open and adequate channels of communication is essential if bus discipline problems are to be understood and resolved.

Transportation to and from school is a privilege which can be terminated (per Attorney General's opinion dated 10/17/72).

The Hamilton School District uses video cameras on school buses to reduce disciplinary problems and vandalism on the bus and allow bus drivers to focus on driving. Parents/guardians may be notified if there is misconduct by their child on the bus. If misconduct continues after notification, the student's privilege to ride the bus may be suspended by school authorities.

When a misconduct report is filed by the bus driver, disciplinary action will be determined by school administrators. The report will be sent home to notify the parent/guardian.

Only students attending district schools and authorized persons may ride the bus to and/or from a school sponsored activity. Students will not be allowed to ride another bus route without administrative permission and only in the event of an emergency.

For more information regarding bus procedures, please reference Board Policy 443.2.

Denial of riding privileges:

- The privilege of riding the school bus may be denied or withdrawn only by designated school authorities.
- Students refusing to accept or conform to necessary rules and regulations relating to bus safety will not be allowed to ride the bus.
- 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.
- The bus discipline and suspension process shall proceed according to the following format:
 - The building principal shall determine the severity of the report of misconduct and take steps of progressive discipline to remediate the situation. Recommendations of the bus driver (chaperone) shall be considered.

The school is not responsible for any personal items that students bring to school to play with on the playground. King-of-the-Hill, tackle football, and other contact games are not permitted.

SCHOOL CLOSINGS

The school district uses an automated system to call parents about school closings. In addition, all announcements pertaining to the closing of the Hamilton School District schools due to inclement weather will be made on the following radio/television stations:

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	

The announcements will say there will be no school at the following:

Hamilton School District, Sussex or Hamilton/Sussex High School, Templeton Middle School, Silver Spring Intermediate School, Elementary Schools: Lannon, Maple Avenue, Marcy, Willow Springs and Woodside.

Schools may close early because of an emergency. Please make prior arrangements with your child regarding a safe place where he/she may go in the event you are not home and school closes early.

STUDENT RECORDS CONFIDENTIALITY

All student records the Hamilton School District maintains must remain confidential between the school, the student and their families as required by both law and Board Policy 347.

TRANSPORTATION

Early Arrivals

Students should not arrive at school before 8:20 a.m. Students who arrive prior to 8:20 a.m. will be asked to wait in the front entry vestibule. At 8:20 a.m., students may enter into the Commons to wait for dismissal to their house classrooms at 8:30 a.m.

IMMUNIZATIONS

State law requires all students to present written evidence of appropriate immunizations within 30 days of being admitted to school. A Student Immunization Record card is given to parents of entering kindergarten students and parents of new students whose records from a previous school do not include a similar document. Please call the school office if you have questions about immunization requirements and/or when additional immunizations have been completed. For more information on immunizations, please ask to see Board Policy 453.2.

INTERNET USE

Specific guidelines on the appropriate use of computers and Internet, including a parent permission slip for Internet use, are furnished to all students via the online registration process.

For additional information on Internet use, please see Board Policy 365.1 in the Appendix and/or ask to see Board Policies 365.1-Exhibit and 365.1-Rule.

LOST AND FOUND

A table is provided for lost and found articles. Anyone finding articles of value should turn them into the school office. It is recommended that articles of clothing (i.e., coats, gloves, sweaters, hats, etc.) and lunch boxes be labeled with the name of your child.

PARTY INVITATIONS

To avoid hurt feelings to those not invited, we request that invitations to birthday parties, etc. be sent through the mail rather than distributed at school.

PHYSICAL/FITNESS EDUCATION

Fitness Education meets on an A/B day schedule. If participation is limited due to an injury or illness, a note from the parent/guardian is required. A doctor's excuse is necessary for extended non-participation.

Appropriate dress and gym shoes are mandatory. The proper shoe consists of tie up laces, rubber gripping sole, and support around the entire foot. If the shoe can easily be pulled off the back of the heel, it is unsafe. For your child's safety and that of the other children please ensure that your child has the recommended footwear.

RECESS

Students will be expected to go outside for recess except in special cases. Ordinarily, a student who is well enough to be in school is well enough to go outdoors for fresh air. However, in cases where a student has been absent for a long period because of illness or the student has a chronic illness, an exception will be considered. A note from the doctor is required.

Free or reduced price lunches are available for families eligible according to guidelines established by the federal government. Forms are provided for every family prior to the start of the school year through the Infinite Campus Portal.

School Meal Account Charges and Collections

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.

Additional Lunch Notes

Students are generally allowed to choose with whom they would like to eat. Each quarter, students select a seat and that becomes their assigned table for the duration of the quarter. However, students that are unable to follow the safety rules of the lunchroom may be assigned a new seat. Students are asked to try to eat at least half of their lunch before they are dismissed. Students are expected to eat what they bring or what they are served through the lunch line. Food swapping/trading and sharing of utensils is not allowed. Parents and close relatives and acquaintances of children are welcome to join them for lunch. Parents must notify the office by 8:45 a.m. on the day of the visit. This ensures that school staff knows when to expect visitors, can order an extra lunch if needed, and are able to advise visitors of special events or circumstances that may occur on the planned day of the lunch visit.

FIELD TRIPS

Parents/guardians will be asked to fill out and sign permission forms before a student will be allowed to participate in field trips. A fee is often required and usually collected in advance.

For medication information for off-campus field trips, please ask to see Board Policy 453.1 Rule 2.

HOMEWORK

Homework is assigned in order to allow children time to practice new skills, gain practice in working on long-term projects and/or complete work left unfinished at school. In general, the amount of homework assigned increases each year. Parents should contact their child's teacher if they need more specific information about the nature or amount of homework being assigned to their child.

For more information on homework, please ask to see Board Policy 345.3.

Non-prescription medication, such as ibuprofen, acetaminophen, and cough drops, can only be dispensed through the school office if the medication is in its original container, proper written instructions from the parent are provided and the appropriate permission slip has been signed.

For more information, please ask to see Board Policies 453.4, Exhibits 1 and 2, and Rule regarding Administering Medication to Students.

Health and Accident Insurance

The Hamilton School District does not carry insurance on individual students for accidents that occur while in school, going to and from school, or in any school activity. If you do not have insurance and would like some information concerning affordable insurance for students, please contact Mr. Mike Gosz, Athletic Director/Dean of Students at Hamilton High School at 246-6471 extension 1125.

FEES AND CHARGES

General Fees

Textbooks and reference materials are furnished to students by the school. A fee is assessed to each student at the beginning of the year. Parents/guardians may pay fees at the time of registration via the Infinite Campus Portal (credit or check with no transaction fee for this form of payment). If a check (payable to the Hamilton School District) or cash is sent to school for payment, it is recommended that money be sent in an envelope with the student's name, teacher's name, the amount of money enclosed, and the fee or activity for which the money will be used. If payment is not possible at that time, please contact the principal to make other arrangements.

One-half of the total amount paid may be refunded when a student transfers to another school before the end of the first semester. No refund will be made if the student transfers during the second semester.

Material needs, which should be provided by the students, are indicated on a school supply list. Gym shoes are required of all students on days when participating in fitness education.

If books or other school property are damaged or lost, the parents will be charged a fee accordingly. All incidental fees (school pictures, field trips, music, etc.) will be paid by the parents.

For more information, please ask to see Board Policy 470.

Lunch and Milk

The cost of lunch (including milk) is \$3.05 per day for students and \$3.85 for adults. Bistro Box is \$2.70. Milk purchased separately is .40 cents. Parents may deposit money into a student's lunch account via the Infinite Campus Portal (credit or check with no transaction fee for this form of payment). Check or cash may be sent to the school office. Please note that when sending money to school for your child's lunch account, you must note the student's full name and lunch code on the check or envelope.

For additional information on report cards, promotion and retention, please ask to see Board Policy 345.2 and rule, and Board Policy 345.4, and see 345.4 Rules 1 and 2 in the Appendix.

EMERGENCY PROCEDURES

Procedures and Drills

Emergency procedures are posted and reviewed in each classroom. Students will participate in fire, tornado, and lockdown drills throughout the school year.

Accident or Illness Procedure

In the event of an accident or illness while a student is at school, an attempt will be made to contact the home immediately. If there is no answer at home, the parent/guardian will be contacted at his/her place of employment. If we are unable to reach the parent or guardian at work, the emergency phone numbers listed on the Infinite Campus Portal will be called. If the accident or illness appears serious, first aid may be given and an ambulance may be called. Any medical and/or ambulance costs incurred are the responsibility of the parent/guardian.

For more information, please ask to see Board Policies 453.1 and Rules 1 and 2 regarding student accidents and illnesses.

Medication During the School Day

When it is necessary for students to take medication at school, completion of the appropriate permission or consent form is required. Forms are available in the school office or on the district website at www.hamilton.k12.wi.us.

All permission or consent forms require the following information:

1. Physician's name and signature
2. Physician's phone number
3. Name of medication
4. Dosage
5. Time of day to be given
6. Limitations, if any
7. Signature of parent/guardian

District personnel are not allowed to administer prescription medication to students without the proper, written instructions from the physician indicated on the appropriate permission or consent form. Medication must be in its original container. A student's parent/guardian is responsible for delivering medications to and retrieving medications from the school office or healthcare personnel.

For more information on weapons, please see Board Policy 443.5 in the Appendix.

COMMUNICATIONS

Printed Communications

Silver Spring Intermediate School provides information on school events and activities in regularly published newsletters. The school newsletter is also available on the school's link to the district website (www.hamilton.k12.wi.us).

Parent/Teacher Conferences

The Hamilton School District has scheduled time for parent/teacher conferences in October, November and February. However, you do not need to wait for these scheduled dates to conference with a teacher. Our staff members welcome parent/guardian contact at any time.

Report Cards

Grades 5 & 6 report cards are completed each semester and are made available for viewing on the Infinite Campus Portal after the end of each quarter.

Our report card is evolving to better communicate what students are expected to know and be able to do as set forth by Wisconsin's academic standards. While we recognize that with change comes challenges, this new approach to grading will benefit all stakeholders including students, teachers, and parents/guardians as it will provide a more detailed outline of student progress toward learning goals.

The report card changes will be phased in each school year by content area as curriculum cycles are completed. Science, English Language Arts, Math, and Social Studies communicate progress through proficiency scores (more information below). Allied Arts classes will evolve into this same system over the next couple of years.

What changes will I see as a parent/guardian?

Report cards will be provided at the end of each semester with the exception of 1st and 3rd quarter Allied Arts courses. Similar to elementary school, proficiency scores (1-4) are used in Grades 5 & 6 instead of letter grades and percentage scores. The proficiency scores are tied to descriptions of key learning goals and proficiency rubrics. Teachers will provide feedback to students and your child will have multiple opportunities to show growth toward these learning goals throughout the year using the rubrics associated with each learning goal. Final scores are determined based on a formula that heavily takes into account most recent evidence of student learning, rather than an average, in each area. Students will receive separate scores for learner behaviors as well. Proficiency scores (1-4) are also used to communicate progress of learner behaviors.

The achievement grades for your child reflect the teacher's assessment of your child's performance in relation to grade level standards. Parents/guardians should contact the teacher if there are any questions about the report card.

District Code of Classroom 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 and the 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 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 who has been removed from class.

A copy of the complete Code of Classroom Conduct is available in the school office.

Dress and Appearance

It is expected that students will attend school clothed, including footwear, and groomed in an appropriate manner. Any article of clothing, manner of hairstyle or make-up which is determined by the staff to interfere with the educational process is prohibited, including, but not limited to, expressions which are obscene, profane, pornographic, advocating pain, death, suicide, or drug or alcohol use. Also, midriff tops and tank tops with oversized armholes or spaghetti straps, and short shorts and short skirts are not appropriate for school wear. Pants must conceal undergarments. Hats, sport caps, etc. are not to be worn in the school building unless these items are a part of a planned school activity, or for religious or health reasons. Flip flops are strongly discouraged. Students who wear flip flops should bring alternative shoes to be worn during physical education. Similarly, clothing worn during co- or extra-curricular programs must promote health and safety, and must not distract from the purpose of the program. The district will implement the dress code in accordance with federal law regarding reasonable accommodation and prohibiting discrimination. For more information, please ask to see Board Policy 443.1.

Electronic Devices, Toys, and Valuable Items

At the intermediate level, students are sometimes tempted to bring to school objects that are distracting, valuable, dangerous or legally prohibited. Electronic devices create both a distraction and a temptation for other children and are too valuable to be brought into an intermediate school environment. Should they be brought to school, the Hamilton School District is not responsible for lost or damaged personal devices. The use of walkie-talkies or cell phones is prohibited. When these kinds of items are brought to school, they are held by the principal until they can be returned directly to parents.

For more information on two-way communications devices, please see Board Policy 443.6 in the appendix.

On rare occasions children have brought to school a toy gun, a small scout, utility or pocket knife, etc. to show their friends. These items are considered look-alike or dangerous weapons. If a student brings any of these items to school, the items will be confiscated and the parent(s) notified. The intended use of weapons or look-alike weapons and the frequency with which a child brings them to school will determine discipline procedures, which may include suspension or expulsion from school.

Due Process

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.


For information on behavior policies, please see the following policies in the Appendix:

- 411 Equal Educational Opportunity
- 411.2 Discrimination and Harassment Prohibited
- 411.2-Rule Student Discrimination and Harassment Complaint Procedures
- 443.4 Student Alcohol and other Drug Use
- 443.4-Rule (1) Procedures for Dealing with Student Alcohol and Other Drug Use
- 443.4-Rule (2) Enforcement Procedures
- 445.1 Locker Searches
- 446.3 Student Suspensions
- 446.4 Student Expulsion

For more information on behavior, please ask to see the following Board Policies:

- 443.7 Care of School Property by Students
- 443.8 Aggressive, Antisocial or Criminal Activities by Students
- 446.2 Student Detentions

BEHAVIOR MATRIX

	Hallways/ Stairwells	House Large Group Area	Bathroom & Locker Room	Recess/ Playground Winter Rules	Commons	Library	Bus	Technology
We are safe	Walk on right side Keep hands/feet/objects to self Take stairs one at a time	Walk in and out of classrooms Keep your body and objects to yourself Use materials/furniture appropriately	Wash your hands Walk from place to place	Use equipment for purpose intended Follow winter rules Walk when entering/exiting building Stay inside the recess area	Keep hands/feet/objects to self Walk to the lunchroom and/or recess doors Clean up spills and report them to an adult Be seated while in the lunchroom	Walk to designated area Only visit the library with a teacher or a pass	Keep hands/feet/objects to self Remain seated while the bus is in motion Keep aisle clear	Carry CB in case when not in use Keep passwords private Keep CB closed when moving throughout the building
We are responsible	Use time wisely Move without delay to your destination	Be on time & prepared to learn with all materials Be an active listener & participator Use time wisely and remain on task Return all materials after use	Keep area clean Let an adult know if there is an issue	Be prompt to line up when whistle blows Return games and playground equipment to the proper locations Do not eat outside Stay seated during recess in the commons	Clean your garbage, table, and the floor around you Wash your table down before playing games Empty tray/lunch box into garbage Return items to the proper place (trays, games, etc.)	Leave area as you found it Return books on time Follow book care rules	Keep food/drink in backpack Place garbage in trash can	Use CB as directed and only visit school appropriate sites Bring fully charged CB to school daily Keep CB away from food and drink
We are respectful	Use a voice level of 0-1 Keep hands and feet off the windows and walls	Actively listen to teacher and peers Follow all directions Use strategies to focus attention and avoid making extra noise Maintain personal space	Respect others' privacy	Be aware of personal space Follow rules of game Wait for the door to be opened at the end of recess	Wait to be dismissed by an adult Make sure your table is clean for the next class	Use a voice level of 0-1 Use school appropriate language Push in chairs upon leaving Keep feet off of the furniture	Use school appropriate language Follow instructions from driver Use headphones if listening to music or videos	Follow teacher instructions for use Use proper email etiquette Cite others' work appropriately
We are kind	Use positive and friendly words and actions	Use positive and friendly words/actions/tones Help one another Be inclusive and encouraging	Use positive and friendly words and actions	Share and take turns on equipment Use positive and friendly words to resolve differences	Welcome others to sit with you	Be mindful of others working	Assist younger students as needed	Posted content should be true, kind, and school appropriate

mumps, chicken pox), he/she should be kept home to prevent the spread of infection. The Waukesha County Public Health Division must be contacted in cases of communicable illnesses (262-896-8430).

- If the student must leave school before the end of the day, a written excuse from a parent/guardian is required. When a student leaves school, he or she will report to the school office to wait for a parent/guardian and be excused.
- Homework may be requested for absences of more than one day during times of illness, but the requests must be made in the school office before 9:00 a.m.
- The principal/designee may call home to verify the absence.
- Students arriving late to school should report to the school office to get a pass.
- Please do not email the teacher if a student is absent from school. Parents must contact the office directly to report an absence or request homework.

For more information on attendance and truancy, please see 431-Rule in the Appendix and/or ask to see Board Policy 431.

BEHAVIOR EXPECTATIONS

Specific Classroom and School Behavior Expectations

In the first few days of the school year, each teacher discusses with students the basic principles involved in maintaining a safe and productive classroom environment. Important rules and procedures from this discussion are shared and posted in the classroom. In addition, written school-wide rules about behavior in the halls, on the playground and on the bus are reviewed. Please take time to discuss these expectations with your child sometime during the first few weeks of the school year.

General Rules

Student conduct shall allow healthy, safe and positive educational experiences for all students in the school; efficient operation of the school; and not unduly detract from maximum learning opportunities for all students.

Most important in the solution of behavioral problems is the necessity of resolving problems through parent conferences.

Parents of any student who must stay after school for disciplinary reasons will be required to make transportation arrangements.

Short-term suspension [five (5) days or less] may be imposed by the principal for noncompliance with a school rule(s) or for conduct while at school which endangers the property, health or safety of others.

arrange for appropriate make-up work. Parents/guardians should understand that such absences could affect the student's academic progress.

Students having an excused absence, including out-of-school suspension, shall arrange with the teacher to make up work and tests missed. Requests for make-up work require a minimum 24 hour notice. This generally is not done for short-term illness.

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.**

Please consider keeping a child at home if he or she has a low grade fever along with additional symptoms.

- Students with vomiting or diarrhea should not attend school. They should be symptom free for 24 hours without the aid of medications 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 indicates that they may return to school.
- Students who are diagnosed by their physician with a bacterial infection (e.g. strep throat, pink eye, etc.) and started on antibiotics should remain at home until 24 hours after the antibiotics have been started; longer if they do not feel up to returning to school.
- Students with head lice should be treated for lice prior to returning to school. Please notify the school office if you find lice on your child at home.

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 at 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.

Absence Procedures

- If a student is going to be absent or tardy from school, the parent/guardian should notify the school office prior to 8:30 a.m. on the day of the absence or prior to that day. Parents may call the school office after hours and leave a message on the attendance line 24 hours per day **or** email the attendance office at silverspringattendance@hamilton.k12.wi.us. If the student has a contagious condition (i.e., measles,

ATTENDANCE

Attendance Laws and Policies

Wisconsin State Law 118.15 states that regular school attendance is required.

The Hamilton School District 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, students and school personnel must recognize their responsibilities to assure regular attendance.

The Hamilton School Board, in recognition of the statutory requirements for school attendance and the overwhelming public need for an educated society, believes school attendance should take precedence over non-school activities. Wisconsin State Statutes (118.15 and 118.16) require school attendance of a child, ages five (5) to eighteen (18), unless he/she: (1) is excused temporarily for physical or mental reasons, (2) has graduated, or (3) has been authorized to attend an alternative education program. The law further requires that any person having under his/her control a child between the ages of six (6) and eighteen (18) shall require the child to attend school regularly during the full period and hours that school is in session until the end of the quarter of the semester of the school year in which the child becomes eighteen (18) years of age. A habitual truant is a student who is absent from school without an acceptable excuse (s.118.16(4) and s.118.15, Wis. Stats) for part or all of five days on which school is held during a semester.

It is the responsibility of the parent/guardian to provide the reason for his or her child's absence.

Parents/guardians are to notify the school of such absences with a phone call, email, or written note stating the reason for the absence. When children are absent from school, parents/guardians assume full responsibility for their activities. It is the responsibility of the principal/designee to determine whether the absence is acceptable (excused) or not acceptable (truant).

Excused Absences

The principal/designee will excuse students from attendance in school for the following reasons:

- Illness of the student - A medical verification may be required in cases of excessive absences.
- Medical appointment - Such appointments are to be made, whenever possible, when school is not in session. Emergencies and doctor's hours may dictate that students must be excused. Students who have appointments during the day are expected to be at school before and/or after their appointments, if possible.
- Special events - Attendance at special events of significance as deemed by the family.
- Exceptional circumstances - Exceptional circumstances such as a death in the family, hospitalization, acute family or personal crises, religious observances and legal appointments which cannot be scheduled outside of the school day.
- Approved family vacations - Family vacations must be taken, whenever possible, when school is not in session. Where circumstances require that a student miss school for a family vacation, the parent/guardian must notify the school prior to the absence, complete a Vacation Request Form, and

2023-2024 SSI BELL SCHEDULE

Time	5th Grade
8:40 - 9:22	Period 1 (42)
9:24 - 10:04	Period 2 (40)
10:06 - 10:46	Period 3 (40)
10:48 - 11:28	Period 4 (40)
11:30 - 12:10	Period 5 (40)
12:12 - 12:42	LUNCH (30)
12:44 - 1:24	Period 6 (40)
1:26 - 2:06	Period 7 (40)
2:08 - 2:48	Period 8 (40)
2:50 - 3:30	Period 9 (40)

Time	6th Grade
8:40 - 9:22	Period 1 (42)
9:24 - 10:04	Period 2 (40)
10:06 - 10:46	Period 3 (40)
10:48 - 11:28	Period 4 (40)
11:30 - 12:00	LUNCH (30)
12:02 - 12:42	Period 5 (40)
12:44 - 1:24	Period 6 (40)
1:26 - 2:06	Period 7 (40)
2:08 - 2:48	Period 8 (40)
2:50 - 3:30	Period 9 (40)