

Colfax Middle/Elementary School



Student/Parent Handbook

An Equal Opportunity Employer

The School District of Colfax prohibits discrimination against any person in employment, educational programs and activities on the basis of race, religion, gender, color, ancestry or national origin, age, political opinion, sexual orientation, marital status, veteran status, genetic information, or physical or mental disability or any other basis prohibited by applicable law.

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ABSENCES

When students are absent from school parents or guardians should call the middle school office at 962-3676. When students return to school after an absence parents or guardians should send a note stating the reason for the absence. Failure to call school or send a note will result in an unexcused absence. Any unexcused absences could result in a student being truant. Compulsory education laws in Wisconsin make it clear that children must attend school except for reasons listed below. See Truancy Brochure on page 31.

Examples of excusable absences include:

- Illness
- Death in the Family
- Family Emergencies
- Planned Trips with Parents
- Non-Emergency medical appointments (w/ 3 days notice whenever possible)
- Unusual Circumstances (w/ principals approval)

Such things as shopping trips should be arranged when school is not in session. When possible, please make medical and dental appointments outside of school time. If the absence has been a result of a communicable disease, please furnish the teacher with a note from your doctor or health official. Notes from parents are also necessary if a child is to go anywhere other than home after school.

In order for a planned trip with parents to be counted as an excused absence the following conditions must be met:
The elementary/middle school office should receive a note from the parent(s) one week prior to the time off whenever possible. A make-up slip will be issued to the student. The work must be completed and signatures obtained from the teachers involved confirming that the work has been completed. The make-up slip must be returned to the office before the student leaves on the trip.

UNEXCUSED TARDINESS

Students who are tardy for classes without excuse during the course of the school year will serve a detention for every three times a student is tardy for classes without a legitimate excuse, or at Principal's discretion. Failure to serve detentions will result in a one day suspension for every three times a student is tardy without a legitimate excuse.

APPEARANCE - APPROPRIATE DRESS FOR STUDENTS

A student's appearance is important. Students should be dressed in a fashion suited to the classroom and playground keeping in mind the weather at the time. Dress and grooming should be such that it will not distract from the learning situation at any time.

The School Board Policy #4033 that addresses this issue reads as follows:

Wearing hats in the building during school hours is prohibited. Clothing which is imprinted with suggestive, obscene, "double meaning" or makes reference to alcohol or other illegal drugs will not be permitted to be worn during the school day. Any other dress or grooming which disrupts the educational process or causes health or safety concerns is prohibited. Clothing that is too revealing will not be permitted. (Belly shirts are considered inappropriate attire.) Shoes are expected to be worn at all times during school.

If a student is inappropriately dressed, the student will be required to change before being allowed back into school. Students who do not comply with this policy will be suspended from school immediately and parents will be notified.

ARRIVAL AT SCHOOL

Students should not arrive at school before 8:00 a.m. Students arriving before this time will not be supervised. Teachers who come to school do so to be better prepared for their teaching day, not to supervise early arrivals. Students are expected to be in the Middle School are only and remain there until the 8:05 bell rings.

CHANGE OF ADDRESS / TELEPHONE NUMBERS

If a family moves during the school year please contact the middle school office. We will notify the bus drivers and make the necessary busing arrangements.

ATTENDANCE CERTIFICATES

There are two certificates given out at the end of the school year in middle school for attendance. The Perfect Attendance certificate is given to any student who has been present every day of school and has also never been tardy for class. The Excellence in Attendance certificate is given to any student who has been present every day of school but has been tardy fewer than three times during the course of the school year.

STUDENT USE OF "ELECTRONIC COMMUNICATIONS DEVICES"

In accordance with Wisconsin State Statute 118.258 electronic communication devices such as cell phones and pagers may not be used in the school building during the instructional day (8:00 AM until the end of the school day). The principal may authorize an exception for student use of an electronic communication device if he/she determines that it is needed for medical, educational, vocational, or other legitimate reasons. This exception will be addressed by the principal upon written request from the parent stating clearly the purpose and reason for consideration to be given. Violations of this policy may result in confiscation of the device and disciplinary action in accordance with established procedures, including possible suspension.

118.258 Electronic Communication Devices Prohibited

(1) Each school board shall adopt rules prohibiting a pupil from using or possessing an electronic paging or 2-way communication device while on premises owned or rented by or under the control of a public school. The rules may allow for the use or possession of such a device by a pupil if the school board or its designee determines that the device is used or possessed for a medical, school, educational, vocational, or other legitimate use.

(2)(a) Annually, the school board shall provide each pupil enrolled in the school district with a copy of the rules under sub.(1)

(b)The school board shall submit a copy of the rules under sub(1) to the state superintendent when the rule is first adopted and whenever the rule is amended.

Student use of electronic device: i.e.

Cell Phones, Head Phones, CD Players, Pagers, iPods, or any other electronic device
Students will not be allowed to carry any electronic devices in the hallways or classrooms during the school day. If a student has one of these devices it will be confiscated and handed over to the principal and the student will need to come to the principal's office to have the devices returned to the individual. The students will also be written up according to the School Discipline plan. If a parent or other individual needs to contact you during the school day they should contact the Elementary and Middle School office and the office will give you the message. **No Cell Phones should be used during the school day which includes during the lunch period or is allowed in any locker room or bathroom at any time.**

School Discipline Plan:

-1 st Infraction	Warning Letter
-2 nd Infraction	Warning Letter
-3 rd Infraction	One Day in School Suspension
-4 th Infraction	Two Day in School Suspension
-5 th Infraction	Three Day in School Suspension
-6 th Infraction	One Day Out of School Suspension
-7 th Infraction	Two Day Out of School Suspension
-8 th Infraction	Three Day Out of School Suspension

BEHAVIOR AT SCHOOL EVENTS

Athletic games, school plays and concerts often attract many middle school students outside of school hours. If a student does not plan to watch an event, he or she should stay home. Students can expect to be removed from an event if behavior is unacceptable. Misconduct at such events reflects on parents, students, and the school.

BICYCLE RULES

Below is a list of bicycle rules. These rules are in place to assure students get to and from school safely and to make sure bicycles are in a safe place.

1. There are two bike racks set up at school for students who ride their bicycles to school. One is located in front of the elementary building. The other is in front of the tennis courts by the high school parking lot. Bikes that are ridden to school must be parked in the bike racks. We strongly recommend that students lock up their bikes so no one can take them. Students must not park their bikes in locations other than the bike racks.
2. Students may not ride on or tamper with any bicycle during the regular school day hours.
3. Bike riders should wait until the buses leave after school.
4. Bike riders must walk their bikes off school grounds for the safety of all motorists and pedestrians.

Make these rules your safe riding code:

1. Obey all traffic regulations such as red and green lights, stop signs and hand signals.
2. Give pedestrians the right of way.
3. Ride in a straight line as close to the curb as possible.
4. Look out for cars at crossings, in pulling out of driveways and parking places.
5. Dismount and walk your bicycle across heavily traveled streets.
6. Never ride more than two abreast.
7. Keep your bicycle in good condition. Be sure it has good brakes, and is equipped with a horn or bell for signaling, as well as a rear reflector and a headlight for your own safety. Once a year have your bicycle checked.

BUS RIDER RULES

These rules include:

1. Find a Seat
2. Face Forward
3. May talk quietly to the passenger beside you.

In the interest of maximum safety of our students while they are riding as a passenger on a school bus, or during the time of loading and unloading of a school bus, the following regulations have been adopted to prevent tragic and unnecessary accidents while they are riding to and from school, during athletic trips, or on other school - sponsored trips.

A. Prior to loading (on the road and at school):

1. Be on time at the designated school bus stops to keep the bus on schedule.
2. Stay off the road at all times while waiting for the bus. Bus riders should conduct themselves in a safe manner while waiting.
3. Do not move towards the bus at the school loading zone until the bus has been brought to a complete stop.
4. Wait until the bus comes to a complete stop.

B. While on the bus:

1. Keep hands and head inside the bus at all times after entering and until leaving the bus.
2. Assist in keeping the bus safe and sanitary at all times.
3. Remember that loud talking and laughing or unnecessary confusion diverts driver's attention and may result in a serious accident.
4. Treat bus equipment as you would valuable furniture in your own home. Damage to seats, etc. must be paid for by the offender.
5. Never tamper with the bus or any of its equipment.
6. Keep books, packages, coats and all other objects out of the aisles.

BUS RIDER RULES CONTINUED

7. Leave no books, lunches or other articles on the bus.
 8. Remain in your seats while the bus is in motion.
 9. Do not throw anything out of the bus window.
 10. Students should move to the front of the bus when unloading at night and when getting on the bus, students should fill the front seats first.
 11. Remain in the bus in case of a road emergency, unless directed by the driver to do otherwise.
 12. Keep absolutely quiet when approaching a railroad crossing stop.
- C. After leaving the bus:
1. Cross the road, when necessary, after getting off the bus (at least ten feet in front of the bus) but only after the bus horn signal has been given by the driver indicating that no traffic is approaching from either direction.
 2. Help look after the safety and comfort of small children.
 3. Be alert to the danger signal from the driver; this signal is a long continuous sounding of the bus horn.
 4. Do not leave the bus at places other than the regular bus stop unless proper authorization has been given in advance by parent and school officials.
- D. Extracurricular trips:
1. The above rules and regulations would apply to any trip under school sponsorship.
 2. Pupils shall respect the wishes of a competent chaperone appointed by the school.
 3. Cheerleaders must ride the school bus to all out-of-town games.
- E. Bus passes:
1. All students must ride assigned buses. If you are going home with a friend on some bus other than yours, you must have a note from your parents and have it signed in the office. These permits are good only if there is room on the bus.
- F. Suspension from riding the bus for rule infractions:
- First written report - conference with student and warning letter sent
Second written report - conference with student and one day suspension
Third written report - conference with student and three day suspension
Fourth written report - conference with student and six day suspension
Fifth written report - conference with student and twenty day suspension
Sixth written report - conference with student and suspension for the remainder of the year.

*In all cases, letters will be sent to parents to inform them of why and when children will be suspended from riding the bus.

LOITERING AFTER SCHOOL

Middle School students, who are not in a supervised school activity, are not allowed to remain in the building after 3:15 p.m. Students, who are repeatedly warned about loitering after school, may receive a citation for trespassing or disorderly conduct.

EXCEPTIONAL EDUCATION NEEDS

Colfax Schools are concerned about meeting the needs of all students. Any student that appears to have exceptional education need, (EEN), should be referred by the parent, teacher, SSIT/ Director of Speech, or other specialist, to the principal. Exceptional educational needs might include learning disabilities, emotional disabilities, cognitive disabilities, speech and language, or a combination of these disabilities. From this point, all steps taken to provide programs to meet exceptional needs must be approved by the parents. The intent of the state law (Chapter 115) is to see that each student has the best possible opportunities for being educated to his or her fullest potential. The law requires that parents be fully informed and give their consent to every step of the procedures. Parents may refer their own children if they suspect a need that has not been noticed at school.

FIELD TRIPS

When field trips are planned, a letter will be sent home along with a permission slip to be returned to the school. A minimal cost will be involved if admission is charged to one of the attractions being visited.

FIRE AND TORNADO DRILLS

During the school year, there will be monthly fire drills. Each room in the school will have a definite route to get out of the school. Rules concerning these drills will be posted in each room and the routes will be explained to all students by their classroom teachers. The significance of these practice drills will be emphasized to the students so that they may take them seriously.

Tornado drills will be held periodically during the spring and autumn months. Rules and evacuation procedures will be explained to all students by their classroom teachers.

IMMUNIZATION REQUIREMENTS

The law requires that every student being admitted to a Wisconsin elementary/middle school for the first time must provide evidence of complete immunization or choose one of the other compliance alternatives which follow:

1. Medical exemption signed by a physician
2. Religious exemption signed by the parent
3. Personal exemption signed by the parent

If you have any questions regarding this, please contact the school.

ILLNESS

When students become ill at school, they are sent to the office and parents are notified to pick up children if it appears they cannot return to class. We also contact parents in the event of accidents.

INJURIES

Students injured at school should let some adult at school know. An accident report is filled out on all injuries. We also contact parents in the event of serious injuries. In the event of serious injuries, school personnel would make a determination of whether or not a student needs immediate medical attention.

LEAVING SCHOOL DURING THE DAY

Students may not leave the school grounds during the school day except with their parents. We do not allow children to run errands around town during the school day. Students are not allowed to go home for lunch during the school day.

LIBRARY

The middle school/high school library is designed to foster a love for books and a desire to read. Students are, of course, allowed to check out materials. Students must have library fines paid before report cards will be issued.

LOCKERS

Middle school students are assigned an individual locker at the beginning of the school year. Students are expected to keep the locker clean and in order. Books, clothing and other materials should be arranged in the locker so that doors can be easily opened and closed. Students are not allowed to "jam" open lockers. Students do this so they can open the locker without having to use the combination. This is a security problem and causes damage to the locks. Students who "jam" lockers will lose locker privileges for the remainder of the school year.

For security reasons, it may be necessary to search individual lockers. Lockers will be searched if administration has reason to believe that students have items in the lockers which are not allowed in school. Items, which are illegal for students to possess in school, include illegal drugs, tobacco products, alcoholic beverages, dangerous weapons, etc. Lockers may be searched without notice, without student consent, and without a search warrant.

LOST AND FOUND

Lost and found articles are put in a box inside the school office. Students may look through this box when they have lost an article.

SCHOOL DANCES

Three evening dances are held each year for students in the middle school. These dances are usually held in the fall, in February, and in May. Only students from Colfax Middle School who are in grades 7 and 8 may attend. Once students are in the building they are to stay. If students leave they cannot come back into the building. Parents are welcome to visit the dance if they so desire.

SCHOOL NURSE

The school nurse is on duty Monday through Friday. Students who are ill or injured are referred to the school nurse. The school nurse is also available for consultations about immunization questions.

LUNCH PROGRAM

1. Students should walk to the lunch room in an orderly fashion.
2. No food is to be carried out of the lunchroom.
3. Be orderly and courteous at all times.
4. Keep in mind that there are classes going on across the hall from the lunch room.
5. Cold lunches are to be eaten in the cafeteria.

Lunch cards will be handed out by the teachers the first day of school. **Please do not deface the lunch card.** This includes writing on, coloring, cutting, decorating, or bending it. Making a hole at a corner to attach a lanyard is fine. If the card won't scan the student will have to purchase a new card.

If a student does not have this card they should not get in line until all students with lunch cards have gone through the line. New lunch cards can be purchased from the office of from Ms. Kressin (the lunch secretary) for \$1.00. Please leave the name on new replacement cards. Students may only use their own card.

An extra entrée is \$1.00 paid to Ms. Kressin, A second lunch is \$1.85 KD through 5, \$2.00 6 through 8. A ticket for an extra lunch or entrée can be purchased with the lunch card (if there is money available in the account) or in cash form Ms. Kressin. If you lunch account has a zero balance or a negative balance you cannot purchase a second lunch or entrée. Extra milk is \$.35 paid in cash or put on your lunch card. Free accounts are for 1 meal per child per day only, extras must be paid for.

Lunch should be eaten and trays should be returned BEFORE playing games (on rain days) or socializing. Be sure that all garbage is thrown away and the chairs are pushed in.

After returning the lunch trays students should exit the lunch room past the water fountains. Please do not walk back through the tables where others are still eating.

All money for lunch should be turned into the elementary office first thing in the morning. The lunch accounts are debit accounts not credit accounts. Money must be available in the account for a student to be able to continue to eat hot lunch at school.

MEDICATION

All medication, whether it is over-the-counter or prescription medication, can not be dispensed by school personnel according to Wisconsin State law. If your child will be taking medication at school, please contact the office at 962-2676 to obtain the proper forms. Once these forms are filled out and signed by both a physician and parent, then they must be returned to the office so authorized school personnel can dispense the medication. Teachers are authorized to dispense medication to their students.

PARENTS PICKING UP CHILDREN FOR APPOINTMENTS

For the protection of children, parents are required to stop in the school office before picking up their children from classrooms for any appointments. Parents may be asked to show a personal I.D. photo. Once the office secretary knows you are there to pick up your child, she will give you a blue slip to show to your child's teacher. Or, if you prefer she will go and get your child for you.

If children are to go to the appointment on their own, they must bring a note written and signed by their parent or guardian indicating that their child has an appointment and the time of the appointment. The student must bring this note to the office, and the secretary will make out a blue slip for the student to show to the teacher.

Following this procedure is helpful to the office personnel and to the classroom teacher. We ask that parents and students follow this procedure.

PETS IN SCHOOL

NO PETS ARE ALLOWED AT SCHOOL!

PHYSICAL EDUCATION

Physical fitness is vital to a genuinely happy life. Besides health values, the social values of sportsmanship, cooperation, and teamwork are developed in physical education.

Our students have a physical education class two or three times per week. Units are taught in physical education just like any other class. A student may miss physical education on parental request for one day only. If he or she must miss class for an extended period of days, a doctor's excuse must be obtained. At all other times, the child's teacher, the physical education teacher, and the principal will determine whether or not a student is to be excused from class on a given day.

Towel service is provided to middle school students at a nominal fee of \$5.00 per year. This fee should be paid at the beginning of the school year. Padlocks are provided for gym lockers and we highly encourage students to use them so that valuables are not stolen. If the padlocks are not returned at the end of the year they must be paid for.

REPORTING TO PARENTS

Parent-Teacher conferences are held (at the Mid. Quarter) in October and February of each school year. *Students are expected to attend conferences with their parents. Research indicates the more involved students are with their education the better they do in school academically.* Report cards are sent home after each nine week period or quarter. Teachers are available to confer with parents by appointment whenever a need arises. Call the school for needed appointments. The traditional A, B, C, D, F grading system is used in middle school. Mid-quarter reports are sent to parents of middle school students during the fifth week of each nine week grading period. Additional weekly or daily reports may be sent by any middle school teacher if a need arises. Students in grades 6, 7 and 8 who fail more than half of the basic subjects (English/language arts, math, science, social studies) for the year may be required to repeat the grade again the next year.

I- Now accessibility for assignments, daily grades, and lesson plans.

ITEMS NOT ALLOWED IN SCHOOL

Items not allowed in school include toys, sport or trading cards, walkman radios, electronic games or devices, larger amounts of money, etc. The reason these items are not allowed is due to theft. The school cannot be responsible for personal items such as these. It is difficult enough to recover items but almost impossible to identify and recover money that has been stolen.

REQUIRED MIDDLE SCHOOL SUMMER SCHOOL

Middle school students who receive two or more "F" grades in one or more classes during the school year are required to attend summer school for two weeks for three hours per day. Parents or guardians of students who are required to attend are notified by mail after the end of the school year. Information regarding the dates, times, bus routes, etc. related to summer are shared at that time. See Grade Adv. Policy on Page 44.

SCHOOL CLOSING ANNOUNCEMENTS

WAXX, WMEQ, I-94/WEAU/WIAL, B-95, WCCO, WWIB radio and WEAU TV13 will carry school closing announcements. In general, if there is no announcement, school will be in session on scheduled days. In the event of early dismissal due to bad weather or other emergencies, this will also be announced by radio.

SCHOOL TESTING PROGRAM

Achievement tests and readiness tests are given during a student's attendance in the middle school grades. The tests vary from year to year and are used by the school to help a student in subject matters and readiness to begin new work. Teachers and school authorities in turn use the test results as a means of determining the strengths and weaknesses in the school program.

The District shall not discriminate in the methods, practices and materials used for testing and evaluating students on the basis of sex, race, religion, national origin, color, ancestry, creed, pregnancy, marital or parental status, sexual orientation, physical, mental, emotional or learning disability or handicap. This policy does not prohibit the use of special testing materials or techniques to meet the individual needs of students. Discrimination complaints shall be handled in accordance with established procedures.

SPORTS

Middle school boys may participate in cross country football, basketball and track. Middle school girls may participate in cross country, volleyball, basketball, and track. Physical examinations are required every two years before students may participate in sports. Physical examination cards or alternate year card and athletic code must be filled out and returned to the office in order for students to participate in sports. Students, who have received at least one "F" in a class on their report cards before or during a sports season, cannot participate in athletics for a specified period of time. This information is included in the athletic code. Parents are responsible for daily transportation.

The District shall not discriminate in the opportunity for participation in athletic programs or activities, standards and rules of behavior, disciplinary actions or facilities usage on the basis of sex, race, religion, national origin, color, ancestry, creed, pregnancy, marital or parental status, sexual orientation, physical, mental, emotional or learning disability or handicap. This policy does not, however, prohibit the district from placing a student in an athletic program or activity based on objective standards of individual performance, from providing separate programs in interscholastic athletics for males and females if such programs are comparable in type, scope and support from the District, or from providing separate toilet, locker and shower facilities. Discrimination complaints shall be handled in accordance with established procedures.

STUDENT RECORDS AND POLICIES ON TRANSFERS

A cumulative record file is kept for each student showing his/her educational progress. Parents may view the file upon request, providing the request is made in writing to the principal in advance. The principal will then schedule a conference to view the file at a mutually convenient time. A release form must be signed by the parents or legal guardian before records can be sent on to a new school when students move.

STUDENTS VISITING OUR SCHOOL

Students from other schools are not allowed to visit in grades 6 through 12. There are no exceptions to this rule.

TELEPHONE USE

Cell phone use is prohibited during the school day. See the electronic device policy page. No student may use the telephone without permission from the principal or secretary. Students' phone calls must be limited to brief essential or emergency matters. Lines are needed for school business calls. Also, when possible, parents are asked to try to limit their calls made to students to unforeseen emergencies or essential last minute changes in plans which may affect the safety or welfare of the student. If possible, let your child know and send a note in advance if it is necessary for a child to go somewhere other than home after school. Children often are confused by last minute changes of this kind. We do not make it a practice to call students out of class except in extreme emergencies. There is also a phone in the hall near the elementary office. This phone can be used before school, during lunch hour or after school with permission from the office. This phone is only able to make local calls.

TEXTBOOKS

All textbooks are issued free of charge. Students are expected to return the books at the end of the year with no more than normal wear. Fines will be assessed for unusual wear or damage and lost books will have to be paid for by the student.

WALKING

Students who walk to and from school should walk on the correct side of the street and use the necessary safety precautions. When walking on a street or highway, walk facing traffic. Walkers may leave school right away at dismissal time but should use extra caution when walking past the parked buses. Children should never walk between buses before or after school except at designated crossings. All students must use the designated crossing where the crossing guard is posted on HWY 40.

ELECTIVE CLASSES

Middle school students who sign up for elective classes (Band and/or Chorus) are expected to stay in those classes for the duration of the school year. Students make a yearlong commitment to taking these classes when they sign up for them. Students who withdraw from elective classes after the first ten school days will receive an "F" on their report cards. Students who receive an "F" for a quarter in elective classes will automatically be withdrawn from the class. Any special requests for withdrawals from elective classes during the school year must be discussed and cleared with the principal in writing.

DANGEROUS WEAPONS ON SCHOOL PROPERTY

Due to concerns about increasing violence in public schools, it is extremely important for students to understand that dangerous weapons are not allowed on school property. According to Colfax School Board Policy #4012 and State Statute 939.22, it is illegal for any person to possess dangerous weapons on school property. According to State Statute 948.605, it is illegal to possess (or discharge) a firearm within 1,000 feet of a school. It is also illegal, according to State Statute 948.61, to possess dangerous weapons such as bee-bee or pellet-firing guns that expel a projectile through the force of air pressure or any starter pistol. Items such as razorblades, knives, brass knuckles, etc., which could be used as weapons, are also not allowed on school property. School property includes buildings, grounds, recreation areas or athletic fields, busses, etc.

Consequences for possession of dangerous weapons on school property are severe. Students could be suspended or expelled from school and face legal action.

CURSIVE WRITING

Students are encouraged to be written using cursive writing or typed in the middle school. The only exceptions to this would be spelling words which can be written in manuscript form or if a student's Individual Education Plan (IEP) allows that student the option of using cursive or manuscript.

Middle School Faculty & Staff

Core Classes:

Mathematics & Reading (6).....	(Taught by all grade 6 teachers)
English/Language Arts (7).....	Tim Devine
English/Language Arts (8).....	Dianna Dachel
English/Language Arts (6).....	Eve Suckow
Mathematics (6).....	Ryan Krall
Mathematics (7).....	Carl Rudi
Mathematics (8).....	David Wolff
Science (6).....	Suzanna Blomberg
Science (7).....	Laura Lowe
Science (8).....	Emilie Hudacek
Social Studies (6).....	Linda Bilodeau
Social Studies (7).....	(Taught by all grade 7 teachers)
Social Studies (8).....	(Taught by all grade 8 teachers)

Required Exploratory Classes:

Healthy Lifestyles 7 & 8.....	Roxanne Close
Environmental Education 7 & 8.....	Mark Mosey
FACS (7 th grade).....	Lisa Neuburg
Ag Science (8 th grade).....	Tom Millar
Art 6, 7 & 8.....	Christina Rambo
General Music 6.....	Carrie Christensen

Elective Classes:

Chorus 7 & 8.....	Carrie Christensen
General Music 6.....	Carrie Christensen
Band 7 & 8.....	Jim Woodford
Band 6.....	Jeff Langkau

Physical Education Classes:

Girl's Physical Education.....	Pamela Meredith
Boy's Physical Education.....	Tim Wilson

Other Faculty & Staff Members:

Principal.....	Yingst, Jr.
Secretary.....	Sandra Sikora
Guidance.....	Roxanne Close
Learning Disabilities 6.....	Jodene Dekan
Learning Disabilities 7 & 8.....	Bonnie Froehlich
EBD/CD 6, 7 & 8.....	Polly Rudi

Librarian 6.....Donnette Mickelson
Librarian 7 & 8.....Susan Olson

Grade 6 Daily Schedule

Period 1 (Math)	8:10-8:55
Period 2 Core Classes*	8:58-9:43
Period 3 Core Classes*	9:46-10:31
Period 4 Core Classes*	10:34-11:20
Lunch	11:20-11:50
Period 5 (SSR Homeroom)	11:55-1:30
Period 6 (Keyboarding/Art/Guidance)	1:34-2:19
Period 7 Physical Education/Music	2:23-3:08

*Core subjects include English/language arts, science, mathematics, & social studies

Grade 7 Daily Schedule

Period 1 Physical Education/Exploratory	8:10-8:55
Period 2 Core Classes*	8:58-9:53
Period 3 Core Classes*	9:56-10:51
Period 4 SSR/Homeroom	10:51-11:24
Lunch	11:25-11:55
SSR	11:58-12:24
Period 5 Core Classes*	12:27-1:22
Period 6 Core Classes*	1:25-2:20
Period 7 Band/Chorus/Study Group	2:23-3:08

*Core subjects include English/language arts, science, mathematics, & social studies.

Grade 8 Daily Schedule

Period 1 Physical Education/Exploratory	8:10-8:55
Period 2 Core Classes*	8:58-9:53
Period 3 Core Classes*	9:56-10:51
Period 4 SSR/Homeroom	10:51-11:24
Lunch	11:25-11:55
SSR	11:58-12:24
Period 5 Core Classes*	12:27-1:22
Period 6 Core Classes*	1:25-2:20
Period 7 Band/Chorus/Study Group	2:23-3:08

*Core subjects include English/language arts, science, mathematics, & social studies.

Preface:

Colfax Middle School expects a certain standard of conduct from all students. The standard of conduct expected is such that all students act appropriately and thus create a safe and productive learning environment for everyone. This discipline plan was developed to help staff and administration deal with inappropriate behaviors in a consistent and fair manner. Inappropriate behaviors and the consequences for them have been divided into three levels.

Level #1 Behaviors & Consequences:

Inappropriate behaviors at this level are not considered unsafe or illegal. Generally, these behaviors will be dealt with by teachers in the classroom. These behaviors may have an effect on learning. Examples of Level #1 behaviors include:

- Being in an area of the school that is off limits to middle school students.
- Disobeying general classroom rules.
- Passing notes
- Chewing gum (or eating candy)
- Not having books covered
- General roughhousing
- Wearing inappropriate clothing or accessories
- Displaying affection in public (PDA)
- Possessing or consuming pop or candy
- Jamming lockers
- Being inattentive in class
- Not having supplies in class

The consequences for these behaviors will follow those steps outlined in ***Steps for Level #1 Disciplinary Referrals.*** ***(Please see attached form!)***

Level #2 Behaviors & Consequences:

Inappropriate behaviors at this level may be considered unsafe, blatant and/or chronic in nature. These behaviors may show a blatant disregard of general school rules and ethics. These behaviors may also show disrespect for staff and other students. Generally, these behaviors will be dealt with by teachers in the classroom and will result in detention. Examples of Level #2 behaviors include:

- Cheating
- Using profanity (written or oral)
- Throwing things (food, snowballs, spit wads, etc.)
- Excessive roughness during play which results in injury
- Failing to do as directed by staff member
- Being in the hall without a pass or permission
- Possessing matches or lighter
- Being untruthful
- Exhibiting behaviors which are dangerous to others
- Skipping classes
- Repeating level #1 behaviors to the point they become chronic

The consequences for these behaviors will follow those steps outlined in ***Steps for Level #2 Disciplinary Referrals.*** ***(Please see attached form!)***

Level #3 Behaviors & Consequences:

Inappropriate behaviors at this level may be considered unsafe, illegal and/or show a blatant disregard for general school rules and/or ethics. Generally, these behaviors will be reported to the principal for disciplinary action. These behaviors may result in detention, suspension, legal action, etc. Examples of Level #3 behaviors include:

- Vandalizing school or personal property
- Stealing
- Failing to change behavior when repeatedly warned to do so by a staff member
- Repeatedly failing to do as directed by a staff member (insubordination)
- Using, possessing or distributing tobacco products or other drugs
- Sexually harassing others
- Intending to hurt another person which includes physical aggression
- Swearing at a staff member
- Threatening staff members or other students
- Using or possessing fireworks
- Possessing weapons on school property (See Dangerous Weapons on School Property)
- Repeatedly disregarding general school rules and/or ethics
- Repeating level #2 behaviors to the point they become chronic
- Skipping detention
- Altering a hall pass
- Being on school grounds during a suspension

The consequences for these behaviors will follow those steps outlined in **Steps for Level #3 Disciplinary Referrals.** **(Please see attached form!)** Additional consequences may occur due to enforcement of the law.

It is not possible to list all inappropriate behaviors in this document. The principal, along with input from staff, will determine what level an inappropriate behavior is if it is not listed and what the consequences will be.

The District shall not discriminate in standards or rules of behavior or disciplinary action, including suspension and expulsion, on the basis of sex, race, religion, national origin, color, ancestry, creed, pregnancy, marital or parental status, sexual orientation, physical, mental, emotional or learning disability or handicap. Discrimination complaints shall be handled in accordance with established procedures.

PROCEDURES FOR STUDENTS BEHIND IN WORK

If students have missing or late assignments for a class, teachers may request that they come in after school from 3:08 - 4:00 any day of the week to make up those assignments. Parents will be notified by phone or letter at least 24 hours in advance so transportation can be arranged. If work is completed prior to the work night, students do not have to stay after school. Work not completed at the conclusion of work night will be scored as a zero. Students who fail to show up for the work night will receive no credit for missing or late work handed in after the scheduled work night. (see appendix for late work referral form)

GRADING SCALE

The following Percentage Range/Grading Scale has been agreed upon by the core teachers of the middle school.

Range	Percentage (Grades 7 & 8)	Percentage (Grade 6)
A	91-100%	90-100%
B	81-90%	80-89%
C	67-80%	70-79%
D	57-66%	60-69%
F	56% and below	59% and below

The District shall not discriminate in the methods, practices and materials used for evaluating students on the basis of sex, race, religion, national origin, color, ancestry, creed, pregnancy, marital or parental status, sexual orientation, physical, mental, emotional or learning disability or handicap. This does not, however, prohibit the use of special testing or counseling materials or techniques to meet the individualized needs of students. Discrimination complaints shall be handled in accordance with established procedures.

HARASSMENT

Harassment can take many forms. It is unwanted behavior that interferes with a student's life here at school. It limits and denies the rights of students to study work and play in a school setting. Harassment makes students feel uncomfortable and unsafe at school. Types of harassment include sexual, racial, verbal, physical and intimidation. Each type of harassment listed above is discussed in more detail below.

Sexual harassment is "unwelcome" behavior of a sexual nature. Examples include:

- inappropriate gestures or touch
- sexual remarks, name calling, or spreading rumors
- sexual comments about someone's body
- drawing or displaying offensive pictures

Sexual harassment becomes sexual assault when someone touches another person in private parts of the body.

Racial harassment is unwanted comments regarding a person's ethnic make-up. Examples include:

- ethnic name calling
- making negative comments about a particular ethnic group

Verbal harassment is unwanted verbal comments which makes a person feel bad or unsafe. Examples include:

- teasing to cause embarrassment
- threatening to cause harm to others
- teasing others about their appearance or clothes

Physical harassment is unwanted behavior of a physical nature. Examples include:

- pushing
- hitting
- hurting others

Physical harassment, in some cases, is against the law and is defined as assault, battery or disorderly conduct.

Intimidation is unwanted threats to cause harm. Examples include:

- telling others to watch their back
- telling others that someone else is going to beat them up
- going out of one's way to be physically close to others to scare them

Local school policies, along with state and federal laws, prohibit these types of harassment in schools. Whenever these types of harassment occur, please report them to your school principal for investigation immediately.

Discipline Referral Form

Name of Student: _____

Date of Incident: _____

Level of Incident (circle one): 1 2 3

Number of Times Student has displayed this behavior (refer to behavior log): _____

Brief summary of incident and inappropriate behaviors displayed by student:

Teacher's Signature: _____ Date form filled out: _____

Actions taken by teacher (check applicable items):

- _____ 1. Discussed inappropriate behaviors with student
- _____ 2. Citation has been made in student's behavior log
- _____ 3. Student has been given a detention for the inappropriate behaviors listed above.

The student will serve the detention on the following date: _____ . Parents
were notified on _____.

- _____ 4. Principal has been notified of inappropriate behaviors
- _____ 5. Other actions taken by teacher (Please describe): _____

Actions taken by principal (check applicable items):

- _____ 1. Discussed inappropriate behaviors with student and documented in Principal's Log.
- _____ 3. Student has been given a detention for the inappropriate behaviors listed above.

The student will serve the detention on the following date: _____ . Parents
were notified on _____.

- _____ 3. Student has been suspended from school on _____.
- _____ 4. Law enforcement has been notified on _____.
- _____ 5. Other actions taken by principal (describe): _____

Principal Signature: _____ Date: _____

Copies of this form to: _____ Teacher _____ Parents _____ Discipline File _____ Student File

Work Night Referral

Name of Student: _____

Homeroom Teacher: _____

Dear Parent/Guardian:

Your child has missing or late assignments in the classes checked below that can still be handed in for credit. Your child has two options to choose from to make up the missing or late work for full or partial credit.

Option #1

Your child could hand in the missing or late assignments prior to the work night date listed on this form for full or partial credit.

OR

Option #2

Your child could attend the work night on Tuesday, or Thursday _____ from 3:08 until 4:00 p.m. This will give your child extra time to complete missing or late assignments for the classes checked below for full or partial credit.

If your child does not hand in the missing or late assignments prior to the work night date listed above or attend the work night on the date listed above then he or she will not receive any full or partial credit for any missing or late work due prior to the work night date. Please consider this an opportunity for your child to make up missing or late assignments for the classes for full or partial credit. The classes in which your child has missing or late assignments are checked below:

_____ English

_____ Literature

_____ Mathematics

_____ Science

_____ Social Studies

_____ Exploratory

Signature of Homeroom Teacher: _____ Date: _____

Please contact your child's teacher at 962-3676 if you have any questions or concerns regarding this report or would like to meet with your child's teacher.

DISCIPLINE PLAN (Grades 5 – 12)

As a student at Colfax Schools you are expected to show proper respect for other students and staff at all times. The following policy is in effect for all students:

Detentions:

Detentions will be served from 3:15 until 4:30 on Tuesday s and Thursdays. Students will be notified by the principal 24 hours in advance of the detention. Failure to show for detention will result in suspension and will follow the step procedure.

1. Policy #4033, (Caps, hats, bandannas). Wearing hats in the building during school hours is prohibited. Clothing which is imprinted with suggestive, obscene, “double meaning” or makes reference to alcohol or other illegal drugs will not be permitted to be worn during the regular school day. Any other dress or grooming which disrupts the educational process or causes health or safety concerns is prohibited. If a student is inappropriately dresses, the student will be required to change before being allowed back into school. Students who do not comply with this policy will be suspended from immediately and parents will be notified. This is in effect from 8:10 – 3:08 each day while in the building. Penalty—detention.
2. No coats or jackets will be allowed to be worn within the building between 8:10 – 3:08 each day. Penalty—detention. Failure to remove coat when asked will result in student being sent to the office.
3. No pop in hallways, lockers, or classrooms. No food in hallways or classrooms. Failure to comply will result in a detention.
4. Swearing and inappropriate language is not permitted in the halls or classroom. Penalty—detention. Swearing at any staff member (teachers, cooks, secretaries, janitors, etc.) will result in suspension. In addition, a disorderly conduct citation will be issued with the Colfax Police Dept.
5. Misbehavior in the lunchroom or hallways will result in a detention.

Once a student is sent to the office, the following steps are in effect:

1. First offense – Sent to the office, talk to the Principal and letter sent to parents. One day suspension from school and activities.
2. Second offense – Conference with parents, student, principal, and teacher. Two day suspension from school.
3. Third offense – 3 day suspension from school.
4. Fourth offense – 5 day suspension from school.
5. Further offenses – will be referred to Superintendent and School Board for a possible expulsion hearing.

Leaving School without Permission:

1. First offense – Detention to be determined by hours absent hour/hour, parents notified.
2. Second offense – Detention with letter sent to parents.
3. Third offense – Conference with parents. One day suspension.
4. Fourth offense – Three day suspension and truancy action.
5. Repeated offenses referred to Superintendent and School Board.

Tardiness:

1. Every 3 tardies – one detention. Refusal to go to detention will be 1 day suspension.

DISCIPLINE PLAN (CONTINUED)

Additional Expulsion Grounds (Assembly Bill 116):

This new law creates grounds for expulsion in addition to existing grounds for expulsion. Under this new law a school board may expel from school a pupil who is at least 16 years old if the school board finds that the pupil repeatedly engaged in conduct while at school or while under the supervision of a school authority that disrupted the ability of school authorities to maintain order or an educational atmosphere at school or at an activity supervised by a school authority and that such conduct does not constitute grounds for expulsion under existing law, and the school board is satisfied that the interest of the school demands the pupil's expulsion.

Use or Possession of Tobacco in School, at School Activities, or While Riding the Bus:

1. First offense – Parents notified, 24 hour notice given. One day suspension. Referral to Colfax Police Department. Ages 10-15, fine of \$25.00; Ages 16-17, fine of \$55.74 (includes municipal costs).
2. Second offense – Parents notified, 24 hour notice given. Two day suspension. Referral to Colfax Police Department. Ages 10-15, fine of \$25.00; Ages 16-17, fine of \$86.50
3. Third offense – Parents notified. Student, parent, principal conference. Three day suspension. Referral to Colfax Police Department. Ages 10-15, fine of \$25.00; Ages 16-17, fine of \$148.00.
4. Fourth offense – Parents notified. Five day suspension. Referral to Colfax Police Department. Ages 10-15, fine of \$25.00; Ages 16-17, fine of \$271.00

The District shall not discriminate in standards or rules of behavior or disciplinary action, including suspension and expulsion, on the basis of sex, race, religion, national origin, color, ancestry, creed, pregnancy, marital or parental status, sexual orientation, physical, mental, emotional or learning disability or handicap. Discrimination complaints shall be handled in accordance with established procedures.

Acceptable Internet Use Policy

Access to computer, network, and internet equipment and software offers students and staff an almost unlimited source of resources and information. Students and staff will have the privilege of searching the internet for expert resources, communicating with others from around the world, and participating in various distance-learning activities. But with the use of these powerful tools comes great responsibility. Access to these resources is a privilege, not a right. Students and staff are advised that some internet sites may contain offensive or inappropriate information, messages, and pictures for an educational setting. The School District of Colfax does not condone or permit the use of such material. Therefore, access to the internet is granted only on the condition that students and staff agree to be accountable for appropriate use of these resources. In addition to any information and technology security procedures, guidelines and procedures that govern computer and network use in the School District of Colfax, the statements listed below guide acceptable use of internet resources by students and staff:

Students and staff from the School District of Colfax are prohibited from engaging in the following activities related to the use of the internet:

1. Employ the network for personal financial gain or commercial purposes.
2. Violate regulations prescribed by the network provider.
3. Engage in practices that threaten the integrity of the network (e.g., knowingly download files that contain a virus).
4. Write, use, send, download, or display obscene, threatening, harassing, or otherwise offensive messages or pictures, including pornography.
5. Use the equipment or network for any illegal activities, including the violation of copyright laws and/or software piracy.
6. Load or copy any software or other programs to or from organizational equipment unless written permission is explicitly granted by the network administrator.

Students and staff from the School District of Colfax are prohibited from engaging in the following activities related to the use of the internet:

1. Use anyone else's password, nor may they share their password with others.

2. Disclose anyone's personal information (e.g., address, phone number or confidential information), including their own or that belonging to students, community members and families, or staff members.
3. Use internet equipment for activities not related to school.
4. Use of the internet without the permission of a teacher.
5. Use equipment or facilities in a way that is inconsistent with the general rules of conduct that govern student behavior in the School District of Colfax.
6. Trespass into or in any way alter anyone else's folders, documents, or files.
7. Damage or mistreat equipment or facilities under any circumstances.
8. Intentionally waste computer resources.

Staff employed by the School District of Colfax are prohibited from engaging in the following activities related to the use of the internet:

1. Engage in personal business that is unrelated to the mission of the school or job performance.

Additional Information:

Communication over a network is frequently recognized as public by its very nature. Therefore, general rules and standards for professional behavior and communications will apply at all times. Students and staff should be advised that in an effort to maintain system integrity and to ensure responsible use, files and communications can and will be monitored. Students and staff should not under any circumstances expect that messages or files that created, modified, transmitted, received, or stored on organizational equipment are private. Students and staff who violate any of the above conditions will be subject to the suspension or termination of their internet and computing privileges, as well as other disciplinary action as determined appropriate by school officials.

Procedures:

All students, who attend the School District of Colfax, must read and sign an Acceptable Internet Use Agreement prior to using the internet at school. Parents/guardians of minor children must also read and sign an Internet Permission Letter. (See attached documents)

Colfax High School Student Guidelines for Acceptable Internet Use*

Access to computer, network, and internet equipment and Software at Colfax High School offers students an almost unlimited source of resources and information to support their educational development. Under staff supervision, students will have the privilege of searching the internet for expert resources, communicating with other students from around the world, and participating in various distance-learning activities. But with the use of these powerful tools comes great responsibility. Access to these resources is a privilege, not a right. Students are advised that some internet sites may contain offensive or inappropriate information, messages, and pictures for an educational setting. Colfax High School does not condone or permit the use of such material. Therefore, access to the internet is granted only on the condition that a student agrees to be accountable for appropriate use of these resources. In addition to all information and technology security procedures, guidelines and procedures that govern computer and network use at Colfax High School, the following statements guide acceptable use of internet resources by all high school students:

1. Students may not use equipment or facilities in a way that is inconsistent with the general rules of conduct that govern student behavior at Colfax High School.
2. Students may not damage or mistreat equipment or facilities under any circumstances.
3. Students may not intentionally waste computer resources.
4. Students may not employ the network for personal financial gain or commercial purposes.
5. Students may not violate regulations prescribed by the network provider.
6. Students may not engage in practices that threaten the integrity of the network (e.g., knowingly download files that contain a virus).
7. Students may not write, use, send, download, or display obscene, threatening, harassing, or otherwise offensive messages or pictures, including pornography.
8. Students may not use the equipment or network for any illegal activities, including the violation of copyright laws and/or software piracy.
9. Students may not load or copy any software or other programs to or from organizational equipment.
10. Students may not use anyone else's password, nor may they share their password with others.
11. Students may not trespass into or in any way alter anyone's folders, documents, or files.
12. Students may not disclose anyone's personal information (e.g., address, phone number or confidential information), including their own of that belonging to fellow students, community members and families, or staff members.

Students should be advised that in an effort to maintain system integrity and to ensure responsible use, files and communications can and will be monitored. Students should not under any circumstances expect that messages or files created, modified, transmitted, received, or stored on organizational equipment are private. Students who violate any of the above conditions will be subject to the suspension or termination of their internet and computing privileges, as well as other disciplinary action as determined appropriate by school officials.

Student: "I have read these Colfax High School Student Guidelines for Acceptable Internet Use and agree to use the internet and all associated equipment and information in a way that is consistent with these policies. I understand that failure to do so will result in the loss of my internet privileges and/or other disciplinary action as deemed appropriate by school officials."

Signature: _____

Printed Name: _____

Date: _____/_____/_____

* This agreement should be accompanied by a signed and dated Parent/Guardian Internet Permission Letter.

School District of Colfax Parent/Guardian Internet Permission Letter*

Dear Parent/Guardian

We are pleased to offer students at the School District of Colfax access to the Internet. The Internet is a global computer network that is used by educators, students, government, business, and a host of other organizations and individuals to communicate electronically. As a learning resource, the Internet is similar to books, magazines, video, CD-ROM, and other information source, except it quite literally enables students to explore countless numbers of computer networks, libraries, and databases from throughout the world. Use of the Internet for educational purposes will assist students in identifying resources, gathering information, and developing the technical skills they will need for life and work in the twenty first century.

It must be made clear, however, that although your child's use of the Internet will be supervised, we cannot guarantee that a student will not be able to access information that you might consider to be objectionable. Therefore, it is imperative that both students and their parents be aware of each individual student's responsibility for ethical and appropriate Internet use. Just as students are expected to behave properly in the classroom and school hallways, they will also be required to behave responsibly while using school computers and networks. Technical resources are provided to help students meet their information needs within the context of teacher-planned assignments and school-sponsored activities. Access to these resources, however, is a privilege, not a right. It is permitted only on the condition that a student agrees to act in a responsible manner. School staff reserves the right to suspend or terminate the use of the Internet by any student who violates these policies. Similarly, Internet use is subject to all policies and regulations that govern student behavior in other school activities.

Please review the attached Student Guidelines for Acceptable Internet Use agreement that your child will be required to read and sign before being granted Internet access. We encourage you to take advantage of this opportunity to discuss your family's values with your child and how they, too, should affect Internet use. Please feel free to contact your school principal if you have any questions about Internet use or Internet policies at Colfax High School. You are not required to grant permission for your child to access the Internet, but we firmly believe that Internet use in an approved educational setting, with specific educational objectives, and under appropriate supervision will prove to be a positive learning experience for your child.

Parent/Guardian: "I have read this letter and the School District of Colfax Student Guidelines for Acceptable Internet Use, and give permission for my son/daughter to use the Internet."

Signature: _____
Printed Name: _____
Date: _____/_____/_____

Student: "I have read or been read the Student Guidelines for Acceptable Internet Use as attached and agree to use the Internet in a way that is consistent with these policies. I understand that failure to abide by these policies will result in the loss of my Internet privileges and/or other disciplinary action as deemed appropriate by school officials."

Signature: _____
Printed Name: _____
Date: _____/_____/_____

* Any minor should present written permission from a parent/guardian before receiving access to the Internet.

SCHOOL DISTRICT OF COLFAX
CODE OF STUDENT CONDUCT POLICY

In accordance with Wis. Stats. 118.164 and 120.13 (1) (a)

Statement of Principle

The School District of Colfax (hereafter referred to as the District) recognizes and accepts its responsibility to create, foster, and maintain an orderly and safe class environment, conducive to teaching and to the learning processes. Every member of the school community is expected to cooperate in this central mission. Staff, including administrators and teachers, must use their training, experience and authority to create schools and classes where effective learning is possible. Students are expected to come to school, and to every class, ready and willing to learn. Parents should be aware of their children's activities, performance and behavior in school, and are asked to cooperate and consult with the school to prevent or address problems.

The District has a legal duty to make its school as free as possible of the dangers of violence, weapons, drugs, and other behavior harmful to the educational environment. This duty is enforced through the District's policy on suspension and expulsion, which provides procedures by which students may be removed from the school community either temporarily, or in the case of certain expulsions, permanently.

But equally important, the District owes its students, as a group, the opportunity to attend school as free as reasonably possible from unnecessary and unwarranted distraction and disruption, particularly by those relatively few students who, for whatever reason, are unwilling, unready or unable to avail themselves of the opportunity for an education. Such behavior, while not necessarily so serious or pervasive to warrant suspension or expulsion, can be nearly as destructive to the educational environment. Such behavior warrants, at a minimum, that the student be removed temporarily from the class or activity ("short term removal" or "temporary removal"). Such removal serves the multiple purposes of eliminating (or minimizing) the disruption, or reinforcing the District's strong commitment to an appropriate educational environment, and of allowing a "cooling off" period, for disciplinary or other reasons, short of suspension or expulsion.

In other circumstances, the student's conduct, or the best interest of the student and the other members of the class, may warrant longer term removal from the class ("long term removal"). Long term removal may, but need not always, be for disciplinary purposes.

Beginning August 1, 1999, a teacher employed by the District may temporarily remove a pupil from the teacher's class if the pupil violates the terms of this Code of Student Conduct ("the Code"). In addition, long term removal of a student will be possible if the building administrator upholds a teacher's recommendation that a student be removed from the class for a long period of time. Removal from class under this Code does not prohibit the District from pursuing or implementing other disciplinary measures, including but not limited to detentions, suspensions or expulsion, for the conduct for which the student was removed.

1. WHAT ARE THE GROUNDS FOR DISCIPLINARY REMOVAL FROM CLASS?

A student may be removed from class for conduct or behavior which (a) violates the District's policies regarding suspension or expulsion; (b) violates the behavioral rules and expectations set forth in the Student Handbook; (c) is disruptive, dangerous or unruly; (d) which otherwise interferes with the ability of the teacher to teach effectively; or (e) which is incompatible with effective teaching and learning in the class.

Removal is a serious measure, and should not be imposed in an arbitrary, casual or inconsistent manner. Behavioral expectations are always more constructive, and more likely to be followed, where their terms are communicated as clearly as possible to students and staff. However, it is neither possible nor necessary to specify every type of justify removal under this Code. A teacher's primary responsibility is to maintain an appropriate educational environment for the class as a whole. Therefore, notwithstanding the provisions of this Code, in every circumstance the teacher should exercise his or her best judgment in deciding whether it is appropriate to remove a student temporarily from class.

In ordinary circumstances and in practical terms, a teacher's decision to remove a student temporarily from class will stand. However, there may be circumstances when the building administrator may, exercising his or her discretion, overrule the teacher's decision to remove the student, and return the student to class.

- a. Behavior that violates the District's policies on suspension and expulsion.

The District Policies regarding suspension and expulsion are set forth in school board policy #4017. It should be noted that decisions regarding suspension are made by building administrators, and recommendations for expulsion are made by the District's central administration. Thus, a teacher's decision to remove a student from class for behavior that violates the District's policies regarding suspension and expulsion may, but does not necessarily, mean that the student will also be suspended or expelled.

- b. Behavior that violates the behavioral rules and expectations in the Student Handbook.

The Student Handbook contains behavioral expectations for the individual schools in the District. These rules and expectations are generally explained and discussed with the students near the beginning of each school year. Such discussions should include an explanation of this Code, and the District's policy regarding removal.

- c. Behavior which is disruptive, dangerous or unruly.

Notwithstanding any inconsistent or contrary provisions in the District's policies regarding suspension and expulsion, or in the Student Handbook, for the purposes of this Code the following behavior, by way of example and without limitation, may be determined to be disruptive, dangerous or unruly so as to warrant removal from class:

- Inappropriate physical contact intended or likely to hurt, distract or annoy others, such as hitting, biting, pushing, shoving, poking, pinching, or grabbing.
- Inappropriate verbal conduct intended or likely to upset, distract or annoy others, such as name calling, teasing, or baiting.
- Behavior that may constitute sexual or other harassment.
- Repeated or extreme inappropriate verbal conduct likely to disrupt the educational environment, particularly when others are talking (e.g. lecture by teacher, response by other student, presentation by visitor) or during quiet (study) time.
- Throwing any object, particularly one likely to cause harm or damage, such as books, pencils, scissors, etc.
- Inciting other students to act inappropriately or to disobey the teacher or school or class rules, including without limitation inciting others to walk out.
- Destroying the property of the school or another student.
- Loud, obnoxious or outrageous behavior.

- d. Behavior which interferes with the ability of the teacher to teach effectively.

Students are required to cooperate with the teacher by listening attentively, obeying all instructions promptly and responding appropriately when called upon. A student's non-compliance may, in turn, distract others either by setting a bad example or by diverting the class from the lesson to the student's inappropriate behavior. By way of example and without limitation, a student may be removed for behavior which constitutes:

- Open defiance of the teacher, manifest in words, gestures or other overt behavior.
- Open disrespect of the teacher, manifest in words, gestures, or other overt behavior.
- Other behavior likely or intended to sabotage or undermine the instruction.

- e. Behavior which is inconsistent with class decorum and the ability of others to learn.

In addition, there may be grounds for removal for behavior which, though not necessarily violative of the provisions of (a) through (d) [above], is inconsistent with basic classroom decorum. Such behavior may, in the determination of the teacher, warrant removal because of its interference with the ability of others to learn effectively. Such behavior may include, without limitation, sleeping in class, blatant inattention, or other overt or passive refusal or inability to engage in class activities.

2. WHAT ARE OTHER, NON-DISCIPLINARY REASONS FOR REMOVAL OF A STUDENT FROM CLASS?

In some cases, a teacher may believe that a student should be removed from the class for the good of the student and in the best interests of the class as a whole. Such reasons may, but need not, be disciplinary in nature, and include, for purposes of illustration and without limitation, irreconcilable personality differences or issues between the student and other students, or race circumstances, between the student and the teacher.

3. WHO MAY REMOVE A STUDENT FROM CLASS?

Any student may be temporarily removed from class under this Code by a teacher of that class. For the purpose of this Code, “student” means any student enrolled in the District, exchange student, or student visitor to the District’s school.

Any student may be removed on a long-term basis from a class based upon the request of a teacher as upheld and implemented in the discretion of the building administrator.

For the purpose of this code, a “class” is any class, meeting or activity which students attend, or in which they participate while in school under the control or direction of the District. This definition of “class” includes, without limitation, regular classes, special classes, resource room sessions, labs, library time, counseling groups, assemblies, study halls, lunch, or recess. “Class” also includes regularly scheduled District-sponsored extracurricular activities, either during or outside of school hours. Such activities include, by example and without limitation, District sponsored field trips, after-school clubs, and sporting activities.

A “teacher” is any certified instructor, counselor, nurse, or administrator in the employ of the District.

A “teacher of that class” means the regularly assigned teacher of the class, or any teacher assigned to teach, monitor, assist in or oversee the class. This definition includes, without limitation, any assigned substitute teacher, proctor, monitor, or group leader. Where there is more than one teacher in a class, any teacher may remove a student from that class, upon informing the other teacher(s) of his/her intent to do so. It is advisable, though not absolutely required, that all teachers of a class assent to the removal of the student.

A “building administrator” means a principal of a school, or other individual duly designated by the building administrator of District Administrator.

4. WHAT PROCEDURES MUST BE FOLLOWED IN TEMPORARILY REMOVING A STUDENT FROM CLASS?

Except where the behavior is extreme, a teacher should generally warn a student that continued misbehavior may lead to temporary removal from class. When the teacher determines that removal is appropriate, the teacher should take one of the following courses of action:

- a. Instruct the student to go to the main office for the period of removal. In such case, the teacher will send a note with the student.
- b. Obtain coverage for the class and escort the student to the main office.
- c. Seek assistance from the main office or other available staff. When assistance arrives, the teacher or the other adult should accompany the student to the main office.

When the student arrives at the main office, the building administrator or designee should give the student an opportunity to briefly explain the situation. If the building administrator or designee is not available immediately upon the student’s arrival, the student should be taken to the removal area, and the administrator or designee should speak to the student as soon as practicable thereafter. For the purposes of short term removal, it is not necessary to obtain witnesses or to otherwise verify the student’s accounts of the situation.

Within twenty-four (24) hours or one business day of the removal, whichever is longer, the teacher shall submit to the building principal or designee a short and concise written explanation of the basis for the removal. Such information may be submitted on a form provided by the building administrator or designee.

As soon as practicable, but in any event within twenty-four (24) hours of removal, the building administrator shall inform the student’s parents that the student was removed from class. Such notice may be by telephone. The parents of the student shall be sent written notice of the removal postmarked within two business days of the removal. Such

written notice shall specify the class from which the student was removed, the duration of the removal, and the basis for the removal as stated by the teacher. The building administrator or designee shall keep written logs or records regarding unsuccessful attempts to contact the parents in accordance with this provision.

5. WHERE SHALL STUDENTS BE SENT PENDING, AND DURING SHORT TERM REMOVAL FROM CLASS?

Prior to the initiation of the 1999-2000 school year, each building administrator shall designate a room or other suitable place where students shall remain during any period of removal from the classroom (the "short-term removal area").

Students who are removed by their teachers must immediately and directly go, or be taken, to the main office. For the duration of the removal, the student shall stay in the short term removal area. In the discretion of the building administrator or designee, the student may instead be sent to another appropriate class, program or educational setting, provided the student is supervised in such alternative setting. The building administrator should also take steps to ensure that the students are supervised while in the short term removal area. In general, students should be required to do work of an academic nature while in the short term removal area. Such work should ordinarily be related to the work in the class from which the student was removed, or may be related to the student's misconduct (e.g. writing an apology or account of the situation). In no event should students' time in the removal area be recreation or other free time.

6. HOW LONG SHALL A SHORT TERM REMOVAL LAST?

Removal is a serious matter, and should not be taken lightly either by the teacher or the student. In most cases, a student shall remain in the short term removal area for a least the duration of the class or activity from which she or he was removed, or for at least forty-five (45) minutes, whichever is longer. Prior to allowing the student to resume his/her normal schedule, the building principal or designee shall speak to the student to determine whether the student is, or appears to be, ready and able to return to class without a recurrence of the behavior for which the student was removed. In the event it is not deemed appropriate to return the student to regular classes, the building administrator or designee shall either retain the student in short term removal, or, where necessary, appropriate and practicable, shall take steps to have the student sent home.

7. WHAT ARE THE PROCEDURES FOR LONG-TERM REMOVAL?

Long-term removal is an extremely serious step, which should not be undertaken hastily or for less than compelling reasons. Such a step could have profound consequences for the affected students and his or her class, as well as any new class or teacher to which the student may then be assigned. For these reasons, long-term removal should not ordinarily be considered or implemented except after a thorough consultation, including a thorough consideration of alternatives between the teacher(s) and the building principal or designee. For the same reasons, long term removal should not ordinarily be considered on the basis of a single incident. Unlike short term removal, the ultimate decision regarding long-term removal resets with the building administrator.

Where a teacher believes that the best interests of the student and/or the class require long term removal, the teacher should so notify the building administrator in writing. Such statement should set forth as clearly and completely as possible (a) the basis for the removal request; (b) the alternatives, approaches and other steps considered or taken to avoid the need for the removal; (c) the impact, positive and negative, on the removed student; and (d) the impact, positive and negative, on the rest of the class.

Upon receipt of such statement, the building administrator may, in his/her discretion, consult with the teacher and /or other District staff. In most cases, it is appropriate to inform and consult with the parents of the student, and the student, involved in the request for long-term removal.

Following consideration of the teacher's statement and any other information, the building administrator shall, in his/her discretion, take one of the following steps:

- a. Place the student in an alternative education program as defined by law;
- b. Place the student in another class in the school, or in another appropriate place in the school;
- c. Place the student in another instructional setting; or
- d. Return the student to, or retain the student in, the class from which he or she was removed or proposed to be removed.

In any event, a student in long-term removal must continue to receive an educational program and services comparable to, though not necessarily identical with, those of the class from which he/she was removed. Such program need not be in the precise academic subject of the student's former class.

Long-term removal is an administrative decision not subject to a formal right of appeal. However, the parents of the student, and/or the student, shall have the right to meet with the building administrator and/or the teacher(s) who made the request for removal. Where possible, such meeting shall take place within three (3) business days of the request for a meeting. At the meeting, the building administrator shall inform the parents and/or student as fully as possible regarding the basis for the removal, the alternatives considered, and the basis for any decision. However, nothing in this Code shall prevent the building administrator from implementing a removal to another class, placement or setting prior to any meeting, and notwithstanding the objection of the parent(s) or student.

8. WHAT DISCRETION OF FLEXIBILITY IS APPROPRIATE FOR INDIVIDUAL TEACHERS, ADMINISTRATORS, AND SCHOOLS?

It is expected that administrators and teachers will meet prior to the implementation of this Code to arrive at a consensus regarding how its provisions should be interpreted and applied. However, this Code, and the procedures regarding removal, is intended primarily as tools to assist teachers to maintain an appropriate educational environment in their classes. Therefore, different teachers may have somewhat different views and practices regarding removal of students from their classes, either long or short-term.

Similarly, there are many, clear differences between the needs and practices of schools serving different grade levels. Just as there are different behavioral expectations for elementary and high school students, the standards for removal may well differ from one school, grade, or class to the next.

Teachers and administrators of each school are encouraged to discuss their individual views, philosophies and practices regarding removal of students.

9. TO WHAT EXTENT IS REMOVAL APPLICABLE TO STUDENTS IDENTIFIED AS DISABLED UNDER THE IDEA?

Some different rules and consideration apply for students identified as required special education services under the IDEA or Section 504. In particular, placement for such students is a decision of the student's IEP team, subject to stringent procedural safeguards, and cannot be made unilaterally by teachers or the administration. In addition, most students covered by the IDEA should have a behavior plan, which will address (a) whether and to what extent the student should be expected to conform to the behavioral requirements applicable to non-disabled students; and (b) alternative consequences or procedures for addressing behavioral issues. It is highly advisable that all IEP teams address these issues, and this Code, at least annually, setting forth the consensus of the IEP teams regarding behavioral expectations and consequences.

Notwithstanding these issues, students identified as requiring special education services under the IDEA or Section 504, in general, be temporarily removed from class under the same terms and conditions as non-disabled students.

For the reasons noted above, no change in placement for more than ten (10) school days may be made for a student with disabilities outside of the IEP process. This ten (10) day limit applies to out of school suspensions as well as days of removal.

10. HOW WILL THIS CODE BE COMMUNICATED TO PARENTS AND STUDENTS?

Prior to the 1999-2000 school year, a copy of this Code shall be sent to each parent in the District. In addition, this Code shall be provided to, and discussed with, students of the District early in the 1999-2000 school year.

The District shall not discriminate in standards and rules of behavior, including student harassment, on the basis of sex, race, religion, national origin, color, ancestry, creed, pregnancy, marital or parental status, sexual orientation, physical, mental, emotional or learning disability or handicap. Discrimination complaints shall be handled in accordance with established procedures.

Dunn County Truancy Court

Information for Parents and Students Who Have Been Referred to Truancy Court

Goal

The Goal of Dunn County Truancy Court is to assure that youth receive the appropriate education that will prepare them for adult rights and responsibilities.

Absences

A student is counted truant for the **entire** day if **any** class, including Homeroom, is missed without a valid excuse for that day. If the student misses five (5) days in a semester without an acceptable excuse, the student may be referred to Truancy Court for habitual truancy.

What You Can Expect in Court

First Appearance in Court:

The student must appear in court on the day and time stated on the “Truancy Summons.” If the student does not come to court, a *capias* (warrant) may be issued for the student’s arrest. Parents are strongly encouraged to attend court.

The Judge will review the school’s attendance records. If the Judge finds that the student had missed five or more days of school, the Judge can order any of the following:

- Attend school without any unexcused absences.
- Anything which might help the student with school attendance, such as a curfew, loss of work permit, revocation of hunting/fishing license.
- Be assigned a mentor.
- Order the parents to attend school with the child or pay a fine.
- Loss of a driver’s license for up to one year.
- Forfeiture up to \$500.
- Reappear in Court in 30 days to determine if the Court Order had been followed.
- Participate in counseling or community service.

If Court Order is NOT Followed

- Judge can again order the student to reappear in Court to review whether the Court Order has been followed.
- Judge can refer the case to another Circuit Judge for a Sanction Hearing (A Sanction Hearing is to determine if the student should be punished for not following the Court’s Order).

Sanction Hearing

If the Court finds that the student **did not** do what the Court ordered, the Court may order any of the following:

- Send the student to Secure Detention (Jail) or Non-Secured Detention for up to five (5) days.
- Take away the student’s driving, hunting/fishing license or work permit for up to a year.
- Order the student to provide 25 hours of work without pay (Community Service).
- Order a forfeiture for up to \$500.

Secure Detention (Jail)

Students ordered to secure need to know the following:

- The parents can be ordered to pay for each day the student is in detention (these costs may be over \$100 per day).
- The student must report to the secure detention facility at 4:00 p.m. on the day ordered unless ordered otherwise.

Nothing is to be brought along except for the clothes that are being worn.

What Parents Can Do

- Contact the school Guidance Department to determine how you can be a partner in your child's education.
- Help your son/daughter accept personal responsibility.

For More Information

- Local School District
- Dunn County Department of Human Services
- Sheriff's Department
- Local Police Department
- Positive Alternatives (Teen Care)

[Forms /Truancy Brochure.doc (Angie S. – 5/27/99)]

Seventh Grade Life Science

Overview

Life Science examines plants and animals and the interrelationships between living things and their environment. Life Science integrates Zoology, Botany, Ecology and the Physiology of several organisms including that of man.

Objectives

Students will:

- State characteristics living things have in common.
- List main structures of various plants and describe their function.
- Classify plants based upon their structures.
- List structures of animals that allow those animals to take in food, get rid of wastes, take in oxygen, reproduce, and respond to their environment.
- Classify animals based upon their structures.
- Describe main organ systems of a human and its function.
- Appreciate animal and plant diversity.
- Appreciate Earth's ecosystems and develop a sense of stewardship.

Requirements

To be successful in Life Science, students must do the following:

- Complete textbook reading assignments
- Complete short written daily assignments
- Successfully perform on written unit tests
- Maintain a notebook for notes
- Keep a folder for collecting additional information
- Participate in class discussion

Sixth Grade Physical Science

The sixth grade science curriculum centers on physical science and includes the following units:

- Sound
- Light
- Chemistry
- Electricity
- Forces and Motion

The main emphasis of the year is using the scientific method in hands-on lab experiences. Students explore topics by asking questions, forming hypotheses, designing experiments, observing results, recording data, and drawing conclusions. They learn to organize and display data in many forms. They also learn to think critically as scientists do about the observations and data they collect. Students are taught to view science as a body of knowledge which is continually changing. Science vocabulary is learned in the context of experience.

Lessons are built on the Wisconsin Academic Excellence Standards which call for content to be related to real world applications. Student experiment in order to learn concepts which can be applied in their daily lives. They make connections between science and other disciplines. They are involved in construction their own science knowledge by means of firsthand experience.

Regular emphasis is given to the history of science so that students learn to appreciate the work of the great minds who have studied science throughout the history of humankind.

Eighth Grade Earth Science

Overview

Earth science examines the structure and systems of the earth. In addition, the Earth's position in the universe is examined. Basic earth science concepts of geology, meteorology, astronomy, hydrology, and basic chemistry are integrated in earth science class.

Objectives

Students will:

- Describe factors influencing weather and climate.
- List influences water has directly and indirectly on our planet.
- Identify common rocks and minerals found in Wisconsin.
- Describe the processes involved in determining the earth's age.
- Identify objects found in our solar system.
- Use the scientific problem-solving method to determine truth of various theories.
- Appreciate the uniqueness of our planet as it continues its journey through space and time.

Requirements

To be successful in Earth Science class, students must do the following:

- Maintain a positive attitude and come prepared
- Complete textbook reading assignments
- Complete short written daily assignments
- Collect and correctly identify rocks and minerals
- Construct models relating various earth science concepts.
- Participate in class discussions
- Maintain a notebook for notes and folder for storing papers

Sixth Grade Language Arts

The Writing Handbook within *The Writer's Craft* includes mini-lessons in the writing process, style, and academic skills. Grammar is taught through *Daily Oral Language* and the Grammar and Usage Handbook within *The Writer's Craft*. *The Writer's Craft* includes writing strands for grades 6, 7, and 8. The sixth grade writing strands in the Writer's Workshops include:

Personal and Expressive Writing –

Writing from your Journal
Friendly Letter

Responding to Literature –

Personal Response
Book Review

Observation and Description –

Describing People and Places
Cultures and Customs

Informative Writing: Reports –

Report of Information
Family History

Narrative and Literary Writing –

Personal Narrative
Writing Poems

Informative Writing: Explaining *How* –

Directions
Explaining with Graphics

Persuasion –

Seventh Grade Language Arts

Overview

The Seventh Grade Language Arts class uses two textbooks, Discoveries in Literature and The Writer's Craft. The literature textbook contains classical, traditional, and contemporary selections complemented by aids that develop the skills necessary for understanding and appreciating literature. The writing textbook reinforces and understanding of the writing process, and encourages students to discover their personal writing style.

Objectives

As a result of doing the required reading and writing exercises, the seventh grade Language Arts students should be able to:

- Develop their literacy skills, including computer literacy
- Increase their verbal and written vocabularies
- Use and appreciate the dictionary as a life-long tool
- Write a variety of sentence types: simple, compound, and complex
- Recognize the eight parts of speech and use them effectively in written and oral language
- Understand the literary concepts of plot, setting, characterization, theme, etc.
- Develop an appreciation of poetry
- Read a wide variety of books
- Demonstrate competence in informative writing, expressive writing, descriptive writing, narrative writing, and persuasive writing.
- Become a good citizen

Sixth Grade Saxon Math 76

The goal of Saxon Math 76 is for students to learn and remember the foundational skills of mathematics. For this to occur it is essential that all practice problems and all problem sets be completed by the student. The book consists of daily lessons and investigations sequenced to develop a spectrum of skills and concepts. Each daily lesson had four components: warm-up activities that include facts practice, mental math practice, and a problem-solving opportunity; explanation of the new increment, the practice problems, and the problem set. Investigations are variations of the daily lesson. Assessments are given every five lessons.

Saxon Math 76 is correlated to Wisconsin's Model Academic Standards. Students will draw on a broad body of mathematical knowledge and apply a variety of mathematical skills and strategies, including reasoning, oral and written communication, and the use of appropriate technology. Students will use numbers effectively for various purposes, such as counting, measuring, estimating, and problem solving. Students will be able to use geometric concepts, relationships and procedures to interpret, represent, and solve problems. Students will select and use appropriate tools (including technology) and techniques to measure things to a specific degree of accuracy. They will use measurements in problem-solving situations. Students will use data collection and analysis, statistics and probability in problem-solving situations; employing technology where appropriate. Students will discover, describe, and generalize simple and complex patterns and relationships. In the context of real-world problem situations, the student will use algebraic techniques to define and describe the problem to determine and justify appropriate solutions.

Seventh Grade Saxon Math 87

Seventh grade math is an incremental development program in which basic mathematical concepts and skill are reviewed and reinforces. Concepts, procedures, and vocabulary needed to succeed in upper level mathematics courses are introduced and developed with continual practice.

Included is the study of

- Fractions
- Decimals
- Percents
- Ratios
- Perimeter
- Circumference
- Area
- Volume
- Exponents
- Scientific notation
- Signed numbers

Students continually practice problem-solving techniques through word problems. The students are tested after every 5 lessons.

Eighth Grade Saxon Pre-Algebra

The 8th Grade math program represents the culmination of the study of pre-algebra mathematics. It contains all topics normally covered in pre-algebra courses as well additional topics from geometry and discrete mathematics.

Students who complete the course should be well-versed in the following areas: fractions, decimals, mixed numbers, signed numbers, numbers in base 2, arithmetic operations involving all these forms of numbers, order of operations, percents, proportions, ratios, divisibility, rounding, place value, unit conversions, scientific notation, and word problems involving these pre-algebra concepts.

Also introduced are rudimentary algebra topics such as the evaluation of algebraic expressions, simplification of algebraic expressions, and the solution of linear equations in one unknown. They will also be involved in an extensive amount of work with the geometric concepts of perimeter, area, surface area, volume, classification of geometric figures and solids, geometric constructions, and symmetry.

Eighth Grade Civics

The 8th Grade Civics program provides students with a comprehensive examination of the basic concepts, principles, and applications central to the study of civics. The curriculum is set up to meet four goals of civic education. The first goal is to provide students with a thorough understanding of our nation's system of government. The second goal is to instill in students the qualities of good citizenship that will enable them to put their knowledge into action. The third goal of the program is to provide students with the skills they need to participate fully in our democratic society. The fourth goal is to familiarize students with the contemporary issues that face our nation, so that they will make the wise decisions upon which our nation's future depends.

The curriculum is designed to inform students, to provoke their interest and concern, and to motivate them to take an active and effective role in our democratic society. It emphasizes the need for patriotism, civic-mindedness, loyalty to nation and community, and respect for the law. It also encourages students to develop the ability to think critically, to identify and understand both the nation's strengths and its shortcomings, and to find ways to draw on the strengths in order to take action to remedy the shortcomings.

Students develop their skills in communicating with others, making their points of view clear, and participation in citizenship activities that might make possible thoughtful changes within our political system.

To instill in the students and appreciation of the contemporary issues that face our nation, the civics course will cover such topics as energy conservation, interest groups, foreign relations, homelessness, inflation, equal rights, and criminal justice.

When the students have completed the civics course, we hope to have helped them continue in their development and growth towards becoming a responsible and contributing citizen of our society.

Sixth Grade Social Studies

The physical and cultural geography of the eight world regions is the focus of study. The physical geography portion includes the landforms, climate, and resources of each area. The cultural geography portion covers the people, economy, government, and arts and recreation of each area. The regions include:

- The United States and Canada
- Latin America
- Western Europe
- Eastern Europe and Northern Asia
- The Middle East and North Africa
- Sub-Saharan Africa
- Southern and Eastern Asia
- The Pacific

Within each of these units, a variety of map skills are covered and practiced through the use of Rand McNally's Classroom Atlas Program and Desk Map programs. Many of the unit objectives emphasize the geography standard found in the Wisconsin Model Academic Standards booklet.

MIDDLE SCHOOL EXPLORATORY COURSES

Environmental Education (Grades 7 & 8)

The goals of this course include stimulating an awareness and sensitivity to natural world; providing experiences that will reveal the diversity found in the natural world; and to encourage a personal sense of responsibility to preserve and perpetuate natural habitats.

Students will be required to participate in at least one “outside-of-class” activity that pertains to an environmental problem or to a solution of a problem. (Examples might be to help on paper picking or roadside cleanup.)

Art (Grades 7 & 8)

Students will work with design, coiled pottery, relief prints, calligraphy, painting, perspective, and portraiture. Various media will include pencil, markers, clay linoleum, acrylic paints and pen and ink.

Healthy Lifestyles (Grade 7)

The major goal of this class is to motivate each student to voluntarily take an active role in protecting, maintaining, and improving their own health. The curriculum is based on the multi-dimensionality of each student. The physical, emotional, social, intellectual, personal and ethical components of each person will be related to the concept of total health. The ten content areas (growth and development, mental and emotional, personal, family life, nutrition, disease prevention and control, safety and first aid, consumerism, substance use and abuse, and community health management) will be explored. Students will be required to do a special interest project within one of these areas during the class.

Careers (Grade 8)

Students will have the opportunity to explore many career possibilities. They will also learn what it takes to prepare for finding a job that includes such things as resumes, interviews, grooming, etc.

Grade Advancement/Promotion Policy (Grades 4 & 8) **(School District of Colfax)**

Policy #2015

This policy, along with Wisconsin Statutes, prohibit the grade advancement or promotion of students for social reasons from grades 4th to 5th and 8th to 9th solely on age beginning with the 2002-2003 school year. This policy aligns with Wisconsin Statutes Sections 118.145, 118.30, 118.33 (6)(a)1, 120.12 (2). Students must meet academic criteria established by the school district in order to advance to the next grade level between 4th and 5th grade and 8th and 9th grade. Every effort will be made by the district to monitor student progress at all grade levels to minimize the number of students who are unable to meet the criteria for grade advancement or promotion from grades 4th to 5th and 8th to 9th as outlined in this policy.

Grade Advancement Criteria for Non-exempt Students in 4th and 8th Grade:

For non-exempt students to advance from 4th grade to 5th grade and 8th grade to 9th grade, those students must complete one or more of the requirements listed in #1, #2, or #3 of this policy. Non-exempt students, who fail to meet the criteria as outlined in #1, #2, or #3, will be retained for another year in the appropriate grade level. (Exempt vs. Non-exempt Students: Wisconsin Statutes allow some students to be exempt from taking the WKCE tests. For example, an EEN student may be exempt only if it is indicated in his/her IEP. A minimal number of students will be exempt from taking the WKCE tests. Also, as is current law, parents can no longer have their children opt out of the tests.

Criterion #1: WKCE (Wisconsin Knowledge & Concepts Examination)

All non-exempt students in grades 4 and 8 must achieve a score of basic or above in the area listed below in order to advance to the next grade level.

- Reading
- Mathematics
- Social Studies
- Language Arts
- Science
- Writing (2.5 or above)

Non-exempt students, who meet the criteria in #1, are allowed to move onto the next grade level. Non-exempt students, who do not meet the criteria as outlined in #1, move onto #2.

Criterion #2: Academic Performance

Non-exempt students in grades 4 and 8 must have a 2.0 grade point average (2.0 GPA) and pass all classes in order to advance to the next grade level. (Non-exempt students must pass both semesters by having at least a D- or higher in all classes.

Non-exempt students, who meet the criteria in #2, are allowed to move onto the next grade level. Non-exempt students, who do not meet the criteria as outlined in #1 or #2, move onto #3.

Criterion #3: Other Academic Factors

Non-exempt students in grades 4 and 8, who have not met the criteria for grade advancement as outlined in #1 or #2 above, must follow alternative plans for grade advancement as approved by the district. The following options have been approved by the district.

- **Individual testing** (Grade advancement will occur if non-exempt students score no lower than one year below grade level through grade 4 and two grade levels through grade 8.)
- **Summer School/Remedial Classes** (Must receive "C" grades)
- 504 Plans (Meet the goals as outlined in the plan)
- **Individual Education Plans (IEP's)** for students with disabilities (Meet the goals as outlined in the IEP)

Non-exempt students, who meet the criteria in #3, are allowed to move onto the next grade level. Non-exempt students, who do not meet the criteria as outlined in #1, #2, or #3, see next paragraph on retention.

Retention:

Non-exempt students, who do not meet the criteria as outlined in #1, #2, or #3, are not allowed to go onto the next grade level. Non-exempt students must repeat the appropriate grade levels and follow the steps listed in this policy during the following school year. Any unusual circumstances that may result in exceptions on this policy will be referred to the District Administrator for review. The principal will contact the parents/guardians, in writing, of any students who have not met the criteria for grade advancement or promotion. This will be done as soon as all pertinent information is available. Parents/Guardians may appeal any decisions to retain students, in writing, within fourteen (14) calendar days of receipt of notification by the principal.

Transfer & Home-School Students:

Students who transfer into the district from another school or enroll here after being home-schooled will follow the steps below:

- Students will be tested individually to determine appropriate placement for reading, mathematics, etc.
- If applicable, transcripts will be reviewed to assist in determining appropriate placements for students.
- A committee comprised of the principal, guidance counselor, parents, and teachers will determine program options (i.e. 504 plan, IEP referrals, etc.) for students who do not have the prerequisites they need to be successful at their age-appropriate grade levels.
- Any unusual circumstances involving transfer or home-school students that may result in exceptions to this policy will be referred to the District Administrator for review.

Note: All relevant state and federal laws pertaining to alternative education, students with disabilities and LEP students shall apply.

**SCHOOL DISTRICT OF COLFAX
ENFORCEMENT PROCEDURES FOR STUDENT
ALCOHOL AND OTHER DRUG ABUSE POLICY VIOLATIONS
(Grade 6-12)**

Definition of Terms:

Illegal Substances, Controlled Substances or Other Mood or Mind-Altering Substances, Drug Paraphernalia: For purposes of District policy and this rule, the definition of illegal and controlled substances and drug paraphernalia shall be the same as those definitions that appear in Chapter 961 of the state statutes. Other mood or mind-altering substances not technically classified as illegal or controlled (e.g. inhalants) shall be included in this definition. For purposes of District policy and this rule, tobacco products will not be considered to be either an illegal substance, mood or mind-altering substance or controlled substance, unless such products are used in association with illegal substances, mood or mind-altering substances or controlled substances as defined in Chapter 961 of the state statutes, or if they are used in such a manner that they could be constructed to be drug paraphernalia.

Offense: A violation of District policy 4003.

Principal: The school principal or his/her designee who has disciplinary authority.

District-Approved Activities or Functions Off School Property: Activities or functions approved by the Colfax School District that take place off of property owned by the District such as, but not limited to, field trips and events held on property of other educational institutions.

Investigate: The principal or designee will have personal contact with the student to determine if the student has in fact violated District policy or this rule.

School Property: All property owned by the Colfax School District.

Selling or Distribution: Giving or receiving an illegal substance, mood or mind-altering substance, controlled substance, alcohol or drug paraphernalia to or from another. Distribution shall not be considered to be limited to exchange of substance for cash or other compensation.

Possession: The student having any illegal substance, mood-altering substances, controlled substance, alcohol or drug paraphernalia in his/her personal possession or stored in the locker or similar area assigned to that student. (Medication prescribed for that student shall be considered an exception to this definition.)

Use: The student consuming or having consumed an illegal substance, mood or mind-altering substance, controlled substance or alcohol, which can include recent consumption prior to attending school or prior attending an event after school class hours (being under the influence).

Student Assistance Program: A substance abuse program recognized and approved by the principal or designee as a program that will provide rehabilitation treatment for students.

Expulsion: Physical removal of the student from school property in compliance with state law.

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

1. Violations

- a. **Suspected of using or being under the influence of intoxicants (including alcohol), drug or inhalants** (Cases will be handled on an individual basis using any or all of following alternatives):
 - i. Contact parent or guardian
 - ii. Possible suspension up to 5 days
 - iii. Contact Student Assistance Program Coordinator
 - iv. May contact police
 - v. May recommend parent or guardian seek student drug screen or, in case of alcohol, submit to a breath test to determine the presence of alcohol.
- b. **Possession of drug paraphernalia:**
 - i. Confiscate paraphernalia
 - ii. Contact parent or guardian
 - iii. Contact Student Assistance Program Coordinator
 - iv. Refer to police
 - v. Suspension for 5 days
 - vi. May recommend expulsion hearing
- c. **Possession or use of intoxicants (including alcohol), drugs, look-alike drugs or inhalants, or misuse of products containing alcohol:**
 - i. Confiscate evidence (if possible)
 - ii. Contact parent or guardian
 - iii. Contact Student Assistance Program Coordinator
 - iv. Refer to police
 - v. Suspension up to 15 days pending an expulsion hearing

- vi. Refer to Colfax Board of Education for expulsion
 - d. **Selling and/or distribution of intoxicants (including alcohol), drugs (including look-alike drugs) or inhalants:**
 - i. Confiscate evidence (if possible)
 - ii. Contact parent or guardian
 - iii. Contact Student Assistance Program Coordinator
 - iv. Refer to police
 - v. Suspension up to 15 days pending an expulsion hearing
 - vi. Refer to Colfax Board of Education for expulsion
 - e. **Second (or move) violation of one or a combination of the alcohol or other drug prohibitions outlined in Board policy will result in the following:**
 - i. Confiscate evidence (if possible)
 - ii. Contact parent or guardian
 - iii. Contact Student Assistance Program Coordinator
 - iv. Refer to police
 - v. Suspension up to 15 days pending an expulsion hearing
 - vi. Refer to Colfax Board of Education for expulsion
2. **Emergency**
- a. May contact paramedics or contact appropriate health care facility
 - b. Contact parent or guardian
 - c. Arrange for appropriate transportation if necessary (an emergency vehicle and/or parent or guardian may transport a student to the appropriate health care facility. In such cases when a student is transported to a health care facility, a district representative will, be separate vehicle, accompany such student.)

School District of Colfax Drug and Alcohol Policy
Guidance Component

The Guidance Department of Colfax Schools recognizes the importance of the role that it plays in assisting students, families, staff, and administration in areas related to the issues surrounding alcohol, tobacco, and other drugs. Guidance counselors will provide support, facilitation, and assistance when appropriate. The counselors will work in a supportive role, recognizing that the primary responsibility for these issues needs to be taken by the individual and their families. In addition, the counselors will assist in providing a prevention component throughout the district.

1. A student may refer him/her self to the counselor if they have concerns regarding their own use. Providing there has been no infraction of school AODA school disciplinary policy this information will be used only to provide assistance to the student. It will not be referred to school administration for disciplinary actions. The counselor will offer in school support and provide the student with information regarding community resources. Parents will be notified when appropriate, at the discretion of the counselor. Confidentiality will be maintained.
2. Students being referred by a staff member or other student for possible use/abuse will be dealt with in a similar manner to those listed above. Providing that no infraction of the AODA school policy has taken place the counselor will meet with the student, and if needed offer in school support and information related to community services. Parents will be notified when appropriate, at the discretion of the counselor. Confidentiality will be maintained.
3. Parents may at times refer their son/daughter to the counselor for AODA issues. In this instance the counselor will offer appropriate support as needed. This may include providing information regarding community resources, providing in school support to the student, or other resources as needed. Confidentiality will be maintained.

4. When there has been an infraction of the AODA district policy the principals will handle the disciplinary component. The counselors will, however, work with the principals in any manner necessary. In addition the counselor will provide the families with information related to community services.
5. When a suspension has occurred the counselors will meet with the parents, student, and principals in a reinstatement conference before the student is allowed to return to school. It will be the responsibility of the student and their family to request follow up assistance within the school.
6. Students who have been in inpatient treatment for chemical dependency will be treated in an identical manner as students who are returning from medical hospitalizations. Parents will be offered a team meeting prior to the student's return to school to plan for the transition. It is the right of the parent to accept or reject the meeting. There will be no negative consequences to the student providing the treatment did not come as a result of an AODA school infraction prior to the inpatient treatment.