

CHILTON MIDDLE SCHOOL
2022-2023 SCHOOL YEAR

"STUDENT/PARENT HANDBOOK"
Chilton Middle School

Dear Students/Parents:

Please read over this handbook carefully. After you have gone over this document carefully with your child;

*** Chilton Public School students will NOT be allowed to participate in school-sponsored events/activities/trips unless all school related/requested communication available is acknowledged and digitally signed.**

Have a great year and if I can assist you in any way, or if you have any questions, please let me know.

Thank you,

Mr. Matt Kiel

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CHILTON MIDDLE SCHOOL
ADMINISTRATIVE, INSTRUCTIONAL, AND SUPPORT STAFF

ADMINISTRATION

Mrs. Sue Kaphingst. District Administrator
Mr. Matt Kiel. Middle School Principal
Mr. Corey Behnke. Athletic Director

INSTRUCTIONAL STAFF

Annelin, Josephine. Vocal Music
Behnke, Corey 7-8 Physical Education
Berger, Brian 8th Grade Math
Biese, Kay 5th Math
Bruss, Amy 7th Science
Durdahl, Gina 5th-8th LD
Hanson, Amy 6th Social Studies
Hein, Christina. 5th - 8th ELL
Johnson, Kevin. 8th Science
Juhl, Aaron. 5th-6th Instrumental Music
Kaufman, Laura. 7th Math
Knaus, Catherine. School Psychologist
Kochan, Michelle. 7th-8th Instrumental Music
Kong, Thomas 7th-8th EBD
Lemke, Becky 8th Literacy
Lutzke, Jennifer 5th-8th C.D. & L.D.
Mallmann, Denys School Counselor
Miller, Michiela 5th ELA
Munsch, Diane. Literacy Interventionist
Nelson, Brittni Art
Nelson, Roberta 5th Science
Pethan, Daynen Health & SEL
Rusch, Sarah 5th Social Studies
Rusch, Troy. 5th - 8th EBD
Sabel, Scott. 8th Social Studies
Salzsieder, Sue IMC Director
Schneider, Becky. 6th grade Math
Schwobe, Kim. 6th Literacy
Sromek, Greg 6th Science
Tiegs, Kim Vocal Music
VanDen Heuvel 7th Literacy
Wehde, Matt P.E./Swimming
Title IX Coordinator. Building Principal

Technology Staff

Endres, Dave K-12 Technology
Enneper, Kip K-12 Technology
Ann Bartel K-12 Technology

CLERICAL/AIDE STAFF

Hanamann, AnnSecretary, MS
Brehmer, Tammy.Aide - CMS
Klaeser, Pam.Aide - CMS
Orvis, Krista.Aide - CMS
Pagel, Ashley.Aide - CMS
Pennings, LauraAide - CMS
Pagel, AshleyAide - CMS
Riske, Michaela.Aide - CMS
Radandt, StephanieAide - CMS
Schneider, Barb.Aide - CMS
Sohrweide, Pat.Aide - CMS
Spellich, JusticeAide - CMS
Thiel, CindyAide - CMS

MAINTENANCE AND CUSTODIAL STAFF

Kopf, DanHead of Maintenance
Monroe, LuAnnCustodian
Criter, DanMaintenance
Hockerin, MichaelHousekeeping
Fesing, BevHousekeeping

CHILTON MIDDLE SCHOOL PLEDGE

INTEGRITY

I will exhibit the quality of integrity by showing respect, honesty, responsibility, and cooperation toward those with whom I come into contact.

RESPONSIBILITY

I will accept responsibility for my own actions.
I will work to maintain a good atmosphere for learning.
I will strive to make a positive contribution to our school and community.

RESPECT

I will respect others, and myself treating everyone, as I would like to be treated in words and actions.
I will treat all property with respect.
I will be a good steward of the environment.

HONESTY

I will be truthful in what I say, truthful in what I do, and truthful in what I am.

"Tiger Leadership"

We are **honest** and tell the **truth**.
We accept **responsibility** to respect ourselves, others, property, and the environment.
We are **reliable** and **accountable** and bring **pride** to our families, school, and community.
We work to be our personal best because we are.....
Tiger Leaders!!!

STATEMENT OF NONDISCRIMINATION

It is the policy of the School District of Chilton that no person shall, on the basis of sex, race, national origin, ancestry, creed, pregnancy, marital or paternal status sexual orientation or physical, mental, emotional or learning disability, or other criteria established by the government of the United States of America or the State of Wisconsin, be denied admission to any school or be denied participation in nor the benefits of or be discriminated against in any class, program or activity and in employment. All Vocational Education Programs adhere to the District's policies of non-discrimination.

Specific complaints of alleged discrimination should be referred to:

Mr. Matt Kiel, Principal
Chilton Middle School
421 Court Street
Chilton, WI 53014

Ms. Courtney Schultz, Principal
Chilton Elementary School
421 Court Street
Chilton, WI 53014

Mr. Shawn Rude, Principal
Chilton High School
530 W. Main Street
Chilton, WI 53014

Mrs. Sue Kaphingst
Superintendent
Public School District of Chilton
530 W. Main Street
Chilton, WI 53014

CASES NOT COVERED BY SPECIFIC RULES

It is understood that the rules and expectations on the following pages are not all inclusive. The administration will take such action as is necessary and not forbidden by law or board policy to insure the discipline and orderly conduct of the school. Action may be taken with any offenses, which interferes with the well being of the school regardless of the existence or nonexistence of a rule covering the offense. All of the regulations that follow are set down in an attempt to maintain the rights of all.

ATTENTION: The removal or addition of any pages in this Handbook is prohibited without authorization from the administration. This book will be issued to faculty members at the beginning of each school year and collected again at the close of each school year. You are expected to read, understand, and know its content.

WELCOME TO CHILTON MIDDLE SCHOOL

Greetings and welcome to the beginning of your 2022-2023 school year. I look forward to being part of the next chapter in your journey. Chilton Middle School is not only just a building, but an integral part of your community in which you live. Our vision is to prepare students with the skills to be successful individuals, foster each unique characteristic, and develop a larger sense of being a strong community member.

We have a firm belief in doing what is best for students. This is the driving force to the unique culture and atmosphere you can expect to find at Chilton Middle School. You, as the student, come first in every decision that we make. Middle School is a time of change and development that will happen at no other time in your life. You are leaving the elementary school and will be transforming into young adults that will be entering the high school at the end of your tenure. Throughout this part of your journey, you will be impacted by your teachers, community members, and your parents. We look forward to watching you grow and providing you with a rigorous curriculum that is coupled with application and experiences.

As your journey continues, you will begin to mature into the individual that will lead you into high school. Each student will come away from Middle School with; social competence, problem-solving skills, a sense of autonomy, and a belief in a bright future. The relationships you build here at Chilton Middle School will be everlasting and will assist in your continued success even after you leave our walls.

Expectations are part of everything that we do in life. This is no different at Chilton Middle School. I expect that you become aware and responsible for your attendance, manage your time well, sustain high motivation, show respect for your peers, authority figures, and environment. We will assist you in the process by teaching accountability, performance, behavior, attendance, dress, and developing a sense of pride in yourself.

I am personally ecstatic to get to know our incoming 5th grade students and continue to build a relationship with all students that is worthy of remembrance. Enjoy your year. Enjoy your time. Enjoy the moments.

Mr. Matt Kiel
Principal
Chilton Middle School

Students and parents: Please read this handbook over carefully. I ask that you discuss it, and if you have any questions, please contact me at school. Many rules and expectations are shared in this handbook. All are done to enhance opportunities and rights of all involved in this educational community, not limit freedoms.

By acknowledging the form on PowerSchool Registration, you ensure us that both parents and students have read over this handbook.

CHILTON PUBLIC SCHOOL DISTRICT VISION STATEMENT

Our vision is to:

- Be an innovative school system recognized for every student’s demonstration of the skills necessary to succeed in a rapidly changing world.
- Demonstrate continuous improvement through the delivery of a challenging educational program that fosters student achievement, accommodates individual learning styles, and values personal integrity.
- Develop an interactive partnership between the school district and the community that is mutually beneficial.

CHILTON MIDDLE SCHOOL PHILOSOPHY

We, the staff at the Chilton Middle School, are committed to the belief that transescents are at a unique and critical stage in their growth and development and that the emphasis of our school program should be on helping them to become lifelong learners while keeping in mind their fragile self-concept.

CHILTON PUBLIC SCHOOL DISTRICT MISSION STATEMENT

We, the Chilton Public School District, believe that preparing students to achieve their potential is our highest priority. In partnership with all members of our community, we are committed to inspiring our students to be life-long learners and responsible, contributing members in a global society.

CHILTON PUBLIC SCHOOL DISTRICT BELIEF STATEMENTS

1. We believe that all students can learn at high levels
2. We believe that all students are entitled to a rigorous curriculum that challenges each student’s capacity to learn.
3. We believe that teacher effectiveness and expertise have a significant impact on student learning.
4. We believe that our financial and human resources must directly support student learning.
5. We believe that the success of every student is critical to the future of our schools, our community, our nation and the global marketplace in which they will work.

PLEDGE OF ALLEGIANCE

I PLEDGE ALLEGIANCE TO THE FLAG OF THE UNITED STATES OF AMERICA AND TO THE REPUBLIC FOR WHICH IT STANDS, ONE NATION UNDER GOD, INDIVISIBLE, WITH LIBERTY AND JUSTICE FOR ALL.

SCHOOL DISTRICT OF CHILTON BOARD OF EDUCATION

PRESIDENT	Mr. Randy Lisowe
VICE PRESIDENT	Mr. Terry Criter
TREASURER	Mr. David Bailey
CLERK	Mrs. Donna Koenigs
MEMBER	Dr. Anna Waldron

COMPLAINT PROCEDURE

In compliance with School Board Policy 421 and SS118.13 and Chapter PI 9 rules for implementation of same, the School District of Chilton states its compliance with the right of the student to be admitted to school and to participate fully in curricular, co-curricular, student services, recreational or other programs or activities. These rights shall not be abridged or impaired because of the student’s sex, race, orientation, physical, mental, emotional or learning disability/handicap.

The right of the above stated student includes, but is not limited to pupil admission to any school, class, program, or activity: standards and rules of behavior; pupil harassment; disciplinary actions, including suspensions and expulsions; acceptance and administration of gifts, bequests, scholarships and other aids, benefits, or services to pupils from private agencies, organizations or persons; instructional and library media material selection policy that provides adequate instructional materials, texts and library services which depict in an accurate and unbiased way the cultural diversity and pluralistic nature of American society; methods, practices, and materials used for testing, evaluating and counseling pupils (except for the use of special testing or

counseling materials or techniques to meet the needs of individual pupils); facilities (except for separate locker rooms, showers and toilets for males and females that are comparable.); opportunities for participation in athletic programs or activities (except for separate programs in interscholastic athletics for males and females which must be comparable in types, scope and support from the District); and school sponsored food service programs.

The District Administrator, 530 West Main Street, Chilton (849-8109) is designated as the anti-discrimination coordinator for the school system.

Complaints shall be filed in writing with the Chilton Elementary School Principal, 421 Court Street, Chilton (849-9388), or Chilton Middle School Principal, 421 Court Street, Chilton (849-9152), or Chilton High School Principal 530 West Main Street, Chilton (849-2358). It is anticipated that the complainant will forward a written complaint to the appropriate administrator or to the School Board President. The respective Administrator or Board President shall provide written acknowledgement of the complaint to the complainant within forty-five (45) days of receipt. If the complainant does not receive satisfaction, the written complaint will be forwarded to the District Administrator. If no satisfaction is offered at this level, the Board of Education will arrange a hearing on the written complaint. A written determination of the complaint will be forwarded to the complainant within ninety (90) days of receipt unless an extension is agreed on by both parties. Said determination will notify the complainant of the right to appeal a negative determination by the School Board to the State Superintendent.

SPECIAL OBSERVANCE DAYS

In compliance with the Wisconsin School Laws, the Board of Education directs the District Administrator to ensure that the following days, and any additional days proclaimed by the Governor, are appropriately observed in all schools:

January 18 th	Martin Luther King Jr. Day
February 12 th	Abraham Lincoln's Birthday
February 15 th	Susan B. Anthony's Birthday
February 22 nd	George Washington's Birthday
March 1st	Casimir Pulaski Day
March 17 th	The Great Hunger
September 17 th	Prisoners of War Remembrance Day
May 30 th	American Creed Day
April 19 th	Patriot's Day
May 22 nd	Environmental Awareness Day
June 14 th	Robert La Follette Sr. Day
September 16 th	Mildred Fish Harnack Day
September 17 th	U.S. Constitution Day
September 28 th	Frances Willard Day
October 9 th	Leif Erikson Day
October 12 th	Christopher Columbus's Birthday
November 11 th	Armistice Day
Wednesday of the third week in September as part of Wonderful Wisconsin Week	
Last Friday In April	Arbor Day
Friday of the 3 rd week in September	POW-MIA Recognition Day
118.02, 118.025, Wis. Stats.	

ALCOHOL-DRUGS - LOOK-A-LIKES

Use of alcohol or any drug considered a controlled substance in the school building, on school grounds, prior to, during, or after any school activity, local or away, is forbidden. Possession of alcohol and drugs considered a controlled substance, or any drug paraphernalia, is forbidden in the school building, on the school grounds, or at any school activity, local or away. Any student using or possessing the above faces possible legal and/or school disciplinary action of suspension and/or expulsion. Alcohol, or any form of a controlled item or substance or a Look-a-Like, has no place in a school program. Infractions of laws pertaining to the use or possession of the above mentioned are considered very serious matters, and will be handled as such.

ELECTRONIC DEVICES

Cellular phones, Laser Pens or Pointers, or other audio/electronic devices can be extremely distracting to our education atmosphere. Students are asked to not bring these items to school. These items will be confiscated, and returned at the end of the day. We will not assure security of such items. If your child must have a cell phone, it must be turned off while in the building and it is recommended it be stored in the office during the school day.

ATHLETICS

The athletic program is an integral part of our middle school curriculum. As such, it provides certain opportunities and emphasizes definite aims difficult to duplicate in other middle school activities or in later life. All students are urged to participate according to their interests and abilities. Chilton Middle School follows the accepted Middle School philosophy as related to athletics. We encourage participation over winning, skills over scores, teamwork and character development over limiting access. We feel all students can benefit from the many fine skills and lessons learned in athletic participation. That is why we do not "cut". If an eligible athlete comes out for a sport, they will participate. All coaches retain the right to determine starters, playing time, and participation, based on their observations.

ASSESSMENT REPORTS

Our professional staff monitors and evaluates each student's academic, attendance, attitudinal, and behavioral progress continually, and parents and teachers are expected to communicate about such progress often. Please utilize Powerschool to view your child's progress. Please be aware, incompletes on assessments will affect Athletic Code Status. Please see the Athletic Code.

Parents are reminded and urged to discuss these reports with their child's teachers. Communication is a two-way street, feel free to talk and communicate with your child's teachers any time during the school year. Mr. Kiel will assist you with any concerns you may have.

ATHLETICS

Chilton Middle School is in the Olympian Conference with Valders, Mishicot, Reedsville, Brillion and Hilbert, for various middle school activities.

ATHLETIC ELIGIBILITY REQUIREMENTS:

1. Have a WIAA physical examination card on file in the office. This must be updated every two years.
2. Comply with the school's eligibility requirements.
3. Comply with the WIAA requirements or eligibility.
4. Read, sign, have their parents read and sign the Chilton School District Athletic/Athletic Related activity Code.
5. Attend, with parent/guardian, an Athletic Orientation meeting before the season of participation. One time during Middle/High School Career. Grades 7-12, and all students new to the district.

It is generally accepted that transescent students are at a unique and critical stage of development and that emphasis of a middle level athletic and activity program should be on helping the students to be involved with, and participate in some type of physical or exploratory activity, while keeping in mind their emotional and physical development.

Accordingly, Chilton Middle School will provide co-curricular activity programs, which are developmentally appropriate and provide a healthy outlet for early adolescent energies and a reasonable amount of competition in a safe and caring environment.

PERMISSION TO PUBLISH

There are certain times during the year your child/children may be photographed. Some of these pictures may be published in the newspapers, local television stations or on local radio stations. We are asking for your permission to do this, if you do not want these published please contact our office at 920-849-9152, or by signing off on this handbook we will assume we have your permission to publish if ever needed.

SWIMMING

Swimming is offered as part of the Physical Education curriculum. Proper swim attire is expected, girls **MUST wear one piece swimsuits** only and **boys must wear longer swim trunks**. This also applies for any after school functions related to the pool.

BEFORE AND AFTER SCHOOL RULES

Due to laws concerning liability of school districts, students are not to enter the building before 7:45 am or remain in the building after 3:05 pm. Students who have an early appointment with a teacher will have a pass, received the day before from that teacher. If you wish to study in the library after school, or are involved in a school sponsored activity you are welcome to be in our school building beyond these times while under the direct supervision of a school employee. Note: Students who will be participating in a late activity such as an athletic contest or practice, music program, drama event, etc., may remain in the supervisor's area with study or reading materials until their activity begins as long as this has been approved by the coach or supervisor that is responsible for these students and this person is willing to supervise. If your child has an evening event, your child is to go home on the bus, or walk home if living close to the school, and return at a scheduled time in the evening. We do not want or will not allow students to be in the building un-supervised.

If your student is at school for an after school or evening event, please communicate and check to see that your student understands when you will pick them up. We do ask that you pick students up on time.

CHILTON MIDDLE SCHOOL TIGER LEADERSHIP:

EXPECTATIONS FOR SELF – SCHOOL-COMMUNITY

Cell phone use	Laptop use	Classroom	Library	Bus	Hallway	Cafeteria	Recess	Locker Rooms	Computer Labs
Off and in locker at 5 to bell. In locker all day.	Follow AUP agreement.	Cooperate with others learning environment.	Be silent	Be kind	Be quiet.	Be kind to others.	Go outside. Get active.	Bring a change of clothes.	Follow AUP agreement.
Be aware of your digital footprint.	Respect equipment.	Focus on instruction.	Work, read or leave.	Use proper language.	Walk in hallway.	Clean area in which you are eating. Sweep, wash, and wipe table and floors before being dismissed.	Be kind.	Use personal hygiene products.	Maintain focus on your assignment.
Social media responsible.	Self-report damage or recognized damage.	Use appropriate language.	Return books to exact location.	No food or drink on the bus.	Silently move past other classrooms.	Follow food selection expectations.	Stay within guided boundaries.	Keep hands to yourself while in locker room.	Maintain reasonable volume.
Appropriate music before and after school.	Use charging stations properly.	Have all required material ready to use when class starts.	Clean up workspace when completed.	Keep bus clean of debris.	Keep your hands to yourself.		Follow supervisor instruction.	Report any damage upon arrival.	
Charging phones is not allowed.		Build positive relationships.	Computers for school purposes only – follow AUP agreement.	Cooperate with the driver.	Maintain cleanliness of your locker.		Take care of equipment.	Maintain locker and equipment.	No food or drink allowed in computer labs.
		Self-advocate.		Remain safely in your seat and keep your hands to yourself.	Pick up garbage or paper.		Report broken equipment to supervisor.	Maintain bathrooms and showers.	
		Respect equipment.		NOTICE: Bus camera records all activity.	Follow classroom entrance and exit expectation		Report negative communication to supervisor.		
		Ask appropriate questions related to topic.					Line up in homerooms when whistle sounds.		

Management of Student Misconduct

The teaching and support staff of Chilton Middle School along with school administrators will take whatever reasonable, prudent, and legally supported corrective measures it must take to assure a school atmosphere that is conducive to learning and free from disruption. Corrective measures may include, but are not necessarily limited to, verbal warnings, detentions, parent conferences, suspensions, referral to legal authorities, and/or referral to the Board of Education for consideration of Expulsion.

In determining what corrective measures to implement in an effort to correct and/or respond to inappropriate student behavior, the following guidelines will be utilized regarding the categorical nature of potential acts of misconduct:

- Minor Offenses (Chilton Middle School will attempt to respond to and correct these acts of misconduct with less severe consequences; e.g. warnings, detentions, parent contacts, suspensions):
 - Classroom misconduct
 - Hallway misconduct
 - Misconduct on school grounds (Bus line, student parking lot, etc.)
 - Tardiness
 - Class “cuts” / “skips”
 - Minor misconduct at school functions (home and away)
 - Other minor misconduct
 - Cafeteria misconduct

- Major Offenses (Chilton Middle School will attempt to respond to and correct these acts of misconduct with more severe consequences; e.g. detentions, suspensions, referrals to law enforcement and/or the Department of Human Services, referral to the Board of Education for consideration of expulsion, etc.):
 - Repeated and/or chronic acts of minor misconduct (see above)
 - Drug or alcohol use
 - Acts of insubordination toward teachers, support staff, or administrators
 - Bullying or Cyber-Bullying toward students or school employees
 - Fighting
 - Threats of violence toward students or school employees
 - Destruction and/or theft of school property
 - Destruction and/or theft of property belonging to another student
 - Misconduct at school or school functions, home or away, that adversely affects the status of the school or causes unfavorable criticism of the school community
 - Leaving in-school suspension without permission
 - Assault or battery against any school employee or student
 - Malicious or danger-causing vandalism to school property, another student’s property, or a school employee’s property
 - Possession and/or use of weapons on school property or at school events

Note: Depending upon the circumstances of the incident(s), the Principal and/or his/her designee reserves the right to impose all reasonable, prudent, and legally supported corrective measures necessary to ensure the rights and responsibilities of the all parties involved, and to assure that all policies of the Board of Education are adhered to.

Detention obligations must be satisfied and/or in progress of being satisfied before the student is able to participate in athletic contests and/or school activities (e.g. field trips, organizational activities, attendance to school events as a spectator/fan, etc.)

Student behavior that distracts from the positive student learning environment must be addressed so that all students feel safe and secure in an environment that promotes each student’s gifts. In order to counter negative behaviors before they occur we must build a sense of community so that students will focus and reflect on their actions and behaviors and the negative outcomes that occur from these behaviors. To this end, we are committed to creating a sense of community and belonging here for each student.

STUDENT DISCIPLINE

The core of Chilton Middle School's philosophy is an abiding belief in the worth and dignity of each student and a desire to provide for each student, a learning environment, founded on opportunity and excellence. In any democracy there exists many privileges and freedoms, all of which are dependent upon adhering to certain rules and regulations.

So that Chilton Middle School can maintain the best learning environment possible, the administration and faculty have adopted an Assertive Discipline approach to student behavior. This approach encompasses the development of rules and student expectations, a system of progressive consequences for poor behavior choice, and the provision of various positive support mechanisms for good behavior choice. Furthermore, all students that exhibit behavior not following school expectations will be reeducated by a supervising adult in the building on how to properly handle future situations.

Rules and Expectation - All rules and expectations as found in this handbook, developed by our classroom teachers, and established by the administration, revolve around three basic assumptions:

1. Students cannot be allowed to stop our teachers from teaching.
2. Students cannot be allowed to stop other students from learning.
3. Students cannot be allowed to engage in any behavior, which is not in the best interest of those students, any other students, or the faculty.
4. Keep their hands, feet and objects to themselves.

Positive Support - The faculty and administrations firmly believe that if we are to make disciplinary action readily and consistently available to students who choose to behave inappropriately, we must also support those students who decide to act as responsible young adults and contribute to an educationally conducive climate in our building. Throughout the school year, CMS faculty will be giving positive recognition to those students who exhibit proper behavior in their classrooms. In addition, there will be frequent school wide activities conducted in an effort to praise students with good choice in behavior patterns.

DETENTION PROGRAM

As an ongoing part of our Assertive Discipline approach to student behavior, CMS has implemented a detention program for students who choose to violate school classroom rules. A student needs only to act in accordance with school rules and respect both his/her fellow classmates and school authorities, as well as our building and grounds, to avoid the issuing of detentions. A detention is designed to act as both a punishment and an opportunity for students to evaluate and modify their behavior pattern choices. Detentions will have the following format:

1. Students will be given 24 hours notice as to the reason for and the date of their assigned detentions, to allow for transportation arrangements. Parents will be contacted if deemed necessary by the assigning teacher/administrator.
2. Classroom detentions - If a teacher issues a detention to a student for classroom related misbehavior, the student is to report to that teacher's room to serve the detention on the assigned date and time. Failure to report as directed will bring about a referral to the Principal and the student will receive an immediate Double Detention. If this happens again, advancement on the discipline step plan will occur. The principal will notify the parents of the student involved as soon as practicable and schedule of a conference to be attended by the student involved, his/her parents, the teacher involved, and the principal, if deemed necessary. The student will not be allowed to return to class until the conference has taken place if one has been scheduled. Non-classroom detention - Detentions may be assigned by the office for various reasons in accordance with the School Discipline Plan. Additionally, teachers may assign detentions for non-classroom misbehavior. These detentions are 30/55 minutes in length and are served Monday through Thursday from 3:05 - 4:00 p.m. Alternative arrangements may be possible by contacting the office. Failure to serve detentions as assigned may result in suspension from participating in and/or attending extra curricular activities and/or the loss of school privileges, and/or advancement to more severe disciplinary steps on the School Discipline Plan.

ABSENCES AND ATTENDANCE REGARDING SCHOOL FUNCTIONS

Students who have been absent from school for the entire day, or the afternoon of the day of an event, will not be permitted to attend or participate in any after school or evening school functions on that day. This expectation is not extended to students who have had a previously approved and/or excused pre-arranged absence on the day in question. Please also refer to "Athletic Code".

ABSENCE AND MAKE UP WORK

No student shall be denied credit in a course or subject solely because of his/her absences from school. However, the student, as a direct consequence of poor attendance, is unable to do passable work in a given course or subject may be given an Incomplete in that course. Students are responsible for all course work missed during a period of absence and must make up the work to the full satisfaction of their teachers. With excused absences, students shall be given a day extension for each day of absence to run in make-up work. It is the students' responsibility to get missed assignments from their teachers, and completed make-up work to the instructor.

Students with an unexcused absence are responsible for any/all make up assignments or missed course work. An unexcused absence from school in no way relieves the student from their responsibility to the course work and learning.

All absent students, excused or unexcused, will be required to stay after on early release Wednesdays and complete any missing work if the work has not been completed by the staff members required time.

ACCIDENTS

In order to facilitate appropriate medical attention and insurance claim processes, we ask that all accidents and/or injuries be reported immediately to a teacher and/or the middle school office. Teachers must complete an accident form for any students injured under their supervision.

ATTENDANCE/PROCEDURES ON ABSENCES (STATE STATUE: 118.15; WI ACT 239)

All absences, except those caused by illness or the death in the immediate family must be approved in advance by the building principal. Principals may authorize a total of up to ten (10) excused absences each year for students. The following conditions must be met for the absences to be considered excused:

- The student's parent or legal guardian must request in advance that the absence be approved and provide an explanation of the special and specific need. Final approval of each request will be made by the principal based on the merits of the need.
- The principal must ensure that this policy is not abused. (It is not the intent of this policy to dismissal or arrival.) It is not the intent of this policy for students to miss school for peer or social activities. The absences granted under this policy must be for students' needs that could not reasonably be met outside the normal school hours.
- In case of illness: The parent or legal guardian must contact the school by 8:30 a.m. on the day of the illness to excuse the student (849-9152). Requests for homework must be made at this time as well.
- A student that has a medical or dental appointment should make every attempt to take care of this outside of the school day. A note from the doctor or dentist upon your return is appreciated, but not necessary unless notified by the building principal. All students must report to the office immediately before they leave the building and upon return after an absence.
- If at any time a student must leave the building for a valid reason, the student must pick up a "permit to leave the building" slip from the office before school begins for the day. To receive this permit, a written note from the parents must be presented or a phone call be made to the office by the parents prior to the time the student must leave.

Excused Absences

The building principal will, on a daily basis, determine which absences are excused or unexcused. Student illness, death in the immediate family or severe illness of an immediate family member can be reasoned as excused along with other absences that have been pre-arranged for special and specific needs. The principal may approve up to a total of ten days per year for a student. All requests must be made in advance of the absence for an unexcused absence to be determined by the principal if other than an illness or death or severe illness in the immediate family.

Unexcused Absences

All absences that have not been pre-arranged, except personal illness or a death or severe illness of an immediate family member, will be deemed unexcused. Again, all absences must be pre-arranged with specific needs as to the absence listed clearly. Absences that have not been pre-arranged will be unexcused and will be included in the count for determining habitual truancy.

During virtual learning students are required to check in with their teacher each and every hour of the day. Inability to check in will assume unexcused from class and will follow the school district policy of missing school.

DEFINITION OF TRUANCY

Truancy is any absence from school for an entire day, or any part of a school day, without the consent of a parent or guardian and the approval of the absence by the building principal.

Students who have unexcused absences only because they did not obtain approval in advance, will be allowed to make up all work missed on the day of the absence. Make up work must be made up one day after the absence. The grade for work not made up within one day after the absence will be zero. Students who repeatedly (defined as "more than once") fail to obtain approval in advance for an absence will be assigned a detention outside of the school hours.

ALL OTHER UNEXCUSED ABSENCES

Students that have unexcused absences for any reason other than not getting approval in advance for an absence will be assigned after school detention hours equivalent to hours missed. Students are not excused from learning and completing the content for this type of unexcused absence. All school work must be made-up one day after the absence.

SUSPENSION/EXPULSION

Under Wisconsin Law (State Stat. 120.13(1)) the Principal may suspend students from school for noncompliance with school board established and/or approved school rules. A suspended student's parent or guardian shall be notified as promptly as possible as to the reason(s) for the suspension. Suspensions normally occur for acts which include but are not limited to the following: Chronic breaking of school rules; immoral conduct; the consumption, possession or use of alcoholic beverages, tobacco or illegal drugs on school property or coming to school under the influence of; behavior that threatens or harms the safety of students and/or school employees; insubordination; defacing or destroying school property. Within 5 school days, any suspension may be appealed to the Superintendent in writing.

At Chilton Middle School we have three types of suspensions, which may be used in any combination and length at the discretion of the Principal. This will be determined solely on the nature and frequency of any given offense and within the limits of the law. Tests and quizzes and all homework will be allowed to be made up.

Out of School Suspension - The student is removed from the school building and grounds. He/she is not allowed on school grounds or to attend any school related activities for the duration of the suspension. To do otherwise will be considered trespassing.

In School Time-Out - The student is removed from classes and must sit and evaluate his/her behavior patterns.

In School Suspension - The student is removed from classes, placed in an office and may study or read. A restroom break is given in the morning, at lunch and in the afternoon. The student will be given the opportunity to use the cafeteria but must eat in the suspension room. Students may not attend any school related activities for the duration of the suspension. An In-School Suspension may exceed more than one day and must be completed in its entirety in school.

Students who choose to be disruptive or insubordinate may be referred to the Superintendent for consideration of Expulsion. Effective April 28, 1994, new statutory language permits the expulsion of a pupil if that pupil "endangers the property, health, or safety of any employee or school board member of the school district in which the pupil is enrolled, regardless of whether the pupil's conduct takes place at school or under the supervision of a school authority. Every pupil has the right to a fair hearing of infraction of school rules before the Board of Education. The pupil may appear before the Board with the decision in writing. Parents and guardians of expelled students may appeal to the State Superintendent. Any appeal may be taken within thirty days from the decision of the State Superintendent to the Circuit Court in Calumet County. Further references to suspensions and expulsions may be found in Wisconsin law: Section 120.13(1) of the statutes.

FIELD TRIPS/SCHOOL ACTIVITIES

Occasionally students will have the opportunity to participate in school sponsored field trips. Students shall conduct themselves in a manner not to discredit Chilton Middle School. All rules and regulations pertaining to behavior in school extend to field trips and all school sponsored activities.

Participation in Field Trips/School Activities is considered to be a privilege. Privileges are earned and carry with them several responsibilities. The following is criteria listing those students must attain to be considered eligible to attend and participate in school approved field trips and activities.

1. The student must be passing all course work/subjects at the time the approved field trip/activity is to take place.
2. The student must not have any outstanding detention obligations at the time the field trip/activity is to take place.
3. The student's daily attendance rate must be in line with the most recent state requirements (SS.118.15) NOTE: Consideration for serious medical conditions that has impacted on a student's attendance record will occur on an individual basis.

BUILDING, GROUNDS, EQUIPMENT

A clean, neat and orderly building can add greatly to our learning climate, as well as send a positive message in our behalf to the many guests we frequently have in our school. It is everyone's responsibility to see that the building, grounds, and equipment remain in as good as condition as possible. Take pride in your surroundings!

Be willing and cooperative all time to be responsible for the care and cleanliness of your building.

BICYCLE REGULATIONS

ALWAYS WEAR A BICYCLE HELMET!

1. Riding of bicycles on the school walks or grounds is forbidden.
2. Ride only on driveway leading from city streets to parking places.
3. Use racks for parking bicycles. Please lock your bike!
4. Observe all traffic rules relating to bicycles.
 - A. Ride in single file
 - B. Come to a complete stop before entering or crossing an arterial street.
 - C. When leaving the school grounds, come to a complete stop before entering the street. All bikes must remain in the bike racks until all bus traffic has left the school's lot.

EXPECTATIONS OF BUS RIDERS

In an effort to provide each student with a safe and enjoyable bus ride to and from school or activities, we ask that students observe the following:

1. Be on time at the designated school bus stop - keep the bus on schedule
2. Stay off the road at all times while waiting for the bus.
3. Wait until the bus comes to a complete stop before attempting to enter the bus. Line up in an orderly fashion in single file. Do not rush to get on the bus.
4. Do not move toward the bus at the school loading zone until the buses have been brought to a complete stop. Stay behind the warning line.
5. Be courteous. Don't take advantage of young children in order to get a good seat. Use appropriate language at all times.
6. Be at your bus stop 5 minutes before scheduled pick up.
7. If there is no sidewalk or path, it is recommended that you walk to the side of the road facing traffic to get to the bus.
8. Use the grab-rail and watch your step when getting on the bus.
9. Be courteous and respectful toward the driver.

The following behaviors are expected of all students who ride the bus:

1. Follow directions of the driver the first time they are given.
2. Remain seated at all times.
3. Keep all parts of your body in the bus, as well as all objects/items.
4. Refrain from pushing, shoving, cutting, fighting, or use of improper language.
5. No eating or drinking on buses, follow all school rules and expectations.

CONSEQUENCES FOR BREAKING THE AFORE-MENTIONED RULES ARE AS FOLLOWS:

1st incident - Driver verbally warns student

2nd incident - Driver changes seat/notifies dispatcher/parents contacted

3rd incident - Driver makes a referral to Bus Co. to be processed by school Principal (Conduct Report Form) Parent notified of action taken by the school

PRINCIPAL'S ACTION STEPS:

- A. Warning for consequences suggested by the bus company
- B. Suspension of riding privileges to be determined in conjunction with the bus company. (1-5 DAYS)

SEVERE DISRUPTIONS: (To be reported to Mr. Kiel as soon as possible) The following inappropriate behavior will result in an automatic suspension of transportation privileges for a period of time determined by the bus company and administrator. (1-5 DAYS)

- A. Physical harm to another student
- B. Physical harm or threat of physical harm
- C. Property damage to bus
- D. Serious disruption (which relates to a safety hazard)
- E. Profane Language

CHANGE OF ADDRESS AND PHONE NUMBER

All unlisted or unpublished numbers will be kept confidential. It is imperative that we have correct addresses and phone numbers in the office, due to unforeseen emergencies.

732.51. . . USAGE OF FACILITIES

The Board establishes the following guidelines for use of district facilities for students involved in after-school activities:

1. Wednesday evening, during the school year, is designated religious affiliation (church) night and no district sponsored activities for students shall be scheduled after 6:00 p.m. in district buildings. Exceptions include, but not limited to: WIAA scheduled activities (and practices), special events such as Prom, Homecoming, etc., Band/Choir participation or other activities approved by the building principal in accordance with the Building Usage Policy.
2. All other evening activities for students involved at district facilities shall be guided by the following schedule. Grade K-4: activities will be concluded by 6:30 p.m. on any school night. Exceptions must be approved by the building principal in accordance with the Building Usage Policy. Grades 5-8: activities must be concluded by 6:30 p.m. on any school night. Exceptions must be approved by the building principal in accordance with the Building Usage Policy.

CLOSING OF SCHOOL

When it becomes necessary to close school for any reason, it will be announced on the following stations.

WGEE - 1360
KFIZ - 1460
WCUB - 105 FM
T.V. - 2-5-7-11

WIXX - 101.1
WHBY / WAPL / WKSZ
WPKR 99.5 & 104.9

ACTIVITY NIGHTS

Activity Nights (grades 5-6-7-8)

There are several activity nights each year from 3:15-4:30p.m. A small fee is charged for admission. The main activities are basketball and volleyball as well as various activities and just plain socializing. Refreshments are available. Students are expected to stay until 4:30 p.m. Those who leave earlier cannot return and must call a parent/ guardian for permission to leave.

Grades 5-6 and Grades 7-8

Criteria for attendance:

“Activity Nights” for grades 5-6 and for 7-8 are viewed as privileges to reward students for doing a great job, working hard academically and being a positive student in our building, and cooperating. Attendance is not an automatic for the student, just as with all good things it must be earned.

We will notify students that have not fulfilled or lived up to expectations for “Activity Night” attendance: all Students should understand the criteria for attendance and monitor their own progress.

Students who have not followed, or cooperated in the following areas will not be allowed to attend an “Activity Night”. Each student will be looked at for the time period between each “Activity Night” held. Students will be reevaluated thus allowing them to work on behaviors to allow them to attend the next “Activity Night”.

The student will not have been involved with any of the following for the period of time either before or between “Activity Night” events to earn the privilege of attending the next “Activity Night”.

1. Behavior violations: (office or classroom teacher issued detention during this time period, that student has, (not sat yet.)
2. Chronic Late Assignments: 5 late assignments during this time period.
3. Late Assignment(s): The student has no outstanding assignments as of the day of the event. (No missing schoolwork, all is in or made up.) Students will be notified the day of the event as to outstanding assignments.
4. Currently failing any class/classes, as reflected by 4th week Assessment Report or Report Card.
5. Library obligation. No outstanding overdue fees or fines.
6. Severe discipline violation.

7. No outstanding book bills or lunch accounts in the office.

The school will provide a fun filled “Activity Night”, in a safe environment that is well supervised. Parents are welcome to come and visit, or stay and assist us with this large group.

We do need a minimum of three parents to help with “Activity Night” supervision each time. If we cannot get enough parents to assist with supervision, we will cancel an “Activity Night”. With the large numbers that attend, we must have adequate supervision.

COUNSELING AND GUIDANCE

The Chilton Middle School takes pride in its counseling and guidance program. Services offered are social and emotional, academic, career and group counseling and guidance. Counseling can be on a one-time basis or on a continuing basis. In addition, the counselor can assist in referrals to outside agencies. Parents should feel free to call for appointments if they have any questions regarding their child.

COURSE CHANGES

Since the administration staffs the school with teachers and orders equipment and supplies based on the number of students enrolled in each course, we are very hesitant about making changes unless it is absolutely necessary. Therefore, you should regard your decisions as almost unchangeable.

In the middle school there are no elective courses for students in grades 5 and 6. All students take a predetermined academic block of courses and also a block of exploratory courses. These exploratory courses are what we call mandatory exploratories. In 7th grade and 8th grade, students elect which facet of music they wish to participate in; i.e., band, choir, or general music. The remainder of the exploratory block is once again a mandated exploratory block.

Scheduling at the middle school is a function of the core teams and selections of students where applicable. Students will be placed in sections and will rotate to classes based upon which section they are in.

CUMULATIVE RECORDS

A permanent cumulative record is kept in the school for each student who attends Chilton Middle School. Information regarding scholastic achievement, behavior, attendance, and personal traits is the type of information recorded on this cumulative record each year that a student attends middle school. The record reflects a student’s academic successes and difficulties during his/her attendance in middle school. Since immediate, as well as future, requests for character and scholastic recommendations of students who attended Chilton Middle School are based on information found in the cumulative record, it is important to have as desirable a record as possible.

CUTTING/SKIPPING CLASSES

A “cut” or “skip” is defined as an absence not known and/or approved by a parent, guardian or school official. Students who “cut” or “skip” school will be required to make-up double the amount of time in after school detention. These types of absences will be considered truantries.

DANGEROUS ITEMS (*zero tolerance*)

For obvious reasons firearms, military devices, explosives, smoke or fire producing items, knives, or other weapons should never be brought to school or on the bus. If a student wishes to use such items for a class project or demonstration, he/she must obtain authorization from the Principal in advance. Violation of this policy will result in severe disciplinary action, including referral to the proper legal authorities, as clearly defined in School Board Policy.

DISPLAYS OF AFFECTION (PDA)

As a courtesy to our educational climate and all people within our building, students are asked to refrain from physical displays of affection while at school or at school activities.

STATE OF WISCONSIN FORWARD EXAM

Students will participate in state examinations in grades 3-4-5-6-7-8- and 10th grade. These testing opportunities are a part of the Wisconsin Student Assessment System (WSAS).

The State of Wisconsin, in conjunction with Federal regulations involving NO CHILD LEFT BEHIND (NCLB), no longer recognizes social promotion. Students must not only pass their classroom subjects, their state exam and I-Ready examinations must be taken into consideration in the promotion or retention decision.

PHYSICAL EDUCATION

To promote healthy personal hygiene, all students will be required to change into a different set of clothes (an appropriate shirt/top, athletic shorts/pants, and active footwear) for physical education classes. Dress for success to be healthy, free, safe, and ready.

Drug Free (zero tolerance)

School officials will use reasonable and constitutionally permissible means to assure that the property and schools of the district shall be made free of alcohol, drugs and other controlled substances.

Any student using or possessing the above faces legal and school disciplinary action of suspension and required recommendations for expulsion in accordance with School Board Policy.

School officials will also cooperate with local law enforcement agencies in an effort to meet the goal of property and buildings being free of alcohol, drugs, and other controlled substances and does hereby authorize reasonable and periodic searches of school property and buildings to detect and to legally take possession of any such materials found on school property or within its buildings. Such legal methods of search may include, but are not limited to inspection by means of trained canine units, or other such legal and recognized detection methods. Such searches may be unannounced and periodic but shall be with the consent of school administrative authorities.

WEAPONS ON SCHOOL PREMISES (zero tolerance)

No person shall possess neither weapon nor look-alike weapon on school premises, school bus or at any school related event.

“Weapon: or “look alike weapon” means any firearm (gun); a knife; any electric weapons, as defined in s. 941295(4); metallic knuckles or knuckles of any substance which could be put to the same use with the same or similar effect as metallic knuckles; a nunchaku or any similar weapon consisting of 2 sticks of wood, plastic or metal connected at one end by a length of rope, chain, wire or leather; a cestus or similar material weighted with metal or other substance and worn on the hand; a shuriken or any similar pointed star-like object intended to injure a person when thrown; a chain having weighted ends; pepper spray or any other device or instrument which, in the manner it is used or intended to be used, is capable of or likely to produce death or great bodily harm.

Firearms (guns) as a weapon are addressed in Section B of this policy.

Violation of this policy shall be immediately reported to law enforcement authorities, and, when a student is involved, the student’s parents shall also be notified. Students violating this policy shall be subject to disciplinary action which may include suspension or expulsion.

The Superintendent of Schools is authorized to modify such student expulsion requirements on a case-by-case basis.

Possession of a Firearm

Any student found to be in possession of a firearm (gun), loaded or unloaded, or look-alike firearm will be expelled from the Chilton School District for not less than fifty-two weeks, up to and including permanent expulsion from all Chilton Public Schools.

This policy does not apply to people defined in Section 9948.61(3) of the Wisconsin Statutes (i.e. school-sanctioned purposes, law enforcement officers, security officers, etc.)

PEPPER SPRAY AND OTHER CHEMICAL DEFENSE SUBSTANCES

No display of pepper spray or other chemical defense substances is permitted by any non-district employee on district premises, grounds, recreation area, at district sponsored events, students' buses or any other property owned, used or operated by the District. Any person in violation of this policy is subject to severe disciplinary action.

GANG AFFILIATION

Students will, in all respects, refrain from violent or gang activities which cause or may cause a disruption of school or school-sponsored activities. Parents will be notified immediately if their student is suspected of being involved in a gang. No student on (or near) school property or at any school activity or under the supervision of school authorities shall:

1. Wear, possess, use, distribute, display or sell any clothing, jewelry, emblem, badge, symbol, sign or other items which are evidence of membership or affiliation in any gang.
2. Commit any act or omission, or use any speech, either verbal, or non-verbal (gestures, handshakes etc.) showing membership or affiliation in a gang.
3. Use any speech or commit any act or omission in furtherance of any gang or gang activity, including, but not limited to: (a) soliciting others for membership in any gang; (b) Requesting any person to pay protection or otherwise intimidating or threatening any person; (c) committing any other illegal act or other violation of school district policies; (d) inciting other students to act with physical violence upon any other person.
4. Be permitted to wear any clothing or jewelry which is identified with a gang or gang-related activities (e.g. gang related colors) or clothing that contains pictures and/or writing referring to alcoholic beverages, tobacco products, sexual references, profanity, derogatory ethnic remarks and/or illegal drugs. If there is a disagreement between two students and/or parents and staff regarding the appropriateness of clothing, the principal will use his/her discretion to make the decision.

CONSEQUENCES FOR GANG INVOLVEMENT

1. On the first offense, an administrator will contact and inform parents. The student may be referred to the Chilton Police Department. The offense may result in a suspension.
2. On the second offense, in addition to the parent notification letter and telephone call and referral to the Chilton Police Department, the offense will result in an out-of-school suspension with a parent conference required for reinstatement.
3. On the third offense, parents will be notified and the student will be suspended pending a hearing before the School Board. The student will be referred to the Chilton Police.
4. Any offense of an extreme nature will be dealt with in a case-by-case nature in addition to referral to the police department and suspension and/or expulsion may be considered.

This policy is in force at all times on district property, in school vehicles and at all school activities.

LUNCH SYSTEM DETAILS

1. This is a pre-pay system for all school lunch transactions and morning milk.
2. Students qualifying for a free or reduced priced lunch will be processed as in the past. If for good reason, a family would not continue to qualify for the free or reduced priced lunch, the lunch payments would be retroactive to the first day of school.
3. Food service products can be purchased only with an I.D. number. No cash purchases will be available.
4. Parents are to send a check, or amount of cash for each elementary and/or middle school members of the family to either the Elementary School Office, or the Middle School Office, 421 Court St., Chilton, WI 53014.
5. There will be computerized records of each meal eaten, entrée or milk taken by each member of the family.
6. Parents will be notified by phone or email of a low account. (\$5.00 per individual or less.)
7. There will be some procedural requirements, which are outlined below.
 - a. The student will enter his/her number on the keypad each day as he/she goes through the lunch line.
 - b. The computer will "read" the number and the cost of lunch will be automatically deducted from the student's account.
 - c. Applications for free and reduced lunches will be available to parents at the time set aside for book bill payment before school begins. There will be a two-week "grace period" given to those families who qualified for free and reduced meals last year. Following the "grace period", those who have not completed and returned the forms will be retroactively charged the full price for the meals consumed. Those students,

who did not qualify for free or reduced price meals last year, must prepay for their meals on a regular basis until their application has been approved.

d. Morning milk - Students may purchase morning milk or an extra milk at lunch time. The cost of the milk is 35 cents, and the money for the milk will need to be deposited in the student's lunch account. Please remember to add the cost of this extra milk to the lunch check and identify it as such.

e. Please make checks payable to the School District of Chilton and keep in mind they are for hot lunches and milk only. Please do not combine with other purposes, as we will not give change to students. This will also apply for deposits made throughout the school year. It might help if you write HOT LUNCH and your child's lunch account number on the check to avoid any confusion.

f. Checks and/or free and reduced price application may be mailed to the Chilton Middle School Office, 421 Court Street, Chilton, WI 53014.

CAFETERIA USE

DAILY LUNCH SCHEDULE:

5th grade 11:35 - 12:05 pm

6th grade 12:25 - 12:55 pm (Lunch then Recess)

7th grade 12:25 - 12:55 pm (Recess then Lunch)

8th grade 11:20 - 11:50 pm

1. Students may bring a bag lunch to school and eat in the cafeteria. Milk is \$.35.
 2. Children who purchase school lunch are entitled to a free carton of milk.
 3. Lunch is to be eaten by the student who purchased it and food items are not to be given to other students.
 4. Lunch time supervision is provided both in the lunchroom and on the playground.
-
5. Parents are invited to come to school any day and eat lunch with their children. You are most welcome. The price of an adult lunch is \$3.60.
 6. Students are to eat their lunches in the cafeteria only and not take any food items outside.
 7. All students are asked to clean their tables before leaving.
 8. Students are asked to be courteous while in the cafeteria, treating our cooks and supervisors with respect.
 9. Students are asked to be neat and tidy and pick up after themselves.

SCHOOL EMERGENCY/FIRST AID ACCIDENT PLAN

The safety and welfare of your child is of utmost importance and is our first consideration. If your child should become seriously ill or injured while under the school's supervision, school personnel will immediately complete the following steps.

- 1) First aid to be immediately rendered.
- 2) The student's parents or guardian will be called at once. In case the parent/guardian or designated person cannot be contacted, the school will call the parent designated physician.
- 3) Transportation shall be arranged for the injured or ill to a source of medical attention directed by the student's physician, parent or guardian or school personnel. The transportation costs incurred shall be the responsibility of the parent/guardian.
- 4) The school will never send an injured or ill student home or to medical attention, unattended.

If your child meets with a minor accident or becomes too ill to continue in school, the school will immediately give first aid care and then call the parent/guardian at home or at work at once. The primary responsibility for your child's optimal health lies with each parent or guardian. In turn, you will be expected to:

- 1) Provide transportation home or to a source of medical attention.
- 2) Designate an individual (neighbor or relative) to care for your child in their home until you can be contacted.

Please accurately complete the Emergency information sheet.

The school should be notified of any changes in the information card during the school year to expedite emergency care according to your wishes. The Student Emergency Information Sheet should be returned to your child's teacher or to their homeroom teachers. Your cooperation is sincerely appreciated.

During the first day, during orientation of students, a form shall be provided to each student to take home for update of the information sheet.

MEDICATION POLICY

When it becomes necessary for a student to take medication prescribed by a physician, the student must have a medication Authorization and Instruction Form on file. This form is available in the school office or online. Federal and state law prohibit schools from dispensing any medication, including aspirin or pain relieving products, without written consent of the parent, written dosage and dispensing instructions signed by the physician, and medication given to the school by the parent in its original container having the pharmaceutical label with the student's name, drug, dosage, time to be given, and physician's name.

FIRE DRILLS

Fire drills are required by law and are held periodically so orderly evacuation of the building may be accomplished without panic. Instructions are posted in each room; acquaint yourself with these instructions. After the alarm, walk quickly out of the building without wraps or books. No talking or visiting is allowed. Students should remain together in class groups so the teacher can account for all students and to repeat announcements made. For the safety of all, all emergency drills will be pre-announced

FIRE EQUIPMENT

Tampering with any fire fighting or detection equipment is a serious offense as in the unjustified setting off of alarms. Violators not only face suspension and/or expulsion from school, but also a referral will be made to the legal authorities, as this is a violation of state law.

FOOD AND DRINK

To assist in keeping our school, hallways and classrooms clean, students are to refrain from possessing or consuming any soda beverages or food in any area of the school. The only exception to this rule is during lunch period. During lunch time students may eat and drink in the cafeteria. Only those food and drink items being consumed on a daily basis during lunch will be allowed in a students' locker.

Water bottle fill up stations will be used in lieu of regular push button bullers/water fountains.

GRADE 8 - CLASS TRIP CRITERIA

As with any other extra-curricular offering or event here at the Chilton Middle School, the eighth grade class trip is considered a privilege. Here, as in life, privileges are earned. The following is a criteria listing that a student must attain to be considered eligible to attend the grade 8 class trip.

ACADEMIC EXPECTATIONS:

Any student receiving one or more Incompletes during the school year on assessed standards will become ineligible for the class trip. Students must have all incompletes rectified by April 14th. In addition any student, after April, 14th that allows more than one standards assessment to be at the incomplete standing during the month of May prior to the trip may become ineligible to attend. At the end of each quarter of the school year teachers will discuss with students that have a missing or INC and create a plan for retakes, or relearning to take place.

SUSPENSION:

Any student that has been suspended (either in or out of school suspension) any time during his/her eighth grade year is ineligible to participate in the field trip.

DETENTION:

Any student that has accumulated 5 or more detention or behavioral referrals during the eighth grade year will be ineligible to attend the eighth grade field trip. (Detention/referrals here mean either those issued by a teacher due to poor classroom behavior or removal from class or through the office or a combination of both or bus behavior referral.)

- If concern arises in the area of Attendance we will inforce on a per student basis the below expectation -

ATTENDANCE:

Proper school attendance is a goal of our Education for Employment program here at Chilton, and has a very strong relationship to a student being successful in school. Proper attendance is a skill that we reinforce here at the Middle School, and is an aspect looked at by future employers. If a student has excessive absences (either excused or unexcused) of 10 or more days, the student will not be allowed to attend the eighth grade field trip. NOTE: this is one criterion that will be evaluated individually. We do

understand that students need to be looked at individually, and do understand medical excuses and will take these into considerations for a serious medical condition that has impacted the student's attendance record.

LIBRARY

The Chilton Elementary and Middle School Library is a PK-8 facility that provides for the research and recreational reading needs of its students and staff. We are affiliated with the Manitowoc-Calumet Library System and have access to material we don't own through interlibrary loan services. We also provide a MakerSpace, a place where students have an opportunity to explore their own interests; learn to use tools and materials, both physical and virtual; and develop creative projects.

An orientation is given to all students and staff the first week of school to familiarize each person with the collection and its use. Behavior expectations and consequences are presented at this time. Behavior rules are posted on the wall near the circulation desk in case of any questions.

Classes and individual students are encouraged to utilize the library/makerspace at any time. Teachers should coordinate classroom usage with the library media specialist. Individual students must have an appropriate purpose to enter the library.

Students are responsible for the condition of the materials they check out. They are encouraged to carefully check the condition of each item and report any extraordinary wear or damage prior to checkout.

There is a checkout limit of ten items. Books and magazines may be kept for two weeks. Students are requested to use a date due slip so materials can be returned or renewed on time. A fine of five cents per day will be collected for overdue materials up to the cost of the material. Fines will also be assessed for damaged or lost items. Students who have fines or lost materials will not have borrowing privileges until the fine is paid and/or material is returned. If a lost item is found after payment, the library will refund the full payment minus one dollar. Non-payment of fines may result in the withholding of a student's report card until it is paid.

Library hours are 7:50-4:00, Monday-Fridays, unless otherwise announced. Parents with children under school age are encouraged to utilize our materials any time we are open. A library card will be issued to those parents and children.

GUIDED PRACTICE

Teachers can assign Guided Practice for home if students did not utilize class time to their full potential. The guided practice assists the student and teacher as a checkpoint on where their understanding is. It allows for any re-teaching to take place before a summertime assessment is given. Students are able to retake assessments in order to demonstrate proficiency of standards. Retakes can be taken at any time prior to the last week of the quarter. Retakes are at the discretion of each individual teacher. Follow the retake process explained by your teacher. We appreciate any help you may give the child, but do not do his/her guided practice for him/her. Please help him/her to remember to bring the practice back to school the next day.

LOST AND FOUND

Articles found in and around the school should be turned into the middle school office where the owners may claim his/her property by identifying it. Articles found will be held through the end of the month following the month in which they were found. After this they will be donated to a local charity. Lost and found items collected at the end of the school year will be held until mid-June.

MONEY AND OTHER VALUABLES

Money in excessive amounts or other valuables should not be brought to school. Advise your child to guard well at all times his/her possessions and school property for which he/she is responsible. Do not keep money or valuables in your locker. Do not give others your locker combination. Please advise your child that the school cannot and will not be responsible for your personal items at school.

COMPUTER CONTRACTS & INTERNET ACCESS USE POLICY AGREEMENTS

All students desiring to use district computer equipment must have a contract on file that contains both the student's and his/her parent/legal guardian's signature. No use of district computer hardware or software may occur without this signed contract on file.

Additionally, students with a specific need to utilize the Internet at school must have an Access Use Policy on file that contains both the student's and his/her parent/legal guardian's signatures. No use of the Internet will be allowed without this signed agreement on file. After this agreement is on file, students may use the Internet only after they have been issued an Internet Passport for specific educational projects by their teacher(s).

Failure to adhere to the procedures and rules governing the use of computer equipment and the Internet will subject the offending student to disciplinary action as called for in the contract and agreement, including, but not limited to, suspension/expulsion from school, suspension from use of district computer equipment and software, and/or referral to legal authorities.

PASSES

Our teachers have been asked to keep student movement to a minimum during class periods. However, there are times when it is necessary for students to move from one area of the building to another. Students must have a pass when in the halls and should move promptly to the location to which they are traveling. Passes can be found in the Student "Assignment Notebook." You are asked to use these at all times a student is in the halls, during class time. Please check students for proper passes.

337.7 Student Access to Networked Information Resources

* The Board recognizes that as telecommunications and other new technologies shift the ways that information may be accessed, communicated and transferred by members of the society, those changes may also alter instruction and student learning. The Board generally supports access by students to rich information resources along with the development by staff of appropriate skills to analyze and evaluate such resources. In a free and democratic society, access to information is a fundamental right of citizenship.

*Telecommunications, electronic information sources and networked services significantly alter the information landscape for schools by opening classrooms to a broader array of resources. In the past, instructional and library media materials could usually be screened - - prior to use - - by committees of educators and community member's intent on subjecting all such materials to reasonable selection criteria Board Policy requires that all such materials be consistent with district-adopted guides, supporting and enriching the curriculum while taking into account the varied instructional needs, learning styles, abilities and developmental levels of the students. Telecommunications, because they may lead to any publicly available fileserver in the world, will open classrooms to electronic information resources which have not been screened by educators for use by students of various ages.

*Electronic information research skills are now fundamental to preparation of citizens and future employees during an Age of Information. The Board expects that staff will blend thoughtful use of such information throughout the curriculum and that the staff will provide guidance and instruction to students with the appropriate use of such resources. Staff will consult the guidelines for instructional materials contained in the Board Policy and will honor the goals for selection of instructional materials contained therein.

*Students are responsible for good behavior on school computer networks just as they are in a classroom or a school hallway. Communications on the network are often public in nature. General schools' rules for behavior and communications apply. The network is provided for students to conduct research and communicate with others. Access to network services will be provided to students who agree to act in a considerate and responsible manner.

*Independent student use of telecommunications and electronic information resources will be permitted upon submission of permission forms and agreement forms signed by the user, the users parent/guardian, and a teacher. Signatures represent agreement and an understanding or acceptable use policies outlining standards of behavior, communications and liability.

The Chilton School Board will not be held liable for costs incurred through vandalism. Vandalism is defined as any malicious attempt to harm or destroy equipment or data of other users, the Internet, or any network. This includes, but is not limited to the uploading or creation of computer viruses, violation of other users' access codes, and down loading or uploading of material inappropriate for, and of no educational value for, the school setting. Any user will be held responsible for costs incurred as a result of vandalism and can be denied further Internet access.

Access to telecommunications will enable students to explore thousands of libraries, databases, and bulletin boards while exchanging messages with people throughout the world. The Board believes that the benefits to students from access in the form of information resources and opportunities for collaboration exceed the disadvantages. But ultimately, parents and guardians of minors are responsible for setting and conveying the standards that their children should follow when using media and information sources. To that end, the Chilton Public Schools support and respect each family's right to decide whether or not to apply for independent access.

PARENT TEACHER CONFERENCES

Parents are encouraged to visit the school at any time announced or unannounced after first reporting to the school office. It is our hope that parents will take an active interest in our school system. Observing the learning process firsthand and visiting classes are the best way to get an indication as to the type of education Chilton Middle School is offering.

Formal conferences are scheduled in the fall so that parents and guardians can monitor the progress of their children. Conferences will be scheduled using our online sign up scheduler. October 20th and March 2nd will be parent teacher conferences beginning at 1:00 pm and ending at 8:00 pm. These can be virtual or in-person. Scheduling will be available 2 weeks prior.

Parents desire an in-depth conference with the team or an individual teacher. should arrange to hold this conference at a time other than during parent/teacher conferences as time does not permit this.

PRE-ARRANGED ABSENCES

Other than illness, all absences should be pre-arranged. Parents wishing to take students out of school for family trips or other special occasions should contact the principal for approval at least 3 days in advance. If this planned absence is classified as "Excused" the student will be issued a Pre-Arranged Absence Form to have initialed by all his/her teachers. This will allow

individual teachers time to contact parents before the planned absence to inform them of any potential class problems. Students should make arrangements for make-up work with their teachers prior to the absence.

STUDENT RECORDS

Parents may inspect and review all educational records kept by the school on their children. Educational records of each child are kept in the office. Highly confidential records are kept in the appropriate offices. Requests to review records must be submitted to the principal.

ADDITIONAL INFORMATION TO PARENTS REGARDING RECORDS

Distinctions between progress and behavioral records:

Behavioral Records

1. Referral information (including notices and forms)
2. Signed parental consent for evaluation
3. M-Team evaluation, individual reports, etc.
4. M-Team findings and M-Team reports
5. Individual educational plan
6. Placement decisions and signed parental consent or refusal
7. Medical evaluations and prescriptions required to substantiate health treatment services. (Presently needed for approving Homebound Services reimbursements)
8. Medical evaluations used to substantiate a determination of disability and handicapping condition. (presently needed for approving Homebound Services reimbursement).

Progress Records

These include pupil records, which include the pupil's assessments, a statement of the courses the pupil has taken, the pupil's attendance record, and records of the pupil's extra-curricular activities.

Records Maintenance and Destruction Provisions

1. All behavioral records are destroyed one year after students graduate or last attend a school except with written permission to retain them.
2. All progress records are maintained for a period of a minimum of 5 years after the pupil ceases to be enrolled in the program.

Transfer of Records

The school building principal or his designee will ensure timely transfer of student's records to receiving school district (Parent "permission" is not required in this instance - but notification that records are being forwarded should be sent.) Transfer should be done within five working days of notification from receiving school district.

Consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA (and other federal and state laws) authorize disclosure without consent. If the district transfers a student's records without the parent/guardian's or adult student's consent (like Wisconsin law requires districts to do), the annual notice must include a statement to that effect. Also, FERPA states that if a district has a policy of disclosing education records to other school officials, including teachers within the district who have been determined to have legitimate educational interests in the records, a specification of criteria for determining who constitutes a school official and what constitutes a legitimate educational interest must be included in the annual notice.

REPORT CARDS

Middle School assessments are a combination of many factors, but mastery of the state standard is the fundamental requirement to determine achievement of having earned the meeting expectation of the state standard. School staff utilize multiple assessment methods to determine if and when a student meets expectations as it relates to the state standard. School staff will communicate continued feedback to students as a form of leveled improvement towards meeting expectations. This feedback can be viewable on project rubrics, and online using our PowerSchool grading program.

Reports are made available every nine weeks. These reports will be made available online however you may request a hard copy of the report by emailing your child's teacher, school secretary, or building principal. Chilton Middle School uses a 3 point system of Standards Based Learning:

- 3: Meeting Expectation (Students consistently demonstrates adequate mastery of course standards in familiar contexts)
- 2: Approaching (The student demonstrates beginning work toward standard and produces work that shows progress)
- 1: Attempting (The student demonstrates unclear or minimal understanding of the standards)
- I: Incomplete (The student has yet to demonstrate course standards.)

Furthermore with the reporting out on where your student is at in correlation to the state standard we will also report out on the students in the area of respect and responsibility.

Responsibility

- Guided Practice completion
- Material ready for class
- Following project due dates
- Productive use of class time
- Appropriate use of materials

Respect (for)

- Peers
- Staff
- Technology
- Materials/Classroom

**2022-2023
REPORT CARD DATES**

Quarter 1 Reporting Period	08-25-22	10-27-22
Quarter 2 Reporting Period	10-28-22	01-12-23
Quarter 3 Reporting Period	01-13-23	03-22-23
Quarter 4 Reporting Period	03-23-23	05-26-23
Final Grade	08-25-22	05-26-23

RETENTION/PROMOTION POLICY

IF:

1. Any student who has not mastered the grade level benchmarks identified on the learning guides will be a candidate for retention in the subject area(s) in which that occurred.
- AND**
2. Any student who performs at the minimal or basic level on the State Exam will be a candidate for retention in the subject area(s) in which that occurred.

THEN:

1. The grade level/course/team of teachers will convene and discuss those students who have been identified as candidates for retention and review all data.
2. The full list of candidates will be brought before the promotion/retention committee consisting of: grade level/team of teachers, building principal, District Reading Specialist, District Math Specialist, and Director of Curriculum and Instruction with the building principal having the tie breaking vote.
3. The committee will determine if a student will be retained for the full grade level (repeating all courses at that grade level) or if a student will repeat only selected courses. If the student repeats only selected courses, the committee must determine which courses will be repeated.
4. Final list of retained students will be turned in to the principal and the Director of Curriculum and Instruction.
5. If parents chose to contest the retention, they must appear before the entire committee prior to the last day of school year. If parents still disagree with the decision of the committee, they must appeal to the board of education prior to June 30th of the same academic year in question.

SCHOOL HOURS

School begins at 7:50 a.m. and dismisses at 3:05 p.m. each day. Students have no need to be in the building before 7:30 a.m. or after 3:20 p.m. unless they have a pass or are under the direct supervision of a staff member or coach.

SEVERE WEATHER DRILLS

Each room has instructions posted for severe weather ie., tornadoes, etc. Notification to move to protective areas will be by the alarm signal and public address. After the alarm, walk quickly to the designated areas and remain there until an all clear signal has been given by the administration.

New Hepatitis B Immunization Requirement for Students Fact Sheet for Parents

What is the new requirement?

The Wisconsin student Immunization Law requires Hepatitis B (Hep B) vaccine series for students entering kindergarten or 7th grade.

Why is this requirement being made?

Hepatitis B is a serious infection of the liver, which is spread by contact with blood and certain other body fluids. A pregnant woman with the disease can infect her baby. Every year, about 100 people with acute hepatitis B infections and 500 people with chronic hepatitis B infections are reported in Wisconsin. People with chronic infections can spread the disease to others and may develop cirrhosis or liver cancer later in life. Since most of the people who get hepatitis B are young adults, childhood is a good time to get the vaccine. The American Academy of Pediatrics, the American Academy of Family Physicians and the US Public Health Service recommend Hep B vaccine for all infants, preschoolers and children 11-12 years of age.

Where can I get Hep B vaccine for my child?

From your child's doctor, HMO or nearest Local Health Department. Please have your child immunized well in advance of school opening to avoid the late summer rush at doctor's offices and immunization clinics.

What if my child has already received the Hep B vaccine?

If your child received Hep B vaccine at school, the school has the dates and you do not need to report them. If your child received Hep B vaccine elsewhere, complete the enclosed form and return it to your child's school. Also, be sure to add the Hep B vaccine dates to the permanent immunization record you keep for your child at home. In the future, she/he may need to give these dates to other schools, colleges or employers.

What if I do not want my child to get the Hep B vaccine?

You may sign the religious or personal conviction waiver options on the enclosed form. A health waiver is also available and must be signed by a physician.

What if my child has already had hepatitis B infection?

Then your child does not need the Hep B vaccine. Check the health waiver option and obtain your physician's signature. The reason for not vaccinating the child can be given as "serology indicates vaccine not needed."

Local Health Department phone number: 920-849-1432

STUDENT ILLNESS PROCEDURES

Students who become ill while in school are to report to the school office, after they have talked with their teacher. The following procedure will be adhered to:

1. An ill student will be asked to lie down in our sick area. If the student is too ill, a parent or guardian will be called to come and take the student home.
2. Due to liability reasons, no student is ever allowed to leave without proper parent/guardian supervision.
3. If exigent circumstances arise, such as vomiting, fainting, doctor's reports, etc., parents or guardians will be called immediately to pick the student up. In emergency situations we seek medical attention promptly.
4. If a student is injured while participating in any school activity, he/she should notify their instructor immediately. The teacher will send him/her to the office. Any first aid which is necessary to meet the immediate emergency will be administered. After this has been done, parents will be contacted in regard to further medical treatment. Students must understand that the school is not liable for a doctor, transportation or hospital bills resulting from accidents of any kind.

STUDENT IMMUNIZATIONS

Wisconsin State Law requires all public and private school students to present written evidence of immunization against certain diseases (measles, mumps, rubella, polio, diphtheria, tetanus and whooping cough) within 30 days of school admission. These requirements can be waived only if a properly signed exemption is filed with the school. Beginning with the 1991-92 school year, students entering kindergarten, first, sixth, seventh and twelfth grades are to have had two doses of the measles-mumps-rubella vaccine. The Public Health Nursing Service offers monthly immunization clinics at the Courthouse by appointment, or you may contact your physician.

For further information, parents are asked to contact their doctor, clinic, HMO, or public health agency.

SPECIAL HELP PERIOD

The time period from 3:05-4:00 is actually part of the regular school day. This is intended as a “guided practice” period for those who want or need help from any teacher.

STUDENT INFORMATION AND RECORDS

The following individuals are assigned the responsibility for the collection, storage, retrieval, destruction and use of information found in student records:

District Superintendent
District Principals
Secretaries to District Personnel
Teachers Assigned to the Building

STUDENT APPEARANCE

Chilton Middle School believes that the responsibility for the appearance of each student rests with the parents or guardians of each student, provided that the attire of the student seeks to enhance rather than disrupt an established educationally conducive environment. As such, students are expected to come to school dressed in a manner that is safe, appropriate and inoffensive to the general school community at-large. Students who adhere to the following guidelines are most likely to find themselves dressed in a manner that is appropriate for the school setting:

1. Assure that good personal hygiene habits are practiced daily; this includes assuring that clothing and attire are washed and cleaned regularly.
2. Assure that clothing or hairstyle does not put one at risk for injury while engaging in academic or co-curricular activities (e.g., blocked vision, restricted movement, loose or torn clothing that could get caught in mechanical devices and/or catch fire, etc).
3. Assure that clothing and/or dress styles will not create a disruption to the learning environment or be offensive to others – clothing that is unacceptable includes, but is not limited to:
 - a. Tops and/or pants, skirts, and shorts that reveal cleavage, midriff, buttocks, undergarments (or the lack thereof), and/or reveal more than an acceptable amount of one’s body.
 - b. Halter tops, tube tops, “tank” tops with less than a one-inch strap on each side, and/or strapless tops.
 - c. Tight-fitting and/or sheer clothing that reveal undergarments (or the lack thereof).
 - d. Torn, ripped, and/or cut clothing that reveals undergarments (or lack thereof), cleavage, , midriff, buttocks, and/or more than an acceptable amount of one’s body. Jeans with tears, rips or holes above the fingertip length.
 - e. Clothing on which obscene, socially-offensive pictures or language exists to include, but not limited to, references to illegal drugs and/or tobacco and/or alcoholic beverages and/or serving as an advertisement for an alcoholic beverage serving establishment.
4. Hats or other unwarranted head wear, except in established religious or cultural circumstances, are to be removed and kept in student lockers by the start of classes each day and remain there until the conclusion of the school day.

5. Backpacks, purses, drawstring bags and other bags larger than 9" x 5", while necessary to transport books and school supplies to and from school, are viewed as taking up valuable space in classrooms and/or creating a safety concern. Backpacks and other bags identified above are to be kept in student lockers by the start of classes each day and remain there until the conclusion of the school day.
6. Outwear and/or bulky coats, such as, but not limited to, down-coats, winter jackets, and trench coats are to be removed and kept in the student lockers by the start of classes each day and remain there until the conclusion of the school day. The intent of this language does not apply to Chilton Schools apparel.
7. Blankets and other material that covers extremities is not appropriate for use during the school day.

Students who come to school not appropriately dressed and/or attired will be asked to change. If a student is asked to change, the school may supply appropriate attire for the day. Should a student not comply when asked to change, disciplinary consequences will be given. Students who experience continued difficulties with what is expected for student appearance will be referred for disciplinary action to include, but not limited to, suspension and/or expulsion from school. Students who are found to be repeatedly violating these expectations will be subjected to the following:

- Confiscation of the hat(s)/outwear/bag(s)/clothing/blanket(s)
- Appropriate disciplinary measures including, but not limited to, suspension from school.

Note: Upon approval of the principal or her/his designee, a teacher may modify either one of these expectations for her/his class on a limited basis if there is a justifiable reason to do so (e.g., planned field trip, special project for the day, etc.).

Acceptable Jeans



Inappropriate Jeans



Inappropriate Outerwear



Acceptable Jacket



STUDENT LOCKERS

All lockers in the school building are the property of Chilton Public Schools and will be provided for student use at no charge. However, costs may be assessed at the end of the school term for damage considered over and above normal use to lockers. The principal or any designated representative for the purpose of school safety or cleanliness may inspect lockers from time to time. Administrative searches may also take place without advance notice to search for overdue library books, textbooks, stolen property, alcohol, controlled substances, etc.

Students are asked to clean their lockers occasionally. Students must also refrain from keeping opened containers or packages of food and/or beverages in their lockers. Lockers are for school related items only i.e., textbooks, notebooks etc., and clothing items necessary for travel to and from school (jackets, hats, etc.). Items other than the above are not to be brought to school and/or stored in student lockers. The School district does reserve the right to inspect any/all lockers desks or other school owned areas at any time.

STUDENT MESSAGE/TELEPHONE USE

Students will not use the office phone for personal calls except in emergencies and with staff permission. In the event the student receives a message or a call he/she will be called out of class only in the case of an emergency. Normally phone calls for students will be handled during lunch period and before and after school.

TARDINESS

Being on time is an important element of life and school, and will be expected of students from all present and future teachers and employees. Everything possible will be done to encourage punctuality.

Late to School: students must report immediately to the office if they are late to school. A tardy slip will be issued and marked either excused or unexcused.

Un-excused or habitual (2 or more tardy) tardiness will be addressed in the following manner:

1. The principal will try to work with the student to correct the problem. For the first offense a discussion with the student and a warning will be issued.
2. A second un-excused tardy (or habitual excused tardy) will result in a conference with the principal and the office contacting parents. The principal at this time, may assign a 30-minute detention. At this point, a detention may be issued every time a student has an additional tardy. The principal may at this time incorporate assistance from County Human Services, the Chilton Police Department and other consequences for continued tardiness will be identified.

TARDINESS BETWEEN CLASSES

Teachers are encouraged to handle tardiness that may occur during the school day with students between classes. The following steps for between class tardiness will be used:

1. For the first tardy, the teacher will discuss the tardy with the child and find out possible reasons that this happened. (Students are reminded to get a pass from the teacher that you are leaving if you even think you may be tardy for your next class and it is due to the teacher you had the previous hour.) The teacher may refer the event to the office, or guidance office.
2. Second or consecutive tardies: A 55-minute classroom detention is to be issued for each additional tardy. The teacher may refer the student to the office for a discussion with the principal, if this takes place, the principal will make a parent contact.
3. Repeated/habitual tardiness between classes: will be dealt with by the principal. Consequences will be discussed at the parent conference that will take place.

TEXTBOOKS

All textbooks are the property of Chilton Middle School and are purchased through tax dollars that each student's parents contribute. Students are to take care that all issued textbooks are returned in the same condition as when they were received. Teachers will assess fines for textbooks returned in poor condition. The average cost to replace a textbook is \$70.00. We expect all textbooks to be covered at all times.

TOBACCO PRODUCTS

Through a joint effort with Wisconsin State Law, the Chilton Board of Education adopted a "Smoke/Tobacco Free Environment" policy. Our building and grounds are to remain free from any and all forms of tobacco use by persons within its boundaries. It is a violation of "State Law" for anyone to use or even possess tobacco on school grounds or lands controlled by the district. This includes buses. This is in effect 24 hours a day, 7 days a week.

TORNADO EMERGENCY INFORMATION FOR PARENTS

The Chilton Middle School has made plans to safeguard your child, should a tornado be sighted in the area. Here is how you can help us:

During a Tornado watch,

A watch means that a tornado may be developing in the area. No tornado yet exists. You can help us during a watch period by:

1. Not sending your child to school
2. Not picking him/her up from school
3. Not calling the school during a watch period. Lines must be open for emergency communication.

During a Tornado warning

A warning means that a tornado has been sighted. Your child will be removed to the best shelter available. Here's how you can help us during a warning:

1. Please don't try to pick up your child from school until the warning is lifted.
2. Please don't call the school. Lines must be open for emergency communication.
3. If the middle School building is damaged during the tornado and the high school is not, students may be transported there. This will depend on the situation as it develops.
4. Please try to remain calm.

EMERGENCY SCHOOL CLOSURE INFORMATION ONCE SCHOOL IS IN SESSION

Dear parents of Chilton Public School Students:

The following information is designed to assist parents on how best to work with the Chilton School District in an emergency situation. Examples of this could be weather, threats, or any of a number of situations that could result in the school buildings being closed or evacuated for the safety of our students.

Parents/Guardians Must Understand:

- The most effective and beneficial act your family can do is to be prepared with a family plan that has been clearly shared with your students. Please share with your child during the first week of school exactly what you expect your child to do in the event that school would need to be closed early. This should include exactly where your child is to go, so please make arrangements and communicate clearly these arrangements with you child.
- Your student must know exactly what you expect of them if an emergency school closure would occur. Review your family plan often.
- DO NOT plan on your student being able to use the phone during a school closing. We can not allow students phone access during an emergency situation.
- Share your plan with your students' teachers.
- DO NOT call the school buildings directly. Our phone lines need to stay open for emergency use.
- We have included a listing of local radio and television stations that can be and should be tuned to for the latest information.
- If our building must be evacuated the Middle School will be utilizing Ebenezer United Church of Christ (44 West Washington).
- We ask that no one interfere with bus traffic at these alternative sites.
- Please be aware that students will only be released to a parent or guardian that has been identified on the student's emergency data sheets.
- We will require all parents or guardians to sign for the child at the time of pick up.
- When possible, regular bus routes will be driven to get your students home. Please ensure that you have someone at your home to meet the younger students. We will not release a young student to an unsupervised environment.

VIOLENCE

The use or threat of physical abuse will not be tolerated at Chilton Middle School. Students who threaten or harm other students, staff or visitors face disciplinary action to include suspension, expulsion and/or referral to authorities.

VISITORS TO SCHOOL

All visitors to school are to report first to the school office.
Parents and guardians are welcome to visit school periodically during the day or after sessions.

A CMS student who wishes to bring a visitor should get permission from the principal at least a day in advance and obtain a visitors pass to take to all of his/her teachers for approval. If all teachers give approval, a visitor's pass will be issued. CMS students are responsible for ensuring their guest's adherence to all school policies and procedures. During the last two weeks of school there will be no student visitors permitted, as well as no visitors allowed before or after holiday breaks.

WITHDRAWAL FROM SCHOOL

Please contact the Registrar which is located in the District Office. A withdrawal form must be completed, all school property returned and all bills must be paid before leaving.

USE OF VIDEO CAMERAS ON SCHOOL BUS

The Board of Education of Chilton School District supports the use of video cameras on the school buses for the primary purpose of reducing disciplinary problems and vandalism on the bus as provided for in SS120.13(1)(a). Secondly, the video camera will provide drivers with a means to improve their abilities in relation to student management skills. The use of video cameras shall allow drivers to focus on the driving of the bus providing for safer transportation of all students.

The following procedures shall be followed in the use of video cameras on the buses in accordance with SS120.13(1)(a).

A. Placement of the Video Cameras

1. All buses are equipped with video equipment.

B. Viewing the Video Tape

1. Only the Transportation Director, bus manager, bus driver(s), principal, and District Administrator shall be authorized to view the videotape for the purpose of documenting a problem.
2. The principals or District Administrator may authorize the guidance counselor, school psychologist or social worker to view segments of the tape if they are working with a student on the videotape because of emotional, behavioral, or learning problems, and viewing the tape is beneficial to their role in assisting the student.
 - a. The building principal shall view the videotape with authorized staff.
 - b. The date of viewing and the names of those viewing the tape shall be documented by the principal.
3. If disciplinary action is to be taken based on video documentation, the student and/or their parent(s) guardian may view the isolated segment of the videotape for which they are being disciplined.
 - a. The building principal shall view the videotape with the student and/or parent(s) guardian.
 - b. The date of viewing and the names of those viewing the tape shall be documented by the principal.
4. If disciplinary action is appealed to the Board of Education. The Board member may view the isolated segment of the videotape for which the student is being disciplined.
5. The video tapes shall not be available for viewing by the public in general, employees in general, media or other not previously indicated.
6. If there are no bus problems pertaining to the date a video was taped; the video will be erased or reused.
7. Tapes will be secured by the bus contractor.

WHAT STUDENTS MAY EXPECT IN EVERY CLASSROOM

As students come to class on a daily basis they can expect to have their teacher well prepared to engage all students in the learning process throughout each class period. The steps involved in that learning process will reflect the following outline. Teachers will:

- A. Establish A Readiness for Learning - Teachers will prepare each student for the day's learning through a review of past learning or an activity to spark an interest in what will follow.
- B. Inform Students What Is To Be Learned - Teachers will tell students what is to be accomplished by the end of each class period and why it is necessary for it to be accomplished.
- C. Teach What Is To Be Learned - Teachers will use a variety of methods to ensure that each student accomplishes what is to be learned and that each also knows how to put it into practice.
- D. Provide Students With An Opportunity to Demonstrate Their Skills - Your teacher will give you meaningful ways to show him/her that you have accomplished what was to be learned through the use of homework to be done independently outside of class.
- E. Conclude Each Lesson Smoothly - Your teacher will always close each lesson with a final review of what was learned and why, and prepare you for what you may expect the next time you come to class.

As students learn, they can expect their teachers to provide them with many opportunities to demonstrate their ability to use their newly acquired knowledge. The methods used may come in the form of homework, quizzes, oral questions, writing assignments, and special projects. Regardless of the method, teachers will expect students to use their new learning's in ways that will develop their ability to think. The levels of thinking that will be developed are as follows, listed from simple to most challenging.

1. Recall - The ability to memorize and recognize information.
2. Comprehension - The ability to interpret and/or translate what has been learned.
3. Application - This is the ability to apply what was learned in a new or different situation.
4. Analysis - How well students can break down new information into parts of components.
5. Synthesis - The ability to take those parts broken down from an analysis and put them together to form something new.
6. Evaluation - The ability to assess, judge, or appraise something based upon previously learned information.

Students may expect this type of teaching and learning from all teachers as they believe it is essential if your school is to fulfill its mission and assure the success of all students.

STUDENT PUBLICATIONS

School-sponsored publications shall serve as instructional tools designed to provide a forum for student and public expression. As such, these publications should provide an opportunity for students to inquire, question and exchange ideas, serve as a source for entertainment and enlightenment and reflect all areas of student and community interest and concern. In addition, every effort should be made in the production of school-sponsored publications to simulate the realities of the publishing world.

Chilton Middle School upholds and encourages freedom of the press as guaranteed by the Constitution of the United States. The Board is responsible to ensure the constitutional rights of students are balanced in a reasonable manner against the right of society to maintain a system of public schools, which provides an environment conducive to learning. Any materials or articles which are potentially libelous or considered obscene or which will result in a substantial disruption of school activities shall be referred to the principal for approval prior to publication.

SUICIDE PREVENTION

Would you rather keep a secret or keep a friend?

GET HELP!

Talk to some adult you trust... a teacher, clergyman, counselor, parent, aunt, uncle, or older brother or sister. It's much too risky to try to handle a potential suicidal situation on your own. It may be difficult to break a confidence, but ask yourself - Would you rather keep a secret, or keep a friend?

Good friends, caring family members, and help professionals can intervene and help prevent suicide.

Want to talk?
We'll listen.
849-9317

DARE TO BELIEVE

That you are a wonderful, unique person. That you are a once-in-all-history event. That it's more than a right - -it's your duty to be who you are. That life is not a problem to solve, but a gift to cherish. And you'll be able to stay one up on what used to get you down.

PEOPLE TALK ABOUT SUICIDE

You've probably hear the old cliché "people who talk about suicide won't do it." Well that's not always true. Suicidal people often talk about their intentions, or how their friends and families would be better off if they were dead. Statements like these should be taken seriously. But what should you do if one of your friends threatens suicide? If you laugh it off, or think it's just a way to get attention, you could lose someone who is special to you. You can help make a difference between life and death.

BE A FRIEND

If someone tells you they are thinking about suicide, talk with them and listen to what they say. Ask questions about their feelings. Ask if they have done anything to carry out their plans. The more detailed the plan, the greater the risk. Your questions won't encourage them to do it. Your concern will help them know you are willing to be a friend.

Discuss it as you would any serious topic, yet don't try and offer advice like "think how much better off you are than most people" or, "you don't know how lucky you are." Comments like these only increase feelings of guilt or hopelessness. Encourage, even insist, that your friend get help.

HAZARDS IN THE SCHOOL - YOUR RIGHT TO KNOW

Chilton Middle School tries hard to protect you against the dangers of hazardous chemicals. Safety training, engineering controls, and medical exams and record keeping are just a few of the things being done to keep you safe. The Occupational Safety and Health Administration (OSHA) has issued a rule that will help your school keep you safe and healthy. It says you have a right to know what hazards you face at school and how to protect yourself against them. Every chemical, with which you come in contact at school either in a class activity, or in any other way, has a Material Safety Data Sheet (MSDS) on file at the school. Please ask your teacher about the MSDS forms whenever applicable.

SEXUAL HARASSMENT

No student, teacher, or any other employee or member of Chilton Public Schools will be subjected to unsolicited and unwelcome sexual advances, request for sexual favors or other sexual conduct, either verbal or physical.

Examples of conduct that may be considered as sexual harassment include, but are not limited to, the following:

- *Touching
- *Verbal comments about parts of a person's body
- *Name-Calling
- *Spreading sexual rumors - verbal or written
- *Pressure for sexual activity
- *Suggestions gestures to self and/or others
- *Stunts such as "De-pantsing", "Wedgies" (Pulling the waist band of a person's underwear), or other acts that may be perceived as demoralizing or offensive.

Persons found to have been involved in acts of Sexual Harassment will be dealt with in a manner consistent with the Policies of the Board of Education, and State and Federal laws regarding this issue.

Students and school district employees who feel they have been the victim of sexual harassment are urged to report such to their immediate supervisor, guidance counselor, teacher, principal, or district administrators.

See also: Board Policy (attached) "Harassment"

GENERAL STATEMENT OF POLICY

If any student or staff member believes that any student or staff member or any part of the school organization has violated the prohibition of harassment, sexual or other harassment as provided in Title VII of the Civil Rights Act and in Code 29 of Federal Regulation, Section 1604.11 he/she may bring forward a complaint to the building principal or another administrative staff member, at his/her office in the school district.

A. Harassment Defined: Harassment is defined as any unwanted, deliberate or repeated unsolicited comments, gestures, graphic materials, physical contacts, or solicitation of favors which is based upon ones group membership when:

1. Submission to the conduct is made either explicitly or implicitly a term or condition of an individual's employment; or
2. Submission to or rejection of the conduct by an individual is used as the basis for employment decisions affecting the individual; or
3. The conduct has the purpose or effect of substantially interfering with an individual's work performance or creating an intimidating, hostile or offensive working environment.

B. Sexual Harassment/Sexual Violence defined: The School Board acknowledges all regulations, requirements and responsibilities defined by the Equal Employment Opportunities Commission (EEOC) regarding sexual harassment. Guidelines published by the EEOC, the governmental agency responsible for administering laws relating to employment discrimination, hold that sexual harassment in the workplace is unlawful. Sexual harassment is defined for the purposes of this policy as:

1. Unwelcome or unwanted sexual advances. This means patting, pinching, brushing up against, hugging, cornering, kissing, fondling, or any other similar physical contact, which is considered unacceptable by another individual.
2. Requests or demands for sexual favors. This included subtle or blatant expectations, pressures or requests for any type of sexual favor accompanied by an implied or stated promise of preferential treatment or negative consequence concerning one's employment status.
3. Verbal abuses or joking that is sexually oriented and considered unacceptable by another individual. This includes commenting about an individual's body or appearance where such comments go beyond mere courtesies; telling "dirty jokes" that are clearly unwanted and considered offensive by others; or any other tasteless, sexually-oriented comments, innuendoes or actions that offend others.
4. Engaging in any type of sexually oriented conduct that would unreasonably interfere with another's work performance. This includes extending unwanted sexual attentions to someone such that personal productivity or time available to work at assigned tasks is reduced.
5. Creating a work environment that is intimidating, hostile or offensive because of unwelcome or unwanted sexually oriented conversations, suggestions, requests, demands, physical contacts or attentions.
6. Creating a work environment that is intimidating, hostile or offensive because of the existence at the work-site of sexually oriented materials including, but not limited to, photographs and posters.

C. Prohibition In keeping with the commitment of Equal Employment Opportunity, the Board will not tolerate such unlawful behavior by anyone-supervisors, other employees, students, or visitors. If employees or students feel that they are the victims of any of the above-described behavior, they are urged to utilize the complaint procedures described below.

Harassment, sexual harassment, sexual violence in the workplace is illegal and is prohibited by this District policy. Harassment infringes upon equal respect in working relationships, and causes serious harm to the productivity, efficiency and stability of the operation of the District.

Persons guilty of sexual harassment, sexual violence, discrimination or harassment are subject to disciplinary action including suspension without pay and/or termination.

D. Initial Complaint Procedure: The person who believes he/she has a basis for complaint shall discuss the concern with any member of the administrative staff responsible for advising the administrator of necessary action to assure compliance. The role of the administrator in the initial complaint is to inform the alleged victims of their rights and applicable procedures. The role of the administrator in the formal complaint procedure is to serve as a facilitator in the process. Administrative staff member or the building representative of any complaints filed will notify the District Administrator.

The identities of persons filing a formal complaint will be treated in a confidential manner whereas persons with a “need to know” will only be informed. The alleged victim should be prepared to face the alleged “harasser” as a part of the complaint procedure.

E. Formal Grievance Procedure

STEP 1: A written statement of the grievance shall be prepared by the complainant and signed. The grievance will include dates, places, and names of all persons present. This grievance shall be presented to an administrative staff member, except the District Administrator, who will, in a timely fashion of the receipt of the grievance, shall investigate and reply in writing including action taken. Any persons filing a false claim under this policy will be subject to disciplinary action including suspension without pay and/or termination.

STEP 2: If the complainant wishes to appeal the decision in Step 1, he/she may submit a signed statement of appeal to the school district’s administrator within five (5) school/business days after receipt of response in Step 1. The school district administrator shall meet with parties involved, formulate a conclusion, and respond in writing to the grievance in a timely fashion.

STEP 3: If the complainant remains unsatisfied, he/she may appeal through a signed, written statement to the Board of Education within five (5) school/business days of his/her receipt of the school district administrator’s response to Step 2. In an attempt to resolve the grievance, the Board of Education shall meet with the concerned parties and their representatives in a timely fashion following the receipt of such an appeal.

A copy of the Board’s disposition of the appeal shall be sent by the Board Secretary to each concerned party.

STEP 4: If the complainant remains unsatisfied, the grievant may appeal within 30 days to the Department of Public Instruction, Equal Educational Opportunity Office, P.O. Box 7841, Madison, WI 53707, or to the Office for Civil Rights, U.S. Department of Education, Washington D.C., 20201 or to the Review Section, Civil Rights Division, U.S. Dept. of Justice, P.O. Box 66118, Washington D.C. 20035.

F. Dissemination of Discrimination Grievance Procedures:

1. The adopted discrimination grievance procedures shall be available to students, parents, employees, and others to inform them about the proper process of making a complaint.
2. This policy will be discussed at the initial faculty meeting at the beginning of each school year. Staff members not present at the faculty meeting will be informed of the policy/procedures by their immediate supervisor.
3. Individuals with a complaint may report their concern to any of the following staff:
 - Any Building Principal
 - Any Building Counselor
 - Any District Teacher

G. Maintenance of Grievance Records

The Building Principal or the building designee (Title VI, Title IX, Section 504 and 118.13) shall at least annually file with the District Administrator all records of all formal and informal complaints for the purpose of documenting compliance and past practices. The records shall include information on all levels of the complaint and any appeals. The records should include:

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

Leg Ref: Title VII

Code 29, Sec. 1604.11

PI9 of the Wisconsin Administrative Code

Title IX, Education Amendments of 1972

Title VI, Civil Rights Act of 1973

Cross Ref: Equal Educational Opportunities Equal Educational Opportunities Complain Procedures

Personal Website Postings, Online Social Network/Forum Postings, and/or Other Electronic Communication Device Posting: On- or Off-Campus

While Chilton Middle School respects and will work to uphold each student's First Amendment right to freedom of speech, students must realize that student speech, including on- and off-campus speech, may be regulated by school officials under certain circumstances without violating students' free speech rights. Students who choose to post written or oral information, video or pictures, and/or other material on personal websites, within online social networks and forums, or via other electronic communication venues, which materially and substantially disrupts the work and discipline of the school, may be subject to disciplinary action by school officials, including a possible referral to legal authorities.

NONDISCRIMINATION POLICIES

533.7 Title IX compliance

In compliance with OCR provision of Title IX and Chapter 94 laws of 1975 for the State of Wisconsin, the School District of Chilton states its compliance regarding sex discrimination against Students and school employees.

The District Administrator is designated as the Title IX coordinator and will act as the anti-discrimination Coordinator for the school system. Parents, Students and employees are hereby notified of the School's attempt to eliminate sex bias. Complaints should be filed with the Building Principal of the individual building. If the complainant does not receive satisfaction, the complaint will be forwarded to the District Administrator. If no satisfaction is offered, the Board of Education will arrange a hearing.

533.8 Nondiscrimination Policy

The School District of Chilton hereby declares that it does not discriminate in its educational programs and activities, in employment practices and policies, or in admission or access to programs or activities offered by the District.

It is the policy of the School District of Chilton to comply with SS118.13, Chapter PI 9, Section 504 of the Rehabilitation Act of 1973, Title IX and Title VI. Therefore, the School District of Chilton shall not discriminate on the basis of age, sex, race, religion, color, national origin, ancestry, creed, pregnancy, marital or parental status, sexual orientation, physical, mental, emotional or learning disability/handicap against any person.

533.81 Chilton School District Discrimination Complaint Procedure

If any person believes that Chilton School District or any part of the school organization has not applied the principles and/or regulations of Title VI, Title IX, Section 504, SS118.13, and Chapter PI 9, or in any way has been discriminated against, he/she may bring forward a complaint. In compliance with SS118.13 and Chapter PI 9 rules for implementation of same, the School District of Chilton states its compliance with the right of the student to be admitted to school and to participate fully in curricular, co-curricular, student services, recreational or other programs or activities. These right shall not be abridged or impaired because of student's sex, race, religion, color, national origin, ancestry, creed, pregnancy, marital or parental status, sexual orientation, physical, mental, emotional or learning disability/handicap.

421 Student Nondiscrimination Compliance

In compliance with SS118.13 and Chapter PI 9 rules for implementation of same, the School District of Chilton states its compliance with the right of the student to be admitted to school and to participate fully in curricular, co-curricular, student services, recreational or other programs or activities. These rights shall not be abridged or impaired because of a student's sex, race, religion, color, national origin, ancestry, creed, pregnancy, marital or parental status, sexual orientation, physical, mental, emotional or learning disability/handicap.

The right of the above stated student includes, but is not limited to student admission to any school, class, program, or activity; standards and rules of behavior; student harassment; disciplinary actions, including suspensions and expulsions; acceptance and administration of gifts, bequests, scholarships and other aids, benefits, or services to students from private agencies, organizations or persons; instructional and library media material selection policy that provides adequate instructional materials, texts and library services which depict in an accurate and unbiased way the cultural diversity and pluralistic nature of American society; methods, practices, and materials used for testing, evaluating and counseling students (except for the use of special testing or counseling materials or techniques to meet the needs of individual students); facilities (except for separate locker rooms, showers and toilets for males and females that are comparable.); opportunities for participation in athletic programs or activities (except for separate programs in interscholastic athletics for males and females which must be comparable in types, scope and support from the District); and school sponsored food service programs.

The District shall also provide for the reasonable accommodation of a student's sincerely held religious beliefs. Requests for accommodations shall be made in writing and approved by the (e.g., building principal, assistant principal, classroom teacher). Accommodations may include, but not necessarily be limited to, exclusion from participation in an activity, alternative assignments, and make up opportunities for coursework missed due to religious observances. Any accommodations granted under this policy shall be provided to students without prejudicial effect.

The District Administrator, 530 West Main Street, Chilton (849-8109) is designated as the anti-discrimination coordinator for the school system.

Complaints shall be filed in writing with the Chilton Elementary School Principal, 421 Court Street, Chilton (849-9388), or Chilton Middle School Principal, 421 Court Street, Chilton (849-9152) or Chilton High School Principal, 530 West Main Street, Chilton (849-2358). It is anticipated that the complainant will forward a written complaint to the appropriate administrator or to the School Board President. The respective Administrator or Board President shall provide written acknowledgement of the complaint to the complainant within forty-five (45) days of receipt. If the complainant does not receive satisfaction, the written complaint will be forwarded to the District Administrator. If no satisfaction is offered at this level, the Board of Education will arrange a hearing on the written complaint. A written determination of the complaint will be forwarded to the complainant within ninety (90) days of receipt unless an extension is agreed on by both parties. Said determination will notify the complainant of the right to appeal a negative determination by the School Board to the State Superintendent.

Career & Technical Education Opportunities

Parents and students should be aware that several opportunities in Career & Technical Education (CTE) are available to students at both Chilton Middle and High Schools. Many of these CTE opportunities are in the form of specific course work while others are experiential in nature. These CTE opportunities are included in the following subject areas:

Art	Business Technology
Family & Consumer Education	Technology Education
CHS Work-Study	Computer Technology
Agricultural Sciences	

For more information regarding the district's CTE opportunities, please contact the Middle School Counselor at 920-849-9152 or the High School Counselor at 920-849-2358

It is the policy of the School District of Chilton that no person shall, on the basis of sex, race, color, national origin, ancestry, creed, pregnancy, marital or paternal status, sexual orientation, or physical, mental, emotional or learning disability, or other criteria established by the government of the United States of America or the State of Wisconsin, be denied admission to any school or be denied participation in nor the benefits of or be discriminated against in any class, program, or activity and in employment. All CTE programs and opportunities adhere to the district's policies of non-discrimination.

STUDENT CONTRACT AND EXPECTATIONS OF COMPUTER USAGE CHILTON PUBLIC SCHOOLS

These expectations will provide an environment conducive to learning and a positive working atmosphere in the school.

The following expectations apply to the use of classroom computers, computer labs, and library computer/equipment at Chilton Public Schools:

- Strictly adhere to all policies and procedures included in the Chilton Public School Internet/On-Line Electronic Media Access Policy and Use Agreement (Access Use Policy)
- It is expected that students not use e-mail, instant messaging, or text messaging programs or websites on school computers.
- It is expected that students will not play games and watch non-educational video clips on school computers at any time. Students needing to do these activities for schoolwork may only do so with a written pass from a teacher.
- It is also expected that students not store music or videos of any kind on school computers or network drives. Students needing music or videos for a project must get a written pass from a teacher.
- Food and/or beverage must be kept out of computer labs
- Students will be financially responsible for any computer damage due to vandalism; disciplinary action will be taken

against the student

- Use only programs permanently installed on school computers. You are not to bring or download a game or any another program to store or install on school computers or network drives.
- Students are expected not to disable or alter programs or services that affect the functionality of the computer.
- Students may not access or attempt to access another person's account (even if given permission by the owner).
- It is expected that students will not attempt to penetrate security measures of the Chilton School District network or any other computer systems ("hacking") or, to cause a disruption of service to other on-line users. Also, students will not use or distribute tools designed for compromising network security.
- Since password protection is provided to all, **the student is fully responsible for any transactions that take place in his/her accounts.**
- It is expected that students not copy, modify or delete files or programs installed on school computers.
- **Save work twice**, once on your own flash drive and once on the network.
- Refrain from printing multiple copies of a document.

Chilton Public Schools

Consequences for violation of computer and Internet contracts

Those who violate the rules of either the computer or Internet contract will receive disciplinary action to include, but not limited to, suspension from Internet use, the computer network, or both; suspension from school and/or expulsion from school; and/or referral to legal authorities for violating state and/or federal laws.

Chilton Public School District

5517.01 - BULLYING

The Board of Education is committed to providing a safe, positive, productive, and nurturing educational environment for all of its students. The Board encourages the promotion of positive interpersonal relations between members of the school community. Bullying toward a student, whether by other students, staff, or third parties is strictly prohibited and will not be tolerated. This prohibition includes physical, verbal, and psychological abuse. The Board will not tolerate any gestures, comments, threats, or actions which cause or threaten to cause bodily harm or personal degradation. This policy applies to all activities in the District, including activities on school property, including at any of the school buildings or other property used exclusively or in part, whether leased or owned by the District, for the purpose of school-related functions or events; or while traveling to or from school or to and from school-sponsored functions or events; in transporting vehicles arranged for by School District officials. The policy applies as well during activities that occur off school property if the student or employee is at any school-sponsored, school-approved or school-related activity or function, such as field trips or athletic events where students are under the supervision of school authorities, or where an employee is engaged in school business.

Bullying is deliberate or intentional behavior using word or actions, intended to cause fear, intimidation, or harm. Bullying may be a repeated behavior and involves an imbalance of power. Furthermore, it may be serious enough to negatively impact a student's educational, physical, or emotional well-being. The behavior may be motivated by an actual or perceived distinguishing characteristic, such as, but not limited to: age; national origin; race; ethnicity; religion; gender; gender identity; sexual orientation; physical attributes; physical or mental ability or disability; and social, economic, or family status; however, this type of bullying behavior need not be based on any of the legally protected characteristics. It includes, but is not necessarily limited to such behaviors as stalking, cyberbullying, intimidating, menacing, coercing, name-calling, taunting, making threats, and hazing.

Any student that believes s/he has been or is the victim of bullying should immediately report the situation to the building principal or assistant principal, or the District Administrator. The student may also report concerns to a teacher or counselor who will be responsible for notifying the appropriate administrator or Board official. Complaints against the building principal should be filed with the District Administrator. Complaints against the District Administrator should be filed with the Board President.

Every student is encouraged to report any situation that they believe to be bullying behavior directed toward a student. Reports may be made to those identified above.

All school staff members and school officials who observe or become aware of acts of bullying are required to report these acts to the building principal or assistant principal, or the District Administrator.

Reports of bullying may be made verbally or in writing and may be made confidentially. All such reports, whether verbal or in writing, will be taken seriously and a clear account of the incident is to be documented. A written record of the report, including all pertinent details, will be made by the recipient of the report.

All complaints about behavior that may violate this policy shall be investigated promptly by the building principal. The staff member who is investigating the report of bullying shall interview the victim(s) of the alleged bullying and collect whatever other information is necessary to determine the facts and the seriousness of the report.

Parents and/or guardians of each student involved in the bullying report will be notified prior to the conclusion of the investigation. The District shall maintain the confidentiality of the report and any related student records to the extent required by law.

If the investigation finds that bullying has occurred, it will result in prompt and appropriate remedial and/or disciplinary action. This may include student discipline, including, but not limited to reprimand, suspension, or possible expulsion. Further, the result of an investigation that finds that bullying has occurred may result in discharge for employees, exclusion for parents, guests, volunteers, and contractors, and removal from any official position and/or a request to resign for Board members. Individuals may also be referred to law enforcement officials.

The complainant shall be notified of the findings of the investigation, and as appropriate, that remedial action has been taken.

This policy shall not be interpreted to infringe upon the First Amendment rights of students (i.e., to prohibit a reasoned and civil exchange of opinions, or debate, that is conducted at appropriate times and places during the school day and is protected by State or Federal law).

Retaliation against any person who reports, is thought to have reported, files a complaint, or otherwise participates in an investigation or inquiry concerning allegations of bullying is prohibited and will not be tolerated. Such retaliation shall be considered a serious violation of Board policy and independent of whether a complaint is substantiated. Suspected retaliation should be reported in the same manner as bullying. Making intentionally false reports about bullying for the purpose of getting someone in trouble is similarly prohibited and will not be tolerated. Retaliation and intentionally making a false report may result in disciplinary action as indicated above.

The following definitions are provided for guidance only. If a student or other individual believes there has been bullying, regardless of whether it fits a particular definition, s/he should report it and allow the administration to determine the appropriate course of action.

"Bullying" is defined on page one. Some examples of bullying are:

	A.	Physical – hitting, kicking, spitting, pushing, pulling, taking and/or damaging personal belongings or extorting money, blocking or impeding student movement, unwelcome physical contact.
	B.	Verbal – taunting, malicious teasing, insulting, name calling, making threats.
	C.	Psychological – spreading rumors, manipulating social relationships, coercion, or engaging in social exclusion/shunning, extortion, or intimidation.
	D.	""Cyberbullying" – the use of information and communication technologies such as e-mail, cell phone and pager text messages, instant messaging (IM), defamatory personal websites, and defamatory online personal polling websites, to support deliberate, repeated, and hostile behavior by an individual or group, that is intended to harm others."
		The Board recognizes that cyberbullying can be particularly devastating to young people because:

	1.	cyberbullies more easily hide behind the anonymity that the Internet provides;
	2.	cyberbullies spread their hurtful messages to a very wide audience with remarkable speed;

	3.	cyberbullies do not have to own their own actions, as it is usually very difficult to identify cyberbullies because of screen names, so they do not fear being punished for their actions; and
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	4.	the reflection time that once existed between the planning of a prank – or a serious stunt – and its commission has all but been erased when it comes to cyberbullying activity.
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Cyberbullying includes, but is not limited to the following:

	1.	posting slurs or rumors or other disparaging remarks about a student on a web site or on weblog;
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	2.	sending e-mail or instant messages that are mean or threatening, or so numerous as to drive-up the victim's cell phone bill;
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	3.	using a camera phone to take and send embarrassing photographs of students;
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	4.	posting misleading or fake photographs of students on web sites.
--	----	--

"Harassment" includes, but is not limited to, any act which subjects an individual or group to unwanted, abusive behavior of a nonverbal, verbal, written or physical nature on the basis of age, race, religion, color, national origin, marital status or disability (sexual orientation, physical characteristic, cultural background, socioeconomic status, or geographic location).

"Intimidation" includes, but is not limited to, any threat or act intended to tamper, substantially damage or interfere with another's property, cause substantial inconvenience, subject another to offensive physical contact or inflict serious physical injury on the basis of race, color, religion, national origin or sexual orientation.

"Menacing" includes, but is not limited to, any act intended to place a school employee, student, or third party in fear of imminent serious physical injury.

"Harassment, intimidation, or bullying" means any act that substantially interferes with a student's educational benefits, opportunities, or performance, that takes place on or immediately adjacent to school grounds, at any school-sponsored activity, on school-provided transportation or at any official school bus stop, and that has the effect of:

	A.	physically harming a student or damaging a student's property;
	B.	knowingly placing a student in reasonable fear of physical harm to the student or damage to the student's property; or
	C.	creating a hostile educational environment.

"Staff" includes all school employees and Board members.

"Third parties" include, but are not limited to, coaches, school volunteers, parents, school visitors, service contractors, vendors, or others engaged in District business, and others not directly subject to school control at inter-district or intra-district athletic competitions or other school events.

For a definition of and instances that could possibly be construed as **hazing**, consult Policy [5516](#).

Privacy/Confidentiality

The School District will respect the privacy of the complainant, the individual(s) against whom the complaint is filed, and the witnesses as much as possible, consistent with the Board's legal obligations to investigate, to take appropriate action, and to conform to any discovery or disclosure obligations. All records generated under this policy and its related administrative guidelines shall be maintained as confidential to the extent permitted by law.

To the extent appropriate in conducting a thorough investigation and/or as legally permitted, confidentiality will be maintained during the investigation process.

Notification

Notice of this policy will be **annually** distributed to all students enrolled in the School District, their parents and/or guardians and employees. The policy will also be distributed to organizations in the community having cooperative agreements with the schools. Additionally, the policy will be posted in conspicuous locations in all school buildings and departments within the District and discussed with students, as well as incorporated into the teacher, student, and parent/guardian handbooks. State and Federal rights posters on discrimination and harassment shall also be posted at each building. All new hires will be required to review and sign off on this policy and the related complaint procedure.

The School District will also provide a copy of the policy to any person who requests it.

Records and Reports

Records will be maintained on the number and types of reports made, and sanctions imposed for incidents found to be in violation of the bullying policy.

An annual summary report shall be prepared and presented to the School Board, which includes trends in bullying behavior and recommendations on how to further reduce bullying behavior. The annual report will be available to the public.

Education and Training

In support of this policy, the Board promotes preventative educational measures to create greater awareness of bullying behavior. The District Administrator or designee shall provide appropriate training to all members of the School District community related to the implementation of this policy and its accompanying administrative guidelines. All training regarding the Board's policy and administrative guidelines on bullying will be age and content appropriate.

The complaint procedure established by the District Administrator as set forth in AG 5517.01 shall be followed.

Wis. Stat. 118.46

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Guided Practice
Assessments
Retake Expectations

Students have the expectation to meet Mastery on the Wisconsin State Standards that we are meeting in each grade level. This comes through hard work and dedication to success at school. We at school will be making all needed assistance to help your child succeed. Students will be given ample time to complete needed work at school if they choose to use time wisely. If time is not used to benefit the student then they will be left with guided practice to complete at home. This will not be a nightly expectation, but a result of time usage at school.

To assist with the continued growth of all students it is expected that all students complete the needed tasks to keep moving towards mastery. If a student falls behind and does not meet the level of Mastery due to missed work or not completed work they will be required to complete items on their time. This will be during Tiger Time, Recess, or After School. It is pertinent that the school and families work together and know that the work that is given out is needed to continue showing work towards Mastery of the standards.

Break down for expectation if a student receives an:

INC: If an absence from school is the reason, students will receive the same amount of time missed to complete the work. If the students received an INC due to lack of effort towards the assessment they will first miss recess time to make up work with the given teacher or assigned supervisor. Furthermore, will be required to attend the given Tiger Time with that particular teacher to ask any needed questions for their improvement. If a student is still not meeting Mastery or growth towards the standard then they will be staying after school and working with a staff member.

1 or Attempting:

If a student earns a 1 on their assessment towards a standard then they will be required the following day to stay in for recess with their teacher or the assigned supervisor and begin work towards improvement on the standard. This

may consist of the following: Completing non-completed guided practice, working on problems given from the teacher, have a one on one conference with the teacher, and being required to attend Tiger Times in a given classroom to assist in the improvement of their skills. These items will continue each and every day until the student achieves Mastery on the Standard.

2 or Approaching:

This means that a student has showcased the work needed for understanding of the standard, however was missing aspects to make it Meeting expectations. This will be met with an individualized plan on how to improve. Students achieving a two will not be required to put in recess, tiger time, or after school time to achieve their score. They will have one week from the assessment review date to on their own make corrections and study where they went wrong. Once this is completed they can retake the assessment with the particular teacher.

3 or Meeting Expectation

Great Job! You are invited to your grade level incentive party. This goes for all students who also put in the extra work and raise their scores to the Meeting Expectations level as well. Students that receive a 3 sometimes would like to continue their growth. This will be done using our I-Ready program, or through the use of enrichment activities given by the different subject matter teachers in their area. We will never stop learning! Students that may need more time and support to retake or return the material will be required to stay after on Wednesdays during the 1:00 pm dismissal to work on any missing items. Parents will be notified in advance of any student needing to utilize this study hall time.

CHILTON MIDDLE SCHOOL CO-CORRICULAR CODE OF CONDUCT

Philosophy:

We believe that co-curricular programming constitutes an important facet of our school curriculum. Through these programs, a participant has the opportunity to enhance his/her degree of self-discipline and regular mental and physical conditioning. By providing students with the privilege of participating in co-curricular programming, the District expects the participant, if he/she elects to be involved in such a program, to accept and comply with the responsibilities presented here in.

Objectives:

Co-curricular programming offers participants the opportunity to:

1. Strive for excellence.
2. Develop a positive self-concept.
3. Establish lasting friendships.
4. Experience a meaningful commitment, dedication, loyalty and self-discipline.
5. Put interest and meaning into one's personal and family life.
6. Develop a "whole school" interest and participation through interaction with students who share many common interests.
7. Learn new skills and develop those skills to one's maximum potential.
8. Satisfy the urge for competition
9. Observe and exemplify good sportsmanship
10. Have fun and enjoy self-fulfilling experiences.

Mere participation in co-curricular programming does not insure the attainment of these objectives. Every effort should be made to influence participants as to the proper goal and benefit for which these programs were established.

Responsibilities:

Privileges always carry responsibilities. The privilege of participating in co-curricular programming is extended to students in good standing who are willing to assume the following responsibilities. Your greatest responsibility is to be a credit to your parents/guardians, school, community, and self.

It is agreed that students involved in co-curricular activities are expected to set a good example in regard to social behavior, academic effort, appearance, training, practices and meetings.

Student Growth/Behavior Violation Eligibility

- a. A participant who receives a mark of "Incomplete" in any subject (academic and/or exploratory) on their interim or end of the term report card shall be ineligible for interscholastic/intramural competition until such time the grade deficiency or incompleteness has been rectified.
- b. A student identified as ineligible may practice; however, it must be clear that academic assistance takes priority over attending practice. In addition, the ineligible student may not participate in any "competition/performance" until they have completed the reinstatement process.
- c. A participant may request reinstatement when all incompletes have been rectified. The participant shall request reinstatement by having a current assessment print off for the coach.

General Stipulations:

In an effort to assist the student while participating in co-curricular programming, the following points are being made.

1. Practice sessions and/or meetings are of great importance and are not to be missed without good reason and approval of your coach, advisor, and/or director. In all situations the participant is to consult with the coach, advisor, and or director.
2. This code as developed will apply to all students involved in co-curricular activities as defined in this document.
3. The code as developed will apply to all students involved in co-curricular activities for 12 months of the year.
4. *It is agreed that parent involvement is extremely important in all phases of the code.*

Major Rule Infractions:

1. The possession, use or purchase of tobacco, alcohol, or harmful drugs.
2. It is a violation of this code when a student doesn't accept the responsibility for leaving any location or function whenever alcoholic beverages or drugs are being used or consumed in violation of this code or in violation of applicable state statutes. The intent of this clause is not to prevent an athlete from attending and remaining at a socially acceptable community function where adults are present, e.g., wedding, receptions, county fairs, community festivals, etc.
3. Act of bad conduct requiring a student to be suspended from school for a period of at least one (1) day.
4. Possession of school owned athletic clothing or equipment, or any school property out of season without permission of the athletic director (Category I) or without permission of the applicable advisor, director, and/or building principal.
5. Hosting a social function where alcoholic beverages or drugs are available for consumption.
6. Academic dishonesty may be considered a major rule infraction. The seriousness of the violation will be jointly determined by the instructor and the administration. Infractions of this nature may include, but not limited to, cheating on tests, quizzes, or homework; plagiarism; and the use of electronic media in dishonest ways. Penalties or fractions of penalties for academic dishonesty will be assessed using the predetermined percentage or length of suspension as a guide.
7. Any other unacceptable conduct contrary to the ideals, principles, standards and morals of the school and community.

Infractions will Carry:

First Offense: 25% Season Ineligibility

Second Offense: 50% Season Ineligibility

Third Offense: Suspension from all co-curricular activities for remainder of the year.

Per items that are not clearly stated or communicated by this document will fall underneath, Chilton High School Policy and Code which is in direct correlation with the WIAA expectations and policies. The Middle School is not a WIAA affiliate however the safety and high expectations we hold for all students is first and foremost.

SCHOOL DISTRICT CHILTON

**ROPES CHALLENGE COURSE/ROCK CLIMBING
STUDENT
CONSENT, RELEASE OF LIABILITY, ASSUMPTION OF RISK
AND INDEMNITY AGREEMENT**

We are informed and acknowledge that outdoor adventure activities are physically demanding. Some activities are stressful and hazardous. These activities include field games, with low elements a few feet high constructed of rope, cable, and wood. High elements require safety equipment and include rock climbing. We are informed that adventure activities are supervised by instructors who have been specifically trained in the operation and safe use of challenge courses and rock climbing. We are informed that within the School District of Chilton, participants choose their own level of challenge and agree not to attempt higher levels on the basis of peer pressure or other influences.

We are informed and acknowledge that the School District of Chilton has taken precautions to provide proper equipment and qualified instructors. However, we are also informed and specifically acknowledge that the Adventure Education Class, including the low and high ropes challenge course and climbing wall present a degree of risk of personal injury and property damage, and that participants must assume personal responsibility and exercise ordinary care for their safety when participating.

We are further specifically informed and acknowledge that risks involved with the Adventure Education Class, including the low and high ropes challenge course and climbing wall include, but are not limited to: climbing on or falling off loose and/or damaged artificial holds within climbing structures; falling to the ground; falling on other users; being fallen on by other users; having equipment or ropes break or malfunction; climbing out of control or beyond personal limits; being subject to negligent acts by other climbers, visitors, participants, or observers; and acts of personal negligence. Potential injuries may include, but are not limited to scrapes, cuts, bruises, muscle injuries, ligament injuries or cartilage damage, and broken bones, all of which may be mild, severe or catastrophic.

As participant, I agree to follow all rules as well as instructions and directions given by my instructors, and agree to assume personal responsibility and exercise ordinary care for my own safety when participating in the Adventure Education Class, including the low and high ropes challenge course and in using the climbing wall.

In consideration of my child, named below, being permitted to participate in the School District of Chilton ropes challenge course and use the rock climbing wall, for myself, my child, and any and all other persons concerned, I agree:

- To release, discharge, indemnify and hold harmless the School District of Chilton and its Board of Education, their officials, agents, officers and employees, and their successors, individually and in their official capacity, from all claims, rights, causes of action, damages and demands whatsoever, including but not limited to, all liability and judgments for claims of personal injury, known or unknown, damages, costs or expenses of any type, including medical expenses and attorney's fees, which may be asserted against any and all of the foregoing School District entities and affiliated persons, arising out of, relating to, concerning or in any way connected with the participation of my child in the Adventure Education Class, including the low and high ropes challenge course and use of the rock climbing wall.
- To assume full responsibility for all risk of bodily injury of any character, as well as property damage arising out of, or related to the participation of my child in the Adventure Education Class, including the low and high ropes challenge course and use of the rock climbing wall.
- That this Release and Waiver of Liability, Assumption of Risk and Indemnity Agreement extends to all acts of the School District of Chilton, its Board of Education, directors, officers, agents, and employees, individually and in their official capacity, associated with the Adventure Education Class, including the low and high ropes challenge course and the rock climbing wall, including steps taken to provide emergency care, and is intended to be as broad and inclusive as is permitted by the laws of the State of Wisconsin, and that if any portion of this document is held invalid, it is agreed that the balance shall, notwithstanding, continue in full legal force and effect.
- To authorize the School District of Chilton to secure and provide medical treatment for my child in response to any injury sustained in the course of participation in the Adventure Education Class, including the low and high ropes challenge course and use of the rock climbing wall, and agree to accept full responsibility for all costs associated with such treatment.

Dear Parents,

Transportation to and from school is regulated so as to make our bussing as economical and safe as possible. Maintaining open channels of communications about established bussing regulations is essential, if problems, which come up from time to time, are to be understood and solved. I have listed below some of the regulations which, it is felt; parents should be knowledgeable of for planning purposes.

Policy Regulations:

1. Transportation to and from school is a privilege, which can be terminated (Per Attorney General's Opinion, dated 10/17/74). Parents will be notified if there is misconduct by their son or daughter on the bus. If such misconduct is continued, the students' privilege to ride the bus may be suspended by school authorities.
2. Only persons with the written authorization of the school administrator and students of the district may ride the bus to and /or from school or a school sponsored activity.
3. Students, city or rural, not assigned to ride a particular bus are prohibited from riding unless an emergency situation exists. In case of an emergency, approval will be granted if the parents contact the principal and explain the situation. A note from a parent, endorsed by the principal, and presented to the driver is appropriate as approval. Staying at a friend's house is not an emergency, unless a true emergency exists.
4. Any child who qualified to ride a school bus must have an emergency card on file with the school or the bus company in order to ride. Parents are asked to keep the emergency card(s) current with information.
5. Students are to be dropped off or picked up each day of the week at the school, which he/she attends or at his/her regular bus stop each day of the week (home/sitter). Exceptions: (a) if safety is involved or (b) an emergency exists.
6. Students assigned to ride a particular bus may depart at a home other than their own on their bus route, if a note from the parents is given to the driver requesting the change. The drop off point must be clearly identified for the driver.

Transportation Discipline Plan (Driver's Action)

Goal: The goal of the transportation plan is to establish a common systematic plan for student behavior on each and every bus.

Our Philosophy: We believe all students must behave appropriately and safely while riding on the school bus. We will tolerate no student stopping drivers from doing their job or preventing other students from being assured of safe transportation. Riding the bus is a privilege.

Behavior Drivers Want:

- Follow directions of the driver.
- Stay in your seat.
- Keep all of your body in the bus.
- No pushing, shoving, cutting, fighting or use of improper language at any time.
- No eating, drinking, smoking or spitting.

Discipline Consequences for Breaking Rules: (Minor Disruptions)

- 1st incident – Driver verbally warns student.
- 2nd incident – Driver changes seat/notifies dispatcher/parents contacted by Bus Co./record kept by Bus Co.
- 3rd incident – Driver makes a referral to Bus Co. to be processed by a school principal (Conduct report form). Parents notified of action taken by school.

Principals Action Steps:

- Warning
- Suspension of riding privileges – Not to exceed 3 days.

Severe Disruptions: (To be reported to Mrs. Daun immediately) the following inappropriate behavior will result in an automatic suspension of transportation privileges for 3 days.

- Physical harm or threat of physical harm to a student.
- Property damage.
- Serious disruption (which created a safety hazard).

Special Notes:

- Students are to be placed on the plan only for observed rule violations by the driver. It is not to be used for behaviors reported to the driver unless verified.
- If the driver suspects misbehavior, but is unable to observe it, he/she is to pull over with great caution and investigate. He or she should let students know this will happen in the future when suspected misbehavior is occurring.
- This plan will be introduced to the students for parental review through discussion and the issuing of a personal copy to take home.

Parental & Co-Curricular Participant

This section of the Co-Curricular Code, (All Students) along with “ proof of health/hospitalization insurance,” (Category I Only) “physical examination card” (Category I Only) and “emergency card” (Category I Only) must be on file with the school office before a student is permitted to participate in any co-curricular activity, practice and/or event.

We/I _____ the parent(s) of _____
Parent(s) Name Student's Name

have read, fully understand, and will comply with the Chilton Middle School Co-Curricular Code of Conduct. By signing this code the participant and his/her parents give consent for the police/court to disclose to the School District any and all information involving the participant's guilt for violation(s) of municipal and/or criminal ordinances, including, but not limited to drug, alcohol, vandalism, disorderly conduct, all criminal acts, etc. and shall be subject to the co-curricular code's Major Rules Violations and penalties provisions.

In case of accident or serious illness, we request the school to contact us. If the school is unable to reach us, we authorize the school to call the physician indicated below and to follow his/her instructions. If it is impossible to contact this physician, we hereby authorize any licensed physician to render necessary treatment. We will assume all financial responsibility for injuries or illness sustained by our child at school or in route to and from a school activity. In case of an emergency, if we cannot be located, we authorize school authorities to arrange for ambulance services with no financial obligation to the school.

Local Physician's Name: _____

Parent's Signature

Date Signed

I, _____, the prospective co-curricular participant of
Student Name

the Chilton Public School District, have read, fully understand, and agree to comply fully with the Chilton Middle School Co-Curricular Code of Conduct. By signing this code, the participant and his/her parents give consent for the police/court to disclose to the School District any and all information involving the participant's guilt for violation(s) of municipal and/or criminal ordinances, including, but not limited to drug, alcohol, vandalism, disorderly conduct, all criminal acts, etc. and shall be subject to the co-curricular code's Major Rules Violations and penalties provisions.

Student Signature

Date Signed

Concussion and Head Injury Information

What Is a Concussion? A concussion is a type of head (brain) injury that changes the way the brain normally works. A concussion is caused by a bump, blow, or jolt to the head. Concussions can also occur from a blow to the body that causes the head and brain to move rapidly back and forth. Even what seems to be a mild bump to the head can be serious. Concussions can have a more serious effect on a young, developing brain and need to be addressed correctly. Consequences of severe brain injury (including concussion) include problems with thinking, memory, learning, coordination, balance, speech, hearing, vision, and emotional changes.

What are the signs and symptoms of a concussion? You cannot see a concussion. Signs and symptoms of concussion can show up right after an injury or may not appear or be noticed until hours or days after the injury. It is important to watch for changes in how you as an athlete or your child or teen is acting or feeling, if symptoms are getting worse, or if you/they just “don’t feel right.” Most concussions occur without loss of consciousness

If the child or teen reports one or more of the symptoms of concussion listed below, or if you notice the signs or symptoms yourself, seek medical attention right away. Children and teens are among those at greatest risk for concussion.

These are some SIGNS of concussion (what others can see in an injured athlete):

- o Dazed or stunned appearance
- o Clumsy
- o Loss of consciousness (even briefly)
- o Forgets class schedule or assignments
- o Unsure of score, game, opponent
- o Shows behavior or personality changes
- o Repeats questions

These are some of the more common SYMPTOMS of concussion (what an injured athlete feels):

- o Headache
- o Dizzy or unsteady
- o Difficulty thinking clearly, concentrating, or remembering usual
- o Sleeps more or less than usual
- o Nausea or vomiting
- o Sensitive to light or noise or blurry vision
- o Irritable, sad, or feeling more emotional than usual

Children and teens with a suspected concussion should NEVER return to sports or recreation activities on the same day the injury occurred.

They should delay returning to their activities until a healthcare provider experienced in evaluating for concussion says it is OK to return to play.

This means, until permitted, not returning to:

- o Physical Education (PE) class
- o Physical activity at recess
- o Sports practices or games

If you or your child or teen has signs or symptoms of a concussion Seek medical attention right away.

A healthcare provider experienced in evaluating for concussion can determine how serious the concussion is and when it is safe to return to normal activities, including physical activity and school (concentration and learning activities).

After a concussion, the brain needs time to heal. Activities may need to be limited while recovering. This includes exercise and activities that involve a lot of concentration

Information adapted from the **Centers for Disease Control and Prevention’s (CDC) Heads Up Safe Brain. Stronger Future**

For more information view the **CDC’s Heads Up to Youth Sports webpages for athletes, parents, and coaches.**

Sudden Cardiac Arrest Information

Sudden cardiac arrest (SCA), while rare, is the leading cause of death in young athletes while training or participating in sport competition. Even athletes who appear healthy and have a normal preparticipation screening may have underlying heart abnormalities that can be life-threatening. A family history of SCA at younger than age 50 or cardiomyopathy (heart muscle problem) places an athlete at greater risk. **Athletes should inform the healthcare provider performing their physical examination about their family's heart history.**

What is Sudden Cardiac Arrest? Cardiac arrest is a condition in which the heart suddenly and unexpectedly stops beating. If this happens, blood stops flowing to the brain, lungs, and other vital organs.

Cardiac arrest usually causes death if it is not treated with cardiopulmonary resuscitation (CPR) and an automated external defibrillator (AED) within minutes.

Cardiac arrest is not the same as a heart attack. A heart attack occurs if blood flow to part of the heart muscle is blocked. During a heart attack, the heart usually does not suddenly stop beating. In cardiac arrest the heart stops beating.

What warning signs during exercise should athletes/coaches/parents watch out for?

- o Fainting/blackouts (especially during exercise)
- o Dizziness
- o Unusual fatigue/weakness
- o Chest pain/tightness with exertion
- o Shortness of breath
- o Nausea/vomiting
- o Palpitations (heart is beating unusually fast or skipping beats)

Stop activity/exercise immediately if you have any of the warning signs of Sudden Cardiac Arrest.

Speak up and tell a coach and parent/guardian if you notice problems when exercising.

If an athlete has any warning signs of SCA while exercising, they should **seek medical attention and evaluation from a healthcare provider before returning to a game or practice.**

The risk associated with continuing to participate in a youth activity after experiencing warning signs is that the athlete may experience SCA, which usually causes death if not treated with CPR and an AED within minutes.

What are ways to screen for Sudden Cardiac Arrest (SCA)?

WIAA Pre-Participation Physical Evaluation – the Medical History form includes important heart related questions and is required every other year. Additional screening using an electrocardiogram and/or an echocardiogram may be done if there are concerns in the history or physical examination but is not required (by WIAA). Parents/guardians/athletes should discuss the need for specific cardiac testing with the medical provider performing the review of family history and physical evaluation or after experiencing warning signs of sudden cardiac arrest while exercising. The cost of the pre-participation physical and any follow up examinations or recommended testing including an electrocardiogram is the responsibility of the athlete and their parents/guardians. **Not all cases or causes of SCA in young athletes are detected in the history, examination, or with testing.**

What is an electrocardiogram, its risks, and benefits? An electrocardiogram (ECG) is one of the simplest and fastest tests used to evaluate the heart. Electrodes (small, plastic patches that stick to the skin) are placed at specific spots on the chest, arms, and legs. The electrodes are connected to an ECG machine by wires. The electrical activity of the heart is then measured, interpreted, and printed out. No electricity is sent into the body. Risks associated with having an ECG are minimal and rare. The benefits include that it is an easy procedure to do, can be performed in many health care offices and it may detect heart conditions in children with no symptoms. ECGs are good at detecting certain heart conditions that may increase risk for SCA but may not detect all such conditions. If not performed correctly the information is not valid and may lead to more (unnecessary) testing and further examinations. ECGs should be interpreted by experts in reading ECGs in children (i.e., pediatric cardiologists). For more information, [view the Johns Hopkins Medicine - Electrocardiogram website.](#)

How may a student athlete and parent/guardian request the administration of an electrocardiogram and a comprehensive physical examination? Athletes participating in WIAA sports are required to have a physical examination and review of family history every other year. Other youth sports have similar requirements. Although the cost of these medical examinations is the responsibility of the athlete's family, many school districts can assist students to find low cost or no cost ways to obtain these examinations. Athletes should contact their school athletic director if they need assistance in getting an examination. If an athlete has risk factors, family history of heart disease, or has had warning signs associated with sudden cardiac arrest while exercising, they should tell the medical provider performing the history and physical examination and discuss the possible need for an electrocardiogram.

PARENT AGREEMENT

As a parent/guardian and as an athlete it is important to recognize the signs, symptoms, and behaviors of concussions and sudden cardiac arrest. By signing this form, you are stating that you have read the Department of Public Instruction's (DPI) and the Wisconsin Interscholastic Athletic Association (WIAA) Concussion and Head Injury information sheet and Sudden Cardiac Arrest Information sheet.

Parent Agreement:

I, _____ have read the DPI's Concussion and Head Injury Information sheet. I have had the opportunity to read more information about concussions on the Centers for Disease Control and Prevention's (CDC) websites. I understand what a concussion is and how it may be caused. I also understand the common signs, symptoms, and behaviors. I agree that my child must be removed from practice/play if a concussion is suspected.

I understand that it is my responsibility to seek medical treatment if a suspected concussion is reported to me. I understand that my child cannot return to practice/play until they are evaluated by an appropriate health care provider and provide written clearance from the health care provider to their coach.

I understand concussions can have a serious effect on a young, developing brain and need to be addressed correctly.

I have read the Sudden Cardiac Arrest information sheet. I understand that my child should stop activity/exercise immediately if they have any warning signs of sudden cardiac arrest. I understand it is recommended if my child has any warning signs of sudden cardiac arrest while exercising, they have a medical examination before exercising or returning to participation in their sport. I understand that I or my child should report a family history of heart problems or warning signs of sudden cardiac arrest to the healthcare provider doing the medical examination.

I understand how to request at my cost the administration of an electrocardiogram, in addition to a comprehensive physical examination required to participate in a youth athletic activity.

I understand the athletic director may be able to assist me.

Parent/Guardian Signature

Date