

West Salem Middle School Student and Parent Handbook

Revised July 2021

WEST SALEM MIDDLE SCHOOL HANDBOOK TO MIDDLE SCHOOL STUDENTS, PARENTS & GUARDIANS

The purpose of this handbook is to provide you with information on the West Salem Middle School policies, operational procedures, and course descriptions. The policies incorporated into the handbook will ensure a safe and positive school environment for all students, parents, and staff. For our school to be an effective middle school where all can learn and become successful, it is necessary for students to understand their rights and responsibilities in developing a positive school climate. The handbook will be reviewed and discussed with students by their Advisor at the beginning of the school year. We ask that all parents and guardians review the handbook. If you have any questions regarding the handbook or anything here at school, please contact the middle school office at 786-2090. Recommendations for handbook revisions will be reviewed and acted upon by the West Salem School Board. The West Salem Middle School staff and administration will use the handbook for interpretation of all school policies in a fair and objective manner.

Thank you for your time and cooperation.

Benjamin J. Wopat
Middle School Principal

Serving With Passion to Ignite Creativity, Innovation, & Excellence

****The West Salem School Board reserves the right to update policy. Changes made to Board Policies referenced in this handbook during the school year will be published on the district website.****

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DISTRICT MISSION STATEMENT

Serve with Passion to Ignite Creativity, Innovation, and Excellence

DISTRICT VISION

The West Salem School District is an integral community function providing leadership through service to students, families, staff and the community. Creativity and innovation are hallmarks of the district approach to achieving excellence.

The school district provides innovative programming focused on the personal growth and development of each child. The programming is delivered in small classes by high quality, passionate, dedicated staff members who model integrity and excellence. The staff is committed to facilitating a challenging and relevant curriculum that promotes creativity, a passion for learning and a desire for excellence.

The school district maintains clean, safe efficient and welcoming learning facilities, well equipped for current and future demands. Business operations are founded upon a commitment to good stewardship of resources and transparent communication with parents and community members.

KEY PERFORMANCE INITIATIVES

- Teaching and Learning
- Workforce Engagement & Development
- Communication and Community
- Business Operations

DISCLOSURE

The West Salem School District prohibits discrimination in all its programs and activities on the basis of race, color, national origin, age, disability, and where applicable sex, marital status, familial status, parental status, religion, sexual orientation, genetic information, political beliefs, reprisal, or because all or part of an individual's income is derived from any public assistance program. (Not all prohibited bases apply to all programs). Persons with disabilities who require alternative means for communication of program information (Braille, large print, audiotope, etc.) should contact the Pupil Services Director at (608) 786- 0700. To file a complaint of discrimination write to: Pupil Services Director at 405 East Hamlin Street, West Salem, WI 54669 or call (608)-786-0700. The West Salem School District is an equal opportunity provider and employer.

| Staff Name | Position | Staff Name | Position |
|---------------------|----------------------------|---------------------|------------------------|
| Athnos, Julie | Paraprofessional | Lang, Mike | School Counselor |
| Bahr, Mary | Food Service | Lassig, Teri | Gr. 5 |
| Baker, Brian | Gr. 7 Science | Lauscher, Suzanne | School Nutrition |
| Baker, Dawn | Paraprofessional | Lochen, Janel | Administrative Asst. |
| Becker, Lindsay | School Counselor | Lovely, Lauren | Special Education |
| Beld, Amanda | Associate Principal | Nelson, Laurie | Nurse |
| Bentzen, Tammy | Gr. 8 Math | Mahlum, Jason | Gr. 7 Social Studies |
| Bodendorfer, Sydney | Paraprofessional | Marshall, Amy | Special Education |
| Boelster, Allison | Speech/Language | Martin, Scott | Technology Ed |
| Bradley, Renee | Paraprofessional | Mathison, Eric | Technology Ed |
| Brewer, Josh | PE/Health | McKinney, Jesse | Gr. 6 Math |
| Brohmer, Kate | District Nurse | Meyer, Brianna | Gr. 8 ELA |
| Buisman, Becky | Gr. 6 Language Arts | Morgan, Jenny | Gr. 8 Social Studies |
| Burdick, Martha | Gr. 5 | Nelson, Laurie | Nurse |
| Coe, Amber | Gr. 7/8 Math | Nimm, Elle | Vocal Music |
| Czajka, Mary | Gr. 5 | Norcross, Maribeth | Custodian |
| DeBernaardi, Dave | Custodian | Novak, Kelsey | Paraprofessional |
| Dederich, Lindsey | LMC Director | Olson, Erika | PE/Health |
| Dummer, Kim | Paraprofessional | Phillips, Emily | Spanish |
| Elliott, Cheri | School Nutrition | Piersma, Jenna | Gr. 7 Math |
| Fink, Katie | Gr. 5 | Rasmussen, Emily | Paraprofessional |
| Fischer, Marci | Special Education | Reader, Jack | District Adaptive P.E. |
| Flood, Sabrina | Special Education | Reiger, Ryan | Lead Custodian |
| Friell, Nicole | Gr. 7 Language Arts | Ringlien, Ethan | Gr. 5 |
| Glasel, Mardeana | General Music | Rochester, Casi | Gr. 7 Reading |
| Gray, Lucy | Paraprofessional | Rojas, Addie | Paraprofessional |
| Gross, Angela | Paraprofessional | Sackett, Rachel | Gr. 8 ELA |
| Gritt, Beth | Food Service | Schmidt, Ron | Custodian |
| Hendershot, Mari | Special Education | Schroeder, Dan | Custodian |
| Hemker, Angie | Art | Schultz, Kari | Gr. 6 Reading |
| Hemker, Angela C. | Paraprofessional | Seeger, Janna | Paraprofessional |
| Hesselberg, Paige | School Psychologist | Serres, Ashly | PE/Health |
| Holicky, Maria | Paraprofessional | Sharp, Stephanie | Administrative Asst |
| Horton, Heidi | Director of Pupil Services | Shrake, Nicole | Paraprofessional |
| Hyatt, Morgan | Speech Paraprofessional | Skrede, Kiley | Paraprofessional |
| Jambois, Lori | Paraprofessional | Smith-Waller, Elisi | Gr. 8 Science |
| Jarosh, Alyssa | Gr. 6 Science | Tomten, Jessica | Nurse |
| Jehn, Heather | Gr. 6 Math | Urich, Emily | Paraprofessional |
| Jeranek, Sara | Gr. 6 Social Studies | Villarreal, George | Custodian |
| Johnson, Emma | Paraprofessional | Wagner, Kathy | School Nutrition |
| Johnson, Erin | Paraprofessional | Waldhart, Ryan | Band |
| Johnson, Jeremy | Special Education | Weber, Sarah | Gr. 7 Math |
| Jones, Jon | S.T.E.M – Gr. 6,7,8 | Wopat, Ben | Principal |
| Keyser, Lisa | Paraprofessional | Zwicker, Callie | Paraprofessional |
| Kinstler, Elissa | Music Lessons | | |
| Kjos, Kamry | Gr. 5 | | |
| Klunk, Emily | School Nutrition Director | | |

MIDDLE SCHOOL INFORMATION

MISSION STATEMENT

The mission of West Salem Middle School is to guide students in their personal development with the skills and knowledge needed to meet the challenges of today and tomorrow. The middle school must be a safe and stimulating environment involving the entire community in order to make this possible.

MIDDLE SCHOOL EXPERIENCE

The goal of the West Salem Middle School is to create a school climate that enhances the educational experience for every student during these transitional years. Our staff is dedicated to meeting the developmental needs for each student through a wide variety of educational programs, advisor/advisee activities and co-curricular experiences. Every student in the middle school is encouraged to become actively involved in the middle school and explore as many opportunities as possible.

During the middle school years, students will have new experiences and increased responsibilities. They will be part of a school community that promotes positive self-esteem for all students, protects the rights of all students and staff, and emphasizes courtesy and respect for everyone in school.

MIDDLE SCHOOL FACILITY

The West Salem Middle School was built in 1981 and remodeled during 2017-18 school year. The facility houses grades 5-8. The middle school facilities are in excellent condition due to the continued commitment by our students and staff, who have established a tradition of school pride and a positive environment.

West Salem Middle School has an extremely productive school climate, where staff, students and parents are partners in the student education experience. We welcome the opportunity to explain or answer any questions you may have, or to give you a tour of our school. Please call the middle school to set up an appointment.

A PARTNERSHIP OF SUCCESS - RESPONSIBILITIES OF STUDENT, STAFF, & PARENT

Education at West Salem Middle School is a shared responsibility. Students, parents and staff have specific responsibilities that must be met so that each student will be successful.

As a WSMS STUDENT, it is your responsibility to:

1. Attend school each day and be on time to all classes.
2. Come to school prepared with books, paper, pencils and other materials and completed assignments that you are asked to bring.
3. Obey the appropriate directions of all WSMS staff members.
4. Maintain a positive attitude toward learning and believe in your ability to succeed.
5. Respect yourself and the rights and property of others.
6. Be accountable and responsible for your actions.

The STAFF at WSMS accepts the responsibility to:

1. Provide a quality instructional program in an integrated setting for each student.
2. Provide an orderly classroom and a safe school environment.
3. Develop programs and activities, which will respond to the social, emotional, personal and physical developmental needs of each student.
4. Assist parents in helping their children develop self-discipline, self-respect and self-confidence by being responsible members of the school community.

As the PARENT of a WSMS student, it is your responsibility to:

1. Send your child to school each day on time, well rested, fed, appropriately dressed and prepared with homework assignments and necessary materials.
2. Check your child's homework on a regular basis.
3. Provide your child with suitable study conditions at home.
4. Initiate communication with your child's teachers when you are concerned with your child's work or health.

ADMISSION AND ENROLLMENT FOR SCHOOL

All students must be registered when entering in the fall. Students must reside in the West Salem School District or have applied and been accepted through Open Enrollment Policy in order to attend school in West Salem. Students new to the district should have registration completed prior to the first day of school whenever possible.

Open Enrollment Policy

Contact the District Office for additional information.

Mid-Year Transfers

If a child transfers from the district sometime through the school year, the child's new home address and the name and address of the new school should be submitted to the school office by the pupil or parent at least two days prior to the date of withdrawal. A checklist outlining school property, including books, must be completed and all items returned before departure.

PROGRAM OF STUDIES

The program of studies for the middle school is designed around a block concept. This means the core classes of Math, English, Reading, Social Studies, and Science are scheduled within the same 3 blocked periods. Half Math/S.T.E.M. every other day for Math to be every day. Elective and Encore courses are scheduled within the 4th block of the day. Students have more elective opportunities as they go up in grade level.

The middle school reports out Panther Pride P.A.W. student behavior ratings on each report card. Each teacher gives feedback to parents and students with a P.A.W. behavior rating for their class. Each teacher gives three behavior ratings for each student using the P.A.W. (Practice Kindness, Always show Respect, Work to do your Best.) The behavior ratings are; 3 = Consistently, 2 = Sometimes, 1 = Rarely. The WSMS classroom P.A.W. conduct rubric will help parents and students see the behavior items being evaluated.



WSMS Conduct Rubric

“The Panther Pride PAWs”

3 - Consistently 2 - Sometimes 1 - Rarely

PRACTICE KINDNESS

Be Polite, Positive, & Helpful

- Use Positive Words
- Considerate of Others
- Positive Attitude
- Encouragement, Support & Empathy of Others

ACT RESPECTFULLY

Exhibit behavior that is Respectful of all people, all places, and everyone’s learning time

- Act Respectful & Be Responsible
- Positive Collaborations
- Resolve Conflicts
- Appropriate Use of School Facilities & Equipment

WORK HARD

Strive for Excellence

- On time for school and class prepared to learn
- Academic Honesty
- Self-advocacy & Initiative
- Quality Work completed in a timely manner
- Critical & Creative Thinking

Hours of the Day: The academic day is divided into the following: Homeroom, 3 Core, Encore, Elective (no electives for 5th grade) and Panther Time.

Advisor / Homeroom

Students will be assigned a teacher who will serve as their Homeroom Teacher the entire time they are in middle school. Students meet with their Homeroom Teacher at the beginning of each day. The class is fairly small and consists of students from all grade levels. This class structure has a primary purpose of providing a positive support network between your child, their Homeroom Teacher, and fellow students within their homeroom.

The time is spent on additional learning activities (following the SEARCH Institutes 40 Developmental Assets as a guideline), a Monday Morning Meeting format, or community building. A/A Program advisors act as teachers, mentors, and study advocates to their advisees. No student transfers are allowed between A/A's.

Academic Honesty

All school work must represent the efforts of the individual student unless it is an organized cooperative activity assigned by a teacher. Any form of academic dishonesty is prohibited. A progression of academic and/or behavioral consequences may be imposed for violation of this policy. The following list provides examples of academic dishonesty but does not represent all forms of such misconduct.

A student will not:

- Plagiarize written, creative, oral work or work in electronic form. (Plagiarism is using the ideas of another as one's own without proper acknowledgement of the source.)
- Submit work that is not original. (Copying, borrowing, or stealing from another source and giving it as one's own work, and/or re-submitting work from another person is unacceptable.)
- Give or receive unauthorized assistance on exams.
- Alter grades or other academic records.
- Submit identical work in more than one course without the prior approval of the instructor. (Students may further develop previous work with prior approval of the instructor.)
- Provide to school officials or teachers notes, signature, or other documents that are forgeries.
- Allow another person to copy one's own work.
- Complete another person's class work.
- Provide another person with the answers on tests or quizzes.
- Steal exams, quizzes, or answer keys from a teacher.
- Use electronic devices to provide assistance on exams or quizzes without the approval of the instructor.
- Use another student's computer login or password.

Directory Data

Directory data information maintained by the district includes: student's name, address, date of birth, major field of study, participation in officially recognized activities in sports, weight and height of members of athletic teams, dates of attendance, degrees, awards received, the most previous school attended, honor roll and list of graduating seniors and other recognition. This information may be public unless student's parent or guardian denies release of the information.

Academic Program

Students attend **Core Subjects** daily throughout the year. Included are Math, English, Reading, Science, and Social Studies.

Encore Classes are not optional or “elective” classes, but are intended to expose students to a broader subject offering than they might normally choose on their own. Students will attend one Encore class daily for a 12-week period. Students will then move or “rotate” to the next subject area. **Encore classes include:** Grade 5: Art, Music, LMC. Grade 6, 7 & 8: Art, Spanish, & S.T.E.M. (Science, Technology, Engineering, Math)

Healthy Living classes are a combination of physical education and health. 5th grade will have Healthy Living every day. 6th grade will have Health in the Encore rotation and Physical Education class every other day. 7th and 8th grades will have Healthy Living every other day. In physical education, 5th & 6th grade students will participate in street clothes and tennis shoes while 7th and 8th grade students need to wear required uniform.

Elective Classes: Students may choose to take one the following classes for the entire year and attend these classes on a daily basis:

Grade 6: Band, Choir, Band & Choir (alternating days), General Music.

Grade 7: Band, Choir, Band & Choir (alternating days), Soundscapes, Tech Ed.

Grade 8: Band, Choir, African Drumming, Tech Ed, Creative Computing, Spanish I, Auto Mechanics, Art, Robotics.

Panther Time

Our schedule includes a daily 30-minute class period entitled Panther Time. Panther Time was created from our staff’s work within Response to Intervention (RTI). The Panther Time has two components: an intervention block and an extension block.

The intervention block is an opportunity for the reading and math instructors to reinstruct on a daily basis in the areas that the student needs further support for understanding the concepts taught. It may be related to the current instruction or an area of remediation in order for the student to become more successful within the content area. Students are selected by the grade level teachers and stay in the intervention block until they have met the criteria to exit and then will be placed in the extension block.

The extension block is an opportunity to expand upon concepts already within the curriculum. Students will rotate through teachers within their grade level, getting to each rotation three times throughout the year (one time each trimester).

WEB

WEB, which stands for “Where Everybody Belongs” is a middle school orientation and transition program that welcomes 5th graders and makes them feel comfortable throughout the first year of their middle school experience. Built on the belief that students can help students succeed, the program trains mentors from our 8th grade class to be WEB Leaders. As positive role models, WEB Leaders are mentors and student leaders who guide the 5th to discover what it takes to be successful during the transition to middle school and help facilitate 6th grade success.

More and more studies show that if students have a positive experience their first year in middle school, their chance for success increase dramatically. WEB provides the structure for 5th

graders to receive support and guidance from 8th graders who have been through the challenges that middle school poses and understand that the transition to a larger school can sometimes be overwhelming.

WEB also acts as an anti-bullying program for your school by providing it with a cadre of student leaders who look for bullying behavior and help stop it. WEB gives older students permission to be aware of and report any negative behavior they see creating a safer school for everybody.

Scheduling Changes

Only emergency scheduling changes will be done. The student must go through the following steps:

- Student meets with school counselor and expresses concerns. Parents are contacted.
- Student's teacher and school meet to develop strategies to improve the situation.
- Student, teacher, school counselor and parent meet to review the situation and develop interventions.
- Student, teacher, school counselor, parent and principal meet to review the situation and review interventions.
- The building principal makes a final decision.

Scheduling changes for being transferred into a special program: The student will receive a grade if the transfer occurs after the mid-term grade is given. If the student transfers before the mid-term date, then there will be no grade given.

Withdrawal of or change of an elective: This may be done within the first three school days after the start of the school year. During the school year you will need to talk to your teacher and Mr. Lang (school counselor).

COURSE DESCRIPTIONS

Grade 5

Core Subjects - Grade 5

Students will receive core instruction primarily from their homeroom teachers. Core instruction includes Language Arts, Reading, Math, Science, and Social Studies. There will be some rotating for students between content areas. This will give them some limited exposure to having different teachers to prepare them for this process at higher grade levels. This is consistent with the programming that 5th Grade students received at the Elementary School.

Encore Rotation – Grade 5

Students will participate in a 3 day rotation of Library Skills, Music, and Art.

Physical Education 5

During the Physical Education 5 experience, students will be focusing on skill development, fitness, and personal and social responsibility directly relating to the National and State Physical Education Standards. Students are expected to come dressed ready for physical activity. Athletic shoes are required daily.

Health 5

During the Health 5 experience, students will be focusing on topics related to the National Health Education Standards. All topics will relate to decision-making, influences, goal setting, communication, and relationships. Students will be utilizing technology while completing projects, discussions, and assessments.

Core Subjects - Grade 6

Language Art 6

Sixth grade language arts focuses on basic communication skills. Students participate in various reading, writing, listening, and speaking activities to help them become better at communicating, as well as interpreting the English language. Journaling is an ongoing informal writing activity in class, but more structured pieces focus on narrative, biography, and (persuasive) argument.

These writing assignments give students an awareness of the world around them and a perspective into the skills of researching which is done in collaboration with social studies and reading class. Students complete the writing process (pre-write, rough draft, conference, revise, edit, and publish) for each of these formal essays. They also review simple sentence structure and basic grammar skills, which along with parts of speech, are practiced in all writing pieces. Spelling skills are based on words taken from individual student writing, and common homophones are reviewed and tested regularly. Where the Red Fern Grows is the classic novel read in class, augmented with related writing activities. The students study ancient Greece in sixth grade and complete writing assignments about the gods and goddesses of Greek mythology. They also focus on theme throughout the year and finish up with a poetry unit about friendship.

Math 6

Mathematics at the 6th grade level includes elements of the following topics: problem solving, decimal operations, fraction operations, ratio, proportion and percent, geometry, algebra, and probability. The class meets every day, and students can expect homework two to three nights per week.

Accelerated Math 6

In accelerated math at the 6th grade level, problem-solving techniques are developed through a wide range of approaches. Students study a variety of topics in which algebra and geometry are integrated. The topics studied include: applying decimals, analyzing fractions and percents, using integers, exploring functions, using proportional reasoning, exploring area and volume and exploring probability. Homework is assigned two to three nights per week.

Reading 6

Students participate in a variety of reading activities during several reading units that integrate with the other 6th grade core classes. Students will be involved in literacy workshops, which combine reading and writing skills to explore a wide choice of novels, non-fiction, myths, researching for information and other literature genre. The elements of this class are divided into 4 different categories: SSR or independent reading, word work, guided reading which becomes independent practice, and projects/assessments. Listening skills, following directions, and oral communication are also stressed in this course. It is the goal of this class to awaken the reader in each of the students and to promote lifelong leisure reading habits.

Science 6

Science in the sixth grade is basically general science. We cover areas in biology, physics, chemistry, and earth science. Students should be able to use lab equipment, conduct investigations, and do problem solving as part of their experiences in the sixth grade science curriculum. Students will spend 35% of the year in lab activities, 45% learning concepts from multiple media sources, and 20% working in groups on problem solving activities. Students will develop lab skills, research skills, and work on individual projects during the year. The process in many experiments is more important than the actual outcome. Written expression of labs is also a major component of our science curriculum.

Social Studies 6

A major purpose of social studies at the sixth grade level is to provide students with an understanding of a variety of ancient civilizations with an emphasis on their geography, history, resources, people, and their contributions to world culture. Some of the ancient civilizations studied are Mesopotamia, Egypt, Greece, India, China, Islam, and Medieval Africa. Various materials are used including textbooks, atlases, maps, reference materials, videos and the Internet all while incorporating the use of the iPads. We also focus on current events by watching a news program called Channel One. This class meets every other day and students can expect homework once a week.

Physical Education 6

During the Physical Education 6 experience, students will be focusing on skill development, fitness, and personal and social responsibility directly relating to the National and State Physical Education Standards. Students are expected to come dressed ready for physical activity. Athletic shoes are required daily.

Health 6

During the Health 6 experience, students will be focusing on topics related to the National Health Education Standards. All topics will relate to decision-making, influences, goal setting, communication, and relationships. Students will be utilizing technology while completing projects, discussions, and assessments.

Elective Block - 6th Grade

Band 6 and Choir

The music program at West Salem Middle School works to make sure that students can participate in both the Choir and Band programs. Students who choose to be in both ensembles will switch between classes on an every-other-day schedule. Choir 6 is a beginning ensemble class that helps students to learn good singing techniques and how to sing in parts. Sixth graders will be singing a wide range of music – multi-cultural, spirituals, classic pieces and Broadway songs. Instruments are often added to the choir music for performances. Band 6 is a beginning ensemble class that helps students to learn good instrumental techniques and age appropriate tone. The class is a continuation of lessons held during the summer. The music department requires attendance at several concerts throughout the school year.

Choir 6

The music program at West Salem Middle School works to make sure that students can participate in both the Choir and Band programs. For students who take only Choir 6, this means that choir rehearsals will take place every-other day. The music department requires attendance at several concerts throughout the school year. On the days when the choir is not rehearsing,

Choir 6 will focus on one unit per trimester. The first unit will be a study of how to read and write music. The second unit involves reading a book about Beethoven and then creating individual picture books to be shared with the elementary school music classes. The third unit is a comparison between American musicals and British operettas. Students will learn the differences and similarities between them and draw conclusions about the combination of music and theater.

Band 6

The music program at West Salem Middle School works to make sure that students can participate in both the Choir and Band programs. For students in Band 6 and Music Discovery 6, this means that band rehearsals will take place every-other day. The music department requires attendance at several concerts throughout the school year. On the days when the band is not rehearsing, Music Discovery 6 will focus on various units during the school year. Topics include rhythm study, music terms and symbols, music history, and music theory. Students will also complete CMP projects, which are an in-depth study of the music that we are learning in band.

Keyboards 6 and More (General Music)

The students will learn the beginning skills needed to play the piano keyboard while learning basic music terminology and theory skills such as pitch and rhythm reading on the grand staff. Other units include sound production and hearing/hearing loss, music careers, instruments of the orchestra, composing, critical music listening, and jazz music.

Encore Rotation – Grade 6

Students will have twelve weeks of course work in the following: Art, Health, and S.T.E.M.

Art 6

In the sixth grade, students work with the concepts of self and identity. As part of this investigation, the students make a group and individual self-portraits and a mask. The self-portrait being a very personal, individual expression of the physical and expressive characteristics of the student. The students develop skills in painting, drawing, printmaking, planning a composition, constructing a three dimensional form, working with a group and careful observation.

Spanish 6

In the sixth grade, Spanish students will learn basic pronunciation, conversation, and writing skills. They will learn to express activities they like to do, describe themselves and clothing, and talk about family members.

S.T.E.M. 6

The goal of this class will be to teach important skills and concepts by engaging students in the inquiry process and project-based learning. Project-based learning allows students the opportunity to build important skills like critical thinking, collaboration, communication and creativity – skills necessary for life and work in the 21st century. Part of this course will implement concepts from “Project Lead the Way”. Students will explore “Design” during the trimester, developing innovative ideas that solve real world problems.

Core Subjects - Grade 7

Language Arts 7

Seventh grade language arts focuses on writing, and students participate in various reading, listening, and speaking activities. Journaling is an ongoing, informal writing process completed on a regular basis. In addition, students will also complete more formal writing. After studying models of writing, students will write their own argument (persuasive), narrative, and research paper with some of these leading to presentations. The students will complete the writing process (pre write, rough draft, conference, revise, and publish) for each of these formal pieces of writing. Throughout the year, students review sentence structure, which includes parts of speech, simple sentences, and compound sentences. They will also be introduced to complex sentences. The goal is to begin to use these sentences fluently in their writing. Spelling skills are based on individual student writing.

Math 7

In seventh grade, problem-solving techniques are developed through a wide range of approaches. Students study a variety of topics in which algebra and geometry are integrated. The topics studied include: applying decimals, analyzing data (statistics), investigating number patterns, applying fractions and percents, using integers, exploring equations and functions, using proportional reasoning, and exploring probability. There is homework daily and a calculator is required.

Pre – Algebra 7

Pre-algebra is an accelerated math class offered to advanced seventh graders. It is designed to prepare seventh graders to take Algebra in eighth grade. Problem solving techniques are learned in which algebra and geometry are integrated. The topics studied include: exploring integers, solving equations and inequalities, exploring factors and fractions, exploring rational numbers, applying functions and graphing, using ratios, proportions and percents, analyzing statistics, exploring probability, measuring area and perimeter. There is homework daily and a calculator is required. Students are also encouraged to participate in MathCounts activities.

Reading 7

Students are given the opportunity to enhance and extend the habits and skills of a lifelong reader. Emphasis will be placed on the skills and strategies necessary for academic success at the secondary level – "reading to learn". Strategies to use before, during, and after reading a variety of texts will be modeled and practiced. Students are expected to apply these skills and strategies to their independent reading.

Social Studies 7

All students in the seventh grade at West Salem Middle School are required to take a civics course. The text Civics Today published by Glencoe McGraw-Hill provides the scope and sequence for the course.

There are seven separate units:

1. Foundation of Citizenship
2. The Constitution
3. Rights Responsibilities
4. National Government

5. State & Local Government

6. Law

7. US and the World

Daily work, review exercises, and tests are required. The student will become an active participant in class and learn to do the same in his/her political system. Junior Scholastics, Channel One and Current Events also play a significant role in seventh grade social studies.

Science 7

Seventh grade science is a life science course that surveys the six kingdoms. These are archaeobacteria, eubacteria, protists, fungi, plants, and animals. Included in each of the units is an emphasis on taxonomy, reproduction, and characteristics of the organisms representing that kingdom. Real life problems are introduced involving living things and their relationship to their environment. Students have a chance to learn how to research, compile data, and apply it towards possible solutions to those problems. Life science begins with learning the basic skills needed to investigate the world around us. Laboratory skills are an important part of this course as students learn how to answer their own questions by seeking their own answers. Students will write research papers, investigate and discuss human impact on the environment, and analyze local and national controversial issues. Life science allows students to investigate life's curiosities and enhances their appreciation and understanding of the world around them.

Physical Education 7

During the Physical Education 7 experience, students will be focusing on units directly related to the National and State Physical Education Standards. Personal and social responsibility, as well as fitness will be an emphasis during all units. Uniforms and athletic shoes are required daily.

Health 7

During the Health 7 experience, students will be focusing on topics related to the National Health Education Standards. All topics will relate to decision-making, influences, goal setting, communication, and relationships. Students will be utilizing technology while completing projects, discussions, and assessments.

Elective Block – Grade 7

Band 7 and Choir

The music program at West Salem Middle School works to make sure that students can participate in both the Choir and Band programs. Students who choose to be in both ensembles will switch between classes on an every-other-day schedule. Choir 7 is an ensemble class for beginners as well as students who have been in Choir 6. Students will continue to sing a wide range of music and will build upon skills learned the previous year. Band 7 is comprised of students who have completed elementary technical proficiency on their instrument. Students will continue to learn a wide range of music and will build upon skills learned the previous year. Basic marching skills are also introduced in the class. Students in both Band 7 and Choir 7 will participate in lessons in addition to the regular class meeting. The music department requires attendance at several concerts throughout the school year.

Choir 7

The music program at West Salem Middle School works to make sure that students can participate in both the Choir and Band programs. For students in Choir 7 and Music Discovery 7, this means that choir rehearsals will take place every-other day. The music department requires attendance at several concerts throughout the school year. On the days when the choir is not rehearsing, Music Discovery 7 will focus on one unit per trimester. The first unit will be a study of how to read and write music. The second unit is will incorporate episodes of American Idol as the class learns how the voice works, what makes certain voices sound bad, and how to critique singers. In the third trimester students will learn about classical music and some of the most influential composers in music history.

Band 7

For students in Band 7 and Music Discovery 7, this means that band rehearsals will take place every-other day. The music department requires attendance at several concerts throughout the school year. On the days when the band is not rehearsing, Music Discovery 7 will focus on various units during the school year. Topics include rhythm study, music terms and symbols, music history, and music theory. In addition, students will begin the process of learning to compose a short song. Students will also complete CMP projects, which are an in-depth study of the music that we are learning in band.

Soundscapes 7

This is a non-performance, project-based music class in which students will explore various elements of music. Topics/projects may include: understanding the human voice, music in society (motion pictures/advertisements/sports etc.), making a music magazine, Garage Band, creating a commercial with original music and an introduction to world drumming.

Guitars and Musicals 7

The students will learn the basic skills needed to play the acoustic guitars while learning fundamental theory skills such as pitch and rhythm reading, simple chords and tabs, and basic musical terminology. They will also explore the components of a musical and watch and discuss a variety of musicals.

Elective Tech Ed 7

Tech Ed is an introduction and exploratory course in Career and Technical Education. Students will be introduced to drafting and computer aided drafting (CAD). They will be designing the manufacturing project he or she will construct with woodworking machines. Students will also be working with robotics and learning how to program them.

Creative Computing 7

The class will be focused on learning how we can use computers to create new content - animation, games and videos. We'll start with learning how computers work by exploring different inputs and outputs. Students will learn basic coding concepts using Scratch to create games and animations. The class will also explore physical computing using Python and Raspberry Pi computers along with different inputs and outputs like sensors, cameras, lights, buttons and more. Finally, we'll use iPads to create original content such as stop-motion animation.

Encore Rotation – Grade 7

Students will have twelve weeks of course work in the following: Art, Spanish and S.T.E.M.

Art 7

Grade seven is the year for really focusing on drawing and painting skills. An approach based on the Betty Edward's book Drawing on the Right Side of the Brain is used. In addition, to drawing skills, students also work on creating a composition from their drawing, using drawings and observation to create a clay sculpture and a one point perspective drawing. The students not only create art, but they also learn to write about art, critically evaluate art and consider some philosophical questions dealing with the nature of art and beauty. The final project of the year is leaving their "mark" on the middle school – painting their wall block.

Spanish 7

In the seventh grade, Spanish students will expand their listening, conversation, and writing skills. They will learn about classroom objects, learn to conjugate verbs, and practice asking and answering questions.

S.T.E.M.

The goal of this class will be to teach important skills and concepts by engaging students in the inquiry process and project-based learning. Project-based learning allows students the opportunity to build important skills like critical thinking, collaboration, communication and creativity – skills necessary for life and work in the 21st century. Part of this course will implement concepts from “Project Lead the Way”. Students will explore “Design” during the trimester, developing innovative ideas that solve real world problems.

Core Subjects - Grade Eight

Algebra 8

Algebra consists of the following topics: linear equations, integers, rational, irrational, and real numbers, proportional reasoning, the coordinate plane, linear inequalities, exponential equations, polynomials, factoring, radical expressions, radical equations, and problem solving weekly Mathcounts sheets. There is homework daily and a calculator is required.

Math 8

Eighth grade math consists of the following topics: problem solving, integers, rational numbers, real numbers, simplifying, evaluating, probability, statistics, proportion and percent, equations, geometry, patterns, area, perimeter, and volume, and the coordinate plane. There is homework daily and a calculator is required.

English Language Arts 8

Students are given the opportunity to enhance and extend the habits and skills of lifelong readers and writers. Through analyzing a variety of texts, both fiction and nonfiction, students will build specific skills for their writing. The different structures for reading will include read aloud, independent reading, guided reading, and literature circles. Sentence structure and fluency, parts of speech, and grammar, will make up writing skills practiced. Combining reading and writing helps students see the “big picture” and grow in both areas.

Science 8

In eighth grade science our focus is learning about all parts of planet Earth (inside, outside, and beyond). We start off the year by reviewing some basic scientific concepts of the scientific method and measuring. We then begin studying the topography of the Earth and discuss how weathering and erosion has shaped our land over time. As the year goes on, we learn more about how the Earth is shaped with our study of plate tectonics and identify over 50 rocks and minerals. When spring arrives we study the weather and at the end of the year we take a look at objects and events beyond our planet Earth with our study of astronomy.

Social Studies 8

Students in 8th Grade Social Studies explore the history of America from the events leading up to the American Revolution and lasting through the tumultuous American Civil War and Reconstruction era. They learn about the people, places, ideas, and things that shaped our country into what it is today. Students take part in a variety of group learning activities as well as work on individual projects dealing with the area being studied each trimester. The year culminates with a big hands-on Civil War experience. In addition to studying the past, there is a daily discussion of current events, which is based on Channel One; a news show broadcast each day in class. The students will also be developing a historical research project for the National History Day program from October through January.

Physical Education 8

During the Physical Education 8 experience, students will be focusing on units directly related to the National and State Physical Education Standards. Personal and social responsibility, as well as fitness will be an emphasis during all units. Uniforms and athletic shoes are required daily.

Health 8

During the Health 8 experience, students will be focusing on topics related to the National Health Education Standards. All topics will relate to decision-making, influences, goal setting, communication, and relationships. Students will be utilizing technology while completing projects, discussions, and assessments.

Elective Block – Grade 8

African Drumming

African Drumming is an ensemble class that will focus on creating and participating in drumming circles. There will be three units - one for each trimester. Topics for the units include an overview of how music is different throughout the world, an in-depth look at the music from a variety of countries, and an independent music project on a subject of the students' choosing. All units include participation in drumming circles.

Band 8

**Prerequisite: This class is only open to students who have participated in band in grades 6 and 7.*
Students will be challenged to develop more advanced range, technique, and musicianship on their individual instruments. Music selections will be at an advanced middle school/easy high school level to help prepare them for high school level performance. Students who enroll in band must prepare for and attend lessons. Students must also participate in all scheduled marching band and concert events.

Small Band 8

**Prerequisite: Must be subsequently enrolled in Concert Band 8.*

Students will receive extra reinforcement on concert band literature, participate in small ensembles, and work independently in section groups. All students enrolled in the “Small Band” must participate in an ensemble at a District Solo & Ensemble Festival held in February or March. There will be two dates to choose from.

Choir 8

Choir 8 is an ensemble class for beginners as well as students who have been in either Choir 6 or Choir 7. Students will be challenged with three-part harmony through a wide range of musical selections. Students will also work on their music reading skills through sight singing. All students will have choir lessons to aid in the learning of musical concepts. Members of Choir 8 will be required to attend several concerts throughout the school year. One of the highlights of the last 8th grade concert (held in May) is a combined performance with the band where the instrumentalists will act as accompaniment to the choir.

Keyboards and Guitars 8

This class is a beginner level class and is open to students who have not previously taken 6th or 7th grade general music or have not taken guitar or piano lessons in the past. Students will be able to choose to learn either guitar, electric keyboards, or both at a faster pace. They should have a good basic knowledge of reading music through band and choir. The students will learn the basic skills needed to play the acoustic guitars and/or keyboards while learning fundamental theory skills such as pitch and rhythm reading, simple chords, tabs (guitar), grand staff (keyboards), and basic musical terminology.

Spanish I 8

This course elective is a new exciting opportunity for those who have a special interest in learning a foreign language. It is offered to the 8th grade student who is interested in completing the Spanish 1 curriculum in middle school. The Spanish 1 elective is a year-long commitment that will meet every other day. During the first half of the year, students learn to ask questions and make statements about themselves and others. During the second half, students will improve their speaking, writing, and listening skills along with basic reading and translation. Emphasis will be put on grammatical aspects of the present tense and building a large working vocabulary. **Students will take a proficiency placement test developed and evaluated by the high school Spanish Department in May for the opportunity to qualify for Spanish 2 as freshmen.**

Elective Tech Ed 8

This course will provide students with hands-on activities in the areas of computer aided design (CAD) and Graphic Arts. Students will be working with sublimation printing, laser engraving and the CNC router with materials such as fabric, metal, plastics, and wood. Students may also use the woodworking machines to create projects.

Auto Mechanics 8

This course elective is an exciting opportunity for those who have a special interest in learning about all aspects of automobiles, small engines, sheet metal, and welding. This *hands on focused class* is offered to students that want to learn how to do cool things with their hands! Emphasis will be placed on learning how to safely use tools and equipment to make projects and maintain cars, and engine powered equipment.

Art - 2-D Art and Design (Drawing and Painting)

Students will be challenged to create mini works of art in styles ranging from Cartoon to Realism in pencil, chalk, charcoal, watercolor, ink, oil crayon and acrylic during exploration weeks. Students will then submit a proposal in an area of focus that they will choose to concentrate on. During that time they will create a minimum of three pieces creating a series of work. Students will also keep a personal sketchbook of plans, reflections and practice drawings.

Exploratory Sculpture

This class will provide students with opportunities to work with many different sculptural techniques, tools and materials. Hand built, poured and wheel thrown clay will provide students with an extended clay experience. Paper mache, plaster, wire and found objects will also be explored.

Robotics 8

This course will focus on learning about gears and gear ratios to program robots. After learning about all the different types of mechanisms and gear ratios, we will use the Vex kits to make pull toys. Later in the year we will learn how to program robots using RobotC. We will then create various robots that may include spinning signs, elevators, robot dragsters, and possibly more!

Encore Rotation – Grade 8

Students will have twelve weeks of coursework in the following: Art, Spanish and S.T.E.M.

Art

A class, which explores ways in which technology can be used in art. For half of the trimester students experiment with computer graphics, digital cameras, scanners, animation programs and the printing process. There is a balance between work on the computer and the more hands on work used in creating a variety of types of original prints. The other half of the trimester it is a workshop type class in which a theme is presented and the student chooses the medium in which to work. Students are working with pen and ink, drawing, clay, computer animation, sculpture and pencil drawing. Students are required to use a sketchbook to record information and to explore ideas

Spanish 8

In the eighth grade, Spanish students will further expand their skills. Students will focus on extending and responding to invitations, incorporate adjectives and sports-related vocabulary, and talk about weather.

S.T.E.M.

The goal of this class will be to teach important skills and concepts by engaging students in the inquiry process and project-based learning. Project-based learning allows students the opportunity to build important skills like critical thinking, collaboration, communication and creativity – skills necessary for life and work in the 21st century. Part of this course will implement concepts from “Project Lead the Way”. Students will explore “Design” during the trimester, developing innovative ideas that solve real world problems.

CELL PHONES

Reference: Board Policy 443.3

Students may not use cell phones or other 2-way communication devices during school hours (7:30-3:10). If a student is seen with their cell phone, they will be considered in violation of this policy. An exception is if a teacher would request students to use cell phones for an educational purpose. Students violating this policy shall be disciplined in accordance with the established procedures as follows:

First Offense: Phone confiscated, warning given, and the phone returned to the student at the end of the school day.

Second and Subsequent Offense: Phone confiscated and a parent must come to school to retrieve the phone. After multiple offenses, other consequences may be assigned including but not limited to detentions. Cell phones are strictly prohibited in the locker rooms at all times. If a student is found using their cell phone in the locker room, the phone will be automatically be confiscated and a parent will be required to come in to retrieve the phone.

DRESS and ATTIRE

Students are expected to dress appropriately for school. The purpose of our dress code is to maintain the health and safety of our students, minimize distractions, and avoid disruptions of the educational process. Clothing items that are considered unacceptable to wear to school include, but are not limited to, the following:

- Students must wear clothing that provides adequate coverage. As such, students are not allowed to wear clothing that exposes undergarments, midriffs, chest/cleavage, buttocks, or bare shoulders. (For example: tank tops, strap tops, low cut tops, tops with over-sized neck and arm areas, backless tops, strapless tops, transparent tops, or tube tops.) Spandex shorts and leggings can be worn, but only if another garment such as regular shorts, skirts or a long shirt cover them. Excessively short shorts or skirts should not be worn. Shoes must be worn at all times in the building and on school grounds.
- The school prohibits apparel that may disrupt the educational process or is determined to be potentially harmful to self or others. This includes but is not limited to attire that is sexually suggestive, offensive, obscene, sexually degrading, racially motivated; or makes reference to alcohol, drugs, tobacco, violence, profanity, discrimination, or otherwise causes a disruption.
- Coats, hats, hoods (all types of head covering including sweat bands), sunglasses, and chains must remain in student lockers during school hours, and may only be worn during the school day as permitted by the building principal or designee. One example would be that hats are allowed at lunchtime during recess.

If a student's attire is deemed to be unacceptable, they will be asked to change into appropriate clothing. If a student refuses, their parent/guardian will be contacted to bring a change of clothes or the student will be sent home to change. Administration will use discretion to make decisions regarding the appropriateness of each student's dress and possible consequences for violation of the above policy. At West Salem Middle School we want to spend our days educating students and preparing them to be successful. We recognize that some fashions are appropriate for social settings but are not appropriate for a learning environment. With staff, student, and parent support regarding appropriate attire for school, issues can easily be resolved and uncomfortable circumstances avoided.

HOMEWORK

Focus of Homework - Teachers use homework to introduce or extend a lesson (related), provide enrichment (personal pace and depth), promote practice through repetition (not fatigue) and evaluate and assess understanding (to see what the student has learned and is able to do).

Homework Folder

All students have a Homework Folder. It is divided into two sections. One section is titled, **Homework to Do** and the other section is titled, **Homework Completed**. Parents should review as needed to help support their child.

Homework

Parents or students with questions regarding homework are encouraged to check Skyward. Assignments can be found in the message center area. You can also check the Google Classroom app on their iPads and/or the Homework Hotline on our website.

ATTENDANCE PROCEDURES AND POLICIES

Reference Board Policy: 431 and 431 Rule, 447.2

General Information:

All students are to be in attendance every hour of every day that school is in session. School attendance is the responsibility of students and parents/guardians. It is the responsibility of the parent/guardian to telephone the middle school office at 786-2090 on the day of the absence relative to the reason for the absence. Any absence not cleared up within one day of a student's return to school will be considered unexcused.

According to Wisconsin Statute 118.16(2), it is the responsibility of the school attendance officer, not the parent, to determine whether an absence will be considered excused or unexcused. Also in accordance with Wisconsin Statute 118.16(4), it is the school board's responsibility to set the guidelines for this determination. The West Salem Board of Education has determined that the following reasons for absence will be considered excused:

- Illness on the part of the student;
- Serious illness or death in the immediate family;
- Medical or dental visits;
- Special circumstances (e.g. college visits, family vacations) provided notification is given in advance of the absence as per Wisconsin Statute 118.15 (3)(c);
- Emergency situations within the family.

Students will be allowed the equivalent of 10 full days, which is equal to 70 class periods, to be absent from school during the school year as outlined above. The following absences will **not** be counted towards the 10 full day allowed absences:

- a) Hospitalization (note required from doctor/medical practitioner);
- b) Doctor's orders to not attend school (note is required from doctor/medical practitioner);
- c) School-sponsored field trips and activities (absence must be approved by teachers);
- d) Religious observance (note must be received by the office prior to the absence);

- e) Legal appointments (note required from clerk of court, lawyer, social worker, etc);
- f) Medical or dental appointments (note is required from doctor/medical practitioner upon the student's return from the appointment - if no verification is received the time missed will count toward their 10 full days. **(Students are only excused for the time of the appointment and travel time.)**)

Once a student exceeds the equivalent of 10 days of absence, any further non-school related absences will be recorded as unexcused for the remainder of the school year unless the one of the following conditions is met:

- a) The student has doctor's orders to not attend school (note is required from doctor/medical practitioner);
- b) The student's medical/dental/legal appointments are verified by the practitioner;
- c) The school nurse determines the student is too ill to be in school.

Parent(s)/guardian(s) may be notified in writing when a student has reached the 10 day limit and informed that further absences may be unexcused unless the absence is the result of any of the reasons previously outlined.

Make-up work Following an Absence

Students with excused absences are required to make-up all missed assignments deemed necessary by the individual instructor. Failure to do so will result in the student receiving an "incomplete" grade for the work which may lead to a failing grade for the course. A suggested timeline is to allow two days for each day of excused absence.

Homework for Excused Absences

- If a student misses school, students/parents should check Edmodo or call the homework hotline to obtain missed assignments.
- After excessive absences, parents will be required to meet with the school counselor, nurse and/or principal.

In accordance with Wisconsin Statute 118.15 (3) (c) All students who will miss school as a result of a family vacation or other planned event such as hunting must be excused in writing or by phone by his/her parent or guardian a minimum of two days before the absence and complete a pre-excused vacation form prior to the absence. A student may not be excused for more than 10 days in a school year under this provision.

Truancy (Unexcused Absences):

All other absences that do not fall within the guidelines stated above are considered to be unexcused and/or instances of truancy. Truancy is defined as any absence of part or all of one or more school days during which the school has not been notified of the legal cause of such absence by the parents/guardian of the absent student, and also means intermittent attendance carried on for the purpose of defeating the intent of the compulsory attendance law (Wisconsin State Statutes 118.15 and 118.16 (1)C). Parents/guardians will be notified when a student has an unexcused absence. Notices shall be made by personal contact, mail, or telephone of which a written record is kept. Some common examples of absences that will be considered truanies: leaving the building without checking out, skipping classes, over sleeping, etc. If a student is in the school building, but not where they are suppose to be, the student is considered unexcused and will receive consequences.

Consequences for Truancy (Unexcused absence):

Reference: Board Policy: 447.2

Students who are truant/unexcused will be assigned detentions according to the following general guidelines: three detentions for 1-2 hours missed; four detentions for 3-4 hours missed; one detention will be added for every additional missed up to 8 detentions per day. Subsequent violations may result in additional consequences and/or loss of privileges. In accordance with state law, municipal code, a truant student may receive a truancy ticket or a social services referral.

Note: It should be noted that implicit on the definitions of unexcused and truants is the understanding that while all trancies are unexcused absences, not all unexcused absences are trancies. The principal or designee will determine on an individual basis whether an unexcused absence is to be regarded as truancy.

Tardies:

Students are expected to arrive to school for each class in a timely fashion. Students are considered tardy if they are late for school or class. Common examples of unexcused tardies are: parents or students overslept, student missed the bus, student's sibling made them late etc. Noon detentions will be assigned to students with unexcused tardies per the schedule below:

| <u>Time Missed</u> | <u>Detentions</u> |
|--------------------|-------------------|
| Morning Tardy | 1 |
| Class Tardy | 1 |

After three unexcused tardies, within a period of twenty school days, the student may receive an after school detention. If unexcused tardies are ongoing, further disciplinary action and/or principal contact may occur.

Attendance for Students in Athletics and Activities:

Reference: Board Policy 370- Rule B

1. Any participant who has an unexcused absence for any part of the school day shall be ineligible to practice and ineligible to compete or participate for that school day.
2. Any participant who is absent from school for any part of the day of an event shall be ineligible to compete/participate unless:
 - a. The absence was due to a school function.
 - b. Permission for the absence has been granted by the administration.
 - c. Extenuating circumstances exist. In such cases, the building principal or designee shall determine whether or not the student shall be ineligible.
 - d. A participant may be gone for a medical/ dental appointment, however to be eligible to participate the appointment must be verified with a note from the doctor.
3. Pre-excused absences under Wisconsin Statutes 118.15(3) are not exempt from this policy.

Physical Education/ Health

Students will have physical education classes that alternate with Health classes.

Makeup for missed class: Teachers will inform students of expectations upon their return to school.

EMERGENCY (Fire and Severe Weather)

In the event of an emergency because of fire or tornado, the cooperation of all students is a necessity to ensure the safety of everyone in the building. In preparation for potential emergencies note the evacuation routes for fire and severe weather posted in each of the classrooms. When the alarm for fire or severe weather is sounded, immediately be quiet. Listen to your teacher for directions. Walk to the designated evacuation area quickly and quietly and wait for the all-clear signal. Students will be released when an all clear is issued by the weather bureau.

FAILURES, INCOMPLETE AND RETENTION

Upon receiving an “Incomplete” grade in a class, students have 10 days to make up the incomplete. For failures and retention, please see the Grade Advancement Policy located in the Middle School office.

FINES

The student will be financially responsible for any school property that is lost or damaged. Fines will follow the student through middle school and high school. Failure to pay fines may prevent the student from participating in the middle school promotion and high school graduation ceremonies.

INCLEMENT WEATHER

During cold weather (wind chill 0 degrees or below) or rainy conditions students will have noon recess indoors. In the event of inclement weather the closing of school will be announced from approximately 6:00-8:00 a.m. over local radio and television stations. They will also broadcast early school closings due to weather. Please do not call the school on such days.

INSURANCE

The school district does not provide an individual student insurance policy.

MEDICAL INFORMATION

Immunization Requirements

State law requires that all children entering a Wisconsin school for the first time be immunized against diphtheria, tetanus, pertussis, polio, measles, mumps, rubella, Hepatitis B, and varicella (chicken pox). These requirements can be waived only if a properly signed medical or religious exemption is filed with the school. Questions regarding immunizations should be directed to the school nurse.

When students do not meet the requirements of the law:

1. Parents are notified by a legal notice.
2. If the student is not in compliance after receiving the legal notice, the district attorney is notified.
3. If the student is not in compliance by the 30th day of school, the student can be excluded from school until they are in compliance.

Medication Policy

Please give medications at home whenever possible. If necessary, medication will be administered by the school nurse or other assigned staff during the school day.

State statute and school district policy do not permit any prescription medications to be given at school without a written statement signed by the physician and the parent or guardian. This includes the use of inhalers for students with asthma. (Students may not use or carry an inhaler without written permission from their physician.) If your child requires medication at any time during the school day, either prescription or over the counter, please fill out and return a pink medication form signed by you, and if prescription medication, by your child's physician. (Pink medication forms are available from your school nurse or local clinic.) Medication needs to be in its original container and properly labeled. **Please do not send medication in a baggie or an unlabeled bottle, as it cannot be given.** A new medication form is needed each time the medication is changed, and a new one is needed for each school year. A separate medication form is needed for each medication and for each child. If you feel your child may need any over the counter medication during the school year, it must be supplied by the parent/guardian. Substances that are not FDA approved (i.e. natural products, food supplements) will require the written instruction of a medical practitioner and written consent from the student's parent or guardian.

Whenever the school day starts late or there is an early release, medication will be dispensed as usual at the regularly scheduled time. If a change in the schedule needs to be made, please notify the school nurse.

The School District of West Salem is not responsible for the self-administration of medication by pupils who do not have active parental and physician consent on file with the school administration.

Student Health Guidelines

When should your child stay home because of illness?

FEVER: greater than 100 degrees; students must not return until they are fever free (without ibuprofen or acetaminophen) for 24 hours

VOMITING: return 24 hours after the last time vomiting

DIARRHEA: return 24 hours after the last bout with diarrhea

RASH: rash that is open and draining or a rash with a fever

CONTAGIOUS DISEASE: strep throat, impetigo, pink eye- return after 24 hours of treatment with antibiotic. (Please notify the school office or the school nurse so that we may alert other parents as needed).

NUISANCE DISEASE: head lice, scabies, ringworm- must be treated before returning to school.

CHICKEN POX: child may return to school 5-7 days after onset of rash, with all sores dry and scabbed over. (Please notify the school office or the school nurse so that we may alert other parents as needed).

Illness or injury at school

Students who become ill or injured at school will be seen in the health office by trained staff. If your child is unable to return to class, a parent will be contacted. For your child's comfort please make arrangements to pick them up as soon as possible.

Diet Restrictions

If your child has any type of diet restrictions please notify the nurse. Food service is able to make accommodations for students with dietary restrictions only when a student's physician has

completed the dietary request form. This form can be found on the District's website under the school nutrition tab or under the health information tab.

Limited Physical Activity It will be necessary to provide the school with a signed and dated doctor's statement in order to excuse a student from physical education or activities because of injury or illness. Please ask your child's doctor to be specific as to the type of activity not allowed and the duration. The school nurse may excuse a student for one day to allow consultation with the parent and the opportunity for the parent to consult with their doctor.

Latex

If your child is allergic to latex, it is important that you inform the school nurse. We will make every effort to minimize exposure to latex for all students. Only non-latex balloons (i.e. mylar) will be allowed in the school. Non-latex gloves and other medically necessary barriers will be used.

NEWSLETTER

A monthly middle school newsletter is published and viewable on our website www.wsalem.k12.wi.us. The objective our newsletter is to keep parents informed of monthly activities and events that are occurring at the middle school. We post our newsletter to the website as a means of stretching our building budget by reducing our use of the copier, paper, toner, postage, etc. However, if you do not have access to the web, you may request a copy be mailed to you by contacting the middle school office at 786-2090.

NUTRITION PROGRAM

Our school operates nutrition programs serving breakfast (7:30-7:50 A.M.) and lunch (during student's scheduled break). **Breakfast is not available on late start days.** School prepared sack lunches can be purchased whenever your child goes on a school field trip. Students are encouraged to participate in the school nutrition programs. Our programs offer quality, appetizing food choices that meet the Dietary Guidelines for Americans. All students must remain on school grounds at lunchtime. Only those students with passes issued by the office may go home for lunch. Breakfast and lunch are available free or at a reduced price for families with income levels that meet federal guidelines. Contact your school office for a free or reduced price application.

Unpaid Meal Account Policy – District policy 761

The purpose of this policy is to establish consistent procedures for students with insufficient funds for school meals and delinquent accounts in the District's School Nutrition Program. Parents and guardians must plan for their child to have sufficient access to food at school on each school day and must actively monitor and manage their child's school food service account. In order to help parents and guardians meet these responsibilities and to ensure that school families are reasonably informed about the food service operation that are available to students, the District has established the following guidelines regarding food service charges and student access to food at school.

I. General Statement on Policy

A. Students who qualify for free meals will not be denied a reimbursable meal even if they have accrued a negative balance on their cafeteria account.

B. Students who have money to pay for a reduced-price or full price meal at the time of service will be provided a reimbursable meal, regardless if they currently have a negative balance in their account. If the student intended to use the money for that day's

meal, the cashier will not use the money to repay a negative balance or other unpaid meal charge debt unless intended by the parent.

C. Students without funds to pay for a reduced-price or full price meal are allowed to charge up to \$10.00

D. Payments may be made to family meal accounts by bringing a check or cash to their child's school office, by making online payments through Skyward Family Access or by mailing payments to the District Office c/o Nutrition Services, 405 East Hamlin Street, West Salem, WI 54669.

District Wellness Policy

Reference Board Policy: 8510 which can be found at the following website -

<https://www.wsalem.k12.wi.us/content/district/board-of-education/policies-procedures>

The school district has implemented a wellness policy in an effort to ensure and improve the physical well-being of our students. The school supports healthy practices by promoting wellness, good nutrition and regular physical activity as a part of the total learning environment. Parents are encouraged to bring healthy snacks for classroom celebrations.

***USDA food program will continue providing free meals to all students regardless of income through the 2021-2022 school year.*

PARENT CONCERNS

An informal concern should be directed to the involved parties. If the concern is not handled promptly or to the satisfaction of the parent, please submit the concern in writing to the building principal.

PERSONAL PROPERTY

It is the responsibility of parents and staff members to inquire from their insurance carrier as to the insurance coverage needed for personal property that is brought to and/or kept at the middle school. This includes clothing articles, electronic devices, and musical instruments that may be lost, damaged, and/or stolen.

PHONES

Classroom telephones are for staff use only. Students may only use them under direction of a teacher/staff member. The principal or office personnel must give permission before using the phones in the office.

POLICE LIAISON OFFICER

The West Salem District has a police liaison officer.

SAFETY

Safety is a habit that is learned only through practice. Parents, as well as teachers, need to continually remind and discuss the reasons for all safety practices with their children. Here are some suggestions, which may help develop these essential practices:

- If your child walks, plan the safest way to get to and from school. Insist that your child take this route at all times.
- Insist that your child go directly home from school.
- Discuss with your child the danger of accepting gifts, rides, or going any place with strangers, or unauthorized adults.

- Help your child see the danger involved in throwing stones, rocks, sand, or snowballs en route to and from school at bus stops or on the school grounds.
- Encourage your child to obey all bus safety rules.

SCHOOL PICTURES

Each year the middle school will have individual pictures taken during our registration days in August. Envelopes outlining the packages available and their cost will be included in our mailing of the registration materials. The pictures will be placed in a school annual, which will be sold at the end of the year. Please note that all checks for payment must be made out to the photographer.

VISITORS

All visitors must report to the middle school office to register and pick up a name tag upon entering school. All outside doors are locked once school is in session. This is for the protection of students and staff.

Student Visitors - Students are not allowed to bring friends to school.

High School Visitors - High school students are not allowed in the middle school unless under the direct supervision of a staff member. High school students attending athletic events or concerts must be in the gym for the event and not in the halls or building areas.

Parent Visitors - Public schools truly belong to the community. We welcome your interest in our school. Should you wish to visit, please contact the office.

STUDENT LIFE

Awards for 5-6-7-8

Awards are issued to students at awards assemblies. The following awards will be issued to students who earn them:

- Honor Roll Awards - Any student who makes honor roll the first two trimesters of the current year.
- Completion Certificate - Any student who has successfully completed all requirements through 8th grade. 8th graders that do not complete all requirements may receive an unsigned completion certificate.
- Athletic awards
- Music awards
- Awards for enrichment activities
- On – A – Roll award

Dances

Periodically, dances will be held for 5th, 6th, 7th, and 8th graders. Students on restriction status will be ineligible to attend dances. For discipline problems at dances the students may be told to leave, and parents will be notified. Other discipline may follow. The principal or his designee will determine dance suspension. Only students from the West Salem Middle School are permitted to attend. All school rules must be abided by. The Student Council sponsors dances and parents are encouraged to chaperone one dance during the year.

Field Trips

As part of the educational program of our school, students participate in field trips. A written permission slip from the parent is requested before the child is allowed to accompany his/her class on an excursion. Written permission slips are not required for trips within walking distance of the school. All trips are supervised by the teacher and often assisted by chaperones.

Chaperones are defined as parents and/or legal guardians. The building principal reserves the right to choose chaperones based on student needs. Written permission slips are not required for the school forest. Parents/guardians of eighth grade students going to Washington, D.C. are reminded that students must meet certain requirements before they will be allowed to go. Since the class trip is an educational experience, all students not going on class trips are expected to attend school as usual. If a student is not going to be present, they are to follow the vacation guidelines (under attendance) as printed. *The following students will NOT be allowed to go:*

- Any student who has received a total of 4 F's during the first through the mid of the third trimester grading periods (Washington, D.C.).
- Any student who has received a second in-school suspension or one out-of-school suspension.
- Any student who has more than three unexcused absences during the school year.
- If the parents or principal decide against the trip.
- Students who transfer into the district are eligible for the class trip through the mid of the third trimester provided they meet the above qualifications for all school attended during the current school year. In addition, trip payments should equal expectations for other participants.

Honor Roll

An Honor Roll list will be published every quarter. Students averaging 7.0 or better will be placed on the B Honor Roll. Any student with a 10.0 or better will be placed on the A Honor Roll.

| | | | | |
|---------|--------|--------|--------|-------|
| A+ = 12 | B+ = 9 | C+ = 6 | D+ = 3 | |
| A = 11 | B = 8 | C = 5 | D = 2 | F = 0 |
| A- = 10 | B- = 7 | C- = 4 | D- = 1 | |

Lockers (hallway and physical education) **KEEP YOUR LOCKER LOCKED!!!**

All students will be assigned a locker individually. Students should not share their combination with other students. Students are not to switch lockers without office approval. Lockers are the property of the school and may be searched at anytime. Lockers are to be kept clean. Fines will be issued if a locker is treated improperly. The school/district assumes no responsibility for lost or stolen items. Materials displayed in the locker shall be school appropriate, attached by magnetic fasteners only, no tape, etc. and all material must be removed at the close of the school year.

Lost and Found

Student should label all personal articles. A lost and found is maintained in the cafeteria. Clothes left unclaimed in the lost and found will be given to charity.

Student Council

The student council representatives for the middle school are elected each trimester. Students involved in student council are active in promoting social activities, and helping develop a positive school climate. They have the opportunity to develop leadership skills through a variety of activities.

CO-CURRICULAR PROGRAM

Philosophy

Students in the middle school have several opportunities to participate in activities beyond the classroom. All students involved in co-curricular activities must follow the Middle School Co-Curricular and Code of Conduct policies. The primary purpose of education is to provide each student with the values and training necessary to lead a rewarding and happy life. The co-curricular program is an integral part of this process as it provides certain opportunities and emphasizes definite aims difficult to duplicate in other school activities.

It is the desire of the West Salem School District to generate a program of co-curricular activities that will provide opportunities for the youth of West Salem Schools to develop the proper ideals of sportsmanship, ethical conduct, judgment, leadership skills, self esteem, problem solving, physical and mental skills. Participation in this program is a PRIVILEGE for which every participant should be willing to make sacrifices deemed necessary to fulfill these ideals. It is with this in mind that a West Salem School District Co-Curricular Code has been enacted by the Board of Education.

The school district shall not discriminate in admission to any program or activity, application of standards, rules of behavior and disciplinary actions or use of facilities on the basis of sex, race, national origin, ancestry, creed, pregnancy, marital or parental status, sexual orientation, physical or mental capability, economic status, emotional or learning disability.

Athletic Participation Philosophy

It is the philosophy of the middle school to encourage participation and skill development in all co-curricular activities. Consequently, sport seasons are shortened to allow exploration in all sports.

Objectives

- To develop within the student the determination and dedication necessary to complete his/her chosen goals.
- To develop the self-discipline necessary for a successful life.
- To develop a willingness to place the good of the Group before the desires of the individual.
- To teach that a penalty follows the violation of a rule.
- To provide a “whole school” interest and activity that will develop school pride in all students.
- To provide opportunities to exemplify and observe good sportsmanship.
- To develop within the students a personal pride that will enable them to do whatever they choose to the best of their ability.
- To provide opportunities for lasting friendships, both with fellow students and opponents.

Definition of Co-curricular Activities

Co-Curricular activities in Group I are events that are not graded, occur outside of the academic day, and are beyond the scope of the academic day. Co-Curricular activities in Group II occur outside of the academic day. However, some portions of these programs are graded and some portions are not graded. A complete listing of Group I and Group II activities, which have been

approved by the Board, will be published in the student handbook at the beginning of each school year.

Co-Curricular Activities

- Students have several opportunities to participate in activities beyond the classroom. These include:
 - Forensics (7,8)
 - 5th Grade Choir (5, 6)
 - Instrumental and Vocal solo and ensemble contests (6,7,8)
 - Sports
 - volleyball (7,8), cross-country (6,7,8), football (7,8), basketball (7,8), wrestling (6,7,8) softball (7,8), track (6,7,8)
 - Student Council (5,6,7,8)
 - Trees for Tomorrow (7)
 - Yearbook (8)
 - Odyssey of the Mind (5, 6,7,8)

Middle School Co-Curricular Activities

Group I

Athletics
Forensics
Student Council
Yearbook
Odyssey of the Mind

Group II

Band
Vocal
Drama

Responsibilities

The privilege of participating in the co-curricular program is extended to all students providing they are willing to assume the identified responsibilities, conduct, and academic requirements. The greatest responsibility is to be a credit to oneself, parents, school, and community.

Therefore, it is required that these participants:

- Meet the academic requirements as set forth in the academic policy.
- Display high standards of social behavior.
- Display proper respect for opponents and those in authority: administration, teachers, coaches, advisors, officials and other school personnel.
- Display a genuine spirit of cooperation.
- Dress with special care when attending a contest.
- Use language, which is socially acceptable; profanity will not be tolerated.
- Return a pledge sheet that is signed by both student and parent/guardian to the building principal before participating in co-curricular activities.

CODE OF CONDUCT

Philosophy

It is each student and staff member's right to attend school in a positive, safe and respectful environment, which fosters growth and learning. Behavior that infringes on the rights of even one student or staff member diminishes the experience for the entire student body. Disruptive behavior or influence will be addressed in such a way as to protect the rights of the total student body while developing responsibility in the individual student. General policies have been

developed to deal with student behavior that is in conflict with this policy; however, all disciplinary actions are subject to the Principal's best discretion.

The goal of administrative response to student misbehavior shall be to help the student learn proper conduct while protecting the rights of others. Every possible effort to notify and cooperate with parents regarding student behavior will be made.

The middle school Code of Conduct covers students' behavior at school, or in transit to or from all school sponsored activities, including those held at other schools. Students who are unable to meet the Code of Conduct expectations at any time, regardless of physical location, will be regarded in the same manner as if this behavior occurred during the school day in our school.

The principal reserves the right to take action deemed appropriate for each case.

If a student has an after school detention, an in-school or out-of-school suspension, they will be ineligible to participate in extra-curricular activities/practices or game activities for those days. Students who do not respond to the discipline process of the school and continue to have chronic behavior problems will have their behavior records reviewed by the superintendent and school board to determine what course of action is to be taken. If expulsion is recommended, Board Policy 447.3 will be followed and expulsion procedures outlined in state law 120.13.

General Provision

- The school building will open at 7:00 a.m for students who are working in the Success Center. Otherwise, the school is open at 7:30. Students who come to school prior to 7:30 will go to the playground areas. On mornings with inclement weather, students will be permitted to wait inside a designated area beginning at 7:30 a.m. Students are not to be in the halls at any other time unless they have a pass from a teacher.
- First period starts at 7:50 a.m. and all students will be expected to be in their appropriate classrooms. Students late for class will be marked tardy. For every tardy a student will receive one noon hour detention. Chronic tardiness may result in after-school detention.
- For their safety, upon arrival at the school grounds, students are expected to remain on campus for the entire school day unless prior approval has been given through the principal's office.
- Bikes should be parked in bicycle racks only. If racks are full, bikes should be parked as near to the racks as possible and off the pavement. For the safety of all staff and students bicycle riding on school grounds is prohibited. All bikes should be locked up to prevent theft. Any student who rides or tampers with another student's bicycle will be subject to discipline under the discipline system and may face criminal action for vandalism.
- We have a CLOSED CAMPUS. Therefore, in order to go home during his or her lunch period a student will need to receive a pass from the office. This must be approved by parent/guardian before a pass will be issued. Passes will be issued to students to specifically go to their own home for lunch.
- Students will not be allowed to bring book bags to classes, A/A or lunch. Any book bag must be kept in the locker. Students will have access to lockers throughout the day. Book bags and lockers can be searched if there is a suspicion of inappropriate materials.
- Students participating in or conspiring with others to engage in any harassing act, which injures, degrades or disgraces other individuals will not be tolerated. All harassment complaints will go through the middle school counselor. A harassment complaint form may be completed. An investigation and appropriate disciplinary actions may occur.

Expectations

Students are expected to demonstrate “above the line” behavior that is RESPECTFUL, RESPONSIBLE, and SAFE at all times. Behavior by students that is considered “below the line” puts into jeopardy the safety and well being of themselves, other students, faculty members or school visitors. Examples of below the line behavior include, but are not limited to, those listed below:

Below the line behavior that inhibits a RESPECTFUL environment

- Rude or inappropriate remarks to teachers or students
- Swearing, quarreling or fighting during school hours or at any school sponsored activity.
- Wearing inappropriate attire, including hats and coats indoors, clothing with inappropriate slogans or symbols, heavy chains and other adornments.
- Inappropriate behavior in a classroom where a substitute teacher is supervising or teaching. These teachers are guests at our school and should be treated as such.
- Gangs are groups of people that define themselves by excluding others from the association. Gangs or any type of behavior that resembles gang activity including drawings, clothing, and / or symbols that refers to gangs, inherently makes others feel uncomfortable and are not conducive to a positive school environment.

Below the line behavior that inhibits a RESPONSIBLE environment

- Inappropriate use, theft, damage or destruction of equipment, property and any other materials belonging to another student, staff member, or the middle school itself.
- Skipping classes.
- Bringing items with unpleasant odors, such as hunting scents, which disrupt the educational climate.
- Tampering with school computers or software programs. Students who do so may lose computer privileges and student/parents will be billed for repairs if a computer technician needs to be hired to correct the problem.
- Use of I-pods, Gameboys, MP3 players, CD players, cell phones and other electronic devices that may interfere with one’s ability to be attentive and which may disturb others. These items may be confiscated until claimed by a parent.
- Possession of inappropriate materials that others may find offensive. This includes books, pictures, photographs, or notes that promote inappropriate sexual or violent material.

Below the line behavior that inhibits a SAFE environment

- Running and general “rough housing” in the halls.
- Any “rough” play, including tackle football, throwing snow balls, pushing, hanging from basketball rims, etc. that may cause injury to themselves or a fellow student.
- Roller blades and skateboards also pose injury to students and should be left at home for the safety and well being of all.

Transportation / School Bus Policy & Procedures

West Salem School District Policy 443.2 1 STUDENT CONDUCT ON SCHOOL BUSES

Bus riders shall conform to the same standards of conduct which are expected of them at school and bus ridership rules.

When a student fails to conduct him/herself in accordance with established school conduct and bus ridership rules, the bus driver shall bring such misconduct to the appropriate administrator's and transportation director's attention by completing a bus disciplinary form. Notification of parents/guardians and due process shall be in accordance with established Board policy. Bus Rider Rules and Disciplinary Action Procedures will be posted in each bus and school handbook. They will be reviewed annually by the administrative team in April.

LEGAL REF.: Section 120.13(1) Wisconsin Statutes
121.52(2)

CROSS REF.: 443.2, Bus Rider Rules and Disciplinary
Action Procedures

443.1, Student Alcohol and Other Drug Use

447.3, Student Suspensions/Expulsions

831, Tobacco Use/Possession on School Premises

APPROVED: January 10, 2005 UPDATED: March 22, 2010

West Salem School District Policy 443.2-Procedures 1

School bus transportation is provided as a service. It is imperative for the safety of all students that "above the line" behavior be observed at all times on school busses, regardless of type of transportation being provided, i.e. to and from school, field trips, athletic functions, etc. Students are expected to address drivers with the same respect and courtesy as classroom teachers or other school staff members.

*Written notices shall be sent home when a special trip is to be taken. Written permission from each student's parent/guardian must be secured before the trip. In the event the student has not returned permission slip, student's parent/guardian will be contacted by phone for permission to go on special trip. Student's not receiving permission may not participate in the trip.

BUS RIDER RULES AND DISCIPLINARY ACTION PROCEDURES

Conduct

Bus riders shall conform to the same standards of conduct which are expected at school. In addition, bus riders at all times shall:

1. Obey and not distract the bus driver.
2. Be courteous and respectful of everyone on the bus.
3. Respect the bus and other's property and be responsible for any damages.
4. Remain seated unless loading or unloading from the bus.
5. Keep all body parts and items inside of the bus.
6. Use decent and correct language for school.
7. Eat and/or drink as approved by the driver.
8. Keep the bus clean and remove garbage.
9. Maintain a Tobacco and Drug Free Zone
10. Use personal recording devices, cameras and cell phones as directed by the driver.
11. Follow all bus safety drill procedures.

Disciplinary Action

The following procedures shall be used to handle cases of misconduct:

1. The bus driver shall verbally warn the student and file a written report with the principal and transportation director.
2. The building principal and or his or her designee will determine consequence based on severity and frequency of actions.

Minimum: Notify the parent(s) or guardian(s) by oral and/or written notification and may issue:
Alternative action: Suspend the student from bus riding privileges or issue detention(s) etc.

-or-

Maximum: In school or out of school suspended the student from school or recommend expulsion.

Cross Reference: West Salem School District Policy 443-Rule Student Conduct Rules and Discipline Guidelines

APPROVED: March 22, 2010

Cafeteria Policy

Students are responsible to clean up spilled food and take care of all trays and food items at their table. Students who throw food will be required to stay to help clean up the cafeteria and may receive further discipline.

Playground Policy

To ensure the safety and well being of all students while at recess on the playground, specific behavior expectations are listed below: Aides and Supervisors will follow a progressive system of discipline on the playground:

- Consumption of food or drink outside at noon hour or recess can pose a choking hazard and is not allowed.
- All students must be outside on designated playground areas and may only enter the building with a Hall Pass.
- Students may not play on or use the high school equipment. Examples: high school track and football equipment.

Disciplinary Process

The following steps are the normal progression in dealing with inappropriate behavior. Steps may be skipped depending upon the severity of the action.

- A. Warning
- B. Individual teacher/aide handles problem with appropriate consequences that may include detention.
- C. Detention
 - Detentions are used as a reminder to the student that the inappropriate behavior must stop. A progressive system of office detentions is planned to provide a deterrent to chronic tardiness and misbehavior.
 - Depending upon the frequency and severity of their offenses, students may be assigned to one or more days of **before school, noon or after school detention.**
 - Before school detention is in the office.
 - Noon detention will be assigned a location.
 - After school detention operates from 3:10 to 4:00 p.m. Parents are responsible to arrange transportation for detained students. Students may be assigned school service projects to be completed during after school detention.
 - In those instances when the assignment of detentions has not served as a deterrent to misbehavior, other consequences, including in-school or out-of-school suspensions and restricted status may be considered.

D. Work-It-Out Form

- Students will be sent to the office after teacher and/or supervision personnel interventions have not worked to stop inappropriate behavior.
 - The student will be sent to the office to complete a Work - It - Out form.
 - Once the form is completed, one copy will be sent home with the student for the parents to sign and is to be returned to school the next morning.
 - One copy will be given to the student's advisor, who will schedule a conference.
 - After the student conference with the teacher, the student will be allowed to return to class.
 - Each time a student is sent out of the classroom to the office, they receive a "Step".
 - STEP PROGRESSIONS:
 - STEP 1 office referral
 - STEP 2 office referral with one noon detention
 - STEP 3 office referral with one after school detention
 - STEP 4 office referral with in-school suspension (two of the following: before school, noon and after school)
- If a student does not have an office referral for twenty school days, they will have a clear discipline record.

Procedure for Principal Referral

Principal referrals are for serious discipline problems. Students will be sent directly to the principal office. Students with serious behavior problems will receive one or more of the following: before school detention, noon detention, after school detention, in-school and/or out-of-school suspension. If the student's conduct is a criminal offense, the police department may be called to assist the school personnel.

A principal referral does not eliminate any of the Work - It - Out steps.

The following is a list of serious offenses, which require principal referral:

- **Tobacco:** the use or possession of tobacco in any form on school property or at any school sponsored activity.
- **Drug and / or alcohol:** the use, possession, transfer, or being under the influence of drugs, alcoholic beverages, or any substance on school property or at any school sponsored activity. The possession of drug paraphernalia may also result in suspension from school. This includes over - the - counter drugs. This includes any "look alike" items.
- **Insubordination / non - compliant:** the failure to respond to, or carry out a reasonable request by a staff member.
- **Gross Misbehavior:** the act of deliberate or willful conduct detrimental to normal functions of the program or activity under school sponsorship, or the act of threats to staff members or to other students.
- **Intimidation:** interference with the normal school operation by threat of force or violence.
- **Weapons:** the act of possessing, using or threatening to use any weapons, which includes guns, bullets, knives, chains or any instrument capable of inflicting bodily injury. Police will be contacted on all weapon incidents. Look-a-like weapons are NOT allowed at school.
- **Arson:** The attempting to burn any building, or part of any building, structure

or property.

- **Vandalism:** the act of willful destruction of school property or property belonging to others.
- **Stealing:** acquiring property of another without permission
- **Forgery:** the act of fraudulently using in writing the name of another person, or falsifying times, dates, grades, addresses, or other data on school forms.
- **Battery/Fighting:** an act to cause immediate bodily harm, or intentionally inflicting or attempting to inflict bodily harm upon another. Examples: Closed fist attack, biting, kicking, pushing student into a wall, intentional spitting on another, breaking other's skin, possible exposure to disease. If bodily injury occurred, the police will be contacted according to school board policy.

Board Policies That Relate to Student Conduct and Discipline

Policies can be reviewed on the following website - <http://www.wsalem.k12.wi.us/policies.html>

MIDDLE SCHOOL CO-CURRICULAR ACTIVITY ELIGIBILITY REQUIREMENTS AND CODE OF CONDUCT - Policy 370-Rule A

STUDENT CONDUCT AND DISCIPLINE - Policy 443

STUDENT ALCOHOL AND OTHER DRUG USE - Policy 443.1

STUDENT CONDUCT ON SCHOOL BUSES - Policy 443.2

TWO-WAY COMMUNICATION DEVICES - Policy 443.3

WEAPONS ON SCHOOL PREMISES - Policy 832

TOBACCO USE/POSSESSION ON SCHOOL PREMISES - Policy 831

TOBACCO PROHIBITION ENFORCEMENT PROCEDURES - Policy 831-Rule

PUPIL SERVICES The West Salem School District offers special services in many areas, which are designed to assist children in their growth and development throughout the grades. The Special Services personnel work closely with classroom teachers and pupils, and are an important part of the total educational program. The Special Services Program in our school includes the following areas:

School Psychologist: School psychologists apply expertise in mental health, learning, and behavior, to help children and youth succeed academically, socially, behaviorally, and emotionally. They partner with families, teachers, school administrators, and other professionals to create safe, healthy, and supportive learning environments that strengthen connections between home, school, and the community. School psychologists also facilitate comprehensive special education evaluations for students suspected of having a disability.

Special Education: The West Salem School District provides programming for students with disabilities in accordance with state and federal law. Students may be referred for a special education evaluation to determine if they are eligible for special education services. Referrals may be made by parents, teachers, social workers, or medical professionals. A comprehensive evaluation will be completed by the school psychologist and members of the special education staff. Parent referrals should be made with the help of the school psychologist. Special education services may include specialized instruction, modifications, or accommodations through the cross-categorical, intellectual disabilities, or emotional behavioral disabilities programs, speech/language therapy, and adaptive physical education.

Academic Support

Please review the options below for supporting your child's academics:

EDP (Extended Day Program) EDP is available after school from 3:15-4:15. This opportunity provides students independent work time, but in a supervised setting, to help them finish their homework. Most students are signed in by their parents and are expected to attend daily as attendance is taken. It is recommended that students remain in EDP for at least a grading period.

At Home We understand that transportation may be a concern or other factors of life may prevent from taking advantage of the two programs mentioned above. You can help create your own "Success Center" or "EDP" at home by:

- ✓ Checking what the homework is on the Skyward message center and/or Edmodo
- ✓ Creating an environment that is conducive to studying (quiet, distraction-free area, no electronics etc.)
- ✓ Having your child do homework in a monitored are (i.e. kitchen table)
- ✓ Verify homework is complete and quality checking his/her work
- ✓ Monitoring grades on Skyward

Guidance The middle school has a full time school counselor who provides testing services and counseling services. The school counselor offers pupils a systematic testing program including intelligence and achievement tests, which is designed to be continuous, comprehensive, and meaningful. Individual and group counseling is another important part of the guidance program. Scheduling is also a part of the guidance program. It is done in the spring of the year. Once schedules have been developed, scheduling changes cannot occur except in emergency situations.

Gifted and Talented Our curriculum director coordinates the K-12 "Opportunities and Challenges" program. The program facilitates enrichment opportunities for identified students and assists classroom teachers in providing challenges for identified students.

Reading The school district contracts with CESA#4 for a reading specialist to help teachers meet the individual needs of students. In addition, we provide remedial reading support to students.

Speech Therapy A speech therapist is assigned to our school on a part time basis to assist children with speech therapy needs.

Summer School Summer school is offered to provide remedial support and enrichment opportunities for students.

Technology refer to student technology use agreement.

*The \$25 iPad fee is now considered and "insurance fee". By paying this "insurance fee" if equipment is damaged or breaks it will be covered. However if you choose not to pay the "insurance fee" your child can still take the device home but you will be 100% responsible for the full cost of damages or replacement.

APPEAL/GRIEVANCE PROCEDURES

The School Board has established a procedure for students and parents who think the Conduct Code has been wrongfully interpreted and/or applied to them. The appeal procedures must start within five days after the occurrence of the event by contacting the building principal. Further details will be supplied upon request.

Harassment and/or Bullying of Students

West Salem School District Policy 411.1 1

Harassment and/or bullying of students will not be tolerated on the West Salem School District property, which includes vehicles and/or at any district sponsored events and or activities held off-site. The School Board considers these actions to be detrimental to the health and safety of students and disruptive to the educational environment. The educational environment is defined as consisting of every activity under the supervision of each school.

For purpose of this policy, harassment and/or bullying are defined as any conscious, willful or deliberate act or attempted act, through the use of words or actions, which are intended to cause fear, intimidation or harm. They may be repeated acts and involve an imbalance of power. The behavior may be motivated by an actual or perceived distinguishing characteristic, such as but not limited to: age; natural origin; race; ethnicity; religion; gender; gender identity; sexual orientation; physical attributes; physical or mental ability or disability; and social, economic or family status. Examples of act of harassment and/or bullying include physical intimidation, force or assault, humiliation, bigoted epithets, vandalism, extortion, oral or written threats, taunting, put-down, name calling, threatening looks or gestures, false accusations, social isolation, retaliating against another student for reporting harassment or bullying, or any other behavior that substantially interferes with a student's school performance or creates an intimidating, hostile or offensive school environment.

All form of harassment in cyberspace commonly referred to as cyber bullying is unacceptable and viewed as a violation of this policy. Cyber bullying includes but is not limited to the following misuses of technology; harassment, teasing, intimidating threatening or terrorizing another person or group of people by sending or posting inappropriate and hurtful e-mail messages, instant or social networking site messages, text messages, digital picture or images, or website postings, including blogs or any other messages via cyberspace. For purposes of this policy, cyberspace is defined as a global domain within the information environment consisting of the interdependent network of information technology infrastructures, including the West Salem School District Policy 411.1 2 Internet, telecommunications networks, computer systems, and embedded processors and controllers.

In situations in which cyber bullying originated off school property or from a non-school computer or telecommunication device, but is brought to the attention of school officials any disciplinary action shall be based upon whether the conduct is determined to be severely disruptive to the educational process so that it markedly impedes the day-to-day operations of a school. Such conduct includes but is not limited to harassment, bullying or making a threat off school grounds through cyberspace that is intended to endanger the health, safety or property of others at school, a District employee or a school board member.

Any student who believes he/she has been subject to harassment an/or bullying may file a complaint in accordance with established complaint procedures or may complain directly to the building principal or his or her designee or the District Pupil Services Coordinator who is the Equity Coordinator for the District. Filing a complaint or otherwise reporting harassment and/or bullying in good faith will not reflect upon the individual's status nor will it affect his/her grades or benefits provided by the District. The District shall respect the confidentiality of both the complainant and the accused consistent with the District's legal obligations and with the

necessity to investigate allegations of misconduct and to take corrective and/or disciplinary action when this conduct has occurred.

Any student or parent/guardian who becomes aware of or witnesses harassment and/or bullying has an obligation to report and will be supported by involved staff members in reporting the bullying/harassment to the proper authorities. Any district employee who becomes aware of or witnesses harassment and/or bullying has an obligation to intervene and report such behaviors to the principal and or his or her designee immediately.

Students who engage in harassment an/or bullying in violation of this policy and/or retaliating against an individual for reporting harassment an/or bullying shall be subject to school disciplinary measures consistent with the District policies and procedures up to and including suspension and/or expulsion. West Salem School District Policy 411.1 3

Notice of this policy will be included in all district handbooks and on the district's website and posted on an annual basis in the District newsletter. It will also be distributed to all organizations in the community having cooperative agreements with the public schools.

LEGAL REF.: WI State Statutes Sections 118.13; 120.13(1), 120.44; 895.77(2); 947.0125; 947.013; 948.51(2)

WI State Administrative Code

Title IX Educational Amendments of 1972

Title VII, Civil Rights Act of 1964

Equal Employment Opportunities Commission Guidelines (29 C.F.R.-Part 1604.11)

CROSS REF.: 363-Acceptable Use of Computer Policy

111 Sexual Harassment

111R- Sexual Harassment Guidelines and procedures

111 Exhibit, Discrimination Complaint Form

112 Harassment

443 Student Conduct Rules and Discipline Guidelines

443.2 Student Conduct on School Buses

443.3 Use of two way Communication Devices

School District Policy 411.1 Harassment and/or Bullying of Students

APPROVED: June 28, 2010 Harassment that includes: participating in or conspiring with others to engage in harassing acts which purposefully injure, degrade or disgrace other individuals.

This includes harassment of staff off of school property and will be handled the same as if the incident happened on school property. School board Policy III Section II Part XIV. It is the policy of the school board of the West Salem School District to provide a work and learning environment free from all forms of discrimination including incidents of sexual harassment or intimidation. The school board will not tolerate any form of sexual harassment. Any person who violates this policy will be subject to disciplinary action.

- Examples of prohibited conduct include, but are not limited to, lewd or sexually suggestive comments; sexual flirtations, touching, advances or propositions; off-color language or jokes of a sexual nature; slurs and other verbal, graphic, or physical conduct relating to an individual's gender; or any display of sexually explicit pictures, greeting cards, articles, books, magazines, photos or cartoons.

Reporting procedure: A student who believes he or she has been subjected to sexual harassment by anyone shall immediately file a harassment complaint form with the guidance counselor. The guidance counselor will investigate and report to the principal to determine appropriate action.