

Melrose-Mindoro

Junior High Handbook



2013-14

Area Schools

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MELROSE-MINDORO JUNIOR HIGH SCHOOL

Student/Parent Handbook

NON-DISCRIMINATION POLICY

The Melrose-Mindoro School District is committed to equal opportunity for all students in the district.

The Melrose-Mindoro School District, pursuant to s.118.13, Wisconsin Stats., and PI9, that no person, on the basis of sex, race, national origin, ancestry, creed, pregnancy, marital or parental status, sexual orientation or physical, mental, emotional, or learning disability, may be denied admission to any school in this district or be denied participation in, be denied the benefits of, or be discriminated against in any curricular, pupil services, recreational, or any other program.

This policy also prohibits discrimination under related federal statutes, including Title VI of the Civil Rights Act of 1964 (race and national origin), Title IX of the Education Amendments of 1972 (sex) and Section 504 of the Rehabilitation Act of 1973 (handicap).

PHILOSOPHY AND PURPOSE

The Board of Education believes that the primary obligation for developing self-discipline, responsibility, and respect for other people rests with the home and parents. The school is also concerned with the development of attitudes, habits, and behavior and must provide a proper climate for learning; therefore, it strives to work cooperatively with parents in the pupil's development. Teachers want all students to learn, but their efforts can be thwarted by disruptive students. When students do not follow the rules of proper conduct, the school has a responsibility to take action in the interest of those students and the other students in the school. In order to meet this shared responsibility for the maintenance of good behavior.

CODE OF EXPECTATIONS

In order to promote respect and responsibility at Melrose-Mindoro Junior High School, students, teachers, and administrators must work together. Students will conduct themselves in a manner that brings respect to themselves and the school. They also are expected to be courteous, prompt, and follow the general rules of conduct deemed normal in our civilized society. Behavior that is disrespectful, rude, and/or which causes harm will not be tolerated. When students do not follow the rules to proper conduct, the school has a responsibility to take action in the interest of those students and the other students and/or adults in the school. Students exhibiting such behavior will be disciplined. The discipline can range from a verbal warning to expulsion from school.

PARENTS SHOULD:

- Keep in regular communication with the school concerning their child's conduct and progress.
- Insure that their child is in daily attendance and promptly report and explain an absence or tardiness to the school.
- Provide their child with the resources needed to complete class work.
- Assist their child in being healthy, well-groomed, and clean.
- Bring to the attention of school authorities any problem or condition which affects their child or other children of the school community.
- Discuss report cards and work assignments with their child.
- Maintain up-to-date home, work, and emergency telephone numbers at the school.

STUDENTS SHOULD:

- ◆ Attend all classes daily and be on time.
- ◆ Be prepared to come to class with appropriate working materials.
- ◆ Refrain from profane or inflammatory statements.
- ◆ Be respectful to all individuals and property.
- ◆ Conduct themselves in a safe and reasonable manner.
- ◆ Be well-groomed and clean.
- ◆ Be responsible for their own work.
- ◆ Abide by the rules and regulations set forth by the school and individual classroom teachers.

EDUCATORS SHOULD:

- ~Encourage the use of guidance procedures.
- ~Maintain an atmosphere conducive to good behavior.
- ~Plan a flexible curriculum to meet the needs of all students.
- ~Promote effective training or discipline based on fair and impartial treatment of all students.
- ~Develop a good working relationship among staff and students.
- ~Encourage parents to keep in regular communication with the school.
- ~Seek to involve students in the development of policy.
- ~Endeavor to involve the entire community in order to improve the quality of life within the school and community.

WISCONSIN'S COMPULSORY SCHOOL ATTENDANCE

118.15 Compulsory School Attendance

(a) Except as provided under Pars. (b) to (d) and sub. (4), unless the child is excused under sub. (3) or has graduated from high school, any person having under their control a child who is between the ages of 5 and 18 years shall cause the child to attend school regularly during the full period and hours, religious holidays excepted, that the public or private school in which the child should be enrolled is in session until the end of the school term, quarter, or semester of the school year in which the child becomes 18 years of age.

PLEASE NOTIFY THE MELROSE-MINDORO ELEMENTARY/JR. HIGH OF YOUR CHILD'S ABSENCE NO LATER THAN 9:00 A.M. OF THE DAY THEY ARE GONE.

ATTENDANCE POLICY

The local school board is responsible to provide and monitor educational progress for students who legally reside in the district. Wisconsin Law requires all children ages 5-18 years of age to be in educational programs leading to a high school diploma. The Melrose-Mindoro School Board considers good school attendance as critical to child, family, and community success. The school will work with human service agencies, law enforcement, and other community resources to ensure that all children attend school regularly.

EXCUSED AND UNEXCUSED ABSENCES

Students will be allowed ten (10) excused absences. If you are planning a vacation, approval needs to be obtained from the principal prior to the absence (see form on page 37). Vacation days are subtracted from the 10 excused absences. Absences in excess of ten (10) will be unexcused, unless accompanied by a physician's, dentist's, judge's, etc., written approval.

ATTENDANCE POLICY CHANGE REQUIRED

School districts should update their student attendance policies to correspond with a recent change in state law. 1993 Wisconsin Act 334 requires the school board's attendance policy to specify the following:

- (1) the conditions under which a student may be permitted to take examinations missed during absences other than suspensions; and
- (2) the conditions under which a student shall be permitted to take any quarterly, semester or grading period examinations and complete any course work missed during a period of suspension. A suspended student shall not be denied the opportunity to take any quarterly, semester or grading period examinations or to complete course work missed during the suspension period as provided in the attendance policy.

This law change became effective April 30, 1994.

TARDINESS

Teachers may refuse to admit pupils who have been tardy more than two times. The third tardy will result in a detention period. **Excessive tardiness** may result in suspension and will require a parent-pupil conference with the principal to help resolve the problem.

LEAVING SCHOOL

The junior high has a closed campus for the lunch hour. Written permission from parent and approved by administration will be granted under special circumstances. No student will leave school for any reason without notifying the school principal. Students who leave without authorization will be considered truant and will make up each hour missed in detention after or before school **OR SERVE A SUSPENSION (IN OR OUT OF SCHOOL)**. Students must obtain a "leave school permit" slip from the office before leaving school grounds. **Parents are required to sign students out during school hours.**

TRUANCY DEFINITION

“Truancy” means any absence of part or all of one or more days from school during which the school attendance officer, principal, or teacher has not been notified of the legal cause of such absence by the parent or guardian of the absent pupil, and also means intermittent attendance carried on for the purpose of defeating the intent of s. 118.15. A sample truancy letter can be found on page 8.

STEPS THE MELROSE-MINDORO SCHOOL DISTRICT WILL TAKE IN DEALING WITH TRUANCY

Check attendance of all students daily and determine which absences are unexcused.

Notify the parent or guardian of a truant by phone, personal contact, or mail and direct the parent to have the child in school no later than the next day (and sooner, if feasible) school is in session or to provide an excuse under 118.15. This must be done by the end of the second day after receiving the report of the unexcused absence. A personal call or contact must be attempted before using the U.S. mail and a written record must be kept of all contacts.

3. If a student becomes a habitual truant as defined above in 118.15, the parent or guardian must be notified by registered/certified mail and the notice must contain the following:
 - A. A statement of the parent’s or guardian’s responsibility under s. 118.15 (1) (a) to cause the child
 - B. A statement that the parent, guardian, or child may request a program or curriculum modifications for the child under s. 118.15 (1) (d) and that the child may be eligible for enrollment in a program for children at risk under s. 118.153 (3).
 - C. A request that the parent or guardian meet with appropriate school personnel to discuss the child’s truancy. The notice shall include the name of the school personnel with whom the parent or guardian should meet, a date, time, and place for the meeting, and the name, address, and telephone number of a person to contact to arrange a different date, time, or place.
 - D. A statement of the penalties, under s. 118.15 (5) that they may be imposed on the parent or guardian if he or she fails to cause the child to attend school regularly as required under s. 118.15 (1) (a).

After mailing the above letter, a meeting will be held with the parents to discuss the following:

- A. The child’s habitual truancy;
- B. The possibility that a change in curriculum might resolve the child’s truancy;
- C. Evaluate the child to see if social problems might be the cause of truancy;
- D. Evaluate the child to determine if learning problems might be the cause of truancy.

After all of the above steps have been taken and documented, the school attendance officer will file a complaint with the sheriff’s department or the social services agency for prosecution. Filing information on a child under law does not preclude concurrent prosecution of the child’s parent or guardian.

Dear ;

This letter is to remind you of the Melrose-Mindoro School District's attendance policy. Examples of excused absences include:

- Physician's (or other licensed person under 118.15 (3)(a))
- Medical appointment-written verification from medical facility/clinic
- Religious holiday
- Illness excused by parent/guardian (up to 10 days per year)
- Special leave (Special Absence Leave for filled out prior to absence)

Regular attendance at school is important to student learning and success. This letter is to inform you of current attendance information relating to your child. Since the beginning of school, (student's name) has had (#) sick days. We want to remind you that after the first 10 parental excused absences per year, a physician's (or other licensed person under 118.15 (3)(a)), a note will be required for further absences to be excused. **If any of the days listed on your child's attendance profile can be verified with a doctor's or dentist note, please obtain them and turn them into the office.**

We appreciate your help with your child's attendance at school. If you have any questions or concerns, please call myself or Kari Johnson at 488-2311.

Sincerely,

Mr. Corey Peterson
K-8 Principal

Enc. Attendance Record

Attendance Policy

The local school board is responsible to provide and monitor educational progress for students who legally reside in the district. Wisconsin Law requires all children 6-18 years of age to be in educational programs leading to a high school diploma. The Melrose-Mindoro School Board considers good school attendance as critical to child, family, and community success. The school will work with human service agencies, law enforcement, and other community resources to ensure that all children attend school regularly.

K-8 COLD OR INCLEMENT WEATHER POLICY

The Melrose-Mindoro School District is committed to maintaining and protecting the mental and physical health and well-being of all its students.

In accordance with this commitment, it is the policy of Melrose-Mindoro School District that all students will be required to go outside for recess, noon hour, and physical education (if warranted) unless one of the following conditions is present, as determined by the building principal.

1. Rain, thunder, and lightening at the time of recess, noon hour, or physical education.
2. Temperature and/or wind chill factor at zero degrees (F) or below.
3. Written excuse from a physician releasing child from going outside.
4. Parental note allowing only one day of exemption.

It shall be the responsibility of the principal, the playground aides, and/or teachers to make the determination as to whether the students need not comply.

NOTE: Because of this policy, it is important that all parents dress their children according to the weather. Lack of proper attire is not a reason for students to be allowed to stay indoors.

BUILDING HOURS

The Junior High School hours are 8:00-4:00. Students should not be in the hallways before 8:00 a.m. If students are dropped off before 8:00 a.m., they may come into the front breezeway only during inclement weather. Please note, if the student is eating breakfast, the breakfast program begins at 7:45 a.m.

JUNIOR HIGH TIME SCHEDULE

Period	8:20	-	8:30	STAR
1	8:33	-	9:12	
2	9:15	-	9:53	
3	9:56	-	10:35	
4	10:38	-	11:18	
5	11:21	-	12:05	
6	12:47	-	1:27	
7	1:30	-	2:10	
8	2:13	-	2:53	
	2:53	-	3:13	DEAR/Resource Time

BEHAVIOR ENFORCEMENT POLICY

The best system for discipline is that of self-discipline.

We encourage each student to govern themselves and to take the responsibility for their own actions. We believe all of our students can behave appropriately in our classrooms. We will tolerate no student stopping us from teaching and/or any student from learning.

The following behaviors will not be tolerated:

Harassment (sexual, racial, socio-economical) of other people.

Fighting, bullying.

Profanity, use of profane gestures, or wearing clothing which contains vulgar language or images.

Littering, misuse of food, etc.

Overt public display of affection (kissing, embracing, or other similar inappropriate personal contact).

Disrespectful or insubordinate behavior.

Misuse or damage of school property.

Use, possession, sale, or dispersion of:

a) smoking or chewing tobacco.

b) alcoholic beverages.

c) mood-altering chemicals/drugs.

d) paraphernalia associated with the use of any of the above.

e) wearing apparel which advertises, promotes, or alludes to alcohol, drugs, or tobacco.

Setting off a false fire alarm.

Possession of firecrackers, smoke bombs, fireworks, firearms, or weapons, including knives.

Gambling.

Stealing.

Leaving the school without notification and consent of the junior high school principal or acting administrator.

Tardiness to class.

Behavior which endangers the safety of self or others.

Inappropriate use of any musical device

No hats in the building.

Any other behavior that in the view of the high school administration may be detrimental to the learning environment of Melrose-Mindoro Junior High School.

CONSEQUENCES OF INTOLERABLE BEHAVIOR

This discipline policy is established to reinforce appropriate behavior. Every behavior is determined by an individual's decision. Students who decide to behave inappropriately should be aware that their decisions will result in the following consequences:

1. Verbal reprimand with possible parental notification.

2. Lunch detention

3. After school detention with written parental notification.

4. Referral to principal with parent, teacher, student, and principal conference prior to return to class.

5. Suspension.

6. Expulsion.

7. Severe clause—the principal can skip steps consequences.

DETENTIONS

Detention hall **could** be during the noon hour **or after school**—days will vary. Parents are responsible to pick up their child after school hours.

The student must serve the detention the day it is assigned or the next scheduled detention day.

Tardy for detention: Student will complete the assigned detention and receive a second.

Inappropriate behavior/unsatisfactory completion of detention: Student will receive another detention.

Sports, jobs, and any other extracurricular activities do not supercede detention.

Subject to change at the discretion of the principal/administration.

RULES FOR DETENTION

1. Detention hall will be held in a specified room--days will vary.
2. The student MUST
 - a) read.
 - b) do homework.

SUSPENSION

Continuous and willful refusal to accomplish school tasks though able to do so: insubordinate, disorderly, vicious, illegal or immoral conduct, and persistent violation of school regulations are causes for suspension from school. This includes violation of narcotics laws, use of alcoholic beverages, use of weapons, fireworks, or violation of any local, state, or federal law. Length of suspension will be determined by school authorities and will reflect the offense committed. Parents/guardian will be notified in writing of the action taken, and will have complete custody and jurisdiction of their child during the suspension. A suspended student may not loiter or appear on school property or at any school sponsored activity at or away from school. A student will be re-admitted to school after a satisfactory solution to his/her conduct is agreed upon by parents/guardian and administration.

A. IN-SCHOOL SUSPENSION

The act of prohibiting a pupil from attending classes for a period of no more than five school days. The pupil serves the suspension time in the school building in an area specified by the administration.

B. OUT-OF-SCHOOL SUSPENSION

The act of prohibiting a pupil from attending school and school-related activities (ballgames, dances, proms, etc.) for a period of one to five school days.

EXPULSION

An action taken by the school board to prohibit an enrolled pupil from further attendance for a period that shall not exceed beyond the school year.

LAW ENFORCEMENT AGENCY (L.E.A.) INTERVIEWING/QUESTIONING STUDENTS DURING THE SCHOOL DAY

****Legal notation: Legally, the L.E.A. has the right to come into school during the school day and question a student without parental notification and without the school's permission.**

Should the need arise that a student needs to be questioned by an L.E.A. while at school, during school hours, *for reasons other than the investigation of suspected child abuse or neglect*, the following procedures will be followed:

- Disruption to the student and school day will be kept to a minimum.
- The student will be removed from class by a school official, not law enforcement.
- The student will be notified by the school official of the following:
 - ◇ The student may speak to the L.E.A. alone.
 - ◇ The student may request his/her parent be contacted before any investigation takes place.
 - ◇ The student may take part in the investigation with a school official present, in place of a parent.
 - ◇ The student or parent may request the investigation take place in the privacy of their own home or a neutral site.

CLASSROOM MANAGEMENT

A good learning atmosphere in the classroom is the joint responsibility of the teacher and students. This atmosphere will be promoted through clearly established and understood rules and regulations. Because of varying personalities and classroom environments, these rules may differ somewhat from teacher to teacher.

2. The teacher has the responsibility to act on infractions of classroom rules. In cases where corrective actions prove ineffective—and as a last resort, the teacher may remove the student from the classroom and send him/her to the principal.
3.
 - A. If a teacher finds it necessary to send you from a classroom because of disruptive behavior, report immediately to the office with a written explanation of why you were sent. The teacher may phone the office in lieu of a written explanation. To be reinstated in the class, you must confer with the principal, the counselor, and the teacher concerned. Your parents will be informed.
 - B. If a second eviction from the same class occurs, a conference may be held with the principal, the counselor, the teacher, and your parents.
 - C. If a third eviction occurs, you may be dropped from that class for the rest of the semester with a failing grade.

CHANGE OF ADDRESS

Inform the office if you change your address or telephone number.

EXTRA HELP

You may always seek extra help from your teachers if you do not understand an assignment, if the work is difficult, or if you have been absent and have missed assignments and class discussions. Arrange a time convenient to both of you during the day.

A teacher will sometimes request a student to stay after school if it is apparent that the student is having difficulty with his/her work. This is not to be thought of as punishment, but rather as the desire of the teacher to help you make the progress of which you are capable.

HOMEWORK

Homework is expected to be turned in on the day it is due. If it is not, a zero will be recorded. Students are responsible for their work. Students should be aware of each teacher's grade disclosure. Homework, which was due on the day of the unexcused absence, will receive a zero. However, students have the opportunity to make up any quizzes or exams missed during an unexcused absence. (Long-term projects will receive a percentage of points up until the day of the unexcused absence.)

MAKE UP WORK

Students who are absent for any reason will be required to make up work missed in each class. This work should take approximately the same time as the time missed from class. All make up work must be in by the end of the grading period. Only in extreme cases of prolonged absence will more than one week be allowed for work to be made up unless permission is granted by the school office. A day's absence does not excuse a student from responsibility for all recitations on the day of his/her return. Grades will be withheld in case make up work is not turned in and lead to failure if the situation is not remedied immediately. A general rule is one day for each day absent. It is the student's responsibility to obtain all make up work from his/her teachers immediately upon return to school. Failure to obtain all make up work is no excuse for not doing work missed.

CHEATING

People involved in cheating, whether they give or receive answers, plagiarize or use other dishonest methods will receive a zero on the work they have cheated on. Further measures or punishment will depend on the seriousness of the offense and decided by the teacher involved and administration.

HONOR ROLL

Students who do good work will be recognized by being placed on the “Honor Roll” which is published at the end of each grading period. The honor roll has three divisions as follows:

Straight A's Honor Roll: 4.0 GPA
High Honor Roll (A-): 3.67 - 3.99 GPA
Honor Roll (B): 3.66 - 3.00 GPA

GRADING POINT SYSTEM

A	4.00	A-	3.67		
B+	3.33	B	3.00	B-	2.67
C+	2.33	C	2.00	C-	1.67
D+	1.33	D	1.00	D-	0.67
F	0.00				

GRADES AND WORK STANDARDS

Report cards will be issued at the end of each nine weeks of school. A progress report is sent out at the end of a four and one-half week period to those parents whose son or daughter may be having difficulty in their classroom work. The teacher may request that a conference be held with the parent to help solve the difficulty. The numbers below are guidelines and are not meant as rigid parameters.

The letter markings on the report cards are interpreted as follows:

- A (90-100)** An excellent grade indicating a very superior type of work. A student earning an “A” not only completes required work in an exceptional manner, but does extra work on his/her own initiative.
- B (80-89)** A very commendable grade, descriptive of above average work. This student's required work is of good quality and he/she takes advantage of added assignments offered by the teachers.
- C (70-79)** This grade represents work of average quality and is given to that large group of substantial students who make an honest effort to do the work.
- D (60-69)** This grade represents work below grade average quality. A grade of “D” is a warning to the student that he/she is doing inferior work in the course.
- F (Failure)** This means a loss of credit. Failures may be for the semester or the entire year. This student has not met the very minimum standards as set by the class.

ASSEMBLIES/LYCEUMS

Assemblies are a regularly scheduled part of the curriculum and as such are designed to the educational as well as entertaining experiences. They provide one of the few opportunities in school to learn formal audience behavior. Regardless of the type of program, courtesy demands that the entire student body be respectful and appreciative. In live entertainment, unlike radio, television or movies, the performers are very conscious of their audience. Talking, whispering, stamping of feet and booing are discourteous. Yelling is appropriate only at pep assemblies.

1. Do not take boots or coats to the assembly unless instructed otherwise.
2. Proceed to the assembly area quietly and promptly, and find your seat quickly.
3. When the chairman of the assembly asks for your attention, give it to him/her immediately.
4. Be courteous to the performers and to your neighbors. Don't use an interval of applause or the short time between numbers to start a conversation.
5. Applaud in keeping with the occasion. Applause should be generous and courteous. Never applaud during or after a devotional assembly.
6. Do not leave the assembly until dismissed.
7. No hats shall be worn in the building/gym.

MEDICATION

Medication, which will be stored in a safe place, will be administered and recorded at the designated time by trained personnel, for any student enrolled at Melrose-Mindoro Schools, providing the following requirements are met:

1. There is a written and signed order from the physician containing the student's full name, the name of the medication, the dosage, the time it is to be administered and a list of the side effects to be observed for.
2. There is a signed request for administration from the student's parent/guardian, releasing the school district from any liability claims resulting from the administration of this medication and allowing verbal or written communication between the school and the doctor regarding the medication or the condition for which it is prescribed.
3. The student's full name, the name of the medication, the dosage, the time it is to be given and the doctor's name, must be on the medication container which contains the medication to be administered at school.
4. The parent/guardian/designated adult accepts the responsibility to supply a limited amount of medication, deliver it to and retrieve it from the school office/health personnel, notify the school of any changes in the medication and/or dosage, and obtain a new written order from the physician when a change is made. The medication will be counted and documented by health personnel when brought to school.
5. Medication not picked up by the parent/guardian/designated adult within a week after termination of the medication, will be discarded and recorded on the medication sheet as "disposed of" with the signatures of the two people who witnessed the disposal.
6. Non-prescription medication will be stored for and administered to, students at school if the parent/guardian sign a written request and release, and bring the medication to the health office.
7. Inhalers may be carried and used at school by students requiring them, provided they have provided the school with a signed doctor's order, signed parent/guardian request/release order and they agree to report to health services if the prescribed dosage does not improve or correct the breathing condition.

ACCIDENTS

Every accident in the school building, on the school grounds, at practice sessions, or at any athletic event sponsored by the school must be reported immediately to the person in charge and to the school office.

BUS RIDER POLICY/RULES

Students riding the school bus will be subject to the same conduct as they are in the school they attend.

Students are responsible for their behavior on the bus. Misbehavior could result in the driver being distracted. Such distraction could endanger the lives of all students being transported, as well as the motoring public.

Parents are requested to explain the importance of proper behavior on the bus. They are also expected to support disciplinary actions that are necessary to help their child change his/her behavior.

The rules for proper bus riding behavior are as follows:

1. LISTEN AND OBEY THE DRIVER.
2. STAY IN YOUR SEAT WITH YOUR FEET ON THE FLOOR WHILE THE BUS IS IN MOTION.
3. KEEP ALL PARTS OF YOUR BODY INSIDE THE BUS.
4. NO SPITTING, PUSHING, OR FIGHTING AT ANY TIME.



5. DO NOT THROW OBJECTS OR DAMAGE THE BUS.
6. NO BAD LANGUAGE OR LOUD TALKING.
7. LOAD AND UNLOAD IN AN ORDERLY MANNER.

** The bus driver is authorized to assign seats if he/she feels it is necessary.

All buses to games or field trips are scheduled by the school and each bus is under the direction of a faculty member. All students are required to return to the school on their assigned bus. Reasonable dress and conduct appropriate to the situation are expected. Remember, you are on a school activity and all school rules apply.

GUM AND POP

Gum chewing is prohibited inside the junior high building, this includes the hallways, classroom, etc. No pop or beverage is to be stored open in students lockers.

CARE OF SCHOOL PROPERTY

Students are responsible for the proper care of all books, supplies, and furniture supplied by the school.

Students will be charged for any damage to textbooks or library books.

Students who disfigure property, break windows, or do other damage to school property or equipment will be required to pay for the damage done or replace the item.

CRIMINAL GRAFFITI

1995 Wisconsin Act 24, Assembly Bill 10, Effective July 20, 1995

This new law provides that whoever intentionally marks, draws or writes with paint, ink or another substance on or intentionally etches into the physical property of another without the other person's consent is guilty of a crime.

DRESS

We take pride in the appearance of our students. Your dress reflects the quality of the school, of your conduct, and of your school work. All students are expected to dress and groom themselves neatly in clothes that are suitable for school activities. Responsibility for the personal appearance of students enrolled in the Melrose-Mindoro School District shall normally rest with the students themselves and their parents/guardians. Students dress or grooming should not, however:

- a. affect the health or safety of students; or
- b. disrupt the educational process within the classroom or school.

No students shall be permitted to wear the following:

- * any clothing which is normally identified with a gang or gang-related activities (e.g., gang-related colors);
- * clothing that contains pictures and/or writing referring to alcoholic beverages, tobacco products, sexual references, profanity, illegal drugs, and/or promotes violence;
- * strapless tops, one-sleeved tops, spaghetti-strap tops (straps must be a minimum of 3 inches wide), low-cut tops, halter tops, midriff-baring tops and/or bottoms, short skirts, short dresses, and short shorts. **Skirts, dresses and/or shorts must be at least the length of mid-thigh or must be at the end of the student's finger-tip when arms are at the side while standing;**
- * baggy pants that expose underwear;
- * hats or headgear of any sort including bandanas except for special activity days as approved by the principal; and
- * shirts and shoes must be worn at all times.

Resolutions to inappropriate dress:

- ⇒ Students will be asked to turn clothing inside out.
- ⇒ Students will be asked to cover up with clothing provided by the office.
- ⇒ Parents will be contacted to bring in appropriate clothing.
- ⇒ Students may be sent home (after parent contact has been made) to change clothes.
- ⇒ Students will sit in the conference room for the remainder of the day.

If there is a disagreement between students and the staff regarding the appropriateness of clothing, the principal will use his/her discretion to make the decision.

This policy is in force during the school day.

FIRE DRILLS

Fire drills at regular intervals are required by law and are an important safety precaution. It is essential that when the first signal is given, everyone obeys orders promptly and clears the building by the prescribed route as quickly as possible. The teacher in each classroom will give the students instructions.

TORNADO DRILL

In case of a tornado in the area, an announcement will be made for all students to go to predetermined rooms. At the predetermined room you will sit with your face toward the wall, knees up, and head down on knees. You will place your hands over your head and remain in that position until the all clear signal has been given.

LOCK DOWN DRILL

There will be a minimum of two lockdown drills per school year.

HALL PASSES

Students should not be permitted in the halls during class periods unless they are accompanied by a teacher or have a hall pass from an authorized staff member.

QUIET AND ORDER

The observance of order is another help to the atmosphere of calm, and an exercise in wholesome self-discipline. Your locker is adequate for your books and any other school supplies and should be kept neat. Cafeteria lines will move with order and efficiency if you're patient and polite in waiting your turn. In consideration of others, you will leave your table perfectly clean and your chair in place. The cafeteria is the only place where you may eat. **Pop and other drinks** may not be taken into the gymnasium, the computer labs, or be kept in your locker.

RESTROOMS

You may use the restrooms before and after school, between classes, and at the beginning or end of the lunch period. You are expected to keep them clean. Do not loiter or smoke there, write on the walls or damage the facilities in any way. If you are feeling ill, report to the nurse's office. (Check with the office secretaries before going to the nurse's room.) Do not remain in the restroom.

LOCKERS

Each student will be assigned a locker. **The school will not be responsible for lost articles.** Do not give your locker combination to any other student. Never carry large sums of money to school. The school will not be responsible for any money losses. Large sums of money may be kept in the junior high school office for safe keeping.

The school retains ownership of all pupil lockers. The school retains the right for school officials to search a pupil's locker for any reason, at any time, without notifying or gaining consent of the pupil and without obtaining a search warrant. The Melrose-Mindoro School District has the right to bring in a drug detection dog for the purpose of searching school grounds, including the vehicles parked in the school's parking lot.

GYMNASIUM

1. Do not have pop or food in the gym.
2. No tape on the gym floor.
3. Only gym shoes are to be worn during any activities.
4. Only authorized staff should sweep or clean the floor, unless instructed by staff.

EXTORTION

Threatening other students or extorting money or property from them is prohibited. Extreme disciplinary action will be imposed upon those who attempt this. Students who are victims of such acts are asked and encouraged to report to teachers or the office so that definite action can be taken. This is the only way to insure that incidents will not be repeated and that all such acts may be curtailed.

GUN-FREE SCHOOLS ACT (GFS)

Any student who brings a firearm/weapon to school will not only face a one-year expulsion, but will also be referred to the criminal justice or juvenile delinquent system.

How is the term "weapon" defined?

For the purpose of the GFS, a "weapon" means a firearm as defined in Section 921 of Title 18 of the United States Code. According to Section 921, the following are included within the definition:

- ♦ Any weapon which will or is designed to or may readily be converted to expel a projectile by the action of an explosive.
- ♦ The frame or receiver of any weapon described above.
- ♦ Any firearm muffler or firearm silencer.
- ♦ Any explosive, incendiary, or poison gas:
 - 1) bomb,
 - 2) grenade,
 - 3) rocket having a propellant charge of more than four ounces,
 - 4) missile having an explosive or incendiary charge of more than one-quarter ounce,
 - 5) mine, or
 - 6) similar device.
- ♦ Any weapon which will, or which may be readily converted to, expel a projectile by the action of an explosive or other propellant, and which has any barrel with a bore of more than one-half inch in diameter.
- ♦ Any combination of parts either designed or intended for use in converting any device into any destructive device described in the two immediately preceding examples, and from which a destructive device may be readily assembled.

According to Section 921, the following are not included in the definition:

- An antique firearm.
- A rifle which the owner intends to use solely for sporting, recreational, or cultural purposes.
- Any device which is neither designed nor redesigned for use as a weapon.
- Any device, although originally designed for use as a weapon, which is redesigned for use as a signaling, pyrotechnic, line throwing, safety, or similar device.
- Surplus ordnance sold, loaned, or given by the Secretary of the Army pursuant to the provisions of Section 4684(2), 4685, or 4686 of Title 10.

In addition, we have been advised by the Bureau of Alcohol, Tobacco, and Firearms that Class-C common fireworks are not included in the definition of weapon.

WEAPONS

The Wisconsin Department of Public Instruction (DPI) has notified Melrose-Mindoro School District that they have been notified by the U.S. Department of Education that the Elementary and Secondary Education Act (ESEA) of 1965 was amended to include the Gun Free Schools Act. This act requires that, as a condition of receiving any assistance under the ESEA, now the Improving America's Schools Act (IASA), a local educational agency (LEA) must implement a policy requiring referral to the criminal justice or juvenile delinquency system of any student who "is determined to have brought" a weapon to school. Also, the LEA is to provide to the state education agency assurance of compliance with the state law that requires expulsion, for a period of not less than one year, of any student who "is determined to have brought" a firearm to school. Under the legislation, the LEA's chief administering officer may modify this expulsion requirement on a case-by-case basis.

Specifically, the act has three requirements applicable to LEA's: 1) implement a referral policy applicable to a student who "is determined to have brought" a weapon to school, 2) provide the state education agency with an assurance that the district is in compliance with the state law requiring expulsion, and 3) submit specific reporting information on discipline imposed under the expulsion requirement, including the name of the school, number of students expelled, and type of weapons involved.

Melrose-Mindoro School District's definition of a weapon is included in this handbook under the Weapons Policy.

No person shall possess, handle, transmit, or use a weapon, **look-alike weapon**, or any object that can reasonably be considered a weapon or dangerous to the physical and mental health, safety, or welfare of any individual:

1. On the school premises immediately before, during, or immediately after school hours,
2. On the school property at any other time when the school is being used by a school group,
3. Off the school property at any school activity, function, or event, or
4. In a district-owned or contracted vehicle.

This rule does not apply to any normal school supplies such as pencils, scissors, or compasses unless used with intent to threaten bodily harm. The rule does apply for the following:

1. **Weapon** - is defined as a firearm (loaded or unloaded), stun guns, pellet guns, BB guns, knife, razor, martial arts device, explosive device (including firecrackers), materials for making an explosive device, metal knuckles, electronic/chemical mace, tear gas, etc.
2. **Look-alike weapon** - is defined as a toy gun, water gun, non-working replica of a weapon, cap gun, popper, war souvenir or any object which could reasonably be mistaken for an actual weapon, regard less of whether it is manufactured for that purpose.
3. **Dangerous object** - is defined as any object or device that could be used or construed to be a weapon carried for offensive or defensive purposes and capable of producing death or bodily harm or the fear of such, or any device or instrument which in the manner it is used or intended to be used is calculated or likely to produce death or bodily harm or the fear of such.

The following two exceptions to this policy:

1. Weapons under the control of law enforcement personnel; and
2. Look-alike weapons or real weapons that are registered and handled in a legal manner for the purpose of education as authorized by the principal.

Weapons, look-alike weapons, or dangerous objects confiscated from a student shall be reported to law enforcement authorities and to parents/guardians, and disciplinary measures shall include immediate suspension from school and all related activities/functions and referral to the Board of Education for possible expulsion from school and all related activities/functions. According to the "Gun Free Schools Act" and state law the school board is required to expel any student determined to have brought a weapon to school for a period of not less than one year. A report will be filed with the SEA of the discipline imposed according to DPI Bulletin #94.10 in accordance with the Disabilities Education Act.

HARASSMENT AND BULLYING

The Melrose-Mindoro School System is committed to creating an environment that treats all students with dignity and respect, provides students with a safe physical and emotional learning environment and promotes respect, tolerance, and cooperation throughout the District. All employees and students must be allowed to work and learn in an environment free from harassment and/or bullying.

Individuals who experience harassment and/or bullying may process a complaint pursuant to established procedures. Incidents of harassment and/or bullying will be dealt with in an appropriate manner. Students are encouraged to try to solve the situation amongst themselves. However, additional action may be necessary or appropriate, and the consequences for intolerable behavior may be enforced (pg. 7).

Definitions

- a. **Harassment/Bullying** is verbal, physical, or indirect (e.g. spreading cruel rumors, intimidation through gestures, social exclusion and sending insulting messages or pictures by mobile phone or using the internet - also known as cyber bullying) conduct that has the purpose or effect of creating an intimidating, hostile or offensive working or learning environment, or interferes with the individual's work or learning performance; it may consist of a single act, or a course of conduct. Harassment/Bullying may include, but is not limited to conduct relating to an individual's membership in a protected class, age, sex, race, creed, national origin, color, marital status, pregnancy, etc.
- b. **Sexual harassment** means unwelcome sexual advances, unwelcome physical contact of a sexual nature or unwelcome verbal or physical conduct of a sexual nature. "Unwelcome verbal or physical conduct of a sexual nature" includes but is not limited to the deliberate, repeated making of unsolicited gestures or comments, or the deliberately, repeated display of offensive sexually graphic materials which is not necessary for business purposes. Sexual harassment may include but is not limited to actions such as:
 - A. Physical assaults of sexual nature, such as rape, sexual battery, molestation, or attempts to commit these assaults, as well as other intentional physical conduct which is sexual in nature, such as touching, pinching, patting, grabbing, brushing against another person's body or poking another person's body.
 - B. Unwanted sexual advances or propositions, or comments about a person's sexuality or sexual experience directed at or made in the presence of any person who indicates, or has indicated in any way, that such conduct is unwelcome.
 - C. Preferential treatment or promises of preferential treatment to a student by another student or school employee for submitting to sexual conduct.
 - D. Subjecting a student to unwelcome sexual attention or conduct.
 - E. Verbal abuse or joking that is sexually oriented and considered unacceptable by another individual. This includes commenting about an individual's body or appearance where such comments go beyond mere courtesy; telling "dirty jokes" that are clearly unwanted and considered offensive by others; or any other tasteless, sexually oriented comments, innuendos or actions that offend others.

Complaints of harassment and/or bullying will be accepted either orally or in writing. All complaints should be made to your building principal. If the complaint is being lodged against the building principal it should be reported to the district administrator. If you feel you have been harassed and/or bullied, please report it immediately. Forms may be picked up from the building principal's office.

HARASSMENT OR BULLYING COMPLAINT PROCEDURES

In determining the appropriate response to any substantiated complaint of harassment or bullying, the person or persons charged with making the decision at each level of the complaint procedure should consider, at a minimum:

- The nature and extent of the conduct.
 - Whether the person engaging in the harassing/bullying conduct has been the subject of previous, substantiated complaints of harassment/bullying, and the actions taken in light of those complaints.
 - The effect of the conduct on others in the school community.
- Whether the complaint can be adequately addressed at that level.

Student

All staff members are expected to intervene in any suspected student harassment/bullying situations. Informal efforts to resolve the situation are encouraged.

Any student who believes he/she is being harassed/bullied is encouraged to pursue the complaint procedure as follows:

- Step I The student who believes he/she is being subjected to harassment/bullying is encouraged to advise the person who is engaging in such conduct of his/her objection to the physical or verbal acts of harassment/bullying. Failure to do so does not prevent the student from moving to Step II of this procedure.
- Step II If the complaint cannot be resolved informally, the complaint shall be presented to the building principal either in writing or orally to be put into writing. If the parents of any students involved in the incident have not been notified before this point, they shall be notified of the written complaint. The complaint should include the specific nature of the offensive behavior, date of occurrence, name of the alleged perpetrator, names of witnesses, and any informal strategies the complainant has used to try to stop the behavior. All formal complaints must be signed by the complainant. Complaints will be handled confidentially. The building principal shall thoroughly investigate the complaint, notify the person who has been accused of harassment/bullying with a copy of the complaint, permit a response to the allegation, and may arrange a private meeting to discuss the complaint with all concerned parties within a reasonable period after receipt of the written complaint.
- Step III If either party is not satisfied with the resolution, the building principal shall arrange a private meeting with the affected parties, if requested by either party, a mutually agreeable time to discuss the complaint. The building principal shall give a written answer to the appeal within a reasonable period.
- Step IV If either party is not satisfied with the resolution of the building principal, he or she may submit a written appeal to the superintendent indicating with particularity the nature of disagreement with the resolution and reason underlying such disagreement. Such appeal must be filed within a reasonable period after receipt of the building principal's answer. The superintendent shall arrange a private meeting with the affected parties, if requested by either party, at a mutually agreeable time to discuss the appeal. The superintendent shall give a written answer to the appeal within ten (10) working days.
- Step V If either party is not satisfied with the answer, a complaint may be filed with the Board within ten (10) working days after receipt of the Step IV answer. The Board shall, within twenty (20) working days, conduct a hearing in executive session for the purpose of providing an opportunity to present the complaint. The Board shall give a written answer to the complaint within ten (10) working days following completion of the hearing. {NOTE: Students may appeal the Board's decision to the State Superintendent of Public Instruction in accordance with PI 9.04 of the Wisconsin Administrative Code.}

HARRASSMENT/BULLYING/SEXUAL HARASSMENT/DISCRIMINATION
COMPLAINT FORM

Name: _____

1. Who was responsible for the infraction? _____

2. Describe the incident. _____

Approximate date, time, and place: _____

What was your reaction? _____

3. List any witnesses: _____

I understand that these incidents will be investigated, but this form will be kept as confidential as possible.

Student's signature: _____ Date: _____

Return this form to the Building Principal

<p>FOR ADMINISTRATION USE</p> <p>Date(s) of investigation of complaint: _____</p> <p>Date of final report: _____</p> <p>Date of follow-up with student: _____</p> <p>Results: _____</p> <p>_____</p>
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CONTROLLED SUBSTANCES

The use, possession, or sale of alcohol, non-prescribed drugs, chemicals, or other controlled substances on school premises or at school functions is prohibited.

No student may appear at any school or school sponsored function under the influence or possession of alcohol, non-prescribed drugs, chemicals, or illegal substances.

A new drug paraphernalia prohibition has been added to the statutes. No person may use, possess with the sole intent to use, deliver, possess with intent to deliver or manufacture drug paraphernalia to plant, propagate, cultivate, grow, harvest, manufacture, compound, convert, produce, process, prepare, test, analyze, pack, repack, store, contain, conceal, inject, ingest, inhale, or otherwise introduce into the human body a controlled substance prohibited by state law.

A definition of drug paraphernalia is now included in the statutes. According to state law, “drug paraphernalia” means all equipment, products, and materials of any kind that are used or solely intended for use in planting, probating, cultivating, growing, harvesting, manufacturing, compounding, converting, producing, processing, preparing, testing, analyzing, packaging, repackaging, storing, containing, concealing, injecting, ingesting, inhaling, or otherwise introducing into the human body a controlled substance prohibited by state law. Specific drug paraphernalia is also identified in the definition outlined in state law. The above law changes became effective January 31, 1990.

The definition of controlled substance is any substance declared illegal by federal, state, local, or school laws or policies. The use of a substance authorized by a medical prescription from a registered physician shall not be considered a violation of this policy.

If it is determined that a student has violated this policy, further procedures will be implemented for students to receive treatment and assistance in overcoming their illness. At all times parents/guardians and law enforcement officials will be informed of a student’s involvement with the use or possession of controlled substances.

TOBACCO USE PROHIBITED

School board policies relating to tobacco use on school premises should be revised to reflect the new tobacco prohibition passed by the State Legislature.

According to 1989 Act 209, effective September 1, 1990, each school board shall prohibit the use of all tobacco products on premises owned by, rented by, or under the control of the school board. The only exception that a school board can make is to allow the use of tobacco products on premises owned by the school district and rented to another person for non-educational purposes. The tobacco prohibition applies to everyone on the school premises—students, staff, and the public.

As of September 1, 1990, the Melrose-Mindoro Board of Education, in accordance with Act 209 of the Wisconsin Legislature, does officially prohibit the use of all tobacco products at all times on school district property. This tobacco prohibition applies to everyone on school premises including students, staff, administration, board members, and the public.

S.A.P. PHILOSOPHY

The Melrose-Mindoro School District has devised a plan which will be known as the Student Assistance Program (S.A.P.). This program will be divided into two parts. One part will address crisis intervention and drug related problems. The primary purpose in this part of the program is to provide a means for students to easily obtain assistance to handle and cope with problems related to alcohol and other drug use. Furthermore, the Melrose-Mindoro School District believes that alcohol abuse, drug abuse, and drug addiction are behavioral/medical problems and should be treated as such.

The other part of this plan will address students who are in danger of not graduating from elementary, junior high, or high school. These children will be referred to as "Children At-Risk." "At-Risk" implies not being able to fully benefit from the educational process, not earning a diploma, not attaining self-sufficiency, not being able to contribute productively to the economy, and not capable of fulfilling civic responsibility as a productive member of society. These children may come from all facets of society and some may be burdened with problems that require assistance from both parts of the Student Assistance Program.

If you or someone you know needs help or someone to talk to, following are people and agencies to contact. This sheet may be posted for easy access.

The following people and agencies can be contacted if the need arises:

Connie Alvin	857-3410	Kay Ciechanowski	488-2201
Tammy Lyga	488-2311	Marla Hanley	488-2201
Beth McRae	857-3410	Marie Schmidt	488-2311
Corey Peterson	488-2311	Jamie Koss	488-2311
Jeff Woodward	488-2201	Jeff Arzt	488-2201

ABUSE

Jackson County Human Services	(715) 284-4301
La Crosse County Human Services	(608) 785-5875

SUICIDE

National Suicide Help Center	(608) 782-7300	Gundersen Lutheran
	(608) 785-0940	Franciscan Skemp

CHEMICAL ABUSE

Psychotic and Counseling Service
Family and Children's Center—Jackson County—(715) 284-9477
Family and Children's Center—La Crosse County—(608) 785-0001

TREATMENT PROGRAMS

Coulee Council on Alcoholic and Other Chemical Abuse
921 West Avenue
La Crosse, WI 54601
(608) 784-4177

West Central Wisconsin Behavioral Health
PO Box 852
Black River Falls, WI 54615
(800) 805-0304

Crisis Hotline
Great River 211—24 hours a day, 7 days a week
(800) 362-8255

Family/Marital—Center for Effective Living
603 King Street
La Crosse, WI 54601
(608) 782-5775

OFFICE PHONE USE

The use of the office phone for personal calls will only be allowed for emergencies.



LASER LIGHTS PROHIBITED

The use or possession of laser lights while on school premises is prohibited. This is a safety concern, as it has been proven to damage the retina when shined in a person's eye. It also causes disruption in the classroom.

ELECTRONIC PAGING PROHIBITED

The use or possession of electronic paging or two-way communication device while on school premises owned or rented by or under the control of a public school is prohibited. This rule may allow for the use or possession of such a device by a student if the school board or its designee determine that the device is used or possessed for a medical, school, educational, vocational, or other legitimate purpose.

Inappropriate use of cell phones or other electronic paging devices during the school day will result in the following consequences:

The first offense—the cell phone/device will be confiscated and turned into the office. The device will be returned to the student at the end of the school day.

The second offense—the cell phone/device will be confiscated and turned into the office. The device will be returned to the parent.

The third offense—the cell phone/device will be confiscated and turned into the office. The student will be issued an in-school or out-of-school suspension.

The fourth offense—consequences will be determined by the administration.



SPORTSMANSHIP

Melrose-Mindoro students should support their athletic teams vigorously. Students should display good sportsmanship at all times. Use the following as a guide to sportsmanship.

The individual student should:

1. Consider the visiting team, fans, and the officials as guests and treat them as such.
2. Respect the rights of students from the opposing schools.
3. Respect the authority and judgment of the coach.
4. Respect the rights of spectators.
5. Respect the property of the school and the authority of the school officials.
6. Cheer both teams in a courteous manner.
7. Recognize good plays by either team.
8. Applaud an injured player when they are removed from the game.
9. Support the cheerleaders whole-heartedly.
10. Accept the official's decision as final.
11. Show self-control at all times—during and after the game.
12. Be modest in victory and gracious in defeat.
13. Consider it a privilege and duty to encourage everyone (players and spectators alike) to live up to the spirit of the rules of fair play and sportsmanship.

The individual student should not:

1. Boo or jeer officials or players at any time.
2. Applaud errors by opponents or penalties inflicted upon them.
3. Detract or interfere with progress of an athletic contest.
4. Yell while the opposing cheerleaders are leading cheers.
5. Yell for or demand a substitution or withdrawal by the coach.
6. Use profane language at any time.
7. Be discourteous to fellow spectators.
8. Throw things on the field or playing court.
9. Place bets on the outcome of the game.
10. Show disrespect for officials at any time.
11. Criticize players or coaches.
12. Boast in victory or alibi in defeat.

LOCKER ROOM POLICY

The Melrose-Mindoro School District shall observe measures intended to protect the privacy rights of individuals using school locker rooms. The following provisions outline the extent to which that protection can and will be provided:

1. Locker rooms are provided for the use of physical education students, athletes, and other activity groups and individuals authorized by the building principal or by District policy. No one will be permitted to enter into the locker room or remain in the locker room to interview or seek information from an individual in the locker room at any time. Such interviews may take place outside of the locker room consistent with applicable District policies and/or school rules.
2. No camera, video recorders, or other devices that can be used to record or transfer images may be used in the locker room at any time.
3. No person may use a cell phone to capture, record, or transfer a representation of a nude or partially nude person in the locker room or to take any other photo or video image of a person in the locker room.

Students and staff violating this policy shall be subject to school disciplinary action and possible legal referral, if applicable. Other persons violating the policy may be subject to penalties outlined in state law. The building principal or his/her designee shall be responsible for enforcing this policy.

Melrose-Mindoro Athletic Policy

NON-DISCRIMINATION POLICY

The Melrose-Mindoro School District is committed to equal opportunity for all students in the district.

The Melrose-Mindoro School District, pursuant to s.118.13, Wisconsin Stats., and PI9, that no person, on the basis of sex, religion, race, national origin, ancestry, creed, pregnancy, marital or parental status, sexual orientation or physical, mental, emotional, or learning disability, may be denied admission to any school in this district or be denied participation in, be denied the benefits of, or be discriminated against in any curricular, pupil services, recreational, or any other program.

This policy also prohibits discrimination under related federal statutes, including Title VI of the Civil Rights Act of 1964 (race and national origin), Title IX of the Education Amendments of 1972 (sex) and Section 504 of the Rehabilitation Act of 1973 (handicap). The district encourages informal resolution of complaints under this policy. However, a formal complaint resolution procedure is available High School or Middle School offices.

Any questions concerning this policy should be directed to:

High School Principal
Melrose-Mindoro High School
N181 State Rd 108
Melrose, WI 54642

K-8 Principal
Melrose Elementary/Junior High School
P.O. Box 128
Melrose, WI 54642

PHILOSOPHY

The Melrose-Mindoro School District believes that athletics are an integral part of the total educational program. The administration and the school board feel that participation in athletics will be an enriching and healthful experience in which physical, mental and social growth will be stimulated through participation. Thus to participate in athletics is not a right, but a privilege which carries certain responsibilities for the student, the school and the community.

SCHOOL ATTENDANCE

In order to participate in athletics, either practice or compete in a game, match, tournament, etc. a student must be in attendance for a minimum of 4 periods on the day of the respective practice or competition. Also, the reason for the absence must be considered excused by one of the following: the absence is accompanied by a physician's, dentist's, or judge's approval. Any unexcused absence will deem the student ineligible to practice or compete on that respective day. Exceptions may be made with the administration's approval under the guidelines of the State Attendance Policy.

ACADEMIC ELIGIBILITY POLICY--HIGH SCHOOL AND JUNIOR HIGH SCHOOL

1. A student with a single "F" for the quarter grading period will be allowed to participate providing that the student is passing all subjects after 15 scheduled school days and after 30 scheduled school days of the new grading period. If a student receives a failing grade at the 15 day mark, they can still practice and have a chance to regain game eligibility at the 30 day grade check. If ineligible at the 30 day grade check, the athlete is ineligible for practice and competition for the remainder of that quarter. An exception may occur for the spring and summer seasons: If the student received a single "F" at the previous quarter grading period but was not subject to grade checks during the previous quarter a student must complete a grade check and be passing all subjects prior to starting practice.

2. If a student receives two or more failing grades for a quarter, the student will be ineligible during the following quarter. Two or more “F’s” means no more practice. A student may erase ineligibility status following the last grade-reporting period of the school year through summer school courses at Melrose-Mindoro or some other school, provided the course(s) made up are equivalent to the one(s) that caused the ineligibility. A student will still be on academic probation and subject to 15 & 30 scheduled school day grade checks in the following fall semester.

**To encourage incoming Freshmen to become involved and participate in athletics, students who fail two or more classes during the fourth quarter of junior high will be ineligible to compete for 15 scheduled school days following the fourth quarter. The athlete is allowed to practice during this time and will regain eligibility providing that he/she is passing all subjects after 15 scheduled school days and after 30 scheduled school days of the new grading period.

3. A student with a single “Incomplete” for the quarter grading period will be allowed to participate providing the “Incomplete” is made up within 10 school days. A student with 2 or more “Incompletes” may not participate. A student regains eligibility if “Incompletes” are made up within 10 school days after a grade-reporting period.

4. This policy covers full-time students involved in athletics and cheerleading. A full-time student is a student where the member school is responsible for programming 100% of the student’s school day and the student is eligible for like or similar awards and privileges of the other students without exception.

- The school day is defined as 8:20 a.m. until 3:19 p.m.
- A junior/senior student will be allowed to participate in the School-to-Work Program one class period a day.

All other clubs, organizations, and groups will have the freedom to set their own standards for membership. These standards may be brought to the school board to become official board policy.

5. A student who misses spring or summer sports as a result of this policy will be allowed to start fall sports, but will sit out the first three contests. If the athlete’s grades are all passing at the end of the first 15 scheduled days of school, the athlete will be allowed to participate fully. The athlete will be checked again at 30 days with the same stipulation.

ATHLETIC TRAINING POLICY

The following policy was put into effect by the Melrose-Mindoro Board of Education on November 22, 1982, and was effective on December 3, 1982. Revised on August 29, 1983, September 26, 1988, May 22, 1989, July 23, 2001, and August 22, 2005 the revised policy went into effect on August 22, 2005.

- I. A student athlete shall be suspended from athletics for acts at any time:
 - A. Involving the (a) use or personal possession of alcohol, (b) use or personal possession of tobacco products, including chewing of tobacco and/or, (c) use, possession, buying, or selling of controlled substances.
For any other immoral or unacceptable conduct contrary to ideals, principles, and standards of the school and the Wisconsin Interscholastic Athletic Association, including but not limited to criminal behavior.
- II. All athletes will be considered to be in training on a year-round basis as mandated by the Wisconsin Interscholastic Athletic Association. Any suspension, which results in the student missing a WIAA tournament contest, results in that athlete being ineligible for the remainder of the WIAA tournament series in that sport.
- III. The coach and/or principal will handle all training violations and report violations in writing to the parents, the athletic director, and, in the coach’s case, to the principal.

- IV. An athlete who feels he/she has been unfairly treated may appeal (in writing and/or verbally) the decision to the superintendent of schools within three (3) days. If the superintendent's decision is unacceptable, the athlete has three (3) days to notify the superintendent that he/she would like to appeal the decision to the Melrose-Mindoro Board of Education. The parents are encouraged to attend any or all of these meetings. If a student appeals a suspension the student is ineligible during the appeal process (WIAA ruling).
- V. The administration has 45 calendar days from the date of the infraction to pursue possible suspensions. Once apprised of a possible violation the administration has 15 business days (excluding weekends and holidays) in which to issue suspensions. Suspensions shall commence upon notification to the athlete that he/she is in violation of the athletic policy.
- VI. Allegations can be reported by anyone. The person reporting the violations must make a written report or face the person he/she is accusing.
- VII. In order for the suspension period to be satisfied, the athlete must complete the season.

PENALTIES AND SUSPENSIONS

- I. ***First Offense:*** Find the number of scheduled contests (refer to penalty chart) of present sport and determine penalty from one of the first offense columns. The athletic suspension will begin with the next contest and continue until the prescribed number of contests has been completed. If necessary, the suspension will be carried over into the next sport season in which the athlete intends to participate. The athlete will be required to practice during the suspension. A student must follow the honesty clause in order to be considered for a suspension reduction. A scrimmage is not considered a contest; a contest is defined as one of the maximum allowed events set by the W.I.A.A.
- II. ***Second Offense:*** Find the number of scheduled contests (refer to penalty chart) of present sport and determine penalty from one of the second offense columns. The athletic suspension will begin with the next contest and continue until the prescribed number of contests has been completed. If necessary, the suspension will be carried over into the next sport season in which the athlete intends to participate. The athlete will be required to practice during the suspension. A student must follow the honesty clause in order to be considered for a suspension reduction. A scrimmage is not considered a contest; a contest is defined as one of the maximum allowed events set by the W.I.A.A.
- III. ***Third Offense:*** The athlete will be suspended for one (1) full calendar year from date of notification of violation. If the athlete abides by the honesty clause he/she will be suspended for one-half calendar year in recognition of telling the truth. If the athlete lies or tells less than the full truth, he/she will be suspended for one (1) calendar year.
- IV. ***Fourth Offense:*** If an athlete reaches fourth offense status he/she is suspended from athletics. After one calendar year from date of notification of suspension a student and parent/guardian may petition the Melrose-Mindoro Board of Education for review of reinstatement. If an athlete lies the suspension will be permanent with no review.
- V. ***Honesty Clause:*** (This clause is in effect for athletes if it is their first, second, or third violation.) If a violation takes place and the athlete involved reports that violation within 2 days (excluding holidays & weekends) to a school administrator, the athletic director, or a coach their suspension will be reduced by the amount indicated on the chart or as stated in the offense.

VI. The penalty for an athlete, if charged and/or convicted of any offense which would be considered a misdemeanor shall be that of I, First Offense, outlined above. The penalty of an athlete who is charged and/or convicted of any offense which may be considered a felony shall be that of III, Third offense, outlined above. The athlete will be suspended for one (1) full year after which he/she must petition the Board of Education for review and a determination of whether their participation will be allowed.

VII. Any violation which occurs while the athlete is part of a school sponsored group will result in the athlete being suspended for one (1) full calendar year for the first offense.

VIII. In the case of a third athletic policy violation by a student athlete, if more than one full calendar year has passed since the completion of the second violation suspension, the penalty will be the same as the suspension for a second offense. In the case of a fourth athletic policy violation by a student athlete, if more than one full calendar year has passed since the completion of the third violation suspension, the penalty will be the same as the suspension for a third offense.

Note: The above stated penalties are a minimum required suspension. The individual coach can establish a policy which makes the penalty more severe for the violations which occur during the season they are coaching. All such penalties must be clearly explained in writing to the athletes and their parents prior to the sport's season. All individual sport policies must be signed and returned to the school in order to be enforced by the administration and supported by the school board.

CHART FOR CODE VIOLATION ENFORCEMENT

Maximum contests Allowed by WIAA	1 st offense	1 st honesty	2 nd offense	2 nd honesty
6	2	1	3	2
7	2	1	4	2
8	2	1	4	2
9	2	1	5	3
10	2	1	5	3
11	2	1	6	3
12	3	1	6	3
13	3	1	7	4
14	3	1	7	4
15	3	1	8	4
16	4	2	8	4
17	4	2	9	5
18	4	2	9	5
19	4	2	10	5
20	5	2	10	5
21	5	2	11	6
22	5	2	11	6
23	5	2	12	6
24	6	3	12	6
25	6	3	13	7

The number of contests does not include any WIAA tournament contests: the above refers to regular contests only.

A regular season tournament that involves 4 or more teams may count as 2 contests in the total if the WIAA considers it one contact. Maximum contest for each sport are determined by the WIAA. Administration will determine the number of offenses for any sports with more than 25 contests.

PARTICIPATION: Prior to participation an athlete and his/her parent/guardian must sign a statement that they have read and understand the Athletic Policy.

MELROSE-MINDORO AREA SCHOOLS

We as parent(s)/guardian and athlete, have carefully read the Melrose Mindoro Athletic Policy and understand that by our signature agree to uphold these policies and follow them year-round as long as the undersigned athlete is in the program. We also understand that, although it is a requirement to sign each year, this code is in effect through the athlete's senior year.

PLEASE READ BEFORE SIGNING!!

Date _____

Parent/Guardian Signature _____

Athlete's Signature _____

As of 8/22/05

DIRECTORY DATA PUBLIC NOTICE POLICY

The following public notice shall be published in the student handbooks, the official school district's newspaper, and displayed on each school's bulletin board by September 1 of each year.

Notice is hereby given that the Melrose-Mindoro School District, in accordance with state law, designates the follow specific information regarding individual students as 'directory date' and that this information may be made public or disclosed to any person:

Directory date is defined as those student records which include the student's name, address, telephone listing, date and place of birth, major field of study, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, photographs, degrees and awards received, and the name of the school previously attended by the student.

A student's parent, legal guardian, or guardian ad litem shall have two (2) weeks after this notice is published or posted to advise the building principal in writing of any or all items he/she prohibits the district to designate as directory data about that student.

COURSE DESCRIPTIONS

SPECIAL EDUCATION

The Melrose-Mindoro School District has established a cross-categorical approach to organizing programs for students with disabilities. Students in special education in our district have their needs met through a variety of service delivery models. Melrose Elementary/Jr. High offers self-contained modified, resource, and team teaching approaches to meeting student needs. Itinerant Speech and Language, Emotional/Behavioral Disturbance, and Specially Designed Physical Education teachers provide services at all grade levels. In the event that a student with a low-incidence disability, such as deaf or hard of hearing, blind or visually impaired, autism, or traumatic brain injury, is identified, the Melrose-Mindoro School District contracts with CESA 4 for itinerant staff services as well as school district training to meet the needs of these students. In addition, related services are available in all school buildings, as needed. Students placed in special education classes have been referred by teachers, administrators, parents, or any other concerned adult. After referrals are made and parental permission secured, evaluation by members of an I.E.P. team takes place. If it is the determination of this team that special needs do exist, then an individualized educational program is developed and the student is placed in the appropriate special education program.

AT-RISK/STUDY SKILLS: (GRADE 6-8)

The At-Risk program is designed to provide an academic alternative and assist in family and community involvement in the education of students at-risk of failure. Students may qualify for the Melrose-Mindoro At-Risk Program if they meet any one of the following criteria: habitually truant, failing one or more academic classes, school age parent, adjudicated delinquents, and other reasons determined by the At-Risk Committee. Support is provided through a structured study hall setting, and academic progress is monitored by the At-Risk Teacher. Instruction of study skill strategies are a vital component of this program.

SCIENCE

Sixth grade scientists do lots of hands-on/minds-on science. The year blasts off with a water rocket unit that encourages data collection and following the scientific method. The method is reinforced throughout the year as various topics such as space, Newton's laws, chemistry, oceans, simple machines, electricity, and magnetism are explored. Evaluations (tests) are most frequently performance-based activities, documentation of learning through notes and diagrams, along with traditional pen and pencil tests.

Seventh grade science focuses primarily on life science and also includes the study of physical and earth science. This class is designed to study the nature of life on Earth and includes the study of: cells and living things, the classification of living organisms, and the study of the Earth. The following units will be covered:

1. Methods of Science - includes the study of the scientific method, measurements, microscope use, and the physical basis of life.
2. The study of living things - includes the study of pond organisms, plant and animal cells, the cell theory, photosynthesis and respiration.
3. Classification of living things - includes the study of bacteria, protists, fungi, plants, and animals.
4. The atmosphere and environment - includes the study of the layers of the atmosphere, ozone depletion, the greenhouse effect, and alternative energy sources.

Eighth grade science is the study of physical and life science with an emphasis on earth science. This class is a study of the world around us and is designed to explain fundamental Earth processes. The following units will be covered:

1. Ecosystems - includes the study of biomes, different climates, species adaptations, endangered species, and environmental concerns.
2. Physical Science - includes the study of the scientific method, measurements, and a study of matter.
3. The solar system - includes a study of earth motions, the moon, and the universe.
4. Geology - includes a study of rocks and minerals, plate tectonics, earthquakes, and volcanoes.
5. Weather and Climate - includes a study of the atmosphere, air masses, weather fronts, and weather prediction.

TECH ED

Sixth Grade Keyboarding—This class will expand on the keyboarding that has already been introduced. Keystroke speed will be emphasized and Basic Microsoft Word functions will be introduced. Basic Microsoft PowerPoint (presentation software) will also be reviewed and expanded on. (Required for one quarter)

Seventh Grade Microsoft Word—This class will cover word processing in depth and will also review proper keyboarding techniques. The following topics will be included: Creating, printing, and editing Word documents, formatting text, visual display (tabs, margins, columns, etc.), working with multiple documents, formatting documents, and creating tables. (Required for one quarter)

Eighth Grade Microsoft Excel—This class will teach students the purpose and processes of a spreadsheet. The class will also review proper keyboarding techniques. The following topics will be included: formatting and maintaining spreadsheets, moving data between spreadsheets, inserting formulas into spreadsheets, creating charts and inserting clip art. (Required for one quarter)

HEALTHY CHOICES

Healthy Choices is a required course for all Melrose-Mindoro **7th grade** students in the areas of Health and Guidance, (according to s. 118.019, Wisconsin Statutes/Human Growth & Development Instruction). This course was developed using Wisconsin's academic standards as well as the Standards of the Heart. In a school, Standards of the Heart help children become caring, contributing, productive, and responsible members of society. Course information falls into four major topic areas: **1) Personal Safety; 2) Career Planning; 3) Alcohol, Tobacco, & Other Drug Awareness; and 4) Personal Improvement.**

This course will be graded on a **Satisfactory-Unsatisfactory** basis and is heavily dependent upon student participation. All students actively participating in discussions and projects will receive a satisfactory grade. It is hoped that the information presented in class will promote healthy discussions, during which **all student questions will be answered.** Please take this opportunity to further discuss these topics with your daughter/son at home. (Required for one quarter)

HEALTH

Health is a required course for all 8th grade students (s. 118.019, Wisconsin Statutes/Human Growth & Development Instruction). The following units are covered during the course:

- o Values and Glasser's Choice Theory
- o Health & Wellness
- o Heredity and Genetics
- o Body Systems
- o Human Growth and Development
- o Conflict Management

(Required for one quarter.)

SOCIAL STUDIES

Sixth grade Social Studies classes survey the ancient civilizations of Mesopotamia, Egypt, Greece, Rome, India, and China. A study of Western Europe continues with information on the Middle Ages, the French Revolution, the Industrial Revolution, World War I, and World War II, and includes a unit about the Holocaust.

Seventh grade will be spent applying the major themes of geography (Place, Location, Movement, Regions, and Human-Environment Interaction) to the people and places of the Western Hemisphere. Students will begin the year studying basic tools and concepts unique to geography and the progress into examining Latin America, the United States, and Canada. Furthermore, students will explore the topics of economics and Native Americans.

Eighth grade will be spent covering three big concepts: diversity, movement, and adaptation. Students will use these concepts to discover the history of our nation beginning with and investigation of early explorers and ending with a simulation of the Civil War.

LITERATURE/LANGUAGE

Sixth grade The Language Arts curriculum integrates reading, writing, language skills (grammar, spelling, punctuation, etc.), oral language (speaking, listening, and discussion), and research skills. Literature units include short stories by classic authors as well as novels such as *Hatchet* by Gary Paulsen, and *Bridge to Terabithia* by Katherine Patterson, and *Poppy* by Avi. A unit on the Holocaust is also presented using various novels and nonfiction books written on the subject. Writing units include business letter, friendly letters, and informative writing.

Seventh and Eighth grade: The Language arts curriculum in the upper middle school is designed to prepare students for language needs in the high school and beyond. The curriculum integrates reading, writing, language skills (grammar, spelling, punctuation, etc.) oral languages (speaking, listening, and discussion) as well as research and inquiry skills. Students are encouraged to develop confidence as a writer and competencies as a reader through exploration of various types of literature and multiple writing experiences. Major writing competencies required at this level are:

Grade7: Development of an idea in paragraph form. Sentence fluency. Literature units will include: *The Watsons go to Birmingham*, *Holes*, and *Where the Red Fern Grows*.

Grade 8: Supporting a position in writing and speaking. Writing a five-paragraph essay. Literature units will include: *Downriver* by Will Hobbs, *Touching Spirit Bear*, by Ben Mikaelson, *Monster* by Walter Dean Myers, *Speak* by Laurie Halse Anderson, in addition to historical fiction and science fiction choices yet to be made.

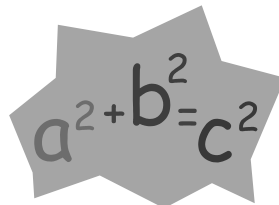
MATH

Sixth grade math is centered around the question sixth grade students have been asking for years: “When am I ever going to use this?” Students will learn about math in their own world and develop problem-solving techniques that will work for them in everyday life. They will soon realize how mathematics is not only useful, but also connected to their life as they continue to experience the real world.

Seventh grade math involves an explanation of math as it applies to the students’ everyday lives. They will develop new problem solving techniques and explore new topics and interesting themes. Some examples are linear relationships and equations, algebra, ratios and rates, graphs, geometry, volume, similarity and congruence.

Eighth grade math students develop skills in solving one-step equations, fractions, factors, functions, statistics, and probability. Connect math to your real life and how people use it everyday. Use manipulatives to explore Area, Volume, and Right Triangles. This Pre-Algebra course begins the foundation of Algebra by introducing variables and equations into the math operations from previous course work.

Algebra is a combination of abstract and concrete skills. Students using equations and variables; predict, forecast and plan outcomes of specific events. Algebra connects math to other disciplines through integrated problem. They will develop skills in: solving and graphing equations, inequalities; factoring Polynomials; solving systems; and calculating the slope of lines. Algebra is designed as a participation class with labs and many practice opportunities.


$$a^2 + b^2 = c^2$$

SPANISH

Sixth and Seventh grade Spanish are both quarter classes. In these classes, the students will learn simple phrases and sentences by listening and responding to commands given in Spanish. In this classroom format, students learn Spanish just as they learned English, through listening, experimenting with words and eventually mastering simple phrases.

Eighth grade Spanish is also a quarter class and is basically a continuation of what has already been learned. Students will delve deeper into vocabulary and expand on sentence structures. Eighth grade Spanish is a precursor for high school Spanish classes that is both challenging and enjoyable.

PHYSICAL EDUCATION

Students in **sixth, seventh , and eighth grade** will participate in a variety of individual and group activities that encourage the development of coordination, flexibility, sportsmanship, strength, cooperation, agility, and endurance. Units are:

- ❖ **Sixth Grade:** Field Hockey, racquet skills, stunts and challenges, jump ropes, multi-cultural activities, volleyball, fitness assessment, track & field, fitness runs.
- ❖ **Seventh Grade:** Flag football, archery, tennis, social dance, cooperative games, jump rope tricks, basketball, fitness assessment, frisbees, track & field, fitness runs.
- ❖ **Eighth Grade:** Softball, archery, La Crosse skills, basketball, badminton, volleyball, soccer, fitness runs.

Students are required to dress for activity-socks, tennis shoes, t-shirt, shorts. A sweatshirt is advised for cool days outside.

CHOIR & GENERAL MUSIC

Choir for sixth grade students meet two days a week opposite Band. Students are introduced to the art of choral singing, with some solo opportunities. A concert is performed each quarter. A 10-minute small group lesson is required each week. This is a performance based class and in an elective.

Seventh & Eighth grade choir also meets two days a week opposite Band. Students continue to strengthen their choral skills, beginners and experienced singers are all encouraged to be a part of the choir. A concert is performed each quarter. A 15-20 minute small group lesson is required once a week. Third quarter includes a competitive solo/ensemble festival and fourth quarter includes a large group festival. This is a performance based class and in an elective.

General music: Sixth grade students meet everyday for one quarter and study the elements of music: rhythm, melody, harmony, tone color, and form through songs and listening exercises, and includes hands on experience with guitar and keyboard. This is a required class for sixth grade students.

ART

Sixth Grade: Students will learn art fundamentals by working with and making elephant coil pots, drawing units including wildlife and comic strips.

Seventh Grade: Students will continue their art classes doing portrait studies, making a ceramic shoe, still life and figure drawing.

Eighth Grade: Students will continue portrait studies along with color studies, sculpture and drawing. Students who have passed the eighth grade prerequisites are allowed to take High School Core Art classes. Students who don't pass their prerequisites will take a functional art class.

Melrose-Mindoro Junior High Staff

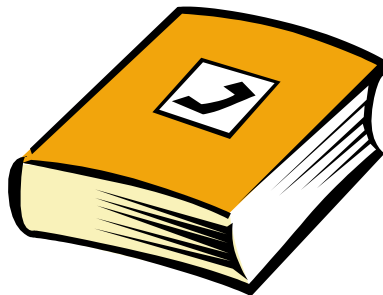
Name & Position	E-Mail Address
Allen, William—Art	allen@mel-min.k12.wi.us
Andrew, Amy—JH ED/LD	Andrew@mel-min.k12.wi.us
Blaken, Rebecca—7 th Grade Lit/Lang, Healthy Choices	blakenr@mel-min.k12.wi.us
Gunderson, Jill—7 th & 8 th Grade Science	gundersonj@mel-min.k12.wi.us
Hoerres, Debbie—8 th Grade Math & Algebra & Exploring Tech	hoerres@mel-min.k12.wi.us
Johnson, Kari—Building Secretary/JH Athletic Director	johnsonk@mel-min.k12.wi.us
Koss, Jamie—Guidance Counselor	koss@mel-min.k12.wi.us
Mather, Chad—7 th & 8 th Grade Social Studies	mather@mel-min.k12.wi.us
Peterson, Corey—K-8 Principal	peteronc@mel-min.k12.wi.us
Rodenberg, Shanon—6 th & 7 th Grade Math	rodenberg@mel-min.k12.wi.us
Schaefer, Debra—K-8 PE	schaefer@mel-min.k12.wi.us
Sonsalla, Marie—School Psychologist	sonsalla@mel-min.k12.wi.us
Schwarz, Sara—Spanish/ELL Coordinator/Gifted & Talented	schwarz@mel-min.k12.wi.us
Young, Kathy—Melrose Library Aide	youngk@mel-min.k12.wi.us
Wild, Cheri—6 th Grade Lit/Lang	wild@mel-min.k12.wi.us
Woodward, Janet—6 th Grade Science & Soc. Studies, 8 th Grade Health	woodward@mel-min.k12.wi.us

Travels to all buildings in district: Call Building Office

Hanson, Erik—Band Director	hansone@mel-min.k12.wi.us
Pfaff, Sharon—Choir Director	pfaffs@mel-min.k12.wi.us
Sinclair, May—Health Coordinator	sinclair@mel-min.k12.wi.us

High School 608/488-2201 or 608/857-3417

McAdams, Sarah—Food Service Director	mcadams@mel-min.k12.wi.us
DeBerg, Del—District Superintendent	deberg@mel-min.k12.wi.us
Roberts, Mark—Transportation Director	roberts@mel-min.k12.wi.us



MELROSE-MINDORO GRADE PROMOTION POLICY

Beginning on September 1, 2002, no student may be promoted to the next grade unless the student satisfies the criteria for promotion in this policy.

Student's Academic Performance.

A student achieves a cumulative grade point average of 2.0 or above in subjects, available at that grade level or as specified on the checklist, or as specified in the students Individual Education Plan (IEP)/504 Plan.

IF NOT, THEN

Student Score on the Wisconsin Knowledge and Concepts Exam (WKCE) or off year standard test equivalent.

A student may advance to the next grade if he/she receives a score of basic or above on four or more of the five subtests (Reading, Language Arts, Math, Science, Social Studies) and, with at least a 4.5 in the writing subtest of the WKCE) or as specified in the IEP/504 Plan.

IF CRITERION B IS NOT MET OR THE WKCE IS NOT TAKEN, THEN

Grade Advancement Committee

In the lower grades in which letter grades are not awarded, the student's teacher along with the Grade Advancement Committee will recommend promotion to the next grade or retention in the current grade based upon objective criteria (checklist) which indicate the student's ability to succeed at the next grade level, or as specified in the student's IEP/504 Plan.

In grades in which letter grades are awarded, and a student has not met criteria A or B above, the Grade Advancement Committee will recommend promotion to the next grade or retention in the current grade based upon objective criteria (checklist) which indicate the student's ability to succeed at the next grade level, or as specified in the student's IEP/504 Plan.

***The application of Criterion C will result in (1) promotion to the next grade, (2) promotion to the next grade following satisfactory completion of remedial coursework, or (3) retention in the current grade.**

***Advancement may be conditioned upon completion of a remedial course recommended by the Grade Advancement committee.**

AND/OR

Remedial Opportunities

A student will advance upon satisfactory completion of the remedial course(s) recommended by the Grade Advancement Committee. The administration, and appropriate staff will determine the condition of satisfactory completion. Failure to satisfactorily complete the remedial coursework may result in the student being retained.

Administrative Responsibility

The district administrator shall be responsible for the general supervision and management of the promotion of students under this policy. The district administrator or, if assigned the responsibility by the district administrator, the building principal shall determine whether a student has satisfied the criteria in this policy. This policy is designed to encourage early identification and interventions for those students who have academic, behavioral, and/or emotional difficulties. Written confirmation will be sent to the parent/guardians regarding the final decision in the spring of the year.

Right of Appeal

Parental involvement is encouraged in the retention decision, however, the final decision rests with the School Board. Parents may appeal the decision by filing written notice to the building principal or district administrator; who upon review of the Grade Advancement Committee decision will notify the parents within 30 days of decision. Parents will then have the option of appeal to the Board of Education, who will review the promotion or retention decision. This appeal to the Board of Education must also be in writing. Notification will be made within 30 days of the final Board decision.

Leg. Ref.: 118.33(6)(a)

I understand the criteria for promotion of my son/daughter as outlined on this form, and the requirements of the remediation program if my child does not meet the criteria for promotion.

Student's name

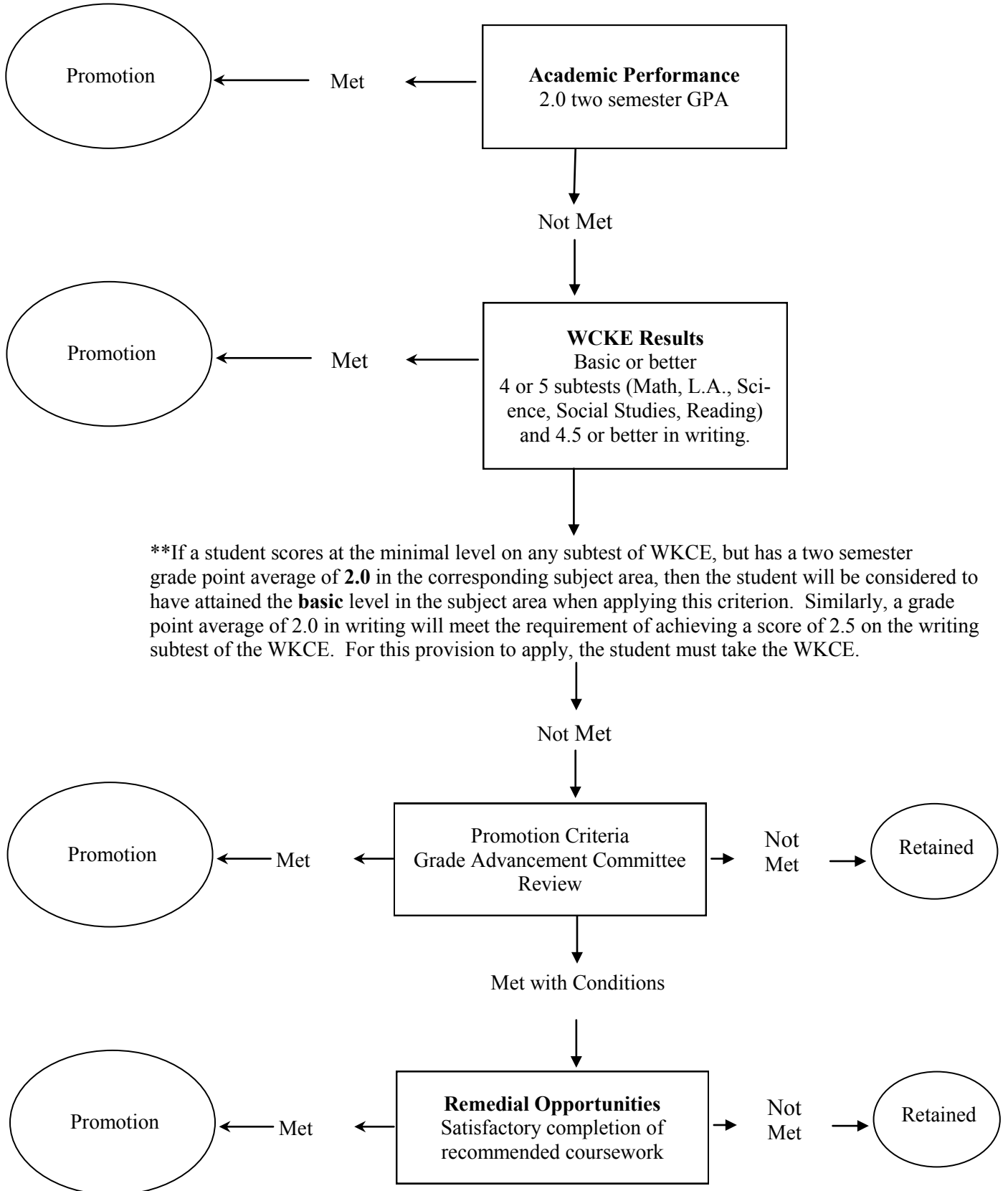
Parent/Guardian signature

Date

This form is valid throughout your child's education at Melrose-Mindoro School District

Melrose-Mindoro Grade Advancement Policy

The procedure for grade advancement is diagrammed below:



MELROSE-MINDORO JUNIOR HIGH SCHOOL
Pre-Arranged Absence Form

Student's Name _____ Grade _____ Phone _____

Permission has been given for my son/daughter to be absent on:

_____ for _____
 (date(s) of absence) (reason for absence)

Assignments for the day/days missed must be completed in advance or alternate arrangements should be authorized by the teacher **IN ADVANCE**.

PERIOD	COURSE	TEACHER	COMMENTS
1			
2			
3			
4			
5			
6			
7			
8			

 The school, being concerned with your child's educational progress, has provided means for each teacher to inform the parents, stating his/her opinion relative to the pre-arranged absence. If any questions or comments require your attention, you will be contacted by phone or a copy of this form will be mailed to the parent.

 Signature of Parent/Guardian
 (or see attached note)

STUDENT: You are encouraged to submit this form to all of your teachers before the anticipated absence and return this completed form to the office **BEFORE** the date(s) of absence.

 Student's Name Date(s) of Absence

Reason for Absence: _____

 Tracy Peterson, Principal