



Student Handbook
4K through 4th Grade
2026-2027

As part of the Online Registration Process, you will electronically sign off that you have received the information contained in this handbook.

TABLE OF CONTENTS

Attendance	
Attendance Laws and Policies	2
Absence Types and Explanations	2
Healthroom	3
When to keep your child home from school	4
Absence Procedures	4
Behavior Expectations	
Specific Classroom and School Behavior Expectations	5
General Rules	5
Due Process	5
District Code of Classroom Conduct	6
Dress and Appearance	6
Electronic Devices, Toys, and Valuable Items	7
Birthdays/Celebrations	7
Communications	
Communications	8
Parent/Teacher Conferences	8
Report Cards	8
Emergency Procedures	
Procedures and Drills	9
Accident or Illness Procedure	9
Medication During the School Day	9
Health and Accident Insurance	10
Fees and Charges	
General Fees	10
Outstanding Fees/Fines	10
Lunch and Milk	11
School Meal Account Charges and Collections	11
Additional Lunch Notes	11
Field Trips	12
Homework	12
Immunizations	12
Internet Use	12
Lost and Found	13
Physical/Fitness Education	13
Recess	13
School Closings	13
Student Information Confidentiality	13
Student Records Confidentiality	14
Transportation	
Early Arrivals	15
Student Dismissal Precautions	15
Walkers and Bike Riders	15
Bus Behavior	15
Bus Regulations--Prior to Riding	16
Expected Bus Behavior--While on the Bus	16
Safety Rules--When Leaving the Bus	17
Bus Report Procedures	17
Who Do You Call If You Have a Question or Concern?	17
Video Monitoring Systems	17
Visitors and Volunteers at School	17
Appendix: Related Board Policies	19

NONDISCRIMINATION

The Hamilton School District provides equal educational and employment opportunities. The District does not discriminate on the basis of sex, race, color, religion, national origin, ancestry, creed, pregnancy, marital or parental status, sexual orientation, or physical, mental, emotional or learning disability, or any other reason prohibited by state or federal laws or regulations, in any of its programs or activities, applications for admission, or employment.

The District is required by Title IX and Part 106 of Title 34 of the Code of Federal Regulations not to discriminate on the basis of sex in the education programs or activities operated by the District, and this requirement extends to admission and employment. The District provides equal access to the Boy Scouts and other designated youth groups.

The District has designated and authorized the following individual as the person responsible for coordinating the District's efforts to comply with and carry out its responsibilities under Title IX, Board Policies 411, 411.4 and 511, and other state and federal nondiscrimination laws, including investigation of any complaints alleging a violation of Title IX or other discrimination:

Title IX Coordinator/Nondiscrimination Compliance Officer:

John Roubik
Assistant Superintendent of Human Resources and Organizational Development
Hamilton School District
W220N6151 Town Line Road
Sussex, WI 53089
(262) 246-1973.

Any questions regarding Title IX or other nondiscrimination laws may be referred to the Title IX Coordinator/Nondiscrimination Compliance Officer or to:

Denver Office
Office of Civil Rights
U.S. Dept. of Education
Cesar E. Chavez Memorial Building
1244 Speer Boulevard, Suite 310
Denver, CO 80204-3582

Telephone: 303-844-5695
FAX: 303-844-4303; TDD: 800-877-8339
Email: OCR.Denver@ed.gov

Please refer to School Board Policy 411 - Equal Educational Opportunities for additional information regarding the District's student nondiscrimination policies and procedures, including information regarding the accommodation of sincerely held religious beliefs, the nondiscriminatory offering of career and technical education opportunities, equal educational access for homeless students, and requests for accommodations under Section 504 of the Rehabilitation Act.

ATTENDANCE

Attendance Laws and Policies

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

The Hamilton School District Board of Education encourages a strong partnership between the home, school, and community. It recognizes a positive relationship between good school attendance and success in school and employment. If student learning and growth are to take place, parents, students and school personnel must recognize their responsibilities to assure regular attendance.

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

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

Absence Types and Explanations

Excused Absence:

Students are allotted 10 days of excused absences per school year. Any absences beyond the 10 days will be classified as unexcused absences (truancies) unless the absences qualify to be exempt absences. Once a student accrues 5 days of excused absences, a letter is mailed home as a notification/warning that the student has utilized half of their allotted days. Once a student accrues 10 days of excused absences, a second letter is mailed home notifying the student and family that all future absences will be recorded as unexcused absences (truancies) unless the absences qualify to be exempt absences.

- Examples of excused absences include, but are not limited to: funeral, vacation, medical/dental appointment without a medical/dental note, general illness or injury, and special event (not school-sponsored).
- Parent/Guardian reports absence to the attendance office. These absences DO count towards the 10 days of excused absences allotted per school year.

Exempt Absence:

- Examples include, but are not limited to: school-sponsored activity, field trip, and medical/dental appointment with a medical/dental note.
- For a medical/dental appointment, family/student submits a medical/dental note to the attendance office. These absences DO NOT count towards the 10 days of excused absences allotted per school year.

Unexcused Absence (Truancy):

Reasons for an unexcused absence (truancy):

- Parent/Guardian does not report absence to the attendance office in advance.
 - The unexcused absence will convert to a truancy in 2 school days if a parent/guardian does not communicate an acceptable reason for the absence.
 - If a parent/guardian does communicate an acceptable reason for the absence within 2 school days (and the student has not accrued 10 days of excused absences) the absence will convert to an excused absence.
- Student is 30+ minutes late to school (9:35 am or later)

Students who are truant from school for all or part of 5 or more school days in a given semester are considered to be habitual truants. A habitual truancy letter is mailed home which includes details for a follow up meeting with school personnel.

Tardy Excused:

Student arrives after the bell, but within the first 30 minutes of the school day, and a parent/guardian reports the tardy to the school office with an acceptable reason.

Tardy Unexcused:

Student arrives after the bell, but within the first 30 minutes of the day, and a parent/guardian does not report the tardy to the attendance office or a parent/guardian does report the tardy with an unacceptable reason.

Other Information:

- To be marked present and on time to the school day, students must be through the doors of their building by 9:05am.
- All students entering the building after 9:05am must be signed-in at the main office by a parent/guardian or other adult responsible for their morning attendance.
- Should a student be absent due to illness for more than half of the school day the student shall not participate in any co-curricular activity or performance, including but not limited to concerts, school sponsored events, competitions, etc., on the same day as the illness. Student must finish the day at school.

Health Room

A trained health aide is available each school day to help students in case of accident or illness. Per Hamilton School District Policy 434 students are not permitted to leave school without permission. All district employees will follow Hamilton School District Policy 453.1-Rule 1 & 2 in responding to student injury or illness. First aid will be administered according to Hamilton School District Policy 453.1. If a student is ill, he or she must get a pass from their classroom teacher in order to go to the Health Room. In the event that a student is to be sent home, the health aide (**not the student**) will contact the parent. If a parent cannot be reached and the

student is too ill to remain in school, the emergency contact person listed under the student's information in Infinite Campus will be contacted. If it is an emergency situation, #911 will be activated and parent/guardian or emergency contact person will be notified. Students will not be dismissed from school unless phone contact is made and appropriate transportation is arranged.

When to keep your child home from school

- Students with a fever of 100 degrees Fahrenheit or greater should not attend school. **They should be fever free for at least 24 hours without the aid of medications, (ibuprofen, acetaminophen, etc.) before they return.** Please consider keeping a child at home if he or she has a low grade fever along with additional symptoms.
- Students with vomiting or diarrhea should not attend school. They should be symptom free for 24 hours without the aid of medications before they return.
- Students with a rash should be kept at home until they have a physician clearance to return to school.
- Students who are diagnosed by their physician with a bacterial infection (e.g. strep throat) and started on antibiotics should remain at home until cleared by a physician to return to school.
- Students with head lice should be treated for lice prior to returning to school. Please notify the school office if you find lice on your child at home.

Students who attend school with any of the symptoms noted above or who are at school when these symptoms develop will be sent home as soon as the parent or emergency contact can make arrangements for the student.

Sick children belong at home. Your child will benefit, lose less time from school and decrease the risks of serious illness. When your child is kept home, fewer children and staff are exposed to infection.

Absence Procedures

- If a student is going to be absent or tardy from school, the parent/guardian should notify the school office prior to 8:30 a.m. on the day of the absence or prior to that day. Parents may call the school office after hours and leave a message on the attendance line 24 hours per day or email the school's attendance email account. If the student has a contagious condition (i.e., measles, mumps, chicken pox), he/she should be kept home to prevent the spread of infection. The Waukesha County Public Health Division must be contacted in cases of communicable illnesses (262-896-8430).
- If the absence will be for several days, advise the school office at the time of the first call.
- If the student must leave school before the end of the day, prior notification from a parent/guardian is required. When a student leaves school, he or she will report to the school office to wait for a parent/guardian and be excused.
- Homework may be requested for absences of more than one day during times of illness, but the requests must be made in the school office before 9:00 a.m.
- The principal/designee may call home to verify the absence.
- Students arriving after school has begun are to report to the school office accompanied by a parent or guardian.
- Please do not email the teacher if a student is absent from school. Parents must contact the office directly via phone or attendance email to report an absence or request homework.

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

BEHAVIOR EXPECTATIONS

Specific Classroom and School Behavior Expectations

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

Refer to the Behavioral Consequences Progressive Discipline Guide for more information.

General Rules

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

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

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

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

Due Process

Suspensions: Prior to any suspension, the student will be advised of the reason for the proposed suspension. The parent/guardian of a suspended student, if the student is a minor, will be given prompt notice of the suspension and the reason for the suspension. Within 5 school days following the start of the suspension, the student or the student's parent/guardian, if the student is a minor, may appeal the suspension to the Superintendent. The decision of the Superintendent is final.

Expulsions: Prior to any expulsion, the student will be entitled to a hearing before the School Board. The student and the student's parent(s)/guardian(s) if the student is a minor, may be represented at the hearing by legal counsel. At least five days' notice of the hearing will be sent to the student and the student's parent(s)/guardian(s), if the student is a minor. The notice will include the specific grounds for expulsion and the particulars of the student's alleged conduct.

Other discipline: The process that is due to a student before discipline is imposed will depend on the level of discipline and other factors. At a minimum, the student will be advised of the reason for the disciplinary action and will be offered an opportunity to explain his/her actions.

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

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

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

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

District Code of Classroom Conduct

1997 Wisconsin Act 335 requires that beginning August 1, 1999, teachers shall be authorized to remove students from class for reasons specified in a Code of Classroom Conduct adopted by the School Board and the principals are required to place students removed from a class in accordance with procedures outlined in the established code. The Hamilton School District Board of Education has adopted a code which includes:

- Specific reasons for removing a student from class,
- Procedures for determining the appropriate educational placement of a student who has been removed from a class and assigned a placement by the building principal or designee, and
- Procedures for notifying the parent/guardian of a minor who has been removed from class.

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

Dress and Appearance

It is expected that students will attend school clothed and groomed in an appropriate manner. Any article of clothing, manner of hairstyle or make-up which is determined by the staff to interfere with the educational process is prohibited, including, but not limited to, expressions which are obscene, profane, pornographic, advocating pain, death, suicide, or drug or alcohol use. Also, midriff tops and tank tops with oversized armholes or spaghetti straps, and short shorts and short skirts are not appropriate for school wear. Pants must be pulled over undergarments. Hats, sport caps, etc. are not to be worn in the school building unless these items are a part of a planned school activity, or for religious or health reasons. Flip flops are strongly discouraged. Students who wear flip flops should bring alternative shoes to be worn

during recess and physical education. Similarly, clothing worn during co- or extra-curricular programs must promote health and safety, and must not distract from the purpose of the program. The district will implement the dress code in accordance with federal law regarding reasonable accommodation and prohibiting discrimination. For more information, please ask to see Board Policy 443.1.

Electronic Devices, Toys, and Valuable Items

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

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

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

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

BIRTHDAYS AND CELEBRATIONS

To avoid hurting feelings to those not invited, no invitations to birthday parties, celebrations, graduations, etc. may be distributed at school. Invitations should be sent through the mail from home.

Since celebrating birthdays is a non curricular activity, Hamilton School District elementary schools do not allow food or other items to be brought in. Each elementary school recognizes student birthdays in different ways. Individual classrooms also have special ways to acknowledge birthdays.

COMMUNICATIONS

Communications

Each elementary school provides information on school events and activities in regularly published newsletters. These newsletters are sent electronically each week. The school newsletter is also available on the school's link to the district website (www.hamilton.k12.wi.us).

Parent/Teacher Conferences

The Hamilton School District has scheduled time for parent/teacher conferences twice per year, once in fall and once in spring. Refer to the district one page calendar for specific dates. You do not need to wait for these scheduled dates to conference with a teacher. Our staff members welcome parent/guardian contact at any time.

Report Cards

Kindergarten report cards are completed twice during the year and are made available for viewing on the Infinite Campus Portal after the end of each semester. The student's progress is indicated by the use of the following ratings:

Academic Performance Level for Behavior/Science/Read/Write

- 1 = Beginning
- 2 = Developing
- 3 = Proficient
- 4 = Excelling
- X = Not assessed at this time

Academic Performance Level for Foundational Skills

- DEV = Developing
- PRO = Proficient
- NG = Not Graded

Academic Performance Level for Social Studies/Math

- 1 = Beginning
- 2 = Developing
- 3 = Secure
- X = Not Assessed at this time

Grades 1 through 4 report cards are completed twice during the year and are made available for viewing on the Infinite Campus Portal after the end of each semester. The student's progress is indicated by the use of the following ratings:

Academic Performance Level for Skills/Behavior Rubric (1-4)

- 1 = Beginning
- 2 = Developing
- 3 = Proficient
- 4 = Excelling
- X = Not assessed at this time

Academic Performance Level for Foundational Skills

DEV = Developing

PRO = Proficient

NG = Not Graded

In grades K-4; Art, Music and Fitness Education progress will be reported at the end of each semester.

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

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

EMERGENCY PROCEDURES

Procedures and Drills

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

Accident or Illness Procedure

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

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

Medication During the School Day

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

All permission or consent forms require the following information:

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

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

Non-prescription medication, such as ibuprofen, acetaminophen, and cough drops, can only be dispensed through the school office if the medication is in its original container, proper written instructions from the parent are provided and the appropriate permission slip has been signed. For more information, please ask to see Board Policies 453.4, Exhibits 1 and 2, and Rule regarding Administering Medication to Students.

Health and Accident Insurance

The Hamilton School District does not carry insurance on individual students for accidents that occur while in school, going to and from school, or in any school activity. If you do not have insurance and would like some information concerning affordable insurance for students, please contact the Hamilton High School Athletic and Activities Office at 262-246-6471.

FEES AND CHARGES

General Fees

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

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

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

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

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

Outstanding Fees/Fines

To help ensure that student accounts remain current, families are encouraged to regularly

review and pay any outstanding school fees. In accordance with Board Policy #656, unpaid student account balances may be referred to a collection agency.

Each year, student accounts with unpaid balances as of June 15 may be sent to collections when a student reaches the end of a school transition year, including:

- Completion of 4th grade
- Completion of 8th grade
- Graduation from 12th grade

Families who have questions about their account balance or need assistance resolving an outstanding balance are encouraged to contact the District Business Office before June 15. This approach helps the District maintain accurate student account records while providing families with advance notice and opportunities to address outstanding balances.

Lunch and Milk

The cost of lunch (including milk) is \$3.05 per day for students and \$4.50 for adults. Milk purchased separately is 50 cents. Parents may deposit money into a student's lunch account via the Infinite Campus Portal (credit or check with no transaction fee for this form of payment). Check or cash may be sent to the school office. Please note that when sending money to school for your child's lunch account, you must note the student's full name and lunch code on the check or envelope.

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

School Meal Account Charges and Collections

Students choosing to purchase school meals during the lunch period may make payment in the form of cash or check at the time of purchase or by parents/guardians prepaying for school meals through a school meal account. As a courtesy, when a student's school meal account has a low fund balance, the District's computer messaging system reminds parents/guardians to put money into their student's school meal account. Messages will be sent via email, phone call, or text message, as indicated by the parent/guardian when registering the student in the online student information system. For further details, please refer to Hamilton School Board Policy #763, School Meal Account Charges and Collections Policy and Procedures included in the appendix.

Additional Lunch Notes

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

FIELD TRIPS

Parents/guardians will be asked to fill out and sign permission forms before a student will be allowed to participate in field trips. A fee is often required and usually collected in advance. Chaperones will be required to participate in a background check depending on the nature of the trip and will be authorized for field trip participation by the Assistant Superintendent of Human Resources and Organizational Development.

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

Students may order bagged lunches for field trips. Parents should complete the request for lunch on the field trip permission form.

For more information, please ask to see Board Policy 352-Rule.

HOMEWORK

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

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

IMMUNIZATIONS

State law requires all students to present written evidence of appropriate immunizations within 30 days of being admitted to school. Parents must provide a record of student immunizations of entering kindergarten students and new students whose records from a previous school do not include a similar document. Please call the school office if you have questions about immunization requirements and/or when additional immunizations have been completed.

For more information on immunizations, please ask to see Board Policy 453.2.

INTERNET USE

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

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

LOST AND FOUND

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

PHYSICAL/FITNESS EDUCATION

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

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

RECESS

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

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

SCHOOL CLOSINGS

The district uses an automated system to notify families about school closings. In addition, closure information will be shared with local media outlets. Schools may close early because of an emergency. Please make prior arrangements with your child regarding a safe place where they may go in the event you are not home and school closes early.

STUDENT INFORMATION CONFIDENTIALITY

Student information is released in a variety of ways in the Hamilton School District. For example, parent volunteers create a school directory for the convenience of families. Student accomplishments are regularly reported to the news media. School events often have programs that recognize the students performing in extracurricular events.

Parents who do not want information about their children released to outside parties must complete a "Release of Information" form within two weeks of receiving this notice. The Hamilton School Board has designated the following as student directory information: student name, address, telephone listing, date and place of birth, major field of study, participation in officially recognized activities and sports, weight and height of athletic team members, dates of

attendance, photographs, degrees and awards received, and the most recent school previously attended.

STUDENT RECORDS CONFIDENTIALITY

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

TRANSPORTATION

Early Arrivals

Students should not arrive at school before 8:40 a.m. Students will be asked to wait at a supervised location until the school day begins.

Student Dismissal Precautions

For the safety of our students, the school will not release students to anyone except a parent or guardian without a written note from the parent or guardian. Except in extreme emergencies, a change in a child's dismissal procedure must be made prior to 2:30 p.m.

Parents who are coming to school to pick up their children prior to the end of the day are asked to park their car in the parking lot (not in the emergency lane in front of the building) and sign their child out in the school office.

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

Walkers and Bike Riders

If a student walks or rides a bicycle to school, a note from the parent/guardian granting permission must be sent to the school office.

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

Bus Behavior

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

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

- **Denial of riding privileges:**
 - The privilege of riding the school bus may be denied or withdrawn only by designated school authorities.
 - Students refusing to accept or conform to necessary rules and regulations relating to bus safety will not be allowed to ride the bus.
 - Drivers (or chaperones) shall report discipline incidents immediately to the appropriate building principal. Bus drivers may be required to submit a narrative supporting the report of misconduct. If a meeting is scheduled with a parent/guardian, the bus driver may be required to attend.
 - The bus discipline and suspension process shall proceed according to the following format:
 - The building principal shall determine the severity of the report of misconduct and take steps of progressive discipline to remediate the situation. Recommendations of the bus driver (chaperone) shall be considered.
 - School bus riding privileges may be suspended in accordance with state

law. The severity of the offense will determine the length of the suspension. The length of the suspension can vary anywhere from one day to the remainder of the school year.

- Parents/guardian(s) may appeal the action taken upon request through the established appeal procedure.

The Hamilton School District uses video cameras on school buses to reduce disciplinary problems and vandalism on the bus and allow bus drivers to focus on driving. Parents/guardians may be notified if there is misconduct by their child on the bus. If misconduct continues after notification, the student's privilege to ride the bus may be suspended by school authorities. When a misconduct report is filed by the bus driver, the report will be sent home to notify the parent/guardian that subsequent reports may result in suspension of bus riding privileges, or other significant disciplinary actions.

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

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

Bus Regulations - Prior to Riding

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

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

Expected Bus Behavior - While on the Bus

- Treat others with respect at all times
- Be seated when the bus is moving
- Always share your seat with others who need a place to sit
- Speak quietly at all times; voice level 1 or 2
- Use only appropriate language
- Do not speak in a way that teases, hurts or harasses others
- Keep the bus clean – no eating or drinking on the bus
- Follow the bus driver's directions
- Keep your hands and feet to yourself at all times
- Students will be seated so that kindergarteners are in the front of the bus. Other grade levels will follow, ending with fifth and sixth graders on the back of the bus.

- Student use of personal electronic devices must adhere to Board Policy 365.1 Exhibit 2 regarding acceptable use of personal technology as the bus is considered an extension of school grounds.
 - 365.1 Rule - Students are prohibited from broadcasting or posting to the internet pictures, movies, video or other student created media taken during the school day or at a school activity without the consent of the building principal.

Safety Rules - When Leaving the Bus

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

Bus Report Procedures - Consequences for not following the bus expectations:

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

Depending upon the severity of the misbehavior, the Hamilton School District, at any time, reserves the right to remove students from the bus for an unlimited period of time.

For more information on student conduct on school buses, please ask to see Board Policy 443.2.

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

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

VIDEO MONITORING SYSTEMS

The Hamilton School District authorizes the use of video cameras on school grounds for the primary purpose of preventing disciplinary problems and vandalism on its premises. (See Appendix: Board policy 751.4, Use of Video Monitoring Systems).

VISITORS AND VOLUNTEERS AT SCHOOL

Parents are welcome and encouraged to visit the school. Upon arrival at school, visitors will be required to show a valid, government-issued photo ID and will be issued a visitor badge. For the safety of our students and staff, once the school day has started, all outside doors to the school are locked.

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

APPENDIX: RELATED BOARD POLICIES

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



Book	Policy Manual
Section	300 - Instruction
Title	Instructional Goals and Expectations - Learner Expectations
Code	310-Rule (2)
Status	Active
Adopted	November 6, 1990
Last Revised	March 15, 2021
Last Reviewed	June 15, 2015
Prior Revised Dates	5/21/2004, 4/4/2006, 5/21/2012

With the support of their families and district staff, students in the Hamilton School District are expected to:

1. Display positive attitudes about learning.
2. Acquire and integrate knowledge and skills.
3. Extend, refine, and apply knowledge and skills.
4. Apply knowledge and skills in meaningful ways.
5. Think critically and creatively.
6. Apply problem-solving skills.
7. Communicate and collaborate with others to promote interactive learning.
8. Reflect on their progress and set attainable goals related to academic and social emotional competencies.
9. Select a course of study with the purpose of achieving meaningful goals to reach college or career readiness.
10. Actively engage in learning opportunities and develop and apply the learning to the best of their abilities.
11. Challenge their intellect and display an intrinsic motivation for learning.
12. Accept responsibility and advocate for their learning.
13. Follow all rules, directives, and district policies.
14. Treat others within the school with dignity and respect.
15. Attend school and scheduled classes on a daily basis unless ill or excused by school officials.
16. Participate in school-sponsored events and activities according to their level of interest.
17. Share complaints and concerns with those who have the most direct responsibility to correct them.



Book	Policy Manual
Section	300 - Instruction
Title	Parent Rights and the Curriculum
Code	334
Status	Active
Adopted	November 6, 1990
Last Revised	June 18, 2012
Last Reviewed	May 4, 2021
Prior Revised Dates	8/16/1993, 6/21/2004. 10/4/2005, 5/15/2006

Parents of Hamilton School District students have the right to inspect, upon request, any instructional materials used as part of the educational curriculum for the student. The district will grant all parent requests for reasonable access (as determined by the building administrator) to instructional materials within ten school days of the request.

The district will make reasonable accommodations with regard to examinations and other academic requirements based on a student's sincerely held religious beliefs. Parents/guardians may make requests for accommodations based on sincerely held religious beliefs to the building principal. The principal shall review the request and render a decision in accordance with state and federal law. Any accommodations granted under this policy shall be provided to students without prejudicial effect. Parents/guardians may appeal the principal's decision in accordance with district guidelines.

This policy and its implementing guidelines shall be published annually in the district and in the student and staff handbooks.

Legal	Wisconsin Statutes 115.35 Wisconsin Statutes 118.01 (2)(d)2c Wisconsin Statutes 118.019 (3) Wisconsin Statutes 118.019 (4) Wisconsin Administrative Code PI 9 Wisconsin Administrative Code PI 41 United States Code 20 Section 1232h Protection of Pupil Privacy Provision
-------	---

Cross References	341.41, Human Growth and Development Instruction 347, Student Records 361, Educational Materials Selection 381, Teaching About Controversial Issues
------------------	--

411, Equal Educational Opportunities

433.1, Release Time for Religious Instruction

449, Student Surveys

871, Public Complaints About Educational Materials

Special Education Policy and Procedures Manual



Book	Policy Manual
Section	300 - Instruction
Title	Guidelines for Requesting Accommodations Based on a Student's Religious Beliefs
Code	334-Rule
Status	Active
Adopted	August 16, 1993
Last Revised	October 5, 2021
Last Reviewed	May 4, 2021
Prior Revised Dates	6/21/2004, 5/15/2006, 6/18/2012

1. Parents/guardians are responsible for reviewing the curriculum guide prior to contacting teachers or school administrators with questions and concerns dealing with curricular topics or assignments that they find objectionable. The curriculum guide and materials associated with any course will be available for inspection by the parent/guardian.
2. Requests for exclusion of a child from any school-authorized course, or portions of a course, must be made by the parent/guardian in writing to the building principal, and must include an explanation of the reason for said request. The request must also identify that portion of the specific curriculum to which the request applies.
3. The written request will be evaluated by the building principal, who will consult with the teacher and rule on the appropriateness of the request. Parents/guardians shall be informed of the ruling, in writing within 10 days of receiving the request.
4. If the request is approved, the student will be assigned a work station away from the class, under the supervision of authorized school personnel, and will be given an alternate assignment by the teacher.
5. If principal approval for the request is denied, the parent/guardian may appeal the decision in writing to the Director of Human Resources and Organizational Development, District Administrator, and if necessary, to the Board of Education.

The entire process of responding to an accommodation request shall be completed within 90 days unless the parties involved agree to an extension of time.

If after completing the above process a parent/guardian is still dissatisfied with the district's decision, he/she shall be informed of his/her right to appeal the decision to the State Superintendent of Public Instruction within 30 days of the Board's decision.

Legal [Wisconsin Administrative Code PI 9](#)
[Wisconsin Administrative Code PI 41](#)



Book	Policy Manual
Section	300 - Instruction
Title	Criteria for Promotion of Fourth and Eighth Grade Students
Code	345.4-Rule (1)
Status	Active
Adopted	September 5, 2000
Last Revised	September 5, 2006
Last Reviewed	October 5, 2021

Consideration shall be given to the following criteria when determining whether to promote a student from grade four to grade five and from grade eight to grade nine:

A. State Test Score

The student has attained proficiency in each of the subject areas assessed on the state test for that grade level (language arts, reading, mathematics, science, social studies, and writing).

B. Academic Performance

The student has demonstrated academic competency through meeting grade level curricular expectations.

C. Teacher Recommendations

The student has demonstrated academic competency through district/grade level assessments, classroom performance or other appropriate means.

D. Other academic-related information regarding the student as deemed appropriate (e.g., individualized education programs).



Book	Policy Manual
Section	300 - Instruction
Title	Retention Procedures
Code	345.4-Rule (2)
Status	Active
Adopted	November 6, 1990
Last Revised	June 3, 2025
Last Reviewed	June 21, 2010
Prior Revised Dates	06/18/2012, 06/15/2015, 7/15/2019, 10/1/2019, 10/5/2021, 5/7/2024

A. **ELEMENTARY AND INTERMEDIATE SCHOOL RETENTION**

1. Retention Considerations:

In determining whether a student might benefit from repeating a particular grade level of instruction, the following will be considered:

- a. **State Test Score** (if applicable) - The student has not attained proficiency in one or more of the subject areas assessed on the state fourth grade test.
- b. **Academic Performance** - The student is between one and two years below performance expectations in academic areas.
- c. **Teacher Recommendations** - The student does not demonstrate competency on district/grade level standards and assessments.
- d. **Other Criteria** - Family members, building intervention team members, and outside provider input and consultation may be considered.
- e. **Reading Readiness** (grade three only) - In accordance with Wisconsin Act 20, students in grade three must meet state-identified reading benchmarks in order to be promoted to grade four, unless a statutory exemption applies as stated in Board policy 345.41.

2. Process for Making Retention Decisions:

As soon as a student is identified "at-risk of retention," the principal or counselor will submit the student's name to the building intervention team for discussion. This team consists of the principal, teacher, social worker, psychologist, counselor, reading specialist and/or other appropriate staff. The purpose of the building intervention team meeting will be to determine if everything is being done to assist the student in being successful.

The following activities and actions will be taken as a part of the retention process at the times indicated:

a. **First Quarter**

Teachers will assess student progress and identify alternative programming and/or intervention strategies for students not meeting academic achievement expectations. The results of those assessment(s) will be discussed with the parents/guardians of the concerned students. Retention is not discussed with parents/guardians at this time.

b. **Second Quarter**

The strategies/interventions implemented during the first quarter will be monitored and evaluated. If progress is not satisfactory, the teacher(s) will discuss with the principal the result of the evaluation.

c. **Second Semester**

1. The principal will convene the building intervention team to assess the student's progress and develop further alternatives for the remainder of the year.
2. A parent conference will be held to review what has been done, the student's progress, and future plans including the possibility of retention.
3. Teachers will confer frequently with parents/guardians to update them on their student's progress through the second semester.
4. Near the end of the school year, the principal will convene a meeting with the parents/guardians and appropriate school personnel to determine the student's placement for the following school year.
5. The principal will assume the responsibility of formalizing, in writing, the school's final decision concerning the student's placement for the following year and will convey the decision to parents/guardians.
6. The parents/guardians, having received the formal school decision will indicate their support or nonsupport in writing to the principal. Although parent input will be sought, it will not be the deciding factor in the decision.
7. The school's written recommendation and the parent/guardian written response related to the decision will be placed in the student's behavioral record.
8. In instances where a decision is made to retain a student over the objections of the parent/guardian, the parent/guardian may appeal the school's decision to the Director of Human Resources and Organizational Development whose decision shall be final.

B. **MIDDLE SCHOOL RETENTION**

1. Retention Considerations:

In determining whether a student might benefit from repeating a particular grade level of instruction, the following will be considered:

- a. **State Test Score** (if applicable) - The student has/has not attained proficiency in one or more of the subject areas assessed.
- b. **Academic Performance** - The student fails two or more academic subjects in a semester.
- c. **Teacher Recommendations** - The student does not demonstrate competency in district/grade level assessments of essential standards on summative assessments.
- d. **Other Criteria** - Family members, building intervention team members, and outside provider input and consultation may be considered

2. Process for Making Retention Decisions:

Respective teaching teams and student support team members will review term or semester grade

reports of students experiencing lack of success for the purpose of identifying alternative ways in which learning can take place.

Early problem identification will be followed by appropriate communication with parents/guardians, including conferencing.

After both first term and second term grade reporting, a building intervention team will review the records of all students showing little progress in two or more courses for the purpose of bringing district-wide resources to the matter. The team will consist of persons such as the principal, teacher, social worker, psychologist, counselor, reading specialist, interventionist and/or other appropriate staff. In its work, the building intervention team will consider student age and maturity, any special education needs according to Chapter 115 of the state statutes, summer school performance, and any additional information that may bear on the matter.

Discussions regarding students showing little progress in academic coursework may include the teaching team, student services staff, and parents/guardians for purposes of developing strategies to achieve the necessary success to avoid retention.

Parents/guardians will be notified, in writing, of the potential for retention at the beginning of the second semester. During the second semester, the student's progress will be carefully monitored by the building intervention team. After the building intervention team reviews student progress, the principal will make the final decision and communicate the retention decision to the parents/guardians, in writing, before the end of the school year. Participation in promotional summer school for grade advancement may be an option for those students who have been retained.

Parents/guardians may appeal the principal's decision to the Assistant Superintendent of Human Resources/Organizational Development thereafter. The school's written decision and parent/guardian written response related to the decision will be placed in the student's behavioral record.



Book	Policy Manual
Section	300 - Instruction
Title	Promotion and Retention of Third Grade Students
Code	345.41
Status	Active
Adopted	June 3, 2025

Section 1: Promotion Policy

The Hamilton School District adopts this promotion to 4th grade policy as of June 3, 2025 to take effect beginning September 1, 2027.

The goal of Wisconsin Act 20 is to ensure that all students are reading proficiently by the end of third grade, setting a strong foundation for their future academic success. Hamilton School District is committed to our mission of ensuring maximum achievement for each student through a comprehensive, developmentally appropriate, and science-based reading program and high-quality early literacy instruction that strives to meet the needs of all students. Science-based early reading instruction is defined as systematic and explicit instruction in at least all the following areas: phonological awareness, phonemic awareness, phonics, background knowledge, oral language development, instruction in writing, instruction in comprehension, vocabulary building, and reading fluency.

The reading program includes reading instruction for students at all levels and includes intervention programs for students who need additional reading support. In grades K-3rd grade, these reading supports are outlined in a personal reading plan (PRP).

The District's reading program shall:

1. Meet the needs of each individual student by providing instruction appropriate to the student's current reading level and ability.
2. Engage students in applying reading skills and strategies in the content areas as well as reading for pleasure.
3. Help students build a lifetime habit of reading for information and for pleasure.

The Board of Education recognizes that reading is a key to current and future learning. Therefore, for any student who has not exited their personal reading plan by the end of the student's 3rd grade year, the district/school will engage in a process to determine future intensive instructional services, progress monitoring and support. This process will carefully consider all relevant factors that contributed to the student not completing their personal reading plan and services and supports that can help support the student to achieve reading proficiency. Additional details about the determination process are found in Section 2 of this policy. Good cause exceptions and post promotion mandates are found in Section 3 of this policy.

Section 2: Process for Making Promotion Determinations

For any student who has not exited their personal reading plan by the end of the student's 3rd grade year, the district/school will engage in a process to determine whether to promote that student to 4th grade and future intensive instructional services, progress monitoring and supports. This process will carefully consider all relevant

factors that contributed to the student not completing the personal reading plan and will also determine services and supports as an alternative to retention that can help support the student achieve reading proficiency. This process is described below.

- A team of individuals from the school/district will meet to determine future programming and support for the student.
- The team may include, but is not limited to:
 - the student's teacher
 - the school reading specialist
 - the student's literacy interventionist (if applicable)
 - student services professional
 - the student's parent(s) as defined by Wis. Stat. §.115.76(12)
- The school/district members of the team will consider all available data demonstrating the student's response to reading instruction and intervention, and data demonstrating the student's progress towards meeting personal reading plan goals. This data may include, but is not limited to:
 - the most recent and previous universal reading screener data,
 - diagnostic reading assessment data,
 - progress monitoring data,
 - classroom data,
 - and observations and data related to the student's social, emotional, and behavioral functioning.
- The district/school will not deny any student advancement to 4th grade based solely on the student's performance in reading on the 3rd grade state standardized assessment or state mandated universal reading screener.
- The school/district members of the team will determine whether the student is eligible for a good cause exception (outlined in Section 3) and communicate that to the parent or guardian.
- If the student has an individualized education program (IEP) in an area of reading or is an English learner with a language acquisition plan, the school/district representatives will review the student's progress towards those goals and communicate that to the parent or guardian. The district/school will not deny any English learner advancement to 4th grade solely based on level of language proficiency (Wis. Admin. Code §13.09(1)(b)).
- The school/district members of the team will consider alternatives to retention available to the student in the district/school and communicate these alternatives to the student's parent or guardian.
- If retention is in consideration for the student, the team will communicate long-term risks of retention to the student's parent or guardian. Such risks may include, but are not limited to, the following:
 - Students who are retained are more likely to have adverse outcomes, including dropping out of school and obtaining lower paying jobs in the future (Cockx, B., Picchio, M., & Baert, S. 2018; Hughes, J.N., West, S.G., Kim, H., & Bauer, S.S. 2018);
 - Students who are retained are more likely to experience emotional distress (Buckmaster et. al. 2024; Carlton & Winsler 1999; Demanet & Van Houtte 2016; Goos et al. 2013b; Carlton, M. P., & Winsler, A. 1999; Jimerson & Ferguson 2007; Lavrijsen & Nicaise 2017; Martin 2009; Martin 2011);
 - Students who are retained are more likely to have lower socioeconomic status and more likely to be eligible for government assistance (Goos, M., Pipa, J., & Peixoto, F. 2021);
 - Students who are retained are at higher risk for future criminal behavior (Eren, O., Lovenheim, M., & Mocan, H. 2022); and
 - Students who are retained do not achieve increased academic achievement and make less progress compared to other students (Silbergliitt, B., Appleton, J., & Burns, M., & Jimerson, S. 2006).
- After reviewing all data and considerations named above, the team from the school/district will make a recommendation of promotion or retention to the student's parent or guardian.
- If the school/district members of the team recommend retention, the school/district members of the team will identify and communicate the following to the student's parent or guardian:
 - Supports that will be provided to the student that will mitigate the harm that could occur as a result of retention, including social stigmatization, loss of friendships, damaged self-esteem, and other mental health impacts; and
 - the additional academic services and supports that will be provided to the student as they repeat 3rd grade to ensure they reach grade level proficiency by the time they finish 3rd grade the second

time.

- The team may conclude that promotion (with applicable services/supports) is in the best interest of a student even if the team also concludes, based on clear documentation, that the student was unable to complete their personal reading plan primarily due to the student's lack of reading proficiency.

Based on the holistic evaluation described above, the entire team will make one of the following choices.

1. Promotion to 4th grade (with applicable services/supports) is more appropriate than retention in 3rd grade and the student is promoted.
2. The student's noncompletion of the student's personal reading plan was not primarily due to the student's lack of reading proficiency and the student is promoted.
3. In rare cases, the parents or guardians and school/district representatives agree that retention (with applicable services/supports) is more appropriate than promotion to 4th grade and the student's parent or guardian gives written consent to retention.
4. In rare cases, the school/district representatives recommend retention, but the student's parent or guardian does not consent to retention. Regardless of any other facts, circumstances, or analysis, the student is promoted to 4th grade.

Any student who enrolls as a 3rd grade student late in the school term without any accompanying record of a personal reading plan (i.e., after the final annual administration of the universal screening assessment and, potentially, also after the 3rd grade Forward Exam) shall be promoted to 4th grade under the criteria that the student did not have a personal reading plan in effect at the end of 3rd grade.

Section 3: Post Promotion Mandates with Good Cause Exceptions

Each student promoted from 3rd grade to 4th grade who had a personal reading plan during the 3rd grade and did not complete that personal reading plan will be provided the following:

1. Intensive instructional services, progress monitoring, and supports to remediate the identified areas of deficiency;
2. Notification to the student's parent or guardian, in writing, that the student did not complete the personal reading plan that includes a description of the intensive instructional services and supports that will be provided to the student to remediate the identified areas of reading deficiency; and
3. An intensive summer reading program each summer until the student scores at grade-level in reading on a summative assessment.

The following are good cause exceptions. Any student who meets one or more of the following good exceptions may be exempt from the promotion policy, the intensive summer reading program, and/or the intensive reading intervention requirements.

1. The student is identified as a "Limited-English proficient pupil" as that term is defined under Wis. Stat. §115.955(7);
2. The student has an individualized education plan (IEP) that indicates that neither taking the universal reading screener nor the state summative assessment in reading is appropriate for the student;
3. The student scores as proficient in reading on the alternative statewide standardized summative assessment (i.e., Dynamic Learning Maps);
4. The student has an IEP or a plan to provide accommodations or services under section 504 of the federal Rehabilitation Act of 1973 that indicates that the student has received intensive intervention in reading for more than 2 years if the student continues to demonstrate a deficiency in reading and was previously retained in 5K, grades 1, 2, or 3; or
5. The student has received intensive intervention in reading for 2 or more school years, continues to demonstrate a deficiency in reading, and was previously retained in 5K, grades 1, 2, or 3 for a total of 2 years.

If a student transfers into a school enrolled as a 4th grade student and the provided records indicate the student may have met requirements to be retained in 3rd grade, the school district will provide adequate and necessary supports, including but not necessarily limited to the intensive instructional services, supports, progress monitoring, and parent notification referenced under Wis. Stat. §118.33(5m)(a).

If promoted to 4th grade and if a "good cause" exception applies to the student under Wis. Stat. §118.33(5m)(b), then the school district/school will provide adequate and necessary supports, including but not necessarily limited to the intensive instructional services, supports, progress monitoring, and parent notification referenced under Wis. Stat. 118.33(5m)(a).

Legal

[Wisconsin Admin Code 13.09\(1\)\(b\).](#)

[Wisconsin Statute 115.76\(12\).](#)

[Wisconsin Statute 115.787](#)

[Wisconsin Statutes 115.955\(7\).](#)

[Wisconsin Statute 118.24\(2\)\(a\).](#)

[Wisconsin Statute 118.33](#)

[2023 Wisconsin Act 20](#)

Cross References

342.1, Programs for Students with Disabilities

342.4, Federal Title I Program

342.71, Services for English Language Learners

345.1, Grading Systems

345.2, Student Progress Reporting

345.4, Promotion and Retention of Students

345.4-Rule(2), Retention Procedures

345.6, Graduation Requirements

346, Assessment Programs

351, Summer School

420-Rule(1), General Guidelines for Admission and Placement of Transfer Students

420-Rule(2), Procedures for Placing Students From Home Based Private Educational Programs

Special Education Policy and Procedure Handbook



Book	Policy Manual
Section	300 - Instruction
Title	Student Use of Information Technology
Code	365.1
Status	Active
Adopted	September 3, 1996
Last Revised	January 20, 2020
Last Reviewed	June 15, 2015
Prior Revised Dates	12/4/2001, 2/19/2007, 4/20/2009, 5/1/2012, 1/2/2018

The Hamilton School District provides students access to information technology as a means to further the educational goals and objectives of the district. Information technology enables students to explore thousands of libraries, databases, research facilities, and educationally relevant resources.

Any student using information technology will be instructed in its proper and ethical use including appropriate interactions with other individuals on social networking web sites and in chat rooms, cyber bullying awareness and response and will be expected to abide by established acceptable use guidelines. Internet access is a privilege, not a right. Information technology may be used for educational research, communication and collaboration purposes consistent with the educational goals and objectives of the district. Students are to refrain from using information technology as a means to transmit materials or images that could be obscene, sexually explicit or inappropriate. This includes transmission by cell phone or any other electronic communication device. Misuse of information technology may result in loss of use privileges and/or disciplinary action. If the misuse constitutes a criminal offense, appropriate legal action may be taken.

In accordance with federal law, a technology protection measure (i.e., Internet filter) shall be in operation on the network as one means of limiting access to inappropriate or harmful material on the Internet including visual depictions that are obscene or child pornography. The classroom teacher is responsible for supervision of students while they are using information technology. The building principal or designee shall oversee information technology use by students and staff in his/her building.

Legal	Wisconsin Statutes 118.001
	Wisconsin Statutes 120.13
	Wisconsin Statutes 121.02 (1)(h)
	Wisconsin Statutes 943.70
	Wisconsin Statutes 947.0125
	U.S. Code Title 17
	Children's Internet Protection Act
	Neighborhood Children's Internet Protection Act (as amended)
	Children's Online Privacy Act

[Broadband Data Improvement Act of 2008](#)

Cross References

110, Educational Philosophy and Objectives
310, Instructional Goals and Expectations
335, Copyright of District-Developed Curriculum Materials
341.20, Information and Technology Literacy Program
343.3, Distance Education
343.35, Online Learning Opportunities
347-Rule, Guidelines for the Maintenance and Confidentiality of Student Records
361.1, Use and Duplicating of Copyrighted Materials
365.1, Student Use of Information Technology
365.1-Rule (1), Student Information Technology and Network Use Guidelines
365.1 Exhibit 1, Acceptable Information Technology Use Agreement
365.1 Exhibit 2, Acceptable Use Agreement for Student Use of Personal Technology Devices on School Grounds
411.3, Bullying
443.6 Student Use of Cell Phones- Two-Way Communication and Other Communication or Recording Devices
522.7, Staff Use of Information Technology
522.7-Rule (1), Guidelines for Staff Use of the Information Technology and Network
522.7-Exhibit 1, Acceptable Use Agreement for Employee Use of Personal Technology Devices on School Grounds
526, Personnel Records
823, Access to Public Records

**HAMILTON SCHOOL DISTRICT
Sussex, WI**

ACCEPTABLE INFORMATION TECHNOLOGY USE AGREEMENT

This document is given to all student users of information technology in the Hamilton School District. Each student must sign the agreement and obtain a parent or guardian's signature before being allowed to access information technology including the network, Internet, and district owned devices.

Internet access is available to students in the Hamilton School District. It offers vast, diverse, and unique resources to both students and staff.

The Internet is an electronic network connecting thousands of computers all over the world and millions of individual subscribers. It provides students with access to electronic communication; information and news; public domain software and shareware of all types; discussion groups; information from universities and from commercial, governmental, and other sources.

In accordance with federal law requirements, a technology protection measure (i.e., filtering) shall be in operation on all district computers with Internet access as one measure to protect against access to inappropriate or harmful material on the Internet, including visual depictions that are obscene or child pornography. On a global network, however, it is impossible to control all materials and a persistent user may discover controversial information. The District believes that the benefits of Internet access to students, in the form of information resources and opportunities for collaboration, far exceed any disadvantages.

The continued availability of information technology, including the Internet in the school district, relies upon the proper conduct of end users. Guidelines are provided so that students and their parents or guardians are aware of the responsibilities that accompany the privilege of using the network, including Internet access.

Guidelines for Use of Information technology

1. The use of school devices must be consistent with the educational goals and objectives of the Hamilton School District. Accessing Internet sites or transmitting materials or images that could be obscene, (pornographic), harmful to minors or inappropriate is prohibited. Bullying, hate mail, harassment, discriminatory remarks, materials, and images promoting drug or alcohol abuse, physical abuse, and other antisocial behaviors are unacceptable.
2. Student may not represent their own opinions, written or implied, as those of the Hamilton School District or (name of school)
3. Illegal activities are strictly forbidden. Transmission of any material in violation of any U.S. or state law or regulation is prohibited. This includes, but is not limited to, copyrighted materials and threatening or obscene material.

Hamilton School District
Acceptable Technology Use Agreement

365.1 Exhibit 1

4. District information technology including network, hardware, and software are the property of the Hamilton School District. System operators have access to all accounts and files.
5. Users shall abide by the rules of network use. These include using appropriate language, respecting the privacy of other users, and not disrupting the use of information technology or the network by other users.
6. All messages accessed, generated, received or stored within the district's student information system remain the property of the district. The district reserves the right to monitor and disclose communications therein in order to ensure it is being used for approved purposes only.
7. Users must not reveal any personal addresses or phone numbers or any other personal identifiers or those of others online.
8. All communications and information accessible via the network should be assumed to be intellectual property and subject to copyright protection. Use of these sources shall be credited appropriately as with the use of any copyrighted material. In some cases, authors' permission may need to be obtained before materials may be used.
9. The district's content filter is programmed to block access to materials or images that could be obscene, sexually explicit (pornographic), harmful to minors or inappropriate as required by the Children's Internet Protection Act (CIPA). However, the internet filter has limitations. It is the responsibility of the user to minimize the computer screen and alert the teacher if inappropriate content makes it through the filter.
10. Attempts to gain unauthorized access to system network, program or devices is prohibited.
11. Any malicious attempt to access, harm, modify, or destroy data, or data of another user is prohibited.
12. Students may not broadcast or post to the internet pictures, movies, video or other student created media taken during the school day or at a school activity without the consent of the building principal.
13. Students may not represent the Hamilton School District or its activities on district or personal technology without authorization of the school principal or district administrator.

Supervising instructors shall monitor network and Internet activities of students while in school. Supervising instructors will monitor and enforce information technology use guidelines.

**HAMILTON SCHOOL DISTRICT
Sussex, WI**

**ACCEPTABLE USE AGREEMENT FOR
STUDENT USE OF DISTRICT-PROVIDED 1:1
TECHNOLOGY DEVICES**

Purpose: Hamilton School District provides and assigns Chromebook for student use both at school and at home as a means to promote achievement and provide flexible learning opportunities. This agreement provides guidelines and information about the District expectations for students and families.

It is the expectation of the District that students will use District-provided devices responsibly and understand the appropriate and acceptable use of both the technology and District network resources. It is also expected that students will make a good faith effort to keep their District-provided devices safe, secure, and in good working order. Our agreement and procedures include the following specific responsibilities and restrictions.

Responsibilities

Students are expected to adhere to the following guidelines each time a District-provided device is used. Students will:

1. Charge their device at home nightly, bringing it to school each day with a full charge;
2. Communicate in a responsible and ethical manner.
3. Use appropriate language in all communications refraining from use of profanity, obscenity and offensive or inflammatory speech. Cyber bullying, including but not limited to, personal attacks or threats toward anyone made while using District-provided devices, must be reported to the appropriate District staff member.
4. Respect Internet filtering and security measures included on the device. All devices are configured so that the internet content is filtered both when students are at school and when accessing any other public or private network.
5. Only use District-provided devices for school-related purposes during the instructional day and refrain from personal, commercial, or political use during the school day.
6. Follow copyright laws, fair use guidelines, and only download or import music, video or other content that students are authorized or legally permitted to reproduce or use for school related work.
7. Make available for inspection by an administrator or teacher any messages or files sent or received to or from any Internet location using a District-provided device. Files stored and information accessed, downloaded or transferred on a District-provided device is not private insofar as they may be viewed, monitored, or archived by the District at any time.
8. Transport Chromebook with the screen closed and secured in a protective case.
9. Provide **their own** headphones and/or ear buds as needed for school related work.

Hamilton School District
Acceptable Use Agreement for Student Use
of District-Provided 1:1 Technology Devices

365.1-Exhibit (3)

10. Clean the screen with a soft, dry microfiber cloth or anti-static cloth.
11. Return the device, the charger, and the carrying case (if supplied) upon transferring out of school or at the end of senior year.

Restrictions

Students may not:

1. Reveal or post identifying personal information, files or communications to unknown persons through email or other means using the Internet.
2. Attempt to override, bypass or otherwise change the Internet filtering software, device settings or network configurations
3. Attempt to access networks and/or other technologies beyond their authorized access. This includes attempts to use another person's account, password and/or access secured wireless networks.
4. Share their own password, or attempt to discover login information belonging to others. Sharing a password is not permitted and may subject the device holder to disciplinary action and liability for the actions of others if issues arise regarding unauthorized use of an assigned device.
5. Download and/or install any programs, files or games from the internet or other sources onto any District-provided device without District permission. This includes the intentional introduction of viruses and other malicious software.
6. Tamper with Chromebook hardware or software, attempt an unauthorized entry into Chromebook, and/or vandalize or destroy the device or files.
7. Attempt to locate, view, share or store any materials that are unacceptable in a school setting. This includes but is not limited to: pornographic, obscene, graphically violent or vulgar images, sounds, music, language, video or other materials. The use of District technology devices to engage in this particular behavior is prohibited, no matter whether the conduct occurred on District property or away from school.
8. Modify or remove the Hamilton School District asset tag or the manufacturer serial number and model number tag.

In addition to the specific responsibilities and restrictions detailed above, it is expected that students and their parent(s)/guardian(s) will properly care for and maintain the District-provided device. In order to keep devices secure and damage free, students must follow these additional guidelines:

- Students are responsible for the device, charger, cords, school-owned case, and all other District-provided equipment. Students may not loan any of the aforementioned items to anyone else.
- Refrain from eating or drinking while using the device. Any foreign substance that comes in contact with the device can cause critical damage to the device.
- Do not stack objects on top of the device; leave outside or use near water.
- Devices should not be left in vehicles.
- Devices should be stored and maintained in a moderate temperature.
- Do not store or transport papers between the screen and keyboard.

Chromebook Damages

If a Chromebook is damaged or lost, the school must be notified immediately. If a student damages or loses a Chromebook due to negligence as determined by the District, the student and their parent/guardian will be responsible for paying the appropriate repair costs up to the full cost of device replacement. Examples of negligence include, but are not limited to:

1. Leaving equipment unattended and unsecured. This includes damage or loss resulting from an unattended and unsecured device at school.
 2. Lending equipment to others.
 3. Using equipment in an unsafe environment.
 4. Using equipment in a careless manner.
 5. Ignoring proper use guidelines delineated above
- Students who do not have their Chromebook at school due to damage, warranty or otherwise, may be allowed to use a Chromebook loaned from the school – subject to availability and the stated reason for the damage. The above conditions apply to all loaned units including responsibilities, restrictions and costs for damages until the original repaired unit can be returned to the student.
 - If the Chromebook charger or carrying case is damaged or lost, the student will be responsible for paying the appropriate repair costs as determined by the District up to the full cost of replacement.
 - Access to District-provided devices and network access is a privilege. A student's technology privileges may be suspended due to negligent damage to the device, or inappropriate use of the device that fails to comply with this agreement.

Estimated Cost of Repair Parts (non-warranty):

- AC-Adapters - \$35
- Screen - \$50
- Full Keyboard - \$85
- Key Repair on Keyboard - \$6 per key
- Entire Unit Replacement - \$200
- Carrying Case Replacement - \$25

STUDENT AGREEMENT

I understand and will abide by the responsibilities, restrictions, and guidelines contained above in this Hamilton School District **Acceptable Use Agreement for Student Use of District-Provided 1:1 Technology Devices**. I further understand that in the event that my District-provided device or equipment is damaged or lost due to negligence, I must pay the appropriate replacement costs as determined by the District. Any violation of this Agreement may result in restriction or revocation of my information technology, network, and Internet use privileges as well as other disciplinary action. If the violation constitutes a criminal offense, the appropriate authorities will be contacted.

Student's Name: (please print)

Student's Signature:

School:

Date Signed:

PARENT/GUARDIAN AGREEMENT

As the parent/guardian of the above named student, I have read the Hamilton School District **Acceptable Use Agreement for Student Use of District-Provided 1:1 Technology Devices** and understand that my son/daughter is required to abide by the responsibilities, restrictions, and guidelines contained in this Agreement. I understand that my son/daughter may bring a District-provided device to school to use for education research, collaboration and communication purposes consistent with District educational goals and objectives. I will not hold the District responsible for any lost, damaged or stolen District-provided device. I further understand that in the event that my son/daughter's District-provided device or equipment is damaged or lost due to negligence, I must pay the appropriate replacement costs as determined by the District.

Parent/Guardian Name: (please print)

Parent/Guardian Signature:

Date Signed:



Book	Policy Manual
Section	400 - Students
Title	Equal Educational Opportunities
Code	411
Status	Active
Adopted	September 21, 1987
Last Revised	July 25, 2024
Last Reviewed	June 21, 2010
Prior Revised Dates	02/05/1991, 09/03/1991, 08/21/1995, 01/02/2001, 08/19/2002, 06/21/2004, 06/03/2008, 6/18/2012, 10/21/2013, 7/21/2014, 7/20/2015, 10/1/2019, 9/21/2020, 4/19/2021

The Hamilton School District will not deny any person admission to any public school in this district or be denied participation in, be denied benefits of, or be discriminated against in any curricular, extracurricular, pupil services, recreational or other program or activity because of a person's sex, race, color, religion, national origin, ancestry, creed, pregnancy, marital or parental status, sexual orientation, or physical, mental, emotional or learning disability or any other reason prohibited by state or federal laws or regulations as required by Section 118.13 of the statutes, or because of any other reason prohibited by state or federal laws or regulations. This policy also prohibits student discrimination on the basis of any reason prohibited by federal law, including Title IX of the Education Amendments of 1972 (sex), Title VI of the Civil Rights Act of 1964 (race, color, national origin), Section 504 of the Rehabilitation Act of 1973 (handicap) and Americans with Disabilities Act of 1990 (disability). The District shall provide for the reasonable accommodation of a student's sincerely held religious beliefs with regard to examinations and other academic requirements. Requests for accommodations shall be made in writing and approved by the building principal (See Board policy 334 and its implementing rule). Any accommodations or program modifications granted under this policy shall be provided to students without prejudicial effect.

All District career and technical education opportunities will be offered to students on a nondiscriminatory basis (without regard to race, color, religion, national origin, sex, disability, etc.). Information regarding such program offerings and admission criteria are included in the Student Handbooks and Course Catalogs, which are posted on the District's website (www.hamilton.k12.wi.us) and available upon request from the School Student Services Office. Children of homeless individuals and unaccompanied homeless youth (youth not in the physical custody of a parent or guardian) residing in the District shall have equal access to the same free, appropriate public education, including comparable services, as provided to other children and youth who reside in the District. Homeless children and youth shall not be required to attend a separate school or program for homeless children and shall not be stigmatized by school personnel. The District shall provide appropriate educational services or programs for students who have been identified as having a handicap or disability, regardless of the nature or severity of the handicap or disability. The District shall ensure that a student's limited English proficiency does not bar access to District Services.

1. a. "Discrimination" means any action, policy or practice, including bias, stereotyping and pupil harassment, that is detrimental to a person or group of persons and differentiates or distinguishes among persons, or that limits or denies a person or group of persons opportunities, privileges, roles or rewards based, in whole or in part, on age, sex, race, color, religion, national origin, ancestry, creed, pregnancy, marital or parental status, sexual orientation or physical, mental, emotional or learning disability, or any other reason prohibited by state or federal law that perpetuates the effects of past discrimination.

- b. "Harassment" means behavior towards students based, in whole or in part, on sex, race, color, religion, national origin, ancestry, creed, pregnancy, marital or parental status, sexual orientation or physical, mental, emotional or learning disability, or any other reason prohibited by state or federal law, that substantially interferes with a student's school performance or creates an intimidating, hostile or offensive school environment.
2. Harassment can arise from a broad range of physical or verbal behavior which can include, but is not limited to, the following:
 - a. Physical or mental abuse;
 - b. Racial, ethnic or religious insults or slurs;
 - c. Unwelcome sexual advances or touching;
 - d. Sexual comments, jokes, stories or innuendos;
 - e. Display of sexually explicit or otherwise offensive posters, calendars or materials;
 - f. Making sexual gestures with hands or body movements;
 - g. Referring to others as a doll, babe or honey;
 - h. Intentionally standing close or brushing up against others;
 - a. Inappropriately staring at others or touching his or her clothing, hair or body;
 - j. Whistling at others, cat calls; and
 - k. Asking personal questions about a person's sexual life.
 3. These activities are offensive and inappropriate in the school environment. This is a serious issue not just for the Hamilton School District, but also for each individual. The District specifically prohibits discriminatory or harassing conduct, condoning such conduct by allowing it to go on, and pre-judging harassment or discrimination complaints. The District's policy prohibiting harassment applies to all students, whether at school, at school-sponsored co-curricular, extracurricular or social functions, or otherwise.
 4. Any staff member who engages in harassment or discrimination or retaliates against another person because of harassment/discrimination report or participation in an investigation, is subject to immediate discipline, up to and including discharge and/or referral to law enforcement agencies if appropriate.
 5. Any student who engages in harassment or discrimination, or retaliates against another person because of a harassment/discrimination report or participation in an investigation, is also subject to immediate discipline, up to and including suspension and expulsion from the Hamilton School District and/or referral to law enforcement agencies if appropriate.
 6. School employees are required to report any incident(s) of discrimination and/or harassment that they witness or are otherwise made aware of. Students and other third parties are strongly encouraged to report such incident(s) of discrimination and/or harassment. Discrimination and harassment complaints shall be filed in accordance with established District complaint procedures. If a student believes he or she has been discriminated against or harassed in violation of Board Policy 411, the student should file a complaint pursuant to the Student Discrimination and Harassment Complaint Procedures in 411-Rule. If an employee believes he or she has been discriminated against or harassed in violation of Board Policy 511, the employee should file a complaint pursuant to the Employee Discrimination and Harassment Complaint Procedures in 511-Rule. If either a student or an employee believes he or she has been subject to sexual harassment in violation of Board Policy 411.4/411.5, the student or employee should file a complaint pursuant to the procedures in Board Policy 411.4/411.5. It is important that students, staff members and volunteers inform designated administrators about inappropriate conduct as soon as possible, because the District cannot do anything to remedy the problem if the District does not know that the problem exists.

Requests for accommodations for children with disabilities under Section 504 of the Rehabilitation Act shall be processed pursuant to the Section 504 Procedures.

The District is required by Title IX and Part 106 of Title 34 of the Code of Federal Regulations not to discriminate on the basis of sex in the education programs or activities operated by the District, and this requirement extends to admission and employment.

The District has designated and authorized the following individual as the person responsible for coordinating the District's efforts to comply with and carry out its responsibilities under Title IX and other state and federal nondiscrimination laws, including investigation of any complaints alleging a violation of Title IX or other discrimination:

Title IX Coordinator:

John Roubik

Assistant Superintendent of Human Resources and Organizational Development

Hamilton School District

W220N6151 Town Line Road

Sussex, WI 53089

(262) 246-1973.

Any questions regarding Title IX may be designated to the Title IX Coordinator.

Complaints regarding the interpretation or application of this policy shall be processed pursuant to Board Policy 411-Rule. District encourages informal resolution of discrimination complaints. A formal complaint resolution procedure is available, however, to address allegations of violations of the District's equal educational opportunities policy. Any questions concerning this policy, or policy compliance, should be directed to the Title IX Coordinator John Roubik, Assistant Superintendent of Human Resources and Organizational Development, Hamilton School District, W220N6151 Town Line Road, Sussex, WI 53089, (262) 246-1973.

The Nondiscrimination and Harassment Policy and accompanying complaint procedures shall be published at the beginning of the school year and posted in each school building in the district. A copy of the Policy and complaint procedures shall also be provided upon request. In addition, a student nondiscrimination statement shall be included on student and staff handbooks, course selection handbooks and other published materials distributed to the public describing school activities and opportunities.

Legal

[Wisconsin Statutes 118.13](#)

[Wisconsin Administrative Code PI 9](#)

[Wisconsin Administrative Code PI 41](#)

[Title VI, Civil Rights Act of 1964](#)

[Title IX, Education Amendments of 1972](#)

[Section 504 of the Rehabilitation Act of 1973](#)

[Americans with Disabilities Act of 1990](#)

[Individuals with Disabilities Education](#)

[McKinney-Vento Homeless Education Assistance Act](#)

Cross References

334, Parent Rights and the Curriculum

411-Rule, Discrimination and Harassment Complaint Procedures

411.3, Bullying

411.4, Title IX Sexual Harassment Prohibited

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

433.1, Released Time for Religious Instruction



Book	Policy Manual
Section	400 - Students
Title	Discrimination and Harassment Complaint Procedures
Code	411-Rule
Status	Active
Adopted	September 21, 1987
Last Revised	September 16, 2024
Prior Revised Dates	2/5/1991, 9/3/1991, 8/21/1995, 1/2/2001, 10/21/2013, 6/20/2016, 9/21/2020, 4/19/2021

Any complaint regarding the interpretation or application of Hamilton School District's Equal Educational Opportunities Policy (Board Policy 411) shall be processed in accordance with the following complaint procedure. If any person believes that he or she has been harassed or discriminated against in violation of Board Policy 411, he or she should follow the following procedures. If any person believes that he or she has been sexually harassed in violation of Board Policy 411.4/411.5, he or she should follow the complaint procedures in Board Policy 411.4/411.5. The following timelines apply unless all parties agree to an extension.

Step 1.

The District will attempt to resolve discrimination and harassment complaints on an informal basis, if the complainant asks to do so. Upon a complainant's request, the building principal/designee will meet with the complainant and, if applicable, the alleged harasser/offender. If the parties resolve the matter, the principal/designee will prepare a written statement outlining the resolution. If the complainant is not satisfied with the outcome of the meeting, the complainant may present a complaint in writing to request formal investigation of the complaint.

Discrimination complaints relating to the identification, evaluation, educational placement or the provision of free appropriate public education of a student with a disability shall be processed in accordance with established appeal procedures outlined in the District's Special Education Handbook.

Step 2.

The Hamilton School District will not deny any person admission to any public school or deny any person participation in, deny any person the benefits of, or discriminate against any person in any curricular, extracurricular, pupil services, recreational or other program or activity because of a person's sex, race, color, religion, national origin, ancestry, creed, pregnancy, marital or parental status, sexual orientation, or physical, mental, emotional or learning disability, or any other reason prohibited by state or federal laws or regulations. Any student, parent, or resident of the district complaining of discrimination shall report the complaint in writing to the Assistant Superintendent of Human Resources and Organizational Development. The complaint, at a minimum, should include: (1) the date(s) and specific nature of the discrimination; (2) the identity of the person who allegedly engaged in discriminatory behavior; (3) the names of any witnesses to the alleged discrimination; (4) the name, address, and phone number of the complainant.

- a. Discrimination complaints relating to the identification, evaluation, educational placement or the provision of free appropriate public education of students with disabilities shall be processed in accordance with established appeal procedures outlined in the district's Special Education Handbook.

- b. Discrimination complaints relating to programs specifically governed by federal law or regulation shall be referred directly to the State Superintendent of Public Instruction.

To begin the formal complaint process, a complainant must submit a written complaint to the Assistant Superintendent of Human Resources and Organizational Development at:

Hamilton School District
W220 N6151 Town Line Road
Sussex, WI 53089
262-246-1973

Complaint forms are available in each school office. The Assistant Superintendent of Human Resources and Organizational Development or his/her designee will send the complainant written acknowledgment of the complaint within ten (10) days after receiving the complaint.

Step 3.

The District will investigate harassment and discrimination complaints promptly, thoroughly, and impartially. The Assistant Superintendent of Human Resources and Organizational Development or his/her designee shall conduct the investigation or appoint an investigative team or independent consultant to do so.

The Assistant Superintendent of Human Resources and Organizational Development or designee will prepare a written report regarding the investigation, including a description of the District's conclusions and, if appropriate and allowed by law, any action taken. The Assistant Superintendent of Human Resources and Organizational Development or designee shall send a copy of the report to the complainant, Superintendent, and if applicable, the alleged harasser/offender and the school board within forty-five (45) day after the District receives the complaint. The report shall include a notice of the right to appeal the decision to the Superintendent.

At the outset of the investigation, the investigator shall consider whether, given the nature of the allegations in the complaint, interim measures should be adopted to protect the alleged victim and prevent harassment from occurring while the investigation is being conducted.

Step 4.

If the complainant is not satisfied with the report of the Assistant Superintendent of Human Resources and Organizational Development, a written appeal may be submitted to the Superintendent within fifteen (15) calendar days after the report is sent by the Assistant Superintendent of Human Resources and Organizational Development, indicating the nature of the disagreement. The Superintendent/designee may schedule a meeting of all parties to review the issues presented in the appeal. The Superintendent shall provide a written response outlining the findings and disposition of the appeal within fifteen (15) calendar days from the date the appeal is filed. The response shall include a notice of the right to appeal the decision to the Board of Education.

Step 5.

If a party is not satisfied with the results of the investigation report or the Superintendent's decision, he or she may appeal the decision to the Board of Education. To appeal the decision, a party must submit a written appeal to the Board within fifteen (15) days after the District sends the investigation report to the parties. The Board of Education will review the record and send a written decision to the parties and the superintendent within thirty (30) days after receiving the appeal. Before issuing a decision the Board may, at its discretion, hold a private conference with the parties. Copies of the written decision shall be mailed or delivered to the complainant and the Superintendent. The decision of the school board shall include a notice to the complainant of his or her right to appeal the determination to the State Superintendent of Public Instruction.

Step 6.

If either party is not satisfied with the decision of the Board of Education, the party may appeal the decision to the State Superintendent within 30 days after receipt of the Board's decision. Parties should send appeals to the following address:

State Superintendent
Wisconsin Department of Public Instruction
125 South Webster Street
P.O. Box 7841
Madison, Wisconsin 53707-7841

Nothing in this procedure shall preclude a student or parent from pursuing a discrimination or harassment complaint through the avenues provided by state or federal law. For example, complainants may file a complaint with the U.S. Department of Education's Office for Civil Rights. Students with a disability under Section 504 of the Rehabilitation

Act may also request a Section 504 due process hearing.

Discrimination complaints relating to programs specifically governed by federal law or regulation shall be referred directly to the State Superintendent of Public Instruction.

Maintenance of Complaint Records

The maintenance of complaint records is recommended for the purpose of documenting compliance. Records should be kept for each complaint filed, and, at a minimum, should include:

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

Legal

[Wisconsin Statutes 118.13](#)
[Wisconsin Administrative Code PI 9](#)
[Wisconsin Administrative Code PI 41](#)
[Title IX, Education Amendments of 1972](#)
[Title VI, Civil Rights Act of 1964](#)
[Section 504, Rehabilitation Act of 1973](#)
[Americans with Disabilities Act of 1990](#)

Cross References

411, Equal Educational Opportunities
411.4, Title IX Sexual Harassment Prohibited
Special Education Handbook



Book	Policy Manual
Section	400 - Students
Title	Bullying
Code	411.3
Status	Active
Adopted	October 20, 2008
Last Revised	April 19, 2021
Last Reviewed	July 20, 2015
Prior Revised Dates	9/7/2010, 10/21/2013, 9/16/2019, 9/21/2020

The Hamilton School District Board of Education supports an educational environment that is free of bullying. It is the policy of the District that its students, employees, or volunteers will not be allowed to engage in any form of bullying or intimidation toward other students, employees, or volunteers.

"Bullying" is deliberate verbal or non-verbal behavior which is intended to humiliate or harm another person, and which negatively impacts the educational environment or the other person's physical, emotional, or psychological well-being. For example, bullying may include, but is not limited to, physical contact or the threat of physical contact, threats, or name-calling. Bullying may involve an imbalance of power and is typically behavior that is repeated over time. Bullying may be motivated by an actual or perceived distinguishing characteristic, such as age, sex, race, color, religion, national origin, creed, pregnancy, marital or parental status, ethnicity, sexual orientation, physical attributes, or physical, mental, emotional or learning disability, or social or economic status.

"Intimidation" means to make timid or fearful, to frighten, or to compel or deter by or as if by threats.

Behaviors characterized as bullying or intimidation are prohibited in all schools, buildings, or property owned, leased, or used by the District, including school buses and school vehicles. Bullying or intimidation behavior is also prohibited at all school-sponsored and school-supervised events and activities. Even if the bullying or intimidation does not occur on District premises or at school-sponsored events or activities, it may still be addressed by the District and result in disciplinary consequences if it negatively impacts the educational environment or the victim's physical, emotional, or psychological well-being at school.

Cyberbullying is prohibited and includes, but is not limited to, the use of information and communication technologies (e.g., cell phones, computers, websites, social media, and e-mail) to bully, intimidate, threaten, abuse, or harass a student. Even if the cyberbullying is not done using District resources and does not occur on District premises or at school-sponsored events or activities, it may still be addressed by the District and result in disciplinary consequences if it negatively impacts the educational environment or the victim's physical, emotional, or psychological well-being at school.

If a student or a student's parent/guardian believes the student has been subjected to bullying/intimidation, the student or parent/guardian should report the incident(s) to the classroom teacher or activity supervisor for informal investigation and resolution. The parent/guardian of a child involved in an alleged bullying incident will be notified. If the issue is not resolved to the satisfaction of the student and/or student's parent/guardian, the student and/or parent/guardian may appeal to the principal for informal investigation and resolution.

If an employee or volunteer believes they have been subjected to bullying/intimidation, they should report the incident to the principal or volunteer supervisor for an informal investigation.

Reports of bullying/intimidation may be made verbally or in writing. The reports will be investigated promptly and kept confidential within the bounds of the District's investigation and the law. Any teacher who receives an informal complaint of bullying shall investigate the complaint, take action to resolve the matter and inform the principal. At any time during the process, or upon receiving the teacher's report, the principal may decide to further investigate the incident(s) or take further action. The principal shall document any such investigation or action taken. The principal shall also investigate, take action to resolve the matter and document any appeals made by a student or parent/guardian challenging the teacher's findings/resolution.

If the investigation determines that the reported behavior was in fact bullying/intimidation, the offender will be subject to discipline, up to and including discharge, suspension, expulsion, and referral to social services or law enforcement agencies.

If a student or parent is not satisfied with the outcome of the informal investigation, the student or parent may request a formal investigation by submitting a written complaint pursuant to the District's Discrimination and Harassment Complaint Procedures (411-Rule).

If an employee is not satisfied with the outcome of the informal investigation, the employee or volunteer may request a formal investigation by submitting a written complaint pursuant to the District's Employee Discrimination and Harassment Complaint Procedures (511-Rule).

School employees are required to report incidents of bullying/intimidation that they witness or are made aware of. Third party witnesses are strongly encouraged to report such incidents. Efforts will be made, when requested, to maintain the confidentiality of a witness's identity unless the witness is requested to testify in a hearing. Retaliation against any individual who reports bullying/intimidation or participates in a bullying/intimidation investigation is strictly forbidden by the District. Anyone who practices such retaliation will be subject to immediate discipline, up to and including discharge, suspension, expulsion, or referral to social services or law enforcement agencies.

Education, intervention and prevention shall exist for staff and students to ensure a learning environment free of bullying or intimidation toward and between students and staff. The Administration and staff will inform students and staff that the Hamilton School District does not tolerate bullying or intimidation and will take all necessary and appropriate action to eliminate it, up to and including discharge or expulsion of offenders.

This policy and complaint procedure will be made available to all students and their parents/guardians on an annual basis. Employees will be informed of the policy on an annual basis. A copy of the policy will also be provided to any person who requests it.

Legal

[Wisconsin Statutes 118.01 \(2\)\(d\)8](#)

[Wisconsin Statutes 118.02 \(9t\)](#)

[Wisconsin Statutes 118.46](#)

[Wisconsin Statutes 947.013 \(Harassment\)](#)

[Wisconsin Statutes 947.0125 \(E-mail Harassment\)](#)

[Wisconsin Statutes 948.51 \(2\) \(Hazing\)](#)

[Wisconsin Administrative Code PI 9.03 \(1\)\(b\)](#)

Cross References

323.1, Special Observance Days

323.1-Exhibit, Special Observance Days

411-Rule, Discrimination and Harassment Complaint Procedures

411.4, Title IX Sexual Harassment Prohibited

443.6, Student Use of Cell Phones, Two-Way Communication and Other Communication or Recording Devices

443.8, Aggressive, Antisocial or Criminal Activities by Students

446, Student Discipline

446.3, Student Suspension

446.4, Student Expulsion

511, Discrimination and Harassment of Employees Prohibited

511- Rule 1, Employee Discrimination and Harassment Complaint Procedures

Computer Acceptable Use Agreement

Current Employee Agreements



Book	Policy Manual
Section	400 - Students
Title	Title IX Sexual Harassment Prohibited
Code	411.4
Status	Active
Adopted	July 20, 2020
Last Revised	January 27, 2025
Prior Revised Dates	9/21/2020, 4/19/2021, 9/16/2024

The Hamilton School District prohibits discriminatory or harassing conduct, condoning such conduct by allowing it to go on, and pre-judging harassment or discrimination complaints. This policy prohibiting harassment applies to all employees and students, whether at school, at school-sponsored co-curricular, extracurricular or social functions, or otherwise. This policy prohibits employee and student harassment or discrimination on the basis of sex prohibited by federal law, including Title IX of the Education Amendments of 1972. The Hamilton School District will take all necessary and appropriate action to eliminate it. Individuals who violate this Policy are subject to discipline, up to and including expulsion or termination.

Inquiries about the application of Title IX and 34 C.F.R. ch. 106 (i.e., the federal Title IX regulations) to the District may be referred to the District's Title IX Coordinator, to the Assistant Secretary at the U.S. Department of Education, or both.

Any person with a complaint of sex discrimination (not alleging sexual harassment under Title IX as defined below) shall seek to resolve his/her complaint following the procedures set forth in Board Policies 411 for student complaints, and Board Policies 511 for employee complaints. Notwithstanding the procedures in Board Policies 411, 411.1, or 511, any person may report sex discrimination of themselves or others at any time (including during non-business hours), in person, by mail, by telephone, by electronic mail, using the contact information listed for the Title IX Coordinator or by any other means that results in the Title IX Coordinator receiving the person's verbal or written report. Reports or complaints of sexual harassment under Title IX, as defined below, will follow the procedures set forth in this policy. At the time of filing the formal complaint, the complainant must be participating in or attempting to participate in the education program or activity of the District.

- "Sexual harassment" is defined as conduct on the basis of sex that satisfies one or more of the following:
- A school employee conditioning education benefits on participation of unwelcome sexual conduct (i.e. quid pro quo);
 - Unwelcome conduct that a reasonable person would find so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the school's education program or activity; or
 - Sexual assault (as defined in the Clery Act), dating violence, domestic violence, or stalking as defined in the Violence Against Women Act.

For the purposes of this policy, the sexual harassment must occur during a school educational program or activity, which includes locations, events, or circumstances over which the school exercised substantial control over both the respondent and the context in which the sexual harassment occurred, whether on or off-campus. This includes but is not limited to instances of student and employee complaints.

Sexual harassment can arise from a broad range of physical or verbal behavior which can include, but is not limited to, the following:

- a. Physical or mental abuse;
- b. Unwelcome sexual advances or touching;
- c. Sexual comments, jokes, stories or innuendos;
- d. Display of sexually explicit or otherwise offensive posters, calendars or materials;
- e. Making sexual gestures with hands or body movements;
- f. Referring to others as a doll, babe or honey;
- g. Intentionally standing close or brushing up against others;
- h. Inappropriately staring at others or touching his or her clothing, hair or body;
- i. Whistling at others, cat calls; and
- j. Asking personal questions about a person's sexual life.

Even if it is consensual and would not otherwise violate this Policy, a sexual relationship between staff and students under any circumstances, in or out of the workplace, is strictly prohibited.

Individuals who experience sexual harassment should make it clear to the harasser that such behavior is offensive to them, and they may process a complaint pursuant to this policy. There shall be no retaliation against any individual pursuing a sexual harassment complaint made in good faith. Any individual who retaliates against a complainant will be subject to disciplinary action.

Any person who believes he or she has been sexually harassed by a student, employee, or other person should report the incident(s) in accordance with the complaint procedures below. All District employees are required to report any incidence(s) of sexual harassment that they witness or are otherwise made aware of. The District will promptly investigate the complaint and will take appropriate action based on the findings of the investigation.

1. Complaint Procedures/Investigations

If any person believes that he or she has been harassed or discriminated against in violation of this Board Policy, he or she should follow the following procedures. The following timelines apply unless all parties agree to an extension. The following procedures are adopted to provide for the resolution of employee, student, applicant, or volunteer complaints alleging any sexual harassment.

a. Step One: Filing a Report

The District is required to respond to all reports of sexual harassment. Any person with actual knowledge of sexual harassment that occurred in an education program or activity against a person in the United States must report the sexual harassment to the Title IX Coordinator. A report may be made either orally or in writing to the Title IX Coordinator by phone, email, mail, or any other means to ensure the receipt of the report. The Title IX Coordinator(s) are listed below.

John Roubik
Assistant Superintendent of Human Resources and Organizational Development
W220 N6151 Town Line Road
Sussex, WI 53089
262-246-1973 ext. 1179
roubjo@hamilton.k12.wi.us

Upon receipt of a report of sexual harassment, the Title IX Coordinator will promptly contact the complainant/victim to discuss the availability of supportive measures and explain the process for filing a formal complaint. Supportive measures are individual services reasonably available that are non-punitive and non-disciplinary, that are designed to provide equal access, protect safety of complainants and respondents, and deter sexual harassment. The Title IX Coordinator will also explain the process for filing a formal complaint and determine whether a formal complaint will be filed by the complainant or signed by the Title IX Coordinator. The Title IX Coordinator will consider whether any action should be taken in the investigatory phase to protect the complainant from further harassment or retaliation including but not limited to a change of work assignment or schedule for the complainant and/or the alleged harasser. In making such a determination, the Title IX Coordinator should consult the complainant to assess his/her position to the proposed action. If the complainant is unwilling to consent to the proposed change, the Title IX Coordinator may still take whatever actions s/he deems appropriate in consultation with the Superintendent. No temporary arrangements shall be disciplinary to either the complainant or respondent. For the purposes of this policy, the complainant is an individual who is alleged to be the victim of conduct that could constitute sexual harassment.

b. Step Two: Filing a Formal Complaint

A formal complaint is a complaint written and signed by the complainant/victim or signed by the Title IX Coordinator. The complaint should include: the date(s) of the incident(s); a description of the incident(s); the identity of the alleged harasser; the identity of any witnesses to the alleged harassment; and the name, home address, e-mail address, and phone number of the complainant. At the time of filing the formal complaint, the complainant must be participating in or attempting to participate in the education program or activity of the District.

If the complainant is unwilling or unable to provide a written statement including the information set forth above, the Title IX Coordinator shall ask for such details in an oral interview. Thereafter the Title IX Coordinator will prepare a written summary of the oral interview, and the complainant will be asked to verify the accuracy of the reported charge by signing the document. A formal complaint is a document filed by a complainant or signed by the Title IX Coordinator alleging sexual harassment against a respondent and requesting that the District investigate the allegation of sexual harassment. The Title IX Coordinator will take the complainant's wishes with respect to whether the District conducts a formal investigation into the allegations. The Title IX Coordinator will sign the complaint if the Title IX Coordinator determines it would be clearly unreasonable in light of the circumstances not to conduct a formal investigation. When the Title IX Coordinator determines that an investigation is necessary even where the complainant (i.e., the alleged victim) does not want such an investigation, the grievance process can proceed without the complainant's participation; however, the complainant will still be treated as a party in the grievance process.

Upon receipt of a formal complaint, the Title IX Coordinator must provide written notice to the complainant and the respondent of the allegations contained in the complaint. The notice shall include: (1) a description of the allegations of sexual harassment potentially constituting sexual harassment; (2) a statement that the accused is presumed not responsible for the alleged conduct and that a determination regarding responsibility is made after the grievance process; (3) a statement that the complainant and the accused may have an advisor of their choice, who may be, but is not required to be, an attorney; (4) a statement that the complainant and the accused may inspect and review evidence collected during the investigation; and (5) a reference to a provision in the District's code of conduct that prohibits knowingly making false statements or knowingly submitting false information during the grievance process.

c. Step Three: The Grievance and Investigation Process

When making a determination of responsibility, the District adopts a preponderance of the evidence evidentiary standard. This standard is applied to all formal complaints of sexual harassment, whether the respondent is a student or an employee.

All timelines in the complaint/grievance process are intended to be guidelines to assure that the investigation and grievance process proceeds with all deliberate efficiency. Timelines may be extended by the District for good cause.

After receipt of a formal complaint containing allegations of sexual harassment, the Title IX Coordinator will assign an investigator. The Title IX Coordinator may assign him/herself as the investigator.

The investigator will investigate the complaint promptly, thoroughly, and impartially. The investigation shall include an interview of the alleged harasser, witnesses identified by the complainant, and other individuals deemed appropriate by the investigator.

Prior to any investigatory interviews, meetings, or hearings the investigator must send each party a written notice of the date, time, and location of such interviews or meetings. Throughout the investigation, the investigator must send the parties and their advisors all evidence directly related to the investigation, allowing the parties at least ten (10) days to respond. The parties will have an equal opportunity to present fact and expert witnesses in addition to other inculpatory and exculpatory evidence. The parties are not restricted from discussing the allegations or gathering evidence. Evidence of any party's medical, psychological, or similar records may not be accessed or used, unless the party provides voluntary, written consent to do so.

Within thirty-five (35) working days of receiving the written complaint, the investigator shall complete the investigation and prepare an investigatory report that summarizes evidence. The timelines may be extended if necessary to complete a thorough investigation (e.g., depending on the investigation). The investigatory report shall be sent to both parties with at least ten (10) days to review and respond. The investigator shall also

deliver the report to the decision-maker that summarizes the evidence gathered during the investigation and provides recommendations based on the evidence and the definition of harassment as provided in this policy and State and Federal law as to whether the complainant has been subjected to harassment.

The parties will have 10 calendar days after the investigative report is sent to review the final report, submit a written response to the decision-maker, and submit written relevant questions to the decision-maker that the party wants asked of any party or witness. The decision-maker must explain to the party proposing the questions any decision to exclude a question as not relevant. The decision-maker will provide each party with the answers, and the parties will have two (2) calendar days to submit limited follow-up questions.

Within five (5) business days from receipt of the investigatory report, the decision-maker shall issue a final written decision as to whether the allegations of sexual harassment are substantiated, including any disciplinary sanctions or remedies imposed on the parties. A copy of the decision-maker's final decision will be delivered to both the complainant and the respondent, and will provide information regarding the appeals process. When making a determination of responsibility, the District adopts a preponderance of the evidence evidentiary standard. This standard is applied to all formal complaints of sexual harassment, whether the respondent is a student or an employee.

d. Step Four: Appeal to the Superintendent

If a party is not satisfied with the determination of responsibility by the decision-maker, a written appeal may be submitted to the Superintendent within ten (10) calendar days after the determination of responsibility is delivered, indicating the nature of the disagreement. The Superintendent/designee may schedule a meeting of all parties to review the issues presented in the appeal. The Superintendent shall provide a written response outlining the findings and disposition of the appeal within ten (10) calendar days from the date the appeal is filed. The response shall include a notice of the right to appeal the decision to the Board of Education.

e. Step Five: Appeal to the Board of Education

If a party is not satisfied with the results of the investigation report or the Superintendent's decision, he or she may appeal the decision to the Board of Education. To appeal the decision, a party must submit a written appeal to the Board within 10 days after the District sends the investigation report to the parties. The Board of Education will review the record and send a written decision to the parties and the superintendent within 25 days after receiving the appeal. Before issuing a decision the Board may, at its discretion, hold a private conference with the parties.

f. Step Six:

If either party is not satisfied with the decision of the Board of Education, the party may appeal the decision to the State Superintendent within 30 days after receipt of the Board's decision. Parties should send appeals to the following address:

State Superintendent
Wisconsin Department of Public Instruction
125 South Webster Street
P.O. Box 7841
Madison, Wisconsin 53707-7841

Nothing in this procedure shall preclude a student or parent from pursuing a discrimination or harassment complaint through the avenues provided by state or federal law

2. Dismissal

If the conduct alleged in the formal complaint does not constitute sexual harassment under Title IX, did not occur during a District educational program or activity, or did not occur in the United States, the District must dismiss the complaint for the purposes of Title IX. The dismissal of a formal complaint for the purposes of Title IX does not preclude the District from taking action under other District policies.

The District may dismiss a formal complaint if the complainant informs the Title IX Coordinator in writing that s/he wishes to withdraw the complaint, if the respondent is no longer enrolled or employed by the school, or if circumstances prevent the District from gathering evidence to reach a determination.

In the event of a dismissal, the District must provide the parties written notice of the dismissal and the reasons for the dismissal.

3. Informal Resolution

The District will attempt to resolve harassment complaints on an informal basis, if both parties give voluntary and informed written consent. An informal resolution process may only be offered after a formal complaint is filed. If both parties have given voluntary and informed written consent, the building principal/designee will meet with the complainant and, if applicable, the alleged harasser/offender. If the parties resolve the matter, the principal/designee will prepare a written statement outlining the resolution.

If an informal resolution process has begun, any party has the right to withdraw from the informal resolution process and resume the above stated grievance process.

The District may not require waiver of the right to formal investigation and adjudication as a condition of enrollment or employment.

Informal resolution processes cannot be offered to resolve allegations that an employee sexually harassed a student.

Maintenance of Complaint Records

The maintenance of complaint records is recommended for the purpose of documenting compliance. Records should be kept at least seven (7) years for each complaint filed, and, at a minimum, should include:

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

Legal

[2025 Wisconsin Act 57](#)

Wisconsin Statutes 118.20

Wisconsin Statutes 111.31 et seq.

[Wisconsin Statutes 118.13](#)

[Wisconsin Administrative Code PI 9](#)

[Wisconsin Administrative Code PI 41](#)

[Title VI, Civil Rights Act of 1964](#)

[Title IX, Education Amendments of 1972](#)

[Section 504 of the Rehabilitation Act of 1973](#)

[Americans with Disabilities Act of 1990](#)

[Individuals with Disabilities Education](#)

Cross References

411, Equal Educational Opportunities

411-Rule, Discrimination and Harassment Complaint Procedures

511, Equal Opportunity Employment

512, Employee Harassment

Employee Handbooks



Book	Policy Manual
Section	400 - Students
Title	Attendance/Truancy Procedures
Code	431-Rule
Status	Active
Adopted	September 5, 1989
Last Revised	June 23, 2025
Last Reviewed	June 21, 2010
Prior Revised Dates	01/03/1990, 02/05/1991, 09/01/1998, 01/08/2002, 06/01/2004, 05/01/2007, 6/18/2012, 12/15/2014, 7/20/2015, 6/18/2018, 8/19/2019, 10/1/2019

The following procedures have been adopted for dealing with absences and truanies in the Hamilton School District:

A. Teacher Responsibilities - Each teacher shall:

1. Keep a daily record of attendance for all students.
2. Report absences to the school office each period/day. Attendance record data shall be recorded on the individual student's permanent record.

B. Educational Support Staff Responsibilities - The administrative assistant/educational support staff shall:

1. Keep a daily log of all calls to parents/guardians.
2. Generate a daily attendance list of students who are absent and give it to the principal or designee. Parents/guardians of absent students without prior excuse will be called.
3. Document in the district's student database system any phone calls, emails, in-person or written notification regarding student's absence.

C. Notification Requirements

1. STEP 1: Without advance notice, school personnel or the automated notification system will call the home seeking the reason for the student's absence. The principal or designee will determine whether the reason is acceptable or not acceptable.
2. STEP 2: For the first two (2) unexcused full or partial absences, the following actions will be taken for all students, including those in the Open Enrollment Program:
 - a. There will be an administrative review, looking for patterns of absence and determining if social or learning problems are a cause of the student's truancy or if a change in the student's program might resolve the truancy.
 - b. A Truancy (Unexcused Absence) Notice, will be sent to the parent/guardian via registered or certified or first class U.S.P.S. mail or via email.

- c. If the student is attending the District through the Open Enrollment Program, the notice shall also inform the parent/guardian: (1) that the student's open enrollment may be terminated if the student is habitually truant; and (2) the process the parent/guardian or student may follow if they believe the student was erroneously marked truant.
 - d. Consequences for unexcused absences by students in grades 6-12 may be scheduled, i.e. detention, supervised study program, in-school suspension, community service, loss of parking privileges as appropriate, truancy referral. If assigned, these consequences will be documented in Infinite Campus.
3. STEP 3: For the fifth (5th) unexcused absence, the following actions will be taken:
 - a. A final administrative review of the truancy pattern will occur with consultation with the social worker and school counselor.
 - b. The "Notification of Habitual Truancy Letter" will be sent to the student's parent/guardian via registered or certified or first-class U.S.P.S. mail and e-mail outlining the following information:
 1. A statement of the parent's/guardian's responsibilities under state law to cause the student to attend school regularly.
 2. A statement that the parent/guardian or student may request program or curriculum modifications for the student and that the student may be eligible for enrollment in a program for children at risk.
 3. A request that the parent/guardian meet within five school days with the any one or more of the following personnel: school administrator, school social worker, counselor, and school resource officer to discuss the student's truancy. (The notice shall include the name of the school personnel with whom the parent/guardian will 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). With consent of the student's parent/guardian, however, the date for the meeting may be extended for an additional five school days.
 - a. At this meeting, the status of the student will be reviewed including:
 - Credit/academic status
 - Current academic progress
 - Factors contributing to truancy
 - Additional/different educational options
 - Referral possibilities
 4. A statement of the penalties under state law that may be imposed on the parent/guardian if he/she fails to cause the student to attend school regularly as required by state law. A statement of encouragement to monitor student attendance records in Infinite Campus.
 5. If the student is attending the District through the Open Enrollment Program, the notice shall also inform the parent/guardian: (1) that the student's open enrollment may be terminated if the student is habitually truant; and (2) the process the parent/guardian or student may follow if they believe the student was erroneously marked truant.
4. STEP 4: If further absences occur after parent/guardian/student conference and/or habitual truancy notification, the following actions may be taken:
 - a. A truancy referral by the school social worker or counselor may be made to the appropriate county agency for legal action.
 - b. The social worker will act as district coordinator for completing truancy referrals, paperwork and court representation.
 - c. Parents of open enrollment students may be sent an Open Enrollment Status Terminated Due to Habitual Truancy Letter via registered or certified or first-class U.S.P.S. mail and e-mail,

which will outline the following information:

1. If the District determines that a student attending the District through the full-time open enrollment program is habitually truant from the District during either semester in the current school year, the District may prohibit the student from attending the District through the full-time open enrollment program in the succeeding semester or school year.
2. The District's determination that the student is habitually truant.
3. Notice that the child's open enrollment status will be terminated at the conclusion of the semester or school year.
4. Appeal procedures.

A copy of the student's attendance record will be attached to the letter. The letter may be hand-delivered to the parent/guardian by the social worker.

Cross References

District Truancy Plan



Book	Policy Manual
Section	400 - Students
Title	Student Alcohol and Other Drug Use
Code	443.4
Status	Active
Adopted	June 21, 1982
Last Revised	June 26, 2023
Last Reviewed	July 20, 2015
Prior Revised Dates	2/5/1991, 9/3/1991, 6/4/1996, 1/7/1997, 6/1/2004, 6/27/2007, 6/16/2014

No student may use, possess, distribute, sell, manufacture, or be under the influence of any quantity of drugs, alcohol, or tobacco while on school property or while involved in any school-related or school-sponsored activities, whether on or off school property.

For the purpose of this policy:

“Drugs” include, but are not limited to, drug paraphernalia, hazardous inhalants, copycat or synthetic drugs, and look-alike drugs (substances that are represented as drugs regardless of the true nature of the substance). Prescription medication will be exempt from this policy only when used by the individual for whom the medication was prescribed, and in the manner and amount prescribed. Over the counter medication will be exempt from this policy when used consistently with the stated purpose of the medication, and in the manner and amount directed.

“Alcohol” includes, but is not limited to, copycat or synthetic alcohol and look-alike alcohol (substances that are represented as alcohol regardless of the true nature of the substance).

“Tobacco” includes, but is not limited to, cigarettes (including clove cigarettes, bidi cigarettes, electronic cigarettes, nicotine vaporizers, and other substitute and look-alike forms of cigarettes); cigars, loose tobacco, smokeless tobacco (including dipping tobacco, chewing tobacco and snuff); liquid nicotine, and other substances containing tobacco or nicotine.

“Hazardous inhalants:” A substance that is ingested, inhaled, or otherwise introduced into the human body in a manner that does not comply with any cautionary labeling that is required for the substance under s. 100.37 or under federal law, or in a manner that is not intended by the manufacturer of the substance, and that is intended to induce intoxication or elation, to stupefy the central nervous system, or to change the human audio, visual, or mental processes. This includes but is not limited to solvents, gasoline, paint thinner, glue, whiteout, aerosols, amyl and/or butyl nitrate, nitrous oxide (laughing gas), etc.

Students who violate this policy, or refuse to submit to required breath testing for the presence of alcohol as provided in Board Policy 443.4-Rule (1), shall be subject to disciplinary action in accordance with established procedures as well as referral to the appropriate law enforcement authorities.

In order to provide for a school environment free of chemical abuse, the Hamilton School District will utilize its instructional programs to meet present drug and alcohol abuse education including:

1. Choices which lead to drug and alcohol abuse, and

2. Facts regarding legal, social, physical and psychological results arising from abuse.

A copy of this policy and any implementing rules shall be distributed annually to students and their parents/guardians.

Legal

[Wisconsin Statutes 118.126](#)

[Wisconsin Statutes 118.127](#)

[Wisconsin Statutes 118.257](#)

[Wisconsin Statutes 118.45](#)

[Wisconsin Statutes 120.13 \(1\)](#)

[Wisconsin Statutes 125.02 \(8m\)](#)

[Wisconsin Statutes 125.037](#)

[Wisconsin Statutes 125.09 \(2\)](#)

[Wisconsin Statutes 939.22 \(15\)](#)

[Wisconsin Statutes 939.22 \(42\)](#)

[Wisconsin Statutes Chapter 961](#)

[Individuals With Disabilities Education Act \(IDEA\)](#)

Cross References

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

443.4-Rule (2), Student Alcohol or Other Drug Use Enforcement Procedures

443.6, Student Use of Cell Phones, Two-Way Communication and Other Communication or Recording Devices

445, Student Searches

445.1, Locker Searches

446.3, Student Suspension

446.4, Student Expulsion

453.4, Administering Medication to Students

457, Student Assistance Program

833, Use of Tobacco and Nicotine Products on School Premises



Book	Policy Manual
Section	400 - Students
Title	Procedures for Dealing with Student Alcohol and Other Drug Use
Code	443.4-Rule (1)
Status	Active
Adopted	February 5, 1991
Last Revised	June 26, 2023
Last Reviewed	July 20, 2015
Prior Revised Dates	9/3/1991, 3/17/1992, 11/2/1993, 6/4/1996, 6/1/2004, 6/27/2007, 7/21/2014

A. Definitions

1. "Drugs" include, but are not limited to, drug paraphernalia, hazardous inhalants, copycat or synthetic drugs, and look-alike drugs (substances that are represented as drugs regardless of the true nature of the substance). Prescription medication will be exempt from this policy only when used by the individual for whom the medication was prescribed, and in the manner and amount prescribed. Over the counter medication will be exempt from this policy when used consistently with the stated purpose of the medication, and in the manner and amount directed.
2. "Alcohol" includes, but is not limited to, copycat or synthetic alcohol and look-alike alcohol (substances that are represented as alcohol regardless of the true nature of the substance).
3. "Tobacco" includes, but is not limited to, cigarettes (including clove cigarettes, bidi cigarettes, electronic cigarettes, nicotine vaporizers, and other substitute and look alike forms of cigarettes); cigars, loose tobacco, smokeless tobacco (including dipping tobacco, chewing tobacco, and snuff); liquid nicotine, and other substances containing tobacco or nicotine.
4. Hazardous inhalants: A substance that is ingested, inhaled, or otherwise introduced into the human body in a manner that does not comply with any cautionary labeling that is required for the substance under s. 100.37 or under federal law, or in a manner that is not intended by the manufacturer of the substance, and that is intended to induce intoxication or elation, to stupefy the central nervous system, or to change the human audio, visual, or mental processes. This includes but is not limited to solvents, gasoline, paint thinner, glue, whiteout, aerosols, amyl and/or butyl nitrate, nitrous oxide (laughing gas), etc.
5. Drug paraphernalia: Drug paraphernalia as defined by state or federal law.
6. Alcohol abuse problem: Anyone identified under the influence of alcohol in violation of Board policy.
7. Drug abuse problem: Anyone identified under the influence of drugs in violation of Board policy, whose use is not under the supervision of a licensed physician.

B. Referral of Suspected Problem

1. The staff member suspecting a drug or alcohol abuse problem will refer the student to the principal, or his/her designee.
2. A school psychologist, counselor, social worker, nurse or any teacher or administrator designated by the Board who engages in alcohol or drug abuse program activities shall keep confidential any information received from a student that the student or another student is using or is experiencing problems resulting from the use of alcohol or other drugs, except as otherwise specifically provided by law.
3. Student lockers are the property of the Hamilton School District and may be searched at any time for any reason. Students will be notified of this policy upon being assigned a locker.
4. While working with a minor student's parent(s)/guardian, or an adult student, the principal or his/her designee will determine if a counselor, a school nurse or doctor should see the student. An additional referral to special student services personnel may be made. A counselor will monitor the situation after any referral, if recommended by the principal or his/her designee.
5. The student may be subject to disciplinary action following a referral. Such discipline shall be in accordance with state law and established procedures. After the evidence has been explained to the student, he/she shall be given an opportunity to explain his/her version of the alleged offense.
6. At school-sponsored events, chaperones will notify the principal or his/her designee of suspected drug or alcohol abuse problems. The principal or his/her designee will investigate, and, if necessary, will notify the student's parent or guardian and/or initiate other steps outlined in Board policy.
7. A student may be required to submit to a breath test to determine the presence of alcohol if a designated school official or law enforcement officer has a reasonable suspicion that the student is under the influence of alcohol in violation of Board policy. Such test shall be administered by a law enforcement officer or trained school official, and shall be administered in accordance with state law. A student may be disciplined for refusing to submit to a breath test.

Legal

[Wisconsin Statutes 118.126](#)
[Wisconsin Statutes 118.127](#)
[Wisconsin Statutes 118.257](#)
[Wisconsin Statutes 118.45](#)
[Wisconsin Statutes 120.13 \(1\)](#)
[Wisconsin Statutes 125.02 \(8m\)](#)
[Wisconsin Statutes 125.037](#)
[Wisconsin Statutes 125.09 \(2\)](#)
[Wisconsin Statutes 939.22 \(15\) and \(42\)](#)
[Chapter 961](#)
[Wisconsin Administrative Code PI 11](#)
[Individuals with Disabilities Education Act \(IDEA\)](#)

Cross References

443.4-Rule (2), Student Alcohol and Other Drug Use Enforcement Procedures
443.6, Student Use of Two-Way Communication or Paging Devices
445, Student Searches
445.1, Locker Searches
446.3, Student Suspension
446.4, Student Expulsion
457, Student Assistance Program



Book	Policy Manual
Section	400 - Students
Title	Student Alcohol and Other Drug Use Enforcement Procedures
Code	443.4-Rule (2)
Status	Active
Adopted	February 5, 1991
Last Revised	June 26, 2023
Last Reviewed	July 20, 2015
Prior Revised Dates	10/17/1991, 6/4/1996, 1/7/1997, 6/1/2004, 6/27/2007, 6/16/2014, 1/20/2020

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

A. Definitions

"Drugs" include, but are not limited to, drug paraphernalia, hazardous inhalants, copycat or synthetic drugs, and look-alike drugs (substances that are represented as drugs regardless of the true nature of the substance). Prescription medication will be exempt from this policy only when used by the individual for whom the medication was prescribed, and in the manner and amount prescribed. Over the counter medication will be exempt from this policy when used consistently with the stated purpose of the medication, and in the manner and amount directed.

"Alcohol" includes, but is not limited to, copycat or synthetic alcohol and look-alike alcohol (substances that are represented as alcohol regardless of the true nature of the substance).

"Tobacco" includes, but is not limited to, cigarettes (including clove cigarettes, bidi cigarettes, electronic cigarettes, nicotine vaporizers, and other substitute and look alike forms of cigarettes); cigars, loose tobacco, smokeless tobacco (including dipping tobacco, chewing tobacco, and snuff); liquid nicotine, and other substances containing tobacco or nicotine.

B. Violations

1. **Suspected of using or possessing tobacco and nicotine products**, as defined by Board Policy 443.4:
 - a. Contact parent or guardian
 - b. Progressive discipline including, but not limited to,
 1. In school suspension
 2. Saturday School
 3. Out of school suspension
 4. Pre-expulsion conference
 5. Municipal citation(s) (Fines as provided in applicable state laws and local ordinances may also be levied.)
 - c. May contact police
 - d. Contact Student Assistance Program

2. **Suspected of using or being under the influence of drugs or alcohol**, as defined by Board Policy 443.4:
 - a. Contact parent or guardian
 - b. Possible suspension
 - c. May contact police
 - d. May recommend parent or guardian seek student drug screen or, in the case of alcohol, may require student to submit to a breath test to determine the presence of alcohol
 - e. Contact Student Assistance Program
3. **Possession of drugs or alcohol**, as defined by Board Policy 443.4:
 - a. Confiscate drugs/paraphernalia and/or alcohol
 - b. Contact police (if the conduct is a violation of law)
 - c. Contact parent or guardian
 - d. Suspension
 - e. May recommend pre-expulsion conference and/or expulsion
 - f. Contact Student Assistance Program
4. **Refusing to submit to a required breath test to determine the presence of alcohol** (cases will be handled on an individual basis using any or all of the following alternatives):
 - a. Contact parent or guardian
 - b. Possible suspension
 - c. Contact Student Assistance Program
 - d. May contact police
 - e. May recommend parent or guardian seek drug screen or blood test to determine presence of alcohol
5. **Selling and/or distribution of drugs, alcohol, or tobacco and nicotine products** as defined by Board Policy 443.4:
 - a. Confiscate drugs or intoxicants
 - b. Contact police (if the conduct is a violation of law)
 - c. Contact parent or guardian
 - d. Suspension
 - e. May recommend pre-expulsion conference and/or expulsion
 - f. Contact Student Assistance Program

C. Repeated Violations

1. **A second violation (involving drugs and/or alcohol)** of Board Policy 443.4, or a violation of two prohibitions outlined in Board Policy 443.4, will result in the following:
 - a. Contact parent or guardian
 - b. Refer to police (if conduct is a violation of law)
 - c. Suspension
 - d. May recommend pre-expulsion conference and/or expulsion
2. **A third violation (involving drugs and/or alcohol)** of Board Policy 443.4, or a violation of three prohibitions outlined in Board Policy 443.4 will result in the following:
 - a. Contact parent or guardian
 - b. Refer to police (if conduct is a violation of law)
 - c. Suspension
 - d. Immediate referral to the Board for expulsion.

D. Emergency

1. Contact 911
2. Contact parent or guardian
3. Arrange for appropriate transportation if necessary (an emergency vehicle and/or parent or guardian may transport a student to the appropriate health care facility. In such cases when a student is transported to a health care facility, a district representative will, by separate vehicle, accompany such student).

Legal

[Village of Lisbon - Ordinance 5.10, Smoking Prohibited](#)

Cross References

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

446.3, Student Suspension

446.4, Student Expulsion

457, Student Assistance Program



Book	Policy Manual
Section	400 - Students
Title	Weapons on School Premises
Code	443.5
Status	Active
Adopted	February 5, 1991
Last Revised	December 16, 2024
Last Reviewed	July 20, 2015
Prior Revised Dates	8/19/1991, 8/21/1995, 6/1/2004, 6/27/2007, 6/18/2012, 4/28/2014

No one, including someone with a state-issued concealed carry license, shall possess a dangerous weapon or look-alike weapon on school premises, or at school sponsored activities, except as specifically outlined below:

1. Weapons under the control of law enforcement personnel are permitted.
2. Weapons that are registered and handled in a legal manner for the purpose of education may be authorized by the principal.
3. Weapons properly registered and handled during authorized community use of school facilities may be permitted.
4. No student may possess a firearm at any time at school or while under the supervision of a school authority.
5. Off-duty, retired and "qualified" out-of-state law enforcement officers may possess a firearm in school zones.

The Board defines a dangerous weapon or look-alike weapon as a firearm (as defined in 18 USC 921(a)(3)), knife, razor, karate stick, metal buckle, chains, or any other object which, by the manner in which it is used or intended to be used, is capable of inflicting bodily harm or could pretend to be capable of inflicting bodily harm.

In addition, the unlawful use or possession of pepper spray is prohibited on school premises or at school sponsored activities. A minor may possess pepper spray on school grounds or at a school sponsored activity without violating state law if the minor's parent/guardian or legal custodian purchased/gave the device or container to him or her and has informed the building administrator in writing that the student will be in possession of the pepper spray on school grounds or at a school sponsored activity.

A look-alike weapon used as a prop for a school activity pre-approved by a school administrator or Hamilton Fine Arts Center (HFAC) Coordinator and under the supervision of an adult is not considered a weapon.

Law enforcement officers shall be contacted as soon as possible to handle weapons situations that threaten health and safety. If there is not time in a given situation or the situation warrants immediate action, the school staff should attempt to confiscate the weapon.

Any person violating this policy shall be referred to law enforcement officials for prosecution under applicable laws.

A student who violates this policy shall also be subject to discipline as determined by the building principal. Discipline shall include suspension and/or expulsion in accordance with state and federal laws and established District procedures. A dangerous weapon(s) taken from a student will be reported to the student's parents/guardians.

This policy shall be published annually in student handbooks and the District's newsletter.

Legal

[18 USC 921\(a\)\(3\).](#)
[Wisconsin Statutes 120.13 \(1\).](#)
[Wisconsin Statutes 941.26 \(4\)\(k\).](#)
[Wisconsin Statutes 948.60](#)
[Wisconsin Statutes 948.605](#)
[Wisconsin Statutes 948.61](#)
[2015 Wisconsin Act 23](#)
[Gun-Free Schools Act of 1994](#)
[Individuals with Disabilities Education Act \(IDEA\).](#)

Cross References

446, Student Discipline
446.1, Corporal Punishment/Use of Force
446.3, Student Suspension
446.4, Student Expulsion



Book	Policy Manual
Section	400 - Students
Title	Student Use of Cell Phones, Two-Way Communication and Other Communication or Recording Devices
Code	443.6
Status	Active
Adopted	February 5, 1991
Last Revised	June 22, 2026
Prior Revised Dates	8/19/1991, 6/4/1996, 2/17/2003, 6/1/2004, 6/27/2007, 9/2/2008, 6/21/2010, 6/18/2012, 7/20/2015, 1/20/2020

Definitions

Wireless Communication Device - A portable wireless device that has the capability to provide voice, messaging, or other data communication between two or more parties; which includes but not limited to, cellular telephone, smart watches, AngelSense devices, a tablet computer, a laptop computer, and a gaming device.

Policy

Student use of wireless communication devices during school hours is prohibited, except as specifically authorized by the building principal, in accordance with Acceptable Use Agreement for Student Use of Personal Technology Devices on School Grounds (365.1-Exhibit 2), or as permitted under the following exemptions to the general prohibition on the use of wireless communication devices:

1. In the event of an emergency or a perceived threat.
2. To manage a student's health care.
3. A use included in a student's individualized education program (IEP) or a plan developed under Section 504 of the Rehabilitation Act of 1973.
4. For educational purposes when use is authorized by a teacher during instructional time.

Wis. Stat. § 120.12(29)(b)2.

Any student found violating this policy shall be disciplined accordingly.

No cameras, video recorders, or other devices that can be used to record or transfer images may be used in the locker room, dressing room, or other area where privacy is an expectation at any time.

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, dressing room, or other area where privacy is an expectation.

No student shall use a cell phone or any other electronic form of communication to transmit materials or images to another student that are obscene, sexually explicit, threatening, or harassing. Even if such conduct occurs off school grounds, such conduct may be investigated by the District and may lead to discipline, up to

and including expulsion, if the District determines that a nexus exists between the conduct and the school environment.

Persons violating this policy shall be subject to school disciplinary action and possible legal referral.

The building principal shall annually inform students of this policy.

Legal

[Wisconsin Statutes 118.258](#)

[Wisconsin Statute 120.12\(29\)](#)

[Wisconsin Statutes 175.22](#)

Cross References

365.1-Rule (1), Student Information Technology and Network Use Guidelines

365.1-Exhibit (2), Acceptable Use Agreement for Student Use of Personal Technology Devices on School Grounds

411, Equal Educational Opportunities

443.8, Aggressive, Antisocial or Criminal Activities by Students

446, Student Discipline

446.3, Student Suspension

446.4, Student Expulsion

731.1, Locker Room Privacy



Book	Policy Manual
Section	400 - Students
Title	Academic Honesty
Code	443.9
Status	Active
Adopted	September 15, 2025

The District views academic honesty as essential to the academic, social, and emotional growth of all students. Honest and ethical behavior is a fundamental part of the learning process. Academic honesty means that all academic work reflects the student's own legitimate and truthful effort. Academic dishonesty occurs when a student attempts to claim credit for work, knowledge, or skills that are not their own. The District does not permit academic dishonesty in any form.

Examples of Academic Dishonesty

Academic dishonesty includes, but is not limited to:

1. Plagiarizing from books, periodicals, newspapers, or the Internet without proper documentation.
2. Submitting another person's work as one's own (e.g., from other students, parents, siblings).
3. Copying another student's homework, test, quiz, project, book report, assignment, or take-home test.
4. Allowing another student to copy one's work on any assignment or assessment.
5. Providing or accepting information regarding specific test content.
6. Stealing copies of tests or answer keys.
7. Altering answers on a graded test, assignment, or project.
8. Changing grades in a grade book or electronic grading program.
9. Using technology in ways not authorized by the teacher.
10. Copying or downloading electronic information without permission.
11. Collaborating when collaboration is not permitted.
12. Using an unauthorized electronic translator in a foreign language course.
13. Fabricating data in a lab or research setting.
14. Stealing academic materials.
15. Using concealed notes during a test.
16. Attempting to earn credit for the same work in two different classes without teacher approval.

Artificial Intelligence (AI) Tools

The use of AI tools in academic work must follow the principles of honesty, integrity, and transparency. Students may only use AI tools when explicitly authorized by the teacher and in accordance with assignment guidelines. When AI use is permitted, students must:

- Accurately acknowledge any AI assistance.
- Be able to explain the content, concepts, and ideas in their final work.

Unauthorized use of AI tools is considered academic dishonesty and includes, but is not limited to:

- Using AI to generate or complete assignments, assessments, or projects without teacher authorization.
- Presenting AI-generated ideas, writing, code, images, or solutions as one's own work.
- Failing to disclose AI involvement when required.
- Using AI to bypass the skill development or practice intended by the assignment.

The District recognizes that AI tools can be valuable learning aids when used ethically and transparently. Students, staff, and families share the responsibility to ensure that AI use enhances—rather than replaces—the learning process.

Roles and Responsibilities

A. Administration

- Ensure staff are informed of this policy.
- Ensure staff educate students about the policy.
- Enforce disciplinary consequences for violations.
- Notify parents and students of the policy annually.

B. Staff

- Discuss and reinforce academic honesty with students at the start of each course.
- Begin academic honesty education at the elementary level and continue through graduation.
- Foster a classroom environment that promotes original thinking and honesty.
- Enforce disciplinary consequences for violations.

C. Students

- Uphold integrity of this policy in all school-related work, including tests, quizzes, projects, reports, homework, and in-class assignments.
- Understand that all assignments are subject to this policy.

D. Parents/Guardians

- Teach and support the values of honesty and integrity.
- Partner with the District in enforcing the academic honesty policy.
- Provide support and encouragement with schoolwork without completing it for the student.

Policy Violations

The District recognizes that developing honesty and integrity is a process. When determining consequences for violations, the student's age and grade level will be considered. Violations may be detected through standard plagiarism detection and electronic review tools. Disciplinary measures may include—but are not limited to—

ineligibility for honor societies, honors diplomas, or other actions at the discretion of the principal/designee in consultation with the teacher.

Appeal Process

Students and parents/guardians may appeal consequences they believe were inappropriately applied:

1. **Initial Appeal** – Submit a written appeal to the principal within 5 school days of notification. The principal/designee will respond within 5 school days of receipt.
2. **Secondary Appeal** – If disagreement remains, appeal to an appeal panel through the Assistant Superintendent of Human Resources and Organizational Development/designee. The panel will include:
 - A principal or associate principal from another building at the same level.
 - A teacher in the same subject area from another school.
 - A district office administrator.The panel will hear the appeal within 10 school days of receipt; its decision is final.
3. **Graduating Seniors** – In cases involving second semester seniors where the outcome may affect graduation, appeals will go directly to the review panel and be heard within 3 school days of receipt.

The Hamilton School District will implement this Policy in accordance with the nondiscrimination requirements of Board Policy 411 - Equal Educational Opportunities.

Legal

[Wisconsin Statutes 118.13](#)

[Wisconsin Administrative Code PI 9.03 \(1\)](#)

Cross References

443, Student Conduct

446, Student Discipline

446.3, Student Suspension

446.4, Student Expulsion

Student Handbooks



Book	Policy Manual
Section	400 - Students
Title	Artificial Intelligence (AI) Use - Students
Code	443.91
Status	Active
Adopted	September 15, 2025

Purpose

The Hamilton School District recognizes the expanding role of Artificial Intelligence (AI) in education. When used responsibly, AI tools can enhance learning, creativity, efficiency, and problem-solving. This policy establishes clear expectations for the ethical, transparent, and instructionally sound use of AI by students, ensuring that AI supports—not replaces—authentic learning, personal responsibility, and academic integrity.

Policy

1. Ethical Guidelines

- a. **Academic Integrity** – AI may not be used for cheating or plagiarism. Submitting AI-generated work without disclosure is a violation of the Academic Honesty Policy.
- b. **Attribution** – Credit AI tools by name and include the prompts used.
- c. **Accuracy** – Verify AI-generated information for correctness, appropriateness, and bias.
- d. **Privacy** – Do not enter personally identifiable information (PII) into AI tools unless approved by the District.
- e. **Responsible Use** – Use AI only with teacher authorization and within assignment parameters.
- f. **Reflection** – Be able to explain how AI contributed to your work and how decisions about its output were made.

2. Documentation & Disclosure Requirements

When AI is used for an assignment, students should be able to:

1. Identify the AI tool used.
2. Provide the prompt(s) or inputs given to the tool.
3. Describe AI's role using the AI Tool Usage Continuum:
 - **No AI** – 100% human-driven.
 - **AI Supported** – Human creates; AI polishes or enhances.
 - **AI Co-Creation** – Human and AI contribute equally from the start.
 - **AI-Driven** – AI generates initial content; human reviews and edits.
4. Explain what was accepted, changed, or rejected, and why.
5. Cite AI use following teacher guidelines (e.g., footnote, appendix, usage statement).

3. Misuse & Violations

- a. Misuse of AI will be addressed under the **Academic Honesty Policy 443.9**, with consequences based on the violation and grade level.
- b. Examples of misuse include:
 - Using AI to complete assessments without authorization.

- Failing to disclose AI involvement when required.
- Producing inappropriate, harmful, or biased content.
- Entering confidential student/staff data into non-approved AI systems.

4. **Reporting Concerns**

Students should report suspected AI misuse, bias, or inaccuracy to a teacher or administrator.

5. **Appeals**

Appeals regarding consequences for AI misuse will follow the process outlined in the District's Academic Honesty Policy 443.9.

Legal [Wisconsin Administrative Code PI 9.03 \(1\)](#)

Cross References 443, Student Conduct
 446, Student Discipline
 443.9, Academic Honesty
 Student Handbooks



Book	Policy Manual
Section	400 - Students
Title	Locker Searches
Code	445.1
Status	Active
Adopted	September 1, 1998
Last Revised	June 26, 2023
Last Reviewed	July 20, 2015
Prior Revised Dates	6/1/2004, 6/27/2007

School authorities have an interest in the preservation and maintenance of the property, health, and safety of others and in the maintenance of order for all those in the schools of the district.

The school provides lockers for the convenience of students to be used solely and exclusively for the storage of outer garments, footwear, and school-related items. No student shall use the locker for any other purpose.

The locker assigned to a student is the property of the Hamilton School District. Although the district expects students to assume full responsibility for the security and contents of their lockers, at no time does the district relinquish its exclusive control of such lockers. A locker may be searched as determined necessary or appropriate without notice, without student consent, and without a search warrant. The search may be conducted by the Superintendent, a building principal, an assistant principal, a school employee specifically designated by the Superintendent or building principal, a police school liaison officer, or a law enforcement or other agency official at the request of or in conjunction with school authorities.

Any unauthorized item(s) found in the locker may be removed. The item(s) removed from the locker may be confiscated or held for disciplinary proceedings, turned over to law enforcement officials, or returned to the parent(s)/guardian(s) of the student. The adult student or parent(s)/guardian(s) of a minor student shall be notified of item(s) removed from the locker or those which are against school rules or policies.

Students will be notified of the student locker search policy through the student handbook distributed annually. The Hamilton School District does not assume responsibility for the loss, damage, or destruction of any property stored in the student lockers.

Legal [Wisconsin Statutes 118.32](#)
[Wisconsin Statutes 118.325](#)
[Wisconsin Statutes 948.50](#)

Cross References 445, Student Searches



Book	Policy Manual
Section	400 - Students
Title	Student Suspension
Code	446.3
Status	Active
Adopted	April 28, 1980
Last Revised	June 16, 2014
Last Reviewed	July 20, 2015
Prior Revised Dates	2/5/1991, 9/3/1991, 8/21/1995, 6/21/2004, 6/27/2007

A student may be suspended by the district administrator, or any principal or teacher designated by the principal for not more than the period of time authorized by law, if it is determined that the student is guilty of one of the following and that suspension is reasonably justified:

1. Noncompliance with Board policies and rules;
2. Noncompliance with rules made by the district administrator, principal or teacher designated by the principal with consent of the Board;
3. Knowingly conveying any threat or false information concerning an attempt or alleged attempt being made or to be made to destroy any school property by means of explosives;
4. Conduct while at school or while under the supervision of a school authority that endangers the property, health or safety of others at school or under the supervision of a school authority;
5. Conduct while not at school or while not under the supervision of a school authority that endangers the property, health, or safety of others at school or under the supervision of a school authority; or
6. Conduct while not at school or while not under the supervision of a school authority which endangers the property, health, or safety of a District employee or Board member.

Conduct that endangers a person or property includes making a threat to the health or safety of a person or making a threat to damage property.

Suspension is required if the student possessed a firearm as defined in 18 U.S.C. 921 (a)(3) while at school or under the supervision of a school authority, except where the firearm was possessed while the student was legally hunting in a school forest if allowed by the Board under Wis. Stat. § 120.13 (38).

Students shall be suspended from school in accordance with all applicable state and federal laws and established District procedures. The District will follow all applicable state and federal laws and established District procedures regarding the discipline of students with disabilities.

Suspended students shall be allowed to make up examinations and other assignments missed during the suspension in accordance with the District's school attendance policy.

[Wisconsin Statutes 120.13 \(1\)\(b\), \(bm\).](#)

[Wisconsin Statutes 120.13 \(38\).](#)

[18 U.S.C. 921\(a\)\(3\).](#)

[Gun-Free Schools Act of 1994](#)

[Individuals with Disabilities Education Act](#)

Cross References

431, Compulsory Student Attendance

446, Student Discipline

446.3-Rule, Suspension Procedures

446.4, Student Expulsion



Book	Policy Manual
Section	400 - Students
Title	Student Expulsion
Code	446.4
Status	Active
Adopted	April 28, 1980
Last Revised	June 18, 2012
Last Reviewed	July 20, 2015
Prior Revised Dates	2/5/1991, 9/3/1991, 8/21/1995, 6/30/2004, 6/27/2007, 6/16/2008

The Board shall expel a student from school whenever it finds the student guilty of repeated refusal or neglect to obey the rules, or finds that the student engaged in one of the following types of conduct, and is satisfied that the interest of the school demands the student's expulsion:

1. The student knowingly conveyed or caused to be conveyed any threat or false information concerning an attempt or alleged attempt being made or to be made to destroy any school property by means of explosives;
2. The student engaged in conduct while at school or while under the supervision of a school authority which endangered the property, health or safety of others;
3. The student engaged in conduct while not at school or while not under the supervision of a school authority which endangered the property, health, or safety of others at school or under the supervision of a school authority;
4. The student engaged in conduct while not at school or while not under the supervision of a school authority that endangered the property, health or safety of a District employee or Board member; or
5. The student engaged in other conduct outlined in state or federal law which requires a student's expulsion from school.
6. The student repeatedly engaged in conduct while at school or while under the supervision of a school authority that disrupted the ability of school authorities to maintain order or an educational atmosphere at school or at an activity supervised by a school authority and such conduct does not constitute grounds for expulsion under (1) through (4) above. (This reason only applies to students 16 years of age or older).

Conduct that endangers a person or property includes making a threat to the health or safety of a person or making a threat to damage property.

Expulsion of not less than one year is required if the student possessed a firearm as defined in 18 U.S.C. 921 (a) (3) while at school or under the supervision of a school authority.

Student expulsion proceedings shall be conducted in accordance with all applicable state and federal laws and established District procedures. The Board may specify conditions in a student's expulsion order that would allow the student to be reinstated to school before the end of the term of his/her expulsion. The early reinstatement

condition(s) shall be related to the reason(s) for the expulsion and shall be enforced in accordance with state law requirements. The District will follow all applicable state and federal laws and established District procedures regarding the discipline of students with disabilities.

Legal

[Wisconsin Statutes 120.13 \(1\)\(c\), \(e\), \(g\), and \(h\).](#)

[18 U.S.C. 921 \(a\)\(3\).](#)

[Gun-Free Schools Act of 1994](#)

[Individuals with Disabilities Education Act](#)

Cross References

446, Student Discipline

446.3, Student Suspension

446.4-Rule, Expulsion Procedures



Book	Policy Manual
Section	400 - Students
Title	Student Insurance
Code	451
Status	Active
Adopted	February 18, 1980
Last Revised	June 18, 2012
Last Reviewed	June 15, 2015
Prior Revised Dates	2/5/1991, 6/30/2004

The Hamilton School District is not responsible for health or accident insurance for individual students. Parents are encouraged to provide, at their own expense, health and accident insurance for their children. Students without family coverage may receive information regarding health and accident insurance through the high school athletic/activities office.

Legal	Wisconsin Statute 120.13 (2).
-------	---

Cross References	722.1, Accident Reports
------------------	-------------------------



Book	Policy Manual
Section	400 - Students
Title	School Wellness
Code	458
Status	Active
Adopted	June 19, 2006
Last Revised	June 24, 2024
Prior Revised Dates	6/15/2015, 6/19/2017, 8/19/2019, 5/17/2021

The Hamilton School District supports the adoption and implementation of a comprehensive school wellness plan to improve the health and achievement of students.

Nutrition and physical activity are known to influence a child's development, potential for learning, overall sense of well-being, and risk of illness through adulthood. Students who practice good nutrition and engage in daily physical activity attend school with bodies and minds ready to take advantage of the learning environment. The District, therefore, encourages all members of the community to help create and support a school environment that emphasizes healthy, life-long habits of good nutrition and physical activity.

The District shall also maintain, implement, and inform the school community and general public about a local school wellness policy that meets the requirements of federal law. The local school wellness policy required by federal law (hereinafter referred to as the District's "Wellness Plan") is a written plan that includes methods to promote student wellness, prevent and reduce childhood obesity, and provide assurance that school meals and other food and beverages sold and otherwise made available to students on the school campus during the school day are consistent with applicable minimum nutritional guidelines and standards.

Various stakeholders will be given the opportunity to participate in the development, implementation, and periodic review and updating of the District's Wellness Plan. However, the content of the Plan is subject to the School Board's review and approval, and the Board retains authority to modify the specific content of the Wellness Plan and to accept, reject, or modify recommendations for updates and other changes.

The Board delegates primary administrative oversight of this policy and the District's local Wellness Plan to the Superintendent, Assistant Superintendent of Human Resources and Organizational Development, and Director of Nutritional Services who shall:

1. Direct and monitor the District-wide implementation of the District's Wellness Plan and related nutrition guidelines, including monitoring school-level compliance with the Plan;
2. Oversee the periodic evaluation of the Wellness Plan and its implementation at least as often as such formal assessments are required under applicable regulations, including having primary responsibility for ensuring the timely preparation of a written report following each such assessment;
3. Ensure opportunities for stakeholder group involvement in the development, implementation, and periodic review and updating of the District's Wellness Plan in a manner that is consistent with the requirements of applicable federal regulations and the specific content of the Wellness Plan;
4. Keep the Board and the broader community informed of the Wellness Plan, the District's and each applicable school's progress toward achieving Wellness Plan goals, and any recommendations for changes

and improvements to the Plan, including any changes that are based on the results of a formal assessment; and

5. Establish record keeping procedures that are consistent with applicable federal regulations and any Department of Public Instruction (DPI) guidelines.

Nothing in this policy or in the District's formal Wellness Plan shall be construed to prohibit District schools from undertaking additional school-level wellness initiatives, provided that such initiatives (1) do not either conflict with the formal Wellness Plan or unilaterally supplant or replace portions of the Plan; and (2) have otherwise been properly authorized within the District. However, the Board strongly encourages the administration and staff at individual schools to coordinate their student wellness initiatives with the formal Wellness Plan for the benefit of documenting such efforts and sharing ideas across the entire District.

NOTICE: The United States Department of Agriculture is an equal opportunity provider and employer. The Hamilton School District is also an equal opportunity provider and employer.

Legal

[Wisconsin Statutes 93.49](#)

[Wisconsin Statutes 118.01\(2\)](#)

[Wisconsin Statutes 118.01\(2\)\(d\)2](#)

[Wisconsin Statutes 118.12](#)

[Wisconsin Statutes 118.33\(1\)](#)

[Wisconsin Statutes 120.13](#)

[Wisconsin Statutes 121.02\(1\)\(f\)\(j\) and \(k\)](#)

[Wisconsin Administrative Code PI 8.01\(2\)\(j\)2](#)

[42 U.S.C. §1758b](#)

[42 U.S.C. Ch. 13](#)

[7 C.F.R. Part 210](#)

[7 C.F.R. Part 220](#)

[Child Nutrition and WI Reauthorization Act of 2004](#)

[Healthy, Hunger-Free Kids Act of 2010](#)

Cross References

113, Renewal and School-Centered Decision Making

113-Rule, Guidelines for Renewal and School Centered Decision Making

310, Instructional Goals and Expectations

330, Curriculum Review and Development

341.10, Fitness Education Program

341.41, Human Growth and Development

374, Fund Raising Activities

376, Intramural Program

377, Interscholastic Athletics

457, Student Assistance Program

458-Rule, District Wellness Plan

523.2, Employee Assistance Program

710, Support Service Goals

720, Safety Program

760, Food Service Management

761, Vending Machines

811, Participation by the Public

830-Rule 1, Use of School Facilities Regulations

Health Education Curriculum

Fitness Education Curriculum



Book	Policy Manual
Section	400 - Students
Title	District Wellness Plan
Code	458-Rule (1)
Status	Active
Adopted	June 19, 2006
Last Revised	March 4, 2025
Prior Revised Dates	6/15/2015, 6/19/2017, 8/19/2019, 5/17/2021, 9/19/2022, 6/24/2024

The Wellness Plan outlines the District's approach to ensuring appropriate environments and purposeful opportunities for students to learn about and practice healthy eating and to engage in physical activity. This District Wellness Plan ("Wellness Plan" or "Plan") applies to all District schools. The Plan seeks to provide opportunities for all interested members of the school and local community to become engaged in and contribute to this important work.

I. Designated In-District Wellness Plan Leadership

The individuals who hold the following administrative or supervisory position(s) within the District have primary responsibility for the District-wide implementation and oversight of the District's Wellness Plan:

1. Superintendent
2. Assistant Superintendent of Business Services
3. Assistant Superintendent of Human Resources and Organizational Development
4. Assistant Superintendent of Teaching and Learning
5. Director of Nutritional Services
6. Building Principals

The designation of the above-identified officials as local wellness policy leaders is done with the goal and intent of ensuring, to the extent applicable, each school's compliance with the Wellness Plan.

II. Locally Selected Wellness Plan Goals

The Hamilton School District recognizes that good nutrition, regular physical activity, and nutrition education is essential to the overall physical well-being, growth, readiness to learn and academic performance of students. The District is committed to establishing partnerships with students, employees, families, community members, and community organizations to help promote, support, and model healthy behaviors and habits and to maximize the impact of the District's Wellness Plan.

To promote the health and well-being of District students, the District has adopted the following school wellness goals:

Physical Education and Activity Goals - The physical activity goals within this Wellness Plan are intended to help students develop their knowledge, experience, and interest in specific physical activities and to obtain and appreciate the short-term and long-term benefits of personal fitness. The goals listed below, which focus on students directly engaging in physical movement and exercise, will support and supplement the District's physical education curriculum.

- The district shall provide physical education to students in grades K-12 using an age-appropriate, sequential physical education curriculum consistent with national and state standards for physical

education. The physical education curriculum is reviewed on a regular basis as outlined in the District's formally established curriculum review cycle process.

- 1.5 credits of fitness education is required to graduate. The School District discourages exemption from physical education courses.
- Schools will meet or exceed the Wisconsin Department of Public Instruction required hours of physical education instruction.
- The district shall also provide opportunities for students to participate in physical activity in addition to physical education (e.g., athletics, intramurals, and co-curricular activities).
- Students in grades K-12 will receive physical education instruction from certified/licensed physical education teachers. The instructors will be provided with opportunities for professional development/training throughout the school year in order to provide a comprehensive curriculum that identifies standards, competencies and activities that promote physical activity and a healthy lifestyle.
- The fitness education curriculum will also coordinate with the health education curriculum, which includes nutrition, to provide instruction related to the knowledge and skills necessary to participate in lifelong, health-enhancing physical activity.
- It is recommended that there is at least 20 minutes of supervised recess provided throughout the day at the elementary, middle and intermediate school levels
- Schools should encourage physical activity breaks throughout the day when possible. Staff is encouraged to use physical activity as a reward. Teachers are discouraged from withholding physical activity as student punishment or using physical activity as a punishment.

Nutrition Education Goals - The nutrition education goals established within this Wellness Plan are intended to support and supplement state-mandated curricular elements that relate to health and nutrition, for the purpose of providing students with the knowledge and skills necessary to appreciate the benefits of and make sound decisions related to eating habits and nutrition.

- Nutrition concepts should be reinforced and fitness education integrated into appropriate subject areas.
- School programs should provide opportunities for students in grades K 4 through 12 to receive nutrition education that provides the knowledge they need to adopt healthy lifestyles.
- Nutrition education should include reinforcement of the importance of physical activity and the health risks associated with a sedentary lifestyle and include lessons which provide the knowledge and skills necessary to promote health.
- Children will have an opportunity to engage in hydroponic farm towers, learning how to grow food for the Nutritional Services Program.
- Schools should work to offer additional opportunities throughout the year for experiential, environmental, and nature-based outdoor learning in school gardens, school forests, school natural areas, and other outdoor classrooms.

Nutrition Promotion Goals - By establishing nutrition promotion goals, the District intends to provide resources and opportunities for students, staff, and others that will help students to recognize, develop, and practice healthy eating habits within the school environment, at home, and/or in other community settings.

- Educational information which encourages healthy eating and physical activity for families, both within the home and outside the home should be provided.
- Family members should be encouraged to be an integral partner in teaching children about health and nutrition.
- School staff members shall be encouraged to model healthy eating and physical activity behaviors.
- Health and wellness opportunities will be offered to staff in order to assist with their goals in developing a work-life balance and improved wellbeing. The district will encourage and support healthy lifestyles through use of facilities, EAP, insurance partnership, etc.
- The School Nutrition department will meet hiring and annual continuing education/training requirements in the USDA Professional Standards for Child Nutrition Professionals, which are 12 hours for directors, 10 hours for managers, and 6 hours for food service staff.

Goals for Other School-Based Activities that Promote Student Wellness - By establishing goals for other school-based activities that promote student wellness within this Wellness Plan, the District attempts to recognize that wellness initiatives can be integrated across a variety of school-related settings and can extend beyond the school food service venues and the facilities that are specifically intended for engaging in physical activity. In addition, it is possible to promote student wellness through programs that facilitate parent/family engagement or that involve partnerships or coordination with other public and private entities.

- The district will promote opportunities for students to participate in physical activity either before and/or after the school day, which includes, but is not limited to, WIAA athletics, school clubs and activities.
- The district will offer various family-focused events supporting health promotion (e.g., health fair, nutrition/physical activity open house) each year.

- School facilities may be available for community use per Board policy, i.e., walking, tennis courts, etc.

III. Standards and Nutrition Guidelines for Foods and Beverages Available to Students

School Lunch Program. School lunches will meet or exceed the USDA nutrition requirements established under the Healthy Hunger-free Kids Act of 2010. All items served to students during the school day including the school store are recommended to follow Smart snack standards.

School lunches will comply with the National School Lunch standards for meal patterns, nutrient levels and calorie requirements for the ages/grade levels served and will meet the USDA nutrition requirements established under the Healthy Hunger-free Kids Act of 2010. School meals will include fresh, locally-grown foods whenever possible. Breakfast will be offered daily at the high school and follow the National School Breakfast program and USDA nutrition requirements.

Foods and beverages (including à la carte items) offered within the district food service program shall be nutrient-dense, including whole grain products and fiber-rich fruits and vegetables to provide students a variety of healthy choices to maintain a balanced diet. School meals will include fresh locally grown foods, including produce grown in hydroponic farms and other local farms. Free drinking water is always available to students and staff, including where meals are served.

All schools will provide adequate time for daily lunch periods for students to eat. Personnel will work to minimize the time students wait in line.

Student Meal Accounts. The District will follow a prepayment system for students who pay the full-price or reduced price for school meals (lunches) and for meals and for students who wish to obtain à la carte items. All students, regardless of full-price or reduced price status, use an identical barcode card for purchases at the Point of Sale register. The District follows school meal account procedures to address unpaid meal balances as found in Board policy #763, School Meal Account Charges and Collections Policy and Procedures.

Free/Reduced Meals. Applications for free/reduced price meals are included in the links to registration material at the beginning of the school year, as hard copies in the main office of each school building, and available on the district's website.

School and Nutrition Services - The District's School Nutrition Services Department shall use the USDA's Smarter Lunchroom tools (including the Smarter Lunchroom Self-Assessment Scorecard) and other resources available on the USDA website" (SM6) to determine ways to improve the school meals environment. The School Nutrition Services Department will implement Smarter Lunchroom techniques at each school.

To increase participation in school meal programs, School Nutrition Services operate cafeterias and service areas at each school in alignment with the tools and strategies found in the Smarter Lunchroom Movement whenever possible. Marketing strategies will promote healthy choices, including foods grown in schools' hydroponic farms and will be limited to products that meet USDA nutrition standards.

Foods Sold to Students at School. The following nutrition standards and guidelines apply to foods and beverages offered for sale to students on school premises before the start of the school day, during the official school day, and within 30 minutes after the official school day:

- a. Reimbursable meals offered in any federally-subsidized school meal program shall meet the statutory and regulatory nutrition standards established for such meals.
- b. Foods and beverages sold to students outside the school meal programs are recommended to meet at least the USDA's minimum nutrition standards for such items (also called the "smart snacks" or "competitive food" standards), including all permissible exemptions and exceptions that are identified in the regulations or otherwise expressly allowed by the USDA. These standards apply, for example, to à la carte options in cafeterias, vending machines that are accessible to students, and items sold in school stores or on snack carts. Only water, milk and 100% juice shall be sold to students at the middle and elementary levels. USDA Smart Snack standards for beverages will be followed at the high school level.
- c. Both the federal standards and this Wellness Plan allow a building principal, or another administrative-level designee, to approve (to the extent authorized by the Department of Public Instruction) a limited number of exempt student organization fundraisers involving the

sale of food or beverage items that do not meet any minimum nutrition standards. DPI currently allows up to two (2) approved exempt fundraisers per student organization per school year, with each such fundraiser lasting no longer than two (2) weeks. However, an approved exempt fundraiser may not take place in the food service area during any school meal period. In addition, an authorized exempt fundraiser must adhere to all other District policies and procedures related to fundraisers.

- d. Foods that, with appropriate District approval, are ordered and delivered at school or through a school-related activity, but that are not intended to be (and that due to packaging, preparation requirements, etc., cannot reasonably be) consumed on school premises (such as a frozen pizza fundraiser) are not subject to any specific nutrition standards or time or location restrictions regarding orders or deliveries under this local Wellness Plan.

Foods Provided or Distributed, but Not Sold, to Students. The following standards and guidelines apply to foods and beverages that are provided or distributed (but not sold) to students on school premises before the start of the school day, during the official school day, and within 30 minutes after the official school day:

- a. Beverages – Any beverages that are not on the approved list of beverages to be sold on the school campus during the school day should not be served or distributed to students during the school day without first receiving written permission from the building principal. All schools must also be aware of and adhere to federal requirements regarding the availability of free drinking water for students.
- b. Classroom Celebrations, Receptions for Special Events, and Similar Special Occasions – Teachers and students are encouraged to offer or distribute healthy snacks and treats for student birthday celebrations, classroom parties, and other similar events. A healthy snack list that is based on sound nutrition facts and principles will be developed and maintained under the coordination of the building principal and made available to staff and parents. The district encourages foods offered on the school campus to meet or exceed the USDA Smart Snacks School nutrition standards (Smart Snacks in School | USDA-FNS) including those provided at celebrations and parties and classroom snacks brought by staff or family members. Non-food celebrations will be promoted and a list of ideas is available to staff and family members.
- c. Teacher-Initiated Rewards or Learning Incentives – Staff's use of foods of minimal nutritional value as student rewards or learning incentives should be kept to a minimum (e.g., not regularly and using minimal serving sizes).

IV. Marketing of Food and Beverages

No District official, employee, or agent shall prospectively authorize or allow the marketing of any foods or beverages on a school campus during the school day (including before school and 30 minutes after the close of the instructional day for students) that do not meet the minimum federal nutritional standards for foods and beverages that are sold to students outside of the school meal programs. "School campus" means any area of District property that is accessible to students during the school day. "Marketing" means advertising and other promotions, and can include oral, written, or graphic statements/materials that are presented with the purpose of encouraging the sale or consumption of a particular product.

Examples of items on which marketing may sometimes be proposed include the exterior of vending machines, trash cans, cups, tray liners, posters, etc.

The district will restrict food and beverage marketing to only those foods and beverages that meet the nutrition standards set forth by USDA's Nutrition Standards for All Foods Sold in Schools (Smart Snacks) rule. Every effort will be made to select materials free of brand names/logos and illustrations of unhealthy foods.

V. Stakeholder Involvement

School districts are required to provide opportunities for school administrators, teachers (including physical education and health education teachers), school food service staff, school health professionals (e.g., a registered nurse serving the schools), students, parents and guardians, School Board members, and other interested members of the community to participate in the development, implementation, and periodic review and updating of the District's Wellness Plan.

The manner in which such opportunities will be provided will include, but are not necessarily limited to the following:

1. District Wellness Team

The District Wellness Team is a sub-committee composed of District Administrative Staff, the Director of Nutritional Services and Manager of Nutritional Services, and staff from each school building representing various employee groups. The committee's primary charge is to meet bi-monthly, when possible, to explore/research and provide opportunities for education, support and resources to assist employees in their efforts to develop a healthy work-life balance and improved quality of life. The District and school administrators will encourage staff to model healthy eating and physical activity behaviors by including discounted or free fitness facility memberships, wellness windows to professional development days, posted recipes monthly, and staff outings provided by the district.

2. District Wellness Assessment Committee

The district will invite a diverse group of stakeholders from the list below to participate in the development, implementation, and periodic review and update of the policy.

- Administrator
- Classroom teacher
- Physical education teacher
- School nurse
- Community member/parent
- Student
- Medical/health care professional
- School Food Authority (SFA) representative

The District Wellness Assessment Committee is a formal committee that shall consist of not more than 13 members and that shall be chaired by the Superintendent. The committee's primary charge is to be involved in the periodic assessment, review, and updating of this Wellness Plan, with a particular emphasis on recommending steps to improve District-wide knowledge of and compliance with the Plan and on recommending possible changes to the Plan (e.g., new or revised goals).

- a. Shall have the power to identify and recommend individuals to be appointed as formal members of the committee, including filling vacancies, while giving due attention to representation among the specific stakeholder groups identified in applicable federal regulations. However, not every stakeholder group must be represented at all times—particularly when there is a lack of interest. The appointment of any District employee to the committee shall be subject to the approval of the employee's supervisor, the appointment of any School Board member to the committee shall be made directly by the Board, and all other recommendations for committee membership shall be approved by the District Administrator. Any student appointee(s) shall be at least in 7th grade. An appointment may be for a defined term, or if no specific term is designated at the time of appointment, then the appointment shall be considered ongoing until the committee member is removed (including being replaced to accommodate additional interest in serving) or resigns. Employees serving on the committee in their official District-related capacity may resign their committee membership only with supervisory approval.
- b. Shall maintain a list of current and historical committee members for at least the period required by the Wisconsin public records law.
- c. May recommend the removal of any currently-serving committee member to the District Administrator, who shall either approve or reject the recommendation. However, only the School Board may approve the removal of a Board representative when the Board member in question is still actively serving on the Board.
- d. Shall convene the committee as needed on dates established by the committee or chosen by the chair.
- e. Shall ensure that the meetings of the District Wellness Assessment Committee are noticed in compliance with the Open Meetings Law.
- f. May determine the extent to which minority positions or multiple options may be presented to District officials for further consideration in situations where there is a

disagreement or lack of sufficient consensus among the committee members in regard to particular issues.

3. Meetings Designed as Stakeholder Awareness and Input Sessions.

The Superintendent or designee will periodically hold, attend, and/or help organize meetings for the purpose of gathering input related to this Wellness Plan and its implementation.

4. Goal-Driven Events and Activities.

In formulating and implementing action steps related to the goals identified in this Wellness Plan, District-level and school-level personnel will attempt to identify specific opportunities for stakeholder input and participation.

VI. Assessing the Wellness Plan and Its Implementation

The Superintendent or designee shall implement and ensure compliance with the policy by leading the review, update, and evaluation of the policy.

The primary means of measuring the implementation of and schools' compliance with this Wellness Plan is through a formal assessment that will occur at least once every three (3) years. Such assessments shall be completed under the direction of the Superintendent and shall be in line with federal requirements and any applicable requirements of the Department of Public Instruction (DPI). For purposes of carrying out triennial assessment requirements, the District shall do all of the following:

1. Complete the Wellness School Assessment Tool (WellSAT) to evaluate how the District Wellness Plan compares to model policy language and best practices for school wellness.
2. Complete the DPI-required Local Wellness Policy Report Card, which addresses: (a) the extent to which the District and District schools are in compliance with the District's Wellness Plan; (b) the progress made in attaining the goals of the Wellness Plan; and, (c) the extent to which the District Wellness Plan compares to model policy language and best practices for school wellness.

The Local Wellness Policy Report Card shall be reviewed and considered when developing any recommended changes to the District Wellness Plan or determining that no specific changes need to be made. Any recommended changes to the District Wellness Plan shall be forwarded for formal District-level consideration and possible District-level approval. The recommended changes may be forwarded by school officials who have school wellness leadership responsibilities and/or on behalf of the Wellness Steering Committee.

The District's completed Local Wellness Policy Report Card, along with any recommended changes to the District Wellness Plan, shall be presented to the School Board prior to being communicated to the public as outlined in Section VII below.

Notwithstanding the formal triennial assessment and reporting process, recommendations to update or modify this Wellness Plan (e.g., to replace a goal that has been achieved) may be brought forward for District-level consideration and possible action (i.e., approval, rejection, or modification) at any time.

VII. Reports and Other Communications Related to the District Wellness Plan

The primary means by which the District will inform the public of the content of this Wellness Plan, the status of implementation efforts, and the outcome of formal assessments will be through the District's official website. Minimally, the following information will be displayed or clearly linked:

1. The names, positions, and contact information of the District-level and/or school-level officials who have been designated as local wellness program leaders.
2. A complete copy of this Wellness Plan.
3. A complete copy of at least the two most recent Local Wellness Policy Report Cards (once available).
4. Information regarding how interested stakeholders can become involved in the development, implementation, review, and updating of the Wellness Plan.

In addition to electronic posting, at least once annually, the District will actively notify staff and school households of the Wellness Plan and how it can be accessed, and a similar active notice shall be given of the availability of each formal triennial assessment report (Local Wellness Policy Report Card) at the time

each such report is completed.

VIII. USDA Nondiscrimination Statement and Complaint Information:

In accordance with federal civil rights law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, this institution is prohibited from discriminating on the basis of race, color, national origin, sex (including sexual orientation), disability, age, or reprisal or retaliation for prior civil rights activity.

Program information may be made available in languages other than English. Persons with disabilities who require alternative means of communication to obtain program information (e.g., Braille, large print, audiotape, American Sign Language), should contact the responsible state or local agency that administers the program or USDA's TARGET Center at (202) 720-2600 (voice and TTY) or contact USDA through the Federal Relay Service at (800) 877-8339.

To file a program discrimination complaint, a Complainant should complete a Form AD-3027, USDA Program Discrimination Complaint Form which can be obtained online at: <https://www.usda.gov/sites/default/files/documents/USDA-OASCR%20P-Complaint-Form-0508-0002-508-11-28-17Fax2Mail.pdf>, from any USDA office, by calling (866) 632-9992, or by writing a letter addressed to USDA. The letter must contain the complainant's name, address, telephone number, and a written description of the alleged discriminatory action in sufficient detail to inform the Assistant Secretary for Civil Rights (ASCR) about the nature and date of an alleged civil rights violation. The completed AD-3027 form or letter must be submitted to USDA by:

1. mail:
U.S. Department of Agriculture
Office of the Assistant Secretary for Civil Rights
1400 Independence Avenue, SW
Washington, D.C. 20250-9410; or
2. fax:
(833) 256-1665 or (202) 690-7442; or
3. email:
Program.Intake@usda.gov

This institution is an equal opportunity provider.

Legal

[Wisconsin Statute 118.01 \(2\).](#)
[Wisconsin Statutes 118.01\(2\)\(d\)2](#)
[Wisconsin Statute 118.12](#)
[Wisconsin Statute 118.33 \(1\).](#)
[Wisconsin Statutes 121.02 \(1\)\(j\) and \(k\).](#)
[Wisconsin Statutes 120.13](#)
[Wisconsin Statutes 120.13\(17\).](#)
[Wisconsin Statutes 120.13\(19\).](#)
[42 U.S.C. §1758b](#)
[42 U.S.C. Ch. 13](#)
[7 C.F.R. Part 210](#)
[7 C.F.R. Part 220](#)
[Wisconsin Administrative Code PI8.01\(2\)\(j\)\(2\).](#)
[Child Nutrition and WI Reauthorization Act of 2004](#)
[Healthy, Hunger-Free Kids Act of 2010](#)
[USDA Professional Standards for Child Nutrition Professionals](#)

Cross References

113, Renewal and School-Centered Decision Making
113-Rule, Guidelines for Renewal and School-Centered Decision Making
151.1, Policy Adoption
310, Instructional Goals and Expectations
330, Curriculum Review and Development
341.10, Fitness Education Program
341.41, Human Growth and Development
374, Fund Raising Activities
376, Intramural Program
377, Interscholastic Athletics
457, Student Assistance Program
523.2, Employee Assistance Program
710, Support Services Goals
720, Safety Program
760, Food Services Management
761, Vending Machines
811, Participation by the Public
830 Rule (1), Use of School Facilities Regulations
Health Education Curriculum
Fitness Education Curriculum



Book	Policy Manual
Section	700 - Support Services
Title	Locker Room Privacy
Code	731.1
Status	Active
Adopted	September 2, 2008
Last Reviewed	October 21, 2024

Locker rooms are provided for the use of physical education students, athletes and other activity groups, student supervisors or individuals authorized by the building principal or Board policy. The district recognizes the privacy rights of individuals using the locker room and shall take reasonable measure to protect an individual's privacy.

The district shall take the following reasonable measures to protect the privacy of individuals using school locker rooms:

1. No cameras, video recorders, or other devices that can be used to record or transfer images may be used in locker room, dressing room, or other areas where privacy is an expectation.
2. Under no circumstances can a person use a camera, video recorder, cell phone, or other recording device to capture, record or transfer a representation of a nude or partially nude person in the locker room, dressing room, or other area where privacy is expected.
3. No media is allowed access to locker rooms before, during, or after any school athletic event or practice. Coaches and student athletes may be available for interviews directly outside the locker rooms, consistent with district policy and school rules.
4. Other persons are not allowed to enter the locker room unless authorized by the building principal or designated locker room supervisor if authorization is given.

Anyone who violates this policy shall be subject to school disciplinary action and/or penalties under state law.

The building principal or designated locker room supervisor, as applicable, shall be responsible for enforcing this policy.

This policy shall be posted in every school locker room in the district.

Legal [Wisconsin Statutes 120.13 \(35\)](#)
[Wisconsin Statutes 175.22](#)

Cross References 443.6, Student Use of Cell Phones, Two-Way Communication and Other Communication or Recording Devices
821, News Media Relations
830, Community Use of School Facilities
836, Use of Fitness Center Facility

860, Individuals Presence in School Buildings

861, Visitors to the School



Book	Policy Manual
Section	700 - Support Services
Title	Use of Video Monitoring Systems
Code	751.4
Status	Active
Adopted	March 5, 1996
Last Revised	June 22, 2026
Last Reviewed	November 4, 2014
Prior Revised Dates	12/07/2004, 09/04/2007, 06/21/2010, 7/20/2015, 10/1/2019, 5/3/2022, 10/20/2025

Video Monitoring on School Grounds

The Hamilton School District authorizes the use of video cameras on school grounds as outlined in this policy for the primary purpose of preventing disciplinary problems and vandalism on its premises.

Parents/guardians will be notified once a year that video cameras are being used in the school entrances and in the high school parking lot and driveways, and a sign will be placed at the entrances of each school building and at the entrances of the high school parking lot and driveways indicating that video cameras may be present. Such notification will be included in student handbooks.

Video and Audio Monitoring System on School Buses

The Hamilton School District authorizes the use of video/audio cameras on school buses as outlined in this policy for the primary purpose of preventing disciplinary problems and vandalism on buses, thereby allowing the drivers to focus on the driving of the bus and providing for safer transportation of students.

Parents/guardians will be notified once a year that video/audio cameras are being used on the buses, and a sign will be placed at the front of each bus indicating that video/audio cameras may be present. Such notification will be included in student handbooks.

Viewing, Use, and Confidentiality of Recordings

District, Board members, and law enforcement officers individually designated by the Board and assigned to the District, are authorized to view the recordings for the purpose of documenting a problem and determining which students may be involved.

The Superintendent or designee may authorize persons employed by the District who are required to be DPI-licensed, such as a school counselor, school psychologist, or school social worker, to view segments of specific recordings if such individuals have a legitimate educational interest in the recordings. In addition, the bus company manager and/or bus drivers may view the recordings for the purpose of resolving a problem.

An adult student or the parent or guardian of a minor student to which a recording relates may view the isolated segment of the recording after it has been appropriately redacted (if redaction is required by applicable state or federal laws). An administrator will view the video recording with the student and/or his/her parent/guardian. A

log will be kept of the date and names of the individuals viewing the video recording and provided to the Assistant Superintendent of Business Services.

The recordings will not be available for viewing by other individuals unless required by applicable state or federal laws.

Disciplinary action may be taken with students or personnel based on recordings in accordance with applicable state and federal laws and Board policies and regulations. Information obtained from recordings may also be used to support the orderly operation of the District's schools and facilities for any other purpose permitted by state and federal laws and Board policies and regulations. Recordings obtained may be used as evidence in any disciplinary proceeding, administrative proceeding, or criminal proceeding, subject to state and federal laws and Board policies and regulations.

Recordings may become a part of a staff member's personnel file that are subject to rules regarding personnel records under state and federal laws and as outlined in Board policies and regulations. Recordings of students may be considered student records that are subject to rules regarding student records under the Wisconsin Pupil Records Law and the Family Educational Rights and Privacy Act (FERPA) as outlined in Board policies and regulations.

Authorized video recording for educational, instructional and/or research purposes is permitted and is not addressed by this policy.

Any student who takes action to block, move or alter the location and/or viewing angle of a video camera shall be subject to disciplinary action up to and including expulsion. Any employee who takes action to block, move or alter the location and/or viewing angle of a video camera shall be subject to disciplinary action up to and including termination of employment. Any employee who uses the video cameras or recordings in a manner that is inconsistent with this or other Board policies or regulations shall be subject to disciplinary action up to and including termination of employment.

Legal

[Wisconsin Statutes 118.125](#)

[Wisconsin Statutes 118.13](#)

[Wisconsin Statutes 120.13 \(1\)](#)

[Wisconsin Statutes 121.52 \(2\)](#)

[Wisconsin Statute 347.446](#)

[Wisconsin Statutes Chapter 19, subchapter II](#)

[Family Educational Rights and Privacy Act \(FERPA\)](#)

Cross References

347, Student Records

443.2, Student Conduct on School Buses

443.2-Rule, Bus Rider Rules

446, Student Discipline

720, Safety Program

751.2, School Bus Safety

823, Access to Public Records

882.1, Relations with Law Enforcement Authorities

894, Relations with Educational Researchers



Book	Policy Manual
Section	700 - Support Services
Title	School Meal Account Charges and Collections Policy and Procedures
Code	763
Status	Active
Adopted	June 19, 2017
Last Revised	March 4, 2025
Prior Revised Dates	8/19/2019, 9/19/2022

The District will follow a prepayment system for students who pay the full-price or reduced price for school meals and for students who wish to obtain a la carte items. Parents/Guardians are responsible for keeping money in a school meal account to pay for meals and a la carte items. Prepaying for school meals and a la carte items through a school meal account, or payment in the form of cash or check at time of purchase, is required before these items may be obtained. School meal account procedures areas follows:

1. School meal accounts will be reviewed daily. As a courtesy, when a student's account has a low fund balance (equal to or less than the cost of five meals), the District's computer messaging system reminds parents/guardians to put money in their student's account.
2. Parent/Guardians and/or students may add funds to their school meal account on the day of service by making an electronic payment through the online student information system or by paying with cash or check at the school office or at time of purchase.
3. Maintaining a positive balance will prevent the District from having to use the next steps. If a school meal account falls to \$0, the following procedures will be implemented based on the grade level indicated:
 - a. Students in grades PK-6: An "emergency fund" is set up for students in grades PK-6 who do not have money for lunch. Students are allowed to borrow from this fund to pay for a maximum of two lunch meals. If a student has borrowed from the emergency fund to pay for two lunch meals and there is a third day in which the student has no lunch money, the student is not provided with the menu option, but is provided with an alternate meal consisting of a cheese sandwich, milk and fruit. Students with disabilities will be provided with a modified alternate meal when required by and in accordance with the law. The alternate meal will be charged to the emergency fund as an a la carte item. Parents/Guardians are responsible for paying back the emergency fund. The school administration will communicate with parents/guardians in order to recoup the cost to the emergency fund. If a student has borrowed the maximum from the emergency fund (the cost of two lunch meals), then the student cannot borrow from the fund again until the fund is paid back in full, except where otherwise required by law for students with disabilities.
 - b. Students in grades 7-12: The middle and high schools do not allow students to borrow from an emergency fund to pay for lunches, nor do they provide alternate meals to students who do not have money in their school meal accounts, except where otherwise required by law for students with disabilities.
 - c. Second entree options and a la carte purchases will not be allowed for any student regardless of grade level if the student's school meal account does not have a positive balance.

4. No student may be denied access to a school meal if either of the following apply:

- a. The student is currently eligible to receive free school meals, even if the student's parent/guardian owes an unpaid debt to the emergency fund that was accrued prior to the date of the student's eligibility; or
- b. The student has sufficient funds to pay for the school meal on the day of service, even if earlier debts to the emergency fund remain unpaid.

If a student repeatedly or continuously has insufficient funds in their school meal account, and the parent/guardian fails to provide a cold lunch or lunch money, District employees will review their respective obligations under Wis. Stat. §118.17 (related to indigent children) and Wis. Stat. § 48.981 (related to abused or neglected children) and make any reports that the law requires.

Balance Refunds:

School meal accounts with a positive balance at the end of the school year will carry over to the following school year. If a graduating senior has a positive balance, it will be distributed to a sibling returning to the District the following year. If a graduating senior's school meal account balance is less than \$10.00 and there is no returning sibling, a refund will be issued upon request. If no request is received by the last day of school the funds will be donated. If a student with a positive balance moves out of District, request for a refund can be made to the Hamilton School District Business Office (262-246-1973).

USDA Nondiscrimination Statement:

In accordance with federal civil rights law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, this institution is prohibited from discriminating on the basis of race, color, national origin, sex (including sexual orientation), disability, age, or reprisal or retaliation for prior civil rights activity.

Program information may be made available in languages other than English. Persons with disabilities who require alternative means of communication to obtain program information (e.g., Braille, large print, audiotape, American Sign Language), should contact the responsible state or local agency that administers the program or USDA's TARGET Center at (202) 720-2600 (voice and TTY) or contact USDA through the Federal Relay Service at (800) 877-8339.

To file a program discrimination complaint, a Complainant should complete a Form AD-3027, USDA Program Discrimination Complaint Form which can be obtained online at: <https://www.usda.gov/sites/default/files/documents/USDA-OASCR%20P-Complaint-Form-0508-0002-508-11-28-17Fax2Mail.pdf>, from any USDA office, by calling (866) 632-9992, or by writing a letter addressed to USDA. The letter must contain the complainant's name, address, telephone number, and a written description of the alleged discriminatory action in sufficient detail to inform the Assistant Secretary for Civil Rights (ASCR) about the nature and date of an alleged civil rights violation. The completed AD-3027 form or letter must be submitted to USDA by:

1. mail:
U.S. Department of Agriculture
Office of the Assistant Secretary for Civil Rights
1400 Independence Avenue, SW
Washington, D.C. 20250-9410; or
2. fax:
(833) 256-1665 or (202) 690-7442; or
3. email:
Program.Intake@usda.gov

This institution is an equal opportunity provider.

Legal

[Wisconsin Statutes 48.981](#)

[Wisconsin Statutes 115.34](#)

[Wisconsin Statutes 115.341](#)

[Wisconsin Statutes 115.343](#)

[Wisconsin Statutes 115.347](#)

[Wisconsin Statutes 118.13](#)

[Wisconsin Statutes 118.17](#)

[Wisconsin Statutes 120.10 \(16\)](#)

[Wisconsin Statutes 120.13 \(6\)](#)

[Wisconsin Statutes 120.13 \(10\)](#)

[PI 9.03\(1\), Wisconsin Administrative Code](#)

[National School Lunch Program \(42 U.S.C. § 1751 et. seq.\)](#)

[Child Nutrition Act of 1966 \(42 U.S.C. § 1771 et. seq.\)](#)

[Child Nutrition and WIC Reauthorization Act of 2004](#)

[National School Lunch Act \(42 U.S.C. §1751 et. seq.\)](#)

Cross References

411-Rule, Student Discrimination Complaint Procedures

458, School Wellness

458-Rule, School Wellness Guidelines

760, Food Services Management