

De Pere Middle School



De Pere Middle School Handbook

Welcome to De Pere Middle School where our staff is dedicated to the academic, social and emotional growth of all of our students. We are committed to fostering a culture of respect, responsibility and trust in a safe environment which enables all to be successful in a global community.

MIDDLE SCHOOL INFORMATION (GRADES 7-8)

OFFICE HOURS: 7:30 AM - 4:00 PM

DE PERE MIDDLE SCHOOL

700 SWAN ROAD

DE PERE, WI 54115

Principal:	Adam Kraemer
Assistant Principal:	Ivy Jeskie
Phone:	(920) 337-1024
Fax:	(920) 337-1049
Attendance:	(920) 983-9174, Ext. 2111
Web Page:	www.depere.k12.wi.us/msweb

GREEN BAY CRIME AREA STOPPERS

www.432stop.com

920-432-STOP

SUICIDE PREVENTION HOPELINE: TEXT 741741 OR GO TO [HTTPS://CENTERFORSUICIDEAWARENESS.ORG/HOPELINE/](https://centerforsuicideawareness.org/hopeline/)

SUICIDE HOTLINE

FOREWORD

This student handbook was developed to answer many of the commonly asked questions students and their parents may have during the course of a school year. Because the handbook also contains information about student rights and responsibilities, each student is responsible for knowing its contents. Please take time to become familiar with the following information and keep the handbook available. It can be a valuable reference during the school year and a means to avoid confusion and misunderstanding when questions arise. This handbook supersedes all prior handbooks and other written or oral statements regarding any item in this handbook. All policies and procedures in this handbook apply whenever a student is on any Unified School District of De Pere property or at any activity sponsored by any school in the district.

The policies and procedures of the school board can be accessed and viewed on the internet at the following address: <http://www.neola.com/depere-wi/>.

MISSION OF THE SCHOOL DISTRICT

As a responsible partner with our families and communities, we provide a distinct educational edge that prepares all learners to be successful and contributing members in our global society.

SCHOOL DAY

School starts promptly at 7:50 AM and ends at 3:00 PM each day. Students may enter the building at 7:43 AM through designated student entrances in the back of the school. Students must be clear of the building and

campus by 3:15 PM unless they are staying for school business (clubs, sports, detention, etc.). The school is not responsible for the safety and welfare of students on school grounds before 7:30 AM and after 3:15 PM.

Hour	Time
1	7:50-8:27
2	8:30- 9:07
3	9:10- 9:47
Flex	9:50- 10:20
4	10:23- 11:00
5	11:03-11:40
6	11:43- 12:20
7	12:23- 1:00
8	1:03- 1:40
9	1:43- 2:20
10	2:23- 3:00

DROPPING OFF STUDENTS

For safety reasons, students should be dropped off by the gym entrance, NOT by the front office entrance. Please drive forward around the half circle, stopping as close to the stop sign as possible before dropping off students. This will keep the traffic flowing smoothly and limit the congestion at the main office entrance. Students must walk to the playground area behind school. They may not wait in front of the building.

Students are expected to remain outside until 7:43 AM. On days that present inclement weather, students will be allowed to enter the building through the gym doors or behind school at the seventh grade entrance. Doors #1 and #25 open at 7:25 for students wishing to eat school breakfast.

De Pere Middle School has a closed campus. Once students are on campus they cannot leave for any reason unless they are accompanied by an adult. Students who ride the bus are considered to be on campus when they board the bus and are not to leave school grounds once they have arrived by bus or have been dropped off by their parents or guardian.

ATTENDANCE

Attending school is both necessary and the law. State law requires school attendance until the age of eighteen.

Students who do not maintain good attendance may fail, lose certain privileges, and/or have their parents taken to court. Parents must provide an explanation for their child's absence no later than 8:30 AM on the day of the absence by calling the attendance secretary at (920) 983-9174, Ext. 2111. If a parent/guardian excuse is not provided within 24 hours, the absence will be unexcused and the student will be considered truant. (See district handbook for entire school board attendance policy.)

SCHEDULING AND ASSIGNMENT

Schedules are provided to each student at the beginning of the school year or upon enrolling. The schedule is based upon the student's needs and available class space. Students are expected to follow their schedules. Students are assigned lunch and recess with their "house" for the full academic year. Any class changes in a student's schedule should be handled through the main office. Our policy allows students to drop and add elective classes only during the first seven school days of each semester. It does not allow for changing teachers, and it does not apply to required classes. Schedule changes will only be made if space is available in the desired classes. Students must bring a request form signed by a parent to the main office for approval of any schedule change. The principal must approve all schedule changes.

STUDENT SERVICES AND COUNSELING

Our counseling program offers a wide range of services which address the developmental, emotional, social, career and academic needs of students. Counselors are available for large and small group experiences based on student interest and needs, as well as classroom instruction and individual counseling. If a student or parent wishes to speak to a counselor, appointments can be made by stopping in or calling Student Services.

COURSE OFFERINGS

Each student is required to take English Language Arts, math, science, social studies, physical education, and related arts. In addition, students may elect to take band, chorus, orchestra, Spanish, Exploring World Languages, or Exploring Music. Students who do not take a performance music class will be assigned an SRT (Student Resource Time). Passing Spanish in both 7th and 8th grade is equal to passing Spanish I at the high school level. Although no high school credit is earned, this allows students to start high school at the Spanish II level.

Eighth grade students may also elect to take health in middle school, fulfilling the high school requirement upon course completion. The health grade is posted on the high school transcript, but is not factored into the student GPA. Students who do not take health in eighth grade must take it freshman year.

The state mandates that students participate in physical education. Physical education classes are coeducational and allow students the opportunity to participate in a variety of activities. If students possess any limitations on class participation, they must bring a written statement from their family doctor. Students will not be excused from participation without a doctor's written excuse.

FLEX PERIOD

Tuesday through Friday provides students the opportunity to receive interventions and extension opportunities through our flex period. This thirty minute period allows staff to request students who need extra support in instruction and/or extension activities. Students are also encouraged to request support of staff during this time through our EdEfficiency scheduling system.

LUNCH PERIOD

All students are assigned a 37 minute lunch period. Students have the option to go outside for recess or remain in the cafeteria after eating their lunch. Students need to use their student ID for hot lunch. All lunch deposits may be made online or in student services.

GRADING

De Pere Middle School uses a standard grading scale. The purpose of a grade is to indicate the extent to which the student has acquired the necessary learning. In general, students are assigned grades based upon formative and summative assessments. De Pere Middle School uses the following school-wide grading scale:

99 - 100%	A+	88 - 89%	B+	78 - 79%	C+	68 - 69%	D+	59%	F
92 - 98%	A	82 - 87%	B	72 - 77%	C	62 - 67%	D		
90 - 91%	A-	80 - 81%	B-	70 - 71%	C-	60 - 61%	D-		

A student receiving an incomplete "I" in a subject must make arrangements with the teacher and complete all missing work within a two week period from the time the grade was received: otherwise, the incomplete will automatically become a failure at the end of the two week period. Exceptions may be made for students who have been absent from school for an extended period of time due to illness or extenuating circumstances beyond the student's control. Arrangements must be made with the building principal before an extension will be granted.

LIFE SKILLS

Students will be evaluated and receive feedback on the following life skills on each report card.

Respect

Follows classroom expectations and directions of the staff

- Treats others in a kind, considerate manner
- Works without distracting or disrupting others

Responsibility

- Is on time and prepared for class
- Completes and hands in assignments on time
- Contributes to a safe environment for themselves and others

Engagement

- Listens attentively and actively participates in class
- Puts forth his or her best effort
- Advocates for self when needed

Marking Scale for Life Skills

4 = Independently meets expectations

3 = Meets expectations with minimal assistance

2 = Partially meets expectations

1 = Does not meet expectations at this time

GRADING PERIODS

Students shall receive an overall grade at the end of each 9 week grading period. Parents should monitor grades via the Infinite Campus Portal. An Infinite Campus Message will be sent for review at the end of each quarter.

LATE WORK POLICY

It is expected that all school work will be completed and turned in on the assigned due date. Late work must be submitted in order to properly assess and communicate a student's academic performance. Failure to complete work on time will be reflected in the Responsibility component of the Life Skills grade.

Your child may be required to stay after school or during lunch/recess to complete missing or late work. Requiring all work to be completed helps to ensure a more accurate assessment of what your child has learned and consequently a more accurate grade report.

In order to keep students on track with the sequence of learning, extensions are not always in the best interest of a student's learning; therefore, there may be times when teachers assign work that cannot be submitted late.

LOCKERS

Student lockers should be kept locked at all times. Students are responsible for keeping their locker neat and clean both inside and outside. Locker combinations are changed each summer to ensure privacy. Students should report all locker problems to a teacher or to Student Services. Lockers are the property of the school and therefore, the school reserves the right to inspect lockers at any time, with or without notice to students or their parents. Students are responsible for repair of any lockers that they deliberately damage.

ACADEMIC INTEGRITY POLICY

Rationale

DPMS staff wants every student to be successful. It is our hope that students will put forth their best effort in every assignment, regardless of its point value, and take pride in their work by being responsible for and keeping track of both past, present, and future assignments. Quality learning only takes place when students produce work that reflects their true abilities as measured by their own efforts. In order to establish habits that will promote personal and academic growth, academic integrity is something that will be taken very seriously.

Definitions and Examples of Academic Dishonesty:

The following are the ways that DPMS teachers define academic dishonesty, including several examples of actions that would violate the Redbird Academic Integrity Policy.

1. Using someone else's words, work, and/or ideas and claiming them as your own.
2. Sharing your own words, work, and/or ideas on an assignment or project that was assigned to be done individually.
3. Being dishonest about work that has been turned in.

It is impossible to list every example of academic dishonesty. This above list contains just a few examples of what is considered cheating and is not meant to be a comprehensive list of every possible scenario. If a student is unsure if an action is considered cheating, he/she should ask a teacher before partaking in the action.

SCHOOL-SPONSORED CLUBS AND ACTIVITIES

Extra-curricular activities do not reflect the school curriculum, but are made available to students to allow them to pursue additional worthwhile activities. All students are permitted to participate in the activities of their choosing, as long as they meet the eligibility requirements.

- Archery Club - Open to all seventh and eighth grade students; meets one evening a week, December-April.
- Red Jazz Band - An auditioned group that performs music in the swing, rock, funk, blues, and Latin styles.
- White Jazz Band - Anyone that is a member of Concert Band or orchestra or who plays bass or piano may join in this fun, enrichment band group to perform various styles of music including swing, rock, funk, blues, and Latin styles.
- LEAD-Students who are interested in leading activities within the building are encouraged to join LEAD (Leading Everyone at De Pere). Students in this club work to better not only the school, but to help the community as well.
- Tennis Club-Students interested in tennis can join this club in the spring.

- Theater - Seventh and Eighth grade students work together to hone acting skills through numerous small skits and activities, as well as preparing for and performing one play.
- Yearbook - Seventh and eighth grade yearbook staff members capture memories of the school year by taking pictures of student sports and activities, and then publishing them in the DPMS memory book.

*De Pere Middle School prides itself on our student created clubs. Each year we offer a wide variety of clubs for students. Any student wishing to start a club needs to complete a club proposal located in student services.

NON-SCHOOL-SPONSORED CLUBS AND ACTIVITIES

Non-school-sponsored student groups organized for religious, political, or philosophical reasons may meet during non-instructional hours. The application for permission can be obtained from the principal. The application must verify that the activity is being initiated by students, attendance is voluntary, that no school staff person is actively involved in the event, that the event will not interfere with school activities, and that nonschool persons do not play a regular role in the event. School rules will still apply regarding behavior and equal opportunity to participate.

Membership in any fraternity, sorority, or any other secret society as prescribed by law is not permitted. All groups must comply with school rules and must provide equal opportunity to participate. No non-district-sponsored organization may use the name of the school or school mascot.

ATHLETICS

De Pere Middle School provides a variety of extra-curricular sports in which students may participate in, providing they meet grade eligibility requirements that apply.

FALL (August through October) WINTER (November through January) SPRING (April through May)

Football

Basketball - Boys and Girls

Track

Volleyball

Wrestling - Boys and Girls

Cross Country

Soccer

It is the philosophy of De Pere Middle School that a student owes loyalty and allegiance to the school and team of which he/she is a member during the season of a given sport. We understand that athletes participate in many non-school games in the same sport during the season of practice and competition established by the school. It is our hope that students will prioritize their commitments in order to attend all practices and games related to the DPMS team they have joined.

Athletes must be in full attendance at school the day of a game in order to participate in the game. Exceptions of partial attendance due to appointments and family emergencies must be approved prior to the game by the Athletic Director or Principal.

Ineligibility means a student can practice but may not play. However, players must be present at all games. In order to be academically eligible, an athlete must maintain no Fs in any class.

Eligibility will be reviewed every Wednesday. If a student does not meet academic eligibility, the student will be marked ineligible for the following week. Student athletes are expected to attend practices and games; however, they will not be allowed to compete in games or meets until their grades have improved. Once a student raises the F grade they become eligible to participate in competition. If an athlete is on probation for three consecutive weeks and the grades have not improved after those three weeks, the athlete will be removed from the team for the remainder of that sport season.

Student/Athlete Behavior: Detentions must be served before a player may practice or play. If this policy is violated the athlete will be suspended for a game. Athletes are to go to practice after a detention is served. An in-school suspension or out-of-school suspension results in a one game suspension. The athlete is expected to practice when in school, prior to the suspended game.

Accident insurance is available to students during the school year. Students participating in athletics must show evidence of insurance coverage prior to participation in athletics.

ATHLETIC PENALTY FOR ALCOHOL AND OTHER DRUG ABUSE

First Violation--Suspension from the team for 20% (rounded up) of the scheduled games, matches, or meets of the present sport the athlete is participating in or the next season the athlete participates in if he/she is not currently participating in a sport. However, if the violation occurs with less than 20% of the current season remaining, the suspension will carry over into the athlete's next sport season.

Second Violation--Suspension from the team for the remainder of the season the athlete is participating in. If there is less than 50% (rounded up) of the current sport season remaining, the suspension will carry over into the athlete's next sport season and the athlete will be suspended from the first 50% of that season.

Third Violation--Suspension from all athletics for a period of 180 consecutive school days from the date of the third violation.

CODE OF CONDUCT

A major component of the educational program at De Pere Middle School is to prepare students to become responsible workers and citizens by learning how to conduct themselves properly and in accordance with established standards.

EXPECTED BEHAVIORS

Each student shall be expected to:

1. Abide by national, state, and local laws as well as the rules of the school and respect the civil rights of others.
2. Act courteously to adults and fellow students.
3. Be prompt to school and attentive in class.
4. Work cooperatively with others when involved in accomplishing a common goal regardless of the other's ability, gender, race, or ethnic background.
5. Complete assigned tasks on time and as directed.
6. Help maintain a school environment that is safe, friendly, and productive.
7. Act at all times in a manner that reflects pride in self, family, school, and in the community.

EMERGENCY DRILLS

The Unified School District of De Pere complies with all fire safety laws and will conduct fire drills in accordance with state law. Fire drills are held to ensure safety. Knowing what to do in the event of a real fire can mean the difference between life and death. Tornado drills will be conducted during the tornado season using procedures provided by the state.

Students never know if a fire or tornado alarm signals a real fire/tornado or a drill. Each alarm must be treated as if it is a real occurrence. It is extremely important for students to stay with their class, follow all rules, and immediately obey any instructions from their teacher.

When the fire alarm sounds students are to:

- Move in a single-file line in an orderly fashion.
- Be silent in the hall.
- Once outside, move fifty feet from the building, remain quiet, and listen for instructions.
- Face away from the building. The intense heat of a fire causes windows to explode outward, throwing glass. Turning away from the building protects eyes and faces.
- Remain with their class. Teachers will take roll.
- Wait for teacher directions before returning to the building.

When the tornado alarm sounds students are to:

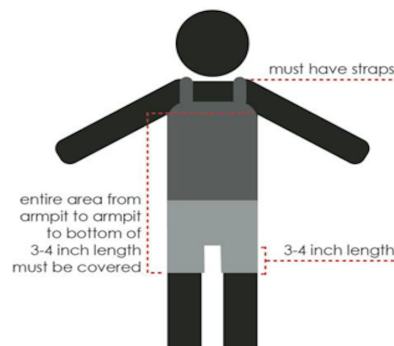
- Move in a single-file line in an orderly fashion without pushing or running.
- Be silent in the hall.
- Follow all directions from teachers immediately without question.
- Stay with their class. Teachers will take roll. We must be certain all students are safe.
- Once in your designated area, turn toward the wall, kneel, and cover your head at the command, “Everybody down.”
- Stay in this position until you receive further directions from your teacher.

LOCK DOWN OR EVACUATION DRILLS

- To ensure the greatest safety of students and staff in the event of an intruder or other dangerous situations, the school will conduct drills to lock down the building.
- De Pere Middle School follows the ALICE framework for school safety measures. Students will practice an evacuation drill on a yearly basis.

DRESS CODE

In addition to the expectations noted in the district portion of the handbook, the following dress code is to be followed at De Pere Middle School.



- Backpacks and shoulder bags are to be placed in assigned locker.
- The dress and grooming expectations in this handbook also apply to all socials and extracurricular events.
- The following styles of dress are not acceptable: strapless tops, tops/shirts with an open back, under clothing which is visible, alcohol, tobacco, vape and drug references, and any references to violence.

If a student is dressed inappropriately the student may be asked to modify the clothes or may be removed from the educational setting. This may be accomplished by removing the item, changing into a gym shirt/shorts, turning the clothing inside out, or calling parents to bring more appropriate attire to school. Students may not return to class until they have complied with the dress code rules. Further actions may result for students who repeatedly choose to not follow the dress code.

Middle School Physical Education Uniforms – The gym uniform for both 7th and 8th graders includes tennis shoes, socks, black, gray or red shorts, and a black, gray, red or white T-shirt.

COMPUTER TECHNOLOGY AND NETWORKS

Before any student may enhance his/her learning through participation in the school's computer network and Internet, he/she and his/her parents must sign the User Agreement and Parent Permission Form, which defines the conditions under which the student may participate. The use of the network and the Internet is a privilege. Failure to abide by all of the terms of the agreement may lead to termination of the student's computer use and possible disciplinary action up to and including suspension from school or referral to law enforcement authorities. The principal, or other school authority, will deem what is inappropriate use and this decision is final. Permission must be granted on an annual basis.

CHROMEBOOKS

Students will be issued a district Chromebook, charger and carrying case. Parents are required to sign a *Student Technology User Agreement Form* in order for the student to receive a Chromebook from the United School District of De Pere.

General Technology Use

- No student shall intentionally cause damage to any school equipment including hardware and software. This prohibition includes, but is not limited to the following acts:
- Removing or exchanging any hardware or software component from any system
- Deleting, renaming, moving, copying or changing any file or its properties, other than his/her own personally owned files
- Tampering with installed software and files
- Attempting to gain access to unauthorized files
- Attempting to change the passwords of others or of the system
- Damaging other student's work or device
- Installing personal software on school technology
- Violating copyright laws by unauthorized copying of software
- Installing, copying, or knowingly infecting a computer system with a virus
- Intentionally wasting technology resources including file storage space, printers, or paper

Activities Which are Permitted & Encouraged	Activities & Conduct which are Not Permitted
<ul style="list-style-type: none"> ● Investigation of topics being studied in school ● Use of information in accordance with fair use guidelines ● Investigation of opportunities outside of school related to community service, employment or further education ● Pursuing personal interests as appropriate for an educational setting 	<ul style="list-style-type: none"> ● Plagiarizing information from the Internet ● Intentionally wasting technology resources including file storage space, printers, or paper ● Using or displaying obscene language ● Sending or displaying offensive messages or pictures ● Participation in Internet instant messaging, chats, blogs, newsgroups, mailing lists, or social networking sites unless directed and supervised by a staff member for a classroom assignment ● Playing any arcade-type games ● Playing casino games or any type of gambling ● Using peer-to-peer or similar software to download unlicensed video, audio or software programs ● Violating copyright laws ● Using another person's password, with or without their consent

Consequences

The consequences for any student who intentionally causes damage to any school equipment including hardware and software or who intentionally violate the Internet usage guidelines may include paying for damages, denial of access to technology, detention, suspension, expulsion or involvement of law enforcement in severe cases.

CELL PHONES

Students are not to be on their personal communication devices during the school day. Students are issued district Chromebooks to utilize for instructional purposes. Student cell phones need to be placed in lockers at the start of the school day and are not to be used during the day. **Please review USDD Policy 5136:**

PERSONAL COMMUNICATION DEVICES

BICYCLES, SKATEBOARDS, SCOOTERS

Students may ride bicycles to school. Bicycles must be parked in the racks provided. Securing your bike with a lock is recommended. For safety's sake, please provide your child with a bicycle helmet, and impress upon him/her the importance of wearing it. Students may not loiter at the bike racks. The school is not responsible for theft of parts or damage to bicycles parked at the school. Bicycles must be walked on school grounds. Skateboards and rollerblades may be used in designated areas only.

WATER BOTTLES

Students are allowed to carry reusable water bottles during the school day.

CAFFEINATED BEVERAGES

Students are not allowed to bring caffeinated drinks (soda, energy drinks, coffee, etc) into the school building.

NON-INSTRUCTIONAL ITEMS

Any item that is not required for instructional purposes is considered a non-instructional item. Teachers may

confiscate non-instructional items, in which case a receipt will be issued to the student. A parent must pick up any confiscated items.

HARASSMENT AND BULLYING

Our priority at DPMS is to provide a safe learning environment for all students as we celebrate differences. Students who engage in any form of harassment or bullying while at school or a school sponsored activity will be subject to disciplinary action in accordance with Board policy. Students are provided an anonymous, online student concern reporting form that notifies administration of such events. Please see the following definitions of bullying and harassment:

Bullying- Aggressive behavior that involves unwanted negative actions, that is a targeted and repeated behavior (verbal, written, or physical) towards an individual intended to cause harm (Physical or emotional), where there is an imbalance of power or strength between the two individuals that impacts the school environment.

Harassment-Any action that would be considered discriminatory in nature based on these recognized categories: Age, color, disability, marital status, national origin, race, religion, sexual, sexual orientation.

POSITIVE BEHAVIORAL INTERVENTIONS AND SUPPORTS (PBIS)

DPMS utilizes Positive Behavioral Interventions and Supports (PBIS). The main focus of PBIS is to provide a clear system for all expected behaviors at De Pere Middle School. Through PBIS we work to create and maintain a productive, safe environment in which all school community members have clear expectations and understanding of their role in the educational process. The Redbird Way focus on the expectations of “Be Kind, Be Focused and Be Responsible.”

During the first weeks of school students are provided with a clear set of expectations based upon behavioral goals chosen by the staff and administration. The behavioral expectations are taught just like an academic subject, are modeled for students, and then practiced by students. Throughout the school year students receive positive feedback for positive behaviors. Data is kept and analyzed to make decisions on which student behaviors are improving and which behaviors require re-teaching. Just as we teach students to read, write and compute, we also need to teach students our school-wide expectations for appropriate and positive behaviors.

DISCIPLINE

At De Pere Middle School, student and staff safety is a priority. Students are expected to follow all school and classroom expectations. Students who struggle following these expectations will be re-taught the expectation with opportunities to problem solve, self correct the behavior, self reflection, goal setting and conflict resolution. If students choose not to solve problems cooperatively, they will be assigned consequences.

Consequences are assigned according to severity and frequency of events. The following are examples of consequences assigned to students:

- | | | |
|-----------------------------------|-----------------------------------|-------------------------------|
| * Time out of class | * Conference with teachers | * Office referral |
| * Loss of privileges | * Conflict resolution/mediation | * Teacher detention |
| * Letter of apology | * Referral to counseling services | * Lunch/recess detention |
| * Natural or logical consequences | * Restitution | * After school detention |
| * Parent contact or conference | * Behavior Modification Plan | * In/out of school suspension |

Office Detention

Office detentions are served during the student’s lunch/recess period or from 3:05 to 3:45 PM. Detentions are not adjusted for extracurricular activities. For example, students who participate in sports must serve a detention

before they practice or play in a game. Failure to serve an office detention without an acceptable excuse (medical/dental appointment or family emergency) may result in an in-school suspension.

Suspension

In-school suspension (ISS) prohibits students from attending their regular class schedules. Students are required to remain in Student Services during the assigned time period and to work on class assignments. Out of school suspensions prohibit a student from being on school grounds. They may also lose privileges to attend other school activities as determined by a principal. Athletes who receive an in-school suspension will have a one game suspension. The athlete is expected to practice prior to the suspended game.

FORMAL DISCIPLINE

Policy 5610: Formal discipline removes the student from school. It includes suspension for up to five (5) school days or up to fifteen (15) days if a notice of expulsion has been sent as well as expulsion from school. Suspensions and expulsions may carry over into the next school year. Removal for less than one school day without the possibility of suspension or expulsion may not be appealed. Suspension and expulsion can be appealed.

Students being considered for suspension or expulsion are entitled to an informal hearing with the building administrator, prior to removal, at which time the student will be notified of the charges against him/her and given an opportunity to make a defense.

If a student is suspended, the parents may appeal the suspension, in writing, to the District Administrator and a formal hearing will be held.

Suspension from co-curricular and extra-curricular activities may not be appealed.

When a student is being considered for expulsion, a formal hearing is scheduled with the Board of Education. The parents and student will be given written notice of the hearing and will be expected to be present. The Board of Education then takes testimony and determines if a recommendation to expel is to be made. This decision may also be appealed. In the case of expulsion, the student remains out of school during the appeal period. Work missed during an expulsion cannot be made up and usually results in a loss of credit.

Students involved in co-curricular and extra-curricular activities can lose their eligibility for violation of the school rules. This is especially true for infractions involving drugs, alcohol, and tobacco use or harassment.

If a student commits a crime while under the school's jurisdiction, he/she may be subject to school disciplinary action as well as to action by the community's legal system. These are separate jurisdictions and do not constitute double jeopardy (being tried twice for the same crime).

EQUAL EDUCATION OPPORTUNITY

School Board Policy 2260: Nondiscrimination and Access to Equal Educational Opportunity

The Board of Education is committed to providing an equal educational opportunity for all students in the District.

The Board of Education does not discriminate on the basis of, race, color, religion, national origin, ancestry, creed, pregnancy, marital status, parental status, sexual orientation, sex, including transgender status, change of sex or gender identity, disability, age (except as authorized by law), military status or physical, mental, emotional, or learning disability in any of its student program and activities.

The Board also does not discriminate on the basis of Protected Classes in its employment policies and practices as they relate to students, and does not tolerate harassment of any kind.

Equal educational opportunities shall be available to all students, without regard to their membership in the Protected Classes, race, color, national origin, sex, disability, age (unless age is a factor necessary to the normal operation or the achievement of any legitimate objective of the program/activity), place of residence within the boundaries of the District, or social or economic background, to learn through the curriculum offered in this District. Educational programs shall be designed to meet the varying needs of all students.

In order to achieve the aforesaid goal, the Board directs the District Administrator to:

A. Curriculum Content

review current and proposed courses of study and textbooks to detect any bias based upon the Protected Classes ascertaining whether or not supplemental materials, singly or taken as a whole, fairly depict the contribution of both sexes various races, ethnic groups, etc. toward the development of human society.

provide that necessary programs are available for students with limited use of the English language.

B. Staff Training

develop an ongoing program of staff training and in-service training for school personnel designed to identify and solve problems of bias based upon the Protected Classes in all aspects of the program.

C. Student Access

review current and proposed programs, activities, facilities, and practices to ensure that all students have equal access thereto and are not segregated on the basis of the Protected Classes in any duty, work, play, classroom, or school practice, except as may be permitted under State regulations.

verify that facilities are made available, in accordance with Board Policy 7510 - Use of District Facilities, for non-curricular student activities that are initiated by parents or other members of the community, including but not limited to any group officially affiliated with the Boy Scouts of America or any other youth group listed in Title 36 of the United States Code as a patriotic society;

D. District Support

require that like aspects of the District program receive like support as to staff size and compensation, purchase and maintenance of facilities and equipment, access to such facilities and equipment, and related matters.

E. Student Evaluation

verify that tests, procedures, or guidance and counseling materials, which is/are designed to evaluate student progress, rate aptitudes, analyze personality, or in any manner establish or tend to establish a category by which a student may be judged, are not differentiated or stereotyped on the basis of the Protected Classes.

The District Administrator shall appoint and publicize the name of the compliance officer(s) who is/are responsible for coordinating the District's efforts to comply with the applicable Federal and State laws and regulations, including the District's duty to address in a prompt and equitable manner any inquiries or complaints regarding discrimination or equal access. The Compliance Officer(s) also verify that proper notice of nondiscrimination for Title II of the Americans with Disabilities Act (as amended), Title VI and VII of the Civil Rights Act of 1964, Title IX of the Education Amendment Act of 1972, Section 504 of the Rehabilitation Act of 1973 (as amended), and that Age Discrimination Act of 1975 is provided to students, their parents, staff members, and the general public.

The District Administrator shall attempt annually to identify children with disabilities, ages 3-21, who reside in the District but do not receive public education.

In addition, s/he shall establish procedures to identify students who are Limited English Proficient, including immigrant children and youth, to assess their ability to participate in District programs, and develop and administer a program that meets the English language and academic needs of these students. This program shall include procedures for student placement, services, evaluation, and exit guidelines and shall be designed to provide students with effective instruction that leads to academic achievement and timely acquisition of proficiency in English. As a part of this program, the District will evaluate the progress of students in achieving English language proficiency in the areas of listening, speaking, reading and writing, on an annual basis (see AG 2260F).

118.13 Wis. Stats.

P.1. 9, 41

Fourteenth Amendment, U.S. Constitution

20 U.S.C. Section 1681, Title IX of Education Amendments Act

20 U.S.C. Section 1701 et seq., Equal Educational Opportunities Act of 1974

29 U.S.C. Section 794, Rehabilitation Act of 1973

42 U.S.C. Section 2000 et seq., Civil Rights Act of 1964

42 U.S.C. 12101 et seq., The Americans with Disabilities Act of 1990

Vocational Education Program Guidelines for Eliminating Discrimination and Denial of Services, Department of Education, Office of Civil Rights, 1979

Revised 1/18/10

POLICY 2260B - COMPLAINT PROCEDURES FOR NONDISCRIMINATION AND EQUAL EDUCATIONAL OPPORTUNITY/ACCESS

Introduction

The Board of Education does not discriminate on the basis of race, color, religion, national origin, ancestry, creed, pregnancy, marital status, parental status, sexual orientation sex, including transgender status, change of sex or gender identity, disability, age (except as authorized by law), military status or physical, mental, emotional, or learning disability in any of its student programs and activities.

If a person believes that s/he has been discriminated against or denied equal opportunity or access to the District's programs, activities or services the person may utilize the following complaint procedures as a means of reaching at the lowest possible administrative level, a prompt and equitable resolution of the matter.

The following person(s) is/are designated as the District's Civil Rights Coordinator:

Complaint Coordinators

Jerry Nicholson
Director of Pupil Services
De Pere Public Schools
1700 S. Chicago St.
De Pere, Wisconsin 54115

Phone: (920) 337-1032
Fax: (920) 337-1033

Email: jnicholson@depere.k12.wi.us

Kathy Van Pay
Heritage Elementary School Principal
De Pere Public Schools
1700 S. Chicago St.
De Pere, Wisconsin 54115

Phone: (920) 337-1036
Fax: (920) 403-7381

Email: kvanpay@depere.k12.wi.us

The individual may also, at any time, contact the U.S. Department of Education, Office for Civil Rights, Citigroup Center, 500 W. Madison Street, Suite 1475, Chicago, IL 60661; Telephone: 312-730-1560, Fax: 312-730-1576; TDD: 877-521-2172; E-mail: OCR.Chicago@ed.gov.

Informal Procedures

A person who believes s/he has a valid basis for a complaint may discuss the matter informally and on an oral basis with the District's Civil Rights Coordinator, who will investigate the complaint and reply with an answer to the complainant. If the informal procedures do not resolve the matter to the complainant's satisfaction or s/he skips the informal process, s/he may initiate formal procedures according to the following steps:

Formal Procedure

Step 1

Investigation by the District Civil Rights Coordinator: A person may initiate a formal investigation by filing a written complaint (Form 2260 F1) with the District Civil Rights Coordinator. The complaint must contain the name and address of the individual or representative filing the complaint, be signed by the complainant or someone authorized to sign for the complainant, and describe the alleged discriminatory action in sufficient detail to inform the Civil Rights Coordinator of the nature and date of the alleged violation, and propose a resolution. The complaint must be filed within thirty (30) calendar days of the circumstances or event giving rise to the complaint, unless the time for filing is extended by the Civil Rights Coordinator for good cause. The Civil Rights Coordinator will conduct an impartial investigation of the complaint. As part of the investigation, the Civil Rights Coordinator shall permit the complainant to present witnesses and other evidence in support of his/her complaint. The investigation shall be completed within fifteen (15) school days of the written complaint being filed. The Civil Rights Coordinator will notify the complainant in writing of his/her decision and will maintain the District's files and records relating to the complaint.

Step 2

Appeal to the District Administrator: If the complainant is not satisfied with the Civil Rights Coordinator's Step 1 decision, s/he may submit, in writing, a signed statement of appeal to the District Administrator within five (5) school days after receipt of the Coordinator's response. The District Administrator will review the case, may conduct an information hearing, and will notify the complainant

in writing of his/her decision within ten (10) school days of receiving the written appeal.

Step 3

Appeal to the Board of Education: If the complainant remains unsatisfied, s/he may file a written appeal with the Board of Education. The appeal must be filed within five (5) school days of his/her receipt of the District Administrator's response in Step 2. In an attempt to resolve the complaint, the Board of Education shall meet with the parties and their representatives within twenty (20) business days of the receipt of such appeal. A copy of the Board's disposition of the appeal shall be sent to each party within fifteen (15) business days of this meeting.

The complainant may be represented, at his/her own cost, at any of the above-described meetings/hearings.

The right of a person to a prompt and equitable resolution of the complaint shall not be impaired by the person's pursuit of other remedies such as the filing of a complaint with the Office for Civil Rights or the filing of a court case in the appropriate Federal District Court. Use of this internal complaint procedure is not a prerequisite to the pursuit of other remedies.

The Civil Rights Coordinator will provide a copy of the District's complaint procedure to any person who files a complaint and will investigate all complaints in accordance with this procedure.

A copy of each of the Acts and the regulations on which this notice is based may be found in the office of each building administrator.

Student Complaint Procedure Under Section 118.13, Wisconsin Statutes

Consistent with the requirements of Section 118.13, Wisconsin Statutes, it is the policy of the District that no person, 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 may be denied admission to school or be denied participation in, be denied the benefits of, or be discriminated against in any curricular, extra-curricular, student services, recreational or other program or activity. Areas covered by this policy include admission to any school, class, program, or activity. Areas covered by this policy include admission to any school, class, program, or activity; standards and rules of behavior, including student harassment; disciplinary actions, including suspensions and expulsions; acceptance and administration of gifts, bequests, scholarships and other aids, benefits or services to students from private agencies, organizations or persons; instructional and library material selection; methods, practices, and materials used for testing, evaluating and counseling students; facilities; opportunity for participation in athletic programs or other extra-curricular activities; and school sponsored food service programs.

If any person believes that the District or any part of the school organization has failed to follow Section 118.13, Wisconsin Statutes or in some way discriminated against students on the basis of sex, race, religion, national origin, ancestry, creed, pregnancy, marital or parental status, sexual orientation, or physical, mental, emotional or learning disability, s/he may file a written complaint with a District Civil Rights Coordinator, as indicated above, or the District Administrator.

The procedure for resolution of complaints shall be as follows:

Step 1

A written statement of the complaint shall be prepared by the complainant on the form provided by the District and signed. This complaint shall be presented to the Coordinator. The Coordinator shall send written acknowledgement of receipt of the complaint to the complainant within forty-five (45) days of receipt of the written complaint.

Step 2

A written determination of the complaint shall be made by the Board of Education within ninety (90) days of the receipt of the written complaint unless the parties agree to an extension of time.

Step 3

If a complainant wishes to appeal a negative determination by the Board, s/he has the right to appeal the decision to the State Superintendent within thirty (30) days of the Board's decision.

In addition, the complainant may appeal directly to the State Superintendent if the Board has no complaint procedure or has not provided written acknowledgement within forty-five (45) days of the receipt of the complaint or made a determination within ninety (90) days of receipt of the written

complaint and the parties have not agreed to an extension of time.

Appeals should be addressed to: State Superintendent, Wisconsin Department of Public Instruction,
P.O. Box 7841, Madison, Wisconsin 53707-7841. More information is available at:
<http://dpi.wi.gov/sped/puplnondis.html>

Office For Civil Rights

Discrimination complaints may also be filed with the Federal government at the Office for Civil Rights-Chicago, U.S. Department of Education, Citigroup Center

500 W. Madison Street, Suite 1475

Chicago, IL 60661

Telephone: 312-730-1560 / Fax: 312-730-1576; TDD: 877-521-2172 E-mail: OCR.Chicago@ed.gov

The complaint must generally be filed within 180 days of the date the discrimination occurred. You do not have to file a complaint with the District before filing a complaint with the Office for Civil Rights, and you may file complaints with both the District and the Office for Civil Rights if you wish to do so.

Prohibition Against Retaliation

The Board will not discriminate against, coerce, intimidate, threaten or interfere with any individual because the person opposed any act or practice made unlawful by any Federal civil rights law, or because that individual made a charge, testified, assisted or participated in any manner in an investigation, proceeding, or hearing under those laws or because that individual exercised, enjoyed, aided or encouraged any other person in the exercise or enjoyment of any right granted or protected by those laws.

False Information

Any individual who knowingly files a false complaint or knowingly provides false information concerning a complaint shall be subject to disciplinary action.

118.13 Wis. Stats. / P.I. 9, 41, Wis. Adm. Code / Fourteenth Amendment, U.S. Constitution / 20 U.S.C. 1681, Title IX of Education Amendments Act / 20 U.S.C. 1701 et seq., Equal Educational Opportunities Act of 1974 / 29 U.S.C. 794, Rehabilitation Act of 1973 / 42 U.S.C. 12101 et seq., The Americans with Disabilities Act of 1990 / 42 U.S.C. 2000 et seq., Civil Rights Act of 1964 / Vocational Education Program Guidelines for Eliminating Discrimination and Denial of Services, Department of Education, Office of Civil Rights, 1979

Revised 4/18/11

VOCATIONAL OPPORTUNITIES

All activities and courses, including career technical education and physical education courses at De Pere High School are available to all students as required by Title VI, Title IX and Section 504. If there are prerequisites, they are based on ability and aptitude, not on race, color, national origin, sex, or any handicapping conditions. Students with physical or cognitive disabilities may qualify for special services and instruction, and equipment modifications to successfully complete the course or participate in an activity.

NOTICE OF NON-DISCRIMINATION

The Unified School District of De Pere is committed to providing an equal educational opportunity for all students in the district.

It is the policy of the Unified School District of De Pere, pursuant to s. 118.13, Wis. Statutes, and PI 9, that no person may be denied admission to any public school in this district or be denied participation in, be denied the benefits of, or be discriminated against in any curricular, extracurricular, pupil service, recreational, or other program or activity because of the person's age, sex, race, color, religion, national origin, ancestry, creed, pregnancy, marital or parental status, sexual orientation, or physical, mental, emotional or learning disability. This policy also prohibits discrimination as defined by Title VI of the Civil Rights Act of 1964 (race, color and national origin), Title IX of the Education Amendments of 1972 (sex), Section 504 of the Rehabilitation Act of 1973 (disability), and by the Age Discrimination Act of 1975 (age).

Students, who have been identified as having a handicap or disability under Section 504 of the Rehabilitation Act or the Americans with Disabilities Act, shall be provided with reasonable accommodations in educational

services or programs.

The District shall also 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. Accommodations may include, but are not limited to; release from participation in an activity, alternative assignments, released time from school to participate in religious activities and opportunities to make up work missed due to religious observances. Any accommodation granted under this policy shall be provided to students without prejudicial effect.

Questions and complaints pertaining to this policy should be directed to the district coordinator of Title IX, Section 504, and Title II ADA:

Jerry Nicholson, Director of Pupil Services

(920_983-2456

1700 Chicago Street

jnicholson@depere.k12.wi.us

De Pere, WI 54115

ENGLISH LANGUAGE LEARNER (ELL)

It is the intent of the Unified School District of De Pere (USDD) that every student in the district who has a primary language other than English and who is identified as limited English proficient (LEP) be provided with the opportunity to participate in an English Language Learner (ELL) program. The ELL program strives to enable limited English proficient students to become competent in the areas of listening, speaking, reading and writing in the English language in an academic setting and be able to participate fully in society. The purpose of these services is to develop English language skills that will enable the students to function successfully in an all English classroom and complete the District's required curriculum.

These services shall include the identification of students who are English language learners (ELL), the implementation of curricular and instructional modifications, and the assessment of the ELL student's academic progress. The degree of modification, the duration and the type of services shall be determined individually and shall be based on the needs of each student.

ELL services throughout the district are provided by the district's certified ELL Coordinator and ELL staff. For more information regarding the ELL Program contact the district's ELL Coordinator, Jeanne Adair, Unified School District of De Pere, 1700 Chicago Street, De Pere, WI 54115 at (920) 983-9174 ext. 1-4118 or by email at: jadair@depere.k12.wi.us.

AMERICANS WITH DISABILITIES ACT AND SECTION 504

The Americans with Disabilities Act (A.D.A.) and Section 504 of the Rehabilitation Act of 1973 require the School to ensure that no individual will be discriminated against on the basis of a disability. This protection applies not just to the student, but to all individuals.

Students with disabilities may be served within the regular education program with an accommodation plan developed by school staff. Parents who believe their child may have a disability that substantially limits the child's ability to function properly in school should contact the Director of Pupil Services at 983-2456 ext. 1-4112.