

2026-2027 Student/Parent

Handbook

Elementary School | Middle School | High School

Tomah Area School District

HIGH QUALITY STUDENT LEARNING. EVERY CHILD. EVERY DAY.

Visit Our Website
tomah.education

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STATEMENT OF PHILOSOPHY

The Board of Education believes that the school, as an educational institution of our social system, has been organized to promote the aims and objectives of our democratic society. The Board believes that each person should be accepted into the educational program as is, and that she/he should be provided with a stimulating environment and opportunities for learning experiences designed to promote behavioral development that will effect continuing satisfactory adjustments to life.

We believe each child is unique, and that the school must offer varied experiences and a wide range of acceptable standards to take these differences into account.

We believe the school must provide experiences with regard for their effect upon all aspects of the learner's development—intellectual, emotional, physical and social.

We believe that since our society is a democracy, the school must provide the students with experiences which will: (1) help them achieve academic competence;
(2) help them to become sensitive to problems of common welfare in the family, the school and the community, the nation and the world;
(3) teach them to work with others in the solution of these problems;
(4) develop their feelings of individual responsibility for the common welfare; and
(5) help them to act in harmony with what he/she says or believes.

We must believe that each child has worth and dignity, and that the school must continue to develop in the students, the understanding that with the privilege of public education, goes the acceptance of responsibility for participating in the improvement of society.

MISSION STATEMENT

HIGH QUALITY STUDENT LEARNING. EVERY CHILD. EVERY DAY.

We will provide excellent academics and co-curricular activities that develop lifelong learning skills for all students, preparing them for our community and worldwide experiences.

REFERENCING DISTRICT POLICIES

Complete and full policies are posted on our website at:

https://go.neola.com/tasd-wi/policy/policy-manual

GENERAL INFORMATION

ACCOUNTABILITY REPORT

As part of the state accountability system, the Department of Public Instruction (DPI) has produced report cards for every school district in Wisconsin. These report cards provide data on multiple indicators for four (4) priority areas: student achievement, student growth, closing gaps, and on track and post-secondary readiness.
View Tomah's accountability reports.

ANNUAL NOTICES

Tomah Area School District wants you to be informed of important policies and procedures impacting student and employee safety, responsibilities, and rights. This document contains references to policies, procedures, and notifications required under Wisconsin legal notices statutes and Tomah Area School Board approved notification requirements. This will serve as your official notice of the following policies/notifications.
Policies cited in this document are hyperlinked to the Tomah Area School District Board of Education policy manual where the policy language may be viewed in its entirety if not already provided in this annual notice document.
Thank you for taking the time to review this annual notice. If you have questions please contact your school principal, the Director of Curriculum and Instruction, Director of Pupil Services, or the District Administrator.
If you do not have access to the Tomah Area School District website, please request a written copy of any of the policies below by contacting the District Administrator of the Tomah Area School District in writing at 129 West Clifton St. Tomah, Wisconsin 54660. (608)-374-7004.

Third Grade Promotion and Retention: At-Risk Students (ACT 20) View Policy 5411

Annual Notices can be found on our district website (2025-26 Required Notices): https://www.tomah.education

ATTENDANCE -DISTRICT POLICIES

View Policy 5200

The Board will enforce regular student attendance in the District's program in which each student is enrolled as required pursuant to State law. Further, the Board recognizes that the District's educational program is predicated upon the participation of each student in the program of instruction in which the student is enrolled and required to attend. Student success requires continuity of instruction and program participation. For purposes of this policy, the regular period and hours of instruction including both those periods and hours a student's program require that they are in school as well as any attendance requirements defined as part of a course of virtual instruction, or a combination of the more than one type of instructional delivery.

All children between six (6) and eighteen (18) years of age shall attend school regularly during the full period and hours, religious holidays excepted, that the school in which the child is enrolled is in session until the end of the term, quarter, or semester of the school year in which the child becomes eighteen (18) years of age unless they fall under an exception under State law, this policy, or administrative guideline issued under this policy. A child who is enrolled in five (5) year-old kindergarten shall attend school regularly, religious holidays excepted, during the full period and hours that kindergarten is in session until the end of the school term.

Notification Required

The District Administrator shall require, from the parent or guardian of each student who has been absent for any reason an oral or written statement stating the reason for the absence and the time period covered by the absence. The Board reserves the right to verify such statements and to investigate the cause of each absence.

A telephone call must be made by 8:30 a.m. to the school office each day a student is absent. Parents may call their child's school twenty-four (24) hours a day, seven (7) days a week.

- A telephone call must be made by 8:30 a.m. to the school office each day a student is absent. Parents may call their child's school twenty-four (24) hours a day, seven (7) days a week.
- At the elementary level, if a call is not received by 8:30 a.m., school secretaries will begin contacting parents to determine the well-being/location of the child. The absence will then be marked unexcused unless a written note is submitted within two (2) days.
- At the middle and high school level, if a call is not received by 8:30 a.m., an automated phone message will go out to parents at 4:00 p.m. The absence will be marked unexcused unless a written note is submitted within two (2) days.

GENERAL INFORMATION

ATTENDANCE -DISTRICT POLICIES View Policy 5200

School Attendance Officer

The District Administrator shall designate an administrator at each school to be the School Attendance Officer. The School Attendance Officer shall perform any duties and responsibilities required to perform by State law, this policy, and any administrative guidelines issued by the school. The duties of the School Attendance Officer shall include, but not be limited to, the following.

- Determining daily from attendance reports submitted by teachers which students enrolled in the school are absent from school, or failed to fulfill the attendance requirements of a virtual instruction program component, and whether the absence is excused.
- Submitting to the District Administrator, on or before August 1st of each year, a report of the number of students enrolled in the school who were absent in the previous year and whether the absences were excused. The District Administrator shall then submit this information to the State Superintendent.
- Providing student attendance information to individuals and agencies for purposes authorized by State law and the Board's Policy 8330 - Student Records.

Excused Absences

As required under State law, a student shall be excused from school for the following reasons:

A. Physical or Mental Condition

The student is temporarily not in proper physical or mental condition to attend a school program. Absences for this reason may be excused by oral or written notification to the attendance officer by the adult student or the minor student's parent. The attendance officer in appropriate circumstances may require a written statement from a health care provider describing the condition and excusing the student for a period of time not to exceed thirty (30) calendar days.

B. Obtaining Religious Instruction

To enable the student to obtain religious instruction outside the school during the required school period (see Policy 5223 - Absences for Religious Instruction).

C. Permission of Parent or Guardian

The student has been excused via phone call, email or in writing by their parent or guardian before the absence for any reason. A student may not be excused for more than ten (10) days under this paragraph and must complete any coursework missed during the absence. Examples of reasons for being absent that should be counted under this paragraph include, but are not limited to, the following:

1. professional and other necessary appointments (e.g., medical, dental, and legal) that cannot be scheduled outside of the school day
2. to attend the funeral of a relative
3. legal proceeding that require the student's presence
4. college visits
5. job fairs
6. vacations

D. Religious Holiday

For observance of a religious holiday consistent with the student's creed or belief.

E. Suspension or Expulsion

The student has been suspended or expelled.

F. Program or Curriculum Modification

The Board has excused the student from regular school attendance to participate in a program or curriculum modification leading to high school graduation or a high school equivalency diploma as provided by State law.

ATTENDANCE -DISTRICT POLICIES View Policy 5200

G. High School Equivalency - Secured Facilities
The Board has excused a student from regular school attendance to participate in a program leading to a high school equivalency diploma in a secured correctional facility, a secured child-caring institution, a secure detention facility, or a juvenile portion of a county jail, and the student and the student's parent agrees that the student will continue to participate in such a program.

D. Religious Holiday
For observance of a religious holiday consistent with the student's creed or belief.

E. Suspension or Expulsion
The student has been suspended or expelled.

F. Program or Curriculum Modification
The Board has excused the student from regular school attendance to participate in a program or curriculum modification leading to high school graduation or a high school equivalency diploma as provided by State law.

G. High School Equivalency - Secured Facilities
The Board has excused a student from regular school attendance to participate in a program leading to a high school equivalency diploma in a secured correctional facility, a secured child-caring institution, a secure detention facility, or a juvenile portion of a county jail, and the student and the student's parent agrees that the student will continue to participate in such a program.

H. Child at Risk
The student is a 'child at risk' as defined under State law and is participating on a part-time or full-time basis leading to high school graduation, as provided under State law.

I. Election Day
A high school, including students enrolled in private schools and students enrolled in home-based private education, age sixteen (16) or seventeen (17) is permitted to be excused to serve as an election official provided that the following criteria are met: 1) the student has the permission of their parent to serve as an election official on election day; 2) the student has signed up and the municipal clerk has informed the principal that the student has been assigned to serve in this capacity; and 3) the student has at least a 3.0-grade point average or equivalent, or has met alternative criteria established by Board, if any. The principal shall promptly notify the municipal clerk or the board of election commissioners of the municipality that appointed the child as an election official if the child no longer has at least a 3.0 grade point average or the equivalent, or no longer meets the established alternative requirements. A student's absence to serve as an election official under this policy shall be treated as an excused absence. Where possible students are encouraged to provide advance notice as much as possible. Students are responsible for completing any missed school work and responsible for making appropriate arrangements to do so.

A student may be excused from school, as determined by the School Attendance Officer, or the School Attendance Officers' designee, for the following reasons:

A. Quarantine. Quarantine of the student's home by a public health officer.
B. Illness of an Immediate Family Member. The illness of an immediate family member.
C. Emergency. An emergency that requires the student to be absent because of familial responsibilities or other appropriate reasons.
D. Sounding Taps. A student in grades 6-12 may be excused for the purpose of sounding "Taps" during military honors funeral for a deceased veteran.

GENERAL INFORMATION

ATTENDANCE -DISTRICT POLICIES View Policy 5200

Unexcused Absences

Unexcused absences are absences from school for part or all of one (1) or more days from school without an acceptable excuse. Unexcused absences demonstrate a deliberate disregard for the educational program and are considered a serious matter. The District Administrator shall develop administrative guidelines to address unexcused absences.

Definitions

A. Truancy

A student will be considered truant if the student is absent part or all of one (1) or more days from school during which the School Attendance Officer, principal, or a teacher has not been notified of the legal cause of such absence by the parent of the absent student. A student who is absent intermittently for the purpose of defeating the intent of the Wisconsin Compulsory Attendance Statute 118.15, Wis. Stats., will also be considered truant.

B. Habitual Truancy

A student will be considered a habitual truant if the student is absent from school without an acceptable excuse for part or all of five (5) or more days on which school is held during a school semester.

C. Part of a School Day

Part of a school day is any time period within a school day, which is from the time the first class period of that day begins until the end of the last class period of that day.

Tardiness/Late Arrival Early Dismissal

It is necessary that a student be in attendance throughout the school day, or as required by the student's virtual instruction program, in order to benefit fully from the educational program of the District. Unless excused per this policy, tardiness, or late arrival, occurs when a student arrives at the student's registered class location after the bell that signals the start of the class period has sounded. Unless excused, early dismissal occurs when a student leaves the student's registered class location before the bell has rung signaling the end of the class period or the end of the school day. Tardiness and early dismissal can occur more than once per day. Tardiness and early dismissal constitute being absent for part of a school day.

The Board recognizes, however, that from time-to-time compelling circumstances require that a student be late to school or dismissed before the end of the school day.

No student who has a medical disability which may be incapacitating may be released without a person to accompany him/her.

No student shall be released to anyone who is not authorized such custody by the parents.

Truancy Plan

The Board will issue a Truancy Plan based upon the recommendations of the County Truancy Committee convened under State law, the Board's policies and procedures, and applicable provisions of State law. The Board will review and, if appropriate, revise the Truancy Plan at least once every two (2) years.

The Truancy Plan will include, at a minimum, the following:

A. procedures to be followed for notifying the parents or guardians of the unexcused absences of a student who is truant or a habitual truant and for meeting and conferring with such parents or guardians;

B. plans and procedures for identifying truant children of all ages and returning them to school, including the identity of school personnel to whom a truant child shall be returned;

C. methods to increase and maintain public awareness of and involvement in responding to truancy within the school district;

D. provision addressing the immediate response to be made by school personnel when a truant child is returned to school;

ATTENDANCE -DISTRICT POLICIES

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E. the types of truancy cases to be referred to the District Attorney and the time periods within which the District Attorney will respond to and take action on the referrals;

F. plans and procedures to coordinate the responses to the problems of habitual truants, as defined under 118.16(1) (a), Wis. Stats., with public and private social services agencies;

G. methods to involve the truant child's parent or guardian in dealing with and solving the child's truancy problem.

Notice of Truancy

The School Attendance Officer shall notify a truant student's parent or guardian of the student's truancy and direct the parent or guardian to return the student to school no later than the next day on which school is in session or to provide an excuse for the absence. The notice under this paragraph shall be given before the end of the second school day after receiving a report of an unexcused absence. Notice shall be made by electronic communication, personal contact, telephone call, or 1st class mail, and a written record of this notice shall be kept. This notice must be given every time a student is truant until the student becomes a habitual truant.

Notice of Habitual Truancy

When a student initially becomes a habitual truant, the School Attendance Officer shall provide a notice to the student's parent or guardian, by registered or certified mail, or by 1st class mail. The School Attendance Officer may simultaneously notify the parent of the habitually truant student by an electronic communication. The notice must contain the following:

A.a statement of the parent's or guardian's responsibility under State law to cause the student to attend school regularly;

B. a statement that the parent, guardian, or student may request program or curriculum modifications for the student under State law and that the student may be eligible for enrollment in a program for children at risk;

C. a request that the parent or guardian meet with the appropriate school personnel to discuss the student's truancy;
The notice shall include the name of the school personnel with whom the parent or guardian should meet, a date, time, and place for the meeting and the name, address, and telephone number of a person to contact to arrange a different date, time, or place. The date for the meeting shall be within five (5) school days after the date that the notice is sent, except that with the consent of the student's parent or guardian the date for the meeting may be extended for an additional five (5) school days.

D. a statement of the penalties, under State law or local ordinances that may be imposed on the parent or guardian if s/he fails to cause the child to attend school regularly as required by State law;

E. if the student is attending the District through the Open Enrollment Program, each notification shall also inform the parent: 1) that the student's open enrollment may be terminated if the student is habitually truant; and 2) the process described in Board Policy 5113- Open Enrollment Program (Inter-District), which the parent or student may follow if they believe the student was erroneously marked truant.

The School Attendance Officer will also continue to notify the parent or guardian of a habitual truant's subsequent unexcused absences.

ATTENDANCE -DISTRICT POLICIES

View Policy 5200

Referral to the District Attorney

Truancy cases will be referred to the District Attorney as provided in the County Truancy Committee Plan. The School Attendance Officer will ensure that appropriate school personnel have done the following before any case is referred to the District Attorney:

A.met with the student's parent or guardian to discuss the student's truancy or attempted to meet with the student's parent or guardian and received no response or were refused;

B.provided an opportunity for educational counseling to the student to determine whether a change in the student's curriculum would resolve the student's truancy and have curriculum modifications under State law;

C.evaluated the student to determine whether learning problems may be a cause of the student's truancy and, if so, have taken steps to overcome the learning problems, except that the student need not be evaluated if tests administered to the student within the previous year indicate that the student is performing at his/her grade level;

D.conducted an evaluation to determine whether social problems may be a cause of the student's truancy and, if so, have taken appropriate action or made appropriate referrals.

Note that paragraph A. is not required if the meeting between school personnel, the student, and the student's parent or guardian, which was requested in the Notice of Habitual Truancy to the parent or guardian, did not occur within ten (10) school days after the Notice was sent. Paragraphs B., C., and D. are not required if appropriate school personnel were unable to carry out the activity due to the student's absences from school.

Make-up Course Work and Examinations

Students who are absent from school, whether the absence was excused or unexcused, shall be permitted to make-up coursework and examinations missed during the absence when they return to school. It is the student's responsibility to contact his/her teachers to determine what coursework and examinations must be made-up. Teachers shall have the discretion to assign substitute coursework and examinations. Teachers shall also have the discretion to specify where and when examinations and coursework shall be completed, including outside regular school hours. The time for completing the work shall be commensurate with the length of the absence, plus one (1) day unless extended by the principal based upon extenuating circumstances.

District Administrator Guidelines

The District Administrator shall develop administrative guidelines concerning the attendance of students which:

A. ensure a school session which is in conformity with the requirement of the law;
B. ensure that students absent for an excusable reason have an opportunity to make-up work they missed;
C. govern the keeping of attendance records in accordance with State law;
D. facilitate implementation of the Truancy Plan;
E. identify the habitual truant, investigate the cause(s) of such behavior, and consider modification of the student's educational program to meet particular needs and interests;
F. ensure that any student who, due to a specifically identifiable physical or mental impairment, exceeds or may exceed the District's limit on excused absence is referred for evaluation for eligibility either under the Individuals with Disabilities Education Act (IDEA) or Section 504 of the Rehabilitation Act of 1973 and Chapter 115, Wis. Stats.;
G. provide that a student's grade in any course is based on performance in the instructional setting and is not reduced for reasons of conduct. If a student violates the attendance or other rules of the school, the student should be disciplined appropriately for the misconduct, but his/her grades should be based upon what the student can demonstrate s/he has learned;
H. ensure that all parents and students are informed of the District's Attendance Policy and related guidelines;
I. enable the School Attendance Officer to perform the duties under State law and this policy; and
J. address unexcused absences.

GENERAL INFORMATION

BOARD OF EDUCATION

Michael Gnewikow, President
MichaelGnewikow@tomah.education

Spencer Stephens, Vice President
SpencerStephens@tomah.education

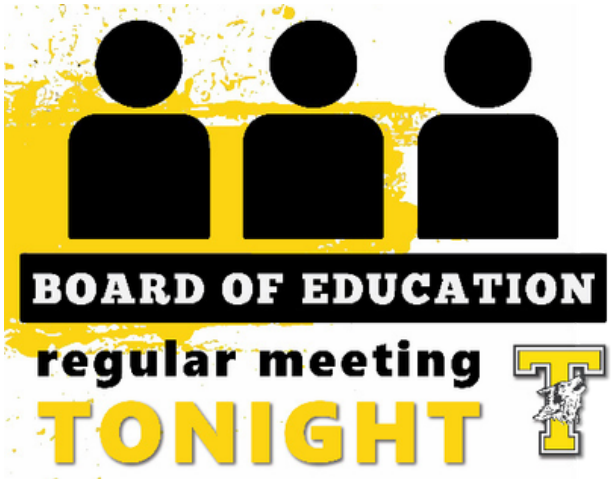
Catey Rice, Clerk
CathrynRice@tomah.education

Susan Bloom, Treasurer
SusanBloom@tomah.education

Teresa Devine, Member
TeresaDevine@tomah.education

Heidi Hammes, Member
HeidiHammes@tomah.education

Ricky Murray, Member
RickyMurray@tomah.education



Watch the district's Facebook page for meeting reminders, meeting agenda, and releases from BOE meetings.

BOARD MEETINGS

Board meetings are open to the public. You can view meeting agendas and minutes on the district webpage.

WWW.TOMAH.EDUCATION/BOARD-OF-EDUCATION

GENERAL INFORMATION

BUILDING DIRECTORY

ELEMENTARY SCHOOLS

CAMP DOUGLAS
81 Junction St. Camp Douglas, WI
608-374-7091
www.campdouglas.tomah.education

LAGRANGE
600 Straw St. Tomah, WI
608-374-7057
www.lagrange.tomah.education

LEMONWEIR
711 North Glendale Ave. Tomah, WI
608-374-7847
www.lemonweir.tomah.education

MILLER
813 Oak Ave. Tomah, WI
608-374-7026
www.miller.tomah.education

OAKDALE
217 S. Oakwood St. Oakdale, WI
608-374-7081
www.oakdale.tomah.education

WARRENS
409 Main St. Warrens, WI
608-374-7800
www.warrens.tomah.education

WYEVILLE
225 West Tomah Rd. Wyeville, WI
608-374-7826
www.wyeville.tomah.education

TOMAH AREA MONTESSORI SCHOOL
1720 Academy Ave. Tomah, WI
608-374-5406
www.tomah-area-montessori-school.tomah.education

SECONDARY SCHOOLS

TOMAH MIDDLE SCHOOL
612 Hollister Ave. Tomah, WI
608-374-7882
www.middle-school.tomah.education

TOMAH HIGH SCHOOL
901 Lincoln Ave. Tomah, WI
608-374-7358
www.high-school.tomah.education

ALTERNATIVE EDUCATION

ROBERT KUPPER LEARNING CENTER
1310 Townline Rd. Tomah, WI
608-374-7847
www.robert-kupper.tomah.education

DISTRICT OFFICE

TOMAH AREA SCHOOL DISTRICT
129 W. Clifton St. Tomah, WI
608-372-7004 office
608-372-5087 fax
www.tomah.education
Tomah Area School District
@TomahSchoolDistrict

GENERAL INFORMATION

CALENDARS (DISTRICT)

The following calendars are a schedule of events that typically occur in an academic year. These events include spring break, planned no-school days, holiday breaks, parent teacher conferences, etc.

4K Timber PUPS
To align with our Professional Learning Community process, the 4K Timber Pups calendar instructional days move to a Monday, Tuesday, Thursday, Friday format next year.

One-hour student early release Wednesdays for the 2025-2026 School Year

- Elementary school students will be released from their buildings at 2:00 P.M. on Wednesdays. Camp Douglas would release at 1:45 P.M.
- Tomah Middle School students will be released from the building at 2:18 P.M. on Wednesdays.
- Tomah High School students will be released from the building at 2:21 P.M. on Wednesdays.

School Year calendars are available on the district website www.tomah.education/calendar

Calendars for the Current School Year Include:

- District Calendar
- District 4K Calendar
- ABCDE MAPE Schedule

View Calendars Online at tomah.education/district/calendar

END OF DAY PICK-UP OF STUDENTS

View Policy 5200

The end of the day is a difficult time to monitor as students leave the building and go to their buses, seek out parents who may be picking them up, or start walking home.

If you will be deviating from the normal routine for your child (i.e. sending someone new to pick him/her up, having your child walk to a friend's house and not ride the bus, etc...), please send a note with your child or call the school's main office before 2:00 P.M.

In the case of someone new picking up your child, please notify the office before 2:00 P.M.

One-hour student early release Wednesdays:

- Elementary school students will be released from their buildings at 2:00 P.M. on Wednesdays. Camp Douglas would release at 1:45 P.M.
- Tomah Middle School students will be released from the building at 2:18 P.M. on Wednesdays.
- Tomah High School students will be released from the building at 2:21 P.M. on Wednesdays.

MILITARY FAMILIES

We are one of the two closest school districts to Fort McCoy and the closest to Volk Field. We are especially familiar with serving military families and would love to be part of your child's educational journey.

We work closely with the School Liaison Officer located at Fort McCoy to smoothly integrate our incoming Military-connected families.

MS. REBECCA L. WALLEY
School Liaison Officer
Fort McCoy, Child Youth Services (CYS) Office rebecca.l.walley.naf@mail.mil
https://www.tomah.education/families/military-family-resources

GENERAL INFORMATION

NATIVE AMERICAN FAMILIES

We have a familiarity with specific rights and needs of Native American students and families as our district is richly immersed in the Ho Chunk culture and history. We have a Title VI Director who acts as a liaison and advocate for our Native American students.

MS. BONNIE BIRD
Native American Education
Tomah Area School District
bonniebird@tomah.education

PARENT-TEACHER CONFERENCES

Communication is an essential part of the educational program. We feel it is very important for parents to keep in close contact with their child's teachers concerning his or her progress.
This year, Parent-Teacher Conferences are scheduled for mid-quarter 1st quarter and mid-quarter 3rd quarter. This allows for early intervention so that, working together, parents and teachers can help students become even more successful.
You will be contacted directly to schedule your specific time for your child's conference.

Conference dates can be found on the District Calendar, typically scheduled in October and March, online at www.tomah.education/calendar.

Individual conferences may also be scheduled at other times during the school year when needed.

PARENTS RIGHT TO INSPECT CURRICULUM/LIBRARY MATERIALS

School Board policy 9130 provides for a parent's right to request that his or her child not have to use a given material, provided a written request is made to the appropriate building principal.

The Board of Education has adopted the following policy when dealing with censorship of books and other materials.

1. That the final decision for controversial reading matter shall rest with the Board of Education after careful examination and discussion of the book or media materials with the Media Materials Review Committee or anyone else the Board may wish to involve.
2. That no parent or group of parents has the right to determine the reading matter for students other than their own children.
3. The Board does, however, recognize the right of an individual parent to request that his or her child not have to use a given material, provided a written request is made to the appropriate building principal.
4. Any person or group who wished to request reconsideration of the use of any media material in the school must make such a request in writing on forms provided through the building principals.

Policy 9130 Parent Right to Inspect Instructional Materials
Policy 2522 Parent Right to Inspect Library Materials
Policy 2450 Program or Curriculum Modification

GENERAL INFORMATION

PUBLIC NOTIFICATION OF NON-DISCRIMINATION POLICY

It is the policy of the Tomah Area School District 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 race, color, religion, national origin, ancestry, creed, pregnancy, marital status, parental status, sexual orientation, sex (including transgender status, change of sex or gender identity) or physical, mental, emotional, or learning disability ("Protected Classes") as required by s. 118.13, Wis. Stats. This policy also prohibits discrimination as defined by Title IX of the Education Amendments of 1972 (sex), Title VI of the Civil Rights Act of 1964 (race and national origin), and Section 504 of the Rehabilitation Act of 1973, and the ADA of 1990.

The district encourages informal resolution of complaints under this policy. A formal complaint resolution procedure is available, however, to address allegations of violations of the policy in the Tomah Area School District.

All career and technical education (CTE) courses and programs are offered without discrimination.

For a summary of courses, please see: www.tomah.education.

Any questions concerning this policy should be directed to:

Dr. Frank Redmon, District Administrator
Tomah Area School District
129 West Clifton Street
Tomah, WI 54660
(608) 374-7004

Questions concerning s. 118.13, Wis. Stats., or Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of sex, should be directed to:

Jeff Adams, Title IX Coordinator
Tomah Area School District
129 W. Clifton St.
Tomah, WI 54660
(608) 374-1702

Inquiries related to Section 504 of the Rehabilitation Act of 1973 or the ADA of 1990, which prohibits discrimination on the basis of handicap, should be directed to:

Dr. Stacey Endicott, Section 504 Coordinator
Tomah Area School District
1310 Townline Road
Tomah, WI 54660
(608) 374-7011

GENERAL INFORMATION

RELIGIOUS & PATRIOTIC CEREMONIES

View Policy 8800

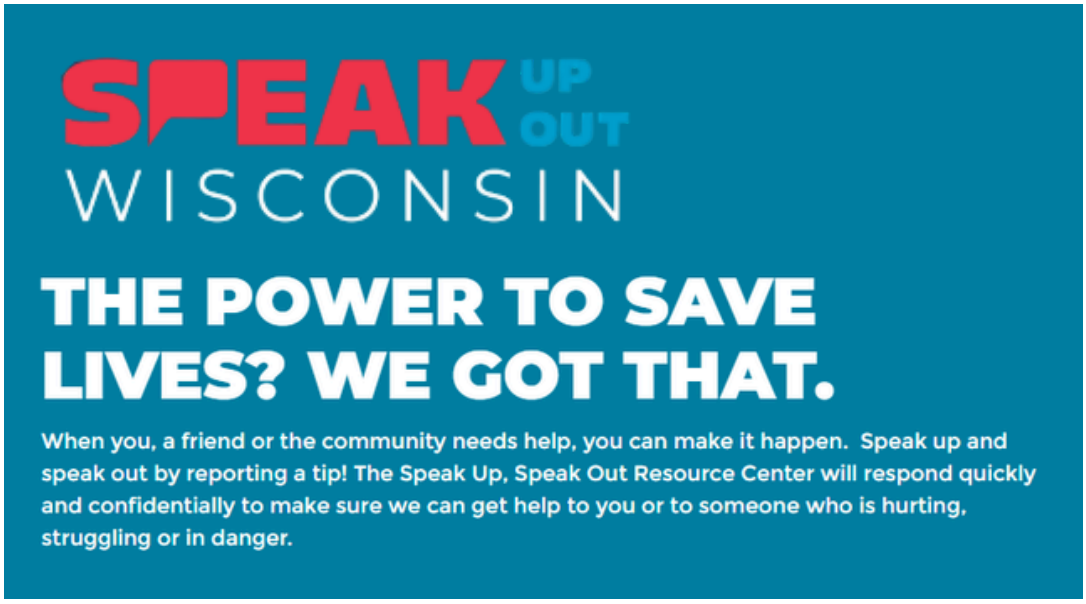
Decisions of the United States Supreme Court have made it clear that it is not the province of a public school to advance or inhibit religious beliefs or practices. Under the First and Fourteenth Amendments to the Constitution, this remains the inviolate province of the individual and the church of his/her choice. The rights of any minority, no matter how small, must be protected. No matter how well intended, either official or unofficial sponsorship of religiously-oriented activities by the school are offensive to some and tend to supplant activities which should be the exclusive province of individual religious groups, churches, private organizations, or the family.

RELIGIOUS EXPRESSIONS IN THE DISTRICT

View Policy 8800B

School Board policy 8800B covers: student prayer and religious instruction, graduation prayer and baccalaureates, official neutrality regarding religious activity, teaching about religion, student assignments, religious literature, religious excusals, released time, teaching values, and student garb.

SPEAK UP, SPEAK OUT (anonymous reporting)



speakup.widoj.gov

www.tomah.education/district/speak-up-speak-out

VOICING QUESTIONS & CONCERNS

View Policy 9130

Constructive criticism of the school is welcome when it is motivated by a sincere desire to improve the quality of the educational program and to equip the school to perform its task more effectively.

The following steps should be followed if you have a concern about district personnel or procedures:
1.Contact the staff member directly responsible.
2.Contact the building principal.

It may be submitted in writing to the District Administrator if the complaint is not satisfactorily resolved in Steps 1 or 2 above.

HOMEWORK

View Policy 2330

The Board of Education acknowledges the educational validity of out-of-school assignments as adjuncts to and extensions of the instructional program of the schools. "Homework" shall refer to those assignments to be prepared outside of the school by the student. The District Administrator shall develop administrative guidelines for the assignment of homework according to these guidelines:

- Homework should be a properly planned part of the curriculum to extend and reinforce the learning experience of the school.
- Homework should help students learn by providing practice in the mastery of skills, experience in data gathering, and integration of knowledge, and an opportunity to remediate learning problems.
- The number, frequency, and degree of difficulty of homework assignments should be based on the ability and needs of the student and take into account other activities which make a legitimate claim on the student's time.
- As a valid educational tool, homework should be assigned with clear direction and its product carefully evaluated.
- The schools should recognize the role of parents by suggesting ways in which parents can assist the school in helping a student carry out assigned responsibilities.
- Homework should always serve a valid learning purpose; it should never be used as a punitive measure.

HUMAN GROWTH & DEVELOPMENT INSTRUCTION

View Policy 2414

The District shall provide parents annually with an outline of the human growth and development program used in their child's grade level as well as information regarding how the parent may inspect the complete program and instructional materials. Prior to use in the classroom, the program shall be made available to parents for inspection.

The District shall notify the parents, in advance of the instruction and give them an opportunity, prior to instruction, to review the complete program and instructional materials and of their right to have their child excused from the instruction. The notice shall state that, in the event a student is excused, that student will still receive instruction under Wis. Stat. 118.01(2)(d)2 c unless exempted and under Wis. Stat. 118.01(2)(d)8.

PARENTS RIGHT TO INSPECT CURRICULUM/LIBRARY MATERIALS

View Policy 2522

School Board Policy 9130 provides for a parent's right to request that his or her child not have to use a given material, provided a written request is made to the appropriate building principal.

PROCEDURES FOR INSPECTION OF SURVEYS ADMINISTERED OR DISTRIBUTED TO STUDENTS

View Policy 2416

This guideline describes the procedure for parents to use when requesting a survey created by a third party or a survey containing any one (1) or more of the following items:

1. political affiliation(s) or beliefs of the student or his/her parents;
2. mental or psychological problems of the student or his/her family;
3. sex behavior or attitudes;
4. illegal, anti-social, self-incriminating or demeaning behavior;
5. critical appraisals of other individuals with whom respondents have close family relationships;
6. legally-recognized privileged and analogous relationships, such as those of lawyers, physicians, and ministers;
7. religious practices, affiliations, or beliefs of the student or his/her parents;
8. income (other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such a program).

Parents who want to inspect a survey should report to the school office where a copy of the survey is kept and provided for parents to review. The survey may not be copied or removed from the school office. Where written consent is not required prior to administering or distributing the survey, the parent shall submit any objections to having their child participate in the survey to the building principal within five (5) days of inspecting the survey.

The parent may also submit any concerns or complaints about the survey as provided under Policy 9130 and AG 9130A.

For additional assessment information and educational options available to resident children please visit the Required Notices page on our district website.

RURAL VIRTUAL ACADEMY

The Tomah Area School District is an invested member of the Rural Virtual Academy (RVA) which provides us with the ability to deliver a variety of online class options. If a family wishes to educate their child at home using online curriculum with instruction from a certified teacher or if a high school student is looking for an elective course not offered at Tomah High School but is available through a virtual classroom, RVA provides a solution. Students involved in RVA are still enrolled in the Tomah Area School District making them eligible for participation in many co-curricular activities. Contact your school principal or counselor for more details on how to access options available through the Rural Virtual Academy.

Visit www.ruralvirtual.org for more.

STUDENT RECORDS

An accurate record shall be maintained for all students attending the Tomah Area School District. Student records are an essential part of the educational process and are maintained in the interest of the student to assist the school in providing appropriate educational experiences. These records shall be collected and maintained under the supervision of the building principal. In accordance with state and federal law, the Tomah Area School Board has developed an extensive written policy regarding the content, accessibility and confidentiality of student records. A copy of this policy is available upon request from the building principal.

Copies of student records may be released to eligible students, or parents, or guardians of minor students under the following conditions:

A. A written request is received.

B. All behavioral records are interpreted by a qualified person prior to release.

C. The school has 45 days to respond to the request.

D. A reasonable charge shall be paid for copies

STUDENT PROMOTION/RETENTION

View Policy 5410 and 5411

The Board of Education recognizes that the personal, social, physical, and educational growth of children will vary and that they should be placed in the educational setting most appropriate to their needs at the various stages of their growth.

It shall be the policy of the Board that each student be moved forward in a continuous pattern of achievement and growth that is in harmony with personal development.

Definitions

Promotion: Occurs when a student is doing the quality of work that indicates the student has met the criteria established in this policy and AG 5410 and shall be moved forward to the next grade.

Placement: Occurs when a student is not doing the quality of work that indicates the student shall be promoted to the next grade, but a determination has been made that it is in the student's best interest to move forward to the next grade. A placement determination is made by the building administrator.

Retention: Occurs when a student is not doing the quality of work that indicates the student should move forward to the next grade, and the student should repeat the current grade. A retention decision is made by the building administrator.

Grade advancement decisions will be based on the four (4) criteria listed below. For those students opted-out of the State standardized assessment, judgment is based on the other three (3) specified criteria.

A. Student's Academic Performance

Grades K through 5: The student must perform at a basic level or above or have made adequate progress on seventy-five percent (75%) of the standards-based grade level skills. (Standard-based skills will be phased in for 4th grade during the 2009-10 school year and in 5th grade during the 2010-11 school year.)

Grades 6-8: The student will have successfully passed eighty percent (80%) of all the classes taken during the academic school year.
Students with disabilities must have made adequate progress toward the completion of all the Goals and Objectives on their Individual Education Plan developed by the IEP Team.

OR

B. Student score on the State Standardized Assessment
Students must receive a score of basic in the reading and math subtests of the State standardized assessment.

AND/OR

C. Teacher Recommendations
Secure a consensus recommendation from the grade advancement committee using the K-8 Grade Advancement Criteria Form. The grade advancement committee will consist primarily of teachers from whom the student has taken courses and can attest to the student's knowledge, academic performance and skill levels.

OR

D. Other Academic Criteria Specified by the School Board

Parent involvement is encouraged in the retention decision; however, the final decision rests with the School Board.

STUDENT PROMOTION/RETENTION View Policy 5410 and 5411

THIRD GRADE PROMOTION AND RETENTION: AT-RISK STUDENTS

The Tomah Area School District adopts this 4th grade promotion policy to take effect September 1, 2027.

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 the 4th grade. This process will carefully consider all relevant factors that contributed to the student not completing their personal reading plan and alternatives to retention that can help support the student to achieve reading proficiency. This process will be described in the school handbook and include, at a minimum, the following elements:

- A team of individuals will engage in the determination process, which shall include but is not limited to the student's parent(s) as defined by Wis. Stat. §.115.76(12) and school/district representatives who have knowledge of the reading instruction and interventions provided to the student, as well as how the student responded to both instruction and interventions. School representatives may include, but are not limited to: the teacher of record, the district/school reading specialist, a staff member who has provided additional reading support and conducted progress monitoring, and a student services professional with knowledge of the social and emotional implications of grade retention;

- Representatives from the school/district 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 Wisconsin Department of Public Instruction December 2024 5 monitoring data, classroom data, and observations and data related to the student's social, emotional, and behavioral functioning;

- Representatives from the school/district will determine whether the student is eligible for a good cause exception 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;

- Representatives from the school/district 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:o 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; 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 (Silberglitt, B., Appleton, J., & Burns, M., & Jimerson, S. 2006);

- Representatives from the school/district will consider alternatives to retention available to the student in the district/school and communicate these alternatives to the student's parent or guardian;

- 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 summative assessment or the universal reading screener;

STUDENT PROMOTION/RETENTION

View Policy 5410 and 5411

- 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 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;

- After reviewing all data and considerations named above, representatives from the school/district will make a recommendation of promotion or retention to the student's parent or guardian; and

- If the representatives from the school/district recommend retention, those representatives 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 is likely to 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.

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. 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. 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.

STUDENT PROMOTION/RETENTION

View Policy 5410 and 5411

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). Section 3: Post Promotion Mandates and Exceptions Per Wis. Stat. §118.33(5m)(a), any student promoted to 4th grade after the determination process will be provided with all of the following.

- Intensive instructional services, progress monitoring, and supports to remediate the identified areas of deficiency;
- Notification to the student's parent or guardian, in writing, that the student pupil did not complete the personal reading plan that and includes a description of the intensive instructional services and supports that will be provided to the student pupil to remediate the identified areas of reading deficiency; and
- 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.
- The student is identified as a "Limited-English proficient pupil" as that term is defined under Wis. Stat. §115.955(7);
- 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 pupil;
- The student scores as proficient in reading on the alternative statewide standardized summative assessment (i.e. Dynamic Learning Maps);
- 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
- 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.
- Any student who enrolls as a third-grade student late in the school term, without any accompanying record of a personal reading plan, shall be promoted to fourth grade under the criteria that the student did not have a personal reading plan in effect at the end of third grade.
- If a student transfers into a school enrolled as a fourth grade student and the provided records indicate the student may have met requirements to be retained in third grade
- (example: incomplete reading plan), the district shall provide all supports and services that the student would have otherwise received as a post promotion requirement including intentional instructional services, progress monitoring and supports to remediate the identified areas of deficiency, parent notification, and an intensive summer reading program.

STUDENT PROMOTION/RETENTION

View Policy 5410 and 5411

PROMOTION FROM GRADE 4 AND GRADE 8

A student shall be promoted from 4th to 5th grade when the student meets the following criteria:

- The student must receive a score of basic in the reading and math subtests of the State Standardized assessment (if the score is available by May 1) unless the student has been excused from taking the examination);
- The student must perform at a basic level or above or have made adequate progress on seventy-five percent (75%) of the standards-based grade level skills. Students with disabilities must have made adequate progress toward the completion of all the Goals and Objectives on their Individual Education Plan developed by the IEP Team;
- Secure a consensus recommendation from the grade advancement committee using the K-8 Grade Advancement Criteria Form. The grade advancement committee will consist primarily of teachers from whom the student has taken courses and can attest to the student's knowledge, academic performance and skill levels;
- Parent involvement is encouraged in the retention decision; however, the final decision rests with the School Board.

A student shall be promoted from 8th to 9th grade when the student meets the following criteria:

- Student must receive a score of basic in the reading and math subtests of the State Standardized assessment (if the score is available by May 1) unless the student has been excused from taking the examination);
- The student will have successfully passed eighty percent (80%) of all the classes taken during the academic school year. Students with disabilities must have made adequate progress toward the completion of all the Goals and Objectives on their Individual Education Plan developed by the IEP Team;

OR

- Secure a consensus recommendation from the grade advancement committee using the K-8 Grade Advancement Criteria Form. The grade advancement committee will consist primarily of teachers from whom the student has taken courses and can attest to the student's knowledge, academic performance and skill levels;
- Parent involvement is encouraged in the retention decision; however, the final decision rests with the School Board.

Students that do not meet the above criteria will not be promoted to 5th or 9th grade.

The District Administrator and/or their designee shall be responsible for the general supervision and management of the promotion of students under this policy. This policy is designed to encourage early identification and intervention of those students who have academic, behavioral, and/or emotional difficulties. Parent notification will be made throughout the year as professional staff members assess student performance. A formal Individualized Educational Plan (IEP) meeting will be held for any students with disabilities who are being considered for retention. Written confirmation will be sent to the parent(s)/guardian(s) regarding the final decision at the end of the school year and/or summer school.

BUILDING SAFETY & SECURITY

ANNUAL ASBESTOS NOTIFICATION | JULY

In compliance with the United States Environmental Protection Agency (EPA) and the Asbestos Hazard Emergency Response Act (AHERA), this is notice that the Tomah School District has an Asbestos Management Plan at the school district office. The plan is available for inspection by the public, parents, and district employees. The district performs six month periodic surveillance of asbestos in February and August and full re-inspections every three years. For more information please contact the district office.

FIRE & TORNADO DRILLS

Fire and tornado drills are held at regular intervals throughout the school year.
Remember these basic rules:

1. Check the instructions posted in each classroom indicating how to leave the building or where to go in case of a fire/tornado.
2. Walk single file. No talking. Move quickly and quietly to the designated area.

HARASSMENT/HAZING

Harassment/hazing are unwanted physical or verbal behaviors which are directed at a student or staff member and serve no legitimate purpose. Harassment/hazing are illegal and will not be tolerated.

Every child has the right to feel safe and secure in the school environment. There can be no tolerance for harassment, intimidation or bullying. Harassment in school can affect student achievement and participation in school activities and has a huge emotional cost. All school districts are obligated to adopt policies and procedures responding to complaints of pupil harassment. Districts are also encouraged to take pro-active steps to prevent pupil harassment.

Harassment, bullying behavior and cyber bullying are taken very seriously. Students engaging in this behavior may be given a warning that their behavior is unacceptable and then, if it continues, progressive disciplinary action will occur. All day suspension and a referral to the Tomah Police Department will occur if a student does not self- correct his/her inappropriate behavior.

We know you share our concern that all students feel safe and secure in our schools. In order to reach this goal, elimination of harassment, intimidation and bullying is essential. Please talk with your child about harassment and bullying. Preventing this type of behavior is a job for all of us - parents, educators and students.

See Tomah School Board Policies 5517, 3362, 4362 for more information regarding harassment.

LOITERING

No person 14 years or older shall loiter in or about any public or private school or public building. Loiter means to delay, linger, idle or present oneself within a school or upon school grounds or public building without a lawful purpose for being present. Loitering shall further include being present without permission of school or public authorities or being present for a purpose not directly related to the normal conduct to education or business within or around a school or public building.

LOSS OF PERSONAL PROPERTY

The Tomah School District will in no way be responsible for any item of property left in or at any Tomah School Building whether with or without the knowledge of School District employees or students. The School District does not carry a non-ownership policy on these items in any school. Any loss suffered directly or indirectly will be at the owner's risk. Students must use their designated locker and the locker must always be locked. Lost items that are found are returned to the main office. Any unclaimed items are donated or thrown away at the end of each quarter.

PARENTAL CUSTODY

In cases of separation or divorce, the school must be informed of concerning custody and other circumstances that may require duplicate report cards and school mailings. If one parent is legally restrained from access to a child, the school requires legal confirmation of such actions to be on file. Please discuss these circumstances with your school principal.

BUILDING SAFETY & SECURITY

SAFETY DRILLS

While schools are a place of learning and personal growth, they are not immune from societal problems. As a result, educators and law enforcement must cope with numerous challenges to school safety. In order to maintain a safe environment for students and teachers, we implement practice drills to assist us in responding to a crisis or emergency situation. Just as we conduct regular practice fire and tornado drills to ensure that we can safely evacuate the building or get students to a safe area quickly, practice safety drills will be conducted. These drills will help students and staff become better equipped to deal with a crisis situation in as calm and controlled a manner as possible.

SCHOOL EMERGENCIES

Should an emergency situation arise in our community and/or one of our schools while school is in session, we want you to be aware the schools have made preparations to respond effectively and appropriately to such situations. The Tomah Area School District has a detailed, all-hazards emergency plan that has been formulated to provide direction to its staff and students during such an incident.

In the event of an emergency, we ask for your cooperation in the following procedures:

1. Please do not telephone the school. Telephone lines must be kept available for emergency communication.
2. Please do not come to the school unless requested to pick up your child.
3. In the event of an emergency that required us to evacuate and relocate, students may be picked up at a designated reunification location by an identified, responsible adult who has been identified through the student's emergency contact information in our student information system "Infinite Campus".
4. Emergency contact information must be designated by parents/guardians at the beginning of the school year and kept updated as needed through "Infinite Campus" or by contacting the District Office.

For weather-related incidents, turn your radio to emergency announcements for weather updates. Information regarding day-to-day school operations will be available on our district web site and other methods of mass communication including local media. Updates will be made as appropriate.



Please impress upon your children the need for them to follow the directions of any school personnel in times of an emergency.

When authorizing another person to pick up your child, please consider the following requirements:

- He/she is at least 18 years of age
- He/she is usually available during the day
- He/she could walk/drive to your child's school, if necessary
- He/she is known to your child
- He/she is aware of and able to assume this responsibility
- He/she is able to provide proper identification to school officials in order to confirm status as an emergency contact

SEARCH AND SEIZURE

The Board of Education has charged school authorities with the responsibility of safeguarding the safety and well-being of the students in their care. In the discharge of that responsibility, school authorities may search school property such as lockers used by students or the person or property, including vehicles, of a student, in accordance with the following policy.

Except as provided below, a request for the search of a student or a student's possessions will be directed to the principal. Whenever possible, a search will be conducted by the principal in the presence of the student and a staff member. A search prompted by the reasonable suspicion that health and safety are immediately threatened will be conducted with as much speed and dispatch as may be required to protect persons and property.

Search of a student's person or intimate personal belongings shall be conducted by a person of the student's gender or in the presence of another staff member of the same gender, and in a manner that is minimally intrusive to the student based on the reasonable suspicion justifying the search.

School Property

The Board acknowledges the need for in-school storage of student possessions and shall provide storage places, including desks and lockers, for that purpose. Desks and lockers are public property and school authorities may make reasonable regulations regarding their use.

The district retains ownership and possessory control of student desks and lockers and the same may be searched at random by school personnel at any time. A showing of reasonable cause or suspicion is not a necessary precondition to a search under this paragraph. Students shall not have an expectation of privacy in lockers, desks, or other school property as to prevent examination by a school official.

The Board directs the school principals to provide students with written notice of this policy at least annually and that those routine inspections be done at least annually of all such storage places.

The Board directs that the searches may be conducted by the District Administrator, building principals, assistant principals, School Resource Officer, or law enforcement officer when requested.

Student Person and Possessions

The Board recognizes that the privacy of students or his/her belongings may not be violated by unreasonable search and seizure and directs that no student be searched without reasonable suspicion that the search will turn up evidence that the student has violated or is violating either a particular law or a particular rule of the school. Any search under this paragraph must be reasonable in scope and reasonable in the manner in which it is conducted. The extent of the search will be governed by the seriousness of the suspected infraction, the student's age and gender, the student's disciplinary history, and any other relevant circumstances or information.

The principal may arrange for a breath test for blood-alcohol to be conducted on a student whenever s/he has individualized reasonable suspicion to believe the student has consumed or is under the influence of an alcoholic beverage while on school premises or while participating in a school-sponsored activity. If the result indicates a violation of school rules as described in the student handbook, the disciplinary procedure described in the student handbook will be followed. If the student refuses to take the test, the principal will inform the student that refusal to participate implies admission of guilt leading to disciplinary action consistent with the student handbook.

This authorization to search shall also apply to all situations in which the student is under the jurisdiction of the Board.

Under no circumstances shall a school official ever conduct a strip search of a student.

BUILDING SAFETY & SECURITY

USE OF DOGS View Policy 5771

The Board authorizes the use of specially trained dogs to detect the presence of drugs and devices such as bombs on school property under the following conditions:

The presence of the dogs on school property is authorized in advance by the District Administrator, except in emergency situations or is pursuant to a court order or warrant.

The dog must be handled by a law enforcement officer or certified organization specially trained to safely and competently work with the dog.

The dog is represented by the Sheriff or Chief of the law enforcement agency providing the service as capable of accurately detecting drugs and/or devices.

The principal shall be responsible for the prompt recording in writing of each student search, including the reasons for the search; information received that established the need for the search and the name of informant, if any; the persons present when the search was conducted; any substances or objects found, and the disposition made of them; and any subsequent action taken. The principal shall be responsible for the custody, control, and disposition of any illegal or dangerous substance or object taken from a student.

The District Administrator may request the assistance of a law enforcement agency in implementing any aspect of this policy. Where law enforcement officers participate in a search on school property or at a school activity pursuant to a request from the District Administrator, the search shall be conducted by the law enforcement officers at the direction of a District official. Law enforcement searches conducted independent of any District official request or direction shall be conducted based on standard applicable to law enforcement.

Anything found in the course of a search pursuant to this policy which constitutes evidence of a violation of a particular law or school rule, or which endangers the safety or health of any person shall be seized and properly cataloged for use as evidence if appropriate. Seized items shall be returned to the owner if the items may be lawfully possessed by the owner. Seized items that may not lawfully be possessed by the owner shall be turned over to law enforcement.

The District Administrator shall prepare administrative guidelines to implement this policy and shall provide students and staff with written notice of this policy and guidelines at least annually.

USE OF THE BUILDING View Policy 7510

Non-School Organizations

Outside groups who wish to use the auditorium, gymnasium, or other parts of the building must make application for the room(s) with the District Office at 374-7005. No group or individual may use any part of the building outside regular school hours without a member of the faculty being in attendance with the person or group the entire time the person or group uses the building.

High School Groups or Individuals Using Building:

High school groups who wish to use any part of the building outside of regular school hours must reserve the room(s) with the District Office at 374-7005.

VIDEO SURVEILLANCE AND ELECTRONIC MONITORING View Policy 7440.01

Please be advised there are video surveillance cameras on premises. Personal information and activities recorded are collected and used to maintain a safe and secure environment in schools and on school district property and may be disclosed for law enforcement purposes. For questions or concerns, please contact the building principal.

(USE OF) VIDEO CAMERAS/PHOTOGRAPHS View Policy 7440.01

The school may utilize video cameras and hand- held cameras throughout the building to assist with monitoring safety, as well as for instructional purposes. Photographs may be taken for the school yearbook and newspaper, local papers, and/or displayed for students, staff and visitors. Students should not bring cameras to school for their own personal use unless approved in advance by administration.

BUILDING SAFETY & SECURITY

VISITORS

Any visitors allowed in the building will be at the discretion of the building principal and school staff. During the school day, while school is in session, all doors will be locked. Students are not permitted to bring other children to school as guests. For the safety and security of students, staff and guests, visitors are expected to follow the procedure below:

- Visitors during the school day must enter through the main entrance to sign in and get a visitor's pass.
- Once identified, visitors may sign in and enter the building to go to a specific location for a specific purpose.
- Once your visit is complete, all visitors must exit the building through the main entrance and sign out verifying they have left the building.

WEAPONS View Policy 5772

The Board prohibits students from possessing, storing, making, or using a weapon in any setting that is under the control and supervision of the District for the purpose of school activities approved and authorized by the District including, but not limited to, property leased, owned, or contracted for by the District, a school-sponsored event, or in a District vehicle, to the extent permitted by law.

2009 WISCONSIN ACT 96 INDOOR ENVIRONMENTAL QUALITY MANAGEMENT PLAN TOMAH AREA SCHOOL DISTRICT ANNUAL NOTICE

The Tomah Area School District would like to inform staff, students, parents, and the public of the district's indoor environmental quality (IEQ) management plan. The plan was initially developed in 2013 and is reviewed as necessary. The plan was developed as deemed appropriate for the district. Questions and concerns should be directed to the IEQ Coordinator.
Copies of the plan are available at the district office for a fee. The district office is located at 129 West Clifton St, Tomah, WI 54660.

COMMUNICATIONS

DISTRICT COMMUNICATIONS

The Tomah Area School District Communications Department is located in the District Office at 129 W. Clifton Street. in Tomah. You can submit inquiries to communications@tomah.education

How we communicate

The Tomah Area School District communicates with its families by

- Direct email through Infinite Campus
- District News Feed
- Website
- Newsletters
- Social Media: Facebook and YouTube

DIRECTORY DATA View Policy 8330

Each year the District Administrator shall provide a public notice to students and their parents of the District's intent to make available, upon request, certain information known as "directory data ." The Board designates as student "directory data ":

1. a student's name;
2. address;
3. telephone number;
4. participation in officially-recognized activities and sports;
5. height and weight, if a member of an athletic team;
6. dates of attendance;
7. date of graduation; or
8. awards received.

Directory information shall not be provided to any organization for profit-making purposes.

Parents and eligible students may refuse to allow the Board to disclose any or all of such "directory data " upon written notification to the Board within fourteen (14) days after receipt of the District Administrator's annual public notice or enrollment of the student into the District if such enrollment occurs after the annual public notice.

Any parent or eligible student who refuses to allow disclosure of directory data and who participates in extra-curricular activity must complete the Athletics/Activities Consent Form which includes a limitation on the refusal to disclose directory data obtained during the course of the student's participation in extra-curricular activities.

In accordance with Federal and State law, the Board shall release the names, addresses, District assigned e-mail addresses (if available), and telephone listings of secondary students to a recruiting officer for any branch of the United States Armed Forces or an institution of higher education who requests such information. A secondary school student or parent of the student may request in writing that the student's name, address, District assigned e-mail addresses (if available), and telephone listing not be released without prior consent of the parent(s)/eligible student. The recruiting officer is to sign a form indicating that "any information received by the recruiting officer shall be used solely for the purpose of informing students about military service and shall not be released to any person other than individuals within the recruiting services of the Armed Forces." The District Administrator is authorized to charge mailing fees for providing this information to a recruiting officer.

Whenever consent of the parent(s)/eligible student is required for the inspection and/or release of a student's health or education records or for the release of "directory data," either parent may provide such consent unless agreed to otherwise in writing by both parents or specifically stated by court order. If the student is under the guardianship of an institution, the District Administrator shall appoint a person who has no conflicting interest to provide such written consent.

The Board may disclose "directory data," on former students without student or parental consent unless the parent or eligible student previously submitted a request that such information not be disclosed without their prior written consent.

The Board shall not permit the collection, disclosure, or use of personal information collected from students for the purpose of marketing or for selling that information (or otherwise providing that information to others for that purpose).

COMMUNICATIONS

DISTRICT WEBSITE

Parents are encouraged to frequently visit the district website at www.tomah.education. This is where parents and guardians can find the staff directory, administrators, check the current school calendar, and locate other information and news from the School District.

DISTRICT NEWS

News stories from around the district are located on our website: www.tomah.education

EMAIL COMMUNICATION

During the school year, Tomah Area School District sends important communications through e-mail to parents/guardians. Please make sure you keep your email address up to date in Infinite Campus (IC).

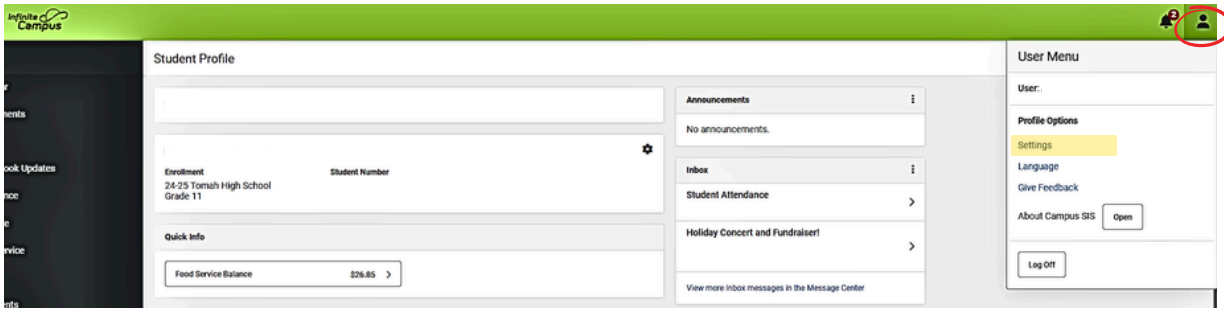
INFINITE CAMPUS

Parents can create an account to view things like lunch account balance, attendance and grades. This is also where you will update your contact information and sign up for notification preferences.

Steps for updating notification preferences:

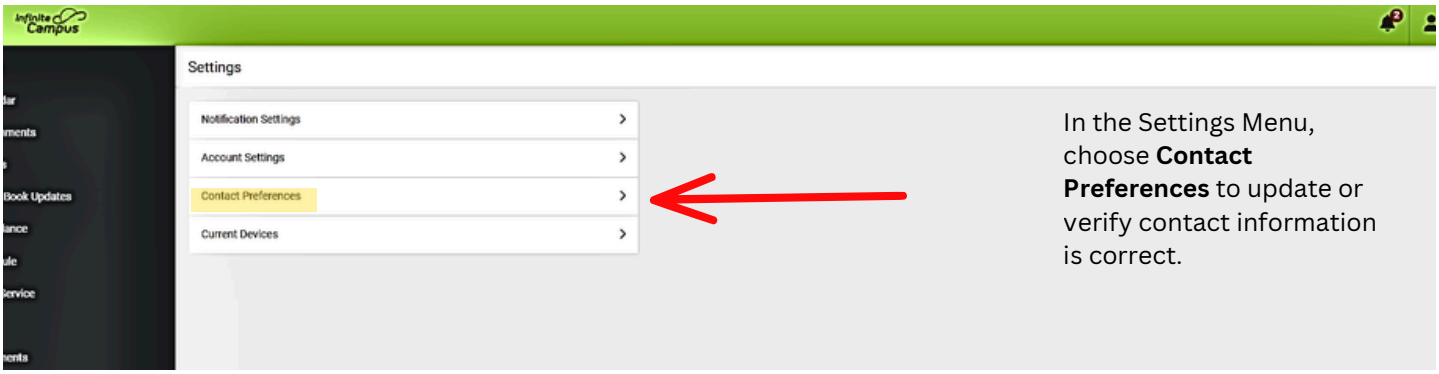
Infinite Campus Parent Portal Guide

For Updating Contact Info and setting up Text Notifications for Snow Day Alerts.

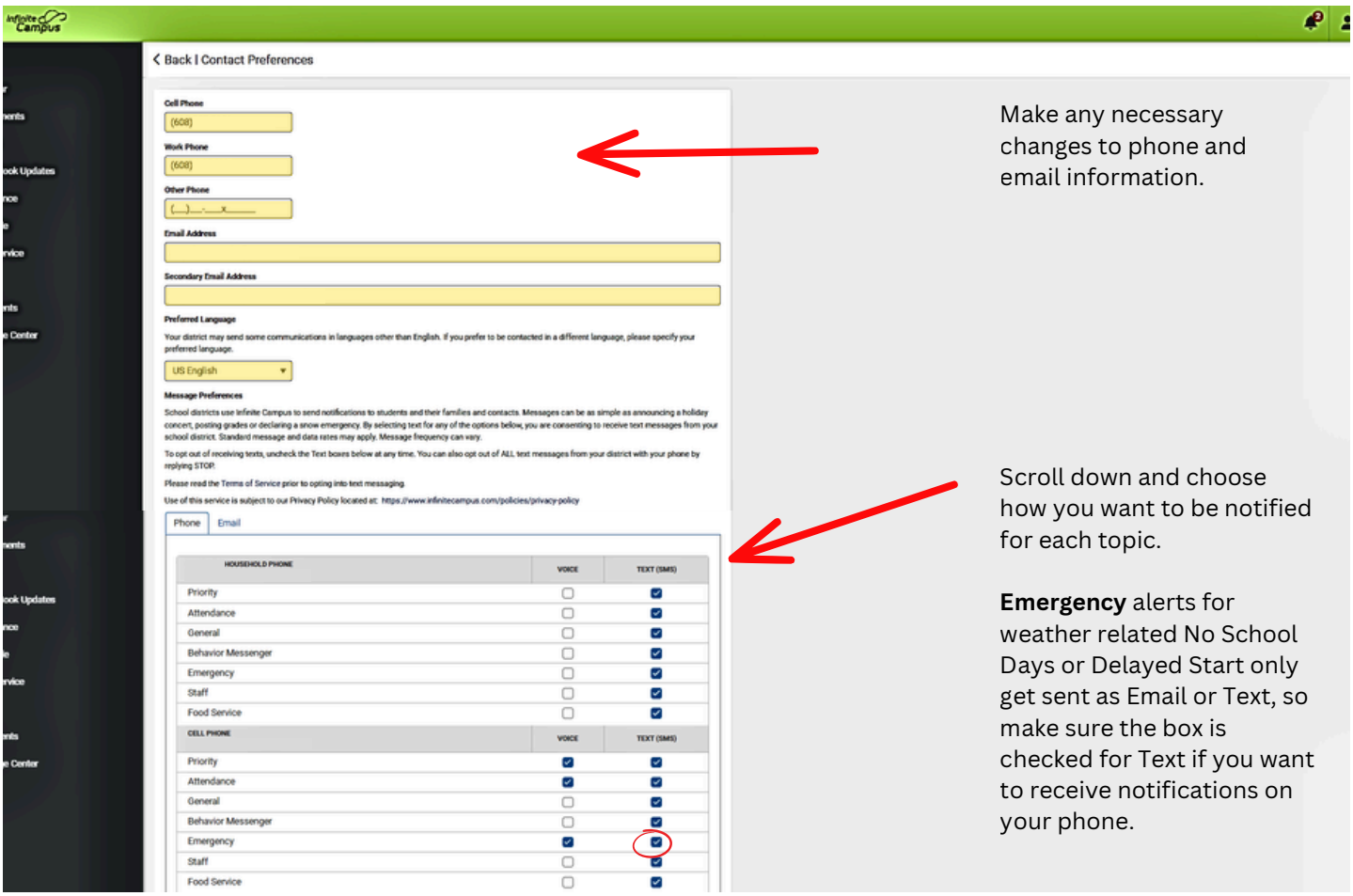


Log into your account and click the person icon in the top right corner.

Choose **Settings** from the drop down menu.



In the Settings Menu, choose **Contact Preferences** to update or verify contact information is correct.



Make any necessary changes to phone and email information.

Scroll down and choose how you want to be notified for each topic.

Emergency alerts for weather related No School Days or Delayed Start only get sent as Email or Text, so make sure the box is checked for Text if you want to receive notifications on your phone.

COMMUNICATIONS

MEDIA RELEASE

Our communications department works to tell the District's "Story", by highlighting students and staff on their achievements. This is done through newsletters, social media, website, and news articles, etc. At the building level, students are highlighted in activities/athletics programs, school yearbook, and social media, etc. Upon registering your child, you will have the option to opt in or opt out of our Media Agreement which states:

Yes- I give permission for my child's directory information and/or photo to be included in any school related publication, such as yearbook, athletic/activity programs, news articles, District social media, etc.

OR

No- I do not give permission for my child's directory information and/or photo to be included in any school related publication, such as yearbook, athletic/activity programs, news articles, District social media, etc.

SCHOOL CLOSINGS/LATE STARTS/EARLY DISMISSALS View Policy 8220A

In case of school closings or early dismissals, please do not call the school.

This information will be circulated through the following channels:
RADIO: WBOG-AM 146 Berry 94); WYXM-FM96.1 (Mix 96.1); WTMB-FM 94.5; WCOW-FM97.1 (Cow Country); WIZM-FM 93.3 (Z-93).

TV: TV WKBT Channel 8; WXOW Channel 19

ONLINE: School district website; Facebook

SOCIAL MEDIA

Social media accounts on Facebook exist for the Tomah Area School District and each individual school building. You will find posts about upcoming events, exciting news, newsletter links, and more. Follow our story!

SNOW DAY TIMELINE

Here's how the Tomah Area School District makes the call to close schools or keep them open during inclement weather.



12:00 A.M.

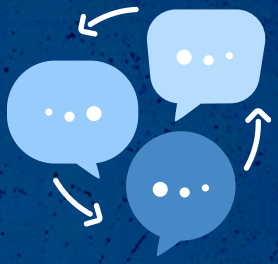
State, County, and Township snowplow drivers work to keep the roads clear.

3:00 A.M.

The Superintendent, Director of Transportation, and the Transportation Supervisor go out and survey the known high-risk areas of the 460 square miles our district covers.



4:00 A.M.



Officials from multiple agencies assess the risks to public safety due to weather. TASD typically receives a notification from the National Weather Service (NWS) out of Lacrosse to update all of the schools in the affected area.



4:45 A.M.

The three TASD officials convene at the Transportation Building to make a final check of the forecast and discuss the next steps (2-hour late start or full cancellation).



5:00 A.M.

The Superintendent, Director of Transportation, and Transportation Supervisor make the call on either a 2-hour late start or close schools for a snow day. This will be put out to families and public via text, email, Facebook, district website, and local media outlets.

6:00 A.M.



In the event of a 2-hour delay, Director of Transportation goes out to re-assess the roads to see if safe travel is possible for our buses, vans, and the students that drive themselves to school. A full snow day cancellation call will be made no later than 7 a.m. if the roads are still unsafe, and put out via text, email, Facebook, district website, and local media outlets.

TIPS FOR FAMILIES

- **Make sure your contact info is correct in Infinite Campus.**
- **Check your notification preferences in Infinite Campus.**
- **Watch forecast and dress your child accordingly.**

District Office 608-374-7004

Transportation Office 608-374-7377

NUTRITION SERVICES

The Tomah Schools Nutrition Services offers breakfast and lunch at all schools. Children are encouraged to participate in the hot meal program. Students may also bring their own lunches from home. At the beginning of each month the monthly lunch and breakfast menu will be available online. If you wish to join your child for lunch, please call the school office by 8:30 a.m

2026-27 MEAL PRICES:	BREAKFAST	LUNCH
Elementary (K-5)	$2.15	$3.55
Middle (6-8)	$2.15	$3.75
High School (9-12)	$2.30	$3.85
*Milk	$0.55	$0.55
Reduced Price	$0.30	$0.40

*Semester milk -$43.00/Semester

CAFETERIA EXPECTATIONS

1.Students are required to eat their lunch in the cafeteria unless they are assigned elsewhere.
2.Students are encouraged to go to the bathroom to wash their hands before entering the cafeteria.
3.Students are expected to behave in an orderly manner in the cafeteria. Running, shouting, pushing, littering, line cutting, fighting, swearing, needless changing of seats, throwing food, and other disrespectful or dangerous behavior will not be tolerated.
4.Students are to take their tray and any eating utensils and garbage to the designated area when they are finished eating.

DELINQUENT DEBT View Policy 8500

Delinquent Debt will be any account that has reached the negative value of ten (10) times the cost of a high school lunch or more (example: -$3.00 x 10 = -$30.00 or more).
Once an account is Delinquent the following procedures will be put in place until the account is in Good Standing:

- Elementary School Students will be directed to the school office by the building administrator or designee before meal service to pick up a snack pack (a grain, fruit, protein, beverage) if they did not bring a meal.
- Middle School Students will be directed to the Middle School office by the building administrator or designee before lunch to pick up a snack pack if they have not brought a meal.
- High School Students in the morning will be directed to the school office by the building administrator or designee and informed of one of the options:

In order to eat a school provided meal they must pay in full, or provide a meal from home, or pick up a snack pack in the High School office before lunch.

The Delinquent Debt account will be passed onto the District Office for collection when it is delinquent for 30 days.

FREE AND REDUCED BREAKFAST PROGRAM

Every student receives an annual notice and application form informing parents/guardians of the child nutrition programs offered in the district and the eligibility requirements for free or reduced-price meals. Notices are distributed at the Elementary Open Houses, Middle School Fall Rally, at the High School open house and on the first day of school when class schedules are distributed. If you qualify for free or reduced lunch, you also qualify for a free or reduced breakfast. Milk break, however, needs to be paid by each student, regardless of breakfast/lunch status. Please take advantage of this opportunity from our food service staff to help your child get off on the right foot for an alert and healthy day.

Start the day off with a nutritious breakfast beginning at 7:30 A.M.- 7:55 A.M. each day in the cafeteria. The meal changes daily and will consist of delicious foods such as: Waffles, French Toast, Pancakes, Omelets, Scrambled Eggs, Sausage, Yogurt, Apples, Grapes, Bananas, Oranges and Milk & Cereal.

NUTRITION SERVICES

GENERAL FEDERAL USDA CHILD NUTRITION PROGRAM

1. The National School Breakfast and National School Lunch Programs, are programs the school district chooses to offer, to help reduce the cost of meals for families, it is not a required program for the district to participate in.
2. Families not meeting federal income guidelines for free meals are expected to pay the cost of the meals consumed by their children.
3. The NSB and NSL Programs do not require children with an outstanding balance on their meal account be served a meal.
4.Students who qualify for free meals shall not be denied a reimbursable meal even if they have a Negative Balance or Delinquent Debt.
5. No children will have a Federally Reimbursable Meal taken from them once they have been served.

STUDENT NUTRITION SERVICES ACCOUNTS

The breakfast, lunch, and milk program are operated with a computerized account system. A lump sum of money may be deposited in a student's account on the first day of school. This account will stay with the student through graduation. If a child moves between schools, the account will remain with the child. If a child moves from the district, money deposited may be withdrawn and a check issued upon request. Parents will be notified when their child's account is nearly depleted. Parents have the ability to view activity on their child's account via Parental Access.

STUDENT NUTRITION SERVICES ACCOUNT POLICY

Good Standing Balance: Any account that has a monetary value greater than the low balance amount set will be considered to have a Good Standing Balance.

Low Balance: A Low Balance will be any High School or Middle School account equal to or less than $5.00 and any Elementary School account equal to or less than $3.00.

- All students will be given a low balance notice when their account is equal to or less than the low balance value set by the District. Students will be instructed to give the low balance notice to their parents/guardians.
- The building administrator or designee at each elementary school building will run a low balance report every day, Monday through Friday, when school is in session.
- High school and middle school students will receive a low balance notice at the point of service from the computer operator daily as they come through the breakfast or lunch line.
- Parents/guardians can also set up a low balance email notices through their students' Infinity account.

Complete Meal Requirements

Nutrition Services is regulated by the USDA. One of the requirements is that students need to take a complete meal in order to be charged for a meal. If the student doesn't take a complete meal, then the student will be charged individually for the items taken.

What makes a complete meal?

A complete meal is made up of three (3) of five (5) components that are offered.
Meat/Meat alternative (example: Hamburger Patty)
Grain (Example: Hamburger Bun)
Fruit (Example: Half an apple)
Vegetable (Example: 1/2 Cup Carrots)
Milk (Example: 8oz carton of milk)
Requirements also include that one of the three (3) components MUST be a full serving of fruit and/or vegetable.

Can we take all five (5) components?

Yes, a student can take all five components of the meal. If the student is still hungry, extra servings of fruit and vegetables can be taken at no additional cost once a meal is paid for that day.
What happens if we don't take all the components to make a complete meal?
If a student does not take a complete meal, they will be charged for each individual item on their tray. Example, if a student takes a cheeseburger and milk but does not take a fruit or vegetable then they will be charged individually for the cheeseburger and milk. Even a student that qualifies for a free or reduced meal and doesn't take a complete meal, will be charged individually for the items they do take while going through the line.

NUTRITION SERVICES

ALA CARTE/EXTRA ITEMS

Ala Carte/Extra Items are food items sold separately and are not part of a federally reimbursable complete meal. (Examples include milk consumed during milk break, extra milk, extra entrees, water, and juice.)

- Any account that has less than or equal to $0.00 shall not be permitted to purchase ala carte items.
- Cash can only be used to purchase ala carte items if the account is equal to or greater than $0.00.

Negative Balance

Negative Balance will be any account that is equal to or less than negative one cent. Accounts will be allowed to reach a negative value of five (5) times the cost of a high school lunch.
For example, if the cost of a high school lunch meal is $3.00, then a negative balance of $15.00 can be incurred. ($3.00 x 5 = $15.00)

Family accounts will be considered one account. Once an account reaches the allowed negative value, the building administrator or designee will contact the parents/guardians of the account using phone or email, in addition to mailing a letter home to inform them the account/s must be in Good Standing. At this time the building administrator or designee will determine if the family of the negative account holder is in need of assistance to help cover cost.

Examples of assistance are:

- Providing a free and reduced meal application to see if they qualify. Note: This will help to cover future costs but will not cover the current value owed.
- Apply for money from the Krecji Fund. 22 through school admin.
- Accessing any account setup by the building or district to help cover food service costs.

If assistance is not available, the parents/guardians of the account will be asked by the building administrator or designee to send a meal with their student until the account is in Good Standing.

SCHOOLPAY ONLINE PAYMENT SYSTEM

The Tomah Area School District has an online lunch payment system integrated into our Infinite Campus platform. Parents need to have an account under the system to be able to start an on-line payment. You can find a link for this on your Infinite Campus homescreen. Cash and checks are also accepted at your student's school. You can pay with your credit/debit card; however, there is a convenience fee for this service. You can call the Nutrition Services office to combine your students' meal accounts into a single-family account to avoid paying multiple convenience fees.

NUTRITION SERVICES POLICIES

8500 Food Services
8510 Wellness
8531 Free & Reduced-Price Meals
8540 Vending Machines
ag8500 Food & Beverage Sales

NUTRITION SERVICES DEPT
Ph: 608-374-7356
www.tomah.education/departments/nutrition-services

HEALTH & MEDICAL

ACCIDENTS View Policy 5340

If your child is injured at school, we will make him or her comfortable and then call you if a serious injury has occurred. If you cannot be reached, we will attempt to contact the emergency number that you have provided.

CONCUSSIONS

Due to increased awareness and understanding of the impact of a concussion which is a type of traumatic brain injury, parents who inform coaches and teachers that their child is being treated by a health care professional for a concussion will need to provide written clearance by a healthcare professional before being allowed to participate in any school-related physical activities. Any time a student is suspected of having or diagnosed with a concussion, written clearance for full participation will be required from a healthcare provider.

For additional information, parents and students can refer to administrative guideline 5340A, Student Accident, Illness/Concussion.

COLD WEATHER POLICY

Students should dress appropriately for cold weather. Unless the weather is extreme, all children will be expected to remain outside during arrival times and recesses. Please do not send your child to school if he or she is too ill to participate in the outdoor recess activities unless prior arrangements have been made with the classroom teacher. The school will contact the parents of any child who frequently dresses inappropriately for the weather.
Students will remain outdoors in the morning and will go out to recess when weather conditions permit. A temperature of 0-degree F is used as a guideline to determine if children should be out or in during recesses. However, the wind chill is a factor that will alter the 0-degree F guideline.

GUIDELINES FOR STAYING HOME

Parents and staff should follow the following guidelines when determining whether a child should stay home from school.

YOUR CHILD SHOULD STAY HOME IF:

- Has a fever greater than 100 degrees
- Has been vomiting within the last 24 hours
- Has had diarrhea within the last 24 hours
- Has a rash with fever that is open and draining
- Has strep throat or impetigo and has not been on medication for 24 hours

The following communicable diseases need to be reported to the school nurse at 608-374-7015.

- Chicken pox
- Fifth disease
- Head lice
- Impetigo
- Mono
- Pneumonia
- Lyme disease
- Ring worm
- Scabies
- Shingles
- Strep Throat

Your child may return to school when:

- They are fever free for 24 hours without medication
- Has been on medication for Strep Throat for at least 24 hours
- Has not vomited for at least 24 hours
- Has been diarrhea free for at least 24 hours

If your child is going to be absent, please call the school office prior to 8:30 A.M.

HEAD LICE

ABSENCES DUE TO HEAD LICE View Policy 8451

If a child is found to have lice, the child's parent will be contacted to have the child treated. The district practices a policy that the management of head lice in the school setting should not disrupt the educational process. There is to be no forced absences from school for nits and/or live lice. Whenever a child is found to have head lice:

- Students diagnosed will not need to go home early; they can go home at the end of the day, be treated and return to school following appropriate treatment.
- They should be discouraged from close direct contact with others; however they should not be removed from the classroom.
- Parent or guardian should be notified that day by telephone or by having a note sent home with the child at the end of the school day stating that prompt, proper treatment of this condition is in the best interest of the child and his or her classmates.
- When the child returns to school and if live lice are noticed again, the parents will again be contacted and notified, but the child will be allowed to remain in school.

HEAD LICE PREVENTION AND TREATMENT

Between 10 and 12 million American school children are infested with head lice every year. It occurs in more children than all other communicable childhood diseases combined, except the common cold. Head lice can happen to anyone and is not associated with a lack of cleanliness. The best way to confirm a lice infestation is to look for eggs, which are called “nits.” Nits are small, silvery and oval shaped. They are firmly attached to the hair shaft at an angle. They will not shake loose like dandruff or sand. The actual louse is smaller than a sesame seed. They are wingless, flat and of varying colors.

Head lice are transmitted directly from one person to another, or by contact with articles that have been used by an infested person such as with combs, brushes, hats, scarves and bedding. Lice can live away from a human host for 2-3 days and nits can survive up to 12 days.

Generally, lice treated once can be eradicated. It is a matter of washing the hair with lice killing shampoo, and then carefully removing all nits. Removal of nits is sometimes made easier with special metal nit combs. To completely get rid of lice, it is important to also clean other areas where the lice might be, including recently worn clothing, bedding, pillows, stuffed animals, couches, combs, brushes, other hair accessories and cars.

It is the responsibility of the parents to check children at regular intervals for lice. Watch for symptoms of infestation, especially itching. Look at the scalp in good light. Most nits will be in the hair around the ears or at the crown of the head. The lice move very quickly away from light. Parents should recheck their children for any symptoms of head lice 14 days after treatment.

If the shampoo fails more than once, parents should contact their physician. Recent studies have indicated that head lice are becoming resistive to current treatments. These shampoos are pesticides and can be very harmful if misused or overused.

If you have any questions, feel free to contact the school district nurse at 374-7015.

MEDICATION PROCEDURES View Policy 5330

School personnel cannot administer any medication without written consent from a parent. A physician's signature and parent signature will be required for all prescription medication to be administered during the school day. Over-the-counter medication requires a parent/guardian signature only. The completion of the "School Medication/Procedure Form" and obtaining the physician's signature will be the parent's responsibility. The medication forms are available in each school, on the district website, and at area clinics.

Medication forms may be faxed:

- Elementary School forms can be faxed to 608-372-5087 and will be sent to the appropriate school.
- Middle School forms can be faxed to the Middle School at 608-374-7303
- High School forms can be faxed to the High School at 608-374-7290

The medication must be in the original container.

Medications (prescription and over- the-counter) cannot be sent home with students. Parents must pick them up.

Medication should only be given in school if absolutely necessary. Medication scheduled for three times a day should be given right before school in the morning, immediately after school at home and at bedtime. An exception would be medications prescribed for a specific time (e.g. Ritalin).

We would like to discourage the excessive use of over-the-counter medications. Please have guidelines as to when your child should request an over-the-counter medication. Some students think they are "supposed to take it" because they know their parents have filled out the form and have the over-the-counter medication available at school.

If you have any questions concerning this matter, please contact the school nurse at 374-7015.

BRINGING MEDICATION TO SCHOOL

When possible, please bring your child's medication to school and drop it off in the main office. If you are unable to bring in the medication, it can be sent to school with your student, but it MUST be in the original container, in a sealed envelope.
On the front on the envelope please include:

- Student's Name
- Teacher
- School
- Parent(s)/guardian(s) printed name

On the back of the envelope:

- seal the flap and put your signature across the flap.

This procedure is in place for the safety of your children.

NON-EMERGENCY, INVASIVE PHYSICAL EXAMINATIONS OR SCREENINGS View Policy 5310

Parents will be notified in advance of any non-emergency, invasive physical examination or screening which is required as a condition of attendance, administered by the school, or necessary to protect the immediate health and safety of the student or other students (i.e. vision testing, scoliosis testing, vaccinations).

SUICIDE PREVENTION NOTICE & RESOURCES

View Policy 5350

For many years there has been a high rate of youth contemplating suicide in Wisconsin. State law requires that school staff members be notified annually of DPI's youth suicide prevention resources. In addition to the resources listed below, TASD Board Policy exists for suicide. There is a link to the TASD website for School Board Policies online.

Why should we worry about youth suicide? Are many kids really depressed or suicidal?

- Suicide is the second leading cause of death among youth in Wisconsin.
- One in six deaths overall among Wisconsin youth are self-inflicted, one in five injury-related deaths.
- For youth ages 10-19, we have the 13th highest rate in the US, 42% higher than the U.S. average.
- For students ages 10-14, Wisconsin's suicide rate is fifth highest in the U.S.
- More than one in five Wisconsin high school students report symptoms of depression annually.

Suicide can be prevented—we're already making progress, but there is much more to do.

- Wisconsin has seen a downward trend in completed youth suicides from 2005-2007.
- This is very promising;
- school staffs are instrumental for continued support of prevention strategies.
- Mental health concerns, such as depression and anxiety, usually contribute to attempted and completed suicides.
- These concerns are treatable, but they must be recognized.
- Everyone in a school community can identify and help students at risk for attempting suicide.



WISCONSIN DEPARTMENT OF PUBLIC INSTRUCTION

Annual Model Notice For Youth Suicide Prevention

2025-2026

All staff play a role in suicide prevention. Gatekeeper training helps all staff with recognizing the signs and symptoms of suicidal thoughts and behavior and taking appropriate steps to keep a student safe.

Youth Suicide Prevention Resources

VisitDPI's websitetoaccess onlinetrainingmodules, suicide prevention requirements in state law, curriculum and teaching materials, and peer-to-peer grant opportunities. Additional resources include suggestions for school board policy and memorials, screening resources, and information and toolkits on suicide prevention, intervention, and postintervention.

IN THIS ISSUE

Resources
Know the Signs
Suicide is a Complex Problem
Common Concerns
Actions and Words to Avoid

Resources for emergency situations

988

Dial forimmediate assistanceinasuicideormental health crisis.

HOPELINE
Text "HOPELINE" to 741741
https://www.centerforsuicideawareness.org/hopeline.

TREVOR PROJECT
thetrevorproject.org
Text 678-678 or Call 1-866-488-7396

Resources for non-emergency situations:

WisconsinSafe andHealthySchools(WISH)Training Center
ww.wishschools.org

Prevent Suicide Wisconsin
www.preventsuicidewi.org

SuicidePreventionResource Center
www.sprc.org

AmericanFoundationforSuicide Prevention
https://afsp.org/

Know the Signs

Suicide doesn't usuallyhappen out of the blue— most often, there are signs or symptoms for others to see or hear. Get the **FACT**s and know the signs of suicidal thinking in your students, friends, and family members *(see FACTs chart on right)*.

Suicide is a Complex Problem

Multiplefactors are involved when someone dies by suicide. Oversimplifying the reasons someone takes their own life is not helpful. For instance, saying bullying "caused" someone to end their life is not accurate. Not all bullying victims kill themselves. Research suggests many factors contribute to suicide. These include biological factors, social determinants of health, precipitating factors, and activating events. Examples of biological factors and social determinants of health include mental illness, losing a family member to suicide, neighborhood violence, or food security. Precipitating factors include poor grades, attending an unsafe school, victimization, or family rejection. Crisis or activating events include experiencing a major loss, humiliation or bullying, and having access to lethal means. Suicide is a complex problem that is often misunderstood when oversimplified. (American Foundation for Suicide)

Identifying the factors of disproportionate risk for youth suicide is vital to prevention.

Youth identifying as Lesbian, Gay, or Bisexual (LGB): for the past several years, Youth Risk Behavior Survey (YRBS) results have shown almost half of LGB youth seriously considered suicide and are three times more likely to attempt suicide than their non-LGB peers.

Female youth: YRBS data shows female students were twice as likely to attempt suicide compared to male students.

Lethal means safety can save lives.

(see *Lethal Means Safety* and *Be Smart for Kids*)

Encouraging secure storage of all lethal means is a critical prevention strategy, and reducing access provides the most significant reduction in youth suicide rates. Most often, youth who attempt suicide use a gun or drugs kept in the home. Do not allow youth to have unsupervised access to firearms and dangerous medications.

SUICIDE PREVENTION SIGNS or SYMPTOMS (FACTs)

FEELINGS

- Hopelessness
- Rage, uncontrolled anger, seeking revenge
- Feeling trapped – like there's no way out
- Having no sense of purpose in life

ACTIONS

- Acting recklessor engaging in risky activities
- Withdrawing from friends, family, society, and typical activities
- Increased use of alcohol or drugs
- Giving away prized possessions

CHANGES

- Declinein quality of schoolwork
- Dramatic mood changes
- Anxiety, agitation, change of eating/sleeping habits

THREATS

- Threatening/talking about hurting self

From American Association of Suicidology



Suicide is a Complex Problem (cont'd)

What can you do if you are concerned about a student?
Suicide is a permanent solution to a temporary problem; but for kids, their problems can seem endless. If we can get them through the crisis, there is a 90 percent chance that they will never attempt suicide. School staff, peers, and family members are well-positioned to observe individual behaviors and respond using the IACTT model if they suspect that a student may be considering self-harm. IACTT stands for **Identify, Ask, Communicate**, **Take action,** and **Take care.**

Identify the signs and symptoms of someone who is struggling with their mental health. Reaching out to others with an empathetic *"Thank you for sharing with me. It sounds really hard"* can be the first step in helping them through their crisis.

Ask questions to learn more about what is going on and ask the person directly if they are thinking about suicide. Use open questions (e.g., "Tell me what's going on.") to gather information and context. Don't be afraid to ask the hard question (e.g., "Have you had thoughts about suicide?")

Communicate care and compassion for the student by taking the next step. (e.g., "*I am worried about you. I don't want anything bad to happen to you or for you to be hurt.")*

Take action and tell a member of your crisis team.
(e.g.,"Let's go talk with someone in the counseling office.")

Take care of yourself. You have helped and supported someone, now give yourself that same care. Seek support from your network.

Center for Suicide Awareness

Text HOPELINE
to 741741

988 SUICIDE & CRISIS LIFELINE

Common Concerns

What ifImake a mistake?Can I be sued?
State Law, Wis. Stat. Sec. 118.295 Suicide intervention; civil liabilityexemptioninsulates all public and private school district employees and volunteers from civil liability for their acts and omissions when trying to intervene in a student's possible suicide. Lawmakers found it so important that adults take action when a student is suicidal that they protected those adults from any civil liability for their intervention efforts.



Does asking about suicide cause a student to attempt it? No. This issue has been thoroughly studied. By asking a student about suicidal intent, you are offering to help them. Listen, empathize, and don't be afraid to ask the question, "Are you thinking about hurting or killing yourself?"

Seeing Urgent Signs or Symptoms? Here's What to Know and Do



All children and adolescents can experience moodiness and will take time to ask life's big questions. As they grow, question, and struggle, it can be overwhelming. The best role for staff is to support students and use IACTT if signs or symptoms of suicide are observed, shared, or relayed.

Here are some ways to respond and what to avoid when you see warning signs:

Do this – Validate, *instead of this - Shame*

NOT: "You're not thinking of doing something stupid, are you?"
RATHER: "You seem to be struggling with something. How can I help?"
NOT: "Think of what it would do to your parents."
RATHER: "I really care and will be here to listen and help."

Do this – Act now, *instead of this - Delay*
When you see urgent signs or symptoms, *get help immediately*. Don't wait.

Do this – Support, *instead of this - Blame*
NOT: "If you wanted a better grade, you would've worked harder."
RATHER: "You seem disappointed in yourself. How can we do better?"
NOT: "Maybe changing your attitude would get you more friends."
RATHER: "Tell me what you look for in a friend. How can that be you?"

Do this – Persevere, *instead of this – Lose Hope*
Suicide is NOT a destiny. When people make it through the suicidal crisis and get help, they usually go on to live healthy, productive lives!

Do this – Collaborate, *instead of this - Do It Alone*
Enlist other pupil services staff, administration, and the family to help support the student!

This publication is available from:
Division for Learning Support
Student Services/Prevention and Wellness
608-266-8960
dpi.wi.gov/sspw/mental-health/youth-suicide-prevention
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The Wisconsin Department of Public Instruction does not discriminate on the basis of sex, race, color, religion, creed, age, national origin, ancestry, pregnancy, marital status or parental status, sexual orientation, or ability and provides equal access to the Boy Scouts of America and other designated youth groups.

WISCONSIN DEPARTMENT OF Public Instruction

PUPIL SERVICES

DESCRIPTION

In keeping with the philosophy of serving every child's needs, the Tomah Area School District provides many special services. The expertise of many persons is considered in the placement of your child: Guidance Counselors, Speech & Language Therapists, School Psychologists, Talented & Gifted Coordinator, and Exceptional Education Needs Teachers.
If you have questions on any of the services available to our students, or are seeking to use any of these services, please contact your school principal.

SCHOOL NURSES

TASD has school nurses that ensure our students have what they need to learn well in concerns to managing health concerns. The school nurses manage cases (create and coordinate care plans) for students who need additional physical and/or mental health support to be successful in school.

OT/PT & OTHER SPECIAL EDUCATION NEEDS

Students with a qualifying disability often have needs that require support that goes beyond what is usually offered or received in the regular school/classroom setting.

To ensure these students have the support they need, our Pupil Services Department is staffed with an Occupational Therapist, Physical Therapist, and several Special Education Instructors. If you have questions regarding your student's support, please contact your school principal.

EDUCATION OF HOMELESS CHILDREN & YOUTH

Homeless children and youth must have equal access to the same free, appropriate public education as provided to other children residing in the district and be provided with comparable services. Homeless children /youth cannot be required to attend a separate school or program for homeless children and must not be stigmatized by school personnel. The school district's designated liaison for homeless children and youth is Dr. Paul Skofronick, Director of Pupil Services.

SCHOOL SOCIAL WORKER

TASD has one school social worker that helps our parents, students, and staff identify needs that interfere with learning. She works with students to get the services they need to resolve social, emotional and behavioral problems.

SCHOOL PSYCHOLOGISTS

TASD has three school psychologists that are uniquely qualified to support students' ability to learn and teachers' ability to teach. They apply expertise in mental health, learning, and behavior, to help children and youth succeed academically, socially, behaviorally, and emotionally.

COUNSELING

TASD provides comprehensive counseling services to all students. Our counselors are designated to schools and/or groups of students (by last name) to better establish relationships and acquaintances with students. We have counseling teams for our elementary schools, our middle school, and our high school; each with age-specific structures to best serve our students. Elementary School Counselors: Designated to
school and provide services such as biweekly guidance lessons, play therapy, bibliotherapeutic experiences, active listening and academic/organizational skill development.

BULLYING / HARASSMENT

It is the policy of the Board to maintain an educational environment that is free from all forms of harassment. This commitment applies to all District operations, programs, and activities. All students, administrators, teachers, staff, and all other school personnel share responsibility for avoiding, discouraging, and reporting any form of harassment. This policy applies to conduct occurring in any manner or setting over which the Board can exercise control, including on school property, or at another location if such conduct occurs during an activity sponsored by the Board.

The Board will not tolerate any form of harassment and will take all necessary and appropriate actions to eliminate it, including suspension or expulsion of students and disciplinary action against any other individual in the School District community. Additionally, appropriate action will be taken to stop and otherwise deal with any third party who engages in harassment against our students. The Board will vigorously enforce its prohibition against harassment based on the traits of sex (including gender status, change of sex, or gender identity), race, color, national origin, religion, creed, ancestry, marital or parental status, sexual orientation or physical, mental, emotional or learning disability, or any other characteristic protected by Federal or State civil rights laws (hereinafter referred to as "Protected Classes"), and encourages those within the School District community as well as Third Parties, who feel aggrieved to seek assistance to rectify such problems. Additionally, the Board prohibits harassing behavior directed at students for any reason, even if not based on one of the Protected Classes, through its policies on bullying (See Policy 5517.01).

Harassment may occur student-to-student, student-to-staff, staff-to-student, male-to-female, female-to-male, male-to-male, female-to-female, or other forms. The Board will investigate all allegations of harassment and in those cases where harassment is substantiated, the Board will take immediate steps designed to end the harassment, prevent its reoccurrence and remedy its effects. Individuals who are found to have engaged in harassment will be subject to appropriate disciplinary action.
View Policy 5517

CARE OF MATERIALS

Students are responsible for all textbooks and library materials issued to them during the school year. All lost or damaged books and other school materials must be paid for. All money collected for damaged property is recorded by the office and paid to the proper fund for replacement purposes. If a lost book is found, money paid will be refunded.

Textbook Fines

Teachers are to turn in all fines for lost or damaged books at the end of each semester to the school secretary. Fines are as follows:

Lost or Damaged Textbooks Beyond Use

Yrs Old	% of Cost
1	100
2	90
3	80
4	70
5	60
6	50
7	40
8	30
9	20
10	10

If the book is damaged beyond reasonable repair, the charge should correspond to the above Lost Book schedule.
If the cover is bent, writing is discovered on pages or cover, or other damage is evident, the following schedule should be followed:

Damaged Textbooks

Yrs Old	Cost - Hard Cvr	Cost- Soft Cvr
1	7.00	3.00
2	7.00	3.00
3	6.50	3.00
4	6.50	3.00
5	6.00	2.50
6	6.00	2.50
7	5.50	2.50
8	5.50	2.00
9	5.00	2.00
10	5.00	2.00

STUDENT CONDUCT

CONSEQUENCES FOR INAPPROPRIATE BEHAVIOR

The school has the responsibility to establish standards that promote a positive and proper learning environment. In order to fulfill this responsibility, all students, staff, and parents must be committed to a strong discipline policy that encourages accountability for actions.

If a student has difficulty recognizing his/her responsibilities in relation to the expectations and rules we have set out, an adult in charge will intervene and respond with an appropriate action. These actions may include:

- Verbal reprimand/conference with school personnel Restriction of privileges and activities
- Contact with parent
- Exclusion from class
- Time spent in the Alec Room
- Lunch or after-school detention
- Parent/student conference with school personnel Replacement/repair of damaged property
- Half-day detention
- All-day detention
- In-school suspension
- Out-of-school suspension
- Assignment to Decisions I
- Referral to police and possible citation
- Recommendation for expulsion to the Tomah School Board

DRESS CODE View Policy 5511

The Board recognizes that each student's mode of dress, clothing, and grooming is a manifestation of personal style and individual preference. The Board will not interfere with the right of students and their parents to make decisions regarding their appearance, except when their choices interfere with the educational program of the schools.

Accordingly, the Board prohibits student dress, clothing, or grooming practices which:

- present a hazard to the health or safety of the student or to others in the school;
- materially interfere with school activities, or substantially disrupt the educational environment; or
- prevent students from achieving educational objectives because of blocked vision or restricted movement.

The principal or designee shall serve as the initial arbiter of student dress, clothing, and grooming.

Dress, clothing or grooming constitutes expressive speech if the individual wearing or displaying the dress, clothing, or grooming intends to convey a particularized message through the wearing or display and the likelihood was great threat the message would be understood by those who viewed it. This standard shall apply whether the message is conveyed by depiction, words, or a combination of the two. If the dress, clothing, or grooming does not constitute expressive speech, it can be regulated by school officials.

Expressive speech in the form of dress, clothing, or grooming will be regulated consistent with applicable legal principles.

Expressive speech in the form of dress, clothing, or grooming prohibited if such speech is not protected by the First Amendment of the U.S. Constitution, such as dress, clothing or grooming that constitutes:

- Obscenity;
- Language or depictions intended to incite violence or incite the viewer to an immediate breach of the peace;
- Defamation; or
- A true threat.

Consistent with the legal parameters established under the First Amendment of the U.S. Constitution. School officials can also regulate and prohibit dress, clothing, or grooming containing otherwise expressive speech if the dress, clothing, or grooming:

- Can reasonably be viewed as promoting illegal drug use; or
- Is vulgar, lewd, indecent, or plainly offensive.

DRESS CODE View Policy 5511

Additionally, school officials can regulate dress, clothing or grooming if they can reasonably forecast that it will materially interfere with or substantially disrupt a school activity, such an interference or disruption actually occurs, or if the expression intrudes on the rights of other students. Such prohibited dress, clothing or grooming may include dress, clothing, or grooming that includes the use of, discriminatory language including racial or ethnic slurs, or negative stereotypes, under this standard, the wearing or display of the Confederate flag during the school day and on school property is prohibited.

No protected speech may be prohibited on the basis of disagreement by school officials with the specific point of view expressed if the topic is otherwise permitted by this policy (e.g. permitting depictions of support for one political party but prohibiting depictions of support for the other). The district administration may establish the dress, clothing or grooming requirements for members of the athletic teams, bands, and other school groups when representing the district at a public event or within the context of school-sponsored and controlled curriculum or activities. Where appropriate, a uniform or specific dress, clothing, or grooming requirement shall be used for students when representing the district as described.

Students who violate the foregoing rules will not be admitted to class and may be subject to additional consequences.

If the dress, clothing, or grooming cannot be removed or concealed, the student may be sent home after contact is made with the student's parent/guardian.

Please reference your child's school handbook section for school specific dress code information.

STUDENT CONDUCT

PBIS
Positive Behavior Intervention & Supports

DISTRICT PBIS PLAN

PBIS, (Positive Behavior Intervention and Supports), is a systems change method based on a Response to Intervention (RTI) model that promotes positive behaviors in students. In the past, school-wide discipline has focused mainly on reacting to specific student misbehavior by implementing punishment-based strategies including reprimands, loss of privileges, office referrals, suspensions, and expulsions. Research has shown that the implementation of punishment, especially when it is used inconsistently and in the absence of other positive strategies, is ineffective. Introducing, modeling, and reinforcing positive social behavior is an important part of a student's educational experience. Teaching behavioral expectations and rewarding students for following them is a much more positive approach than waiting for misbehavior to occur before responding. The purpose of school-wide PBIS is to establish a climate in which appropriate behavior is the norm. For more information about PBIS on the national level, log onto PBIS.org.

RTI

RtI (Response to Intervention) is a systematic approach to providing every student with the additional time and support needed to learn at high levels. RtI's underlying premise is that schools should not wait until students fall far enough behind to qualify for special education to provide them with the help they need. Instead, schools should provide targeted and systematic interventions to all students as soon as they demonstrate the need. In Tomah, our main goal is to provide every student with the skills and knowledge needed to be self-sufficient and successful by the time he/she graduates from high school.

Safe, Supportive and Thriving Learning Environments

In the TASD, our mission is High Quality Student Learning, Every Child, Every Day. To accomplish this vision and get the best results for all students, we need to ensure that each of our schools is a place where all students are able and expected to learn. This means putting the right systems in place to support positive behavior in every student.



Equitable Multi-Level System of Supports (WiMLSS)

For Wisconsin schools and districts, implementing an equitable multi-level system of supports means providing equitable services, practices, and resources to every learner based upon responsiveness to effective instruction and intervention. In this system, high quality instruction, strategic use of data, and collaboration interact within a continuum of supports to facilitate learner success. Schools provide varying types of supports at differing levels of intensity to adjust to the needs of the whole child proactively and responsively. These include the knowledge, skills, and habits learners need for success beyond high school, including developmental, academic, behavior, social, and emotional skills.

https://dpi.wi.gov/wimlss

STUDENT CONDUCT

DISTRICT PBIS PLAN

A Shift in Practice

WiMLSS represents a shift in district philosophy and practice with respect to behavior and discipline. It moves us away from zero-tolerance policies and exclusionary practices toward proactive approaches that focus on building student and staff skills and competencies, which, in turn, lead to greater productivity and success. EMLSS moves us from a singular focus on safety to a comprehensive focus on creating the conditions that make every classroom and every school a great place to learn and grow. It embodies our belief as a school district that children learn by getting feedback about their behavioral choices and making the changes needed to become contributing members of a community of learners.

WiMLSS is also designed to reflect a commitment to student equity. This means that we hold all students to the same high expectations but provide different kinds of support to reach those expectations.

"If a child doesn't know how to read, we teach.

If a child doesn't know how to swim, we teach.

If a child doesn't know how to multiply, we teach.

If a child doesn't know how to drive, we teach.

If a child doesn't know how to behave, we…

…teach?… punish?

Why can't we finish the last sentence as automatically as we do the others?"

Tom Herner, President of the National Association of State Directors of Special Education, 1998 -Tom Herner NASDE President, 1998 Behavior Education Plan - Elementary Schools

Purpose of Our WiMLSS Plan

This plan includes both proactive and responsive strategies and provides a continuum of interventions and consequences to address a range of student behaviors. This plan is designed to accomplish the following purposes:

- To outline the rights and responsibilities as related to student behavior for students, parents/guardians, teachers/staff, school administrators, central office staff and Board of Education members, recognizing that all groups have a collective responsibility to support positive student behavior.
- To establish an expectation for adults to teach, model and reinforce the skills necessary for students to meet TASD behavior expectations at all levels.
- To provide clear and explicit universal expectations for student behavior and to identify those behaviors which are inappropriate at school and school-sponsored events.
- To identify a range of reasonable, proportional, and consistently applied interventions and consequences to respond to behavior and to support positive behavior change in students.
- To ensure students are treated fairly and without discrimination based on race, ethnicity, socioeconomic status, disability status, gender, sexual orientation, gender identity or religion.
- To set an expectation that schools work in partnership with parents/guardians with the belief that they play an essential role in the behavioral and academic success of students.

STUDENT CONDUCT

PETS View Policy 8405A

Children are not to bring pets or other animals to school unless prior arrangements have been made with the classroom teacher and principal. If a pet or other animal is brought to school for a special presentation, the school will need advanced notice in order to be able to inform parents of children with allergies. If a pet is allowed to come to school, a parent must bring the pet to school, carry the pet for the presentation, and take the pet home. Pets are not permitted on school buses. If a student brings an animal without prior permission, the parent will be called to school to pick it up. Wild animals are strictly forbidden, except under the supervision of a licensed adult.

STUDENT CONDUCT & DISCIPLINE View Policy 5500

Every student has the right to attend school and participate in activities in a safe and orderly environment, free from physical or verbal threats and behavior. In order to make this goal a reality, students are required to abide by the expectations laid out and follow school rules that have been established to create a safe and orderly environment.

Controlling behavior both in and around school takes a community effort. Our schools cooperate with agencies, including law enforcement, to maintain a proper learning atmosphere. However, parents and guardians play the most important role in developing good behavior and citizenship.

YOUTH GANGS

The Tomah Area School District bars all gangs and gang graffiti, dress, activity, gang-related material, gang affiliations and gang-related activities from school buildings, school related activities, and school property at all times. School property, school buildings, and school related activities are to be considered “Neutral Territory”. A “gang” is defined as any identifiable group or club which exists without the sponsorship of the school or the sponsorship of any recognized adult community or civic organization and which engages in antisocial or criminal behavior activity. See Tomah School Board Policy 5840 for additional information on Student Groups.

TECHNOLOGY

The following terms are those approved by the Board in the Technology Device Agreement (version 1.8).

The District's goal in providing technology services is to promote educational excellence by facilitating resource sharing, innovation, and communication. This agreement is made effective upon the receipt of the technology device, between the Tomah Area School District, the student receiving a device and his/her parent(s) or legal guardian. While there are differences between school procedures, the information contained within this document applies to all TASD schools. The student and parent(s), in consideration of being provided with a device, software and related materials for use while a student hereby agree as follows:

1. EQUIPMENT

TASD defines a "Technology Device" to include not only the computing device (e.g. iPad, Chromebook, Windows laptop, Cellular Internet Hotspot) but also the charging system for the device, the carrying/protective case and any pen (screen touch device). Devices and their components are handed out in a complete set and the parent/guardian/child cannot choose to take only part of a set.

Ownership: The technology device being issued to all students is the sole property of the Tomah Area School District. Each device is on loan to the student and must be used in accordance with the policies and procedures listed below, the Tomah Area School District Acceptable Use Policy and any civil/criminal applicable laws.

- All students are required to use the district-supplied carrying case equipped with a shoulder strap or handles.
- The Tomah Area School District will retain records of the serial numbers of provided equipment.
- This agreement remains in effect for a substitute device.

2. ACTIONS REQUIRED IN THE EVENT OF INOPERABLE, DAMAGED OR LOST EQUIPMENT

Actions Required in the event of inoperable, damaged, or lost:

In the event the device is inoperable, damaged or lost, the Tomah Area School District has a limited number of spare devices for use while the device is repaired or replaced. An immediate replacement cannot be guarantee at all times. Any damage to or loss of the device should be promptly reported to a teacher or administration. Parents and students are encouraged to file a police report if the device is lost, vandalized or believed to be stolen. The student may not opt to keep a broken device or to avoid using the device due to loss or damage.

Responsibility for Negligence

The student is responsible for maintaining a 100% working device at all times. The student shall ensure that the device is not damaged. Refer to the Standards of Proper Device Care section of this document for a description of expected care. The Tomah Area School District reserves the right to charge the student and parent according to the cost table below due to either gross (intentional) negligence or accidental negligence as determined by administration.

Examples of gross negligence include, but are not limited to:

a. Damage or loss resulting from unattended and/or unlocked device while at or away from school.
    i. Examples: locker rooms, hallway benches, lunch room tables.
b. Lending device to others.
c. Using the device in an unsafe environment and/or in an unsafe manner.

Technical Support and Repair

All attempts will be made to repair a damaged device. The Tomah Area School District does not guarantee that the technical support team will make the device operable. In the event that the device cannot be repaired, a substitute may be supplied.

All repairs will be performed by Tomah Area School District staff. Students and/or parents/guardians are not to attempt to repair the device on their own.

3. STANDARDS OF PROPER DEVICE CARE

You are expected to follow all the specific guidelines listed in this document and take additional precautions to protect your assigned device. Loss or damage resulting in failure to follow the details below may result in full financial responsibility.

Battery Life and Charging

- Arrive to school with a fully charged battery. Establish a routine at home to charge your device overnight.
- Avoid using the power adapter in any situation where someone is likely to trip over the cord, or be damaged.
- If the cord becomes damaged and electrical wires are exposed, report the damage immediately to a staff member and cease using that charger. The danger of electrical shock or electrical fire is significant.
- Close the lid of the device when it is not in use, in order to save battery life and protect the screen.

Carrying the Device

- Always completely close the lid of the device before moving it, even for short distances.
- Always store the device in the carrying bag with the bag strap across your shoulder.
- Do not place any pressure on the device, even while in the case, as this will damage the screen and other components.

General Care

The non-exclusive examples below will result in student being responsible for 100% of the repair or replacement cost.

- Attempting to remove or change the physical structure of the device, including keys, screen, cover or casing.
- Removing or interfering of any identification placed on the device.
- Keep the equipment clean. Avoid eating or drinking while using the device.

General Information

Sound must be muted at all times unless permission is obtained from the teacher for instructional purposes.
Chromebooks are not set up to print.

Screen Care

The device screen can be easily damaged if proper care is not taken. Screens are particularly sensitive to damage from pressure.

- Do not touch the device screen with anything.
- Clean the screen with a soft, dry anti-static cloth or with a screen cleaner designed specifically for LCD type screens.
- Never leave any object on the keyboard. Pens or pencils left on the keyboard will crack the screen when the lid is closed,
- resulting in a damaged device charge to the student.

Student Responsibilities

Bring the charged device and charging unit to school every day (if you forget them, substitutes may not be available).
Students are to have only the district created account on the device. Students are not permitted to create a secondary account.
At the end of the school day, students should log out of their device and perform a shutdown procedure. This will ensure any district or device updates are performed.
Keep the device either secured, where others do not have access, or within your sight at all times. For example, during athletic events, practices and trips, store the device in a secure place (your locked hallway locker). Devices left in bags and backpacks, or in unattended classrooms or locker rooms are considered “unattended” and may be confiscated by school personnel as a protection against theft. Unattended and unlocked equipment, if stolen –even at school- will be the full financial responsibility of the student. Other non-exclusive examples of Gross Negligence are listed below:

1. Avoid use in situations that may result in loss or damage. For example, never leave devices in the hallway, school vans, in the gym, in the locker room, on playing fields or other areas where it could be damaged or stolen.
2. Do not let any other individuals use the device. Loss or damage that occurs when anyone else is using your assigned device will be your full responsibility.
3. Adhere to the Tomah Area School District’s Acceptable Use Policy at all times and in all locations.
4. Read and follow general maintenance alerts from school technology personnel.

4. DEVICE USE AND CONDUCT

Discipline

Any student who violates these rules will be subject to disciplinary action at the discretion of administration. Serious or repeated violations may result in the student's use of technology restricted and/or revoked.

- Step 1 Student receives verbal warning from administration
- Step 2 Student receives a referral and loses use of device for one day
- Step 3 Student receives a referral and loses use of device for one week
- Step 4 Student receives a referral and length of loss of device will be determined by school administrator.

For Safety Resons Students should not:

- Give out their home address or phone number to anyone on the Internet
- Give password(s) to anyone
- Post anonymous messages

Students may not use the network resources to:

- Create, send, access or download material, which is abusive, hateful, harassing or sexually explicit.
- Download or stream Internet based media when it slows the performance of the network for all users. The district will monitor the network for network performance related issues.
- Alter, add or delete any files that affect the configuration of a school device.
- Conduct any commercial business.
- Conduct any illegal activity (this includes adhering to copyright laws).
- Violate the Academic Integrity Policy
- Access the data or account of another user (altering files of another user is considered vandalism).
- Install any software onto devices; to copy district school software (copying school owned software programs is considered theft).
- Forward email commonly known as "SPAM," Unsolicited Commercial Email (UCE), or "junk" email.

Below is a list of general consequences for disciplinary issues that may arise as a result of non-compliance with the policies of this agreement:

In these cases, "inappropriate use" is defined by students using the device for things other than directed by the teacher either during a class or study hall. When this privilege is lost, the student's device will be stored in the main office (or other agreed upon location) until able to return it to the student. Based on teacher request, the student may be allowed to check out their device for a class, but it will be returned after that class.

Should a student be using their device for more serious incidents such as viewing inappropriate websites or material, more significant consequences (including the removal of district technology resources) may be necessary.

Legal Issues and Jurisdiction

The Tomah Area School District owns and operates the equipment and software that compose our network resources.

The district is obligated to take steps to ensure that all resources are used legally, hence any illegal use of district resources is prohibited. All content created, sent, accessed or downloaded using any part of the district's network and/or resources is subject to the rules stated in this policy. District administration monitors our network and/or resources and may find it necessary to investigate incidents even if they happen after hours and/or outside of school. As the owners of our network and/or resources, including the email system, the district administration reserves the right, if needed, to remotely access, open, examine and/or delete electronic files without notification to the user.

In addition, the district account holders take full responsibility for their access to the district's network resources and Internet. Specifically, the district makes no warranties with respect to school network and resources nor does it take responsibility for:

- The content of any advice or information received by an account holder
- The costs, liability or damages incurred as a result of access to the school network resources or the Internet; any consequences of service interruptions.

This document exists in concert with all other building and district policies, rules, guidelines and procedures. Specific items not covered here may be addressed by other building or district policies, rules, guidelines or procedures at the discretion of administration.

5. LEGAL AND ETHICAL USE POLICIES

Allowable Customizations

The student is permitted to alter or add files to customize the assigned device to their own working styles deemed school appropriate (i.e., background screens, default fonts).

Downloading or installing any software without permission from the Tomah Area School District is prohibited. Nothing "permanent" may be used to personalize the Chromebook or the carrying case (i.e. Sharpie markers, stickers that won't easily peel off, sticky tape that will leave adhesive, etc.). All personalization needs to be added to the "front cover" of the Chromebook.

Suggested Ideas for Personalization:

- Peel off decals for walls.
- Peel off decals for cars/windows.
- Students may purchase a wireless mouse if desired.

Legal and Ethical Use

All aspects of the Tomah Area School District Policy 7540 and 7540.03 remain in effect, and in addition to this section.

Monitoring

The Tomah Area School District may monitor device use using a variety of methods to assure compliance with district policies in addition to the Legal and Ethical Use section 5b. The district is in compliance with regulations for filtering Internet access.

6. TERMS OF TECHNOLOGY AGREEMENT

I understand and agree with the following terms of this agreement:

- I will return the device at the established due dates and times.
- I understand that I may be billed for repair/replacement costs, if the device is damaged, lost or not returned properly.
- I will treat this device with care and maintain the equipment in clean condition.
- I will not write, etch or attach anything into or onto this device or any of its components.
- I will avoid using the device in situations that are conducive to loss or damage.
- I will keep the device either secured, locked in a locker where others do not have access, or within my sight always.
- I will follow general maintenance alerts and advice from district technology personnel.
- I will promptly report any malfunction, loss, damage, or theft to the proper personnel.
- I will always transport the device within the district supplied carrying/protective case.
- I will adhere to the Tomah Area School District's Acceptable Use Policy when using this device at all times and locations. Tampering with the device is a violation of this Acceptable Use Policy.
- I understand that only Tomah Area School District devices are allowed to be used on Cellular Internet Hotspots that are
- provided by the Tomah Area School District.

7. COST AND CHARGE FOR DAMAGE TO DEVICES

- Any damage deemed intentional (by school administration or technology department staff) will be billed at the amount necessary to return the device to working order.
- Any damage deemed accidental (by school administration and technology department staff) will be billed at a flat amount of $25 per incident.
- After two damage incidents in a given school year, all damage will be billed at the amount necessary to return the device to working order.
- Loss of any component will be billed at the replacement amount for that component.

Device/Component Costs are to be charged at the below rates:

iPad: Full replacement $450; Device only $350; Case/Keyboard $100; Charger $15; Charger Cable $5

Chromebook: Full replacement $317.38; Device only $297.38; Case $20; Case Strap $5; Charger $52; Screen $170; Keyboard $43; Hinge Set $30; Cover (top/bottom) $20; Battery $35

Windows Laptop: Full replacement $1,200 Cellular Internet Hotspot: Full replacement $200

Technology Policies

ag7540.03 Student Education Technology Acceptable Use and Safety, 7540 Technology, 7540.02 Web Content, Apps, and Services, 7540.03 Student Technology Acceptable Use and Safety

TRANSPORTATION

The Tomah Area School District Transportation Department is responsible for transporting approximately 2,000 students each day. The Transportation Department arranges 42 bus routes and 14 van routes to accommodate the 457 square miles that encompass Tomah Area School District. This is accomplished each and every day with almost 60 drivers. A safe and effective transportation plan affects everyone from students to school personnel to families to the community. We all must work together to maintain an efficient and effective program. The following Transportation pages contain frequently asked questions with answers that include important information about the procedures and policies that are in place to keep your child safe while on our school buses and vans each day. Please review this information so that both you and your child understand what is expected to ensure that our transportation plan operates as efficiently, effectively, and safely as possible.

GENERAL QUESTIONS



How do I get ahold of the Transportation Department?

The Transportation Office number is 608-374-7377. If nobody answers the phone, please leave a voicemail. Our office hours are 5:00 a.m. to 5:00 p.m.; however, we may be away from the desk, on another call, or communicating on the two-way radio. Your call will be returned as soon as possible.

Who is a school bus driver?

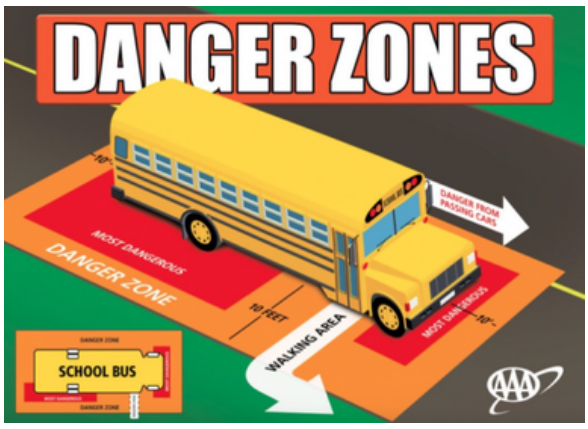
Each bus driver that will be transporting your child is an employee of the Tomah Area School District. We have high standards for our drivers, and you can be assured that your child is safe on our buses.

Each driver must meet the following criteria:

- Maintain a WI Class B license with School Bus and Passenger endorsements
- Complete a DOT physical at least every other year
- Pass a license renewal test issued by a state certified examiner at least every eight years
- Maintain a clean background check and personal driving record
- Submit to Random Drug and Alcohol tests
- Attend Staff In-Service training meetings about many different topics

SAFETY QUESTIONS

How can I help my child be safe while getting on and off the bus?



Below is a diagram of the "Danger Zones" of a school bus. Please review the following safety measures with your child:

- Avoid the danger zones at all costs.
- Take ten giant steps away from the bus.
- Do not cross the road until your driver signals that it is clear.
- Stop wherever you are if the driver honks the horn.

Our drivers direct the students away from these areas when they are unloading and ask each student who crosses to wait for their signal.

By working together, we can prevent a tragedy from occurring.

Who can make changes to my child's transportation plan?

Only parents/guardians and emergency contacts listed in my child's Infinite Campus profile are able to make changes to a child's transportation plan. Please keep the information in Infinite Campus up to date.

Bad weather is in the forecast and school may be cancelled. What should I do?

We notify several radio and TV stations and update the school website as soon as a decision is made. Parents/guardians must sign up for Parental Access through our student management system, Infinite Campus, to receive notifications. It is a parental responsibility to keep Infinite Campus updated with current contact information. Please do not call the Transportation Department as the large volume of calls we receive make it more difficult for us to notify the media and drivers in a timely and efficient manner.

TRANSPORTATION

Are there cameras on the bus?

Please be advised that every school vehicle is equipped with surveillance. Your child(ren) are recorded during routes and field trips. Due to student privacy policies, only school district personnel are authorized to view the data. Video segments involving violations of law may be viewed by legal authorities. Data may be used to discipline students when deemed necessary by the Transportation Director or building administrators.

Am I able to view the video from the bus?

Unfortunately, due to the student privacy laws, only school district personnel, and in some cases law enforcement personnel can view the videos. This is covered in Board of Education Policies 8330 and 8330.1.

ROUTE QUESTIONS

We moved to Tomah in the summer. When do I need to have my child registered for transportation?

Transportation registration is required two weeks prior to school starting to ensure transportation on the first day of school. If registration occurs after the two-week deadline, it may result in the student not having transportation until the fourth day of school. You may do this during the online registration process. If you register in person, please take the time to go the TASD website at https://www.tomah.education/departments/transportation.

We moved to Tomah during the school year. When can I expect transportation to be arranged for my child?

When you come into our district during the school year, transportation will be arranged within four business days of contacting the Transportation Department at 608-374-7377.

My child needs to ride a different bus for just a day or two. What do I do?

Consistency in pick up and drop off locations is the best policy for student safety. You will need to make transportation arrangements for your child if changes need to be made for a day or two. Unfortunately, we cannot accommodate day-to-day changes due to liability and capacity issues. Please do not call the Transportation Department or the school or send a note with your child regarding riding a different bus. **Day to Day Requests cannot and will not be honored**. It is the parent/guardian's responsibility to transport their child when there is a day-to-day change with pick-up or drop-off locations.

If you are in an emergency and are seeking permission to ride an alternative bus, you must contact your child's principal to discuss this situation. If permission is granted, the principal will contact the Transportation Department on your behalf. **Switching buses to ride to another student's house in a non-emergency situation will not be allowed.**

I have requested a different elementary school for my child and a bus stops in my neighborhood. How does transportation work for my child?

If a parent/guardian requests an elementary school for their child outside the child's home school attendance area and that request is granted, that does not automatically mean transportation will be provided. If there is an established bus route and enough room on the bus, their child may then ride that bus. If there isn't room on an established bus route, then transportation is the responsibility of the parent/guardian. Failure to abide by the safety rules may result in your child being removed from the bus.

I have requested a different elementary school for my child but there isn't an established route that passes by my house. How does transportation work for my child?

If a parent/guardian requests an elementary school for their child outside the child's home school attendance area and that request is granted, that does not automatically mean transportation will be provided. Unfortunately, if there is no established route, transportation will be the responsibility of the parent or guardian.

I have open enrolled my child out of Tomah Area School District, but my child does attend TASD for a class. Can my child be transported if a bus comes past my house?

Open enrollment and course options policies make it a very clear that transportation is the responsibility of the parents/guardians.

TRANSPORTATION

I homeschool my child and my child attends TASD for a class. Can my child be transported if a bus comes past my house?

Open enrollment and course options policies make it a very clear that transportation is the responsibility of the parents/guardians.

How many different pick-up and drop-off locations can my child have during the school year?

For all riders the morning pickup location may differ from the afternoon drop-off location. However, the stops must be consistent. **Transportation to and from other locations is the family's responsibility.** For students in a dual-custody arrangement transportation will be provided to either **"home"** location on different days of the week. Parent/guardian must provide a **written** schedule.

We have a split household. One parent/guardian lives in an outlying elementary school attendance area and the other parent/guardian lives in an in-town elementary school attendance area. Parents/guardians split custody 50%/50% (every other week) and have opted for their child to attend the outlying elementary school. Can that child be transported from each household?

Whatever school the parents/guardians select for the child to attend, that becomes the child's home school. When parents/guardians select the outlying school, that becomes the child's home attendance area. If there isn't an existing bus route, with room on it, that could take the child from in-town to the outlying school, a special route would not be available. Parents/guardians would be responsible for transportation on the weeks the child was staying in-town. However, if the parents/guardians decide to send their child to an in-town school, there would be existing routes to bring the child to that in-town school from the outlying area every day.

My child attends TAMS. Is transportation always guaranteed?

TAMS is a choice school, so parents/guardians are responsible for transporting their child if there isn't an established route with room on it.

Will my child be transported to and from the childcare provider rather than their home?

Under S. 121.54(2)(am), Wis. Stats., a school district may, but is not required to, transport a child for whom transportation is required to or from, or both, a before and after school day care program or other child care provider in lieu of transporting the child to and from his/her residence. However, TASD does its best to accommodate these requests. Contact the Transportation Department at 608-374-7377 to discuss your situation.

What happens with my other children if one of my children is assigned a particular elementary school because of overcrowding in a particular grade, special needs of the child, etc.?

If TASD assigns a student to a school outside the student's home school attendance area for any reason, that becomes that student's home school and all their siblings' home school, if the parent/guardian wishes. This will be reviewed each year to see if there is room in your child's current grade in your attendance area school.

4K SPECIFIC QUESTIONS

Is my child guaranteed to attend the school she/he attended for 4K and will transportation be provided?

If your child didn't attend her/his home school for 4K, there is no guarantee s/he will automatically be eligible to attend that school the rest of the elementary school years. Your child will return to the home school for 5K and you can request the school that is outside the home school attendance area. If the request is granted, transportation would only be provided if there is an established route with room on the bus.

My 4K child lives in the City of Tomah and attends Oakdale for 4K. The daycare is in the Wyeville attendance area. Would my child receive transportation?

Under S. 121.54(2)(am), Wis. Stats., a school district may, but is not required to, transport a child for whom transportation is required to or from, or both, a before and after school day care program or other child care provider in lieu of transporting the child to and from his/her residence. However, TASD does its best to accommodate these requests. Contact the Transportation Department at 608-374-7377 to discuss your situation.

4K SPECIFIC QUESTIONS

My child has an IEP with special transportation listed as a service. Can my other child also ride the special transportation?

No, special transportation is just for students with IEPs or 504 Plans that require such transportation. There are funding rules that need to be followed with the transportation of special needs students.

Does a parent/guardian or responsible person need to be present when a child is dropped off at a bus stop?

Yes, a parent/guardian or responsible person needs to be present when a child is dropped off at a bus stop if the child is in 1st grade and younger. If the parent/guardian is unable to be present at the bus stop, a student second grade and over or another adult you designate, may get your child off the bus. The adult must be listed in the child's Infinite Campus profile.

STUDENT EXPECTATION AND DISCIPLINE QUESTIONS

What is the disciplinary procedure if my child misbehaves on the bus?

Upon having an issue with a student, the driver will discuss the issue with the student to resolve it and remind the student of bus expectations. The driver will inform the student that if the behavior continues, the student's parent/guardian will be contacted, and the student will receive a written bus referral. The District has a progressive discipline referral step system and will involve parent/guardians at every step. However, all major offenses may result in immediate suspension from the school bus without prior verbal or written warnings.

I understand that there is the procedure for student discipline, but what are the consequences of student misbehavior on school transportation?

Students who choose not to follow the rules of riding the school bus will be subject to disciplinary action up to and including suspension from the bus. Student misconduct on the bus is separated into two (2) categories: minor offenses and major offenses. The list below is not inclusive of all offenses.

Examples of Minor Offences	Examples of Major Offences
Failure to Remain Seated	Refusing to Obey the Driver
Unacceptable Language	Fighting
Littering	Throwing Objects In or From Bus
Improper Boarding or Departure Procedures	Destroying or Vandalizing Property
	Bringing Injurious Items Aboard the Bus
Noisy or Annoying Conduct	Smoking and/or Lighting Matches or Lighters
Obstructing the Aisle	Smoking/Vaping
Hitting	Possession of Alcohol or Weapons
Eating Food/Chewing Gum	Possession of Drugs
	Hanging Out of the Window
	Inappropriate Use of Cell Phones/Electronic Devices

- **1st bus discipline referral** will result in a written warning.
- **2nd bus discipline referral** will result in a school consequence.
- **3rd bus discipline referral** may result in suspension from riding the bus and a school consequence. Any referrals beyond the 3rd bus discipline referral may result in suspension from the bus until a meeting has been had with a parent/guardian. All major offenses may result in immediate suspension from the school bus without prior verbal or written warnings.

TRANSPORTATION

STUDENT EXPECTATION AND DISCIPLINE QUESTIONS

My child is being disciplined for inappropriate behavior on the bus. Can I see the video?

Unfortunately, due to the student privacy laws, only school district personnel, and in some cases law enforcement personnel can view the videos.

My child is suspended from the bus for misconduct. Does he/she have to be in school?

YES! Your child's suspension from the bus doesn't excuse her/him from school. They may be marked truant if they are not in school due to a bus suspension.

My child is getting picked on by another student. What should I do?

Please contact the Transportation Department at 608-374-7377. The Transportation Director will work with the school principal to resolve the issue.

MISCELLANEOUS QUESTIONS

My child will not be riding the bus to school. Who should I contact?

Please contact the Transportation Department at 608-374-7377 and **NOT the driver.** Our office hours are 5:00 A.M. to 5:00 P.M. and we have 24-hour voicemail. If your child will also be absent from school, you must contact the school as well.

Can other school district buses come in TASD to pick up a student that has open enrolled from TASD to that district?

A nonresident school district may not provide any transportation that picks up the student within the boundaries of the student's resident school district unless permission to do so has been granted by the resident school district. TASD doesn't allow a nonresident school district to pick up their resident student within the boundaries of TASD.

Why isn't there the same pick-up and drop-off locations for Summer PACK as the school year?

According to state statute, school districts may, but are not required to, provide transportation during the summer. Districts choosing to provide summer transportation must exercise reasonable uniformity in the minimum and maximum distances pupils are transported. Tomah Area School District has established Summer PACK pick-up and drop-off locations that are located throughout the District.

Does a parent/guardian or responsible person need to be present when a child is dropped off at a bus stop?

Yes, a parent/guardian or responsible person needs to be present when a child is dropped off at a bus stop if the child is in 1st grade and younger. If the parent/guardian is unable to be present at the bus stop, a student second grade and over or another adult you designate, may get your child off the bus.

My child attends a daycare outside their school's attendance area. Can he/she be transported to and from the daycare?

Under S. 121.54(2)(am), Wis. Stats., a school district may, but is not required to, transport a child for whom transportation is required to or from, or both, a before and after school day care program or other child care provider in lieu of transporting the child to and from his/her residence. However, TASD does do its best to accommodate these requests. Contact the Transportation Department at 608-374-7377 to discuss your situation.

TRANSPORTATION

MISCELLANEOUS QUESTIONS

We open enrolled our child to the Tomah Area School District. How does transportation for my child work?

Parents/guardians of open enrolled students are responsible for their transportation to and from school. However, those students may ride on an established route if there is room. Parents/guardians will be required to get their child to the established bus stop. Contact the Transportation Department at 608-374-7377 to discuss your situation. The Transportation Director will have the final decision on these situations.

If my child gets on the bus and wants to get off the bus at anywhere else, will that be allowed?

No. Once students are on the bus, they need to stay on the bus until their designated drop-off location. Your child will not be allowed off the bus unless you contact Transportation at 608-374-7377. Our administrative professionals will contact the driver to notify them of your request. Drivers will not take a call on your child's cell phone while he/she is on the bus. Be sure to call the Transportation Office and not the school.

My child has an IEP with special transportation listed as a service. Can my other child also ride the special transportation?

No, special transportation is just for students with IEPs or 504 Plans that require such transportation. There are funding rules that need to be followed with the transportation of special needs students.

What time do the morning shuttles from Tomah Middle School leave to get transfer students to LaGrange, Lemonweir, Tomah School of Childhood, Oasis, Victory Christian, and TAMS?

Some students will ride their bus from home in the morning to Tomah Middle School and then transfer to a bus to take them to their destination. That bus will leave Tomah Middle School at 7:35 A.M. each day.

View Policy 8600



Section 2:

Elementary Schools

Camp Douglas | LaGrange | Lemonweir | Miller | Oakdale Warrens | Wyeville | Tomah Area Montessori School

Visit Our Website
tomah.education

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GENERAL INFORMATION

APPOINTMENTS

We encourage you to try to schedule your child's doctor and dental appointments after school hours. If this is not possible, students will not be allowed to leave school during the school day without one of the following four conditions being met:

1. Written or verbal confirmation of the appointment by parent or guardian.
2. Excusable reason for leaving.
3. Provisions for makeup work.
4. The parent/guardian is required to report to the office to pick up their children in case of excused absences.

ATTENDANCE POLICIES

The Board of Education believes it is the shared responsibility of the school and the home to assist the students in developing desirable habits of punctuality and attendance. The Board expects that every step will be taken by school personnel to implement this philosophy.

All children are expected to be in attendance each day unless they are ill or a family emergency arises.

IF GOING TO BE ABSENT FROM SCHOOL:

A telephone call must be made by 8:30 A.M. to the school office each day a student is absent.

ARRIVAL

Classes for K-5 students begin at 7:55 A.M.
Camp Douglas starts at 7:40 A.M

- For those students who walk or ride by private transportation, we ask that they arrive at school between 7:45-7:55 A.M.
- Please note that the school does not provide supervision of students arriving prior to 7:30 A.M.
- If you drop off your children in the morning, please remember not to block the lanes of traffic at the school.
- Students arriving after classes begin must check in at the school office for attendance and lunch count.

DISMISSAL

Students will be dismissed from school at 3:00 P.M. on Monday, Tuesday, Thursday and Friday.
On Wednesdays the school day will end at 2:00 P.M. for teacher collaboration.

Camp Douglas will be dismissed at 2:45 P.M on Monday, Tuesday, Thursday and Friday.
On Wednesdays the school day will end at 1:45 P.M. for teacher collaboration.

- Students who ride a bus are expected to go directly to the loading area.
- Students who walk or leave by private transportation are expected to leave school grounds promptly.
- Students are not to remain in the school nor linger on the playground after school.
- Please note that the school does not provide supervision for students after dismissal.
- Students may remain at school for special programs, extra work or discipline only if prior arrangements have been made with the child's teacher or other school personnel.

EXCUSED ABSENCES:

These absences are often used for days when students don't feel well. Parent/Guardians are asked to contact the school office by 8:30 am if your student will not be attending. Notifications will be accepted for up to 48 hours after an absence. These days could also be used for a pre-excused absence, like a family vacation. Students are allowed to have 10 excused absences. After a student has 10 absences, a letter is sent home, and future absences are marked as unexcused and can result in a truancy filing.

UNEXCUSED ABSENCES:

Absences are marked unexcused when a parent/guardian does not notify the school of an absence. If a call is not received by 8:30 a.m., school secretaries will begin contacting parents to determine the well-being location of the child. When a student has four (4) unexcused absences, the school may request a meeting to discuss any barriers and to stress the importance of school attendance. When a student reaches five (5) unexcused absences for the semester, a municipal truancy filing may occur.

GENERAL INFORMATION

END OF DAY PICK-UP OF STUDENTS View Policy 5200

The end of the day is a difficult time to monitor as students leave the building and go to their buses, seek out parents who may be picking them up, or start walking home. If you will be deviating from the normal routine for your child (i.e. sending someone new to pick him/her up, having your child walk to a friend's house and not ride the bus, etc…), **please call the school's main office before 2:00 p.m.** In the case of someone new picking up your child, please notify the office **before 2:00 p.m.** If an emergency arrises after dismissal, contact the Transportation Office at 608-374-7377.

Please be aware that on Wednesdays the school day will end at 2:00 P.M. (an hour early) for teacher collaboration.

Camp Douglas is dismissed at 2:45 P.M on Monday, Tuesday, Thursday and Friday. On Wednesdays the school day will end at 1:45 P.M. for teacher collaboration.

FOOD IN CLASSROOMS

The district prohibits any distribution of food or treats outside the Food Services program, except foods that are individually, commercially wrapped. Foods made at home may not be distributed within the school.

No open containers of beverages or food are allowed in lockers, hallways, or the gymnasium. Parents are asked to discourage their child to bring an energy drinks or soda to school. All food and beverages must be consumed in the cafeteria or other designated eating areas. The only exception is students may bring a clear water bottle to school to use in the classrooms reducing the need to use the drinking fountain and miss instructional time. These containers must be used only for water.

PUNCTUALITY

Every child is expected to attend school punctually. Tardiness interrupts your child's instructional time. A note should accompany your child to explain the reason for his or her tardiness. Continued tardiness without sufficient excuse is in the same category as unexcused absences and may be reported to the proper authorities. In cases where it is necessary for the child to arrive at school late, it is very important that the school be notified that the child is coming late. This is particularly important if the student is going to eat hot lunch. Lunch orders are electronically transmitted to the senior high kitchen prior to 8:30 A.M. Only food for those meals ordered is sent to the school.

SAFETY PATROL View Policy 5860

Safety Patrol membership is a fifth-grade privilege. Students on Safety Patrol should be trustworthy and capable of proper conduct at all times. It should be considered an honor to be a member of this organization. In recognition for their work as Safety Patrols, students may go on a field trip to Wisconsin Dells in May. Students may also choose to go on the Monroe County Safety Patrol trip to Washington, D.C. in late April or early May at their family's expense. Please note that this trip is not a school sponsored event. As with all privileges, Safety Patrol membership carries responsibilities. Students are expected to have good behavior and good grades to remain on the Safety Patrol throughout the year. Students may be suspended or removed from the patrol for not meeting these academic and behavioral expectations.

ACADEMICS

GRADING SCALE

The grading scale has been developed by the Tomah Area School District for elementary school use. The grading system used for 4K-5th grades reflects the system used by the State of Wisconsin for its testing program: Proficient, Basic and Minimal. The elementary report card is a standard based report card. This format helps you better understand your child's achievement of essential skills based on the Wisconsin Department of Public Instruction State Standards. These standards specify what students are expected to learn and be able to do at each grade level. For a more detailed explanation, talk with your child's teacher.

REPORT CARDS

Parents will be kept informed of their child's progress through report cards and parent/ teacher conferences. Report cards are issued for academics to all students at the end of each semester (2nd quarter and 4th quarter). 2nd quarter report cards will be sent home with students and 4th quarter report cards will be mailed home.

TITLE 1

The Tomah Area School District is privileged to receive federal funds to provide additional assistance for students in grades K-5 who need special help with their language arts (reading, writing, speaking, and listening) and math skills.

Trained reading personnel during the regular school day provide small group instruction and "hands-on" experiences. Title 1 instruction is provided in addition to the student's regular classroom instruction. Please note that the Title 1 program is not part of special education services, though it can be used to supplement those services if called for in an Individual Educational Plan (IEP).

Students meet in small groups or receive specialized assistance for a minimum of thirty minutes per school day or one hundred-fifty minutes per school week. Since there is a limit on the number of students per full-time teacher, those most in need of the services receive them first. Other qualifying students are placed on a waiting list. If a student in the program leaves, the student next in line on the waiting list is eligible to take his or her place.
If you have any questions concerning the Title 1 program, please feel free to contact your child's principal or your school's Title 1 teacher.

TESTING

The State of Wisconsin requires that elementary students be tested with standardized tests. All third, fourth, and fifth graders will take an online state assessment in the spring. Your child's teacher and school will notify you as to the specific times and dates for this test. General guidelines to follow which will help your child do his or her best include making sure your child has plenty of rest and a good breakfast during the testing period. We ask that doctor or dental appointments, or family vacations not be scheduled during testing periods, as make-up test are difficult to schedule. Results of these tests are mailed to parents once the state releases them to schools. Parents having questions about the tests should contact their child's teacher or building principal.

TOMAH AREA SCHOOL DISTRICT
TIMBER PUPS
PARTNERS UNITED FOR PRESCHOOL

4K PROGRAM

Timber Pups offers our youngest students the opportunity to explore in a play-based learning environment. We know through research and our own history of Timber Pups, that an early childhood program such as ours provides students with a solid foundation on which they will build upon throughout their lifetime.

Timber Pups' curriculum focuses on language, early literacy, math, motor, social and emotional development in a manner that is best for their young developing minds.

Our Timber Pups attend school at one of our five locations throughout the Tomah School District for a full day, four times a week. Classes are taught by a Department of Public Instruction certified teacher with the assistance of teaching aides as needed.

Timber Pups prepares your child for their transition into Kindergarten. They are introduced to the school environment, get used to a structured daily routine, build social skills, and develop their fine and gross motor skills through fun and engaging activities.

PROGRAM HIGHLIGHTS

Four Areas of Development:

1. Social/Emotional: Following rules and routines, sharing, taking turns.
2. Physical: large muscle movement to include balance and stability, small muscle control and dexterity.
3. Cognitive: Learning and using information.
4. Language: using and understanding spoken language, making sense of written language.

Daily Routine Activities:

- Circle Time
- Choice Time
- Snack time
- Outdoor play
- Story Time

Centers:
Classrooms are organized into centers where the child is naturally guided through an activity and able to explore freely within that activity: Arts & crafts, learning games, sensory play, imaginative play, music and movement, and fine motor practice.



https://www.tomah.education/schools/elementary/4k-early-learning

TOMAH AREA MONTESSORI SCHOOL (TAMS)

Tomah Area Montessori School is a charter school, which is a public school that operates on a five-year contract with the school district in order to provide a different learning environment. The unique character of charter schools means that parents should not expect that all of the programs and policies at the other district elementary schools will be offered at TAMS. Charter schools are expected to maintain high student achievement. Recognizing that the first years of learning are vital to future success, TAMS will foster a lifelong love of learning by creating a classroom that is individualized and engaging for the child.

Tomah Area Montessori School Goals:

- Develop a lifelong love of learning and executive function skills with engaging, hands-on materials and child-centered instruction
- Create a respectful and nurturing classroom and school community
- Increase family involvement in school
- Close the achievement gaps among students of varied socioeconomic statuses in math and literacy
- Retain Montessori-certified staff committed to professional development through a Professional Learning Community and collaborations with elementary and university educators

Tomah Area Montessori School Philosophy:

Dr. Maria Montessori, Italy's first female physician, opened her first "school" (Casa dei Bambini) in 1907. Based on her observations of children, she developed what has become known as the Montessori approach to education. Fundamental to all of Dr. Montessori's ideas is a deep respect for a child's ability to learn. She recognized that children pass through certain phases she called "sensitive periods" between birth and age six in which they learn more easily than at any other time in their lives. This potential to learn is dependent on a loving environment that encourages the active pursuit of knowledge.

Dr. Montessori's developmentally appropriate approach to learning is designed to fit each child instead of making each child fit into a preset program. She believed that learning should take place in multi-aged classrooms where children who are at various stages of development can learn from and with each other. This learning should take place in a non-competitive atmosphere in order for each child to develop at his/her own speed. Children are grouped from ages 3-6 in the Children's House, from 6-9 years old in the E1 program, and 9-12 years old in the E2 program.Dr. Montessori observed that the best way young children learn is through active, hands-on experiences. She developed the idea of the prepared environment, where the classroom contains a wide variety of materials that encourage learning in many areas. The purpose of the materials is not just to impart knowledge to children, but also to help them acquire something infinitely more precious-the unfolding of his or her human potential and value to mankind.

To aid in this process, classrooms are set up according to these concepts:

- Free flow of socialization and movement within the classroom
- Freedom of choice in selection of materials
- Respect and guidance on self-initiated tasks
- Large blocks of work time to allow for full access and development of projects
- Individualized expectations and goals
- Provision for real life experience and presentations of expanded subject matter

TAMS: SCHOOL GOVERNANCE, QUALIFICATIONS & APPROACH

TAMS Governance Board:

A Governance Board made up of parents, educators, and community leaders is directly responsible for leading the school and sustaining the vision and mission of TAMS. The Governance Board meetings are open to the public, and meeting minutes can be found on the Tomah Area School District Website.

Interested parents and community members may serve on one of the committees that report to the Governance Board.

Committees:

- PTO/Engagement: To assure the school as a co-creation through strong family and community partnerships
- Curriculum: To support and sustain the Montessori pedagogy as a means to promote achievement
- Communications: To serve as ambassadors for the TAMS story
- Finance: To ensure the fiscal viability and sustainability of TAMS

TAMS: SCHOOL GOVERNANCE, QUALIFICATIONS & APPROACH

Enrollment:

Current students do not need to enroll for the following year. Siblings of current students will need to enroll during the open enrollment window which begins in February and will have first priority. Other students interested in attending TAMS will be invited to enroll during the open enrollment window. If the number of students who apply exceeds the capacity of open seats available, then a lottery shall be conducted.

Staff Qualifications:

Each Montessori classroom is directed by a Montessori trained teacher, trained at an AMS (American Montessori Society) or AMI (Association Montessori International) accredited training center. All teachers hold Wisconsin state teaching licenses and may hold Master's degrees. Staff and students may have access to a special education teacher, a speech pathologist, guidance, music, physical education, an art teacher, and a custodian. There may be instances where an untrained Montessori teacher will have to direct a classroom. However, every effort will be made to hire trained Montessori staff members.

Montessori Approach:

The Core of Maria Montessori's theory is based on using hands and senses (touching, smelling, hearing, seeing and tasting), which leads to intellectual development, as this is the way children learn about the world and later use the gained knowledge to develop abstract thinking.

Curriculum:

Practical Life

This area is a logical first step in the classroom, as it resembles the kitchen of the home. Preparatory work includes activities such as dishwashing, scrubbing tables, pouring, dusting, buttoning, sewing, and cooking. These activities enable the child to develop his own inner discipline through the use of his hands and prepare the child's hand muscles for writing. The child learns to care for himself and his environment. Grace, courtesy, and table manners are also emphasized.

Sensorial Area

These activities help children order and classify all the impressions they've taken in since birth. They also encourage the child to make comparisons, make judgments, and develop reasoning skills. They indirectly prepare the child for math and writing by increasing their perception skills.

Math

Number concepts are presented, beginning with concrete materials and leading the child slowly toward abstraction. Recognition of the quantity and symbol are developed through hands-on manipulatives that include the decimal system, fractions, square roots, cubing, use of the abacus, etc. All four math operations are pursued.

Language

The child is prepared sensorially for writing and recognizing the alphabet sounds, and these lead the child into an "explosion" of reading. Grammar, speaking, and enjoyment of literature are also an integral part of the curriculum.

Science

Plant and animal life are of high interest in the Montessori classroom. Activities covering the different orders of animals and experiments with plants form the cornerstone of the science area. Microscopes and the natural elements and forces, including magnetism, electricity and gravity pique children's interest through the activities in this area. Outside gardens are cared for by the children.

Geography and Cultural Studies

The child is motivated by how he fits into the world through physical awareness of the world through physical exploration of maps, landforms, and items from other cultures. In addition, students will assist in charity and community projects to provide practice in social responsibility. Students are exposed to and celebrate cultural holidays within the classroom; this participation does not represent a school-wide endorsement of a particular holiday.

TAMS: SCHOOL GOVERNANCE, QUALIFICATIONS & APPROACH

Curriculum:

History

The child develops a sense of history through an interdisciplinary approach. Timelines are used to provide a visual overview of change. The child may work within a cycle of historical study and may choose incidents and concepts of most interest to pursue.

Lifelong Learning Developments

The outcomes we aspire to teach are lifelong developments. The original American Montessori agenda of learner outcomes are as follows:

Independence

Is the child able to choose his or her own work, apply energy to that work, complete it to a personal criterion of completion, take and return the work to the place it is customarily kept, in such a way that another child will be able to find the work ready to do? Is the child able to seek help? Is the child able to locate resources to continue the self-chosen task without necessarily involving the teacher?

Confidence and Competence

Are the child's self-perceived successes far more numerous than his or her self-perceived failures? Is the child capable of self-correcting work, upon observation, reflection, or discussion? Can the child manage the available array of "stuff" with a clear sense of purpose?

Autonomy

Can the child work with another child cooperatively?

Intrinsic Motivation

Is the child drawn to continue working for the apparent pure pleasure of so doing? Can the child demonstrate mastery by teaching the concept to another child?

Ability to Handle External Authority

Is the child able to accept the "ground rules" of the group when working with other children? Is the child, when distant from the teacher, able to function independently?

Social Responsibility

Independent and self-disciplined persons are always a part of a group and must attain independence and self-discipline through participation in group activity. The loss of these qualities by one of a group is a loss for all. Do students attain independence and self-discipline and, at the same time, develop social responsibility?

Academic Preparation

In Montessori education, children love learning. Academic skills are necessary for learning. Do students acquire academic skills and apply them in the learning process?

Spiritual Awareness

In Montessori education, children are viewed as having an innate intelligence, his/her inner force. The Montessori teacher's goal is to nurture that innate intelligence. Is the child's desire to learn being met?

Citizens of the World

Throughout the year, children learn to become citizens of the World by practicing:

- Peace within yourself.
- Peace within the classroom.
- Peace within the school.
- Peace within the community.
- Peace within the World.

Are the children displaying behaviors that show understanding of the natural dispositions to understand the natural world, to cherish it, and to live harmoniously within it?

Programming Hours:

- 7:55 A.M. - 3:00 pm Monday, Tuesday, Thursday, Friday
- 7:55 A.M. - 2:00 P.M. Wednesday

STUDENT CONDUCT

CLASSROOM CONDUCT

Students are reminded that different teachers have different classroom expectations. Therefore, it is each student's responsibility to become aware of what each teacher expects in the way of work and behavior and to conform to those standards. Students are expected to behave in a mature, responsible manor in and out of class. These expectations are in accordance with Board Policy 5500 and 5600, Student Conduct Code Philosophy and Principles, and administrative guidelines.

DRESS CODE View Policy 5511

The Board recognizes that each student's mode of dress, clothing, and grooming is a manifestation of personal style and individual preference. The Board will not interfere with the right of students and their parents to make decisions regarding their appearance, except when their choices interfere with the educational program of the schools.

Accordingly, the Board prohibits student dress, clothing, or grooming practices which:

- present a hazard to the health or safety of the student or to others in the school;
- materially interfere with school activities, or substantially disrupt the educational environment; or
- prevent students from achieving educational objectives because of blocked vision or restricted movement.

The principal or designee shall serve as the initial arbiter of student dress, clothing, and grooming.

Dress, clothing or grooming constitutes expressive speech if the individual wearing or displaying the dress, clothing, or grooming intends to convey a particularized message through the wearing or display and the likelihood was great threat the message would be understood by those who viewed it. This standard shall apply whether the message is conveyed by depiction, words, or a combination of the two. If the dress, clothing, or grooming does not constitute expressive speech, it can be regulated by school officials.

Expressive speech in the form of dress, clothing, or grooming will be regulated consistent with applicable legal principles.

Expressive speech in the form of dress, clothing, or grooming prohibited if such speech is not protected by the First Amendment of the U.S. Constitution, such as dress, clothing or grooming that constitutes:

- Obscenity;
- Language or depictions intended to incite violence or incite the viewer to an immediate breach of the peace;
- Defamation; or
- A true threat.

Specific Elementary School restrictions include but are not limited to:

- Clothing or accessories that cover your face, see-through clothing, clothing or accessories that expose your private areas, hats, caps, beanies, bandanas, visors, hoods, sunglasses, and other head coverings.
- Students are expected to place such items in their backpacks.
- Students wearing "hoodie" sweatshirts are not allowed to wear the hood during the school day and will be asked to remove the sweatshirt if they do not comply.
- Students are required to wear shoes or other footwear in school buildings.

Consistent with the legal parameters established under the First Amendment of the U.S. Constitution. School officials can also regulate and prohibit dress, clothing, or grooming containing otherwise expressive speech if the dress, clothing, or grooming:

- Can reasonably be viewed as promoting illegal drug use; or
- Is vulgar, lewd, indecent, or plainly offensive.

Additionally, school officials can regulate dress, clothing or grooming if they can reasonably forecast that it will materially interfere with or substantially disrupt a school activity, such an interference or disruption actually occurs, or if the expression intrudes on the rights of other students. Such prohibited dress, clothing or grooming may include dress, clothing, or grooming that includes the use of, discriminatory language including racial or ethnic slurs, or negative stereotypes, under this standard, the wearing or display of the Confederate flag during the school day and on school property is prohibited.

STUDENT CONDUCT

DRESS CODE View Policy 5511

No protected speech may be prohibited on the basis of disagreement by school officials with the specific point of view expressed if the topic is otherwise permitted by this policy (e.g. permitting depictions of support for one political party but prohibiting depictions of support for the other). The district administration may establish the dress, clothing or grooming requirements for members of the athletic teams, bands, and other school groups when representing the district at a public event or within the context of school-sponsored and controlled curriculum or activities. Where appropriate, a uniform or specific dress, clothing, or grooming requirement shall be used for students when representing the district as described.

Students who violate the foregoing rules will not be admitted to class and may be subject to additional consequences.

If the dress, clothing, or grooming cannot be removed or concealed, the student may be sent home after contact is made with the student's parent/guardian.

PROGRESSIVE DISCIPLINE TERMS

Discipline must emphasize justice and fairness. Respect for individual rights and the rights of the group are basic to sound discipline. Effective discipline should not be viewed solely as punishment, but as a process to change unacceptable behavior into acceptable conduct. Just as children need different approaches to reading, they need different approaches to discipline. Being fair means giving each student what he/she needs, not treating everyone the same. Therefore, administrative responses to discipline problems will focus on each child individually and what will work best with that student. However, as might be expected, the more serious the misbehavior, the more severe the consequence. The guidelines for our discipline plan are as follows:

1.Classroom disruption
Definition - Confronting staff argumentatively, throwing objects, refusing to follow directions or making loud noises.
First action – Reteach Proper Behavior
Additional Actions – If behavior continues, sent to Alec Room for Behavioral Plan, parent contacted
**Student may be referred to law enforcement for Disorderly Conduct

2.Chronic disruption or violation of school rules
Definition - Behavior that disrupts the educational process of others by involvement in misconduct that reoccurs on a regular basis over a period of time
Minimum action - All day detention (minimum but not limited to 5 behavior plans in one semester)
Maximum action - Expulsion or assigned to attend Decisions I or an alternative educational program
**Student may be referred to law enforcement for Disorderly Conduct

3.Use of Profanity
Definition - Use of language, either written or spoken, or conduct or gestures which are obscene, lewd, profane, vulgar or sexually suggestive
Minimum action - Conference
Maximum action - Suspension
**Student may be referred to law enforcement for Disorderly Conduct

4.Pushing and Shoving/Rough Housing
Minimum action – Conference, Reteach Proper Behavior
Maximum action - Suspension
**Student may be referred to law enforcement for Disorderly Conduct

5. Fighting
Definition - Exchange of punches/hitting
Minimum action - Suspension
Maximum action - Expulsion or assigned to attend Decisions I or an alternative educational program
**Student may be referred to law enforcement for Disorderly Conduct and/or Assault/Battery

PROGRESSIVE DISCIPLINE TERMS

6.Use/possession of tobacco/tobacco items

Definition - Smoking or possession of any smoking related materials during the school day or on the school campus
Minimum action - One day in-school suspension and police notification
Maximum action - Expulsion or assigned to attend Decisions I or an alternative educational program
**Student may be referred to law enforcement

7. Theft

Definition - Stealing or attempts to steal private or school property
Minimum action - Suspension
Maximum action - Expulsion or assigned to attend Decisions I or an alternative educational program
**Student may be referred to law enforcement for theft

8. Threats/Intimidation

Definition - Reasonable cause to believe that the physical safety of the student or others is endangered/unwanted actions that cause a student emotional harm and/or fear
Minimum action - Conference
Maximum action – Expulsion or assigned to Decisions I or an alternative program
**Student may be referred to law enforcement for Disorderly Conduct

9.Bullying (physical, emotional, sexual, verbal, cyber)

Definition – intentional and largely unprovoked efforts to harm another, involves an imbalance of physical or psychological power
Definition of physical – punching, poking, straggling, hair pulling, beating, biting, and excessive tickling
Definition of emotional – includes rejecting, extorting, defaming, humiliating, blackmailing, manipulating friends, isolating, ostracizing, and pressuring peers
Definition of sexual – includes exhibitionism, voyeurism, sexual propositioning, sexual harassment, and abuse involving physical contact and assault
Definition of verbal – includes such acts as hurtful name-calling, teasing and gossip
Definition of cyber – using computer resources to gossip, spread rumors, tease and name-calling
Minimum action - Conference
Maximum action - Expulsion or assigned to attend Decisions I or an alternative educational program
**Student may be referred to law enforcement for Harassment and/or Disorderly Conduct

10.Harassment (sexual, verbal, racial, physical)

Definition of sexual - Unwanted behavior of a sexual nature
Definition of verbal - Unwanted verbal comments that make a person feel bad or unsafe
Definition of racial - Unwanted comments regarding a person's ethnic make-up
Definition of physical - Unwanted touching, pushing, hitting or other physical contact that makes a person feel bad or unsafe
Minimum action - Conference
Maximum action - Expulsion or assigned to attend Decisions I or an alternative educational program
**Student may be referred to law enforcement for Harassment and/or Disorderly Conduct

11. Vandalism

Definition - Abuse of school building and property
Minimum action - Suspension
Maximum action - Expulsion or assigned to attend Decisions I or an alternative educational program
**Student may be referred to law enforcement for Criminal Damage to Property

12.Use/Possession of drugs or look-alike drugs, alcohol products, or inhalants

Definition - Use/possession/distribution of controlled (illegal and prescription) substances and/or non-controlled (buy over-the-counter) substances without the written permission of a doctor
Minimum action - Up to 5 days of out-of-school suspension and police notification
Maximum action - Expulsion or assigned to attend Decisions I or an alternative educational program
**Student may be referred to law enforcement

PROGRESSIVE DISCIPLINE TERMS

13.Protection of the public safety

Definition - The following actions are considered to pose a threat to the welfare and health of others: detonation of explosive devices, arson, possession of a weapon, bomb threats
Minimum action - Suspension or assigned to attend Decisions I or an alternative educational program
Maximum action – Expulsion
**Student may be referred to law enforcement

14. Dishonesty/Lying

Definition – Lack of honesty or integrity – untruthful
Minimum action – conference
Maximum action – suspension
**If student lies to a law enforcement officer, he/she could be charged with obstruction of justice

RESPECT TOWARD STAFF

Students are expected to show respect and courtesy towards all staff members (e.g., bus drives, secretaries, custodians, etc.). Students will also follow any directives from a staff member. Students who display disrespect towards school staff will receive detention time, suspension and/or referral to law enforcement depending upon the severity of the act.

STUDENT CONDUCT

SCHOOL EXPECTATIONS

1. Students are not allowed to leave school grounds during the day without permission or supervision. Once a student arrives on campus (dropped off by parents, gets off bus), he/she must remain on school grounds.
2. Gum chewing in school is a privilege allowed by teacher discretion and permission.
3. Public Display of Affection (PDA) - Students will refrain from inappropriate intimate behaviors (such as, but not limited to, hugging, kissing, holding hands, etc.) on school grounds or at school related events. Repeated or especially inappropriate behavior in this regard may result in disciplinary actions.
4. No open containers of beverages or food are allowed in lockers, hallways, or the gymnasium. Parents are asked to discourage their child to bring an energy drinks or soda to school. All food and beverages must be consumed in the cafeteria or other designated eating areas. The only exception is students may bring a water bottle to school to use in the classrooms reducing the need to use the drinking fountain and miss instructional time. These containers must be used only for water.
5. Skateboards, razor scooters, rollerblades, bikes, and Heely shoes are not to be used on school property.
6. Book bags, fanny packs, purses and gym bags are to be kept in the student's locker or hook unless other arrangements have been made with an administrator.
7. Laser devices are not allowed in school per state statute.
8. Per Board Policy 5136, while students may possess PCDs (Personal Communication Device) in school, on school property, during after-school activities (e.g., extra-curricular activities), and at school-related functions, they must be powered completely off (i.e., not just placed into vibrate or silent mode) and stored out of sight during school hours and during after-school activities (e.g., extra-curricular activities). Students may use PCDs while riding to and from school on a school bus or other Board-provided vehicles or on a school bus or Board-provided vehicle during school-sponsored activities, at the discretion of the bus driver, classroom teacher, or sponsor/advisor/coach. Distracting behavior that creates an unsafe environment will not be tolerated. During after-school activities, PCDs shall be powered completely off (not just placed into vibrate or silent mode) and stored out of sight when directed by the administrator or sponsor. Violations of this policy may result in disciplinary action and/or confiscation of the PCD. The building principal will also refer the matter to law enforcement or child services if the violation involves an illegal activity (e.g., child pornography, sexting). Discipline will be imposed on an escalating scale ranging from a warning to an expulsion based on the number of previous violations and/or the nature of or circumstances surrounding a particular violation. If the PCD is confiscated, it will be released/returned to the student's parent after the student complies with any other disciplinary consequences that are imposed, unless the violation involves potentially illegal activity, in which case the PCD may be turned over to law enforcement.
9. Gambling of all types is prohibited.
10. No aerosol spray cans (i.e. deodorant, hairspray) are to be brought to school.



Section 3:

Tomah Middle School

Visit Our Website
tomah.education

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GENERAL INFORMATION

ACTIVITIES & CLUBS

Students may participate in more than one activity as long as they do not conflict. The Middle School Philosophy promotes full participation in all extra-curricular activities. In order to provide students with the opportunity to participate in athletics and more than one extra-curricular activity,
Wednesdays have been set aside as the meeting date for some clubs and organizations. Students involved in athletics are excused from practice on Wednesday to participate in these other school-sponsored groups. Required meeting dates will be established so students know the dates of meetings they must attend and so advisors to these student organizations will have students in attendance and will be able to accomplish their goals. A copy of this schedule will be distributed to students at their first organizational meeting.

LIST OF ACTIVITIES

Our activity programs are grouped into four (4) categories and are governed by eligibility requirements and a code of conduct:

- Group A. Athletic Teams
- Group B. Non-Athletic Teams that may perform or compete
- Group C. Recognized Clubs/Organizations which do not perform or compete
- Group D. Honorary Positions

ELIGIBILITY REQUIREMENTS

Non-public school students in grades 6-8 who reside in the district may participate in Group A activities. R*efer to Board Policy 9270 - Home-Based or Private Schooling.*

REQUIRED PAPERWORK

- Activities Code Agreement (Groups A-D)
- Emergency Information and Participation Release Form (Groups A-D)
- Activity Practice Transportation Agreement (Group A, High School Only)
- WIAA Athletic Eligibility Information Bulletin (Group A)
- Physical Exams/Alternate Year Forms (Group A)

To view full Code of Conduct, Academic Requirements to participate, Disciplinary Procedures, and other activities-related policies, View Policy po5505. For a description and list of all activities available to students, visit our Activities Department webpage.

GENERAL INFORMATION

ATTENDANCE POLICIES

The Board of Education believes it is the shared responsibility of the school and the home to assist the students in developing desirable habits of punctuality and attendance. The Board expects that every step will be taken by school personnel to implement this philosophy.

All children are expected to be in attendance each day unless they are ill or a family emergency arises.

If you are going to be absent from school:
A telephone call must be made by 8:30 A.M. to the school office each day a student is absent. (608) 374-7881

ARRIVAL

Classes for students begin at 7:55 A.M.

- Please note that the school does not provide supervision of students arriving prior to 7:30 A.M.
- If you drop off your children in the morning, please remember not to block the lanes of traffic at the school.

DISMISSAL

Students will be dismissed from school at **3:18 P.M.** on Monday, Tuesday, Thursday and Friday and **2:18 P.M.** on Wednesday.

- Students who ride a bus are expected to go directly to the loading area.
- Students who walk or leave by private transportation are expected to leave school grounds promptly.
- Students are not to remain in the school nor linger on the playground after school.
- Please note that the school does not provide supervision for students after dismissal.
- Students may remain at school for special programs, extra work or discipline only if prior arrangements have been made with the child's teacher or other school personnel.

ABSENCES

Excused Absences

- The only excused absences are those due to student illness, death or serious illness in the family, doctor's or dentist's appointments, or absences which, in the principal's opinion, are in the child's best interest.
- Unexcused and habitual absences are punishable by law and will be reported to the proper authorities.
- Board policy does allow for prearranged absences for such things as vacation or confidential family business, provided the parent(s) complete the required paperwork. The forms are available in each school office.

Unexcused Absences

- Unexcused and habitual absences are punishable by law and will be reported to the proper authorities.
- If we do not receive a written excuse or a phone call indicating the reason for the absence, we have no choice but to consider the child truant from school.
- The absence will then be marked unexcused unless a written note is submitted within two (2) days.

APPOINTMENTS

We encourage you to try to schedule your child's doctor and dental appointments after school hours. If this is not possible, students will not be allowed to leave school during the school day without one of the following four conditions being met:

1. Written or verbal confirmation of the appointment by the parent/guardian.
2. Excusable reason for leaving.
3. Provisions for the makeup work.
4. The parent/guardian is required to report to the office to pick up their children in the case of excused absences.

GENERAL INFORMATION

ATTENDANCE POLICIES

ATTENDANCE PROCEDURES

Daily school attendance is important for all students to succeed in education and to ensure they don't fall behind socially and developmentally. The Wisconsin Department of Public Instruction has created the following attendance policies for all Wisconsin public school students to ensure and promote student attendance and achievement.

Parent Excused Absences	These absences are often used for days students don't feel well. Parent/Guardians are asked to contact the Counseling Office at (608) 374-7881 or taylornelson@tomah.education by 9 a.m. if your student will not be attending. Notifications will be accepted up to 48 hours after an absence. These days could also be used for a pre-excused absence, like a family vacation. Students are allowed 10 excused absences. After a student uses 10 absences, a letter is sent home, and future absences are marked as unexcused and can result in a truancy filing.
Unexcused Absences	Absences are marked unexcused when a parent/guardian does not notify the school of an absence within 48 hours. When a student has four (4) unexcused absences, the school may request a meeting to discuss any barriers and stress the importance of school attendance. When a student reaches five (5) unexcused absences for the semester, municipal truancy filing may occur.
Late to School Absences	Students who arrive late to school are marked tardy. Three (3) late arrivals equal one (1) full day of absence. These absences will be added to any excused and /or unexcused missed days and can affect truancy filing.
Medical Absences	If your student will be absent for a medical appointment, a doctor's note is required for this absence to be marked as "Medical." Without a medical note, this absence will be labeled as excused (if parent calls in) or unexcused (no parent calls in). Students are expected to return to school promptly after an appointment.
Funeral Absences	Please notify the school if a student will be out for a funeral and/or death in the family. Arrangements can be made with admin if this will be longer than two (2) days.
Extra-Curricular Absences	These absences are identified when a student is absent from class for a school-sponsored event such as sporting events, club events, and band/choir rehearsals. These absences do not affect truancy.

End of Day Pick-up

The end of the day is a difficult time to monitor as students leave the building and go to their buses, seek out parents who may be picking them up, or start walking home. If you will be deviating from the normal routine for your child (i.e. sending someone new to pick him/her up, having your child walk to a friend's house and not ride the bus, etc.), please send a note with your child or call the school's main office before 2:00 P.M. In the case of someone new picking up your child, please notify the office before 2:00 P.M.

Please be aware that on Wednesdays the school day will end at 2:00 P.M. (an hour early) for teacher collaboration.

Punctuality

Every child is expected to attend school punctually. Tardiness interrupts your child's instructional time. A note should accompany your child to explain the reason for his or her tardiness. Continued tardiness without sufficient excuse is in the same category as unexcused absences and may be reported to the proper authorities.

In cases where it is necessary for the child to arrive at school late, it is very important that the school be notified that the child is coming late. This is particularly important if the student is going to eat hot lunch. Lunch orders are electronically transmitted to the senior high kitchen prior to 8:30 A.M. Only food for those meals ordered is sent to the school.

GENERAL INFORMATION

DAILY SCHEDULES

TMS maintains daily bell schedules that all students' classes coincide with; there is a set schedule for Regular School Days, Wednesday Early Relase, 2-Hour Delays, and 2-Hour Early Dismissals.

2026-2027 TMS Regular Schedule

6th Grade		7th Grade		8th Grade	
7:55	FLEX	7:55	FLEX	7:55	FLEX
8:29		8:29		8:29	
8:32	Related Arts (39 minutes)	8:32	CORE (52 minutes)	8:32	CORE (60 minutes)
9:11		9:24		9:32	
9:13	Related Arts (39 minutes)	9:26	CORE (52 minutes)	9:34	CORE (60 minutes)
9:52		10:18		10:34	
9:54	Related Arts (39 minutes)	10:20	CORE (52 minutes)	10:37	Related Arts (39 minutes)
10:33		11:12		11:16	
10:38	CORE (55 minutes)	11:14	Lunch (30 min)	11:18	Related Arts (40 minutes)
11:33		11:44		11:58	
11:35	Lunch (30 min)	11:47	CORE (52 minutes)	12:00	Lunch (30 min)
12:05		12:39		12:30	
12:08	CORE (55 minutes)	12:41	Wolf Den (32 minutes)	12:33	Related Arts (39 minutes)
1:03		1:13		1:12	
1:05	CORE (52 minutes)	1:16	Related Arts (39 minutes)	1:16	CORE (60 minutes)
1:57		1:54		2:16	
1:59	CORE (52 minutes)	1:56	Related Arts (40 minutes)	2:18	CORE (60 minutes)
2:51		2:36		3:18	
2:53	Wolf Den (25 minutes)	2:38	Related Arts (40 minutes)		
3:18		3:18			

2026-2027 TMS Wednesday Schedule

	6th Grade		7th Grade		8th Grade
7:55 8:25	TWT	7:55 8:25	TWT	7:55 8:25	TWT
8:27 9:02	Related Arts (35 minutes)	8:27 9:09	CORE (42 minutes)	8:27 9:09	CORE (42 minutes)
9:04 9:39	Related Arts (35 minutes)	9:11 9:53	CORE (42 minutes)	9:11 9:53	CORE (42 minutes)
9:41 10:16	Related Arts (35 minutes)	9:55 10:37	CORE (42 minutes)	9:55 10:25	Howl Time (30 minutes)
10:19 11:01	CORE (42 minutes)	10:39 11:09	Howl Time (30 minutes)	10:28 11:03	Related Arts (35 minutes)
11:03 11:45	CORE (42 minutes)	11:11 11:41	Lunch (30 min)	11:05 11:40	Related Arts (35 minutes)
11:47 12:17	Lunch (30 min)	11:44 12:26	CORE (40 minutes)	11:42 12:17	Related Arts (35 minutes)
12:20 12:50	Howl Time (30 minutes)	12:29 1:04	Related Arts (35 minutes)	12:19 12:49	Lunch (30 min)
12:52 1:34	CORE (42 minutes)	1:06 1:41	Related Arts (35 minutes)	12:52 1:34	CORE (42 minutes)
1:36 2:18	CORE (42 minutes)	1:43 2:18	Related Arts (35 minutes)	1:36 2:18	CORE (42 minutes)

2026-2027 TMS Late Start Schedule

6th Grade		7th Grade		8th Grade	
9:55	10:30	Related Arts (30 minutes)	9:55	10:45	CORE (50 minutes)	9:55	10:45	CORE (50 minutes)
10:32	11:02	Related Arts (30 minutes)	10:47	11:32	CORE (45 minutes)	10:47	11:32	CORE (45 minutes)
11:04	11:33	Related Arts (29 minutes)						
11:37	12:22	CORE (45 minutes)	11:34	12:04	Lunch (30 min)	11:36	12:05	Related Arts (29 minutes)
12:24	12:54	Lunch (30 min)	12:07	12:52	CORE (45 minutes)	12:07	12:37	Lunch (30 min)
12:57	1:42	CORE (45 minutes)	12:54	1:41	CORE (46 minutes)	12:39	1:09	Related Arts (30 minutes)
						1:11	1:40	Related Arts (29 minutes)
1:44	2:29	CORE (45 minutes)	1:44	2:14	Related Arts (30 minutes)	1:44	2:29	CORE (45 minutes)
			2:16	2:46	Related Arts (30 minutes)			
2:31	3:18	CORE (47 minutes)	2:48	3:18	Related Arts (30 minutes)	2:31	3:18	CORE (47 minutes)

2026-2027 TMS Early Dismissal Schedule

6th Grade		7th Grade		8th Grade	
7:55	8:27	Related Arts (32 minutes)	7:55	8:45	CORE (50 minutes)	7:55	8:45	CORE (50 minutes)
8:29	8:59	Related Arts (30 minutes)	8:47	9:32	CORE (45 minutes)	8:47	9:32	CORE (45 minutes)
9:01	9:31	Related Arts (30 minutes)						
9:35	10:20	CORE (45 minutes)	9:34	10:19	CORE (45 minutes)	9:35	10:05	Related Arts (30 minutes)
						10:07	10:37	Related Arts (30 minutes)
10:22	11:07	CORE (45 minutes)	10:22	10:52	Lunch (30 min)	10:39	11:09	Related Arts (30 minutes)
			10:55	11:40	CORE (45 minutes)			
11:09	11:55	CORE (46 minutes)				11:11	11:41	Lunch (30 min)
			11:42	12:12	Related Arts (30 minutes)	11:44	12:29	CORE (45 minutes)
11:57	12:27	Lunch (30 min)	12:14	12:44	Related Arts (30 minutes)			
12:30	1:18	CORE (48 minutes)	12:46	1:18	Related Arts (32 minutes)	12:31	1:18	CORE (47 minutes)

2026-2027 TMS Activity Schedule

	6th Grade		7th Grade		8th Grade
7:55 8:29	FLEX	7:55 8:29	FLEX	7:55 8:29	FLEX
8:31 9:06	Related Arts (35 minutes)	8:31 9:26	CORE (55 minutes)	8:31 9:26	CORE (55 minutes)
9:08 9:43	Related Arts (35 minutes)	9:28 10:23	CORE (55 minutes)	9:28 10:23	CORE (45 minutes)
9:45 10:20	Related Arts (35 minutes)				
10:23 11:18	CORE (55 minutes)	10:25 11:20	CORE (55 minutes)	10:26 11:01	Related Arts (35 minutes)
				11:03 11:33	Lunch (30 min)
11:20 11:50	Lunch (30 min)	11:22 12:17	CORE (55 minutes)	11:35 12:10	Related Arts (35 minutes)
11:53 12:48	CORE (55 minutes)			12:12 12:47	Related Arts (35 minutes)
		12:20 12:50	Lunch (30 min)		
12:50 1:45	CORE (55 minutes)	12:53 1:28	Related Arts (35 minutes)	12:50 1:45	CORE (55 minutes)
		1:30 2:05	Related Arts (35 minutes)		
1:47 2:42	CORE (55 minutes)	2:07 2:42	Related Arts (35 minutes)	1:47 2:42	CORE (55 minutes)
2:42 3:18	Activity	2:42 3:18	Activity	2:42 3:18	Activity

ACADEMICS

ACADEMICS AT TMS

All students are part of a core academic team. Students will have nine periods of daily instruction which consists of FLEX, four core classes, and three related arts classes.

ACADEMIC INTEGRITY POLICY

Staff members at Tomah Middle School believe all students can learn and expect them to excel in their academics. Students are also expected to display a high level of character so they can become a contributing member in the community. The focus of our staff is on students learning the content being taught in classes and any form of academic dishonesty is not acceptable. Some examples of academic dishonesty are:

Cheating: A student acts dishonestly by using unauthorized materials to complete an assignment, test, quiz, project, etc. This could include getting information from another student when not given permission, using improper resources such as a calculator when not allowed, using a cell phone or another electronic device improperly, use of AI to represent their own learning, or any other purposeful misrepresentation of the student's own work.

Plagiarism: A student uses the work of someone else and represents it as his/her own. This would include both published as well as unpublished sources. Some examples of plagiarism would be using quotes or information from another source without giving credit or submitting another student's work as their own.

Fabrication: A student falsifies information they find in research. This would include incorrectly citing or documenting information from a source, listing sources in a bibliography that were not used or not listing sources that were used, submitting a paper with false or fictitious data included, submitting work completed by another person, or embellishing the source of information in any way.

Use of Artificial Intelligence Tools: The use of AI tools such as ChatGPT or other generative programs to complete quizzes, tests, essays, or any other type of assessment without direct teacher permission is considered cheating. This means that we will follow the Academic Intergrity Policy. All work submitted must reflect the student's own understanding and effort unless otherwise instructed.

ACADEMIC INTEGRITY POLICY

Consequences for Academic Dishonesty

First Offense: Assessment

1. The teacher will explain the offense to both the student and his/her parents.
2. The incident will be documented with administration in the form of an office referral.
3. The student will serve a full-day detention and be placed at a Level 1 in a TMS Behavior Contract.
4. The student will receive a 0% on the assessment in question. The student will be required to retake the assessment and receive the score they earn.
5. The student will receive a reminder of the Academic Integrity Policy and consequences of further infractions of the policy.

Second Offense: Assessment

1. The teacher will explain the offense to both the student and his/her parents.
2. The incident will be documented with administration in the form of an office referral.
3. The student will serve an ISS and be placed at a Level 2 or higher of a TMS Behavior Contract.
4. The student will receive a 0% on the assessment in question. The student will be required to retake the assessment and receive the score they earn.
5. The student will receive a reminder of the Academic Integrity Policy and consequences of further infractions of the policy.

Third Offense: Assessment

1. The teacher will explain the offense to both the student and his/her parents.
2. The incident will be documented with administration in the form of an office referral.
3. The student will serve a two-day ISS and be placed on Level 3 or higher of the TMS Behavior Contract.
4. The student will receive a 0% on the assessment in question. The student will be required to retake the assessment and receive the score they earn.
5. The student will receive a reminder of the Academic Integrity Policy and consequences of further infractions of the policy.

GRADING PRACTICES-REPORT CARDS

Grades at Tomah Middle School are intended to reflect a student's level of proficiency and understanding of the essential learning standards within each subject area. Our grading practices are designed to provide students and families with a clear picture of what a student knows, understands, and is able to do based on the most important learning outcomes identified by each course.

Assessments During the Unit: these assessments are used throughout a unit to help students build understanding and demonstrate progress toward proficiency. These include guided practice, independent practice, and other learning activities that give teachers ongoing feedback so instruction can be adjusted as needed. They also help students understand what they know and what they still need to work on.

Examples may include class discussions, homework, participation, short quizzes, exit slips, and practice activities that prepare students for end-of-unit assessments. Homework and practice are an important part of the learning process because they support skill development and inform instruction.

Some assignments may be shown in the gradebook but will not count toward the overall grade. While these may not be graded, they provide valuable information about student progress and ensure students complete the necessary practice before end-of-unit assessments.

End of Unit Assessments are given at the end of a unit of study and are used after students have had time to practice the skills (through assessments during the unit) and demonstrate understanding. In essence, end of unit assessments provide students with the opportunity to demonstrate how well they understand the material and skills on their own after they have practiced the skills. Some examples of end of unit assessments are essays, presentations, tests, and projects.

Both assessment types are truly important in the learning process. Just like on the basketball court, we would never send a player into a game without proper guidance and practice. The same is true for our classrooms where assessments need to take place to guide instruction and offer our students ample opportunities for practice. Our students are then fully prepared and have a good understanding of the material and skills needed before taking a summative assessment.

As a staff, we have shared the importance of frequency and varying the types (when possible) of end of unit assessments. When looking at frequency, we are not looking to have a test or a quiz every day. Rather, we want to remove the anxiety when a student hears they are having a test or quiz (for example) as this would be something that takes place more frequently. In addition, having these assessments more frequently reduces the high-stakes stress of only having a very small amount of end of unit assessments in one grading period. In addition, our staff recognizes the importance of offering a variety of types of end of unit assessments to address the learning styles of all of our students.

GRADING SCALE

A+	99-100	4.00
A	93-98	4.00
A-	90-92	3.67
B+	87-89	3.33
B	83-86	3.00
B-	80-82	2.67
C+	77-79	2.33
C	73-76	2.00
C-	70-72	1.67
D+	67-69	1.33
D	63-66	1.00
D-	60-62	.67
F	0-59	0.00

Grades are meant to communicate a student's level of proficiency on the essential learning standards—not just completion of work or accumulation of points. Our grading scale reflects how well a student understands and can apply the most important skills and concepts in each course.

- An A means the student demonstrates strong, consistent mastery of the essential learning and can apply it independently. A B reflects solid understanding with minor errors or occasional support needed. A C indicates developing proficiency where the student shows partial understanding but still needs additional practice and support.
- A D or F communicates that the student is below grade-level understanding of the essential learning and needs significant support to reach proficiency.

The purpose of grades is to clearly communicate what students know and can do in relation to the most important learning in each course.

LATE WORK POLICY

Returning work on time to the teacher is essential for your child's success and demonstrates responsibility as a student. Without this, the teacher is not able to give timely feedback on your child's progress which can have a significant impact on his/her overall performance and grade. The teachers value every assignment they give and will grade it as such.

- Projects that are materials-based, that cannot remain available for student use, will have additional opportunities available for students to complete within a reasonable time. After this point, you will no longer be able to complete this project, and a grade needs to be given.
- Late formative work may only be accepted within the current large unit of study unless given additional time by the teacher.
- We will create and provide time in a supportive learning environment for our students to complete work should they fail to do so on time on their own.

ASSESSMENT RETAKE POLICY

Staff members at the Tomah Middle School believe all students can learn and achieve academic success. One way this success is measured is through classroom assessments. While students have the opportunity to practice skills they are learning through a variety of assessments, s**tudents who have not demonstrated proficiency/mastery on an assessment will be re-assessed by attending a FLEX session to ensure proficiency in the essential standards outlined in the courses GVC. This will be communicated with families by the incomplete (I) in Infinite Campus until the score is updated after new learning has occured. Students will receive the score earned. We value the ability of all of our students to demonstrate proficiency and offer them such an opportunity through this process.**

Assessment Retake Expectations:

1. Student will need to ensure all missing/late work, that is related to the standards being assessed, is completed and turned in. This could be completed at home, WIN, or ASHH.
   a. When the student is finished, they must inform their teacher.
2. Student will attend and actively participate in assigned FLEX session/s.
3. Student will complete the reassessment. Step 1 and 2 must be complete. Reassessment may be done in FLEX, WIN or TWT.

HONOR ROLL

In order to make the high honor roll, a student must earn an accumulative grade point average of 3.9 or above. To make the honor roll, a student must earn a grade point average of 3.7 – 3.899. To make the scholastic honor roll, a student must earn a grade point average of a 3.5-3.69.

Classroom teachers grades 6 - 8 use the scale below to determine your child's grade:

3.9-4.0 High Honor Roll
3.7-3.899 Honor Roll
3.5-3.69 Scholastic Honor Roll

Letter	Percentage	GPA
A+	99 - 100	4.0
A	93 - 98	4.0
A-	90 - 92	3.67
B+	87 - 89	3.33
B	83 - 86	3.0
B-	80 - 82	2.67
C+	77 - 79	2.33
C	73 - 76	2.0
C-	70 - 72	1.67
D+	67 - 69	1.33
D	63 - 66	1.0
D-	60 - 62	0.67
F	59 and below	0.0

TMS ACADEMIC INTERVENTION PROGRAM

Tomah Middle School has developed a multi-tiered Academic Intervention Program designed to respond when it becomes apparent that students have not yet learned what we expect them to know. Our goal is to provide timely support and interventions to help all students experience success academically.

Tier 1 support includes After School Homework Help (ASHH), which is available Monday, Tuesday, and Thursday from 3:30–5:00 p.m. ASHH provides students with additional time and support to complete assignments, receive academic assistance, and develop stronger organizational and study habits.

Tier 2 support is provided through FLEX intervention opportunities offered four times per week during the school day. FLEX allows students to receive targeted academic support in each subject, reteaching, enrichment, and additional practice based on their individual learning needs.

Tier 3 interventions are available for students who qualify for additional intensive support in English Language Arts (ELA) and/or Math. Students participating in Tier 3 interventions receive targeted instruction a minimum of three days per week, and in some cases more frequently, depending on individual student needs and progress. Tier 3 interventions take the place of a related arts course within a students schedule.

Tomah Middle School also offers Summer PACK opportunities in ELA and Math for qualifying students who would benefit from additional academic support outside of the regular school year. These programs are designed to strengthen foundational skills, provide targeted intervention, and help students prepare for success in the upcoming school year.

In addition to these supports, school staff may work collaboratively with families to develop individualized plans and strategies designed to improve student success. These supports may include regular communication, progress monitoring, tutoring opportunities, and other interventions tailored to meet a student's academic needs.

Tier 1 Interventions

WIN

WIN (What I Need) is a time for students to make up assessments during their lunch period. Students will be given a quiet space to work until they are caught up. WIN is not punitive* and is not used for behaviors. This is a positive experience for students to ensure they are learning the curriculum. When students are finished, they are welcome to go back to the lunchroom and/or recess.

*Because their work is essential for learning, failure to attend WIN could result in a behavior referral.

HOWL Time

Every Wednesday, students will participate in Tito Time, a dedicated time during their first-hour class where we focus on building strong relationships, positive habits, and essential life skills. During Tito Time, students will engage in activities and conversations that support their personal growth, teamwork, and overall well-being. This time helps strengthen our school community and ensures all students have the tools they need to thrive both in and out of the classroom.

WOLF DEN

Wolf Den is a dedicated time built into the school day for sixth and seventh grade students to connect with a smaller group of peers and a consistent staff member. Meeting four times per week, Wolf Den is designed to strengthen relationships, build a sense of belonging, and create a positive school community. During this time, students engage in activities focused on executive functioning skills, character development, social-emotional learning (SEL), goal setting, organization, and other skills that support both academic and personal success.

ASHH: After School Homework Help

This program provides a quiet, supervised space for students to complete schoolwork and receive additional support from TMS staff.

ASHH runs from 3:30–5:00 p.m. on Monday, Tuesday, and Thursday. Students may not need to stay the entire time depending on their needs and teacher guidance, but they should arrive by 3:30 with all necessary materials.

Teachers may recommend students attend, and parents may also request participation through their child's team leader. While space is limited, we encourage families to support attendance when possible to help students stay on track with their learning.

Tier 2 Intervention

FLEX

FLEX (Focused Learning & Extensions) time is a school wide time that will provide additional, tier two, classroom support for students who need extra assistance learning essential, grade level standards. For students not in need of these additional supports, targeted reinforcement and enrichment of essential skills will be provided. Teacher teams created interventions, extensions, or enrichments around their grade level essential skills. Students may be requested for interventions, extensions, or enrichments. If not requested by a teacher, students will be able to choose an activity. The purpose of FLEX is to ensure students have the skills needed to show proficiency of grade-level standards as well as provide students who have already shown proficiency an opportunity to apply and extend their learning.

Tier 3 Intervention

Tier 3 intervention is designed for students who have significant gaps in essential skills in ELA and/or Math. This is intensive, targeted instruction focused on closing skill gaps and ensuring students can access grade-level learning.
Participation in Tier 3 intervention is not optional. If student data indicates a need, students will be placed in this support. This is a vital intervention designed to address foundational gaps and provide students with the skills necessary for long-term academic success.
Students receiving Tier 3 support will be removed from one of their related arts classes for at least one quarter of the school year to ensure they receive consistent, focused instruction in the areas of greatest need.

RTI

RtI (Response to Intervention) is a systematic approach to providing every student with the additional time and support needed to learn at high levels. RtI's underlying premise is that schools should not wait until students fall far enough behind to qualify for special education to provide them with the help they need. Instead, schools should provide targeted and systematic interventions to all students as soon as they demonstrate the need. In Tomah, our main goal is to provide every student with the skills and knowledge needed to be self-sufficient and successful by the time he/she graduates from high school.

REPORT CARDS

Parents/Guardians will be kept informed of their child's progress through report cards and progress reports. Report cards are issued for academics to all students at the end of each semester. Report cards will be mailed to the address of record to parents/guardians. Quarter grades are accessible on Infinite Campus (IC).

REQUEST FOR CLASS/SCHEDULE CHANGE

A parent must submit a written request for their child to drop a class. This written notification must be received in the office within 10 school days of the beginning of the semester or within 5 school days of the start of quarter classes. Any request after this time frame requires a conference with parent, student, teacher, counselor and/or administrator. Requests to drop choir or band will only be considered after concert responsibilities have been fulfilled or at the beginning of a new semester.

TAKING COURSES FOR HIGH SCHOOL CREDIT

Students may have the opportunity to take high school level courses in their 8th grade year for high school elective credit at the middle school. Such courses are, but not limited to: German I, Spanish I, Introduction to Woodworking, Honors Art, and Algebra. Stipulations are in place and are stated in School Board Policy 5460 Graduation Requirements.

REQUEST FOR GRADE LEVEL TEAM

We do not accept parent requests for student grade-level team placement. While we honor family input, it is not possible to manage this in a fair and consistent way for every student and family. We are very intentional when creating teams. We consider student academic needs, learning styles, and support structures to build balanced teams where all students can be successful. Each student is placed thoughtfully with these factors in mind.

EXERCISE AND SPORT SCIENCE (ESS) PROCEDURES

Proper gym uniforms and participation will be required at all times in ESS activities. If an ESS teacher receives a medical note from a doctor, a student will be excused from dressing out, but other activities may be assigned to make up daily points missed.

· For safety and performance, all students must wear tennis shoes during ESS class. Boots, sandals, Crocs, slides, dress shoes, and any type of non-athletic footwear are not allowed. Tennis shoes provide the support, grip, and flexibility needed to safely participate in physical activities and prevent injuries such as sprains, slips, and stubbed toes. Students not in proper footwear may not be allowed to participate and will lose participation points for the day.

Proper Gym Uniform:

- Clothing: T-shirt or sweatshirt, shorts or sweatpants (no jeans shorts or pants), tennis shoes and socks.

Dress Policies:

When students do not change or forget gym clothing, a daily point penalty will go into effect.

- Improper Dress (no gym clothes) = 2 points deducted from daily point total (8 out of 10 points is the best they could receive that day)

Earning Participation Points when Absent:

In order for a student to earn the 10 daily points missed during class time, they must complete an activity make-up sheet. This involves performing 30 minutes of activity outside of the school day (any organized activities or those you choose to do on your own) and filling out the ESS make-up form. One sheet is required for each day a student is absent. This form must be turned in to the student's respective teacher before the end of the quarter grading period. The sheet must be signed by a parent, guardian, or coach who supervised the activity.

Gym Locker and Lock:

Each student will be issued a locker and a lock. He/she will be responsible to keep his/ her belongings locked up at all times. A lost lock will cost $10.00.

Safety:

- Students going to and from the various athletic fields should watch for cars, use crosswalks when crossing streets, and use the sidewalks at all times.
- No food, drink, or gum is allowed in class.
- Wearing jewelry is not allowed during class.
- Horseplay is not acceptable.
- All areas in our recreational facility (gymnasium, weight room, mat room) are OFF-LIMITS unless closely supervised by a qualified instructor.
- Students must be safety conscious at all times in ESS when using equipment either alone or with others.

Equipment:

Any breakage of equipment due to improper use or carelessness will result in the student paying for damages. Improper use of equipment is a safety hazard.

STUDENT CONDUCT

ADMINISTRATIVE ACTION

When a student is referred to the TMS administrative office for inappropriate behavior or attendance problems, one or more of the following consequences will occur:

1. Conference with student, parent and/or staff member
2. Removal from the specified location, bus, or activity
3. Restitution by payment or services rendered
4. Detention time assigned
5. Out-of-school suspension
6. Placement on a TMS Behavior Contract
7. Referral to school resource officer, law enforcement, or another agency
8. Removal from a class with a failure for the semester recorded. See School Board Policies 5500, 5600, 5600A for removal procedure
9. Removal of the student's privilege to attend or participate in extracurricular activities
10. Recommendation to the Board of Education for expulsion.

DETENTION PROCEDURE FOR STUDENTS

Lunch detentions may be assigned for violations of school rules. Students who receive detentions must complete those detentions by the assigned date. Failure to complete detentions by an assigned date, or failure to follow ALEC room expectations, will result in extended detention, in-school suspension and/or out-of-school suspension.

DANCES AT TMS

1. Doors are closed ½ hour after starting time. Students may not enter the dance after doors have closed unless prior permission is granted by administration.
2. Students may be excluded from dances for misbehavior.
3. Students cannot leave the dance early unless permission has been granted by the administration.
4. Only Tomah Middle School students are allowed to attend the dances.
5. If a student is absent the day of the dance, they cannot attend unless granted permission from administration.

CARE OF MATERIALS

Students are responsible for all textbooks and library materials issued to them during the school year. All lost or damaged books and other school materials must be paid for. All money collected for damaged property is recorded by the office and paid to the proper fund for replacement purposes. If a lost book is found, money paid will be refunded.

Textbook Fines

Teachers are to turn in all fines for lost or damaged books at the end of each semester to the school secretary.
Fines are as follows:

If the book is damaged beyond reasonable repair, the charge should correspond to the above Lost Book schedule.
If the cover is bent, writing is discovered on pages or cover, or other damage is evident, the following schedule should be followed:

Lost or Damaged Textbooks Beyond Use

Yrs Old	% of Cost
1	100
2	90
3	80
4	70
5	60
6	50
7	40
8	30
9	20
10	10

Damaged Textbooks

Yrs Old	Cost - Hard Cvr	Cost- Soft Cvr
1	7.00	3.00
2	7.00	3.00
3	6.50	3.00
4	6.50	3.00
5	6.00	2.50
6	6.00	2.50
7	5.50	2.50
8	5.50	2.00
9	5.00	2.00
10	5.00	2.00

BEHAVIOR CONTRACT

This behavior contract is to establish clear expectations for student conduct to create a positive, respectful, and productive learning environment. This contract serves as a mutual agreement among students, staff, and parents/guardians to promote accountability, responsibility, and personal growth.
By adhering to the outlined behavioral expectations, students will develop essential social and academic skills that contribute to their success in school and beyond. This contract encourages collaboration and fosters a supportive school community where all students feel safe, valued, and empowered to reach their full potential.

HOWL EXPECTATIONS

TMS
TOMAH MIDDLE SCHOOL

	CLASSROOM & LIBRARY	HALLWAY	CAFETERIA	OUTDOOR/ESS	BATHROOM	TECHNOLOGY
H HONOR LEARNING	• Come to class with a good attitude • Participate actively • Attentively Listen	• Use appropriate voice level • Be considerate of other classrooms	• Eat a nutritious breakfast and lunch so your brain is fueled for classroom learning	• Follow adult directions • Follow game rules • Active & positive participation • Be mindful of classroom windows	• Return to destination as soon as possible • Use a low voice level	• Educational purposes only • Report inappropriate online behavior • Close device when not in use
O OPTIMIZE TIME	• Be prepared...have materials ready and follow classroom expectations • Turn assignments in on time • Stay on task	• Stay to the right • Go straight to your destination and back • Keep all materials with you	• Listen to morning announcements for food options • Limit distractions • Eat and wait for dismissal • Use restroom before exiting for recess	• Enter & exit building calmly at appropriate times • Don't sweat the small stuff... have fun!	• Do your business and leave!	• Charge device • Report device issues to LMC • Stay on task during class time
W WORK WITH INTEGRITY	• Work to your full potential • Be honest • Model positive behaviors	• Take care of school property • Carry a hall pass when needed • Walk safely	• Use good manners • Wait your turn in line • Eat your food only	• Include others • Use polite comments • Celebrate other's success	• Wash hands • Flush toilet • Report any messes	• Keep personal info and passwords private • Refrain from touching & using others' devices • Cite and give credit to sources you use • Submit your own work
L LEAD WITH RESPECT	• Recognize personal space of others • Use appropriate language, tone, volume, and gestures • Encourage others	• Use appropriate language, tone, volume, and gestures • Refrain from use of cologne, perfume, body spray • Keep hands to self	• Keep food on plate or in your mouth • Use appropriate language, tone, volume, and gestures • Clean up after yourself	• Use/return equipment appropriately • Use appropriate language, tone, volume, and gestures • Model positive behavior	• Be courteous of others privacy • Respect school property • Follow signs for "out of service"	• Keep shared documents appropriate • Keep device with you or in a locked location • Keep device in the school provided case

CONTRACT STEPS

	Student Accountability	Description of Student Accountability	Teacher Responsibility	Admin Responsibility	Length of Time
STEP 1	Full Day Detention	• Student will serve a full day in the ALEC room • Student will turn phone in daily upon arrival for remainder of contract • Student will be assigned to behavior academy (Tier 2 support)	• Teacher will send student to ALEC with a pass • Teacher will submit a referral • Teacher will contact home	• Admin will email and mail contract information to the family	20 days without a referral
STEP 1 ISS/ OSS	Students who have earned ISS/OSS for school behavior	• Student will serve a full day in the ALEC room • Student will turn phone in daily upon arrival for remainder of contract • Student will be assigned to behavior academy (Tier 2 support)	• Teacher will send student to ALEC with a pass • Teacher will submit a referral • Teacher will contact home	• Admin will email and mail contract information to the family	20 days without a referral
STEP 2	ISS 1-2 Days	• Student will serve 1-2 days of ISS • Student will follow expectations during ISS • Student will turn phone in daily upon arrival for remainder of contract • Loss of attendance at sporting event/co-curricular, unless seated with a parent • Student will be assigned to behavior academy (Tier 2 support)	• Teacher will send student to ALEC with a pass • Teacher will submit a referral • Teacher will contact home	• Admin will set up a meeting • Admin will call home to notify of ISS/OSS	30 days without a referral
STEP 3	ISS 3-5 Days	• Student will serve 3-5 days of ISS • Student will follow expectations during ISS • Student will turn phone in daily upon arrival for remainder of contract • Loss of attendance at sporting event/co-curricular, unless seated with a parent • Student will be assigned to behavior academy (Tier 2 support)	• Teacher will send student to ALEC with a pass • Teacher will submit a referral • Teacher will contact home	• Admin will call home to notify ISS and Step • If student has an IEP, contact case manager to schedule a meeting	40 days without a referral

	Student Accountability	Description of Student Accountability	Teacher Responsibility	Admin Responsibility	Length of Time
STEP 4	OSS 1-3 Days	• Student will serve 1-3 days of OSS • Student will turn in phone daily upon arrival for remainder of contract • Loss of attendance at sporting event/co-curricular, unless seated with a parent • Student will be assigned to behavior academy (Tier 2 support)	• Teacher will send student to ALEC with a pass • Teacher will submit a referral • Teacher will contact home	Admin will call home to notify OSS and Step	50 days without a referral
STEP 5	Placement in Online Learning	• Student will complete semester or full year placement online • If not successful online, truancy can/will be filed • Loss of attendance at sporting event/co-curricular, unless seated with a parent	• Teacher will send student to ALEC with a pass • Teacher will submit a referral • Teacher will contact home	Admin will call home and notify family and arrange for online learning	

Actions That Can Initiate A Contract/Step Increase

REPEATED ACTIONS

- BULLYING/HARASSMENT
- BUS BEHAVIOR
- DISRESPECT
- HORSEPLAY
- RACIAL/DEROGATORY LANGUAGE
- REFUSAL
- SKIPPING CLASS
- SWEARING/VERBAL AGGRESSION
- THREATS TO INTIMIDATE/HARM
- DISRUPTION
- OTHER INCIDENTS/BEHAVIORS THAT MAY DEVELOP

SINGLE ACTIONS

- PHYSICAL FIGHTING
- VAPING/TOBACCO/ ALCOHOL/DRUGS
- THREATS OF VIOLENCE (THREAT ASSESSMENT OUTCOME)

BEHAVIOR MATRIX

TMS TOMAH MIDDLE SCHOOL

	CLASSROOM & LIBRARY	HALLWAY	CAFETERIA	OUTDOOR/ESS	BATHROOM	TECHNOLOGY
H HONOR LEARNING	• Come to class with a good attitude • Participate actively • Attentively Listen	• Use appropriate voice level • Be considerate of other classrooms	• Eat a nutritious breakfast and lunch so your brain is fueled for classroom learning	• Follow adult directions • Follow game rules • Active & positive participation • Be mindful of classroom windows	• Return to destination as soon as possible • Use a low voice level	• Educational purposes only • Report inappropriate online behavior • Close device when not in use
O OPTIMIZE TIME	• Be prepared...have materials ready and follow classroom expectations • Turn assignments in on time • Stay on task	• Stay to the right • Go straight to your destination and back • Keep all materials with you	• Listen to morning announcements for food options • Limit distractions • Eat and wait for dismissal • Use restroom before exiting for recess	• Enter & exit building calmly at appropriate times • Don't sweat the small stuff... have fun!	• Do your business and leave!	• Charge device • Report device issues to LMC • Stay on task during class time
W WORK WITH INTEGRITY	• Work to your full potential • Be honest • Model positive behaviors	• Take care of school property • Carry a hall pass when needed • Walk safely	• Use good manners • Wait your turn in line • Eat your food only	• Include others • Use polite comments • Celebrate other's success	• Wash hands • Flush toilet • Report any messes	• Keep personal info and passwords private • Refrain from touching & using others' devices • Cite and give credit to sources you use • Submit your own work
L LEAD WITH RESPECT	• Recognize personal space of others • Use appropriate language, tone, volume, and gestures • Encourage others	• Use appropriate language, tone, volume, and gestures • Refrain from use of cologne, perfume, body spray • Keep hands to self	• Keep food on plate or in your mouth • Use appropriate language, tone, volume, and gestures • Clean up after yourself	• Use/return equipment appropriately • Use appropriate language, tone, volume, and gestures • Model positive behavior	• Be courteous of others privacy • Respect school property • Follow signs for "out of service"	• Keep shared documents appropriate • Keep device with you or in a locked location • Keep device in the school provided case

CHARACTER EDUCATION PROGRAM

At Tomah Middle School, we believe students must regularly and consistently hear messages about the importance of respecting one another, being kind to one another and acting in ways that demonstrate the positive character traits of trustworthiness, respect, responsibility, fairness, caring, and citizenship. To that end, the following activities take place to foster a school environment free from bullying and harassment and to enhance student social/emotional development as individuals with integrity and character:

- Organized opportunities to help others.
- Students of Character recognized and publicized on the school social media.
- Character lessons provided to students at their team level based on perceived needs.

DRESS CODE View Policy 5511

The Board recognizes that each student's mode of dress, clothing, and grooming is a manifestation of personal style and individual preference. The Board will not interfere with the right of students and their parents to make decisions regarding their appearance, except when their choices interfere with the educational program of the schools.
Accordingly, the Board prohibits student dress, clothing, or grooming practices which:

- present a hazard to the health or safety of the student or to others in the school;
- materially interfere with school activities, or substantially disrupt the educational environment; or
- prevent students from achieving educational objectives because of blocked vision or restricted movement.

The principal or designee shall serve as the initial arbiter of student dress, clothing, and grooming.

Specific Middle School restrictions include but are not limited to:

- Clothing or accessories that cover your face, see-through clothing, clothing or accessories that expose your private areas, hats, caps, beanies, bandanas, visors, hoods, sunglasses, and other head coverings.
- Students are expected to place such items in their lockers where they should remain until the end of the day.
- Students wearing "hoodie" sweatshirts are not allowed to wear the hood during the school day and will be asked to remove the sweatshirt if they do not comply.
- Students are required to wear shoes or other footwear in school buildings.

Dress, clothing or grooming constitutes expressive speech if the individual wearing or displaying the dress, clothing, or grooming intends to convey a particularized message through the wearing or display and the likelihood was great threat the message would be understood by those who viewed it. This standard shall apply whether the message is conveyed by depiction, words, or a combination of the two. If the dress, clothing, or grooming does not constitute expressive speech, it can be regulated by school officials.

Expressive speech in the form of dress, clothing, or grooming will be regulated consistent with applicable legal principles.

Expressive speech in the form of dress, clothing, or grooming prohibited if such speech is not protected by the First Amendment of
the U.S. Constitution, such as dress, clothing or grooming that constitutes:

- Obscenity;
- Language or depictions intended to incite violence or incite the viewer to an immediate breach of the peace;
- Defamation; or
- A true threat.

Consistent with the legal parameters established under the First Amendment of the U.S. Constitution. School officials can also regulate and prohibit dress, clothing, or grooming containing otherwise expressive speech if the dress, clothing, or grooming:

- Can reasonably be viewed as promoting illegal drug use; or
- Is vulgar, lewd, indecent, or plainly offensive.

Additionally, school officials can regulate dress, clothing or grooming if they can reasonably forecast that it will materially interfere with or substantially disrupt a school activity, such an interference or disruption actually occurs, or if the expression intrudes on the rights of other students. Such prohibited dress, clothing or grooming may include dress, clothing, or grooming that includes the use of, discriminatory language including racial or ethnic slurs, or negative stereotypes, under this standard, the wearing or display of the Confederate flag during the school day and on school property is prohibited.

No protected speech may be prohibited on the basis of disagreement by school officials with the specific point of view expressed if the topic is otherwise permitted by this policy (e.g. permitting depictions of support for one political party but prohibiting depictions of support for the other). The district administration may establish the dress, clothing or grooming requirements for members of the athletic teams, bands, and other school groups when representing the district at a public event or within the context of school-sponsored and controlled curriculum or activities. Where appropriate, a uniform or specific dress, clothing, or grooming requirement shall be used for students when representing the district as described.

Students who violate the foregoing rules will not be admitted to class and may be subject to additional consequences.

If the dress, clothing, or grooming cannot be removed or concealed, the student may be sent home after contact is made with the student's parent/guardian.

STUDENT CONDUCT

HALL/BATHROOM/OFFICE PASSES

Students should not be in the hallways during class time without a pass from a staff member. Students will use the pass system in Infinite Campus to request leaving the classroom for any reason.

LOCKERS & LOCKER SEARCHES View Policy 5771

The lockers at Tomah Middle School are school property and may be searched by school personnel at any time. Each student is assigned a locker upon entering school. Students are advised to use their own assigned lockers and to not share their locker with other students. Students are advised that they assume responsibility for their locker and for all contents in their locker.

Each locker is equipped with a combination lock, which must be used to lock and secure the locker. If a student loses a lock, the student must purchase a new lock for $10.00. If the lock is found, the student will be refunded $10.00. Students are encouraged to keep their locker combinations in strict confidence to maintain locker privacy.

The Tomah School District does not assume responsibility for the loss, damage, or destruction of any property stored in the student lockers. Students bringing large sums of money to school are urged to bring it to the office for safe keeping until it is to be used.

Students will be responsible for any writing or vandalism on his/her locker and will be expected to clean the locker to remove any graffiti. Nothing shall be hung on the locker or displayed on the locker unless authorized by the school administration.

See School Board Policy 5771 for more information regarding school lockers and locker searches.

PERSONAL COMMUNICATION DEVICES View Policy 5136

Per Board Policy 5136, The Board is aware that PCDs are used by students and parents to communicate with each other. However, the use of PCDs on school grounds must be appropriately regulated to protect students, staff, and the learning environment.

Personal communication devices" (PCDs), also referred to as "wireless communication devices", as used in this policy, mean a portable wireless device that has the capability to provide voice, messaging, or other data communication between two (2) or more parties and includes all of the following:

1. cellular/mobile telephone;
2. tablet computer;
3. laptop computer;
4. gaming device;
5. smartphone;
6. e-reader;
7. smartwatch;
8. wearable technology;
9. any other web-enabled devices of any type.

While students may possess PCDs in school, on school property, during after-school activities (e.g., extra-curricular activities), and at school-related functions, they must be powered completely off (i.e., not just placed into vibrate or silent mode) and stored out of sight during school hours and during after-school activities (e.g., extra-curricular activities).

Students may use PCDs while riding to and from school on a school bus or other Board-provided vehicles or on a school bus or Board-provided vehicle during school-sponsored activities, at the discretion of the bus driver, classroom teacher, or sponsor/advisor/coach. Distracting behavior that creates an unsafe environment will not be tolerated.

During after-school activities, PCDs shall be powered completely off (not just placed into vibrate or silent mode) and stored out of sight when directed by the administrator or sponsor."

At TMS, students must keep their PCD's turned off and in their locker from 7:55 am-3:18 pm. Students may use their cell phones before school and after school only.

<u>Consequences for cell phone use during class are as follows:</u>

- 1st Offense: Students can pick up the cell phone at the end of the day in the Main Office.
- 2nd Offense: Parent/Guardian will need to pick up device the day of the offense. Students will turn device into the main office daily for two weeks.
- 3rd Offense: Parent/Guardian will need to pick up device the day of the offense. Students will turn device into the main office daily for four weeks.
- ·Additional Offenses: Parent/Guardian will need to pick up device on the day of the offense. Device is turned into the main office daily for the remainder of the school year.

Uncooperative students may be subject to disciplinary consequences, including suspension.

STUDENT CONDUCT

PROGRESSIVE DISCIPLINE TERMS

Discipline must emphasize justice and fairness. Respect for individual rights and the rights of the group are basic to sound discipline. Effective discipline should not be viewed solely as punishment, but as a process to change unacceptable behavior into acceptable conduct. Just as children need different approaches to reading, they need different approaches to discipline. Being fair means giving each student what he/she needs, not treating everyone the same. Therefore, administrative responses to discipline problems will focus on each child individually and what will work best with that student. However, as might be expected, the more serious the misbehavior, the more severe the consequence. The guidelines for our discipline plan are as follows:

TASD Policy	VOCABULARY	DEFINITION	EXAMPLES
5517	Disrespect	Rude or dismissive messages to adults or students	Mocking, taunting, insults directed at others, talking back
5517.01	Bullying	Targeted and repetitive behaviors that cause injury and/or discomfort	Repetitive: name calling, teasing, and other forms of disrespect
TMS Handbook	Disruption	Interruption of class or school activities	Random noises, walking around the classroom w/o permission, playing music loudly/inappropriate music playing out loud
TMS Handbook	Refusal	Intentionally not following directions	Refusal to complete work, follow directions, or expectations. Refusal to go to ALEC Room when directed
5500 5517	Inappropriate Language	Harmful/hurtful language	Swearing, Slang, Derogatory Terms
5500 5516	Horseplay	Non-serious, physical contact that violates school guidelines	Hitting each other on the head, poking at each other, tripping, not keeping hands to themselves, grabbing at each other, chasing each other in hallway, running around, shoving, play-fighting, shadow-boxing
5500 5520	Physical Fighting	Take part in a harmful altercation with the intent to hurt	Punching, kicking hard, choke holds, hair-pulling
7540	Tech Violation	Use of an electronic device that violates school guidelines	Messaging, emailing when not supposed to, inappropriate websites, games when not supposed to be, inappropriate games, watching movies/tv when not supposed to
5136	Cell Phone/ Communication Device	Using and/or having a cellphone or other communication during the school day	-Having phone on you -Texting or calling home instead of using office phone -Messaging on smart watches
5513	Material/Property Misuse	Deliberate destruction of or damage to school or private property	Drawing on the building and walls, carving into tables, hitting school signs, hitting school clocks, jumping and hitting ceiling tiles, etc.
TMS Handbook	Academic Dishonesty/Cheating	Submitting work that is not the student's own work and/or intentionally giving answers to be copied by others	Cheating on an assignment, using AI, using translator when not supposed to, copying and pasting information from internet, allowing another student to copy your work, giving answers to others
5511	Dress Code Violation	Wearing attire that does not follow school policy or causes a distraction to the learning	Inappropriate language, violent images, hats, hoods, drugs and alcohol images/advertising, weapon images/advertising

STUDENT CONDUCT

5200	Habitual Tardy	4 or more unexcused tardy occurrences per semester	Unexcused tardy, intentionally taking too much time to get from point A to point B, late to class after bell rings
5200	Cutting Classes/ Skipping	Not attending class or going to an unassigned location during scheduled time	Hanging out in bathrooms, hallways, stairwells, unassigned classrooms, counseling office without permission
TMS Handbook	Public Display of Affection	Acts of physical intimacy in view of others	Hugging, kissing, holding hands, cuddling, petting each other's hair, touching knees
5517	Racial Language	Using language that is racially offensive	Racial Slang
5517	Threats/Intimidation of harm	Any written, verbal, or implied threat that would result in hurting another person	Threatening to beat someone up, threatening to hurt someone, "You better watch it."
5517	Threat of Violence	Any written, verbal, or implied threat that could result in loss of life	Threatening to bring a firearm or knife to school, bomb threat, threaten to end someone's life, using gestures to imply the threat/violence
TMS Handbook	Incidents involving Private Body Parts	Touching and/or exposing body part in an unacceptable and inappropriate manner	Pantsing, nut-tapping/grabbing, butt slapping and grabbing, chest grabbing, touching self inappropriately
5530	Tobacco & Alcohol	Use/possession/sale/look-a-like of any tobacco or alcohol product	Vape devices, cigarettes, chewing tobacco, alcohol
5512 5530	Drugs	Use/possession/sale/look-a-like of an illegal drug substance	Marijuana vape device, any form of THC, narcotics, unprescribed prescription medications
5772	Weapons	Use/possession/sale/look-a-like of any weapon	Pocket-knife, razor-blades, fire-arm, toy guns, taking an Exacto knife from a classroom
5136	Pictures/Videos on School Grounds W/O Permission	Using technology to record another person without their knowledge or permission	Making Tik Tok, taking pictures in the hallway, recording a teacher or student in the classroom
5136	Pictures/Videos in Locker Room and/or Bathroom	It is a Federal Offense to use technology to record another person within a locker room or bathroom	Selfies in bathroom or locker room, phones out in bathroom, phones out in locker room
	Bus Referral	Failure to follow bus expectations	Moving seats, language, throwing items, hanging out of the bus, high volume, inappropriate use of technology

RECREATION DURING LUNCH PERIOD

1. Depending on the weather, students may go outside when the lights flash.
2. During inclement weather, the gymnasium will be open.
3. Students will leave the building via the Clark Street gym doors.
4. Students are not permitted to leave the Tomah Middle School campus during lunch.
5. Intramural activities will be planned during the lunch hour for student participation (i.e. dodge ball, three-on-three basketball, and volleyball tournaments).
6. Students can check out equipment from a lunchroom supervisor. The student who checks out the equipment is responsible for returning it to the lunchroom supervisor.
7. For the safety of everyone, students are only allowed to play touch (not tackle) football games.

RESPECT & STUDENT BEHAVIOR

- Members of the TMS Community will be in their classrooms on time,
- All members of the TMS Community will express themselves using respectful and appropriate language for a school environment,
- Students will respect themselves and others by refraining from public displays of affection that are inappropriate for a school environment, and
- TMS Admin maintains the right to ask students to change clothing that may interrupt instruction, be offensive or show a lack of respect for school culture.

Students are reminded that different teachers have different classroom expectations. Therefore, it is each student's responsibility to become aware of what each teacher expects in the way of work and behavior and to conform to those expectations and standards. Tomah Middle School students are expected to behave in a mature, responsible manner in and out of class.

See Tomah School Board Policy 5500, 5600, 5600A on Student Code of Conduct and student removal from class for more information pertaining to student expectations and behavior.

Students suspended from school will not be permitted on school grounds during the days of suspension nor will they be permitted to participate in extra-curricular activities during their suspensions. Suspended students who appear on school property are subject to further disciplinary procedures to include referral to police department for trespassing.

STUDENT CONDUCT & DISCIPLINE View Policy 5500.

Every student has the right to attend school and participate in activities in a safe and orderly environment, free from physical or verbal threats and behavior. In order to make this goal a reality, students are required to abide by the expectations laid out and follow school rules that have been established to create a safe and orderly environment.

Controlling behavior both in and around school takes a community effort. Tomah Middle School cooperates with agencies, including law enforcement, to maintain a proper learning atmosphere. However, parents and guardians play the most important role in developing good behavior and citizenship.

STUDENT CONDUCT

SCHOOL EXPECTATIONS

1. Students are not allowed to leave school grounds during the day without permission or supervision. Once a student arrives on campus (dropped off by parents, gets off bus), he/she must remain on school grounds.
2. Students are expected to be good classmates and learners by showing everyone respect and not creating disruptions.
3. "Please" and "thank you" are important words that should be used regularly with others.
4. Gum chewing in schools is a privilege and allowed by teacher discretion and permission.
5. Any type of gambling is prohibited.
6. Squirt guns and/or water balloons are not allowed.
7. All food must be consumed in the cafeteria unless prior approval is received from an administrator. Water is allowed.
8. **Blankets or plush toys are not to be brought to school and carried throughout the school day.**
9. Defacing school property or vandalism is a crime and will not be tolerated. The cost of any vandalism will be assessed to the student.
10. Unsanctioned contact activities such as tackle football are not allowed on school property.
11. Caffeine: TMS limits the amount of caffeine in student beverages to below 70mg. Energy pouches are strictly prohibited.
12. Public Display of Affection (PDA) -The staff at Tomah Middle School recognize that genuine feelings of affection may exist between students; however, students will refrain from inappropriate intimate behaviors (such as, but not limited to, hugging, kissing, holding hands, etc.) on school grounds or at school related events. Repeated or especially inappropriate behavior in this regard may result in disciplinary actions.
13. No open containers of beverages or food are allowed in lockers, hallways, or the gymnasium. Parents are asked to discourage their child to bring an energy drinks or soda to school. All food and beverages must be consumed in the cafeteria or other designated eating areas. The only exception is **students may bring a clear water bottle to school** to use in the classrooms reducing the need to use the drinking fountain and miss instructional time. These containers must be used only for water.
14. **No Door Dash or delivery services to TMS.**
15. Skateboards, razor scooters, rollerblades, bikes, electric bikes, and Heely shoes are not to be used on school property.
16. Fidgets: **Squishy fidgets/toys are not allowed.** Fidgets that are quiet, small and discreet, clean and mess free are allowed.
17. Book bags, fanny packs, purses and gym bags are to be kept in the student's locker unless other arrangements have been made with an administrator.
18. Perfumes, colognes, and spray deodorants are not to be brought to school. Stick deodorant is encouraged. **No aerosol spray cans are to be brought to school** (i.e. deodorant, hairspray).
19. Laser devices are not allowed in school per state statute.
20. **Elevator Use:** In order to use the elevator, students must bring written permission from a parent or doctor that justifies their need for this special service. Students will receive an elevator pass from the Attendance Office.
21. **Possession and/or use of a Personal Communication Device (i.e. cell phones, tablets, MP3's, E-readers, etc. …) by a student during the school day is prohibited.** Students may possess PCDs in school, on school property, during after school activities (e.g., extra-curricular activities) and at school-related functions, they must be powered completely off (i.e., not just placed into vibrate or silent mode) and **stored in their locker.**
22. Students are prohibited from using cameras and other electronic equipment and devices to capture or record the words (i.e. audio) and/or images (i.e. pictures/ video) of any student, staff member or other person in the school or while attending a school-related activity, without express prior notice and explicit consent for the capture and/or recording of such words or images. Using a camera or other electronic equipment/devices to capture or record audio and/or pictures/video of an individual without his/her consent is considered an invasion of privacy and is not permitted, unless authorized by the building principal. Cameras and electronic equipment/devices are expressly banned from and may not be used at any time in any school situation where a reasonable expectation of personal privacy exists, i.e., locker rooms and bathrooms.



Section 4:

Tomah High School

Visit Our Website
tomah.education

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ACTIVITIES & CLUBS

LIST OF ACTIVITIES

Our activity programs are grouped into four (4) categories and are governed by eligibility requirements and a code of conduct:

- Group A. Athletic Teams
- Group B. Non-Athletic Teams that may perform or compete
- Group C. Recognized Clubs/Organizations which do not perform or compete
- Group D. Honorary Positions

ELIGIBILITY REQUIREMENTS

High School: Students in a home-based education program may participate in the interscholastic athletic programs and other extra-curricular programs on the same basis and to the same extent as students attending the Tomah Area School District. Students in a private school cannot participate in interscholastic athletic programs but may be allowed to participate in noncurricular activities at the high school providing they meet any eligibility criteria established for the activity.
Refer to Board Policy 9270 - Home-Based or Private Schooling.
If a student graduates at mid-year, WIAA eligibility ends with the last day of the first semester.

REQUIRED PAPERWORK

1. Activities Code Agreement (Groups A-D)
2. Emergency Information and Participation
3. Release Form (Groups A-D)
4. Activity Practice Transportation Agreement (Group A, High School Only)
5. WIAA Athletic Eligibility Information Bulletin (Group A)
6. Physical Exams/Alternate Year Forms (Group A)

To view full Code of Conduct, Academic Requirements to participate, Disciplinary Procedures, and other activities-related policies, View Policy po5505. For a description and list of all activities available to students, visit our Activities Department webpage.

Athletics & Activities Office
Ph: 608-374-7359
www.tomah.education/departments/activities-athletics

GENERAL INFORMATION

ATTENDANCE POLICIES

The Board of Education believes it is the shared responsibility of the school and the home to assist the students in developing desirable habits of punctuality and attendance. The Board expects that every step will be taken by school personnel to implement this philosophy.

All children are expected to be in attendance each day unless they are ill or a family emergency arises.

AGE OF MAJORITY

All students at Tomah High School are subject to school rules. Students who have reached their 18th birthday are permitted to originate their own request for excuse for absence only if they (1) are not living with their parent or guardian or (2) the parent or guardian returns a signed permission form, which is available in the high school office, to the school stating the student is responsible for him or herself. The school will continue parent communication unless specifically requested in writing to stop. The student is still bound by the same set of acceptable reasons as listed in the school attendance policy.

ARRIVAL

Classes begin at 7:55 A.M. Students must be in their assigned classrooms before 7:55 AM or risk being marked tardy unexcused.

- Please note that the school does not provide supervision of students arriving prior to 7:30 A.M.
- If you drop off your children in the morning, please remember not to block the lanes of traffic at the school.

DISMISSAL

Students will be dismissed from school:
Monday, Tuesday, Thursday, and Friday at 3:21 P.M.
Wednesday at 2:21 P.M. (one-hour early release) for teacher collaboration.

- Students who ride a bus are expected to go directly to the loading area.
- Students who walk or leave by private transportation are expected to leave school grounds promptly.
- Students are not to remain in the school nor linger on school grounds after school.
- Please note that the school does not provide supervision for students after dismissal.
- Students may remain at school for special programs, extra work or discipline only if prior arrangements have been made with the child's teacher or other school personnel.

EXCUSED ABSENCES

Parents are permitted up to 10 parent-excused days per school year. Examples of what are considered in these types of absences are: illness (without a medical note), family commitments, vacations, and college visits.

PRE-EXCUSED ABSENCES

For an absence to be considered "pre-excused", students must complete a pre-excused absence form. The form can be picked up in the main office and must be:

1. Signed by the student's teachers, who will indicate what work will be missed that day.
2. Signed by the student and a parent/guardian.
3. Turned in to the main office one day prior to the absence.

TARDY POLICY

Members of the THS community will be in their classrooms on time.

In accordance with the truancy laws, missing part of a day will be defined as missing any part of a class. Therefore, a student who comes to class late has missed part of the day. Since the purpose of this policy is to encourage punctuality and not punish the students who may occasionally encounter a jammed locker, a student will not receive an unexcused absence for truancy purposes until they reach three unexcused tardies.

Accordingly, a student may be referred to truancy court when they accrue some combination of unexcused tardies and unexcused absences that adds up to five. A student could therefore be referred to truancy court for five unexcused absences or fifteen unexcused tardies or any combination of the two such as three unexcused absences and six unexcused tardies.

Students who are 18 years old will be subject to extended detention for violating the Tomah H.S. attendance and/or tardy policy.

ATTENDANCE POLICIES

TRUANCY AND HABITUAL TRUANCY View Policy 5200

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

Habitual Truancy may be file when a student reaches five (5) unexcused absences in a semester. If a truancy is filed on your child, they will be unable to attend or participate in any extra-curricular activities, such as sporting events or dances.

STUDENT ILLNESS

For short-notice absences such as illness or family emergencies (the morning of a school day), please call, email or fax the attendance office:

Phone **608-374-7357**
Email **shannonsalzwedel@tomah.education**
Fax **608-374-7290**

The High School office must be notified each day a student is absent. Parents may call or email their child's absence to the attendance office twenty-four (24) hours a day, seven (7) days a week. If a parental notification is not received, an automated phone message will go out to parents at 4:00 p.m. the day of the absence. The absence will be marked excused unless a written note is either submitted before the absence or within two days (48 hours) after returning from the absence.
For absences due to medical or legal appointments, parents/guardians may call the attendance office or students may bring a note written by a parent or guardian to the attendance office before school and receive an early dismissal pass. The note must contain:

1. The specific reason,
2. destination,
3. length of absence,
4. and date of absence.

It is highly recommended to obtain a note while at the appointment in order for the absence to be excused medically. A medically excused absence can be for any medical reason, such as dental/orthodontic appointments or physical and behavioral health appointments. The medical note must be obtained directly from the health care facility and signed by approved personnel.

When at school, students may not leave the grounds (except for lunch and school activities) without a dismissal slip. Students who become ill at school must report to the office.

The school must contact a parent/guardian before the student may leave school. If illness happens over lunch and the student does not return, a parent or guardian must contact the school the same day in order for the absence to be excused.

GENERAL INFORMATION

BELL SCHEDULES

THS maintains daily bell schedules that all students' classes coincide with; there is a set schedule for Regular School Days, Wednesday Block Schedule -Early Release, and Thursday Block Schedule.
View THS Bell Schedule

Monday,Tuesday,Friday Schedule				
Period	**Times**	**Period**	**Times**	**Min**
TWT/Reach	7:55-8:31	TWT/Reach	7:55-8:31	36
1	8:35-9:18	1	8:35-9:18	43
2	9:22-10:05	2	9:22-10:05	43
3	10:09-10:52	3	10:09-10:52	43
Lunch A	10:52-11:26	4	10:56-11:39	43
4	11:30-12:13	Lunch B	11:39-12:13	34
5	12:17-1:00	5	12:17-1:00	43
6	1:04-1:47	6	1:04-1:47	43
7	1:51-2:34	7	1:51-2:34	43
8	2:38-3:21	8	2:38-3:21	43

Odd/Even Block Schedule

WednesdayBlock Schedule		
Period	**Time**	**Min**
1	7:55-9:20	85
3	9:24-10:49	85
5	B-10:53-11:35 (42 min) A-11:25-12:52 (87 min) B-12:11-12:52 (41 min)	
LUNCH	Lunch A: 10:49-11:21 Lunch B: 11:35-12:07	32
7	12:56-2:21	85

ThursdaySchedule		
Thurs	**Time**	**Min**
TWT	7:55-8:31	36
2	8:35-10:05	90
4	A-10:09-10:59 (50 min) B-10:09-11:41 (92 min) A-11:33-12:13 (40 min)	
LUNCH	Lunch A: 10:59-11:31 Lunch B: 11:41-12:13	32
6	12:17-1:47	90
8	1:51-3:21	90

GENERAL INFORMATION

BOARD OF EDUCATION THS REPRESENTATIVE

The Tomah Area School District recognizes the importance of student leadership in guiding the direction of the district. The position of an appointed student representative is established by the Board for the purpose of encouraging open communication between the student body and the Board, to support active student participation in decision making, and to foster student leadership. The THS Student Council Advisor shall appoint a student representative to the Board under rules established by the Student Council, to represent the student body and the Tomah High School Student Council. The Board of Education will designate one board member to mentor and orient the student representative in his/her new position.

Goals:

1. Act as liaison between Tomah High School students and the Board, providing input on educational issues from a student perspective.
2. Report academic and extra-curricular highlights.
3. Develop leadership skills and an understanding of governmental processes.

Expectations:

1. Attend all regular monthly School Board meetings and Board
2. Academy meetings, except closed sessions.
3. Communicate with the high school principal or Student Council advisor prior to and subsequent to each board meeting.
4. Communicate with the superintendent to request Board consideration of specific student issues.
5. Report back to Tomah High School Student Council following each board meeting.

Limits:

1. Non-voting position.
2. Student representative to the board may participate in board goal setting but may not prioritize goals or vote on goals.
3. Student representative will not attend closed sessions.
4. Student representative will receive a meeting agenda on the
5. Thursday prior to each board meeting.
6. One student representative will be appointed by the THS
7. Student Council Advisor. To qualify as a potential appointee, the student representative must be:
    - of junior or senior status to be eligible to serve,
    - eligible to serve a maximum of two years,
    - in good standing academically and on track for graduation,
    - willing to abide by the school district's Code of Conduct.

ELEVATOR USE

In order to use the elevator, students must bring written permission from a parent or doctor that justifies their need for this special service. Students will receive an elevator pass from the Attendance Office.

WITHDRAWAL FROM SCHOOL

State statutes now require full time attendance until the end of the semester in which the student becomes 18 years of age. In the event a student is to withdraw from Tomah High School during the school year, it is important that the following procedure is followed:

1. A withdrawal card needs to be completed in the high school office.
2. The card is to be signed by the parent if the student is under the age of 18. This acknowledges parental permission for school or transfer program.
3. It is to be noted on the card the reason for the withdrawal.

WORK PERMITS

16 and 17 year-old minors do NOT need a work permit prior to beginning work.

- Work permits will not be issued for minors ages 16 or 17.
- Minors younger than 16 must obtain a work permit prior to beginning work, unless an exception applies.

If you are younger than 16, Wisconsin law states you must have a work permit for each new job. Work permits can be secured online through the Department of Workforce Development (DWD)
https://www.dwd.wisconsin.gov/er/laborstandards/workpermit/

ACADEMICS

ACADEMIC AND CAREER PLANNING

Academic and Career Planning (ACP) is a student driven, adult supported process that successfully engages students in their academic, career and personal development activities, that guide students through their post-secondary goals. Students will create an individualized plan that is aligned with their high school graduation requirements, as well as their personal career goals and individual interests.

PROGRAMS OF STUDY

- Architecture, Construction and Engineering (ACE)
- Agri Science
- Art
- Business and Information Technology
- English
- Exercise and Sport Science
- Health and Medical Careers
- Industrial Technology
- Jobs for America's Graduates (JAG)
- Junior Reserve Officer's Training Corps (JROTC)
- Math
- Medical Careers Academy
- Music
- Project Lead the Way (PLTW)
- Science
- Social Studies
- World Languages

ACADEMIC INTEGRITY

If it appears to a teacher that a student may be involved in an incident of academic misconduct, including but not limited to, using Artificial Intelligence (AI) to create content, cheating on an exam, plagiarizing a paper, copying or printing from another student's computer files, interfering with another student's work, or having someone other than the student complete the assignment -the teacher will address the situation with the student. At this point the student will have the opportunity to respond and explain his or her perspective regarding the situation.

Cheating:

Cheating is the stealing of another individual's work and/or the willful intent of having answers written somewhere to use on tests or quizzes, looking at another individual's sheet to obtain answers in a testing situation, copying of another individual's homework assignment, having someone other than the student complete the assignment to hand in for a grade, or text messaging information or answers to another student. Consequences:

All students involved may receive a zero for that assignment. Teacher will send a letter to parents/guardians. Discipline referral sent to associate principal to be placed into student's discipline file. After 3rd offense in the same course, student will be removed from class with a "WF" (withdraw/failure).

Plagiarism:

Plagiarism is the use of someone else's writing or ideas as your own and is a criminal act. J. C. Hodges and M. E. Whitten, in the 8th edition (1977:p. 372) of the Harbrace College Handbook (Harcourt Brace Jovanovich, Inc.), describe plagiarism in the following manner: If you, the student, fail to acknowledge borrowed material, then you are plagiarizing. Plagiarism is literary theft. When you copy the words of another, be sure to put those words inside quotation marks and to acknowledge the source with a footnote [or, in our case, a citation]. When you paraphrase the words of another, use your own words and your own sentence structure, and be sure to give a footnote [citation] citing the source of the idea. A plagiarist often merely changes a few words or rearranges the words in the source. As you take notes and as you write your paper, be especially careful to avoid plagiarism. Unless you are quoting directly, avoid entirely the sentence patterns of the source.

ACADEMIC INTEGRITY

TYPE 1 PLAGIARISM: Not Using Quotation Marks:

When you use someone else's words, always put them in quotation marks and cite the source within the body of the text as well as in the literature cited section. If you include a quote, you must use the exact words of the author or it is a misquote. Use quotations only when it is absolutely essential for the reader to know exactly what that particular person said word for word.

TYPE 2 PLAGIARISM: Not Citing the Source

All information/ideas that are not part of general knowledge that you obtained from someone else, must be cited (within the sentence containing the information and in the literature cited section) even if you used your own words. This is taken seriously in science (scientists are always skeptical of information).

It is plagiarism to use someone else's sequence of sentences and just change a few words or their position in each sentence. Read your sources of information, synthesize the material in your head, and then write what you know in your own unique way.

TYPE 3 PLAGIARISM: Paraphrasing is too close to source:

–adapted from 2002 Marquette University

Consequences:

- Paper and/or assignment may receive an automatic grade of zero.
- Teacher will send a letter to parents/guardians with copy of essay and original source document.
- Discipline referral sent to associate principal to be placed into student's discipline file.
- After 3rd offense in the same course, student will be removed from class with a "WF" (withdraw/failure).

AP COURSES

Students taking AP (Advanced Placement) courses will be eligible for an AP factor which will be added to the student's GPA. This factor will be .05 added to the GPA for each credit of Advanced Placement coursework in which the student earns a passing grade. (One-half of the factor will be added for a one-half credit AP course.) Please see your guidance counselor for questions related to AP courses.

COURSE OFFERINGS

A complete list of course offerings can be obtained in the current course description booklet from the guidance office or on the Families page.

COUNSELING SERVICES

A full-time Counseling Department is available to assist students in areas school related and in personal, career planning, and educational planning. Listed below are a few of the services available to students in the guidance office:

Counseling: The counseling service is available to all students.

Records: Behavioral and permanent progress school records are maintained for each student.

COUNSELING SERVICES

Testing:

ASVAB: September 16, 2026
PSAT/NMSQT: October 14, 2026 (Testing Window is October 1 to 31, 2026)
Pre-ACT Secure Assessment 9th and 10th grade: March 9, 2026 (Testing window is March 8 to April 16, 2027)
FORWARD Exam (10th grade): Testing window is March 15 to April 23, 2027
ACT plus Writing 11th grade: Testing window is March 9 to 19, 2027
ADVANCED PLACEMENT (AP) TESTS:

Date of Test	AM Test (8 am)	PM Test (12 pm)	PM Test (2 pm)
Monday 5/3/2027	• Human Geography • Physics C: Mechanics	• Biology • Italian Language and Culture	
Tuesday 5/4/2027	• Business with Personal Finance • United States Government and Politics	• European History • Microeconomics	
Wednesday 5/5/2027	• Cybersecurity • English Literature and Composition	• Physics 1: Algebra Based • Physics C: Electricity and Magnetism	
Thursday 5/6/2027	• French Language and Culture • Physics 2: Algebra Based • World History: Modern	• African American Studies • Chemistry	
Friday 5/7/2027	• German Language and Culture • United States History	• Macroeconomics • Networking (2026-27 pilot schools only)	
	The following subjects require work to be submitted through the AP Digital Portfolio by the deadlines listed below: • AP Art and Design: May 7, 2027 (11:59 p.m. ET), is the deadline for students to submit their 3 portfolio components as final. • AP Computer Science Principles: April 30, 2027 (11:59 p.m. ET), is the deadline for students to submit their Create performance task components as final. • AP Seminar and AP Research: April 30, 2027 (11:59 p.m. ET), is the deadline for students to submit performance tasks as final. • New: AP World Languages and Cultures: April 30, 2027 (11:59 p.m. ET), is the deadline for students to submit their Personalized Project Reference (PPR) as final.		
Monday 5/10/2027	• Calculus AB • Calculus BC	• Music Theory • Seminar	
Tuesday 5/11/2027	• Japanese Language and Culture • Precalculus	• Statistics	
Wednesday 5/12/2027	• English Language and Composition	• Art History • Computer Science A	
Thursday 5/13/2027	• Spanish Literature and Culture	• Chinese Language and Culture • Enviornmental Science	
Friday 5/14/2027	• Comparative Government and Politics • Computer Science Principles • Spanish Literature and Culture	• Latin • Psychology	

Late Testing
Late-testing dates are available if students cannot test during the first two weeks of May or want to take exams that are scheduled for the same time. In these cases, AP coordinators should order late-testing exams.

Career Information: Current catalogs are available for post high school vocational and occupational planning.
Post-Secondary Plans: Counseling staff are available to assist students with resources for post high school planning (i.e. 4-year college, 2-year college, military, apprenticeships, employment, etc.)
Financial Aid: Information is available for processing of financial aid forms for high education.
Career Center: WCIS is available for individual career planning and decision-making.
Transcripts: All transcripts are processed electronically through www.parchment.com. Click on the "send transcript" button. Follow the directions listed. All current high school students will receive their transcripts sent electronically free of charge. We will process transcripts as quickly as we can but do expect a turn-a-round time of 2 school business days.

COLLEGE CAMPUS VISITATION POLICY

View Board policy 2271

The on-site visit is probably the most important part of the overall process in selecting a college, university, technical institute, or a military career. It is for this reason that the administration allows each junior and senior up to two days excused absences, at the discretion of the high school administration, for the express purpose of making a visit. It is understood, however that these appointments should be scheduled on non-school days when possible. Parental and office approval are required in advance of the planned visit. It is necessary for the student to pick up official approval in the High School Office and return from the trip with verification of the visit from the school. Failure to do so may result in an unexcused absence.

Direct Admit Wisconsin

Tomah High School is excited to be a participating high school for Direct Admit Wisconsin! Direct Admit Wisconsin offers early and proactive admission to the 10 participating UW universities to high school juniors at participating Wisconsin high schools. The UWs collaborate with participating high schools to review student academic records (high school courses and GPA) at the end of their junior year and make offers of admission to participating UW universities without the need for students to submit a traditional admission application. More information can be found at this link Direct Admit Wisconsin - Universities of Wisconsin.

Students need to attend a participating high school and agree to participate. Participation is facilitated by Tomah High School. The deadline for the Class of 2027 to sign up to participate in Direct Admit Wisconsin is May 1, 2026.
Very soon, via the Parent Portal access within Infinite Campus, parents will receive information and will have the opportunity to make the choice to participate by completing the online form. Please identify within this form if you wish to participate or not. If you have questions, please email thsdirectadmit@tomah.education or reach out directly to your school counselor.

EARLY COLLEGE CREDIT PROGRAM (ECCP)

The ECCP statute allows Wisconsin public and private high school students to take one or more courses at an institution of higher education for high school and/or college credit. Under this section, "institution of higher education" means an institution within the University of Wisconsin System, a tribally controlled college, or a private, nonprofit institution of higher education located in the state.

ECCP application and timeline:

Step 1: Students talk with their high school counselor to see if it's a good fit for them. They will consider how the class aligns with academic plans and whether they meet the pre-requisite for taking a college level class. Ask when, and to whom, the materials must be submitted to at your high school.
Step 2: Student requests information from the institution of higher education where they would like to take classes.
Step 3: Student obtains an ECCP participation form from their high school counselor.
Step 4: Student turns in completed application to the counseling office. (Deadline: February 1 for summer; March 1 for Fall semester; October 1 for Spring semester).
Step 5: High school principal determines amount of high school credit to be awarded and submits application to Board of Education for approval. High school principal sends Board approved applications to counseling office.
Step 6: Student follows the application or registration requirements at the campus or program they would like to take classes with. Make sure to submit any required documentation (i.e. high school transcripts along with any prerequisite documentation (AP scores).
Step 7: Enroll in your class.
Step 8: Student submits transcript and books and/ or materials to the counseling office after successful completion of course.
Step 9: Counseling office sends transcript and application to authorized school personnel that approves reimbursement of funds for student.
Step 10: Completed application and transcript are placed in student cumulative file.

FAILURE TO COMPLETE THE SEMESTER

Tomah High School grants credit at the completion of the semester. A student who withdraws or transfers from Tomah High School prior to the end of the semester without completing all work and final exams for the semester will not be granted credit for the semester. Students who anticipate that they will not be able to complete a semester here should contact the guidance office and principal well in advance to make arrangements to complete all work for the semester.

FINANCIAL AID & SCHOLARSHIPS

Federal Financial Aid includes grants, scholarships, and loans. There are many state, federal, and institutional programs of financial aid with varying and differing requirements. At most institutions, the student does not apply for a particular grant, scholarship, or loan, but rather for financial aid in general. In addition to the financial aid program, several fine local scholarships are available to graduates of Tomah High School. These scholarships are sponsored by local individuals/groups interested in youth of this school district. Interested students may download applications from the THS Scholarships Page after January 1st.

GRADING SCALE

The grading scale has been developed by the Tomah Area School District for high school use. The grading system used for 9th-12th grades reflects the system used by the State of Wisconsin for its testing program: Advanced, Proficient, Basic and Minimal. The high school report card is a standard based report card. This format helps you better understand your child's achievement of essential skills based on the Wisconsin Department of Public Instruction State Standards. These standards specify what students are expected to learn and be able to do at each grade level. For a more detailed explanation, talk with your child's teacher.

A+	99-100	4.00
A	93-98	4.00
A-	90-92	3.67
B+	87-89	3.33
B	83-86	3.00
B-	80-82	2.67
C+	77-79	2.33
C	73-76	2.00
C-	70-72	1.67
D+	67-69	1.33
D	63-66	1.00
D-	60-62	.67
F	0-59	0.00

GRADUATION REQUIREMENTS

4.0	English (Freshman & Sophomore required)
3.0	Social Studies (World History, U.S. I, U.S. II, and Econ/Civic Required)
3.0	Math
3.0	Science (Physical Science required)
1.5	Exercise & Sport Science (Freshman ESS and Sophomore ESS Fitness for Life required)
.5	Health
.5	Financial Literacy (required)
	AP Macro Economics, Personal Financial Literacy or Financial Math will meet this requirement
1.0	Vocational/Fine Arts/World Language
	Any of the following: AgriScience, Art, Business & Information Technology, Family & Consumer Science, Industrial Technology, Music, or World Language
10.0	Additional Credits
26.5	**Total Credits**

The credits necessary to graduate from Tomah Senior High School may not meet minimum requirements for admission to universities or technical colleges. Often a student needs to take additional appropriate coursework to be qualified for the next educational level. Students should check periodically with school counselors or college catalogs regarding specific school admissions requirements.

GRADUATION REQUIREMENTS for College Bound Students

All 4-year University of WI schools require a minimum of 13 core college-prep credits plus 4 "elective" credits (as listed):

4.0	
3.0	
3.0	
3.0	

Western Technical College credits may be earned for successful completion of designated courses in the following departments: Agriculture, Business Education, Computer Science, Family and Consumer Education, and Industrial Technology Education. It is strongly recommended that students take a minimum of 7.0 credits per year and 3.5 credits per semester. The recommended sequence is 7 credits each year. Many students will benefit from 7½ to 8 credits per year. Some classes (i.e. art courses, tech. ed. project courses) may require a fee to cover the cost of materials. The course instructor will notify students of specific amounts.

English Social Studies Math (minimum of Algebra I, Geometry, Algebra II) Natural Science 4 Electives: 2 from above areas or foreign language, 2 from fine arts, computer science, and other academic areas.

HONORS REQUIREMENTS FOR SENIORS

The Laude score determines the level of honors earned by the student for graduation.
Summa cum Laude: 45.00 points and above
Magna cum Laude: 38.00 – 44.99 points
Cum Laude: 20.00 – 37.99 points

HONORS BREAKFAST

Students who have earned student honors are invited, along with their mentor of choice, to a breakfast each Spring, where they are presented with their honors stole for graduation.

INCOMPLETES

Students with incomplete course work at the end of a grading term will receive an "I". Students must arrange with their teacher to make up work within two weeks of the close of the grading period or the grade automatically becomes an "F". Additional time may be allowed if special arrangements are made with the administration.

LAUDE POINT SYSTEM

Tomah High School will recognize the academic achievement levels of seniors through cumulative unweighted grade point averages (CGPA) and through the Laude System. The Laude System acknowledges student achievement through a combination of student CGPA, at the end of seven (7) semesters, and the number of honor class points completed in their high school career. Their CGPA is multiplied by their total honor points to calculate their overall Laude score, which places them into one (1) of the possible Laude distinctions: Summa Cum Laude, Magna Cum Laude, and Cum Laude.

For more information on the Laude System and related classes, please see the THS Course Description Book on the THS Families page.

MID QUARTER PROGRESS REPORTS

Progress reports will no longer be mailed home. Parents are encouraged to use their Infinite Campus Parental Access to not only view their child's progress at the mid-quarter, but also at any time throughout the school year. This change is in efforts to reduce costs while using our online Parental Access for more frequent updates. If parent would like a progress report mailed home, please request this from our Counseling Office and they will be happy to assist.

NATIONAL HONOR SOCIETY

Article I: Name & Purpose:

Section l - The name of this chapter shall be the Tomah High School Chapter of the National Honor Society.
Section 2 -The purpose of this chapter shall be to create an enthusiasm for scholarship, to promote worthy leadership, to stimulate a desire to render service, and to foster a high standard of character in the students of Tomah High School.

Article II: Membership

Section 1 - Membership in this chapter is an honor bestowed upon deserving students by the faculty, and shall be based on the criteria of scholarship, leadership, service, and character.
Section 2 - Eligibility

- Candidates eligible for induction to this chapter must be members of the junior or senior class. Students may not induct after the fall of their senior year.
- To be eligible for selection to membership in this chapter, the candidate must have been in attendance for a period of at least one semester at Tomah High School.
- Candidates eligible for selection to the chapter shall have a minimum cumulative unweighted GPA of 3.5.
- This scholastic level of achievement shall remain fixed and shall be the required minimum level of scholastic achievement for admission to candidacy. All students who rise in scholarship to or above this standard may be admitted to candidacy for selection into the society.
- Upon meeting the grade level, attendance, GPA standard requirements, candidates shall then be considered based upon their service, leadership, and character.

Article III: Selection of Members

Section 1- The selection of members to this chapter shall be by a majority vote of the Faculty Council consisting of five faculty members appointed by the principal and chapter Adviser. The chapter Adviser shall be the sixth,
nonvoting, ex officio member of the Faculty Council.
Section 2 - Prior to selection, the following shall occur:

- Students' academic records shall be reviewed to determine scholastic eligibility.
- Students who are eligible scholastically ("candidates") shall be notified and asked to complete and submit the
- National Honor Society Application for further consideration for selection.
- The faculty of Tomah High School shall be requested to evaluate candidates determined to be scholastically eligible using the official evaluation form outlined according to a predetermined rubric.
- The Faculty Council shall review the application and faculty evaluations in order to determine membership.

Section 3 - The selection of new active members shall be held once a year, following official Tomah Area Schools' distribution of semester grades over the summer; the induction ceremony will occur by the end of October each year.
Section 4 - Candidates become members when inducted at the induction ceremony.
Section 5 - Once selected and inducted, all members are expected to maintain the standards by which they were selected and maintain all obligations of membership.
Section 6 - An active member of the National Honor Society who transfers from this school may be given a letter indicating the status of his or her membership and will be signed by the principal or chapter adviser at his or her request.
Section 7 – A student who is an active member of the National Honor Society who transfers to this school from another will automatically be accepted for membership in this chapter. The Faculty Council shall grant the transferring member one semester to attain the membership requirements and, thereafter, this member must maintain those requirements in order to retain his or her membership.

Article IV: Discipline and Dismissal

Section 1 - Any member who falls below the standards of scholarship, leadership, service, or character may be considered for dismissal from the Tomah High School Chapter of the National Honor Society. A member of the National Honor Society is expected to maintain his or her academic standing and take an active role in leadership and service in his or her school and community.
Section 2 - lf a member's cumulative GPA falls below the standard in effect when he or she was selected (minimum cumulative GPA of 3.50), he or she will be given a written warning and a time period (generally of one semester period) for improvement. If the cumulative GPA remains below standard at the end of the warning period, the student will be subject to further disciplinary action by the Faculty Council, which may include dismissal from the chapter.

NATIONAL HONOR SOCIETY

Article IV: Discipline and Dismissal

Section 3 - lf a member fails to perform any of the published obligations of membership, he or she will be given a written warning and a time period for improvement. If the obligation remains unmet at the end of the warning period, the student will be subject to further disciplinary action by the Faculty Council, which may include dismissal from the chapter.

Section 4 - Violation of the law or school regulations as outlined in the discipline policy of Tomah High School can result in dismissal of a member. These violations include, but are not limited to: DWI; stealing; destruction of property; cheating; truancy; or possession, selling, or being under the influence of drugs or alcohol at school or at school-related activities.

Section 5 - 0ffenders of the school conduct code (such as use of profanity, failure to comply, unexcused absence, excessive tardiness, etc.) will receive written warning notification. A conference may be requested by either party (Faculty Council, student, or parent). If the member is involved in another violation of the school conduct code, the member may be considered for dismissal.

Section 6 - In all cases of pending dismissal:

- The member will receive written notification from the adviser or Faculty Council indicating the reason for possible dismissal.
- The member and adviser will discuss the written notification in a conference. Situations that involve flagrant violations of school rules or the law can warrant disciplinary action without a written warning although a hearing must still be held (see below).
- The member will be given the opportunity to respond to the charge against him or her at a hearing before the Faculty Council prior to the vote on dismissal. The Faculty Council will then vote on whether or not to dismiss member. A majority vote of the Faculty Council is needed to dismiss any member.
- The results of the Faculty Council vote will be reviewed by the principal and then, if confirmed, expressed in a letter sent by the Faculty Council to the student, his or her parents, and the principal. Dismissed members must surrender any membership emblems to the adviser.
- The Faculty Council's decision may be appealed to the principal and afterwards through the school district discipline policy.
- When a student is dismissed or resigns, he or she is no longer a member and may not be reconsidered for membership in the National Honor Society.

7.Section 7 - In lieu of dismissal, the Faculty Council may impose disciplinary sanctions upon a member as deemed appropriate.

Article V: Officers

Section 1 - The officers of the chapter shall be president and vice

Section 2 - Student officers shall be elected selected by the Faculty Council during the same meeting in which they select new inductees. Applicants will fill out the appropriate and provided application form. All returning active members are eligible to run for either position available.

Section 3 - A majority vote from the Faculty Council shall be necessary to elect any officer of this chapter. The following duties should reflect the responsibilities developed for officers in the local chapter:

Section 4 - It shall be the duty of the president to determine meeting agendas; run chapter and executive board meetings; monitor members participation in meetings and activities and intervene as needed; and keep the advisor informed of any and all NHS-related activities, concerns, and ideas.

Section 5 - The vice president shall assist in planning and implementing service projects and activities; solicit ideas for service projects from members; monitor service activities; and report service plans, progress, and outcomes to the chapter advisor.

Section 6- Either the president or the vice president shall take attendance at all meetings; help post and distribute ideas and service needs to the chapter; hold students accountable to attending service events as well as be an example by attending service events themselves; helping to collect documentation hours from chapter members.

Article VI: Meetings

Section l - Meetings of this chapter shall be monthly. Section 2 - All chapter members are expected to attend all regularly scheduled chapter meetings and if they are unable to they must provide an explanation and seek out the agenda to the meeting that they missed.

NATIONAL HONOR SOCIETY

Article VII: Activities
Section l - The chapter shall determine one or more service projects for each semester.
Section 2 - All members shall regularly participate in these projects.
Section 3 - These projects shall have the following characteristics: fulfill a need within the school or community; have the support of the administration and the faculty; be appropriate and educationally defensible; and be well planned, organized, and executed.

Article VIII: Powers
Section 1 - The chapter adviser is given the authority to supervise the administration of chapter activities, as delegated by the school principal.
Section 2 - The principal shall reserve the right to approve all activities and decisions of the chapter.
Section 3 - These bylaws are designed to amplify provisions of the national constitution and cannot contradict any components thereof. The chapter is obligated to adhere to the provisions of the national constitution in all activities it undertakes.

Article IX: Amendments
Section l - These bylaws may be amended by a two-thirds vote of the chapter, provided notice of the proposed amendment has been given to members at least one month prior to the vote. The exceptions are Articles III and IV (selection and discipline), which are developed by the Faculty Council with the approval of the principal.
Section 2 - Bylaws and amendments must be consistent with the constitution of the National Honor Society.

PART TIME PUBLIC SCHOOL OPEN ENROLLMENT

Beginning in the 2018-19 school year, a pupil enrolled in a public school in the high school grades may attend public school in a nonresident school district for the purpose of taking a course offered by the nonresident school district. A pupil may attend no more than two courses at any time in nonresident school districts.

Wis. Stat. 118.52

Please see your counselor for specific information on Part-time Public School Open Enrollment.

PERSONAL FINANCE LITERACY GRADUATION REQUIREMENT

A new State of Wisconsin graduation requirement specifies that all students graduating from high school in 2028 and after are required to complete at least 0.5 credits of personal financial literacy. The course must include the concepts of financial mindset, education and employment, money management, saving and investing, credit and debt and risk management and insurance. Personal Financial Literacy can be taken through the Business, Family and Consumer Science, OR Social Studies departments. The Personal Financial Literacy class will only be given Western Technical College credit and/or Laude points if taken through the Business Department. For more information, please review the course description book or contact your student's counselor.

REPORT CARDS

Parents will be kept informed of their child's progress through report cards and progress reports. Report cards are issued for academics to all students at the end of each quarter. Report cards will be mailed to the address of record to parents/guardians.

SCHEDULE CHANGE POLICY

Once the schedule is set and the staff hired, it becomes extremely difficult to honor course change requests and still maintain the integrity of the master schedule. Students will receive a copy of their course list in the spring and will have the opportunity to make corrections by June of the previous school year.

ALL schedule change requests must be made in writing (forms are available in the counseling office). Parent, teacher, and/or administrative approval for the change may be required. Up until the end of the previous school year, students can submit any course change requests and teacher requests for consideration. Any schedule changes submitted after the end of the previous school year will only be accepted for the following reasons:

1. Course Upgrade: A schedule change request form, applying for a class upgrade, must be submitted by DAY 5 of the semester the course is offered in. Teacher approval must be obtained for the addition of an upgraded class. Upgraded class examples include dropping an elective for an academic course, changing from regular level to advanced level courses, and adding courses, work experience or a youth apprenticeship which align with an identified career pathway. All other course changes need to be submitted by the end of the previous school year.
2. Complete Graduation Requirements.
3. The student is placed incorrectly in a class or lacks prerequisites or teacher recommendation.
4. Course Load Reduction (student does not have a study hall): A student who has an overload schedule (8 classes) may drop a class for a study hall within the first 10 days of the semester with no penalty (i.e. the dropped class will not result in a Withdrawal/ Fail (W/F) grade).
    - After the 10th day of the semester, all dropped courses will receive a grade of W/F for the semester.
    - After the midquarter report of QUARTER 2 or QUARTER 4, all dropped classes will receive a grade of F for the semester.
    - A student who is already enrolled in a study hall and drops a course will receive a grade of W/F for the dropped course.

Not all requested changes will be granted. Changes are not official until processed through the counseling office. The student is required to attend the originally scheduled class and is responsible for the work until s/he receives a new schedule from the counseling office.

Mid-Quarter Dates	
1st Quarter	September 28,2026
2nd Quarter	December 4, 2026
3rd Quarter	February 18, 2027
4th Quarter	April 28, 2027

Last Day of Grading Periods	
1st Quarter Ends:	October 29, 2026
2nd Quarter Ends:	January 15, 2027
3rd Quarter Ends:	March 19, 2027
4th Quarter Ends:	May 28, 2027

SENIOR SCHOLASTIC AWARDS

Each May, we hold a Senior Scholarship Award Night prior to graduation, and present recipients with their scholarship awards. Attendance is not required.

START COLLEGE NOW View Policy 2271.01

Start College Now is a program that allows eligible high school juniors and seniors to take courses during the school year either on Western Technical College's campus, online, or through distance learning. You can even earn credit at both your high school and Western for these courses. Your Western career coach can assist in determining appropriate courses.

Students must be enrolled in high school, have completed 10th grade with good academic standing, meet course prerequisites, have written approval from a parent or guardian, and have an acceptable disciplinary record. Please see your counselor for more details.

TRANSCRIPTS

All transcripts are processed electronically through www. parchment.com. Click on the "send transcript" button. Follow the directions. All current high school students will receive their transcripts sent electronically free of charge. We will process transcripts as quickly as we can but do expect a turn-a-round time of 2 school business days.

WISCONSIN ACADEMIC EXCELLENCE SCHOLARSHIP

Wisconsin's Academic Excellence Scholarship is a State supported program, jointly administered by the Department of Public Instruction (DPI) and the Higher Education Aids Board (HEAB). The program offers scholarship recipients an exemption from specified tuition and fees for post high school education at eligible higher education institutions in Wisconsin.
By February 25th of each school year, the Board of Education will designate the appropriate number of senior(s) from the high school with the highest grade point average in all subjects as scholars eligible to receive an Academic Excellence Scholarship.

Qualifications beginning with the Class of 2021:

The following standards must be met to qualify for the Academic Excellence Scholarships. The student and alternates must:

- be a resident of the United States who is either a U.S. citizen or an alien lawfully admitted for a permanent residence;
- be a Wisconsin resident as defined in 36.27 Wis. Stats.;
- have attended the high school for three (3) consecutive semesters immediately prior to the second semester of
- the year which qualifies him/her for graduation. including participation in a District-recognized foreign exchange
- program for no more than two (2) semesters, and have earned credits to attain senior status;
- be accepted to and planning to attend a Wisconsin University, College, or Technical College;
- be selected based on the Grade Point Average (GPA) on the students official transcript as of the last day of the semester which ended just prior to February 25th.

Students enrolled under full-time public school Open Enrollment Program and the Chapter 220 Program who qualify based on the standards identified above are eligible for the Academic Excellence Scholarship in the school they actually attend.

Selection:

Qualifying recipients will be selected based upon the cumulative grade point average (GPA) on the student's official transcript as of the last day of the semester which ended just prior to February 25th. The designation of scholar will be awarded to the qualifying student(s) with the highest grade point average. The grade point average (GPA) will be non-weighted.

Tie Breaking Procedure:

Academic Excellence Scholarships will be awarded to the qualifying students with the highest cumulative grade point average. If two (2) or more students have identical cumulative grade point averages, the following tie-breaking criteria, in order, will be used to determine the Academic Excellence Scholarship designee(s):

The student with the highest Laude score through seven (7) semesters of high school shall be the scholarship designee.
If the first criterion does not break the tie, the student having earned the greatest number of overall credits through seven (7) semesters of high school shall be the scholarship designee.
If the first two criteria do not break the tie, the student having the highest composite American College Test (ACT) score available at the end of the seventh semester of high school shall be the scholarship designee. It is the student's responsibility to report the score to the high school.

In the unlikely event that the first three (3) criteria do not break the tie, the District will provide an additional scholarship to accommodate the tie. This scholarship will be under the same terms as the Academic Excellence Scholarship and will use new or existing scholarship monies. Except for the limitation on the number of designated scholars, the faculty of the high school shall select the applicable number of seniors for designation as scholars and shall certify, in order of priority, any remaining seniors with the same grade point average as alternates for the scholars or, if there is no remaining senior with the same grade point average, any remaining seniors with the next highest grade point average, but not less than 3.800 or the equivalent, as alternates for the scholars.

WISCONSIN GUARANTEED ADMISSION PROGRAM

Under The Wisconsin Guaranteed Admission Program, students who rank in the top five percent (5%) of their class at the end of 11th grade will be eligible for automatic admission to UW-Madison while students who rank in the top ten percent (10%) of their class at the end of 11th grade will be eligible for automatic admission to the state's other twelve (12) public universities.

The following standards must be met for students to qualify for The Wisconsin Guaranteed Admission Program:

- be a resident of the United States who is either a U.S. citizen or an alien lawfully admitted for permanent residence;
- be a Wisconsin resident as defined in 36.27 Wis. Stats.;
- have attended the high school for three (3) consecutive semesters immediately prior to the second semester of the year which qualifies him/her for graduation. Including participation in a District-recognized foreign exchange program for no more than two (2) semesters, and have earned credits to attain senior status;
- be accepted to and planning to attend a Wisconsin University;
- be selected based on the Grade Point Average (GPA) on the student's official transcript as of the completion of grade 11.

Students enrolled under full-time public school Open Enrollment Program and the Chapter 220 Program who qualify based on the standards identified above are eligible for The Wisconsin Guaranteed Admission Program in the school they actually attend.

For more information on the Wisconsin Guaranteed Admission Program, please reach out to the high school's counseling department.

GUESTS AT DANCES

All guests will need to fill out a Tomah High School dance guest contract. The dance guest contract is for all Tomah High School students who wish to bring a guest who is not a student at Tomah High School. All guests will need to be approved by the high school administration. All guests must be of at least freshmen standing. Guests 20 years of age or older will not be permitted to attend the dance.

In addition, anyone attending the event (both students and guests) with any pending or convicted offenses based on background checks will not be permitted to attend the dance. This includes, but is not limited to, the following:

- Alcohol or drug related offenses
- Disorderly conduct or battery offenses
- Any felonies or misdemeanors

PARKING PERMIT AND PARKING LOT RULES

Permission for a student to bring a vehicle on school property shall be conditioned upon written consent of the search of the vehicle and all containers inside the vehicle by a school administrator with reasonable suspicion to believe the search will produce evidence of a violation of a particular law, a school rule, or a condition that endangers the safety or health of the student driver or others. If an administrator determines a search is necessary, he or she should request consent to search the vehicle and all containers inside the vehicle. If consent is not given, a school administrator may proceed with the search. An administrator may contact the police liaison officer or law enforcement agency for assistance in conducting a search.

1. Permit cost is $20. THERE WILL BE NO REFUNDS. Students must have a valid parking permit from the current year to park on campus in the student lot.
2. The student must have a valid driver's license before being issued a permit.
3. The parking permit can be displayed wither on the rear windshield or front windshield of the vehicle (make sure to locate in a way that it does not impair vision). If the vehicle is a truck or has a topper, the sticker can be placed on the front windshield or on the rear window of the topper. Convertibles should display the parking permit in the front lower section of the windshield (make sure to locate in a way that does not impair vision). Motorcycles do not have to display a parking sticker but must be registered in the high school office and pay the same $20 fee.
4. In accordance with Board Policy 5771, Search and Seizure, vehicles parked in the school lot are subject to search and seizure at any time there is reasonable suspicion or cause. In addition, Board Policy 5515 states: Students who park their vehicles in any school parking lot or on school property are subject to restrictions on what is displayed on or in their vehicles. Distasteful and/or disruptive expression including, but not limited to, bumper stickers and window paintings determined to be inappropriate by the administration must be removed.
5. The parking lot is off limits during class time unless the student signs out and receives a pass from the high school office.
6. Permits are non-transferable. They are valid for the registered student only and cannot be shared with other students.
7. Students must park in the student parking, student in staff or visitor parking will be fined.
8. Parking may be limited to upper classmen is space dictates.
9. Any behavior while driving a vehicle on school property which is potentially hazardous to others or the property of others, may result in suspension of parking privileges.
10. TASD is not responsible for damage done to vehicles on the school grounds.
11. Students parked in student parking without a permit will be fined $20 and issued a parking permit if spaces are still available. If no permits are available, the $20 fine will remain, and the student will be instructed to park off campus. Continuing to park on campus without a valid permit may result in subsequent fines.

ADMINISTRATIVE ACTION

When a student is referred to the THS administrative office for inappropriate behavior or attendance problems, one or more of the following consequences will occur:

1. Conference with student, parent and/or staff member
2. Removal from the specified location, bus, or activity
3. Restitution by payment or services rendered
4. Detention time assigned
5. Out-of-school suspension
6. Referral to school resource officer, law enforcement, or another agency
7. Removal from a class with a failure for the semester recorded. See School Board Policies 5500, 5600, 5600A for removal procedure
8. Removal of the student's privilege to attend or participate in extracurricular activities
9. Recommendation to the Board of Education for expulsion.

BEHAVIOR MATRIX

THS #TASDWolfPack

	CLASSROOM	COMMON SPACES (BATHROOM, HALLWAY, COMMONS)	CAFETERIA	EVENTS (ASSEMBLIES, FIELD TRIPS, PERFORMANCES, SPORTS)
H HONOR LEARNING	• Appropriate use of technology (district and personal). • Actively listening and participating in class.	• Quiet in the halls and respectful to classes in session. • Use the bathroom during breaks or passing time.	• Fuel your body.	• Attend events and cheer positively and appropriately for the participants. • Clean up after yourself and others. • Be respectful of others (including refs, our opponents, and their fans).
O OPTIMIZE TIME	• Use class time, TWT, and study halls to do the work for the classes you are in. • Arrive on time with all materials for class.	• Quick, quiet, and clean. • Use the bathroom for intended purpose and return to class. • No loitering.	• Know the schedule and return to class on time. • Consume food during breakfast and lunch.	
W WORK WITH INTEGRITY	• Complete assignment(s) according to the teacher's expectations. • Turn work in on time.	• Clean up after yourself. • Respect others' personal space.	• Clean up after yourself. • Wait your turn in line.	
L LEAD WITH RESPECT	• Talk when appropriate. • Have a positive attitude towards everyone in the room. • Value your own learning and that of others.	• Encourage others to follow school protocols. • Set a positive and respectful example.	• Use good manners. • Clean up, no matter who makes the mess. • Make eye contact and respond appropriately when spoken to.	

DRESS CODE

View Policy 5511

The Board recognizes that each student's mode of dress, clothing, and grooming is a manifestation of personal style and individual preference. The Board will not interfere with the right of students and their parents to make decisions regarding their appearance, except when their choices interfere with the educational program of the schools.
Accordingly, the Board prohibits student dress, clothing, or grooming practices which:

- present a hazard to the health or safety of the student or to others in the school;
- materially interfere with school activities, or substantially disrupt the educational environment; or
- prevent students from achieving educational objectives because of blocked vision or restricted movement.

The principal or designee shall serve as the initial arbiter of student dress, clothing, and grooming.

Specific High School restrictions include but are not limited to:

- Clothing or accessories that cover your face, see-through clothing, clothing or accessories that expose your private areas, hats, caps, beanies, bandanas, visors, hoods, sunglasses, and other head coverings.
- Students are expected to place such items in their lockers where they should remain until the end of the day.
- Students wearing "hoodie" sweatshirts are not allowed to wear the hood during the school day and will be asked to remove the sweatshirt if they do not comply.
- Students are required to wear shoes or other footwear in school buildings.

Dress, clothing or grooming constitutes expressive speech if the individual wearing or displaying the dress, clothing, or grooming intends to convey a particularized message through the wearing or display and the likelihood was great threat the message would be understood by those who viewed it. This standard shall apply whether the message is conveyed by depiction, words, or a
combination of the two. If the dress, clothing, or grooming does not constitute expressive speech, it can be regulated by school officials.

Expressive speech in the form of dress, clothing, or grooming will be regulated consistent with applicable legal principles.

Expressive speech in the form of dress, clothing, or grooming prohibited if such speech is not protected by the First Amendment of the U.S. Constitution, such as dress, clothing or grooming that constitutes:

- Obscenity;
- Language or depictions intended to incite violence or incite the viewer to an immediate breach of the peace;
- Defamation; or
- A true threat.

Consistent with the legal parameters established under the First Amendment of the U.S. Constitution, school officials can also regulate and prohibit dress, clothing, or grooming containing otherwise expressive speech if the dress, clothing, or grooming:

- Can reasonably be viewed as promoting illegal drug use; or
- Is vulgar, lewd, indecent, or plainly offensive.

Additionally, school officials can regulate dress, clothing or grooming if they can reasonably forecast that it will materially interfere with or substantially disrupt a school activity, such an interference or disruption actually occurs, or if the expression intrudes on the rights of other students. Such prohibited dress, clothing or grooming may include dress, clothing, or grooming that includes the use of, discriminatory language including racial or ethnic slurs, or negative stereotypes, under this standard, the wearing or display of the Confederate flag during the school day and on school property is prohibited.

No protected speech may be prohibited on the basis of disagreement by school officials with the specific point of view expressed if the topic is otherwise permitted by this policy (e.g. permitting depictions of support for one political party but prohibiting depictions of support for the other). The district administration may establish the dress, clothing or grooming requirements for members of the athletic teams, bands, and other school groups when representing the district at a public event or within the context of school-sponsored and controlled curriculum or activities. Where appropriate, a uniform or specific dress, clothing, or grooming requirement shall be used for students when representing the district as described.

Students who violate the foregoing rules will not be admitted to class and may be subject to additional consequences. If the dress, clothing, or grooming cannot be removed or concealed, the student may be sent home after contact is made with the student's parent/guardian.

STUDENT CONDUCT

HALL PASSES

Students should not be in the hallways during class time without a pass from a staff member specifically identifying the destination.

LOCKERS & LOCKER SEARCHES

The lockers at Tomah High School are school property and may be searched by school personnel at any time. Each student is assigned a locker upon entering school. Students are advised to use their own assigned lockers and to not share their locker with other students. Students are advised that they assume responsibility for their locker and for all contents in their locker. Each locker is equipped with a combination lock, which must be used to lock and secure the locker. If a student loses a lock, the student must purchase a new lock for $5.00. If the lock is found, the student will be refunded $5.00. Students are encouraged to keep their locker combinations in strict confidence to maintain locker privacy.

The Tomah School District does not assume responsibility for the loss, damage, or destruction of any property stored in the student lockers. Students bringing large sums of money to school are urged to bring it to the office for safe keeping until it is to be used.

Students will be responsible for any writing or vandalism on his/her locker and will be expected to clean the locker to remove any graffiti. Nothing shall be hung on the locker or displayed on the locker unless authorized by the school administration.

See School Board Policy 5771 for more information regarding school lockers and locker searches.

OPEN CAMPUS

9th grade students will have a closed campus lunch for 1st and 2nd semesters.

10th grade students will have a closed campus lunch for the 1st semester and an open campus for 2nd semester.

11th and 12th grade students will have open campus both semesters.

All students will be able to eat lunch in the cafeteria, the commons area, or in the outdoor patio at the high school during their campus lunch timeframe. Students will not be allowed to eat lunch while sitting in vehicles parked on school grounds.

Students with open campus may lose their privilege of open campus for the following reasons:

1. Fighting during the lunch period on or off school property.
2. Witnessed or reported misuse of a motor vehicle off campus.
3. Any illegal activity.

PROGRESSIVE DISCIPLINE TERMS

Discipline must emphasize justice and fairness. Respect for individual rights and the rights of the group are basic to sound discipline. Effective discipline should not be viewed solely as punishment, but as a process to change unacceptable behavior into acceptable conduct. Just as children need different approaches to reading, they need different approaches to discipline. Being fair means giving each student what he/she needs, not treating everyone the same. Therefore, administrative responses to discipline problems will focus on each child individually and what will work best with that student. However, as might be expected, the more serious the misbehavior, the more severe the consequence. The guidelines for our discipline plan are as follows:

TASD Policy	Vocabulary	Definition	Examples
5517	Disrespect	Rude or dismissive messages to adults or students.	Mocking, taunting, insults directed at others, talking back, lying
5517.01	Bullying	Targeted and repetitive behaviors that cause injury and/or discomfort	Name calling, teasing, and other forms of disrespect
THS Handbook	Disruption	Interruption of class or school activities.	Random noises, blurting out, walking around the classroom w/o permission, playing music loudly/inappropriate music playing out loud
THS Handbook	Refusal	Intentionally not following directions.	Not attempting to complete work, follow directions or expectations. Refusal to go to ALAC Room when directed
5500 5517	Inappropriate Language	Harmful/hurtful language.	Swearing, slang, derogatory terms, sexual innuendos
5500 5516	Horseplay	Non-serious, physical contact that violates school guidelines	Hitting each other on the head, poking at each other, tripping, not keeping hands to themselves, grabbing at each other, shoving, running down the hall
5500 5520	Physical Fighting	Take part in a harmful altercation with the intent to hurt.	Punching, kicking hard, choke holds, hair-pulling
7540	Tech Violation	Use of an electronic device that violates school guidelines.	Messaging or emailing when not supposed to. Visiting inappropriate websites, games when not supposed to be. Watching movies/tv when not supposed to
5136	Cell Phone/ Communication Device	Using and/or having a cellphone or other communication during the school day	Having phone on you during school hours, texting or calling home instead of using office phone, messaging on smart watches
5513	Material/Property Misuse	Deliberate destruction of or damage to school or private property.	Drawing on the building and/or walls, carving into tables, hitting school signs, hitting school clocks, jumping and hitting ceiling tiles, etc.
THS Handbook	Academic Dishonesty/Cheating	Submitting work that is not the student's own work and/or intentionally giving answers to be copied by others.	Cheating on an assignment, using AI, using translator when not supposed to, copying and pasting information from internet, allowing another student to copy your work, giving answers to others

5511	Dress Code Violation	Wearing attire that does not follow school policy or causes a distraction to the learning environment.	Inappropriate language, violent images, hats, hoods, drugs and alcohol images/advertising, weapon images/advertising
THS Handbook	Tardy	Arrival to a scheduled location after the indicated time or bell that signals class has started	Unexcused tardy, intentionally taking too much time to get from point A to point B, late to class after bell rings
5200	Cutting Classes/Skipping	Not attending class or going to an unassigned location during scheduled time	Hanging out in bathrooms, hallways, stairwells, unassigned classrooms, counseling office without permission
THS Handbook	Public Display of Affection	Acts of physical intimacy in view of others	Hugging, kissing, holding hands, cuddling, petting each other's hair, touching knees
5517	Racial Language	Using language that is racially offensive	Racial Slang
5517	Threats/ Intimidation of harm	Any written, verbal, or implied threat that would result in hurting another person	Threatening to beat someone up, threatening to hurt someone, "You better watch it."
5517	Threat of Violence	Any written, verbal, or implied threat that could result in loss of life	Threatening to bring a firearm or knife to school, bomb threat, threatening to end someone's life, using gestures to imply the threat/violence
THS Handbook	Incidents involving Private Body Parts	Touching and/or exposing body part in an unacceptable and inappropriate manner	Pantsing, nut-tapping/grabbing, butt slapping/grabbing, chest grabbing, touching self inappropriately
5530	Tobacco & Alcohol	Use/ possess ion/ s ale/ look - a-like of any tobacco or alcohol product	Vape devices, cigarettes, chewing tobacco, alcohol
5512 5530	Drugs	Use/ possession/ sale/look -a-like of an illegal drug substance	Marijuana vape device, any form of THC, narcotics, unprescribed prescription medications
5772	Weapons	Use/ possession/ sale/ look - a-like of any weapon	Pocket-knife, razor-blades, fire-arm, toy guns, taking an ***Exacto*** knife from a classroom
5500 THS Handbook	Theft	The intentional taking, possessing, or using of someone else's property without permission or legal right, with the purpose of depriving the rightful owner of its use. This can include personal belongings or school property.	Taking something from the locker room, classroom, locker, or cafeteria that does not belong to you or you didn't pay for and you intend to keep.
5136	Pictures/Videos on School Grounds Without Permission	Using technology to record another person without their knowledge or permission	Making Tik Tok, taking pictures in the hallway, recording a teacher or student in the classroom
5136	Pictures/Videos in Locker Room and/or Bathroom	It is a federal offense to use technology to record another person within a locker room or bathroom	Selfies in bathroom or locker room, phones out in bathroom, phones out in locker room
TASD Transportation Discipline Policy	Bus Referral	Failure to follow bus expectations	Moving seats, language, throwing items, hanging out of the bus, high volume, inappropriate use of technology

STUDENT CONDUCT

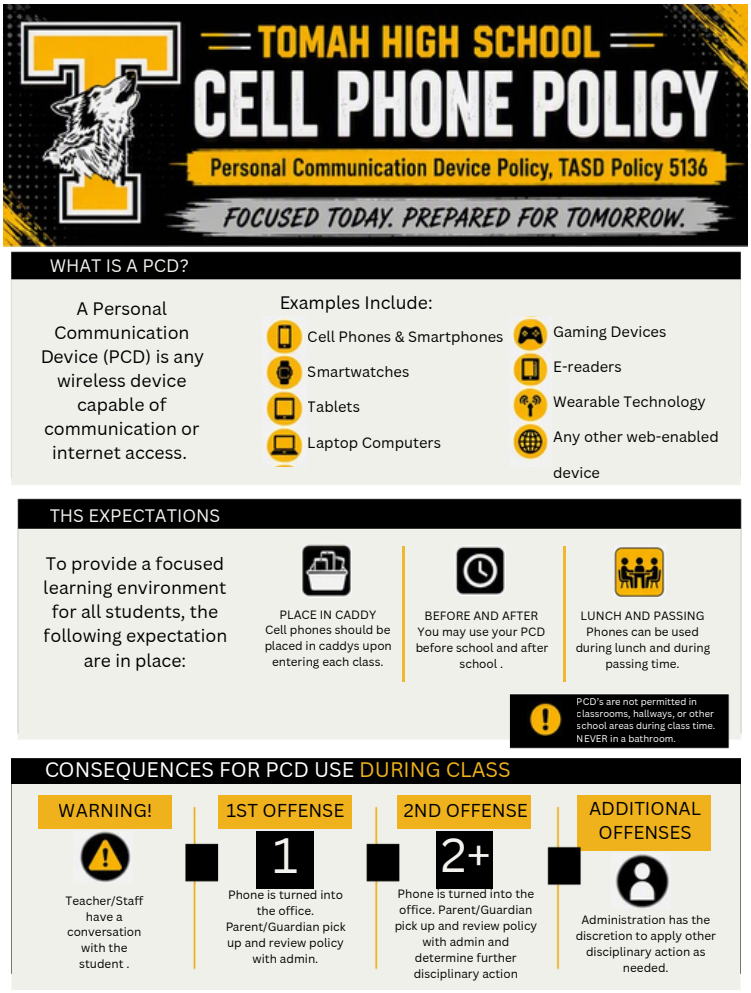
RESPECT AND STUDENT BEHAVIOR

- *Members of the THS Community will be in their classrooms on time,*
- *All members of the THS Community will express themselves using respectful and appropriate language for a school environment,*
- *Students will respect themselves and others by refraining from public displays of affection that are inappropriate for a school environment, and*
- *THS Staff maintains the right to ask students to change clothing that may interrupt instruction, be offensive or show a lack of respect for school culture.*

Students are reminded that different teachers have different classroom expectations. Therefore, it is each student's responsibility to become aware of what each teacher expects in the way of work and behavior and to conform to those expectations and standards. Tomah High School students are expected to behave in a mature, responsible manner in and out of class. See Tomah School Board Policy 5500, 5600, 5600A on Student Code of Conduct and student removal from class for more information pertaining to student expectations and behavior. Students suspended from school will not be permitted on school grounds during the days of suspension nor will they be permitted to participate in extra-curricular activities during their suspensions. Suspended students who appear on school property are subject to further disciplinary procedures to include referral to police department for trespassing.

SCHOOL EXPECTATIONS

1. Students are not allowed to leave school grounds during the day without permission or supervision. Once a student arrives on campus (dropped off by parents, gets off bus), he/she must remain on school grounds.
2. Public Display of Affection (PDA) - The staff at school recognizes that genuine feelings of affection may exist between students; however, students will refrain from inappropriate intimate behaviors (such as, but not limited to, hugging, kissing, holding hands, etc.) on school grounds or at school related events. Repeated or especially inappropriate behavior in this regard may result in disciplinary actions.
3. Skateboards, razor scooters, rollerblades, bikes, and Heely shoes are not to be used on school property.
4. During the school day, students are allowed to carry a clear backpack and their district issued Chromebook case only. Students will no longer be permitted to carry a cinch bag throughout the day. All personal items must fit inside either the Chromebook case or a clear backpack. Otherwise, all book bags, fanny packs, purses and gym bags are to be kept in the student's hallway locker unless other arrangements have been made with administration.
5. Laser devices are not allowed in school per state statute.
6. Gambling of all types is prohibited.
7. Possession and/or use of a Personal Communication Device (i.e. cell phones, tablets, MP3's, E-readers, etc. ...)



STAFF ACADEMIC/ACTIVITY TRIPS (NON-COMPETITION TRIPS):

Students must have all permission forms submitted prior to the field trip. If the forms are missing, they have until noon the day before leaving, to have the forms submitted.

Staff may take one trip per semester for academic courses unless the course requires additional trips.