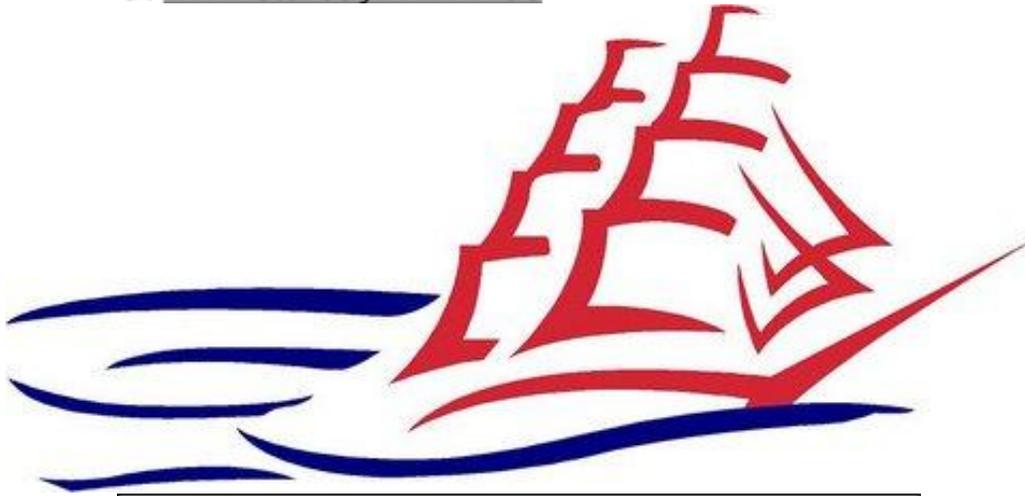


T. J. Walker Middle School

Student Handbook

2020-2021

This handbook is posted on the district website
at www.sturbay.k12.wi.us



T. J. Walker Middle School
PBIS School

Be Respectful!
Be Responsible!
Be Safe!

WELCOME

Welcome, parents and students, to Thomas J. Walker Middle School as we head into a new school year!

The purpose of the handbook is to inform you about expectations, requirements, and responsibilities of students and parents in the middle school. Parents and students are encouraged to use this handbook as a reference guide and to review its contents to become knowledgeable about school policies and procedures.

Each student will also be assigned an assignment notebook, which is designed to help your youngster stay organized by keeping a written record of assignments, due dates, and calendars etc. It can also be used to facilitate communication between home and school, so please page through it often with your child.

Success in school is directly related to your efforts. Students, take time to become involved in co-curricular activities, communicate with your teachers, take pride in your work, and above all, make the most of the educational opportunities we offer. They will benefit you now and throughout the future.

PHILOSOPHY

We, the students and staff of Thomas J. Walker Middle School, believe that school is a place to explore new and exciting things. Here, students have the opportunity to grow physically, emotionally, intellectually, morally, and socially under the guidance of their teachers and all other staff members. T. J. Walker Middle School is a place where every individual is treated with respect, and people are rewarded for trying new experiences.

We want to encourage an atmosphere of a “learning community” in our school. This means that **all of us** must exercise good judgment as we interact with each other. An important aspect of getting along with others is to have the skills and willingness to hold ourselves accountable when disagreements or conflicts arise. We must be responsible to acquire and internalize these skills if these are areas of lesser strengths. They are learned just like other school subjects and lessons in life. We must practice good social skills until they become a natural part of us, and as this happens, we can model and teach these to others. In this manner, a community of mutual respect and tolerance becomes the standard for our day-to-day task of educating everyone in our school.

MISSION STATEMENT

The School District of Sturgeon Bay, in partnership with the student, family, and community, will provide diverse educational opportunities for the development of informed, knowledgeable citizens and successful lifelong learners.

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NON-DISCRIMINATION POLICY

It is the policy of the School District of Sturgeon Bay, pursuant to Wis. Stats. 118.13, and PI 9, that no person, on the basis of age, sex, race, national origin, ancestry, creed, religion pregnancy, marital or parental status, sexual orientation or physical, mental, emotional, or learning disability or handicap, may be denied admission to any school in this district or be denied participation in, be denied the benefits of, or be discriminated against in any curricular, extracurricular, pupil services, recreational, or other programs.

All vocational education programs follow the district's policies of non-discrimination on the basis of the above-mentioned reasons. In addition, arrangements can be made to ensure that the lack of English language skills is not a barrier to admission or participation.

For a copy of the complaint procedure or any question or complaints concerning Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of the above mentioned reasons, contact: Mr. Dan Tjernagel, Superintendent, School District of Sturgeon, Sturgeon Bay, WI 54235, phone 920-746-2801.

Inquiries related to Section 504 of the Rehabilitation Act of 1972, which prohibits discrimination on the basis of handicap, should be directed to: Lindsey Ferry, School District of Sturgeon Bay, Sturgeon Bay, WI 54235, phone 920-746-2804

NOTICE TO PARENTS

As a parent of a student in the Sturgeon Bay School District you have the right to know the professional qualifications of the classroom teachers that instruct your child. Federal law allows you to ask for specific information about your child's classroom teachers and requires that we respond in a timely manner when we are asked for such information. Please check our website for the qualifications of our teaching staff. You have the right to ask the building principal for the following information in regard to your child's teachers:

- Whether the Wisconsin Department of Public Instruction has a licensed or qualified teacher for the grades and subjects he or she teaches.
- Whether the Wisconsin Department of Public Instruction has decided that the teacher can teach in a classroom without being licensed or qualified under state regulations because of special circumstances.
- The teacher's college major; whether the teacher has advanced degrees and the subject of the degrees.
- Whether any teachers' assistants or similar paraprofessionals provide services to your child and, if they do, their qualifications.

Sturgeon Bay Public Schools Board of Education

Teri Hooker (President)
Tina Jennerjohn (Clerk)
Scott Alger

Keith Miller (Vice-President)
Chad Hougaard
Mike Stephani

Amy Stephens (Treasurer)
Beth Chisholm
Jessica Holland

Sturgeon Bay Public Schools Administrators

<i>Dan Tjernagel (746-2801)</i>	<i>District Administrator</i>
<i>Ann Smejkal (746-2818)</i>	<i>Elementary Principal</i>
<i>Brian O'Handley (746-5906)</i>	<i>Elementary Principal</i>
<i>Mark Smullen (746-2803)</i>	<i>Middle School Principal</i>
<i>Robert Nickel (746-2802)</i>	<i>High School Principal</i>
<i>Lindsay Ferry (746-2804)</i>	<i>Director of Pupil Services</i>
<i>Jake Holtz (746-2805)</i>	<i>Business Manager</i>
<i>John Sullivan (746-5814)</i>	<i>Building & Grounds</i>
<i>Jenny Spude (746-3877)</i>	<i>Food Service Director</i>
<i>John Quaderer (818-0785)</i>	<i>Kobussen Bus Supervisor</i>

T. J. Walker Middle School Staff

Beth Alumbaugh (746-3881)..... Special Education Aide
Nan Anschutz (746-5854) Special Education Aide
James Benesh (746-5802)..... Physical Education
Amelia Canilho (746-5745)Spanish Teacher
Gretchen Cihlar (746-3862) Library Media Specialist Aide
Courtney Elm (746-3863)English Language Arts – 7
Megan Erickson (746-2809) Special Education
Elizabeth Gerondale (746-3852)Spanish Teacher
Melissa Haack (746-5739).....English Language Arts – 8
Nora Hanks ELL Aide
Sarah Hansen (746-5755)..... Mathematics – 8
Jennifer Hanson (746-5728) Computer Applications
Scott Hockers(746-5738) Industrial Technology
Theresa Hrubecy (746-3891) Special Education
Stephen Jacobson (746-3868) Social Studies – 6
Kasee Jandrin (746-5769)English Language Arts – 6
Debra Jeanquart (746-5744)Mathematics – 6
Stacy Judas (746-5807)..... Social Studies – 8
Morgan Kiedrowski (746-3875)Counselor
Brianna Lane (746-5854) Special Education
Jennifer Lasee (746-5773) Science – 6 & 7
Lori Mellen (746-2806)..... Secretary
Linda Mirkes (746-5816) Speech & Language
Robert Myers (746-5811) School Psychologist
Emily Orns (746-5735) Family/Consumer Education
Andrew Pagel (746-5766)..... Instrumental Music
Kori Powell (746-2809) Special Education Aide
Matt Propsom (746-5725)..... Science – 6 & 8
Ann Quale (746-5761) Social Studies – 7
Jenny Rabas (746-5735) Social Studies – 7
Jeanne Schopf (746-5924) Secondary Interventionist
Joe Schriener-Schmidt (746-2809) Special Education Aide
Holly Selle (746-3882).....Library Media Specialist
Craig Sigl (746-3897).....Mathematics - 7
Mark Smullen (746-2803) Middle School Principal
Amber Spude (746-5753) Vocal/General Music
Mariah Stahlke (746-5765)..... Art
Terri Stoneman (746-2809)..... Special Education Aide
Jody Wheat (746-3869)..... Health/Physical Education

T. J. Walker Middle School School Calendar 2020-21

This calendar is not updated during the year. Please visit our website for the most current information.

Aug. 25	6 th Grade Orientation 6:30 – 8:00 PM
Aug. 26	Open House 4:30 – 6:30 PM
Sept. 1	First Day of School
Sept. 3	Allied Arts Parent Meeting 6:30 – 7:00 PM
Sept. 3	8 th Grade Parent/Student DC Meeting 7:00 PM
Sept. 9	School Pictures
Sept. 18	Middle School Dance 7:00 – 9:00 PM
Oct. 1	Allied Arts Trip to Milwaukee
Oct. 9	Teacher In-Service/No Classes
Oct. 12	Term 1 Parent Teacher Conferences 4:30-7:00 PM
Oct. 20	Fall Band & Choir Concert 7:00 PM
Oct. 30	Middle School Dance 7:00 – 9:00 PM
Nov. 6	½ Day Teacher In-Service PM/End of 1 st Quarter
Nov. 19	Allied Arts Dress Rehearsal 7:15 AM – 3:30 PM
Nov. 26 & 27	Thanksgiving Break – No Classes
Dec. 1	Senior Citizen Allied Arts Performance & Luncheon 10:30 AM
Dec. 4	Public Allied Arts Performance 7:00 PM
Dec. 5	Public Allied Arts Performance 2:00 PM
Dec. 14	MS/HS Choir Concert 7:00 PM
Dec. 15	Winter Band Concert 7:00 PM
Dec. 23	Last Day of School before Winter Vacation
Jan. 4	Classes Resume
Jan. 8	Middle School Dance 7:00 – 9:00 PM
Jan. 15	½ Day Teacher In-Service PM/End of 2 nd Quarter
Jan. 30	Ski Brule Trip
Feb. 13	7 th & 8 th Grade Band & Choir Solo/Ensemble Festival at Southern Door
Feb. 18-19	6 th Grade Science Field Trip to CWES
Feb. 19	Teacher In-Service/No Classes
Feb. 27	POPS Concert 4:00 PM
Mar. 1	Term 3 Parent Teacher Conferences 4:30-7:00 PM
Mar. 22 – 26	Spring Fever Week
Mar. 19	½ Day Teacher In-Service PM/End of 3 rd Quarter
Mar. 29 – Apr. 2	Spring Break – No Classes
April 30	MS Choir Concert 7:00 PM
May 9 – 14	8 th Grade Washington DC Trip
May 18	Spring Band Concert 7:00 PM
May 20	6 th Grade Band & Choir Solo/Ensemble 3:45 PM
May 28	Teacher In-Service/No Classes
May 31	Memorial Day – No Classes
May 27	All School Track Meet
June 1	8 th Grade Band Trip – Wisconsin Dells
June 4	8 th Grade Awards Ceremony 10:00 AM
June 4	½ Day (11:56 release) (Last Day of School)

GENERAL INFORMATION

Middle School Office: Office hours are between 7:30 a.m. and 4:00 p.m. Parents may call the middle school office at 746-2810 before and after our office hours to leave a voicemail message.

Phone System: Your phone calls are extremely important to us. Due to the limitations of having only one secretary in the middle school office you may want to avoid delays by dialing the staff member's room/office directly. All classrooms may be dialed directly. Please see the staff directory on page 6 for a list of extension numbers.

Parent Online Resources: Parents have electronic access to their child's grades and homework assignments by visiting our school's homepage on the district's website at www.sturbay.k12.wi.us. By visiting your child's PowerSchool Learning account you will have access to homework assignments for all his/her classes. The *Powerschool Access* link will give you the ability to check your child's grades. In addition, online textbooks and other resources are available to use. Please make a point to utilize these web-based resources to keep abreast of your child's academic performance.

Parent Newsletter: Generally, about once per month our parent newsletter, *The Link*, will be published and mailed to parents. This newsletter has important information about our school. Please watch for, and review it.

School Food Service: An appropriate lunchroom climate is one in which all students can relax, converse and enjoy their meal. Students will be granted enough space and time to eat at a healthy pace. Students will have access to handwashing just before meal service. Ample staff will be present in the lunchroom to assure TJ Walker values are reinforced.

Our food service programs are regulated by the USDA, administered locally by the State of Wisconsin – Department of Public Instruction administered and inspected by area health inspectors certain rules and regulations are adhered to.

School Lunch: Hot lunch is served at designated times between 12:30 p.m. and 1:08 p.m. in the Middle School Commons. Cold lunches brought from home will also be eaten in the Middle School Commons at that time. Middle School student meal prices are \$3.00 for lunch or salad and \$1.60 for a second entrée.

Purchases can be made through an electronic payment system in which families deposit money into. Items such as a hot lunch, salad, milk, additional side items or entrees can be made via the lunch room software program in the lunchroom. Cash is not accepted in the lunch room but payments can be made through the middle school office or online (information for setting up online payment accounts can be found online – a family specific keycode is required and can be requested through the food service program. Contact Jenny Spude for this code if you don't have it from school registration or if it has expired – jspude@sturbay.k12.wi.us. Please refer to the lunch program letter issued at time of registration for more details regarding our school lunch and breakfast programs.

Free and reduced school meal applications can be filled out at any time during the school year. On application approval date is when free or reduced meal benefits begin. We encourage all families who MIGHT qualify for free and reduced meal benefits to apply because a number of our grants are based on the number of students on free or reduced lunch. Students eligible for free or reduced meal benefits also receive free breakfast.

Students cannot individually, or as a student group, order carry-in food from restaurants unless this activity is sponsored and supervised by a staff member or parent and with prior approval of the principal. Soda and candy will not be sold during the school day and students should not bring these items in their sack lunch.

School Breakfast: Students have the opportunity to eat breakfast from 7:50 – 8:02 a.m. Like with school lunch, they will also use their electronic food service account to purchase a breakfast for \$1.75 or individual ala carte items if authorized by their parents

Daily Schedule: Students should plan to arrive at school no earlier than 7:30 a.m. Our school hallways will not be open to students prior to 7:50 a.m. unless arrangements have been made with a staff member; however the gym will be open from 7:30 – 7:50 a.m. School is not responsible for the supervision of your child prior to that time. Below is the daily bell schedule of classes. Our day is divided into three main academic blocks (1, 2, & 3) which in turn are broken into (A, B, C).

Daily Bell Schedule	
Breakfast	7:50 – 8:02
1A	8:05 – 8:47
1B	8:49 – 9:31
1C	9:33 – 10:15
2A	10:20 – 11:02
2B	11:04 – 11:46
2C	11:48 – 12:26
Lunch	12:26 – 1:10
3A	1:13 – 1:56
3B	1:58 – 2:40
3C	2:42 – 3:24

Students may not loiter in and around the building after school is dismissed unless students are under the direct supervision of a staff member.

Closed Campus: We have a closed campus at the middle school. Students must remain at school during lunch unless their parent or guardian has submitted a written request to the principal for the student to go home only for lunch. Under no circumstances may students go to one another’s homes or elsewhere during the lunch period. Permission may be revoked if tardiness or other school related problems occur.

Delivery/Picking-up Students: Bus loading and unloading of students (both before and after school) is done in front of the high school. This driveway off of Michigan St. is off limits to cars during bus loading and unloading times.

Parents bringing students to school or picking them up at the end of the day may use the middle school driveway on 14th Avenue. The driveway is one way and lined for two lane traffic. Drivers enter from 14th Avenue and pull up to the staff member who will be directing drivers to stop. Students exit the vehicle to their right and walk on the sidewalk to their assigned entrance. On rainy and extremely cold days, students will enter through the front doors and go into the gym. Parents are not to be in the driveway until the school day ends and students have exited the building. You are encouraged to park along 14th Avenue and wait until dismissal or park in the assigned parking areas. Please see the T.J. Walker parking map on page 24 for more visual details.

Emergency Closings: If it becomes necessary to close school due to inclement weather or other hazardous conditions, the superintendent will communicate the information on the school district Facebook page. Once this has occurred, a School Messenger message will be recorded and sent out. After the School Messenger call is made, notification will be given over the local TV and radio stations.

Lost and Found Property: Students who find items that don’t belong to them should bring the item(s) to the office immediately. Students who have lost an item should check with the school office. Students are urged to not bring valuables and large sums of money to school. If for some reason it is necessary for you to do so, the office will keep valuables for you and return them upon request.

Locker – Locker Searches: Each student will be assigned a corridor locker for school use. It is each student’s responsibility to close and lock his/her locker and to keep it neat and clean. Locker combinations should never be shared with other students. The school will accept no responsibility for lost articles. Trading lockers is not

permitted. Proper care of school lockers is expected. No stickers, taping, or writing on lockers is permitted. Kicking or hitting lockers will not be tolerated. Coats and backpacks must be stored in your locker. The school reserves the right to inspect student lockers, which includes canine searches for drugs or other prohibited items, at any time as per Board Policy.

Bicycles: Bicycles may be brought to school. Upon arrival at school, bicycles must be parked in the racks and must not be ridden on school grounds. Bicycles are private property. Vandalism, unauthorized use, and theft will be referred to law enforcement. The school is not responsible for bicycles brought to school.

Medications: The office must dispense all medicines, including over-the-counter medication, when specific instructions and written permission have been received from parents and doctor. A medication authorization form must be on file in the office.

Prescription drugs must be delivered to school by the parent in the most current original container. Tylenol will be dispensed if written parental permission is on file.

Inhalers: Under State Statute, asthmatic pupils may possess and use inhalers providing the following conditions are in place:

(1) While in school, at a school-sponsored activity or under the supervision of a school authority, an asthmatic pupil may possess and use a metered dose inhaler or dry powder inhaler if all of the following are true:

(a) The pupil uses the inhaler before exercise to prevent the onset of asthmatic symptoms or uses the inhaler to alleviate asthmatic symptoms.

(b) The pupil has the written approval of his/her physician and, if the pupil is a minor, the written approval of his/her parent or guardian.

(c) The pupil has provided the school principal with a copy of the approval or approvals under par. (b).

(2) No school district, school board or school district employee is civilly liable for damage to a pupil caused by a school district employee who prohibits a pupil from using an inhaler because of the employee's good faith belief that the requirements of sub.(1) had not been satisfied or who allows a pupil to use an inhaler because of the employee's good faith belief that the requirements of sub.(1) had been satisfied.

School Visitors: All visitors, including parents and volunteers who visit the middle school must first stop in the office to register and be issued a visitor pass. All visitors must also sign out of the office and return their pass prior to leaving the school. We look forward to your visits.

Emergencies/Injuries/Illness: A limited supply of first aid equipment is available in the office for minor cuts, slivers, etc. All injuries should be reported to the middle school office as soon after an accident as possible so first aid and/or corrective action can be taken.

Any student who becomes ill during school hours should report to the office. Permission to leave school will be granted after parents or guardians have been alerted and a means of getting home has been arranged.

In the event of any emergency, we will make a reasonable attempt to contact the parent or guardian. School personnel will assist the parent in making necessary arrangements. If a parent cannot be notified and the situation demands immediate action, the principal or other designated personnel will take the most appropriate means for handling the situation. This may include the use of an ambulance and the hospital emergency room.

Parents are reminded to notify the middle school office if changes to the emergency contact information, given at registration in August, changes during the school year.

If for some reason a student is to be treated differently than discussed above, (i.e. unusual physical problems, religious beliefs, etc.) the office must be notified in writing.

Insurance: No general accident insurance is carried for students by the school district. Routine accidents, wherein there is no liability on the part of the school, are the responsibility of the parents. A low-cost insurance policy (on

an individual basis) is available for any student to purchase at any time during the school year. Participation is optional, but should be considered by all families who do not have insurance coverage. This insurance covers accidents in school as well as in sports (except football).

Academic Program: Each student's academic program is made up of both required and elective courses. These classes are chosen by the student with parent approval. We attempt to schedule students into electives they have chosen; however, we reserve the right to assign students into classes as determined by enrollment needs and course availability.

Report Cards: The school year is divided into four grading periods. Two nine-week periods constitute a semester. Grades are assigned and report cards issued at the end of each nine weeks. The semester grade becomes part of your permanent academic record. Approximately one week after the end of each grading period, report cards **will be** emailed to the guardian email address on file, or if no email address is on file, will be mailed home.

Honor Roll: The school maintains "A" (3.5 GPA) and "B" (3.0 GPA) honor rolls each semester as a means of encouraging and recognizing high scholastic achievement in all grades. To be eligible for honor roll status, students must not have any grades of "D" or "F" during the grading period.

Physical Education: Physical Education is required for all students by Wisconsin Law and Sturgeon Bay School Board Policy. A current medical excuse from a physician must be on file in the office before any student will be released from the physical education requirement. Single day excuses for not participating in physical education due to a temporary situation may be granted by the principal if the student has a written request from the parent or guardian. The excuse granted means that the student need not participate in activities for that day; however, he or she must attend the class. Participation in class activities is reflected in the student's grade.

Sturgeon Bay physical education uniforms will be required of all students. They may be purchased for a nominal fee in the school office. In addition, students need gym shoes (tennis, jogging, etc.), hair ties (girls) and sweat tops and/or bottoms when the weather is colder. Names should be written on personal property to help prevent loss of items. Students may be required to shower after participation.

Special Services: Guidance and counseling services are available to assist students, parents, and teachers with problems or concerns, interpret test, and assist with scheduling. Any parent or student should feel free to discuss problems and seek advice from the guidance staff.

The Sturgeon Bay Schools will provide a free and appropriate education for all students evidencing special educational needs according to Wisconsin State Statutes and Federal Laws. Children with (special educational needs) will be educated to the maximum extent possible with regular education students in the least restrictive environment. Inquiries regarding these services should be to the Director of Pupil Services at 746-2804 or the guidance counselor.

Additional specialists who are available to assist parents, students, and teachers are: a school psychologist, a speech-language therapist, a school social worker, a reading specialist and a gifted/talented resource teacher.

Library: The Library is designed for study, research, exploring new materials, and for recreational reading. In this area you will find a variety of materials including newspapers, magazines, fiction and nonfiction books, reference books, online databases, and literally hundreds of materials which can be viewed or listened to for a classroom assignment or for your own personal interest. Individuals or small groups may quietly work on projects or view materials with permission from the staff. No computer games or MP3 players are allowed in the library unless they are part of an assigned class project.

Students may check out up to five items at one time and use the materials for three weeks. Overdue books and fines must be cleared for a student to retain the privilege of using our library.

Computer Access: Middle school students use computers for accessing and exploring information on the Internet. In the interest of maintaining computer ethics, all students using the Internet for any purpose while at school must have a signed copy of the internet user policy on file. No personal email accounts may be accessed by students on school equipment. Computer games may only be played with teacher permission. Intentional misuse of computers or technology will jeopardize student access to such equipment and may be cause for disciplinary action.

Fire Drills/Disaster Alerts: Wisconsin Law requires that all schools hold periodic drills to prepare for fire or disaster. Instructions for procedures will be provided by all classroom teachers and be posted in each room. Students should be aware that in the event of an actual fire or disaster, prescribed procedures might have to be altered. It is the joint responsibility of administration, staff, and students to be aware of emergency procedures in each classroom in the building. The best rule to use is common sense. Treat every drill as reality and move quickly and quietly to vacate the building by the most expedient route, or go to the designated area in the event of a disaster alert. Each school in our district also has a security plan for responding to high-risk/dangerous situations should one occur.

Evacuation Procedure: Each school in our district has a plan in place to evacuate to another building if need be. In these incidences, initial notification to parents will be made over the radio if there is no plan to return to the school. Students will only be released to individuals listed on their emergency contacts and they must have proof of identification.

School Socials: The middle school schedules a number of social activities each year. These socials may include dances, class competitions, parties or club activities.

- Good behavior is expected.
- Activities generally end no later than 9:00 p.m.
- Once arriving at a dance, students must remain unless approval is given from parent/guardian.
- Transportation home from dances and other events should be prearranged and done in a timely manner.
- School dress code applies with the exception of: hats, skirts that are at least mid-thigh length, and yoga pants.
- Chaperones and staff are always assigned to each activity. Parents/guardians are invited to visit or chaperone.
- Information on activities will be included in the parent newsletter when possible.
- Students who bring guests from another school must complete a guest form found in the office and will assume responsibility for their guest. Students who are in frequent violation of middle school policies and conduct expectations may also be withheld from such privileges as deemed necessary by the principal.

Personal Celebrations: Personal celebrations of any kind (i.e. birthdays, holidays, etc.) at school are disallowed by school district policy. This means that parents should not deliver, or have delivered, flowers, candy, balloons, or anything else to students at school. Please confine your recognition of student birthdays and holidays to non-school times and places.

Directory Data Distribution: The laws of Wisconsin have changed to now allow school districts to release "Directory Data" of pupils. "Directory Data" means those pupil records which include the pupil's name, address, telephone listing, date and place of birth, participation in officially recognized activities and sports, dates of attendance, photographs, awards received, and the name of the school most recently previously attended by the pupil.

The local Board of Education has a policy which does not allow this information to be given to commercial vendors and this policy will not change at this time. The new law does provide that any parent, legal guardian or guardian ad litem of any pupil may request that all or part of the directory data not be released without prior consent. It is the parent or guardian's responsibility to inform the school immediately if they do not want the directory data released for any reason. Contact the school principal if you have any questions.

REQUIREMENTS AND EXPECTATIONS

Attendance Regulations: The laws of Sturgeon Bay, Door County, and Wisconsin require that all students must be in attendance during the days and hours that school is in session. Students are expected to attend every class and study period in which they are enrolled unless they have an acceptable excuse.

Presently, the only acceptable excuses for absences are:

- a. Illness or medical.
- b. Medical appointments.
- c. Death or illness in family.
- d. School field trips.
- e. Vacations or family functions.
- f. Emergencies.

All other absences are unexcused or subject to administrative discretion. State law allows parents to excuse their child for ten days for the above reasons (a-f) without having medical verification. Parents of students exceeding the ten excused absences without medical excuse will be required to obtain a medical excuse for future absences or the absences will be considered unexcused. Parents are encouraged to turn in all medical excuses to our office when their child visits the doctor because excused medical absences do not count toward the allowed ten days.

Absence Procedures: When a student is absent from school for any reason, it is necessary for the parent to telephone the school's attendance line by 9:00 a.m. on that day. This attendance line can be used 24 hours a day. Written notes from home are not acceptable. When the school is not notified of an absence, we consider it unexcused. The parent will then be notified regarding the absence.

A student must be in school by lunch (12:26 p.m.) if they want to attend or participate in after school activities that day, except in cases of family emergencies, excused preplanned absences, or a written medical release. Extended absences of more than three days due to illness will require a doctor's excuse.

**** Students must report to the office when arriving or leaving school during the school day ****

Planned Absences: Planned absences due to family travel or other circumstances must be approved in advance if the absence is for more than one school day. Parents can initiate the approval process by calling the office at least two days prior to the absence. A planned absence form must be picked up in the middle school office by the student. This form is to be signed by the student's parent or guardian, and each of the student's teachers and returned to the office for administrative approval.

Medical Appointments: Pupils who must leave school for medical or dental appointments must bring a statement from home or an appointment slip from the doctor or dentist before they will be released from school. ***Dentist and doctor appointments should be scheduled after school or during study periods whenever possible.*** Students must bring back a slip from the doctor or dentist to verify they attended the appointment to receive a medical excuse. No student may leave school without parent consent and securing permission from the principal or school secretary (blue permit form signed by an authorized person). Students must show the blue slip to their teacher in order to be released. Students must always sign out in the office before leaving school and sign in upon returning.

Excessive Absenteeism: There is a direct relationship between a student's attendance rate and his/her academic success. Under ordinary circumstances, students should not be excused from school unless it is absolutely necessary. We realize that illnesses and family concerns will arise occasionally, and we are always willing to discuss these if they become an attendance concern. The primary responsibility for control of school attendance rests with the parent/guardian.

If a student's rate of absenteeism becomes excessive, more than five (5) absences in a semester, a parent conference will be arranged to discuss interventions. A student may be referred to juvenile authorities for truancy and/or a parent issued a citation for contributing to his/her truancy.

Tardiness: Students are expected to be on time for all classes including homeroom. Teachers will mark students tardy. All tardiness will be treated as unexcused unless the reason is accepted by the principal. Students who are tardy to class because of being detained by a faculty member are to get a pass from that faculty member to go to their next class. If excessive tardiness occurs, more than three (3) tardies per quarter, the student will be assigned a detention.

Dress and Grooming: Sturgeon Bay students are expected to come to school looking clean, neat, and dressed in a manner, which is accepted as being in good taste. The Sturgeon Bay Board of Education has adopted a dress code, which is designed to recognize modern trends in teenage dress. It is also designed to exercise control over outlandish dress and grooming which may be distracting. **Pupils who are in violation of this dress code will be asked to change into appropriate clothing. Additional consequences will be considered for repeat offenders.**

No clothing worn to school, including oversized trousers (“baggies”) should present a safety hazard or be worn in such a manner that undergarments are visible. All trousers must be worn at waist level, regardless of the length of any shirt worn to cover the waist. All shirts or blouses must cover the midriff, have sleeves, and expose no cleavage. Pajamas are not considered appropriate for school.

Shorts or skirts may be worn to school. They must be of appropriate style and length shorts - mid thigh (extend past fingers when arms at one’s side) and skirts – just above the knee. Skorts will be considered a skirt. Leggings that are visible may be worn under shorts or skirts if they do not meet the length allowed. Students who wear shorts or skirts **will not** be excused from going outside for class activities or recess on colder days.

Apparel that depicts or advertises alcohol, tobacco or drugs, and/or has slogans with vulgar, violent or sexually suggestive themes, or may signify gang affiliation is not acceptable in our school. Caps, hats of any kind, or bandannas are not to be worn in school.

Public Displays of Affection: Public displays of affection, such as excessive hugging, kissing, and touching inappropriate places on the body, is not allowed in our school environment. Students failing to comply will be subject to disciplinary action.

Promotion and Retention of Students: Teachers will not fail students if they are applying themselves to achieve their best. In general terms, this means completing assignments to the best of their ability, submitting all work on a timely basis, and demonstrating a reasonable degree of learning on exams and tests.

A parent/student conference will be arranged with the grade level teacher team for any student endanger of being retained. During the conference our retention policy will be reviewed and intervention plans developed. Summer school and after school study sessions may be required as a result of this conference.

Homework: One of the major factors accounting for academic failures at any level is not doing assignments. In addition to not getting credit for homework, poor test scores usually accompany the problem, contributing to failing grades. Homework Policies will be communicated in writing by each teacher/teacher team. The policies will address what is considered late work and deductions for late work.

In Case of Absence: Assignments due on the day of a single absence are due upon return. Teachers may require long-term assignments (assigned for a week or more) be due on a specified date regardless of attendance. In such cases, students will need to have someone bring in the assignment for them if they are absent. The teacher will communicate this expectation in writing when the project is assigned. Assignments given on the day of a single absence will be due on the second day of return. Individual teachers may grant extensions at their discretion. Students who are absent for consecutive days are responsible for meeting with each teacher on the day of their return to determine due dates for assignments missed. Assignments not meeting these expectations are considered late and are subject to that teacher’s late policy.

Study Table: Students may be required to attend a grade level study table after school if they are failing at the Progress Report period. Students will only be required to attend to the quarter’s end. Students are also responsible

for contacting their parents if they need to attend study table. Repeated failure to attend study table may result in a Saturday detention or an In School Suspension. Parents are responsible for making transportation arrangements and calling to excuse their child from study table.

Pass to Play: T. J. Walker Students must be passing all their classes on a weekly basis in order to participate in or observe any extra-curricular activities taking place at school (i.e. dances, athletic events, intramurals, class trips, and in-school recreational activities/assemblies). Utilizing our electronic grading system, weekly lists will be generated of students who are ineligible for these activities due to failing grades. Once a student regains his/her passing status, s/he will be allowed to participate.

Items Prohibited In School: Fidget spinners, fidget toys, Rubik cubes, dice, roller blades, wheelies, lighters, aerosol cans, laser pointers, fireworks, handheld games/videos, and other items considered a distraction to the learning environment are not allowed at school. Skateboards may be ridden to school but not on school grounds and must be kept in the office. Students are not permitted to have open containers in the hallway and this includes soda, coffee and drinks brought from home. Drugs, alcohol, weapons, and drug paraphernalia, (including all articles resembling such items, etc.), are cause for suspension and/or referral to police. State law prohibits digital cameras in locker rooms. Prohibited items such as these listed above will be confiscated.

Phones and Other Electronic Devices: TJW Middle School and Sturgeon Bay School District are not responsible for theft or vandalism of cell phones or other electronic devices brought to school. Students may not use phones or any electronic device during class time without explicit teacher permission. Students may not disrupt the teaching and learning of any student or leave class to respond to phones or electronic devices. When phones and electronic devices are used inappropriately or without explicit teacher permission, students violate district policy and are subject to disciplinary sanctions, including confiscation of the phone and/or device.

1st Offense – Warning

2nd Offense–Parent pick up.

3+ Offenses–Pay \$5 fine or serve an after school detention to get the item back.

*Failure to turn over the device may lead to a Saturday detention.

Devices that meet future BYOD (bring your own device) standards may only be utilized for educational purposes (ie. Kindles). Exceptions may be made for specific class projects with teacher permission.

Tobacco-Free Environment: State law declares the premises of all public schools be tobacco-free. Literally, that means no possession, smoking or chewing of any tobacco product on the school grounds, in school buildings, or at any school activities by anyone of any age. This includes the use of e-cigarettes.

Racial and Sexual Harassment: Our school has a policy of zero tolerance in regards to any actions which disrupt the learning environment or threatens others. This includes, but is not limited to, racial or sexual harassment in any form. Racial slurs or implications, sexually suggestive comments, actions, or gestures toward others are in violation of school policy and the law. Consequently, behavior of this type will not be tolerated and complaints will be vigorously investigated. Please exercise good judgment and decision-making in this area.

Field Trip/Group Activities: Periodically throughout the year various classes and/or grade levels will take field trips away from the school grounds. For those activities, parental permission slips must be signed and on file in the office prior to the student being released from school. In order for students to be eligible for any of these field trips or special activities, students must be in acceptable academic and conduct status. Students are reminded that during field trips they are participating in a school activity and all school rules apply. Students are expected to be on their best behavior on trips since they are representing our school.

End of Year Checkout: Students who do not return all school property (library books, athletic equipment, padlocks, textbooks, etc.) will be notified and it is their responsibility to inform their parents or guardians. Students who return materials that show excessive wear or abuse beyond reason may also be assessed the prorated or full cost of the item(s).

School Property: You, as a student, share the responsibility for our school remaining a clean, pleasant place to work. Materials and equipment are available for your careful and reasonable use. All textbooks should be covered with a suitable covering. Please take pride in your school!

Bus Transportation: All students can behave appropriately and safely while riding on a school bus. Any student behavior, which impairs a driver's ability to do his/her job or prevents other students from having safe transportation, will not be tolerated. General school behavioral expectations apply on the bus and at the bus stop. Additional expectations include:

1. Follow directives given by the driver.
2. Sit facing forward.
3. Stand to exit only after the bus stops.
4. Speak in a normal voice & use appropriate words.
5. No eating or drinking.
6. Do not throw objects within or out of the bus.

Consequences for not meeting these expectations will be determined by Kobussen Bus based on the frequency, severity, and age of the student. Standard school consequences may apply including suspension from riding the bus and/or police or community agency referral.

Bullying: The Sturgeon Bay School District strives to provide a safe, secure, and respectful learning environment for all students in school buildings, on school grounds, in school buses, and at school-sponsored activities. Bullying has a harmful social, physical, psychological, and academic impact on bullies, victims, and bystanders. Therefore, bullying behavior is prohibited at T. J. Walker and during all activities under school supervision.

By definition, bullying is deliberate or intentional behavior using words or actions intended to cause fear, intimidation, or harm. Bullying behavior can be:

- Physical (e.g., assault, hitting or punching, kicking, theft, or threatening behavior)
- Verbal (e.g., threatening or intimidating language, teasing or name-calling, or racist remarks)
- Indirect (e.g., spreading cruel rumors, intimidation through gestures, social exclusion, or sending insulting messages or pictures by mobile phone or using the Internet).

Any student or other concerned individual who is either a victim of the bullying or is aware of the bullying is encouraged to report the conduct to the principal or guidance counselor. Reports of bullying may be made verbally or in writing and may be made confidentially. All such reports, whether verbal or in writing, will be taken seriously, and a clear account of the incident will be documented. A written record of the report, including all pertinent details, will be made by the recipient of the report.

There shall be no retaliation against individuals making such reports. Individuals engaging in retaliatory behavior will be subject to disciplinary action. The principal and/or school counselor will address each reported case of bullying on an individual basis taking into account the social and emotional maturity of the students along with previous interventions regarding bullying behavior. Consequences may occur as stated in the next section titled "Discipline".

Positive Behavior Intervention Systems: TJ Walker Middle School implements school wide expectations and teaches positive behaviors throughout the year. Staff and students are taught the expectations through modeling, and lessons throughout the year reinforce these expectations. Our core expectations – respect School, Self and Others and motto – Clipper Proud.

Our students earn Clipper Bucks, paper money with a picture of a school mascot, as a reward for positive behavior, like helping a student with a math problem, holding a door for others and displaying kindness to others. All students can earn Clipper Bucks by Respecting Others and the School. Teachers and other staff members hand out one, two and five dollar bills when they see students go above and beyond. When students earn enough money they can visit the school store and buy anything from school supplies, healthy snacks and apparel. Many of the items are donated by parents or local businesses. Each quarter, staff hold grade hold auctions or raffles where students can purchase

items. Auction items are purchased by the school and allow students to spend Clipper Bucks on much larger ticket items. The items change throughout the year.

Students having difficulty following school expectations are assigned a social skills class. Social skills classes are a semester in length and students practice lessons on social emotional skills, conflict resolution and respect. Lessons vary each month.

Check In and Check Out (CICO) is a program for students with three (3) or more referrals in a six (6) week period. The Response to Intervention Team (RTI) meets weekly; reviewing students log entries and determining students for CICO. A counselor or staff member meets with the student before school and at the end of the day. The student has teachers complete a checklist each day and this is to be turned in to the assigned staff member. The student is dismissed after scoring proficient for four (4) consecutive weeks.

Teachers work through minor incidents with students. Teachers give warnings to students not following expectations and a second warning requires notifying parents as well as documenting the log entry in PowerSchool. The third step follows the second and if there is a fourth incident, the student is referred to Restorative Justice with our administrator and counselor. In Restorative Justice, a student, their parents or relative, teacher or staff member and counselor meet with the administrator and problem solve eight (8) questions in a group setting. Restorative Justice meeting lasts 90 – 180 minutes in length.

Quarterly Failures: Each quarter, school will send home report cards. If a student fails an elective class, they are required to attend Summer School – Credit Recovery to pass the course. Core classes (English, Math, Science and Social Studies) are graded as semester courses. If a student fails the semester they must attend Summer School – Credit Recovery. Upon completing the missing work the student’s grade will be changed to a passing grade.

Student Success Team: The Student Success Team (SST) is a problem solving and coordinating structure that assists students, families and teachers to seek positive solutions for maximizing student potential. The SST focuses in-depth on one student at a time, and invites the parent and student to participate in finding solutions. Additionally, at the elementary level, the Classroom SST provides a structure to review the academic, behavioral and health status of each student in a particular classroom. This process informs individual actions for students, including referral to the formal SST process, and class-wide actions to address issues such as use of class resources, behavior management, classroom modifications, and health education.

Discipline: We have four behavioral pillars for our students: respect yourself, respect other students, respect all staff members, and respect school property. These serve as our basic framework for all specific expectations, rules, and policies. These guidelines, considered in conjunction with the severity of the infraction and the frequency in which the student has been referred to the principal for misconduct, will determine the consequence(s) infraction level. In summary, each student is expected to abide by all the rules of the school, to obey the directions of the staff, to be courteous and respectful of everyone, and to observe good order in all school-sponsored activities. The School Board has also adopted a “Classroom Code of Conduct” along with a Bullying Policy as per state law. Board Policies can be found at our district website.

<p>Student Discipline Matrix: Maintaining safe, respectful and responsible conduct in the building, bus and on the grounds is the duty of the entire student body and faculty at all times.</p>		
<p>Classroom Managed Behaviors Intervention handled by classroom teacher (the following is NOT an exhaustive list but examples)</p>	<p>Office Managed Behaviors *Teacher writes referral and sends student to the office. (Writing a referral does NOT include removing the student from the class. The student remains in class until called to the office).</p>	<p>Office Managed Behaviors (Automatic Removal) A student creating a hostile environment for any member of the TJW community must be IMMEDIATELY REMOVED to the office.</p>
<ul style="list-style-type: none"> ➤ Not following classroom expectations, procedures or routines ➤ Disrupting the learning environment (talking without permission, blurting out, making noises, etc.) ➤ Excessive talking ➤ Failure to stay on task ➤ Misusing Chromebooks ➤ Horseplay ➤ Lying ➤ Peer conflict (non-violent) ➤ Destroying school property ➤ Repeatedly out of seat without permission ➤ Inattentive, off task and disrupting others ➤ Missing materials or class assignments ➤ Argumentative/disagreement with peers ➤ Inappropriate use of technology (cell phone, device, Chromebook) 	<ul style="list-style-type: none"> ➤ Disrespect towards peer ➤ Non-Compliance ➤ Inappropriate or offensive language ➤ Defiance to adult ➤ Cheating ➤ Stealing/theft ➤ Property Damage ➤ Vandalism ➤ Intimidating others – name calling, teasing & intentional alienating ➤ Horseplay that leads to safety issues ➤ Escalated arguments/disagreements with peers ➤ Inappropriate use of a student’s cell phone, device, Chromebook, 	<ul style="list-style-type: none"> ➤ Fighting ➤ Acts of violence ➤ Possession of a weapon ➤ Possession of drugs, alcohol or tobacco ➤ Exposure of body parts ➤ Profanity directed towards another person as an insult ➤ Verbal aggression accompanied by physical threats ➤ Verbal aggression accompanied by racial slur or gender slur ➤ Sexual harassment ➤ Safety violation of fire alarm, 911, locks down, hazardous materials, food fight, malicious prank. ➤ Inappropriate use of a student’s cell phone, device, Chromebook,
<p>POSSIBLE ACTIONS PRIOR TO OFFICE REFERRAL</p>	<p>POSSIBLE ACTIONS PRIOR TO OFFICE REFERRAL</p>	<p>POSSIBLE ACTIONS PRIOR TO OFFICE REFERRAL</p>
<ul style="list-style-type: none"> • Teaching behavior expectations • Verbal redirection • Student conference • Reinforcing desired behavior • Redirecting off task behavior • Refer to counselor • Provide choices • Think/Reflection sheet • CICO Sheet • Change of seating • Time out in classroom • Loss of privilege • Parent phone call 	<ul style="list-style-type: none"> • Student Conference • Student/Parent Conference • Restorative Practice • Loss of AM Gym • Loss or Lunch Recess • After School Detention • Saturday School • In-School Suspension • Loss of Extra-Curricular • Loss of Field Trip • Behavior contract 	<ul style="list-style-type: none"> ➤ No Prior action required ➤ Call to office for an administrator to report to your room to escort student to the office ➤ In-School-Suspension. ➤ Out-of-School Suspension ➤ Expulsion

Infraction Matrix

Infraction Level
Level 1
Referral to principal or designee for conference, called or written notification to parent and after school detention may be required.
Level 2
Principal conference; conference with parents-either in person, by phone or written notice- and required after/before school detention.
Level 3
Saturday School or one-half (1/2) day in-school suspension, parent notification, loss of one extra-curricular event.
Level 4
One day in-school suspension, restorative justice, loss of one extra-curricular event and parent notification.
Level 5
One (1) day out-of-school suspension or two (2) day in-school suspension depending on the nature of the offense, restorative justice, loss of one extra-curricular event and parent notification.
Level 6
Up to three (3) days out of school suspension, restorative justice, depending on the nature of the offense; loss of two extra-curricular events, re-entry conference with parent/guardian required.
Level 7
Three (3) day suspension, in or out of school depending on the nature of the offense, restorative justice, loss of two extra-curricular events and re-entry conference with parent/guardian required. Referral to guidance counselor and/or pupil services director.
Level 8
Three (3) day out of school suspension, restorative justice, loss of two extra-curricular event re-entry conference with parent/guardian required, written behavioral contract required.
Level 9
Five (5) day out of school suspension, restorative justice, loss of one extra-curricular season re-entry conference with parent/guardian required, written behavioral contract required.
Level 10
Expulsion hearing before the Board of Education.

Infraction Matrix

This discipline code has been developed to provide guidelines for the consistent disposition of general infractions of school regulations and policies relating to behavioral or attendance problems. It is designed and intended to provide progressive disciplinary measure for repeated violations.

The levels of consequences are guidelines only. Severe instances of misbehavior that endanger the health and/or safety of others within the school community may be dealt with at higher levels of consequences than indicated for a related first time offense. The levels of consequences are guidelines only. Severe instances of misbehavior that endanger the health and/or safety of others within the school community may be dealt with at higher levels of consequences than indicated for a related first time offense.

The levels of consequences are guidelines only. Severe instances of misbehavior that endanger the health and/or safety of others within the school community may be dealt with at higher levels of consequences than indicated for a related first time offense. There are ten levels of discretionary discipline and each violation of the Code of Conduct has been assigned to a level. After determining the facts of each situation, and considering the discretionary disciplinary criteria, the Administrator will exercise discretion and determine appropriate discipline for the student.

Infraction Matrix	Level 1-9	*Police Notification Required
SECTION A: SCHOOL ATTENDANCE		
UNEXCUSED ABSENCE/TRUANCY	1-4	Habitual truants referred to legal authorities
LEAVING CAMPUS	1-4	
TARDINESS	1-4	
FAILURE TO REPORT TO AFTER SCHOOL DETENTION	1-3	
SECTION B: STUDENT/STUDENT RELATIONSHIPS		
THREATENING OR INTIMIDATING ACTS	1-4	
PHYSICAL ATTACK	4-9	*
DISRESPECT	2-7	*
EXTORTION	5-7	*
FIGHTING		
a) Scuffle	1-2	
b) Fight (injury involved)	6-9	*
PROPERTY DAMAGE	2	*Restitution required
THEFT	4-7	*Restitution required
HORSEPLAY	1-3	
SECTION C: STUDENT/STAFF RELATIONSHIPS		
INSUBORDINATION	2-4	
THREATENING OR INTIMIDATING ACTS	4-7	*
PHYSICAL ATTACK	8-10	*
DISRESPECT	2-5	*
DISRESPECT FOR THE PROPERTY OF A MEMBER OF THE SCHOOL STAFF		
a) Damage	2-4	Restitution required
b) Theft	4-7	*Restitution required
SECTION D: SCHOOL PROPERTY		
CARELESS USE OR IMPROPER USE OF SCHOOL PROPERTY THAT COULD RESULT IN DAMAGE	1-2	
MISUSE OF FOOD	1-2	
LITTERING	1	
ABUSE OF SCHOOL GROUNDS	1	
THEFT		
a) Not serious enough to report to police	3	
b) Major theft	6	Restitution required
VANDALISM		
a) Defacing - damage requiring cleaning or repair	2-4	Restitution Required

b) Destruction - to render unusable	4	Restitution Required
c) Abuse of printed material	2-3	Restitution Required
SECTION E: PROTECTION OF THE PUBLIC SAFETY		
POSSESSION OF WEAPONS ON PERSON OR IN LOCKERS	7-10	*
ARSON		*Restitution required
FALSE ALARMS		
a) The act of initiating a report warning for a fire or other catastrophe without just cause.	8-10	*Restitution required
b) Bomb threats	10	*Restitution required
DETONATION OF FIRECRACKERS OR OTHER EXPLOSIVE DEVICES	8-10	*Restitution required
POSSESSION OF FLAMMABLES MATCHES, LIGHTERS, AEROSOLS)	1-4	Confiscate materials
POSSESSION OF FIREARM, AMMUNITION, EXPLOSIVES	10	*Restitution required
SECTION F: ALCOHOL, TOBACCO, AND DRUGS		
ALCOHOL AND DRUGS		
a) Possession of Alcohol or Drugs	6-8	*Loss of curricular privileges
b) Selling or transmitting alcohol or drugs	7-10	*Loss of curricular privileges
c) Admitted use of alcohol or drugs during school or school sponsored activity	7-8	*Loss of curricular privileges
d) Noticeably under the influence of alcohol or drugs at school or school sponsored activity. (As indicated by obvious behavior and mood changes and/or the smell of substances on the person.)	7-8	*Loss of curricular privileges
e) Observed use of alcohol or drugs at school or school-sponsored activity	8	*Loss of curricular privileges
USE OF TOBACCO OR POSSESSION	3-5	*Confiscate materials
SECTION G: OTHER, DISCIPLINARY INFRACTIONS		
REPEATED OR SERIOUS CLASSROOM DISRUPTION	1-4	Possible remove from class with a withdrawal grade of "F"
DISRUPTION OF MEETINGS, ASSEMBLIES AND OTHER EVENTS	3-4	Possible exclusion from future events (WI Statutes, Ch. 941)
CHEATING	2-4	Failing grade on Test or Project
FORGERY	3-4	
USING CELL PHONES, BEEPERS, RADIOS, TAPE AND C.D. PLAYERS DURING CLASS TIME	1-3	Device may be confiscated
BEING IN AN UNAUTHORIZED AREA	1	
BEING AN ACCESSORY TO A SCHOOL RULE VIOLATION	1-8	*
ABUSIVE OR OFFENSIVE LANGUAGE	1-4	*
INAPPROPRIATE PUBLIC DISPLAYS OF AFFECTION	2	
INAPPROPRIATE DRESS	1-2	Students may be sent home to change

Co-Curricular Activities

A program of co-curricular activities is available to students throughout the school year in the form of clubs and sporting programs. All middle school aged students in the Sturgeon Bay School District (including parochial and home school students) are eligible to participate in the athletic programs offered at T. J. Walker. The following co-curricular activities are available to students:

Football – grades 7, 8	Boys’ and Girls’ Basketball – grades 7, 8	Wrestling – grades 6, 7, 8
Volleyball – grades 7, 8	Boys’ and Girls’ Track – grades 6, 7, 8	Cross Country - grades 6, 7, 8
Battle of the Books – grades 6, 7, 8	Destination Imagination – grades 6, 7, 8	Jazz Band – grades 7, 8
Student Council – grades 6, 7, 8	Yearbook – grades 6, 7, 8	Una Voce – grades 6, 7, 8
Trap/Clay Shooting Team –grades 6, 7, 8		

During the year various activities beyond the normal school day are initiated by student groups, teachers, and parents. Such activities must: be in accordance with School Board Policy, be approved by the principal, have an advisor, have an approved means to be funded, and be properly chaperoned. In the past these groups have included: Soccer, Chess Club, Dance Team, and Cheerleading.

The main goal of middle school athletics is the development of ideals, standards, character, learning one's strengths and weaknesses, sportsmanship, skill-development, enjoyment for the particular activity and the group involved, and understanding various types of people by working and playing together. The emphasis is not to be placed on winning. Each individual is expected to play a significant amount of time during each contest. Equal time is not guaranteed, as several variables factor into the decision. Cutting students from a sport is not allowed. The following information contains important policies and procedures regarding co-curricular activities.

Co-Curricular Code: Students are governed by a co-curricular code approved by the Board of Education - “Any student whose habits, and/or conduct, namely the use of alcoholic beverages, tobacco, drugs, profanity, acts of immorality, or other unacceptable conduct in or out of school may make him/her ineligible to represent the ideals, principles, and standards of the school. He/she shall be suspended from any practice and/or competition by the principal. The period of suspension shall be determined by the principal in accordance with school board policy. A signed co-curricular code must be on file in the school office prior to any involvement (practices and competitions) in the co-curricular program.

Academic Eligibility: T. J. Walker students must be passing all their classes in order to participate in practice or contests. Utilizing our electronic grading system, weekly lists will be generated of students who are ineligible for these activities due to failing grades. Once a student regains his/her passing status, s/he will be allowed to participate. Students who have a failing grade on the quarter report card will be ineligible to participate in practice or contests for two calendar weeks after the grades are posted.

After School Activities: Students must be passing their classes in order to participate in after school activities. If a student receives a referral or is removed from class they will not participate in one game. The one game suspension goes into effect that day. The suspended student can travel with their team, warm up with their team but must not participate in the game they are suspended.

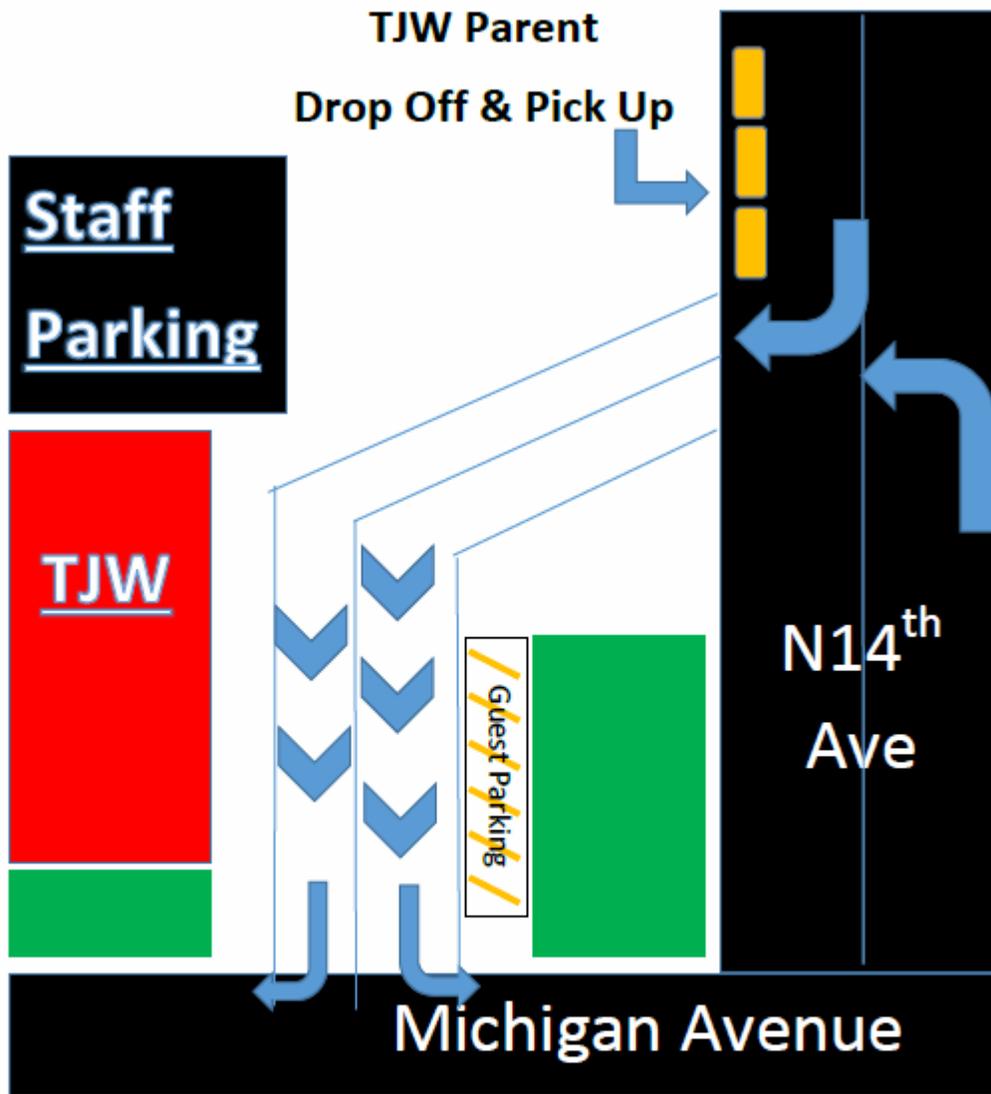
User Fees: The Board of Education has approved charging user fees for all participants in athletics. Each athlete will be required to pay the fee before participating. Parents who qualify for free and reduced lunch may request to waive the participation fee by completing a Disclosure of Free and Reduced Price Information Agreement.

Sportsmanship: Athletics and other competitions provide an excellent avenue for developing a student’s character in the area of sportsmanship, leadership, commitment, and working with others. Parents are asked to support their child’s development in these areas by encouraging participation in co-curriculars and by attending their child’s contests. While attending events parents need to assist our school’s efforts to build character in our students by modeling appropriate sportsmanship. We ask that parents and students remain positive by shouting encouraging words rather than words that insult, demean or put-down players, coaches, and/ or officials.

Athletic Insurance: All students who participate in athletics must have some kind of insurance. All participants will be required to file a proof of insurance form signed by their parent. Coaches of all sports will not allow any student to participate in any practice or competition until this has been done.

Physical Examinations: All boys and girls participating in any organized athletic programs must have a physical examination by a licensed physician on file in the school office prior to any involvement (practice or competition) in the activity. Cards for physical examinations are available from the activity advisor, coach, or in the middle school office.

Transportation To/From Events: When attending a school-sponsored function (i.e. sporting event, solo-ensemble, band festival, etc.) as part of a team or a group, in most instances students will be transported in district owned/approved vehicles to events unless the coach makes arrangements for parents to transport their student. Parents attending the event may sign-out their child to ride home with them. Arrangements to have their child ride home with another responsible adult must be done prior to the event in writing and have the principal's approval.



Student Drop Off - Lot Opens at 7:30 a.m.

Two lanes. Pull up past entrance.

Students exit vehicle and walk inside.

Pull to far left and park to enter the building.

Student Pick Up - Lot Opens at 3:25 p.m.

Pull up past entrance. 2 minute maximum wait

Students walk to car and buckle up.

Right lane turns right. Left lane turns left.

Section 8: Schedules

**T. J. Walker Middle School
Daily Schedule**

Block 1 8:05 – 10:15		
	Math/ELA Block	“Skinny” Block
1A	8:05 – 9:09	8:05 – 8:47
1B		8:49 – 9:31
1C	9:11 – 10:15	9:33 – 10:15
Block 2 10:20 – 12:26		
	Math/ELA Block	“Skinny” Block
2A	10:20 – 11:24	10:20 – 11:02
2B		11:04 – 11:46
2C	11:26 – 12:26	11:48 – 12:26
LUNCH 12:26 – 1:10		
Block 3 1:13 – 3:24		
	Math/ELA Block	“Skinny” Block
3A	1:13 – 2:18	1:13 – 1:56
3B		1:58 – 2:40
3C	2:20 – 3:24	2:42 – 3:24

T. J. Walker Middle School
Extended Homeroom Schedule

Homeroom 8:05 – 8:32		
Block 1 8:32 – 10:33		
	Math/ELA Block	“Skinny” Block
1A	8:32 – 9:32	8:32 – 9:11
1B		9:13 – 9:52
1C	9:34 – 10:33	9:54 – 10:33
Block 2 10:36 – 12:37		
	Math/ELA Block	“Skinny” Block
2A	10:36 – 11:35	10:36 – 11:15
2B		11:17 – 11:56
2C	11:37 – 12:37	11:58 – 12:37
LUNCH 12:37 – 1:17		
Block 3 1:20 – 3:24		
	Math/ELA Block	“Skinny” Block
3A	1:20 – 2:23	1:20 – 2:02
3B		2:04 – 2:43
3C	2:25 – 3:24	2:45 – 3:24

T. J. Walker Middle School
2 Hour Delay Schedule

Block 1 10:05 – 11:36		
	Math/ELA Block	“Skinny” Block
1A	10:05 – 10:50	10:05 – 10:34
1B		10:36 – 11:05
1C	10:52 – 11:36	11:07 – 11:36
Block 2 11:39 – 1:10		
	Math/ELA Block	“Skinny” Block
2A	11:39 – 12:24	11:39 – 12:08
2B		12:10 – 12:39
2C	12:26 – 1:10	12:41 – 1:10
LUNCH 1:10 – 1:50		
Block 3 1:53 – 3:24		
	Math/ELA Block	“Skinny” Block
3A	1:53 – 2:38	1:53 – 2:22
3B		2:24 – 2:53
3C	2:40 – 3:24	2:55 – 3:24

T. J. Walker Middle School
Activity Schedule

Block 1 8:05 – 10:00		
	Math/ELA Block	“Skinny” Block
1A	8:05 – 9:02	8:05 – 8:42
1B		8:44 – 9:21
1C	9:04 – 10:00	9:23 – 10:00
Block 2 10:03 – 11:58		
	Math/ELA Block	“Skinny” Block
2A	10:03 – 11:00	10:03 – 10:40
2B		10:42 – 11:19
2C	11:02 – 11:58	11:21 – 11:58
LUNCH 11:58 – 12:38		
Block 3 12:41 – 2:46		
	Math/ELA Block	“Skinny” Block
3A	12:41 – 1:38	12:41 – 1:19
3B		1:21 – 1:58
3C	1:40 – 2:37	2:00 – 2:37
ACTIVITY PERIOD 2:40 – 3:24		

T. J. Walker Middle School
In-service Day Schedule

Block 1 8:05 – 9:22		
	Math/ELA Block	“Skinny” Block
1A	8:05 – 8:45	8:05 – 8:32
1B		8:34 – 8:57
1C	8:46 – 9:22	8:59 – 9:22
Block 2 9:26 – 10:39		
	Math/ELA Block	“Skinny” Block
2A	9:26 – 10:02	9:26 – 9:49
2B		9:51 – 10:14
2C	10:03 – 10:39	10:16 – 10:39
Block 3 10:43 – 11:56		
	Math/ELA Block	“Skinny” Block
3A	10:43 – 11:19	10:43 – 11:06
3B		11:08 – 11:31
3C	11:20 – 11:56	11:31 – 11:56

IDEA ACT 2004

Definition: The Individuals with Disabilities Education Improvement Act (IDEA) 2004 continues to encourage the use of proactive measures to prevent discipline problems. If a child's behavior impedes his or her learning or the learning of others, the child's individualized education program (IEP) team must consider the use of positive behavioral interventions and supports to address the behavior. If school personnel believe that a child's program and placement are inappropriate, they can work with the parents through the IEP team process to develop an appropriate program and placement that will meet the child's needs and ensure a safe and appropriate learning environment for all. This bulletin discusses the balance struck by IDEA permitting school officials to maintain a safe learning environment for all, while also including protections to prevent the inappropriate exclusion of children with disabilities.

Questions:

1. How should a local educational agency (LEA) address inappropriate behavior by a child with a disability?

The agency should consider holding an IEP team meeting to review the child's IEP and placement to determine whether they continue to be appropriate. The IEP team participants should determine whether the child's behavior is impeding his or her learning or the learning of others. If so, the team must consider positive behavioral interventions, strategies and supports to address the behavior. The team may consider whether functional behavioral assessment is appropriate to assist in the development of such strategies. They should consider whether re-evaluation of the child by an IEP team may be needed to determine whether the child has other impairments or educational needs. It is important to remember, however, that a child with any type of disability may present behavior that impedes learning and requires positive behavioral interventions, strategies and supports.

2. May a teacher remove a student from a particular class without a school official suspending the child from school?

Yes, under §118.164, Wis. Stats., a teacher may remove a pupil from the teacher's class if the pupil violates the code of classroom conduct adopted by the school board under §120.13(1)(a). The teacher may also remove the child from the classroom if the pupil is dangerous, unruly or disruptive or exhibits behavior that interferes with the ability of a teacher to teach effectively, as specified in the code of classroom conduct.

A teacher, school board, school district administrator or their designee is not prohibited from further disciplining a pupil because the pupil has been removed from class using this procedure. If a child's IEP addresses the behavior that violates the classroom code of conduct, it generally would be inappropriate to use a response to that behavior other than the response called for by the IEP.

3. When a student is removed from class by a teacher under §118.164, Wis. Stats., where is the child placed?

The principal or his or her designee may select one of the following four options for the child:

- An alternative education program under §115.28(7)(e)1., Wis. Stats. An alternative program is an instructional program, approved by the school board, that uses successful alternative or adaptive school structures and teaching techniques in existing traditional classrooms or regularly scheduled curricular programs or that is offered in place of these programs. It does not include a private school or home schooling by the parent;
 - Another class in the school or another appropriate place in the school, as determined by the principal or his designee;
 - Another instructional setting; or
 - The classroom from which the child was removed if, after weighing the interests of the removed pupil, the other pupils in the class and the teacher, the school principal or his or her designee determines that re-admission to the class is the best or only alternative.
4. What is a school district's general authority under state law to suspend a pupil from school?

The authority of a school district to suspend a pupil is found at §120.13(1)(b), Wis. Stats. State law permits a school district administrator or any principal or teacher designated by the school district administrator to suspend a pupil for:

- noncompliance with school rules; or
- knowingly conveying any threat or false information concerning an attempt or alleged attempt being made or to be made to destroy any school property by means of explosives;
- conduct by the pupil while at school or while under the supervision of a school authority which endangers the property, health or safety of others; or
- conduct while not at school or while not under the supervision of a school authority which endangers the property, health or safety of others at school or under the supervision of a school authority or endangers the property, health or safety of any employee or school board member of the school district in which the pupil is enrolled.

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

Prior to the suspension, the pupil must be advised of the reason for the proposed

suspension. If the pupil denies the accusation, the school must explain the information it has and permit the pupil to provide his or her version. The pupil's parent must be given prompt notice of the suspension and the reason for the suspension.

5. For how many consecutive school days may a student be suspended from school?

The general authority under State law permits suspensions from school for up to five consecutive school days and for up to 15 consecutive school days when a notice of expulsion hearing has been sent. Additional requirements apply to children with disabilities. A child with a disability may only be suspended for more than ten consecutive school days if the conduct is not a manifestation, as described in this bulletin, of the child's disability.

6. May a parent or a pupil challenge a suspension?

A parent or a pupil may, within five school days following the commencement of a suspension, have a conference with the school district administrator or his or her designee. The designee may not be the principal, an administrator, or a teacher in the child's school. If the school district administrator or his or her designee finds that the child was suspended unfairly or unjustly; or the suspension was inappropriate given the nature of the offense; or the child suffered undue consequences or penalties as a result of the suspension, reference to the child's suspension must be removed from the child's records. The finding must be made within 15 days of the conference. A parent of a child with a disability may also challenge any issue relating to the identification, evaluation, educational placement or the provision of free appropriate public education to the child by requesting a due process hearing.

7. What is the school district's general authority to expel a pupil?

The school district's general authority to expel a pupil is found at §120.13(1)(c), Wis. Stats. Generally, a pupil may be expelled from school if the school board finds the pupil guilty of:

- repeated refusal or neglect to obey the rules;
- threatening to destroy school property by explosion;
- engaging in conduct at school that endangers the property, health or safety of others;
or
- engaging in conduct while not at school or under the school's supervision or endangering the property health or safety of any employee or school board member of the district in which the student is enrolled. Conduct that endangers a person or property includes making a threat to the health or safety of a person or making a threat to damage property.

The board must be satisfied that the interest of the school demands the pupil's expulsion. Prior to the expulsion, the school board must hold a hearing. If the child is a child with a disability, the agency also must follow the IDEA requirements described in this bulletin.

8. May a parent or adult pupil appeal the school board's decision to expel a pupil?

Yes. A pupil or, if the pupil is a minor, the pupil's parent or guardian may appeal the expulsion to the State Superintendent of Public Instruction, who must review the board's decision within 60 days after receiving the appeal to determine whether the district has followed required procedures. A parent may also challenge the expulsion of a child with a disability by requesting a due process hearing.

9. Is there a limit on the total number of school days a pupil with a disability may be removed from his or her educational placement during the school year?

No. State and federal law do not establish an absolute limit on the number of cumulative days of removal permitted in a school year. The district must follow the requirements described in this bulletin when a student with a disability is removed more than ten cumulative days in a school year.

10. What constitutes a change in educational placement for a child with a disability?

A change in educational placement for a child with a disability occurs when a child is removed from his or her current educational placement for more than ten consecutive school days. A change of placement also occurs if the child has been subjected to a series of removals that constitute a pattern because:

- the series of removals total more than ten school days in a school year;
- the child's behavior is substantially similar to the child's behavior in previous incidents that resulted in the series of removals; and
- of such additional factors as the length of each removal, the total amount of time the child has been removed, and the proximity of the removals to one another.

Whether the behavior in the incidents that resulted in the series of removals is "substantially similar" should be decided on a case-by-case basis and include consideration of any relevant information regarding the child's behaviors, including, where appropriate, any information in the child's IEP.

11. Who decides whether a series of removals will result in a change of educational placement?

Whether a series of removals constitutes a change in educational placement is determined on a case-by-case basis by the public agency. The department recommends that the principal of the child's school or other administrator and the child's special education

teacher consult regarding whether a short-term removal will constitute a change in educational placement. If the parent disagrees with the determination by the public agency, the parent may request a due process hearing.

12. Are "in-school suspensions" or other in-school disciplinary measures considered when determining whether the child has been removed from school for ten cumulative school days during a school year?

In-school removals from class must be considered a removal unless the child has the opportunity:

- to continue to participate in the general curriculum;
- to receive the services specified in his or her IEP; and
- to participate with nondisabled children to the extent he or she would have in the current placement.

13. Do part-day removals count toward considering whether a child has been removed for more than ten cumulative school days in a school year?

In determining whether the child had been removed for more than ten cumulative school days or subjected to a change in placement, the agency would include portions of a school day that a child had been removed. Sending a child with a disability home during the school day for not following school rules without following the procedures relating to suspension constitutes "de facto" suspension of a child from school. These days must be considered when determining whether a series of removals resulted in a change of educational placement or whether the child had been removed from school for more than ten cumulative days in a school year.

14. Do bus suspensions count toward considering whether a child has been removed for more than ten cumulative school days in a school year?

Yes, if the child does not attend school as a result of the suspension.

15. What must an LEA do when removals exceed a total of ten cumulative school days during the school year, *but will not result in a change in placement*?

When removals exceed ten cumulative school days in a school year, the public agency must determine whether the removal would result in a change of educational placement. If the removal will not result in a change of educational placement, the LEA may remove the child to the extent that a nondisabled child would be removed.

Beginning on the 11th cumulative school day of removal in a school year, and during subsequent removals, the agency must provide services to the extent necessary to enable the child to continue to participate appropriately in the general curriculum, although in

another setting, and appropriately advance toward achieving the IEP goals. The decision about the necessary services is made by school personnel, e.g., the school principal or other administrator in consultation with at least one of the child's teachers. School personnel determine where the services will be provided. The services may vary depending on the needs of the child and the length of the removal.

16. What must an LEA do when a removal will result in a change of educational placement?

When a removal will result in a change of educational placement either because the removal exceeds ten consecutive school days or the removal exceeds ten cumulative school days and creates a pattern that results in a change in educational placement, the agency must do the following:

Notice

On the date the decision is made to make a removal that constitutes a change in placement, the child's parents must be notified of the decision and must be provided a procedural safeguards notice (statement of parent and child rights).

Manifestation determination

- Within ten school days after the date on which the decision to change the child's placement is made, the public agency, the parent and relevant members of the IEP team must determine whether the conduct is a manifestation of the child's disability. In making the determination, all relevant information in the student's file, including the child's IEP, any teacher observations, and any relevant information provided by the parents, must be reviewed.
- The conduct must be determined to be a manifestation of the child's disability if:
 - The conduct was caused by, or had a direct and substantial relationship to, the child's disability; or
 - The conduct was the direct result of the agency's failure to implement the IEP. The LEA must take immediate steps to remedy a failure to implement the IEP. A parent of a child with a disability who disagrees with any decision regarding the manifestation determination may request an expedited due process hearing.
- Except where a student is disciplined for behavior involving weapons, drugs or serious bodily harm, if the behavior is determined to be a manifestation of the child's disability, the IEP team must return the child to the placement from which the child was removed, unless the parent and the LEA agree to a change of placement as part of the modification of the behavioral intervention plan.
- If the behavior is determined not to be a manifestation of the child's disability, the LEA may remove the child to the same extent it would remove a child who does not have a disability.

Functional Behavioral Assessments (FBAs) and Behavior Intervention Plans (BIPs)

- If the behavior is a manifestation of the child's disability and the child already has a behavioral intervention plan, the IEP team must meet to review the plan and its implementation. The IEP team must modify the plan and its implementation, if necessary, to address the child's behavior. If the child does not have a behavior intervention plan, the IEP team must conduct a functional behavioral assessment and implement a behavioral intervention plan for the child.
- If the behavior is not a manifestation of the child's disability the child must receive, as appropriate, a functional behavioral assessment, and behavioral intervention services and modifications that are designed to address the behavior violation so that it does not recur.

Services

When the behavior is determined not to be a manifestation of the child's disability, the LEA may proceed with the change in placement. The LEA must provide educational services, as determined by the IEP team, to enable the child to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the child's IEP. Participation in the general curriculum does not mean that a school or district must replicate every aspect of the services that a child would receive if in his or her normal classroom.

17. What is the LEA's authority if the behavior involves weapons, illegal drugs, controlled substances or serious bodily injury?

LEA personnel may order a change of placement to an appropriate interim alternative educational setting without regard to whether the behavior is determined to be a manifestation of the child's disability, if the child carries a weapon to school or possesses a weapon at school, knowingly possesses or uses illegal drugs or sells or solicits the sale of a controlled substance at school or has inflicted serious bodily injury upon another person while at school. "School" includes any school function under the jurisdiction of an LEA or the Department of Public Instruction. The placement may be for the same amount of time a child without a disability would be disciplined, not to exceed 45 school days. The interim alternative educational setting must be determined by an IEP team.

For the purpose of the discipline requirements of special education law:

- "Weapon" means a weapon, device, instrument, material, or substance, animate or inanimate, that is used for, or is readily capable of, causing death or serious bodily injury, except that such term does not include a pocket knife with a blade of less than 2 ½ inches in length.
- "Controlled substance" means a drug or other substance identified under schedules I, II, III, IV, or V in section 202(c) of the Controlled Substances Act [subsection (c) of

section 812 of Title 21, United States Code]. Revised schedules are published in the Code of Federal Regulations, Part 1308 of Title 21, Food and Drugs.

- "Illegal drug" means a controlled substance. The term "illegal drug" does not include a substance that is legally possessed or used under the supervision of a licensed health-care professional or that is legally possessed or used under any other authority under the Controlled Substances Act. Generally speaking, controlled substances include what we commonly think of as illegal "street drugs" such as marijuana, cocaine, LSD, etc., as well as prescription drugs. Drugs purchased legally over-the-counter are not "controlled substances." "Illegal drugs" are controlled substances unless possessed or used lawfully, e.g., with a prescription. For example, Ritalin is a "controlled substance," but is not an illegal drug if it is possessed or used pursuant to a prescription. Ritalin is an illegal drug if possessed or used without a prescription. For the purposes of the discipline requirements of special education law, alcohol and tobacco are not illegal drugs or controlled substances.
- "Serious bodily injury" means bodily injury that involves: A substantial risk of death; extreme physical pain; protracted and obvious disfigurement; or protracted loss or impairment of the function of a bodily member, organ, or mental faculty.

18. What may an LEA do when the conduct is a manifestation of the child's disability but the LEA believes it would be dangerous to return the child to the previous placement?

If the child's behavior poses a threat of injury to self or others, the agency may request an expedited due process hearing to request a hearing officer to place the child in an interim alternative educational setting. The hearing officer may order the child to an interim alternative educational setting for up to 45 school days if the hearing officer determines that maintaining the child's current placement is substantially likely to result in injury to the child or to others. As an alternative to a due process hearing, the LEA may apply to a court for an order changing the child's placement.

19. What if a parent disagrees with a manifestation determination or a disciplinary removal from the current educational placement?

A parent or an adult pupil may submit a request for a due process hearing to the LEA and send a copy of the request to the Department of Public Instruction. The LEA must hold a resolution meeting within seven calendar days of receiving notice of the due process complaint, unless the parents and LEA agree in writing to waive the resolution meeting or agree to use the mediation process. The due process hearing may proceed unless the matter has been resolved to the satisfaction of both parties within 15 calendar days of the receipt of the due process complaint. An expedited hearing must be conducted within 20 school days of receipt of the hearing request, and a decision must be issued within ten school days following the hearing. The hearing officer's decision is final unless appealed in state circuit court or federal district court.

"Stay put" no longer applies to disciplinary removals. The child remains in the setting to

which he was removed until the hearing is completed or until the original removal period expires, unless the parent and the LEA agree otherwise.

20. Do federal and state requirements regarding the expulsion of children who bring firearms to school conflict with expulsion requirements that apply to children with disabilities?

No. While the Gun-Free Schools Act requires an LEA to have a policy in effect requiring the expulsion for a period of not less than one year of any student who brings a firearm to school, the Act does not require a district to expel all such students without exception. The Act allows the district's chief administering officer to modify the expulsion requirement of the Act for a student on a case-by-case basis. The U.S. Department of Education has interpreted this provision to mean that an LEA may comply with both special education law and the Gun-Free Schools Act by focusing on this provision for case-by-case modification of the expulsion policy.

State law includes similar provisions. Sections 120.13(c)2m. and (e)2., Wis. Stats., require a school board to commence a hearing and expel a pupil from school for not less than a year for possessing a firearm at school or while under the supervision of a school authority. Section 120.13(1)(g), provides that a school board may modify this requirement on a case-by-case basis. A school board must modify this requirement if necessary to comply with special education requirements. For example, the school board must modify the expulsion requirement if the IEP team determines that the conduct subject to expulsion is a manifestation of the child's disability.

21. Does section 120.13(1)(f), Wis. Stats., permit a school district to refuse a special education referral for an expelled child or permit a district to refuse a free appropriate public education to an expelled child with a disability?

No. Section 120.13(1)(f) provides that a school board is not required to enroll a pupil from another school district during the term of his or her expulsion. Therefore, the school board is not required to admit the pupil to the district's schools during the term of his or her expulsion. However, under federal and state law LEAs must locate, identify, evaluate, and provide a free appropriate public education to all children with disabilities, including children who have been expelled from school. A school district cannot refuse an IEP team evaluation because a child has been expelled from another school district. A school district cannot refuse to provide a free appropriate public education to a child with a disability expelled from another school district. However, the school board may provide the services to the child in a setting other than one of the district's schools, as determined by the IEP team.

22. When is a child who is not identified as eligible for special education entitled to the protection of special education law?

A child who had not been determined eligible for special education is entitled to protection of special education law when the public agency had knowledge that the child

was a child with a disability prior to the behavior that precipitated the disciplinary action. A public agency must be deemed to have knowledge when:

- The child's parent expressed concern in writing to supervisory or administrative personnel of the appropriate educational agency, or a teacher of the child, that the child is in need of special education and related services.
- The child's parent requested a special education evaluation of the child.
- The child's teacher, or other personnel of the LEA, expressed specific concerns about a pattern of behavior demonstrated by the child directly to the director of special education of the agency or to other agency supervisory personnel.

A public agency would not be deemed to have knowledge if the child's parent has not allowed an evaluation of the child or has refused services for the child or the child has been evaluated and determined not to be a child with a disability.

If an LEA determines that it had a basis for such knowledge before the behavior, it must provide the child the protection of special education law, including the protections relating to discipline. It must ensure that the child is referred for IEP team evaluation and that the parents are notified of their rights under special education law.

If a public agency does not have knowledge that a child is a child with a disability prior to taking disciplinary measures, the child may be subjected to the disciplinary measures applied to children without disabilities who engage in comparable behaviors.

23. Must an LEA evaluate a child referred for an IEP team evaluation during a period of disciplinary removal?

Yes. If the child is referred for an IEP team evaluation during a period of disciplinary removal, the agency must conduct the evaluation in an expedited manner. Until the evaluation is completed, the child remains in the placement determined by school officials, which can include suspension or expulsion without educational services. If the LEA determines that the child is a child with a disability, the agency must provide a free appropriate public education to the child in accordance with the law.

24. May an LEA report a crime committed by a child with a disability to the authorities?

Nothing in state or federal special education law prohibits an LEA from reporting a crime committed by a child with a disability to appropriate authorities or prevents law enforcement authorities and the courts from applying the law to crimes committed by a child with a disability. An LEA reporting a crime committed by a child with a disability must ensure that copies of the special education and disciplinary records of the child are sent for consideration by the appropriate authorities to whom it reports the crime. The LEA may transmit copies of these records only to the extent permitted by the Family

Educational Rights and Privacy Act (FERPA) and its implementing regulations, 34 CFR Part 99, which in most cases would require parent consent.

Information Update 7.01.2019

1. What are positive behavioral supports or interventions?

Positive behavioral supports or interventions, which are based on functional behavioral assessment, attempt to **understand the purpose of a problem behavior** so the problem behavior is replaced with new and more appropriate behaviors that achieve the same purpose.

In general, positive approaches are developmentally, chronologically, cognitively, and functionally appropriate for the student and focus on two areas: (1) modifying the environment to try to prevent challenging behaviors; and/or (2) addressing behavior programmatically by teaching replacement behaviors and skills.

There are three reasons why school personnel should strongly consider positive behavioral supports and interventions:

- A. Simply suppressing a problem behavior does not have long-term effects and often leads to increased counter-aggressive behaviors from students.
- B. Once school personnel know why a student's behavior occurs, they can respond more appropriately by teaching the student a more appropriate way of responding. This serves the long-term interests of both student and teacher.
- C. Traditional punishment focuses on "fixing the student." The focus of positive behavioral support is fixing student skill deficiencies, classroom settings, instructional delivery, and/or curricular adaptations.

2. What are some examples of positive interventions, strategies and supports?

As noted in question 1, the two main areas to consider are modifying the environment and addressing behavior programmatically by teaching replacement behaviors and skills. When modifying the environment, the goal is to prevent the behavior from occurring by adjusting the antecedents of the behavior, the consequences, or both. Examples include:

- modifying or adjusting instructional strategies, curriculum and materials
- modifying or adjusting classroom seating, arrangement, or traffic patterns
- modifying or adjusting testing and evaluation procedures
- providing increased opportunities for students to make choices
- providing predictable classroom routines

- foreshadowing change
- cueing students
- having clear, consistent expectations and consequences in classrooms and throughout the school.

Addressing behavior programmatically by teaching replacement behaviors and skills means identifying alternative and more acceptable behaviors that serve the same function for the student; teaching general complementary skills (such as reading comprehension if the student is avoiding classes where reading is stressed); and providing instruction in self-regulatory or self-control skills to assist the student in coping with and tolerating situations which have led to behavioral outbursts in the past. These skills also lead to generalization and to intrinsic motivation rather than reliance on an external reward system.

3. Why is there an emphasis on positive behavioral interventions?

Unless acceptable replacement behaviors are taught and established as part of a child's repertoire, long-term behavior change will probably not occur. It is necessary to address behavior as a subject, and the goal is to make the appropriate behavior automatic. This means providing instruction and opportunities for the student to practice, reinforcement and feedback, and generalization skills so that the student learns the behavior in a variety of settings. If behavior is not addressed as a learning issue, the child will revert to what she/he knows in a crisis.

4. What is functional behavioral assessment (FBA)?

FBA is a continuous process (not a one-time event) for identifying, (1) the purpose or function of the behavior, (2) the variables that influence the behavior, and (3) components of an effective behavioral intervention plan (BIP). If the hypothesis about the function or purpose of a problem behavior is correct, it results in ideas for alternative skills or strategies that can be taught, as well as ideas for meaningful consequences for the student.

5. What is the basis for FBA?

FBA is based on the theories of applied behavior analysis (ABA) and is concerned with the analysis and modification of human behavior. It is often represented by one of the following paradigms:

A ► B ► C or A ► R ► C

- The "A" in either paradigm is **antecedent** — that which precedes the behavior of concern. The antecedents may include external factors such as settings, tasks, people,

activities, and events. Antecedents may also be internal factors such as moods, medical conditions, disabilities, or psychiatric conditions.

- The "B" represents **behavior**, while the "R" stands for **response**. It is important to define behavior or response in observable, factual terms. Stay away from emotions or projected feelings, such as "he felt bad" or "his feelings were hurt". A better description might be "he puts his head down and cries." Everyone involved needs to understand the meaning of the behavior. For example, what is meant by "in seat," "disruptive," "on time," or "verbal aggression"?
- The "C" is **consequence** — that which follows the target behavior. It is important to consider factors such as what the student does, what other students do, what teachers or other adults do, and whether there are meaningful consequences.

If the behavior can be understood within its context, a hypothesis regarding the function of the behavior can then be developed.

6. What are some of the common functions of behavior?

The “function” of any given behavior is the underlying reason(s) people behave in a certain way. Many FBAs attempt to define “functions” into a set of pre-determined categories. Traditional functions of behavior which many people are familiar with include:

- Attention
- Escape
- Demand
- Automatic Reinforcement (self-stimulation)

For the purposes of determining functions as part of a functional behavior assessment in an educational context, it is important to keep in mind the role of educators in teaching and supporting student academic and social emotional behavior.

Examples may include: Student is attempting to...

- cope with a situation she/he feels is stressful
- assert a need she/he feels
- accomplish something they feel is important
- gain social approval/interaction

- gain access to items, activities, or environment
- achieve a sense of safety
- avoid/escape from activities or environment
- avoid/escape from social attention/interaction
- avoid/escape from overwhelming sensory stimulation
- gain power/control over her/his life or circumstances

Educators may consider other categories of “function.” Understanding the student’s point of view, unique disability related needs, or history of possible trauma may assist teachers in planning and supporting students in educational settings. Other information educators may consider when determining functions of behavior include FBA interviews, skill versus performance deficits, and information collected from other data sources.

7. When is FBA used?

FBA is legally required when a disciplinary change of placement occurs and the behavior is determined to be a manifestation of the disability. These specific requirements are more fully addressed in Information Update 06.02, Legal Requirements Relating to Disciplining Children with Disabilities, questions 15 and 16. A FBA is also required when an individualized education program (IEP) team determines the use of seclusion or restraint is reasonably anticipated. These requirements are addressed in 2011 Act 125 Seclusion and Restraint Frequently Asked Questions.

If there is a change of placement and the behavior is **not** a manifestation of the disability, a FBA should be conducted "as appropriate."

In addition to when legally required, it is good practice to conduct FBA:

- when challenging behaviors are a concern, regardless of the disability of the child – this is not just a process for children identified with emotional behavioral disabilities;
- when the current program is not effective;
- when the student or others are at risk for harm or exclusion;
- when a more restrictive placement or a more intrusive intervention is contemplated;
and
- when there are repeated and serious behavior problems.

8. Must we do this for every child with a disability?

If the Individualized Education Program (IEP) team determines the student's behavior is interfering with his/her learning or that of others, the IEP team must consider strategies, including positive interventions and supports, to address the behavior. This is true regardless of the disability label of the student. FBA is a useful process in developing appropriate interventions. It is not necessary to address FBA and behavioral interventions if behavior is not an issue for an individual.

9. How do we decide when to conduct a FBA?

Consider the following factors:

- Are you spending more time on behavioral issues than on other needs with this student? Is behavior a primary issue with this student (regardless of the student's disability)?
- Is the misbehavior more than just occasional? Is it pervasive?
- How does the student's behavior compare to peers? Is the behavior chronologically and/or developmentally appropriate?
- Is the behavior responding to typical school and/or classroom interventions?
- Can you point to a reason why the child may be misbehaving (for example, a recent divorce or illness in the family)? Would you expect or predict the behavior given the circumstances? Do you expect the behavior to naturally diminish over time?
- Is the current program effective? Is the student at risk for harm or exclusion? Are others at risk for harm? Is a more restrictive placement or a more intrusive intervention being considered?
- Is a FBA legally required (see question 7)?

10. Who is responsible for FBA?

The IEP team conducts the FBA. See question 16, Information Update 06.02.

11. Is the process the same in every case?

No. Neither federal nor state law requires a specific format for FBA; it will vary on a case-by-case basis. In some cases, review of records and existing information may be sufficient; in other cases, it may be necessary to conduct interviews, do observations, and/or complete formalized assessments.

12. Do we need parent consent to conduct a FBA?

In many cases, a FBA can be conducted using data obtained in the normal course of the student's educational program. Parent consent is not required in such cases. Specifically, parent consent is not required if the data to be used in the FBA:

- is collected as a service specified in the student's IEP;
- is part of ongoing classroom observation and assessment conducted in the normal course of the student's program; or
- is part of ongoing review of the effectiveness of the behavioral intervention plan (BIP) included in the student's IEP.

In some cases, it may be necessary to administer additional tests or other evaluation materials to obtain the information needed to conduct the FBA. In such cases, an evaluation process must be initiated and parent consent must be obtained before administering additional tests or evaluative materials. Assuming the student has already been determined to be a child with a disability, the evaluation in such circumstances would focus on determining the nature and extent of the special education and related services the student needs.

13. How do we begin data collection?

A single source of information generally does not produce sufficiently accurate information so multiple sources and methods are needed. For example, an interview does not stand alone, but if the same conclusions are supported by direct observation and a second interview source, the information is then more reliable. The first step is to review existing records and other information to determine whether additional data must be gathered and to decide whether indirect methods, direct methods, or both will be used.

14. What are indirect and direct methods of data collection?

Indirect methods include gathering information by talking to, or interviewing, those individuals who know the student best. The information is secondhand in that it is filtered through the interviewees, including the student, or is contained in written records. This is important to remember when interpreting interview data. Examples include record review (attendance, cumulative file, health, discipline, report cards, previous evaluations and interventions), permanent products (work samples, test papers, projects), and interviews.

Direct methods involve observing the student with the problem behavior in typical daily activities and routines. Observations are only snapshots of the settings and behaviors, and students may be aware they are being observed. They may be on their best behavior or may show-off for this new audience. Data from observations should be verified, as observations do not stand alone.

15. Are there any other decisions to be made prior to collecting data?

It may be important to consider whether the behavior is a skill deficit or a performance deficit. A skill deficit is one the student cannot do; the student lacks the necessary information or component skills. The intervention is to teach the skills. A performance deficit is one the student is not motivated to do; s/he has performed the skill previously or does it in some settings but doesn't generalize to other settings. The intervention is to provide opportunities for the student to perform and to reinforce the desired behavior while not reinforcing the undesired behavior.

16. What are some good practices when observing in the classroom and other school settings?

Observe a student across settings and at a variety of different times. Rather than observing for two hours during the morning, for example, it may be more useful to break that two-hour block into six smaller blocks of 20 minutes each. Those observations could take place at different times of the day, different days of the week, and during different activities such as academic classes, recess or lunch. It may be helpful to observe the student in settings where behavior is not a problem to identify the features of that context that support success and appropriate responses. Multiple observations also help give a clearer picture of the behavior, rather than a one-time snapshot.

Keep the recording system as simple as possible to efficiently record information. It takes some practice to determine what method works for a particular individual and to develop some shorthand codes such as "o" for 'out-of-seat' or "p" for 'playing with an object without permission.' Trying to write things out in longhand takes time and the observer often misses key information.

Accurately define the behavior being observed. Be clear as to what "out of seat" means; does that mean the student must be completely out of the desk, or can the student be on his/her knees yet still be "in" the chair? Try to be more precise than "aggressive behavior" by clarifying that it means hitting, kicking, or pinching. This also helps to determine what will be tallied and what will be ignored. Look for specific, observable behaviors that either occur or do not occur. It is also important to consider the critical dimensions of the behavior (see question 17).

When observing in someone else's classroom, **background information** from that person prior to the observation is helpful. What activities will be going on? How does the student typically behave during those times? The teacher should conduct business as usual, including consequences for inappropriate behaviors during the observation.

17. What are critical dimensions of behavior?

Critical dimensions of behavior include:

- Frequency – how often the behavior occurs;

- Topography – the description of the behavior; what it looks like (in seat, on task);
- Duration – how long the behavior lasts;
- Latency – the amount of time that elapses between “A” and “B”; for example, the amount of time between a teacher giving a direction and the student complying with that direction;
- Magnitude – force or power of the behavior (5 minute tantrum vs. a 30 minute tantrum; mumbling vs. talking loudly);
- Locus – where the behavior occurs (gym class vs. English class; structured time vs. unstructured time).

18. Are there any other issues pertaining to the environment that may surface?

One issue is the function of the teacher behavior with regard to the student being observed. An intervention may require a modification of the teacher's behavior. Therefore, we must attempt to identify key behaviors and explore the function that the teacher's behaviors might serve for both the student and the teacher. For example, a teacher might choose to ignore a serious behavior problem in a child in an attempt to avoid an escalation of the problem. In turn, the fact that the teacher ignores the child may allow the child to avoid an unpleasant task. Thus, both the teacher and the student are being negatively reinforced in the interaction.

19. How are the results of FBA incorporated into a child's IEP?

The IEP is the centerpiece of instructional programming for a student with a disability. If the student's behavior is interfering with his/her learning, or that of others, the IEP must address that behavior. A FBA provides baseline data for appropriately addressing the student's behavioral needs. Information from the FBA can be incorporated as part of the present level of educational performance (PLOP) and may also provide the basis for annual goals, short-term objectives, and benchmarks. Use the data from the FBA to describe the student's current level of functioning, including situations or settings in which the student is most or least appropriate, and consequences that may positively or negatively influence the behavior.

The emphasis in IDEA continues to be on **positive** interventions, strategies, and supports to address problem behaviors. If the student's IEP contains only negative consequences and punishments, the IEP may not be appropriate for meeting the child's needs. If it becomes necessary for the IEP team to conduct a manifestation determination, that team must determine whether the student's current IEP and placement are appropriate, including whether behavior has been addressed.

20. How is a behavior intervention plan (BIP) incorporated into an IEP?

There is no required format for a BIP in either the federal or state law. Generally, a plan to address behavior (BIP) may be included in an IEP in any or all of the following ways:

- A. Special factors – if the student’s behavior interferes with his/her learning, or that of others, the IEP team must consider appropriate positive interventions, strategies, and supports;
- B. Annual goals and short-term objectives/benchmarks – instructional approaches could be incorporated into the goals and objectives (i.e., replacement behaviors, social skills); and
- C. Attached behavior plans – sometimes it is awkward to try to fit an intervention plan into a goal/objective/benchmark format, and the IEP team may develop a plan and then attach it to the IEP. The BIP attached to the IEP becomes part of the IEP.

Whenever supplementary aids and services or program modifications and supports for school personnel are needed to appropriately implement an IEP, those issues must also be addressed by the IEP team.

21. What are some considerations in developing a BIP?

It is important to include an operational definition of the problem behavior(s); summary statements resulting from a functional behavioral assessment addressing setting events, antecedents to the problem behavior, and maintaining consequences for the problem behavior. The plan should address expected outcomes and goals and a general approach for making problem behaviors ineffective. Intervention strategies will consist of setting event strategies, immediate predictor strategies, teaching strategies, and consequence strategies. In addition to these strategies, consider both short- and long-term prevention strategies.

The BIP should include:

- specific descriptions of typical routines and most difficult problem situations for the student;
- a monitoring and evaluation plan;
- identification of the case manager who will be responsible for the overall coordination of the behavior intervention plan; and
- identification of individual responsibilities for data collection, specific interventions described in the plan, and reporting.

If it is necessary to have a crisis intervention plan for the student, be sure to also include the positive interventions, strategies, and supports to balance the plan. A crisis intervention plan should address the least restrictive alternative related to interventions,

and should include plans to intervene during escalation of the behavior, during eruption of the behavior, and during de-escalation.

22. How can we judge whether the BIP is working or not?

Look at what the data indicates and consider the following questions:

- Is the problem behavior decreasing (in frequency, intensity)?
- Is the student using the replacement behavior regularly?
- Has the student generalized the use of this new behavior to various settings?
- Are there some positive effects (better grades, improved self-esteem, less stress)?
- Are people satisfied with the plan (student, parents, regular education and special education staff, administrators)?

If the plan is not working, it may be necessary to continue to evaluate and redesign the BIP.

23. When designing behavioral intervention plans, what should we consider in evaluating those plans?

Adapted from a handout by T. Knoster for OSEP Institute on Discipline, 9/98

There are five areas to evaluate:

1. Antecedent or Setting-Event Modifications
 - Does the plan include antecedent and setting-event modifications to prevent problem behavior from occurring?
 - Does the plan include modifications to make desired behaviors more likely?
2. Teaching Alternative Skills
 - Did the IEP team consider all three approaches to alternative-skill training (e.g., replacement skills, general skills, coping and tolerance skills)?
 - Do replacement skills serve the same function as the problem behavior?
 - Do general skills help the individual prevent problem situations from occurring?
 - If the plan targets multiple alternative skills, are the ones that produce the most immediate effect for the person taught first?
3. Consequence Interventions
 - Does the plan include consequence strategies for (a) strengthening alternative skills, (b) reducing the payoff for problem behavior, and (c) crisis management if necessary?
 - Do consequences for alternative skills produce outcomes that are more effective or efficient than the problem behavior?

- Are desired outcomes for the problem behavior reduced or eliminated?
 - Does the crisis management plan address the three phases of a crisis?
 - a) Escalation
 - b) Eruption
 - c) De-escalation
4. Lifestyle Interventions
- Does the plan include supports that will improve the individual's quality of life?
 - Does the plan include long-term adaptations that will (a) help the individual maintain new skills, and (b) prevent problem behaviors from occurring?
5. Overall
- Are the intervention strategies logically linked to the hypothesis?
 - Does the plan reflect individual and family preferences?
 - Are all the intervention strategies (1) age-appropriate, and (2) acceptable for people without disabilities?
 - Can the plan be carried out in everyday settings without stigmatizing the individual?

The Individuals with Disabilities Education Act (IDEA) continues to place an emphasis on positive strategies and interventions to programmatically address the behavior of children with disabilities when that behavior interferes with the child's learning or that of others. The goal is to develop behavioral intervention plans that are based on child specific data gathered through the process of functional behavioral assessments. Local education agencies (LEAs) have a responsibility to focus on proactive approaches related to the behavioral needs of children with disabilities by working with the student to change his/her behavior rather than by relying solely on exclusionary practices. It is good practice to proactively address challenging behavior in an early and ongoing fashion even when that behavior will not result in a change in placement.