



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

STUDENT-PARENT
HANDBOOK

2023-2024

We will provide excellent academics and co-curricular activities that develop life-long learning skills for all students preparing them for our community and world-wide experiences.



Tomah Area School District



tomah.education

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WELCOME LETTER FROM ADMINISTRATION

Dear Parents and Students:

Welcome to the Tomah Elementary Schools! We are looking forward to an exciting and successful school year. We have prepared this handbook so we may bring about a better understanding between the school, parents and students. We ask your cooperation so we may provide our students with a more rewarding and enriching educational experience. Please take time to read this handbook carefully.

On behalf of the faculty and staff we would like to extend an invitation to parents to visit our school, attend programs and become active members of the PTOs and volunteer programs. We are very happy to have you with us in our elementary schools.

We sincerely hope this year will be a happy and productive year for your child. We hope you will take time to visit your school, become acquainted with your child's teacher, and find out about our educational program. We are proud of our schools and trust that your child will find this year to be a rewarding experience.

Sincerely,
TASD Elementary Principals

CAMP DOUGLAS

Lisa Culpitt

OAKDALE

Lisa Culpitt

LAGRANGE

WARRENS

Tim Gnewikow

LEMONWEIR

Brian Oberweiser

WYEVILLE

Tim Gnewikow

MILLER

Justina Anderson

TOMAH AREA MONTESSORI SCHOOL (TAMS)

Lisa Culpitt

STATEMENT OF PHILOSOPHY

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

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

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

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

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

DISTRICT STAFF DIRECTORY

Enrollment

608-374-7009

Dr. Mike Hanson, District Administrator

608-374-7004

Angela Plueger, Director of Curriculum

608-374-7019

Michelle Clark, Business Manager

608-374-7005

Dr. Paul Skofronick, Pupil Services

608-374-7011

Tom Dummermuth, Director of Transportation

608-374-7377

Jesse Bender, Director of Food Services

608-374-7356

Brad Plueger, Director of Activities

608-374-7976

Fitness Center, Tomah High School

608-374-5612

School Staff Directories are available on each school's webpage.

DISTRICT CALENDARS

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

Calendars for the Current School Year Include:

- » District Calendar
- » District 4K Calendar
- » Lemonweir Elementary 45-15
- » Lemonweir 4K 45-15

[View Calendars Online Here](#)

PARENT-TEACHER CONFERENCES

Communication is an essential part of the educational program. We feel it is very important for parents to keep in close contact with their child's teachers concerning his or her progress.

This year, Parent-Teacher Conferences are scheduled for mid-quarter 1st quarter and mid-quarter 3rd quarter. This allows for early intervention so that, working together, parents and teachers can help students become even more successful.

Please refer to the Parent-Teacher Conference schedule below for dates of scheduled conferences. You will be contacted directly to schedule your specific time for your child's conference.

Lemonweir: Evening Conferences

- September 12th & 14th
- February 27rd & 29th

District-Wide: Evening Conferences

- October 17th -**TMS/THS**
- October 19th -**ALL BUILDINGS**
- October 24th -**ELEMENTARY**
- February 27th & 29th -**ELEMENTARY**
- March 5th and 7th -**TMS/THS**

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

ACCOUNTABILITY REPORT

As part of the state accountability system, the Department of Public Instruction (DPI) has produced report cards for every school district in Wisconsin. These report cards provide data on multiple indicators for four (4) priority areas: student achievement, student growth, closing gaps, and on track and post-secondary readiness. View Tomah's [previous year accountability reports](#). Download the full [2021-2022 report](#) with data for each school.

BOARD OF EDUCATION

Michael Gnewikow, President
MichaelGnewikow@tomah.education

Spencer Stephens, Vice President
SpencerStephens@tomah.education

Ricky Murray, Clerk
RickyMurray@tomah.education

Susan Bloom, Treasurer
SusanBloom@tomah.education

Aaron Lueck, Member
AaronLueck@tomah.education

Catey Rice, Member
CathrynRice@tomah.education

James Newlun, Member
JamesNewlun@tomah.education

WWW.TOMAH.EDUCATION/BOE

Tomah High School Student Representative

The Tomah Area School District recognizes the importance of student leadership in guiding the direction of the District. The position of an appointed student representative is established by the Board for the purpose of encouraging open communication between the student body and the Board, to support active student participation in decision making, and to foster student leadership.

The THS Student Council Advisor shall appoint a student representative to the Board under rules established by the Student Council, to represent the student body and the Tomah High School Student Council.

The Board of Education will designate one board member to mentor and orient the student representative in his/her new position.

Board meetings are open to the public.

You can view meeting agendas and minutes on the district webpage as well.



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

Goals:

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

Expectations:

- » Attend all regular monthly School Board meetings and Board Academy meetings, except closed sessions.
- » Communicate with the high school principal or Student Council advisor prior to and subsequent to each board meeting.
- » Communicate with the superintendent to request Board consideration of specific student issues.
- » Report back to Tomah High School Student Council following each board meeting.

Limits:

- » Non-voting position.
- » Student representative to the board may participate in board goal setting, but may not prioritize goals or vote on goals.
- » Student representative will not attend closed sessions.
- » Student representative will receive a meeting agenda on the Thursday prior to each board meeting.
- » One student representative will be appointed by the THS Student Council Advisor. To qualify as a potential appointee, the student representative must be:
 - a. of junior or senior status to be eligible to serve,
 - b. eligible to serve a maximum of two years,
 - c. in good standing academically and on track for graduation,
 - d. willing to abide by the school district's Code of Conduct.



OUR VISION

We will provide excellent academics and co-curricular activities that develop life-long learning skills for all students preparing them for our community and world-wide experiences.

INNOVATION We are committed to continuous improvement by seeking innovative methods, strategies, and programs to meet the needs of our 21st century learners and prepare them for their future.

INTEGRITY We are committed to fostering open, honest, and transparent communication between all school staff and with students, parents, and community members. We will promote an environment of compassion and understanding in order to demonstrate equity and fairness for each individual and to build trust within and outside of our schools.

RESPECT We are committed to building respect by assuming positive intent in the ideas and suggestions presented by others and by recognizing the inherent value of each person. All members of our school community will be held to high expectations and we will provide supportive practices and policies which demonstrate our belief that ALL students can learn.

PASSION We are committed to the value of public education and the important learning which occurs in our schools each and every day. We will demonstrate enthusiasm in pursuing the work we do and perseverance in turning challenges into opportunities. We will strive to inspire each other and our students to pursue excellence in all endeavors.

LEADERSHIP We are committed to building leadership at all levels through collaborative teamwork, partnerships with all stakeholders in the community, and accountability for individuals and collective actions and decisions.

OUR

5

CORE VALUES

5 Pillars of Excellence



We will prepare our students to succeed each year and in their future post-secondary education and the career of their choice.

We will attract and retain and continuously develop high effective employees for our team.

We will ensure an educational experience and environment for our students, parents, and community members that promotes understanding and kindness by creating connections to one another.

We will work to transform educational opportunities to ensure the Tomah School District remains a school district of choice for students and their families.

We will plan and use resources to best supportive the district mission, vision, and goals.

For more information on TASD's Strategic Plan, Visit our website.



OUR MISSION

To provide high quality student learning: Every child. Every day.



PUBLIC NOTIFICATION OF NONDISCRIMINATION POLICY

It is the policy of the Tomah Area School District that no person may be denied admission to any public school in this district or be denied participation in, be denied the benefits of, or be discriminated against in any curricular, extracurricular, pupil service, recreational, or other program or activity because of the person's race, color, religion, national origin, ancestry, creed, pregnancy, marital status, parental status, sexual orientation, sex (including transgender status, change of sex or gender identity) or physical, mental, emotional, or learning disability ("Protected Classes") as required by s. 118.13, Wis. Stats. This policy also prohibits discrimination as defined by Title IX of the Education Amendments of 1972 (sex), Title VI of the Civil Rights Act of 1964 (race and national origin), and Section 504 of the Rehabilitation Act of 1973, and the ADA of 1990.

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

All career and technical education (CTE) courses and programs are offered without discrimination. For a summary of courses, please see: www.tomah.education.

Any questions concerning this policy should be directed to:

Dr. Charles M. Hanson II, District Administrator
Tomah Area School District
129 West Clifton Street
Tomah, WI 54660
(608) 374-7004

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

Dr. Paul Skofronick, Title IX Coordinator
Tomah Area School District
1310 Townline Road
Tomah, WI 54660
(608) 374-7011

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

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

MILITARY FAMILIES

We are one of the two closest school districts to Fort McCoy and the closest to Volk Field. We are specially familiar with serving military families and would love to be part of your child's educational journey. We work closely with the School Liaison Officer located at Fort McCoy to smoothly integrate our incoming Military-connected families.

MS. REBECCA L. WALLEY

School Liaison Officer
Fort McCoy, Child Youth Services (CYS) Office
rebecca.l.walley.naf@mail.mil
<https://www.tomah.education/tasd-military-families-students>

NATIVE AMERICAN FAMILIES

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

MS. BONNIE BIRD

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

RELIGIOUS & PATRIOTIC CEREMONIES (8800)

Decisions of the United States Supreme Court have made it clear that it is not the province of a public school to advance or inhibit religious beliefs or practices. Under the First and Fourteenth Amendments to the Constitution, this remains the inviolate province of the individual and the church of his/her choice. The rights of any minority, no matter how small, must be protected. No matter how well intended, either official or unofficial sponsorship of religiously-oriented activities by the school are offensive to some and tend to supplant activities which should be the exclusive province of individual religious groups, churches, private organizations, or the family. [View Policy 8800](#)

RELIGIOUS EXPRESSIONS IN THE DISTRICT (8800B)

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

VOICING QUESTIONS & CONCERNS

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

The following steps should be followed if you have a concern about district personnel or procedures:

1. Contact the staff member directly responsible.
2. Contact the building principal.

It may be submitted in writing to the District

Administrator if the complaint is not satisfactorily resolved in Steps 1 or 2 above.

[View Policy 9130](#)



REFERENCING DISTRICT POLICIES

School Board Policies are hyperlinked throughout this Handbook for quick reference. Complete and full policies are posted to our website at:

<https://go.boarddocs.com/wi/tasd/Board.nsf/Public?open&id=policies#>

DISTRICT ATTENDANCE POLICIES

The Board of Education believes it is the shared responsibility of the school and the home to assist the students in developing desirable habits of punctuality and attendance. The Board expects that every step will be taken by school personnel to implement this philosophy. **All children are expected to be in attendance each day unless they are ill or a family emergency arises.**

IF GOING TO BE ABSENT FROM SCHOOL:

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

EXCUSED ABSENCES:

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

UNEXCUSED ABSENCES:

- » Unexcused and habitual absences are punishable by law and will be reported to the proper authorities.
- » If we do not receive a written excuse or a phone call indicating the reason for the absence, we have no choice but to consider the child truant from school.
- » At the elementary level, if a call is not received by 8:30 a.m., school secretaries will begin contacting parents to determine the well-being/location of the child.
- » The absence will then be marked unexcused unless a written note is submitted within two (2) days.

PUNCTUALITY:

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

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

APPOINTMENTS:

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

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

END OF DAY PICK-UP OF STUDENTS

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

[View Policy 5200](#)

BUILDING SAFETY & SECURITY

VISITORS

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

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

LOITERING

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

FIRE & TORNADO DRILLS

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

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

SAFETY DRILLS

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

USE OF THE BUILDING

Non-School Organizations

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

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

[View Policy 7510](#)

USE OF VIDEO CAMERAS/PHOTOGRAPHS

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

[View Policy 7440.01](#)

WEAPONS

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

[View Policy 5772](#)



ARRIVAL

- » Classes for K-5 students begin at 7:55 A.M.
 - » Camp Douglas starts at 7:40 A.M
- » For those students who walk or ride by private transportation, we ask that they arrive at school between 7:45-7:55 A.M.
- » Please note that the school does not provide supervision of students arriving prior to 7:30 A.M.
- » If you drop off your children in the morning, please remember not to block the lanes of traffic at the school.
- » Students arriving after classes begin must check in at the school office for attendance and lunch count.

DISMISSAL

- » Students will be dismissed from school at 3:00 P.M.
 - » Camp Douglas is dismissed at 2:45 P.M
- » Students who ride a bus are expected to go directly to the loading area.
- » Students who walk or leave by private transportation are expected to leave school grounds promptly.
- » Students are not to remain in the school nor linger on the playground after school.
- » Please note that the school does not provide supervision for students after dismissal.
- » Students may remain at school for special programs, extra work or discipline only if prior arrangements have been made with the child's teacher or other school personnel.

HARASSMENT/HAZING

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

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

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

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

See Tomah School Board Policies [5517](#), [3362](#), [4362](#) for more information regarding harassment.

VIDEO SURVEILLANCE AND ELECTRONIC MONITORING

Please be advised there are video surveillance cameras on premises. Personal information and activities recorded are collected and used to maintain a safe and secure environment in schools and on school district property and may be disclosed for law enforcement purposes. For questions or concerns, please contact the building principal at 608-374-7358.

[View Policy 7440.01](#)

SAFETY PATROL

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

[View Policy 5860](#)

SEARCH AND SEIZURE

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

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

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

School Property

The Board acknowledges the need for in-school storage of student possessions and shall provide storage places, including desks and lockers, for that purpose. Desks and lockers are public property and school authorities may make reasonable regulations regarding their use. The District retains ownership and possessory control of student desks and lockers and the same may be searched at random by school personnel at any time. A showing of reasonable cause or suspicion is not a necessary precondition to a search under this paragraph. Students shall not have an expectation of privacy in lockers, desks, or other school property as to prevent examination by a school official. The Board directs the school principals to provide students with written notice of this policy at least annually and that routine inspections be done at least annually of all such storage places.

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

Student Person and Possessions

The Board recognizes that the privacy of students or his/her belongings may not be violated by unreasonable search and seizure and directs that no student be searched without reasonable suspicion that the search will turn up evidence that the student has violated or is violating either a particular law or a particular rule of the school. Any search under this paragraph must be reasonable in scope and reasonable in the manner in which it is conducted. The extent of the search will be governed by the seriousness of the suspected infraction, the student's age and gender, the student's disciplinary history, and any other relevant circumstances or information. The Principal may arrange for a breath test for blood-alcohol to be conducted on a student whenever s/he has individualized reasonable suspicion to believe the student has consumed or is under the influence of an alcoholic beverage while on school premises or while participating in a school-sponsored activity. If the result indicates a violation of school rules as described in the student handbook, the disciplinary procedure described in the student handbook will be followed. If the student refuses to take the test, the Principal will inform the student that refusal to participate implies admission of guilt leading to disciplinary action consistent with the student handbook.

This authorization to search shall also apply to all situations in which the student is under the jurisdiction of the Board. Under no circumstances shall a school official ever conduct a strip search of a student.

Use of Dogs

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

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

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

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

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

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

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

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

[View Policy 5771](#)

IN THE EVENT OF A SCHOOL EMERGENCY

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

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

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

You can expect the District to respond in the following manner:

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

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

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

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

PARENTAL CUSTODY

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



HEALTH & MEDICAL

GUIDELINES FOR STAYING HOME

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

YOUR CHILD SHOULD STAY HOME IF:

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

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

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

Your child may return to school when:

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

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

MEDICATION

School personnel cannot administer any medication without written consent from a parent. A physician's signature and parent signature will be required for all prescription medication to be administered during the school day. Over-the-counter medication requires a parent/guardian signature only.

The completion of the "[School Medication/Procedure Form](#)" and obtaining the physician's signature will be the parent's responsibility. Medication forms may be faxed to 374-7303. Forms will be sent to the appropriate school. Students who need to take medication must have the "School Medication/Procedure Form" completed, signed and on file at the school. The medication must be in the original container. The

medication forms are available in each school and at area clinics. Medications (prescription and over-the-counter) cannot be sent home with students. Parents must pick them up.

Medication should only be given in school if absolutely necessary. Medication scheduled for three times a day should be given right before school in the morning, immediately after school at home and at bedtime. An exception would be medications prescribed for a specific time (e.g. Ritalin). We would like to discourage the excessive use of over-the-counter medications. Please have guidelines as to when your child should request an over-the-counter medication.

Some students think they are "supposed to take it" because they know their parents have filled out the form and have the over-the-counter medication available at school.

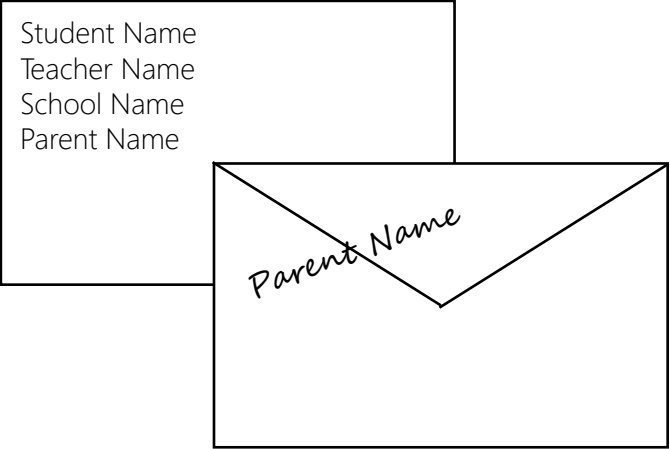
If you have any questions concerning this matter, please contact the school nurse at 374-7015.

BRINGING MEDICATION TO SCHOOL

When possible, please bring your child's medication to school and drop it off in the main office.

If you are unable to bring in the medication, it can be sent to school with your student, but it MUST be in a sealed envelope. On the front of the envelope please include: Student's Name, Teacher, School, and parent(s)/guardian(s) printed name. On the back of the envelope, seal the flap and put your signature across the flap. This procedure is in place for the safety of your children.

[View Policy 5330](#)



HEAD LICE PREVENTION AND TREATMENT

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

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

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

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

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

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

ABSENCES DUE TO HEAD LICE

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

Whenever a child is found to have head lice:

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

[View Policy 8451](#)

CONCUSSIONS

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

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

ACCIDENTS

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

[View Policy 5340](#)

SUICIDE PREVENTION NOTICE & RESOURCES

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

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

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

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

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

[View Policy 5350](#)

EARLY WARNING SIGNS TO LOOK FOR:

- » Decline in quality of school work
- » Social withdrawal
- » Personality and mood changes
- » Changes in sleeping and eating
- » Preoccupation with death

URGENT WARNING SIGNS TO LOOK FOR:

- » Threats about hurting self
- » Talking about a specific plan
- » Violent actions, rebellious behavior, running away
- » Hopelessness, helplessness, or worthlessness
- » Giving away favorite possessions

COMMON SUICIDE MYTHS & REALITIES

Myth: Asking a student how they are doing or if they have had thoughts about harming themselves will bring on thoughts of suicide.

Reality: Students are already thinking about and completing suicide. Carefully talking about the topic and getting students to help are keys to preventing suicide.

Myth: Students won't be honest when asked if they need help.

Reality: Students who are having thoughts about suicide are usually scared and want help. No one truly wants to die.

Myth: Only pupil service professionals can/should help a suicidal student.

Reality: Everyone in school can help prevent youth suicide by connecting students to appropriate helping professionals.



SUICIDE PREVENTION PROCEDURES

What to do if you are concerned about a student:

Teachers and other school staff are well-positioned to observe student behavior and to **ACT** if there is a suspicion that a student may consider self-harm. Young people lack the perspective of time. Suicide is a permanent solution to a temporary problem, but for kids, their problems can seem endless at this stage. If we get them through the crisis, there is a 90% chance that they will never attempt suicide.

ACT stands for Acknowledge, Care, and Tell.

Acknowledge feelings :

- » "I'm sorry to hear about this. It sounds really hard."
- » Telling a student to "get over it" or "move on" is not realistic for a person with depression.

Show **Care** and Concern:

- » "I'm worried about you. I don't want anything bad to happen to you or for you to be hurt."

Tell a member of your crisis team:

- » "Let's go talk with someone in the counseling office. They know how to work with students who have concerns like these."

These steps (Acknowledge-Care-Tell) are a central component of the "Signs of Suicide" program (SOS), an evidence-based school-wide intervention program. SOS kits for middle school and high school are available through your local CESA.

*State law protects school district employees and volunteers from civil liability for their acts and omissions when trying to intervene in a student's suicide. **It's safe to ACT!***

SUICIDE PREVENTION RESOURCES

Youth suicide prevention resources from DPI:

- » dpi.wi.gov/sspw/suicideprev.html

Other resources for school staff:

- » American Foundation for Suicide Prevention, www.afsp.org
- » Suicide Prevention Resource Center, www.sprc.org
- » Mental Health America of Wisconsin, www.mhawisconsin.org
- » Helping Others Prevent and Educate about Suicide, www.hopes-wi.org

Local resources:

- » National Suicide Prevention Lifeline 800-273-TALK (8255): Suicide hotline 24/7 free and confidential www.suicidepreventionlifeline.org
- » Kristin Brooks Hope Center 800-SUICIDE (784-2433): Suicide prevention hotline www.hopeline.com
- » National "YOUTH" Crisis Helpline: 800-999-9999
- » Person of Deaf/Hard of Hearing Hotline: TTY: 1-800-799-4TTY (4889)
- » Spanish Suicide Hotline: 877-SUICIDA (784-2432) or 888-628-9454
- » La Crosse – serving Buffalo, Crawford, Grant, Jackson, La Crosse, Monroe, Richland, Trempealeau & Vernon Counties: Suicide Crises Line Gunderson-Lutheran Medical Center & La Crosse Area United Way 24/7 608-775-4344
- » Great Rivers 211 help & crisis line



NON-EMERGENCY, INVASIVE PHYSICAL EXAMINATIONS OR SCREENINGS

Parents will be notified in advance of any non-emergency, invasive physical examination or screening which is required as a condition of attendance, administered by the school, or not necessary to protect the immediate health and safety of the student or other students (i.e. vision testing, scoliosis testing, vaccinations).

COLD WEATHER POLICY

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

FOOD IN CLASSROOMS

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



ANNUAL ASBESTOS NOTIFICATION JULY

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

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

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

STUDENT CONDUCT

SCHOOL EXPECTATIONS

1. Students are not allowed to leave school grounds during the day without permission or supervision. Once a student arrives on campus (dropped off by parents, gets off bus), he/she must remain on school grounds.
2. "Please" and "thank you" are important words that should be used regularly with others.
3. Gum chewing in school is a privilege allowed by teacher discretion and permission.
4. Public Display of Affection (PDA) - Students will refrain from inappropriate intimate behaviors (such as, but not limited to, hugging, kissing, holding hands, etc.) on school grounds or at school related events. Repeated or especially inappropriate behavior in this regard may result in disciplinary actions.
5. No open containers of beverages or food are allowed in lockers, hallways, or the gymnasium. Parents are asked to discourage their child to bring an energy drinks or soda to school. All food and beverages must be consumed in the cafeteria or other designated eating areas. The only exception is students may bring a clear water bottle to school to use in the classrooms reducing the need to use the drinking fountain and miss instructional time. These containers must be used only for water.
6. Skateboards, razor scooters, rollerblades, bikes, and Heely shoes are not to be used on school property.
7. Book bags, fanny packs, purses and gym bags are to be kept in the student's locker or hook unless other arrangements have been made with an administrator.
8. Laser devices are not allowed in school per state statute.
9. Possession and/or use of a Personal Communication Device (i.e. cell phones, tablets, MP3's, E-readers, etc...) by a student during the school day is a privilege that may be forfeited by a student who fails to abide by school expectations. Students may possess PCDs in school, on school property, during after school activities (e.g., extra curricular activities) and at school-related functions, they must be powered completely off (i.e., not just placed into vibrate or silent mode) and stored out of sight during school hours and during after school activities (e.g., extra-curricular activities). However, technology including, but not limited to, PCDs intended and actually used for instructional purposes (e.g., taking notes, recording classroom lectures, writing papers) will be permitted, as approved by the classroom teacher or the building principal. The use of a PCD to engage in non-education-related communications is expressly prohibited. Students may use PCDs while riding to and from school on a school bus or other Board-provided vehicles or on a school bus or Board-provided vehicle during school-sponsored activities, at the discretion of the bus driver, classroom teacher, or sponsor/advisor/coach. Distracting behavior that creates an unsafe environment will not be tolerated. Finally, students should not use these devices to take pictures or video at any time during the school day unless specifically given permission by a teacher

- or administrator. If a student chooses to bring these items to school to use during these approved times, they must be used responsibly and the students maintain responsibility for these items. If the student feels ill and needs to contact home, he/she must call from our Counseling/Attendance Office. Doing so from a personal cell phone before reporting to the office not only slows down our ability to assist, it is in violation of school board policy. See Board Policy 5136 – Personal Communication Devices
10. Gambling of all types is prohibited.
 11. No aerosol spray cans (i.e. deodorant, hairspray) are to be brought to school.

STUDENT CONDUCT & DISCIPLINE

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

Controlling behavior both in and around school takes a community effort. Our schools cooperate with agencies, including law enforcement, to maintain a proper learning atmosphere. However, parents and guardians play the most important role in developing good behavior and citizenship. [View Policy 5500](#)

CONSEQUENCES FOR INAPPROPRIATE BEHAVIOR

The school has the responsibility to establish standards that promote a positive and proper learning environment. In order to fulfill this responsibility, all students, staff, and parents must be committed to a strong discipline policy that encourages accountability for actions. If a student has difficulty recognizing his/her responsibilities in relation to the expectations and rules we have set out, an adult in charge will intervene and respond with an appropriate action. These actions may include:

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

PROGRESSIVE DISCIPLINE TERMS

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

1. Classroom disruption

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

2. Chronic disruption or violation of school rules

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

3. Use of Profanity

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

4. Pushing and Shoving/Rough Housing

Minimum action – Conference, Reteach Proper Behavior
Maximum action - Suspension
**Student may be referred to Tomah Police Department for Disorderly Conduct

5. Fighting

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

6. Use/possession of tobacco/tobacco items

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

7. Theft

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

8. Threats/Intimidation

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

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

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

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

Definition of sexual - Unwanted behavior of a sexual nature
Definition of verbal - Unwanted verbal comments that make a person feel bad or unsafe
Definition of racial - Unwanted comments regarding a person's ethnic make-up
Definition of physical - Unwanted touching, pushing, hitting or other physical contact that makes a person feel bad or unsafe

Minimum action - Conference
Maximum action - Expulsion or assigned to attend Decisions I or an alternative educational program
**Student may be referred to Tomah Police Department for Harassment and/or Disorderly Conduct

11. Vandalism

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

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

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

13. Protection of the public safety

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

14. Dishonesty/Lying

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

RESPECT TOWARD STAFF

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

CLASSROOM CONDUCT

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

PETS

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

[View Policy 8405A](#)



PBIS

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



RTI

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



DRESS CODE

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

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

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

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

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

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

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

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

Consistent with the legal parameters established under the First Amendment of the U.S. Constitution.

School officials can also regulate and prohibit dress, clothing, or grooming containing otherwise expressive speech if the dress, clothing, or grooming:

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

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

No protected speech may be prohibited on the basis of disagreement by school officials with the specific point of view expressed if the topic is otherwise permitted by this policy (e.g. permitting depictions of support for one political party, but prohibiting depictions of support for the other).

The District administration may establish the dress, clothing or grooming requirements for members of the athletic teams, bands, and other school groups when representing the District at a public event or within the context of school-sponsored and controlled curriculum or activities. Where appropriate, a uniform or specific dress, clothing, or grooming requirement shall be used for students when representing the District as described.

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

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

[View Policy 5511](#)

BULLYING / HARASSMENT

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

The Board will not tolerate any form of harassment and will take all necessary and appropriate actions to eliminate it, including suspension or expulsion of students and disciplinary action against any other individual in the School District community. Additionally, appropriate action will be taken to stop and otherwise deal with any third party who engages in harassment against our students.

The Board will vigorously enforce its prohibition against harassment based on the traits of sex (including gender status, change of sex, or gender identity), race, color, national origin, religion, creed, ancestry, marital or parental status, sexual orientation or physical, mental, emotional or learning disability, or any other characteristic protected by Federal or State civil rights laws (hereinafter referred to as "Protected Classes"), and encourages those within the School District community as well as Third Parties, who feel aggrieved to seek assistance to rectify such problems. Additionally, the Board prohibits harassing behavior directed at students for any reason, even if not based on one of the Protected Classes, through its policies on bullying (See Policy [5517.01](#)).

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

[View Policy 5517](#)

CARE OF MATERIALS

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

TEXTBOOK FINES

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

Fines are as follows:

Lost or Damaged Textbooks Beyond Use

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

If the book is damaged beyond reasonable repair, the charge should correspond to the above Lost Book schedule.

If the cover is bent, writing is discovered on pages or cover, or other damage is evident, the following schedule should be followed:

Damaged Textbooks

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

DESCRIPTION

In keeping with the philosophy of serving every child's needs, the Tomah Area School District provides many special services. The expertise of many persons is considered in the placement of your child: Guidance Counselors, Speech & Language Therapists, School Psychologists, Talented & Gifted Coordinator, and Exceptional Education Needs Teachers.

If you have questions on any of the services available to our students, or are seeking to use any of these services, please contact your school principal.

SCHOOL NURSES

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

OP/TP & OTHER SPECIAL EDUCATION NEEDS

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

To ensure these students have the support they need, our Pupil Services Department is staffed with an Occupational Therapist, Physical Therapist, and several Special Education Instructors.

If you have questions regarding your student's support, please contact your school principal.

EDUCATION OF HOMELESS CHILDREN & YOUTH

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

SCHOOL SOCIAL WORKER

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

SCHOOL PSYCHOLOGISTS

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

COUNSELING

Tomah Area School District Provides comprehensive counseling services to all students. Our counselors are designated to schools and/or groups of students (by last name) to better establish relationships and acquaintances with students. We have counseling teams for our elementary schools, our middle school, and our high school; each with age-specific structures to best serve our students.

Elementary School Counselors: Designated to a school and provide services such as biweekly guidance lessons, play therapy, bibliotherapeutic experiences, active listening and academic/organizational skill development.

[HTTPS://WWW.TOMAH.EDUCATION/PUPIL-SERVICES/PUPIL-SERVICES](https://www.tomah.education/pupil-services/pupil-services)

TITLE 1

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

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

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

TESTING

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

STUDENT PROMOTION/RETENTION

The Board of Education recognizes that the personal, social, physical, and educational growth of children will vary and that they should be placed in the educational setting most appropriate to their needs at the various stages of their growth. It shall be the policy of the Board that each student be moved forward in a continuous pattern of achievement and growth that is in harmony with personal development.

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

A. Student's Academic Performance

- » **Grades K through 5:** The student must perform at a basic level or above or have made adequate progress on seventy-five percent (75%) of the standards-based grade level skills. (Standard-based skills will be phased in for 4th grade during the 2009-10 school year and in 5th grade during the 2010-11 school year.)
- » **Grades 6-8:** The student will have successfully passed eighty percent (80%) of all the classes taken during the academic school year.
- » Students with disabilities must have made adequate progress toward the completion of all the Goals and Objectives on their Individual Education Plan developed by the IEP Team.

OR

B. Student score on the State Standardized Assessment

Students must receive a score of proficient in the reading and math subtests of the State standardized assessment.

AND/OR

C. Teacher Recommendations

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

OR

D. Other Academic Criteria Specified by the School Board

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

[View Policy 5410](#)

ACADEMICS

TIPS FOR SUCCESS

- » Provide a place, the kitchen table for example, for your child to do his/her homework and check to see that it is completed daily. You may help your child plan when to do his/her homework, explain directions, and make sure that he/she has the necessary materials, but your child should do the actual work.
- » Talk to your child about the papers he/she brings home from school and what he/she is learning.
- » If your child is in kindergarten, first, or second grade, read to your child or listen to him/her read to you on a daily basis.
- » If your child is in third, fourth, or fifth grade, make sure he/she has a library book to read. Talk to your child about what he/she is reading.

PROGRAMS OF STUDIES

Students will have classes in the following subjects:

- » Language Arts
- » Social Studies
- » Science and Health
- » Math
- » Music
- » Art
- » Guidance
- » Exercise & Sports Science
- » Library Skills
- » Writing

GRADING SCALE

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

REPORT CARDS

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

STUDENT RECORDS

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

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

- A. A written request is received.
- B. All behavioral records are interpreted by a qualified person prior to release.
- C. The school has 45 days to respond to the request.
- D. A reasonable charge shall be paid for copies

[View Policy 8330](#)

CURRICULUM/LIBRARY MATERIALS

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

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

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

RURAL VIRTUAL ACADEMY

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

[HTTPS://RURALVIRTUAL.ORG/](https://ruralvirtual.org/)



COMMUNICATIONS

DISTRICT WEBSITE

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

INFINITE CAMPUS

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

SCHOOL CLOSINGS/LATE STARTS/EARLY DISMISSALS

In case of school closings or early dismissals, please do not call the school. This information will be circulated through the following channels:

RADIO: WBOG-AM 146 Berry 94); WYXM-FM96.1 (Mix 96.1); WTMB-FM 94.5; WCOW-FM97.1 (Cow Country); WIZM-FM 93.3 (Z-93).

TV: TV WKBT Channel 8; WXOW Channel 19; the local PEG Channel.

ONLINE: School district website; Facebook; Twitter

[View Policy 8220A](#)

DISTRICT NEWSLETTERS

We love to recognize and celebrate all of the great things happening through our district. We routinely produce two publications to share our celebrations with the community:



The PAWS is a newsletter and district calendar curated monthly to share upcoming events and happenings across the district. This is sent out to parents from the District Administrator, posted to our district Facebook page, and to community organizations. Anyone can receive the PAWS Newsletter directly to their email inbox each week by signing up [here](#).

DIRECTORY DATA

Directory data includes those records which contain the student's name, address, telephone number participation in officially recognized sports, dates of attendance, date of graduation, or awards received. The form to request withholding student directory information is available upon request in the school office.

[View Policy 8305](#)



The HOWL is a newsletter curated three times each year to share our celebrations of student, staff, and district successes. It is published and mailed via Every Door Direct Mailer (USPS) to our stakeholders. It can also be found on our website.

[HTTPS://WWW.TOMAH.EDUCATION/DISTRICT-PUBLICATIONS](https://www.tomah.education/district-publications)

TECHNOLOGY

Tomah Area School District

TECHNOLOGY DEPARTMENT

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

The District's goal in providing technology services is to promote educational excellence by facilitating resource sharing, innovation, and communication. This **agreement** is made effective upon the receipt of the technology device, between the Tomah Area School District, the student receiving a device and his/her parent(s) or legal guardian. While there are differences between school procedures, the information contained within this document applies to all T ASD schools. The student and parent(s), in consideration of being provided with a device, software and related materials for use while a student hereby agree as follows:

1. Equipment

- a. T ASD defines a "Technology Device" to include not only the computing device (e.g. iPad, Chrombook, Windows laptop, Cellular Internet Hotspot) but also the charging system for the device, the carrying/protective case and any pen (screen touch device). Devices and their components are handed out in a complete set and the parent/guardian/child cannot choose to take only part of a set.
- b. Ownership: The technology device being issued to all students is the sole property of the Tomah Area School District. Each device is on loan to the student and must be used in accordance with the policies and procedures listed below, the Tomah Area School District Acceptable Use Policy and any civil/criminal applicable laws.
 - i. All students are required to use the district-supplied carrying case equipped with a shoulder strap or handles.
 - ii. The Tomah Area School District will retain records of the serial numbers of provided equipment.
 - iii. This agreement remains in effect for a substitute device.

2. Actions Required in the Event of Inoperable, Damaged or Lost Equipment

- a. Responsibility for Negligence
 - i. The student is responsible for maintaining a 100% working device at all times. The student shall ensure that the device is not damaged. Refer to the Standards of Proper Device Care section of this document for a description of expected care. The Tomah Area School District reserves the right to charge the student and parent according to the cost table below due to either gross (intentional) negligence or accidental negligence **as determined by administration**.
 1. Examples of gross negligence include, but are not limited to:
 - a. Damage or loss resulting from unattended and/or unlocked device while at or away from school.
 - i. Examples: locker rooms, hallway benches, lunch room tables.
 - b. Lending device to others.
 - c. Using the device in an unsafe environment and/or in an unsafe manner.
 - ii. In the event the device is inoperable, damaged or lost, the Tomah Area School District has a limited number of spare devices for use while the device is repaired or replaced. An immediate replacement cannot be guaranteed at all times.
 - iii. Any damage to or loss of the device should be promptly reported to a teacher or administration. Parents and students are encouraged to file a police report if the device is lost, vandalized or believed to be stolen.
 - iv. The student may not opt to keep a broken device or to avoid using the device due to loss or damage.
- b. Actions Required in the event of inoperable, damaged, or lost
 - i. In the event the device is inoperable, damaged or lost, the Tomah Area School District has a limited number of spare devices for use while the device is repaired or replaced. An immediate replacement cannot be guaranteed at all times.
 - ii. Any damage to or loss of the device should be promptly reported to a teacher or administration. Parents and students are encouraged to file a police report if the device is lost, vandalized or believed to be stolen.
 - iii. The student may not opt to keep a broken device or to avoid using the device due to loss or damage.
- c. Technical Support and Repair
 - i. All attempts will be made to repair a damaged device. The Tomah Area School District does not guarantee that the technical support team will make the device operable. In the event that the device cannot be repaired, a substitute may be supplied.
 - ii. All repairs will be performed by Tomah Area School District staff. Students and/or parents/guardians are not to attempt to repair the device on their own.

3. Standards of Proper Device Care

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

- a. Student Responsibilities:
 - i. Bring the charged device and charging unit to school every day (if you forget them, substitutes may not be available).
 - ii. Students are to have only the district created account on the device. Students are not permitted to create a secondary account.
 - iii. At the end of the school day, students should log out of their device and perform a shutdown procedure. This will ensure any district or device updates are performed.
 - iv. Keep the device either secured, where others do not have access, or within your sight at all times. For example, during

athletic events, practices and trips, store the device in a secure place (your locked hallway locker). Devices left in bags and backpacks, or in unattended classrooms or locker rooms are considered “unattended” and may be confiscated by school personnel as a protection against theft. Unattended and unlocked equipment, if stolen –even at school- will be the full financial responsibility of the student. Other non-exclusive examples of Gross Negligence are listed below:

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

c. General Care

- iv. The non-exclusive examples below will result in student being responsible for 100% of the repair or replacement cost.
 5. Attempting to remove or change the physical structure of the device, including keys, screen, cover or casing.
 6. Removing or interfering of any identification placed on the device.
 7. Keep the equipment clean. Avoid eating or drinking while using the device.

d. Carrying the Device

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

e. Screen Care

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

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

f. Battery Life and Charging

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

g. General Information

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

4. Device Use and Conduct

a. Students may not use the network resources to:

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

b. For Safety Reasons Students should not:

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

c. Discipline

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

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

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

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

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

d. Legal Issues and Jurisdiction

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

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

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

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

5. Legal and Ethical Use Policies

a. Monitoring

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

b. Legal and Ethical Use

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

c. Allowable Customizations

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

ii. Downloading or installing any software without permission from the Tomah Area School District is prohibited.

iii. Nothing "permanent" may be used to personalize the Chromebook or the carrying case (i.e. Sharpie markers, stickers that won't easily peel off, sticky tape that will leave adhesive, etc.).

iv. All personalization needs to be added to the "front cover" of the Chromebook.

1. Suggested Ideas for Personalization:

b. Peel off decals for walls.

c. Peel off decals for cars/windows.

d. Students may purchase a wireless mouse if desired.

6. Terms of Technology Agreement

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

- 1. I will return the device at the established due dates and times.
- 2. I understand that I may be billed for repair/replacement costs, if the device is damaged, lost or not returned properly.

3. I will treat this device with care and maintain the equipment in clean condition.
4. I will not write, etch or attach anything into or onto this device or any of its components.
5. I will avoid using the device in situations that are conducive to loss or damage.
6. I will keep the device either secured, locked in a locker where others do not have access, or within my sight always.
7. I will follow general maintenance alerts and advice from district technology personnel.
8. I will promptly report any malfunction, loss, damage, or theft to the proper personnel.
9. I will always transport the device within the district supplied carrying/protective case.
10. I will adhere to the Tomah Area School District's Acceptable Use Policy when using this device at all times and locations.
11. Tampering with the device is a violation of this Acceptable Use Policy.
12. I understand that only Tomah Area School District devices are allowed to be used on Cellular Internet Hotspots that are provided by the Tomah Area School District.

7. Cost and Charge for Damage to Devices

1. Any damage deemed intentional (by school administration or technology department staff) will be billed at the amount necessary to return the device to working order.
2. Any damage deemed accidental (by school administration and technology department staff) will be billed at a flat amount of \$25 per incident.
3. After two damage incidents in a given school year, all damage will be billed at the amount necessary to return the device to working order.
4. Loss of any component will be billed at the replacement amount for that component.
5. Device/Component Costs are to be charged at the below rates:
 - a. iPad: Full replacement \$450; Device only \$350; Case/Keyboard \$100; Charger \$15; Charger Cable \$5
 - b. Chromebook: Full replacement \$275; Device only \$255; Case \$20; Case Strap \$5; Charger \$52; Screen \$170; Keyboard \$43; Hinge Set \$30; Cover (top/bottom) \$20; Battery \$35
 - c. Windows Laptop: Full replacement \$1,200
 - d. Cellular Internet Hotspot: Full replacement \$200

Technology Policies

[ag7540.03 Student Education Technology Acceptable Use and Safety](#)

[7540 Technology](#)

[7540.02 Web Content, Apps, and Services](#)

[7540.03 Student Technology Acceptable Use and Safety](#)

LIBRARY MEDIA CENTER (LMC)

The focus of our school Library Media Centers is to provide a place for active study. Student exploration of all the resources in the LMC is encouraged and the positive benefits of reading are promoted.

LMC Guidelines:

- » All students must check out LMC materials using their student I.D. number and are responsible for any materials checked out in their name. Students should not share their student I.D. number or loan out their checked out materials to anyone.
- » Checkout time for regular books and magazines is two weeks and may be renewed once. Materials must be returned to the LMC to be renewed.
- » Students with overdue items or LMC fines will not be allowed to check out additional materials until such problems have been resolved. Students who lose or damage LMC materials will be charged the replacement cost of the reading material.
- » The LMC is open from 7:30 A.M. – 3:30 P.M.
- » Students must bring their assignment notebook with a pass from their teacher when coming from a class or directed study.



COMPLAINTS IN REGARD TO CURRICULUM/LIBRARY MATERIALS

School Board Policy 9130 provides for a parent's right to request that his or her child not have to use a given material, provided a written request is made to the appropriate building principal. [View Policy 2522](#)

TRANSPORTATION

Tomah Area School District

TRANSPORTATION DEPARTMENT

The *driving* force for Tomah's education

ESTABLISHING TRANSPORTATION ARRANGEMENTS

Bus transportation to school is a service provided by the school district to students meeting specific distance requirements. If you would like to request transportation, please visit our website to fill out a short form OR call our transportation office directly. [View Policy 8600](#)

BUS DRIVER SAFETY PROCEDURES

Proper transportation of students is a matter of continuing concern and it is imperative that all staff members associated with student transportation adhere to the guidelines which have been designed to maximize the safety of students. [View Policy ag8605](#)

VIDEO CAMERAS

Video cameras are used on school buses to help ensure the safety and well-being of all passengers. Videotapes may be used as part of the disciplinary procedure. [View Policy ag8600](#)

FIRST DAY OF SCHOOL

On the first day of school, your child's teacher may attach an ID Tag to their book bag/back pack.

The ID tag lists your student's name and school. Please ensure this ID Tag stays attached to the book bag, backpack, etc., your student is carrying to and from school for the entire school year.

The Bus Driver will attempt to contact you prior to the first day of school with your student's route number and bus times, please ensure your contact information is up to date.

SCHOOL DELAYS & CANCELLATIONS

If school is delayed, cancelled, or released early, due to weather, etc. the following media will be notified: Radio stations: WCOW, WIZM, and WBOG. Television stations: WKBT (channel 8) and WXOW (channel 19). You may also visit the following websites: www.tomah.education, LaCrosseTribune.com, WKBT.com or WXOW.com. Many of these media providers have free automated notification systems, which can send the message to your phone or computer. You can sign up by visiting their website.

ACCEPTING CUSTODY OF STUDENT AT DROP OFF

For student's safety, a responsible person must be present to help 4K, Kindergarten and first grade students get to and from the bus for pick-up and drop-off. A student second grade and over, or adult you designate, may get your student off the bus. Please be aware that your student will not be let off the bus without someone at the stop for him/her. If someone is not at the stop to receive your student, he/she will be returned to the school for you to pick up. Failing to retrieve your child from the bus multiple times will lead to notification from the transportation office and possibly other actions.

CHANGES TO BUS TRANSPORTATION

Consistency in pick up and drop off location is the best policy for student safety. Permission to ride an alternate bus will only be granted in an emergency situation. Switching buses to ride to another students' house in a non-emergency situation will not be allowed. If you are seeking permission to ride an alternate bus, you must contact your child's principal to discuss this possible change. If permission is granted, the Transportation Department will be contacted by the school on your behalf. When possible, we kindly ask that at least 24-hour notice is given.



STUDENT EXPECTATIONS AND STANDARDS

Bus riding is considered a privilege and an extension of the school day. [View Policy 8600](#)

In order for a student to retain this privilege, he/she must conform to the following requirements:

1. Remain seated when the bus is in motion.
2. Keep head, hands, and arms inside the bus.
3. Remain in the seat assigned to him/her.
4. Act respectfully. Scuffing, fighting and obscene language will not be tolerated.
5. Do not litter on the bus. Help keep the bus clean by picking up litter including food or other debris on the bus.
6. Pay for damage to the bus which is a result from inappropriate behavior and outside regular wear and tear.
7. Be at the authorized loading place and prepared to board at the scheduled time, morning and afternoon.
8. Follow the recommended procedure when crossing the roadway. When leaving the bus, stand 10 to 12 feet out in front of the bus and cross only when the driver signals you to do so.
9. Inform the bus driver, if possible, when he/she will be absent.
10. Cooperate with the bus driver at all times.
11. Follow any rules set up by their specific driver.
12. Cell phone usage is permitted at the discretion of the driver. Ring tones are to be turned off and taking pictures is prohibited.
13. Obtain permission to ride a different bus. No student will be allowed to ride a bus other than his/her assigned bus without permission. A note, written and signed by the parent/guardian, must be sent to school for the principal, or designee, to sign and then the note should be given to the bus driver. [View Policy 8600B](#)

DISCIPLINARY PROCEDURES

Upon having an issue with a student, the driver will discuss the issue with the student to resolve it. They will inform the student that if the behavior continues, they will contact the student's parent/guardian and the student will receive a written bus referral.

The District retains the discretion to determine the severity of the issue/incident and may skip one or more of the following steps in order to provide consequences that are appropriate for the offense.

REFERRALS: It is our BOE approved process to escalate behavior issues through four referrals of increasing severity. The referrals will start as a phone call from the driver to the parent/guardian to discuss the issues and a bus discipline referral will be submitted. The fourth referral is subject to a minimum of three days suspension from transportation services. A face-to-face meeting will be held with the student, the Principal, a representative from the Transportation Department, and the parent/guardian. The student may be suspended until the meeting is held provided contact has been made with the parent/guardian notifying them of such. Administration will use discretion for additional consequences depending on the severity of the behavior.

LIMITATIONS: This Transportation Discipline Procedure does not override the District Administration's discretion to take additional, separate action, or to impose more severe consequences in appropriate cases. Parents should also be on notice that, while efforts will generally be made to contact them as part of Transportation Discipline Procedures, certain students, types of conduct, and related investigations may not always make immediate contact with parents possible or appropriate. Parental contact will be made as soon as appropriate and when matters such as pupil safety, law enforcement involvement, pupil confidentiality, and the integrity of related investigations are properly addressed.

TRANSPORTATION POLICIES

[8600 Transportation](#)

[8605 Use of PCD's by District Employees who Operate Board-Owned or Operated Vehicles](#)

[8640 Transportation for Field and Other District-Sponsored Trips](#)

[8651 Nonroutine Use of School Buses](#)

[8660 Transportation by Private Vehicle](#)

[ag8600 Transportation](#)

[ag8600A Unusually Hazardous Area Designations](#)

[ag8600B Student Conduct on Buses](#)

[ag8605 Bus Safety Procedures](#)

[ag8606 Transportation for Students with Disabilities](#)

CONTACT US

Ph: 608-374-7377

www.tomah.education/transportation

FOOD SERVICES

Tomah Area School District

FOOD SERVICES DEPARTMENT

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

MEAL PRICES (23-24 School Year)

Elementary (K-5)	\$3.20
Middle (6-8)	\$3.35
High School (9-12)	\$3.45
Adult Lunch	\$4.25
Milk	\$0.50

STUDENT FOOD SERVICE ACCOUNTS


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

FREE AND REDUCED BREAKFAST PROGRAM

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

GENERAL FEDERAL USDA CHILD NUTRITION PROGRAM

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



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

STUDENT FOOD SERVICE ACCOUNT POLICY

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

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

1. All students will be given a low balance notice when their account is equal to or less than the low balance value set by the District. Students will be instructed to give the low balance notice to their parents/guardians.

2. The building administrator or designee at each elementary school building will run a low balance report every day, Monday through Friday, when school is in session.

3. High school and middle school students will receive a low balance notice at the point of service from the computer operator daily as they come through the breakfast or lunch line.

4. Parents/guardians can also set up a low balance email notices through their students' Infinity account.

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

1. Any account that has less than or equal to \$0.00 shall not be permitted to purchase ala carte items.

2. Cash can only be used to purchase ala carte items if the account is equal to or greater than \$0.00.

Negative Balance A Negative Balance will be any account that is equal to or less than negative one cent.

1. Accounts will be allowed to reach a negative value of five (5) times the cost of a high school lunch.

a. For example if the cost of a high school lunch meal is \$3.00, then a negative balance of \$15.00 can be incurred. ($\$3.00 \times 5 = \15.00)

b. Family accounts will be considered one account.

2. Once an account reaches the allowed negative value, the building administrator or designee will contact the parents/guardians of the account using phone or email, in addition to mailing a letter home to inform them the account/s must be in Good Standing.

a. At this time the building administrator or designee will determine if the family of the negative account holder is in need of assistance to help cover cost.

i. Examples of assistance are:

1. Providing a free and reduced meal application to see if they qualify. Note: This will help to cover future costs but will not cover the current value owed.

2. Apply for money from the Krecji Fund. 22 through school admin.

3. Accessing any account setup by the building or district to help cover food service costs.

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

Delinquent Debt Delinquent Debt will be any account that has reached the negative value of ten (10) times the cost of a high school lunch or more (example: $-\$3.00 \times 10 = -\30.00 or more).

1. Once an account is Delinquent the following procedures will be put in place until the account is in Good Standing:

a. Elementary School Students will be directed to the school office by the building administrator or designee before meal service to pick up a snack pack (a grain, fruit, protein, beverage) if they did not bring a meal.

b. Middle School Students will be directed to the Middle School office by the building administrator or designee before lunch to pick up a snack pack if they have not brought a meal.

c. High School Students in the morning will be directed to the school office by the building administrator or designee and informed of one of the options:

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

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

[View Policy 8500](#)

SCHOOLPAY ONLINE PAYMENT SYSTEM

The Tomah Area School District has an online lunch payment system integrated into our Infinite Campus platform. Parents need to have an account under the system to be able to start an on-line payment. You can find a link for this on your Infinite Campus homescreen. Cash and checks are also accepted at your student's school.

You can pay with your credit/debit card; however, there is a convenience fee for this service. You can call the Food Service office to combine your students' meal accounts into a single family account to avoid paying multiple convenience fees.

CAFETERIA EXPECTATIONS

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



FOOD SERVICES POLICIES

[8500 Food Services](#)

[8510 Wellness](#)

[8531 Free & Reduced-Price Meals](#)

[8540 Vending Machines](#)

[ag8500 Food & Beverage Sales](#)

CONTACT US

Ph: 608-374-7356

www.tomah.education/food-services

ANNUAL NOTICES

HUMAN GROWTH & DEVELOPMENT INSTRUCTION

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

The District shall notify the parents, in advance of the instruction and give them an opportunity, prior to instruction, to review the complete program and instructional materials and of their right to have their child excused from the instruction. The notice shall state that, in the event a student is excused, that student will still receive instruction under Wis. Stat. 118.01(2)(d)2 c unless exempted and under Wis. Stat. 118.01(2)(d)8. [View Policy 2414](#)

HOMEWORK

The Board of Education acknowledges the educational validity of out-of-school assignments as adjuncts to and extensions of the instructional program of the schools. "Homework" shall refer to those assignments to be prepared outside of the school by the student.

The District Administrator shall develop administrative guidelines for the assignment of homework according to these guidelines:

A. Homework should be a properly planned part of the curriculum to extend and reinforce the learning experience of the school.

B. Homework should help students learn by providing practice in the mastery of skills, experience in data gathering, and integration of knowledge, and an opportunity to remediate learning problems.

C. The number, frequency, and degree of difficulty of homework assignments should be based on the ability and needs of the student and take into account other activities which make a legitimate claim on the student's time.

D. As a valid educational tool, homework should be assigned with clear direction and its product carefully evaluated.

E. The schools should recognize the role of parents by suggesting ways in which parents can assist the school in helping a student carry out assigned responsibilities.

F. Homework should always serve a valid learning purpose; it should never be used as a punitive measure.

[View Policy 2330](#)

PROCEDURES FOR INSPECTION OF SURVEYS ADMINISTERED OR DISTRIBUTED TO STUDENTS

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

A. political affiliation(s) or beliefs of the student or his/her parents;

B. mental or psychological problems of the student or his/her family;

C. sex behavior or attitudes;

D. illegal, anti-social, self-incriminating or demeaning behavior;

E. critical appraisals of other individuals with whom respondents have close family relationships;

F. legally-recognized privileged and analogous relationships, such as those of lawyers, physicians, and ministers;

G. religious practices, affiliations, or beliefs of the student or his/her parents;

H. income (other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such a program).

Parents who want to inspect a survey should report to the school office where a copy of the survey is kept and provided for parents to review. The survey may not be copied or removed from the school office.

Where written consent is not required prior to administering or distributing the survey, the parent shall submit any objections to having their child participate in the survey to the building principal within five (5) days of inspecting the survey. The parent may also submit any concerns or complaints about the survey as provided under Policy 9130 and AG 9130A. [View Policy 2416](#)

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

TIMBER PUPS (4K) PROGRAM

TOMAH AREA SCHOOL DISTRICT

TIMBER PUPS

PARTNERS UNITED FOR PRESCHOOL

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

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

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

Timber Pups prepares your child for their transition into Kindergarten. They are introduced to the school environment, a structured daily routine, and use of school resources and spaces such as the library, computers, gymnasium, and outdoor playgrounds.

By the time your child enters into Kindergarten, they will be able to recite their ABC's, 123's, spell their name, and recognize letters and numbers by sight.

PROGRAM HIGHLIGHTS

Four Areas of Development:

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

Daily Routine Activities:

- Circle Time: Large group meeting where we sing songs, fingerplays, and sharing news
- Choice Time: children work in interest areas, Teacher may work with small groups
- Snack time
- Outdoor play
- Story Time: another large group meeting where we read and discuss a story book

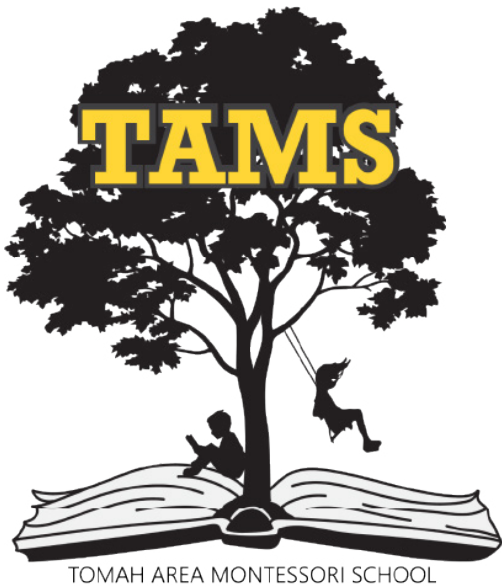
Other Activities:

Crafts, learning games, sensory play, imaginative play, music and movement, experience in the Library, practice writing and reciting their numbers and letters.

[HTTPS://WWW.TOMAH.EDUCATION/TIMBER-PUPS](https://www.tomah.education/timber-pups)



TOMAH AREA MONTESSORI SCHOOL (TAMS)



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

Tomah Area Montessori School Goals:

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

Tomah Area Montessori School Philosophy:

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

Dr. Montessori's developmentally appropriate approach to learning is designed to fit each child instead of making each child fit into a preset program. She believed that learning should take place in multi-aged classrooms where children who are at various stages of development can learn from and with each other. This learning should take place in a non-competitive atmosphere in order for each child to develop at his/her own speed. Children are grouped from ages 3-6 in the Children's House, from 6-9 years old in the E1 program, and 9-12 years old in the E2 program.

Dr. Montessori observed that the best way young children learn is through active, hands-on experiences. She developed the idea of the prepared environment, where the classroom contains a wide variety of materials that encourage learning in many areas. The purpose of the materials is not just to impart knowledge to children, but also to help them acquire something infinitely more precious—the unfolding of his or her human potential and value to mankind.

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

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

TAMS: SCHOOL GOVERNANCE, QUALIFICATIONS & APPROACH

TAMS Governance Board:

A Governance Board made up of parents, educators, and community leaders is directly responsible for leading the school and sustaining the vision and mission of TAMS. The Governance Board meetings are open to the public, and meeting minutes can be found on the Tomah Area School District Website. Current TAMS Governance Board Members are: Adam Getgen (President), Manny Emery (Vice President), Rachel Linehan (Treasurer), Cindy Best, Becky Bauman and Kelly Joyce.

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

Committees:

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

Enrollment:

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

Staff Qualifications:

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

Montessori Approach:

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

Curriculum:

Practical Life

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

Sensorial Area

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

Math

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

Language

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

Science

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

Geography and Cultural Studies

The child is motivated by how he fits into the world through physical awareness of the world through physical exploration of maps, landforms, and items from other cultures. In addition, students will assist in charity and community projects to provide practice in social responsibility.

Students are exposed to and celebrate cultural holidays within the classroom; this participation does not represent a school-wide endorsement of a particular holiday.

History

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

Lifelong Learning Developments

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

Independence

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

Confidence and Competence

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

Autonomy

Can the child work with another child cooperatively?

Intrinsic Motivation

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

Ability to Handle External Authority

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

Social Responsibility

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

Academic Preparation

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

Spiritual Awareness

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

Citizens of the World

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

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

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

Programming:

Children's House (Grades 4k-Kindergarten)

- Hours:
 - 4K 8:00am-11:10am M-Th (*On late start days/school delays, 4K students will not have school)
 - K 8:00 am – 3:00 pm M-F

Lower Elementary (E1)

- Hours: 8:00am – 3:00pm M-F




Upper Elementary (E2)

- Hours: 8:00am – 3:00pm M-F






CONTACT US




CAMP DOUGLAS

-  81 Junction St. Camp Douglas, WI
-  608-374-7091
-  www.tomah.education/camp-douglas




LAGRANGE

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




LEMONWEIR

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




MILLER

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




OAKDALE

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




WARRENS

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






WYEVILLE

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

TOMAH AREA MONTESSORI SCHOOL

-  1720 Academy Ave. Tomah, WI
-  608-374-5406
-  www.tomah.education/Tomah-Area-Montessori-School

TOMAH AREA SCHOOL DISTRICT

-  129 W. Clifton St.
-  www.tomah.education
-  608-372-7004
-  Tomah Area School District
-  608-372-5087
-  @TomahSchoolDistrict

