



2024-2025
FAMILY
HANDBOOK

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The mission of the Kiel Middle School is to actively challenge all students to grow and develop above and beyond expectations by offering a wide variety of positive experiences that address the transitional needs of middle school students in a safe and supportive environment.

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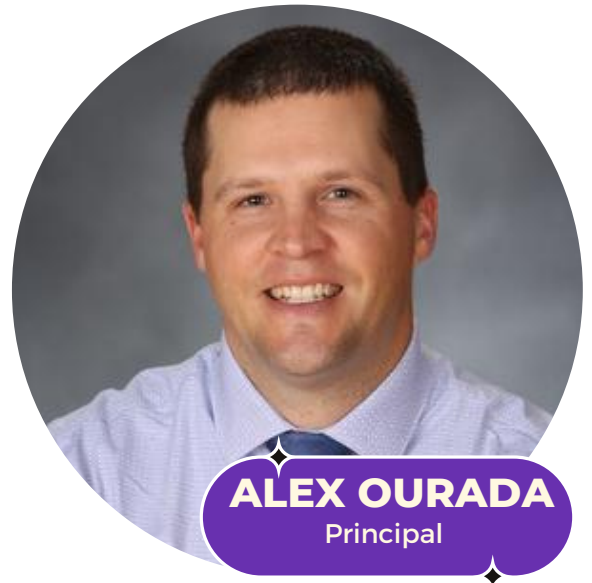


PRINCIPAL WELCOME MESSAGE

Welcome to the Kiel Middle School! On behalf of the staff and myself, we would like to extend our best wishes to you for a positive and productive year.

Our first and most important priority is to provide a safe learning environment that allows your child to grow and achieve their maximum potential. If at any time, you need help or have questions, please call me or your children's teachers at 894-2264.

This handbook was developed to give parents and student their own reference regarding information and procedures at the Kiel Middle School.



Additional information is provided on the Kiel Area School District website @ <http://www.kiel.k12.wi.us/> . If you have any comments or questions, please call me at 894-2264 or email me at aourada@kiel.k12.wi.us.

Best wishes for a great school year!

Go Raiders!

Alex Ourada
Principal
Kiel Middle School



Arrival and Departures

- Students need to be in their classrooms by **7:50 a.m.** Prior to that time, students may go to their lockers (6th, 7th, 8th graders) or hook areas (5th graders) or eat breakfast in the cafeteria. Students arriving before 7:30 should report to the MPR.
- Once a student arrives at school, they are not allowed to leave the grounds without permission from the office. Students riding bikes, scooters, or skateboards to and from school are to exercise extreme caution when operating them on school grounds between the hours of 7:30 a.m. and 3:15 p.m. Students who don't use caution, pose a risk to others, or cause damage to property, will need to walk/carry their bikes/skateboards on school grounds, or, if need be, lose their privilege of having them at school. Students are to stay away from the bike racks during school hours once their bikes are parked. Students are advised to secure their bikes with a padlock.
- Prior to the beginning of a school day, students are to obtain special excuse passes for appointments such as doctor, dentist, etc. All notes requesting passes should be brought to the middle school office. Students are also encouraged to bring in notes for absences and get bus passes prior to the beginning of the school day.
- Students should not arrive before 7:15. Students arriving at 7:15 should report to the MPR. After 7:30 you are able to go to your lockers or cubby areas.
- Classes are over at 3:00 p.m. on Mondays, Tuesdays, Thursdays, and Fridays. Buses depart approximately five minutes after school lets out.
- On Wednesdays, middle school classes end at 2:00 p.m. Again, buses depart approximately five minutes after school lets out. On Wednesdays, athletic practices will begin at 3:45 p.m.
- The closing of school or early dismissal of students for inclement weather will be announced over the following radio stations: WHBL-1330 AM (Sheboygan), WCUB-980 AM and WOMT-1240 AM (Manitowoc), WJUB-1420 AM (Plymouth), WIXX-101.1 FM (Green Bay), and WAPL-105.7 FM (Appleton); and the following TV stations: Fox 11, WFRV-TV 5, WGBA-TV 26, and WBAY-TV 2. In addition, the district will also be using an automated dialing service to notify households of school closings and other urgent situations.

Attendance

Compulsory School Attendance (Board Policy 5200)

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



Attendance

The Kiel Area School District expects all students to be present in school on a regular basis. Students will be excused from school for a maximum of 10 days per school year with documentation from parents. Any absence over 10 days must have communication and approval from the building administrator to work through a specific plan to address the absence. Absences that are not verified by parents will be considered unexcused absences and will qualify for simple and habitual truancy requirements. Unexcused absences that exceed 5 or more days are considered habitually truant.

Please refer to Policy 5200 of the Kiel Area School District Board of Education policy manual.

Student Absences and Excuses

- Regular attendance is a responsibility of the student and the parent(s) or guardian.
- Notify School of Absence: When a student is absent, parents/guardians need to contact the school office on the day of the absence by 8:15 a.m. If contact is not made by that time the attendance secretary will contact the home or workplace of the parent.

****Students arriving after 8:30 (Half hour before and after school) or leaving before 2:30 are considered absent for ½ a day****

- Students are allowed to miss a total of 10 excused days throughout the school day, per the Kiel Area School District's policy on attendance.
 - The following shall be considered excused absences in the Kiel Area School District:
 - Illness of the student
 - **After 5 days in a semester, a doctor's note is required.**
 - Parental Permission

Absences that are not considered **EXCUSED** by the Kiel Area School District, **BY LAW**, considered **TRUANCIES**, and may result in a municipal citation.

Procedures Following an Absence

1. Absences from school require communication to the office via a phone call, note, or the Skyward student management system. Failure to notify the office will result in the absence being recorded as **UNVERIFIED** and is recorded as truancy until proper communication and documentation has occurred.
 2. Students are responsible for making up assignments missed during any absence, excused or unexcused. In cases where students know they are going to be absent in advance (i.e., family vacations), they and their parents are encouraged to talk with their teachers prior to leaving about their make-up responsibilities. The needs of the student, the nature of assignments, and the length of absence will be factors considered when making arrangements for make-up work with parents and students. Work not completed in the allotted time will be counted as incomplete and be taken into account with other grades. If extenuating circumstances occur; the teacher has the discretion to modify the timeline for completion.
 3. School-Directed Communication Regarding Absences
 - Illness
 - 5th absence in a semester, notification that future absences due to illness may require a doctor's note.
 - 6th absence and beyond (without a doctor's excuse) in a semester, may be recorded as a truancy and an appropriate truancy letter may be sent to the parent(s)/guardian(s) and to the Police School Liaison Officer.
 - Parental Permission
 - 8th absence, a second notification will be sent.
 - 10th absence, notification that all Parent Permission days have been utilized will be sent.
- 11th absence and beyond may be recorded as a truancy and a notification may be sent to parent(s)/guardian(s) and to the Police School Liaison Officer if it is a truancy.



Repeated Absence/Truancy From School

- Kiel Municipal Ordinances allow for the issuance of municipal citations for individual acts of truancy. Legal proceedings will be brought against a student and/or parents when the student has become what is defined in law as a "habitual truant" from school (see below). (Wisconsin Statutes 118.15 and 118.16)
- A **"HABITUAL TRUANT"** is a **student** who is absent from school without an acceptable excuse for part or all of 5 or more unexcused days on which school is held during a school semester.
 - When a student is identified as being **"HABITUALLY TRUANT"**, school authorities will initiate the following procedures:
 - Appropriate school personnel will meet with the parent/guardian of the truant student to discuss the student's truancy problem, or attempt to have such a meeting.
 - The school will provide an opportunity for educational counseling of the student to determine whether a change in the student's curriculum would resolve the truancy. This will involve a review of the educational placement of the student, as well as possible curriculum modifications available that might be helpful in resolving the truancy problem
 - The school will evaluate the student to determine whether learning problems may be a cause of the truancy and, if so, will take appropriate action or make appropriate referrals.
 - The school will evaluate the student to determine whether social problems may be the cause of the truancy and, if so, will take appropriate action or make appropriate referrals.

Court Referral

- Once these steps have taken place during a given school year, and the truancy problem persists, the school will refer the matter to the Kiel Police Department and the local Kiel Municipal Court for issuance of a citation on a **LOCAL ORDINANCE** violation forbidding truancy. This can result in consequences and fines as deemed appropriate by municipal court judges.
- The school may also forward a legal action referral form to the appropriate county's juvenile intake officer who will review the case for referral to the District Attorney. This may result in a referral to the county court for a state law violation.

School Security

- School security is a major issue facing many schools today. Obviously, students who feel safe in school will be more focused and attentive to their learning. Although we cannot be with children all the time to ensure their safety, we can take steps to make school a safer place. One of the things the Kiel Area School District has done to address this issue is developing "emergency plans" to use in response to various situations. These plans address such things as responses to a fire, tornado, death of a student or staff member, intruder in the building, bomb threat, etc.



School Security (cont.)

- Between the hours of 7:50 a.m. and 3:00 p.m., the school doors around the exterior of the building are locked, unless directly supervised by a staff member. During these hours, the only door open is the west office door in the front of the building. Students who arrive late to school, or are coming or going during the day need to exit through the office entrance. All visitors must also use these entryways during the school day. Visitors are required to check in at the office and get an access pass.
- Many areas in and around the middle school are monitored by a video surveillance system 24 hours a day. The purpose of the system is to monitor activity in and around the building.
- Another issue related to school security relates to the detection of drugs on school grounds. Periodically during the year, a drug canine unit may be brought in to search the building. These searches are unannounced.
- The Kiel Area School District also has a full time police liaison officer on staff. The police liaison officer is Jeremy Kamp. Officer Kamp acts as a resource officer to the school, parents, students, and the community at large. At the middle school, the police liaison officer can be contacted by calling 894-2264 (ext. 5144). He also has an office on the third floor in room 300. When school is not in session, he can be contacted at the Kiel Police Department by calling 894-2211.
- Parents and students are encouraged to contact the school if there are issues or concerns related to safety. This does a couple of things. First, it allows you to get first-hand information regarding matters of concern to you. Secondly, many times we are able to handle issues when they are minor if we are made aware of them ahead of time.

Sex Offender Procedure

- The police liaison officer monitors the DOC registry on a regular basis and updates staff regarding details and pictures of offenders living in the district. These individuals are not to be on school grounds. This directive may be modified if the offender is a parent or legal guardian of a student. These modifications will be handled on a case-by-case basis and communicated to staff.
- If registered sex offenders are seen making contact with children off school property, staff is to report this to administration and the police immediately.
- When practical or applicable, the district office will notify sex offenders of this policy. However, if the offender has not been notified, all restrictions related to their behavior outlined above still apply.



School Fees/Charges/Supplies

- A school supply list is available online on the middle school website. All students must pay the following required basic registration fee & exploratory class fees (not inclusive of special projects outlined under core/exploratory/elective classes)
 - 5th Grade-General \$31.00
 - 6th Grade-General \$35.00
 - 7th Grade-General \$31.00
 - 8th Grade-General \$31.00

Any questions regarding fees or other costs should be directed to the middle school office.

- In addition, parents may pay for the following optional items:
 - \$26.00 - Instrument Rental (depends on instrument availability)
 - \$13.00 - Instrument Rental (shared with another student, depends on instrument availability)
 - \$20.00 - Athletic Fee (covers participation in all school sports activities: Wrestling-5/6/7/8; Girls & Boys Basketball-7/8; Volleyball-7/8; Boys & Girls Intramural Basketball-5/6; Flag Football-5/6; Cross Country 6-8; Track 7-8
 - Other costs that may occur during the year include:
 - Safety glasses/goggles for their technology education class.
 - Flash Drives for various classes (available in the office)
 - Band books, reeds, oil, and other various supplies (available in the office)
 - V54 Locks for PE/same lock can be used all 4 years (available in the office)
 - Fees for field trips
 - Additional school supplies for special projects or as student supplies run out.

Visitors

- **If students wish to have friends or relatives visit the Kiel Middle School, parents of the student and parents of the visiting student each should write a note to the principal indicating this desire. This must be approved by the principal before the visiting student may attend.** The note should be received at least a day in advance. Student visitors should be of approximate middle school age. The host student should introduce the visitor to the classroom teacher when they enter. Only one student visitor is allowed per day with any student.



Student Behavioral Expectations and Consequences

- Appropriate student behavior is an important factor in ensuring that all students have the opportunity to learn and participate in activities in a safe and supportive environment. Maintaining and reinforcing appropriate behavior is the responsibility of the entire school community, including students, staff and parents.
- It is a goal of the middle school program to instill in students a sense of responsibility for their actions, a sense of respect for both themselves and others, and the ability to make safe and healthy choices. The demonstration of these behaviors is best realized when students, staff and parents all work toward this goal. Posted around the building are “visual reminders” of the types of behaviors that define and support these goals. These reminders describe what respectful, responsible and safe/healthy behaviors look like in various areas of the building. Students and staff are expected to encourage one another in demonstrating these expectations by modeling them themselves. Staff is expected to provide positive reinforcement of appropriate behaviors and correct inappropriate behavior whenever encountered.

Student Conduct (Board Policy 5500)

- Respect for law and for those persons in authority shall be expected of all students. This includes conformity to school rules as well as general provisions of law regarding minors. Respect for the rights of others, consideration of their privileges, and cooperative citizenship shall also be expected of all members of the school community. Respect for real and personal property; pride in one's work; achievement within the range of one's ability; and exemplary personal standards of courtesy, decency, and honesty should be maintained in the schools of this District.
- The District Administrator shall establish procedures to carry out Board policy and philosophy, and shall hold all school personnel, students, and parents responsible for the conduct of students in schools, on school vehicles, and at school-related events. Student conduct on or adjacent to school premises, on school vehicles, and at school-related events and activities shall be governed by the rules and provisions of the Student Code of Conduct. This Code of Conduct shall be reviewed and approved periodically. Student conduct shall be governed by the rules and provisions of the Code of Conduct developed for each school in consultation with a committee of School District residents that consists of parents, students, members of the School Board, school administrators, teachers, pupil services professionals, and other residents of the School District who are appointed to the committee by the School Board. Each school's Code of Conduct shall be adopted by the School Board.



Student Discipline (Board Policy 5600)

- The Board of Education acknowledges that conduct is closely related to learning and that an effective instructional program requires an orderly school environment, which is, in part, reflected in the behavior of students. The Board believes that the best discipline is self-imposed and that students should learn to assume responsibility for their own behavior and the consequences of their actions. The Board shall require each student of this District to adhere to the Code of Conduct promulgated by the administration and to submit to such disciplinary measures as are appropriately assigned for infraction of those rules. Such rules shall require that students:
 - A. conform to reasonable standards of socially-acceptable behavior;
 - B. respect the person and property of others;
 - C. preserve the degree of order necessary to the educational program in which they are engaged;
 - D. respect the rights of others;
 - E. obey constituted authority and respond to those who hold that authority.
- The District Administrator shall promulgate administrative guidelines for student conduct which carry out the purposes of this policy and:
 - A. are not arbitrary but bear a reasonable relationship to the need to maintain a school environment conducive to learning;
 - B. do not discriminate among students;
 - C. do not demean students;
 - D. do not violate any individual rights constitutionally guaranteed to students.
- The District Administrator shall designate sanctions, excluding corporal punishment, for the infractions of rules which shall:
 - A. relate in kind and degree to the infraction;
 - B. help the student learn to take responsibility for his/her actions;
 - C. be directed, where possible, to reduce the effects of any harm which may have been caused by the student's misconduct.
- The Board shall attempt to provide, as resources permit, alternative programs and activities for disruptive students as a means to prevent or reduce discipline problems. In planning such programs, the District Administrator shall include procedures which ensure cooperation with those community agencies and organizations which can provide assistance to such students.
- The building administrator or designee shall have the authority to assign discipline to students, subject to District administrative guidelines and the student's due process right to notice, hearing, and appeal. Teachers and other employees of this Board having responsibility for the supervision of students shall have the authority to take such means as may be necessary to control the disorderly conduct of students
 - A. in all situations and in all places where such students are within the jurisdiction of this Board;
 - B. when such conduct interferes with the educational program of the schools or threatens the health and safety of others.

120.13(1), Wis. Stats.



Kiel Middle School Behavioral Referral

School and Staff Responsibility for Discipline

- It is the goal of Kiel Middle School's staff to maximize teaching and learning opportunities. The school and staff will communicate any concerns to parents that result in disciplinary responses as listed below.
- Staff determines if it is necessary to remove a student from the classroom for a period or activity for behavioral reasons.
- Staff will indicate whether this was a simple re-focus situation, or if a written behavioral referral was forwarded to the office via Skyward. Discipline documentation will take place using the Skyward student management system. Any office referrals become an offense and are assigned a consequence. Parents will get email notification when an action has been assigned to the offense.

List of Offenses and Responses (But not limited to)

Level A Offenses	
Failure to bring all necessary materials to class. This includes a charged chromebook daily.	Repeated violations of the school dress code
Inappropriate hallway or common area behavior including running and shouting.	Failure to follow directions
Causing a disturbance in a classroom that interferes with teaching and learning	Littering
Level A Responses: A student who commits a Level A offense may receive a classroom detention and parents/guardians may be contacted. This student may also be asked to leave the classroom.	



Level B Offenses	
Repeated or non-compliance of Level A offenses	Profanity or other abusive language not directed at ANY adult staff member.
Disrespect of ANY adult staff member.	Unauthorized use of electronic devices
Causing a disturbance in a hallway, lobby, bathroom, or other common area.	Failure to serve a detention
Horseplay in physical nature	Plagiarism or Cheating.
Intimate contact with another student	
Level B Responses: A student who commits a Level B offense could receive an office detention and/or other disciplinary responses mentioned above. This student may also be asked to leave the classroom.	

Level C Offenses	
Repeated non-compliance of Level B offenses.	Vandalism
Make obscene gestures to ANY adult staff member.	Verbal harassment, not including physical contact of harm or sexual harassment.
Damage to another person's property.	Violating a person's right to privacy.
Possession or use of tobacco, nicotine, or inhalation products including, but not limited to, e-cigarettes and vaporizers. Discipline may also include the issuance of a citation per State Law 120.12(20).	Exchanging tobacco, nicotine, or inhalation products including, but not limited to, e-cigarettes and vaporizers on school grounds. Discipline may also include the issuance of a citation per State Law 120.12 (20).
Level C Responses: A student who commits a Level C offense may receive a detention(s) and/or in-school suspension. Also, Level B disciplinary responses could be applied. This student may also be asked to leave the classroom.	



Level D Offenses	
Repeated non-compliance of Level C offenses.	Fighting, including but not limited to, wrestling and open or closed fist hitting. All parties involved will be subject to disciplinary responses.
Engaging in bullying behavior as defined in Wisconsin State Statutes.	Possession, distribution, or exhibition of sexually provocative materials.
Harassment involving physical contact or threats of harm or sexual harassment.	Profanity or other abusive language directed at ANY adult staff member.
Theft or possession of stolen property based on administrative or Police School Liaison Officer investigation.	Possession, use, or distribution of any tobacco, nicotine, or inhalation products including, but not limited to, e-cigarettes and vaporizers - second offense within a school year. Discipline may also include the issuance of a citation per State Law 120.12 (19).
Level D Responses: A student who commits a Level D offense may receive a detention(s) and/or in-school suspension or out of school suspension. Also, Level C disciplinary responses could be applied. This student may also be asked to leave the classroom.	



Level E Offenses	
Repeated non-compliance of Level D offenses.	Possession or use of a weapon
Setting off a false fire alarm, making a false 911 call, making a bomb threat, or a similar terrorist threat.	Possession or use of any tobacco, nicotine, or inhalation products, including, but not limited to, e-cigarettes and vaporizers - third offense within a school year. Discipline may also include the issuance of a citation per State Law 120.12 (20).
Striking or assaulting an administrator, teacher, or other staff member.	Vandalism causing damage in excess of \$100.00. (Discipline will also include student's payment of repair or replacement expenses.)
Being under the influence of alcohol or illegal drugs.	Criminal behavior (conduct that, if committed by an adult, would constitute a felony or misdemeanor under the prevailing laws of the State of Wisconsin).
Possession or distribution of alcohol, mood altering drugs not prescribed by a physician, or related drug paraphernalia.	
Level E Responses: A student who commits a Level E offense may receive a suspension up to 15 days. Additionally, the administration may put a student on a conditional reinstatement or seek a student's expulsion (which may be permanent) by the board and/or any of the above mentioned disciplinary responses. This student may also be asked to leave the classroom.	



Harassment and Bullying

- Information related to the topic of harassment is addressed in School Board Policy 5517 (See district website). **Harassment** is verbal or physical conduct relating to an individual's membership in a protected class (including, but not limited to: age, sex, race, religion, national origin, ancestry, creed, pregnancy, marital status, parental status, sexual orientation, or physical, emotional or learning disability) that has purpose or effect of creating an intimidating, hostile, or offensive working or learning environment, or which interferes with the individual's work or learning performance. **Sexual harassment** is a particular form of harassment to which either sex can be subjected to by the same or opposite sex. It includes unwelcome sexual advances, unwelcome requests for sexual favors, and deliberate physical or verbal conduct of a sexual nature, whether repeated or not. Harassment may occur between employees, between employees and students, or between students.
- The following procedure is to be followed when concerns regarding harassment arise:
 - Concerns related to the alleged harassment should first be reported to the building level administration.
 - The details of the alleged harassment will be documented on the Building Level Bullying and Harassment form.
 - The alleged incident will be fully investigated by the administration and Police School Liaison Officer
 - If warranted, appropriate intervention and/or disciplinary action will be taken to address the issue. These actions may include, but are not limited to, those interventions /consequences outlined previously in this section.
 - If the complainant is not satisfied with the response to the incident, they may appeal this decision to the district office, in accordance with the procedures outlined in Kiel Area School District Policy 5517 (See district website).
- Information related to bullying and other forms of aggressive behavior is addressed in Kiel Area School District policy 5517.01. **Bullying** is an aggressive behavior directed at a student in the form of intimidation or harassment that is **repeated enough, serious enough, to negatively impact a student's educational, physical or emotional well-being**. This form of harassment need not be based on any of the legally protected characteristics, such as age, sex, race, religion, national origin, ancestry, creed, pregnancy, marital status, parental status, sexual orientation, or physical, emotional or learning disability. Some examples of bullying may include acts of physical aggression, verbal aggression and taunting, psychological harm, and cyber bullying.

Tardies

- Students who are tardy to class not only hurt themselves, but frequently disrupt the learning of others. Although a student's tardiness is a classroom management problem, it also falls under the realm of school-wide discipline. The following procedures will be used when dealing with student tardiness:
 - There will be no consequences for the first five tardies each quarter.
 - When the number of tardies in a quarter exceeds five, a letter will be sent home stating that the student is experiencing problems with tardies and the guidance counselor will also be notified.
 - When there are six or more tardies per quarter, lunch detentions will be served for every tardy thereafter.
- Unexcused tardiness is often a choice that a student makes. In most cases, students find "solutions" to their tardiness when motivated to do so. It is the intent of this procedure that students rethink their choices in relation to being tardy.
- Students who are transported to school by their parents or by means other than the bus, who are tardy, will be counted as unexcused, unless due to an emergency (family/medical emergency, car breakdown, inclement weather).



Late Arrival to School

- **Students who arrive late to school are to report to the office to check in and obtain an ‘admit to class’ slip.** The ‘admit to class’ slip will inform the teacher as to whether the student is excused or unexcused. Students receiving an unexcused admit slip should be recorded as tardy on the teacher’s absent slip. Arrival after 8:30am is considered a ½ day absent per the attendance policy.

Dress and Grooming

- Kiel Middle School has established grooming guidelines necessary to promote discipline, maintain order, secure the safety of students, prepare students for careers and the workplace, and provide a healthy environment conducive to academic purposes.

Guidelines:

- Each student has the right to determine personal dress while respecting the rights of others, keeping the learning environment appropriate to a work setting, and understanding that the administration and teachers will determine what is appropriate for the school and the classroom. The limits that are imposed relate to health, safety, cleanliness, distraction, or indecency. This includes the following:
 - The advertising or promotion, either directly or in innuendo, of any drugs, alcohol or tobacco related products is prohibited on any item of clothing.
 - The displaying or writing of obscene language or distracting advertising may not appear on any item of clothing. This includes clothing with sexually suggestive or degrading phrases, of a suggestive nature, or those that have depictions of inappropriate bodily functions.
 - Wearing clothing that supports or glorifies violence and dangerous behavior (including gang related apparel) is prohibited.
 - Hats, hoods, large head coverings, capes and coats are prohibited within the school building except while arriving at or leaving school.
 - Chains or other items that could cause injury are prohibited.
 - Shoes must be worn in and around the school at all times.
 - Distracting or revealing clothing will not be allowed.
- Students violating this section will be requested to change their clothing. Repeated refusal to follow these expectations will result in further consequences assigned by school administration.

Late Work

- Getting assignments completed on time is a student’s responsibility. When students do not complete assignments on time, they may be assigned lunch/recess detention with the teacher or if habitual, in the office. During that time, students will work on missing tasks as reported by their teacher while eating lunch in a designated area. Teachers have the discretion to hold students after school due to late work. Parents will be contacted by the teacher(s).



Student Network and Internet Use

- The Kiel Area School District provides a variety of technology resources and filtered wireless internet/network access to students for educational purposes. The appropriate use of these resources is outlined in Kiel Area School District policies 7540 and 7542 as well as administrative guidelines 7540.03. **The use of these resources for any other purpose other than school related activity is strictly prohibited.**
- Students accessing on-line resources must have a signed "Internet/Online Access Student Agreement and Permission Form" on file with the district before access will be granted. This is completed during online registration.
- Please note that many personal communication devices that students have in their possession come with data plans that provide for internet access over a cellular network. When students are engaged in school activities or on school grounds they are expected to use their devices and access to these resources in a manner that is in accordance with district guidelines.

Personal Communication Devices

- The Kiel Area School District shall not be responsible for the safety or security, loss, theft, damage or misuse of any personal communication devices that students choose to bring to school. This includes, but is not limited to, devices such as cell phones, smart watches, pagers, iPods, personal computers, or portable data storage devices. Students and families assume responsibility for the technical support and maintenance of personal communication devices. There is to be no expectation of privacy for any contents of these devices.
- School authorities may confiscate and examine these devices and their contents if there is reason to believe that school policies, rules or regulations have been violated or to ascertain information to determine ownership, if the device was lost or stolen on school property. Kiel Area School District policy 7542 further defines expectations relative to the use of personal communication devices.

The following pertains to the use of personal communication devices during the school day or while involved in school activities/events:

- Students may use their devices before/after school, during the recess/lunch period, and during hall passing. Student use of these devices during passing time is not an excuse for being tardy to class.
- Students must keep their devices in a secured location such as a locker. The device may not be carried on the student or in a small backpack or in a classroom. Students are not to send or respond to messages during class time. Students may not leave the classroom to go to the bathroom, or other areas of the building, to use their devices, without expressed consent of the staff.
- Students are strictly prohibited from using devices with picture/video capabilities in bathrooms, locker rooms, designated changing areas, or any other area where a reasonable expectation of privacy exists.



- **Students making contact with parents/guardians regarding issues of concern during the school day should do so in the office.** Students may be allowed to use their devices to make these calls, however, office staff may need to have direct communication with the parent/guardian. Examples of potential situations that result in calls being made from the office may include, but are not limited to the following circumstances:
 - Any calls regarding being ill or wanting to go home due to being ill.
 - Any calls that result in items being brought to school by parents.
 - Any calls that require the office to get materials that a parent is coming to school to pick up.
 - Any calls that require the student to leave school early for appointments.
 - Any calls that result in alternative bus arrangements being made.
- Students may use their devices on buses and when traveling to and from school events and activities, unless otherwise directed by the supervising staff or bus driver.
- Students are not to use their devices to threaten/harass others, engage in acts that violate state statute, or otherwise significantly disrupt the learning or safety of others.
 - 1st Offense Personal device is kept in the office for the remainder of the day and student picks up.
 - 2nd Offense Personal device is kept in the office for the remainder of the day and student picks up.
 - 3rd Offense Personal device is kept in the office for the remainder of the day and a parent needs to pick it up.
- Students who repeatedly violate these expectations will receive a behavioral referral for insubordination, and, potentially, other infractions, as determined by the specific use of their device (i.e., harassment). In addition to the typical consequences associated with an insubordinate behavior (i.e., conferencing, detention, suspension), restrictions on the use and possession of their devices may be enforced (i.e., required to keep the device in their locker, in the office when entering school, or at home).

School Bags/Backpacks

- School bags and backpacks are allowed to bring materials to and from school. They may not be taken to classrooms. A large number of students bringing school bags/backpacks to class create a great deal of clutter in the room. This makes it difficult to move around the room, and in the case where it is necessary to evacuate the room quickly, they interfere with the effective movement of students. Students in 6th, 7th, and 8th grade are provided with lockers and students in 5th grade with desks or cubbies in which to store their materials.

Fines/Care of School Property

- Students and community members are urged to exercise care and respect, in regard to the use of school property. In accordance with the law, students who damage school property of any kind shall be held responsible and subject to disciplinary consequences. Students and parents should realize that the board of education authorizes the imposition of fines for the loss, damage or destruction of District owned, borrowed, or leased equipment, school records, apparatus, musical instruments, library materials, textbooks, computers, and for damage to District buildings (See Policy 5133).



Special Education Classes

- The Kiel Middle School educational program is supported by a variety of special education services designed to address the learning needs of students identified with a disability. If you suspect your child may have a disability, please contact your child's teacher, school counselor, school psychologist, or the principal for assistance. Staff providing these services include: Mrs. Boettner, Mrs. Manz, and Mrs. Simonet. Students requiring related services (e.g., occupational or physical therapy) are provided by the district-wide occupational and physical therapists.

Raider Time

Grades 5/6	Grades 7/8
11:28-12:03	10:50-11:25

- Raider Time is a time for all students to participate in intervention or enrichment activities as needed and also explore a club activity. Aligning with the middle school philosophy of exploration and involvement, all students have the opportunity to sign up for an interest area being offered as a Raider Time Club. Students are involved in activities while continuing to focus on relationships that build responsibility, respect, and safe and healthy choices. Clubs change throughout the year.
- Raider Time consists of Intervention or Enrichment activities. These 35 minute lessons support the Wisconsin State Standards in Reading, Writing, Math, Science or Social Studies. The focus is on helping students get the extra help they need in math or reading **OR** to be involved in enriching activities that are of high interest and high rigor to challenge students. Currently, the iReady program is being used to support intervention and enrichment. The iReady diagnostic creates a personalized path of learning for each student depending on their diagnostic score.
- Teachers meet and monitor students' learning weekly to make decisions on whether they are included in an intervention group or an enrichment group.

Co-Curricular Offerings

- Students can participate in a variety of co-curricular activities. Student participation in these activities is strongly encouraged as they provide another avenue for students to learn and grow physically, intellectually, and emotionally. The availability of any activity is dependent on student interest and the availability of qualified coaches/sponsors.
- **Forensics** is an extracurricular activity that offers students the chance to develop their public speaking skills. The program is open to students in grades 5 through 8, and they may compete in categories such as poetry reading, prose reading, Readers' Theater, and storytelling. There are two competitions: one at the local level, and one at the regional level. (Conference rules allow only 7th and 8th graders to compete at the regional competition.) All practices and competitions take place during the week, after school. (Melissa Ebert)
- The Yearbook Club is responsible for producing the Kiel Middle School yearbook.



Students may participate in the following school sports activities:
***Participation in these athletic activities is considered “club activities.”**

5-6th Gr Intramural Flag Football (Fall)*	7-8th Gr Girls Interscholastic Volleyball (Fall)
5-6th Gr Boys Intramural Basketball (Fall/Winter)	7-8th Gr Boys Interscholastic Basketball (Fall)
5-6th Gr Girls Intramural Basketball (Fall/Winter)	7-8th Gr Girls Interscholastic Basketball (Winter)
7-8th Gr Weight Training (All year)	5-8th Gr Interscholastic Wrestling (Winter)
5-8th Gr Cross Country (Fall)	5-8th Track (Spring)
5-8th Dance (All year)	

- All middle school students who participate in any middle school interscholastic sports activities are required to pay an athletic participation fee of \$20.00/sport (Volleyball, Basketball, Wrestling, Flag Football, and Intramural Basketball, Cross Country & Track) – with a maximum of two sports per year.
- Students going out for interscholastic sports must have the appropriate WIAA consent form filled out and returned before they are allowed to practice. Students must have a physical athletic permit card filled out by a doctor before being allowed to participate. Students are encouraged to get their physicals as soon as possible to avoid delays in participation. Students who participate in these sports will be given a copy of the Middle School Co-Curricular Code that must be signed and returned. Students are expected to adhere to all aspects of the Middle School Co-Curricular Code. Questions regarding athletics and activities can be referred to Mr. Steve Walsh, activities director. 920-894-2265 @Ext 5197.
- Students also have a great deal of opportunity to participate in a variety of community recreational activities including soccer, softball, baseball, football, and swimming. Information on recreation department programs can be obtained by contacting Melissa Brandt at 920-762-0790.
- Aside from sports activities, students may participate in various other activities such as **Student Council** as class representatives and junior officers. The student council is very active in supporting a variety of school activities. This group usually meets during the school day. (Sponsors- Mrs. Kautzer & Mrs. Buss)
- The **Chess Club** is an activity that helps both the beginner and advanced chess players hone their skills. Chess is a game that teaches students problem-solving and strategy skills. Students of varying levels and ages have the opportunity to play each other in a supervised and relaxed setting. This activity is open to students in grades five through eight. (Sponsor- Mr. Schmitz)



Students may participate in the following school sports activities:

***Participation in these athletic activities is considered “club activities.”**

- **History Boardgamers Club-** The History Boardgamers Club is for students who have a passion for learning history and want to play history oriented board games. In this club students will learn about different historical eras and then play board games that represent those eras. Students’ interests will influence the game/era selections. Examples of possible games are Axis & Allies (WWII), Concordia (Ancient Rome), One Small Step (the 1960’s Space Race), Viking: Invasion of England (Middle Ages).
- **Science Club-** The Science Club is for students interested in exploring science experiments and having fun with different projects.
- **Robotics Club-** The Robotics Club (First Robotics) is for students interested in being part of a team who builds robots to perform specific tasks. Competitions are held throughout the year for the team.

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- Students involved in co-curricular club activities will be expected to maintain A 2.0 level to participate in activities. Students who receive failing grades on “interim” and “final” grade reports will need to be reinstated by having the appropriate form filled out (see Appendix: Weekly Academic Check).
 - In addition to academic/exploratory/co-curricular, the middle school offers a variety of activities and competitions through the enrichment program. The goal of the enrichment program is to work with students and teachers to provide instruction and activities that enrich the basic learning experiences of students. Some of these activities have included Geography Bee, Spelling Bee, and Young Authors’ Anthology. There is also an opportunity for students to enter various contests throughout the year. The specific offerings provided are subject to change depending on the availability of activities, student interest, and sponsorship availability.
 - If you have any questions regarding these program offerings, please contact the school at 894-2264.

Gifted and Talented Program

- The Kiel Middle School provides programs and resources to address the needs of students identified as gifted and talented. This program is directed by the middle school counselor. The counselors’ main duties are to appropriately identify students who meet criteria for inclusion in the gifted and talented program, to identify and coordinate services utilizing the various resources available in the district and community, and to be an “advocate” for the needs of these students. Programming at the Kiel Middle School focuses primarily on the employment of differentiation strategies in the classroom, the use of e-school resources, and the encouragement of student participation in various co-curricular events and activities.
- The coordinator is our school counselor, Megan Kautzer can be reached at 894-2264, ext. 3217, to answer any questions you might have regarding gifted and talented programming services.



Grading For Learning

- The staff of the Kiel Middle School recognizes that a grade is a personal evaluation of a student by a teacher and, as such, requires the teacher's highest professional skill and judgment. Through the school's grading practices, we seek to meet the transitional needs of middle school students by actively challenging all students to grow and develop beyond expectations. The issuance of grades on a regular basis serves to:
 - Promote a process of continuous evaluation of student performance.
 - Provide useful information to the student and his/her parent(s) or guardian regarding the student's progress.
 - Provide a source of information to be used in making educational decisions relative to the student.
- **In assessing a student's performance, teachers will exercise their professional judgment in considering the impact of the following parameters on a student's grade:**
 - The academic and/or motivational needs are considered in the assessment of the individual student.
 - The assessment takes into account the rigor of the course content, or special needs of instruction.
 - The assessment considers the use of alternative criteria as viable indicators of student learning.
- The grading practices employed at the middle school reflect the understanding that learning is an ongoing process. Students shall be "graded" on content after they have been given adequate opportunity to practice the skills being evaluated. Determination of a "grade" shall accurately reflect the student's level of performance in relation to identified district standards and learning targets.
- Grades will be determined using a variety of assessment strategies. Teachers may use, but are not limited to strategies such as classroom assignments, tests/quizzes, projects, direct observation of student performance, various class activities, and portfolios.
- The teacher has the responsibility for determining a student's grade in a given class. The teachers' judgment will be final unless, upon administrative review, substantial error is discovered in the procedures used to determine the grade.
- Grades shall not be used for disciplinary action, although it is recognized that consistent behavioral problems may interfere with a student's ability to learn and so result in a lower grade.
- Grades shall not be impacted by absences where the student has been provided opportunity to complete assignments. Students whose absences are excused will be given an opportunity to make up all work missed for grade criteria in accordance with guidelines outlined in the parent/student/teacher handbooks. Students who have unexcused absences will be provided an opportunity to make up exams, tests, and major projects for grade credit. Students with unexcused absences will be given the opportunity to receive all daily work missed, however, they may receive "0" credit for the work.
- Grades shall not be affected or withheld because of fees or materials owed to the school.



Standards Based Grading

- At the Kiel Middle School, we have standards-based report card and grading practices. The purpose of standards based reporting is to provide meaningful feedback to students and parents to track growth on key learning targets and standards.
- A standards-based report card lists the most important skills that students need to learn in each subject area at a particular grade level. Those learning targets or commonly referred to as “I CAN” statements are aligned to essential standards that students need to master. The purpose of standards-based grading is to identify what a student knows or is able to do according to those essential standards. Grade and subject standards and learning targets can be found on the district website.

Grading

- The purpose of standards-based grading is to identify what a student knows, or is able to do, in relation to pre-established learning targets, as opposed to simply averaging grades/scores over the course of a grading period, which can mask what a student has learned, or not learned, in a specific course.
- You cannot really compare a traditional grading system to standards-based grading. It is like comparing “apples to oranges” Standards-based grading identifies a standard and indicates whether or not a student is meeting the standard at a given point in the school year. A Score of (3) is defined as meeting grade level standards and indicates that a student has demonstrated mastery of the skills that we expected to be learned by that point in the grading scale.
- A student’s performance on a series of assessments (both formative and summative) will be used to determine a student’s grade on a standard. Practice assignments (homework) are just that, practice, and thus should serve primarily as a source of feedback and instructional support for both students and teachers. Scores on practice assignments should not be used as a major component of a student’s academic grade. Teachers may require students to complete all of their practice work prior to allowing them to take, or retake an assessment.
- A **score of (4)** would indicate that a student exceeds a standard by consistently demonstrating an advanced level of understanding and/or the ability to apply their knowledge at a higher level.
- A **score of (3)** would indicate that a student has independently achieved the standard. The student demonstrates mastery of the standard.
- A **score of (2)** would indicate that a student is developing an understanding of a standard, but still may be in need of additional instruction and/or support.
- A **score of (1)** would indicate minimal understanding of a standard. The student shows limited evidence of understanding the standard.
- At the end of each term, students receiving a 1.5 or incomplete grade will be placed on the ineligibility list. Students identified as ineligible will need to be “reinstated” as outlined in the Middle School Co-Curricular Code before they can resume participation in co-curricular activities. See co-curricular handbook.

District Wide Non-Negotiables:

- All summative have the opportunity for retakes so long as they have met the deadline and retake requirements
- Use the most recent evidence of the summative in the grade book
- May retake portions of the assessment where proficiency is not achieved instead of the whole assessment
- Continuous feedback- students get feedback to learn where they need to focus their attention to demonstrate proficiency
- Full credit is always given for retakes and redos



Retakes

***Please see the syllabi for any additional policies or expectations regarding retakes. Some standards cannot be reassessed as there is no equivalent assessment (concerts, speeches, preparedness, etc.).

- Students should begin this process by completing a Retake Contract (Example #1, Example #2) and having a conference with the teacher to begin the retake and determine what steps should be taken.

**Retake Contract is grade specific. Teachers will explain the contract and process.

- To retake an assessment, students must complete at least one of the following:
- Additional Practice Work
- Corrections on Original Assessment
- Review with Teacher
- Students and teachers will coordinate on how/when these will be completed (before school/after school/recess) according to student needs.

Reassessment must be completed within 10 school days of receiving grades and feedback. Once the grace period ends, no credit will be given for reassessment or late work. The grace period is not an option at the end of a quarter or semester.

Assessments that fall at the end of a grading period will either be graded and allow for feedback and retakes before report cards are printed or the grade will be reported in the next grading period.

All formative assessments must be completed for students to have the opportunity to reassess. Formative deadlines are made clear to students and will not be extended unless determined by the teacher and student for extenuating circumstances.

Extensions may be granted on an individual basis for extended excused absences and extenuating circumstances at the request of the student prior to the due date or by circumstance. Extenuating circumstances will be determined by the teacher and student prior to an absence. A confirmation of extensions will be documented accordingly by the teacher.

Because skills are assessed multiple times per standard, only one retake PER ASSESSMENT is allowed. A second retake may be allowed due to extenuating circumstances as specified above.



Late Work

Late work must be completed and submitted within 5 school days of the original assignment due date. Full credit can still be granted for late work that is submitted within the 5 school day grace period. A deduction may be made in the Life Skills portion of the report card to reflect late work.

If the initial due date is not met on an assessment (ex. project/paper), the student has forfeited the opportunity to complete a retake.

Plagiarism

If plagiarism or cheating occurs, please see the student handbook for these policies and consequences.

A score of INC (incomplete) and teacher feedback will be put into the grade book until the assessment is redone. The student has 5 days to redo the assessment or an INC will remain on the report card.

Quarter	Begins	Ends
#1	September 3, 2024	November 6, 2024
#2	November 7, 2024	January 23, 2025
#3	January 24, 2025	March 31, 2025
#4	April 1, 2025	June 6, 2025

Final grades are recorded in a student's permanent file; interim grades are progress reports and are not recorded in the student's permanent file.

Presidential Excellence Awards

- Criteria Includes
 - Scored Proficient or Advanced 3 years on the Forward Exam
 - 90% attendance rate
 - Demonstrated “4” level work going above and beyond for all 4 years
 - Excellence Demonstrated in the Classroom
 - Initiative/Drive
 - Strong work Ethic
 - Academic Integrity

Summer School Intervention Program

- Students who are assigned to the intervention summer school program are expected to participate fully. Participation is determined to be in the best interest of the student by the parent/guardian and school officials. The purpose of the summer intervention program is to help students be successful in skills where they are deficient. Reducing summer loss of reading knowledge and math skills is also a benefit of the program.



Home/School Communication

General Information

- Home/school communication is one of the most important aspects of a successful school experience. It is also one of the most difficult, given everyone's hectic schedule, and the fact that people have very wide ranging expectations when it comes to the subject of communication. Teachers are encouraged to be proactive in their communications with parents, particularly when some major change has occurred in a child's performance, behavior, and/or attitude. Likewise, parents are encouraged to be proactive in contacting the school and/or their child's teacher(s) when questions or concerns arise. A variety of communication strategies are used at the Kiel Middle School to help ensure that appropriate information is getting home. Skyward, our student information system, is a major form of information. Please notify the office if you do not have Internet access.

School-wide parent/teacher conferences are held on October 19 (4:00-7:00 PM) and October 10 (2:00-8:00 PM), 2024, and March 5 (4:00-7:00 PM) and March 6 (2:00-8:00), 2025.

- Teachers, likewise, use a variety of means to communicate with parents. These may include, but are not limited to the use of personal notes, telephone calls, personal conferences, interim/final report cards, and e-mail.

Family Access

- "Family Access" is an on-line home-school communication tool that allows parents and students to access various information from district records. "Family Access" gives parents the ability to access information about their child's grades, daily assignments, attendance, discipline, assessment scores, health information and fees. Through this system, parents can also notify schools of absences, send and receive emails, and update information quickly and easily. Students have their own account access and are able to check their grades and assignments. As with all forms of on-line communication systems, whenever there is a concern about a particular item, a call to the school is recommended to get further information. Parents can also sign up for weekly email notification through Skyward.

Website

- We encourage you to visit the Kiel Middle School web page at [Kiel Middle School](http://KielMiddleSchool.org). The site includes information about the middle school's code of conduct; our Mission Statement; a listing of the middle school staff; the calendar of the middle school; co-curricular offerings; information about exploratory classes and core classes by grade level; and information about elective classes.

"School Messenger" (Automated Notification Service)

- In an effort to further improve home-school communication, the district will be using the "School Messenger" automated notification service to share information with parents. One of the primary purposes of this system is to notify district residents about urgent situations that may exist in the schools. These might include school closings due to inclement weather, notification of early dismissals, or other emergency issues. Parents are encouraged to keep contact information up-to-date, so that information can be communicated effectively.



E-Mail

- We encourage use of e-mail as another means of home-school communication. At the back of this handbook, you will find a listing of the e-mail addresses for teachers and administrators. When using the e-mail, parents should realize that an immediate response is not always possible given the demands on a teacher's time. Contacts regarding serious issues that may require lengthy dialogue or clarification should be addressed over the telephone or in personal conferences.

Common Planning Time

- Every Wednesday afternoon from 2:00-3:45 p.m., staff is involved in professional learning and planning activities. Students are dismissed at 2:00 p.m. and are required to leave the building as no supervision is provided at this time. They may return to the building at 3:30 p.m. for after school activities.

Field Trips

- Field trips are an important part of a student's academic and social experience at the middle school. On field trips, students are expected to follow all school expectations and act in an appropriate and respectful manner. Students who have had two or more discipline infraction notices processed through the office in the 30 school days prior to a field trip may be excluded from that activity. Students may be excluded from any field trips, regardless of the 30-day stipulation, if their past or present behavior indicates that they are not sufficiently responsible to participate in the activity such that they pose a safety threat to themselves or others. Students who are excluded from field trips are expected to be in school unless otherwise decided by the principal or parent. Only students who are enrolled at the Kiel Middle School may attend field trips.

Dances

- All students (grades 5-8) will have various dances during the year. These activities, which are held after school in the MPR, start at 5:00 p.m. and are over by 7:00 p.m. These dances are usually sponsored by the school's Student Council. Following are expectations held for these activities:
 - Dances are chaperoned by parent and staff volunteers.
 - Parents are expected to drop off and pick up students on time.
 - Students must have a note from their parents or guardians if they enter the dance after the start time or leave before the end. Students who leave may not re-enter without a parent present. The note must be presented to a chaperone before students can be released.
 - Students are to enter and leave only through designated entrances and remain in the dance area.
 - Only students from the Kiel Middle School are allowed at a dance, unless a KMS Dance Guest Pass is filled out and approved by the Principal. All passes must be approved at least three days before the dance.
 - All other school expectations outlined under the student conduct section apply with the following exceptions to the dress code. During dances, girls may wear tops with spaghetti straps.
 - Students who do not meet the expectations above will be referred to the principal for appropriate consequence.



Application For Open Enrollment

- Under Wisconsin “Open Enrollment” statutes, parents may apply to have their children attend a school district outside of the district in which they reside. Parents and students who are interested in open enrolling to another school district for the 2023-2024 school year need to apply at the Kiel Area District Office between February 5, 2024–April 30, 2024.

Lunch Program

- The Kiel Area School District uses a computerized lunch system. This is a pre-pay system for **all** school lunch/breakfast transactions. Food service products must be purchased with a lunch ID number. Each student will have a number unique to that student. Parents may send **one** (1) check for **the entire family** to the school office. There will be a computerized record of each meal eaten or milk taken by each member of the family during both the breakfast and lunch services. **Family statements may be requested at any time during the year by contacting the school secretary. Students who have a negative lunch account balance of \$20.00 or more will not be allowed to purchase hot lunch, a la carte, or breakfast items.**
- There are some procedural requirements, which are as follows: 1) Each student will have their own ID number. The student will punch in their number each day as he/she goes through the lunch line. 2) The computer will “read” the number and the cost of lunch will be automatically deducted from the family account. 3) Price for a middle school student lunch is \$3.40. Adults are \$4.65. 4) You may deposit any amount over the minimum deposit of \$20.00. One deposit includes all the school age children. Please send the lunch money as soon as possible. 5) Any extra entrée is an additional cost. An “extra” milk or milk only will cost 50 cents per half pint carton. Money to cover this purchase must be in the lunch account at the time of purchase.
- All students are to remain in the cafeteria during the lunch period until excused by the cafeteria supervisor to go to recess. Students are expected to return their trays to the dirty dish station.

5th Grade Lunch 10:50-11:25 Wednesday 10:18-10:53	6th Grade Lunch 10:50-11:25 Wednesday 10:18-10:53
7th Grade Lunch 11:28-12:03 Wednesday 10:56-11:31	7th Grade Lunch 11:28-12:03 Wednesday 10:56-11:31



Breakfast Program

- Breakfast is provided each day in the cafeteria/MPR from 7:30-7:50. The cost is \$2.25 per day for students, adults \$3.00 and is deducted from the students prepaid lunch account system.

Vending Machines

- Vending machines may be available for use in the gym lobby area as sponsored by school organizations. These sponsorships are subject to change from one year to the next as student sales and responsible behavior dictate. Students are expected to use these machines appropriately so that products may be provided to students and so that student organizations may continue to benefit from their use. **Students may use vending machines before and after school only.**

Alcohol/Drugs

- The Kiel Middle School provides appropriate support and referral services for students who may be involved in misuse or abuse of alcohol and other drugs, or who may be negatively affected by the misuse of alcohol and other drugs by their
- friends or family members. Students, teachers, or parents who are concerned about a student's use or behavior due to the alcohol and drug involvement of themselves or others may contact the Guidance Department or the Director of Student Services for help.
- Programs and procedures relating to this topic are described in detail in the Kiel Board of Education Policy 443.3 and 443.3 Rule.



Instructional Media Center (IMC)

- The instructional media center is a part of the middle school program. The IMC is staffed by Mrs. Achter (Director) and Mrs. Manier (media paraprofessional). Through the IMC, students are able to check out a variety of print and digital material for schoolwork or leisure use. In addition, students may access other libraries through the inter-library loan system. In addition to circulating material, the IMC Director also supports the educational program by providing reading material for instruction, instructing students in the use of library resources, managing audio-visual equipment, etc. A number of activities and services are also conducted through the media center including "Battle of the Books" competition for 5th through 8th graders and two annual Book Fairs (book sales at conferences).

Student Services

- Psychological and school counseling services are provided to middle school students. Both of them have offices at the middle school and can be reached at 894-2264. Services address the emotional, physical, and academic well-being of middle school students. Some of the services delivered by these staff members include providing classroom based guidance instruction, collaborating with teachers to address student academic/behavioral concerns, providing individual/group counseling or interventions, and connecting parents and students to outside public support agencies.

Children of Divorced/Separated Parents

- The Kiel Area School District shall maintain neutrality between parents who are involved in an action affecting the family, unless otherwise directed by court order. It is the responsibility of the parent(s) to notify the district of any such order.
- The parent enrolling the student in school shall be considered to be the custodial parent and that parent's residence shall be considered the student's residence for school purposes, unless a court order or other satisfactory documentation is presented which specifies otherwise.
- The non-custodial parent of any student enrolled in a school subject to district control may be provided all report cards, notices of school activities, disciplinary reports or other student records which are provided to the custodial parent, unless otherwise expressly curtailed or restricted by a provision of a court order which has been provided to the building principal. The non-custodial parent may also participate in all school activities, including conferences. The school generally will conduct only one meeting for parents at appropriate times in which both parents will be permitted to participate.
- A student enrolled in the district may only be released from school to the custodial parent, except under the following circumstance:
 - Written permission has been obtained from the custodial parent; or
 - As otherwise directed by a court order



School Buses

- **School bus service is regarded as a privilege, not a right, for students.** Students who cause disruptions on the bus pose a serious safety threat to other passengers. Disruptive students will be referred to the principal for appropriate action as outlined in the Kiel Area School District Bus Rider Rules (Policy 443.2). The consequences for inappropriate behavior are defined below.
- Parents will always be notified when their child has been disciplined for misbehavior on the bus through Skyward discipline. Contact the office if you do not have internet access. Parental contact will always precede suspension. Students who violate any of the bus or school rules will be disciplined as follows:
 - First Offense: The student will be warned by the school principal and the parent/guardian notified through Skyward.
 - Second Offense: The student will be warned by the school principal and the parent/guardian notified through Skyward.
 - Third Offense: The student will serve an office lunch detention
 - Fourth Offense: The student will be suspended from bus riding privileges up to five (5) days. (during the time of suspension, parents/guardians, as required by law, must ensure that the student attends school).
 - Beyond Third Bus Suspension: Disciplinary incidents beyond a student's third suspension from bus privileges, or behavior which endangers the health and safety of others, will result in the student being suspended from all bus riding privileges for the remainder of the school year.

SEVERE CLAUSE: A student who is flagrantly disrespectful or insubordinate may advance to any disciplinary step at the discretion of the building principal.

- **NOTE:** Misbehavior judged to be severe may involve both bus and school disciplinary measures as appropriate to the offense.
- Students who want to ride another bus or get off at a location, other than their regular stop, must have written permission from a parent/guardian, as well as from the parent/guardian whose home they are being dropped off at. These permission slips should be brought to the office and a transportation form filled out to present to the bus driver. Students are to obtain these permission slips before school if at all possible. Waiting until after school may cause them to miss the bus.



Office Telephones

- Students are encouraged to be proactive in making arrangements with their parents before and after school regarding their activities and needs. When needed, students may make use of the office telephones to contact parents. We also recognize, in this day and age, many students have access to cell phones. We ask that, if students must use their devices to contact their parents regarding matters that may involve the office or other school staff, **they make these calls from the office and only during approved times**. Students will be allowed to use their devices to make these calls, however, office staff may need to have direct communication with the parent/guardian. Examples of potential situations that result in calls being made from the office may include, but are not limited to the following circumstances:
 - Any calls regarding being ill or wanting to go home due to being ill.
 - Any calls that result in items being brought to school by parents.
 - Any calls that require the office to get materials that a parent is coming to school to pick up.
 - Any calls that require the student to leave school early for appointments.
 - Any calls that result in alternative bus arrangements being made.

Lost and Found

- Lost and found items such as clothes, shoes, and coats are kept in the first aide room. More valuable items such as jewelry, watches, and calculators are kept in the office under the counter. Students should be aware that items in the first aide room are periodically sent to various service organizations, such as “Goodwill,” if they are not claimed

Search and Seizure

- The procedures associated with the search and seizure of property is outlined in Kiel Area School District policy 5771. School authorities may search school property, such as lockers, computers and desks used by students, or the person or property of a student, in accordance with the following guidelines.
- The school district retains ownership of the lockers and desks used by students. Students shall not have an expectation of privacy, in relation to these locations, and they may be searched at random, at any time, by designated school personnel. A showing of reasonable cause or suspicion is not needed when searching these locations. These searches may be conducted by the district administrator, building principals, assistant principals, or the police liaison officer.
- When searching a person or their possessions, reasonable suspicion is needed that the search will turn up evidence that the student has or is violating a law or rule of the school. Any search under these circumstances must be reasonable in scope and in the manner it was conducted.
- Under specific conditions, the Board of Education may authorize the use of specially trained dogs to detect the presence of drugs and devices, such as bombs on school property. These conditions and procedures are outlined under policy 5771.



Use of Lockers

- As noted above, lockers are the property of the school district. Students are expected to treat the lockers responsibly and not damage them. Students may post items inside their locker; however, they need to be easily removed. A student's locker combination is to remain confidential. Locker combinations should not be shared with other people, even friends. Items that are allegedly stolen from a locker should be reported to the principal or the police liaison officer. The principal or his designee will make every effort to recover these items; however, it is, ultimately, the student's responsibility to secure their possessions. Experience has taught us that, many times, things that are "stolen" have actually been mislaid or left somewhere. Before reporting something stolen, students are encouraged to take a few minutes to retrace their steps to see if it was left somewhere or even brought it to school. Also be advised that students who "set" their locker or "jam" their locker to open without a combination will be solely responsible for the loss of their items. Students are encouraged to label their possessions to assist in the identification of them. Lockers will be cleaned by the student at the end of the year.
- All physical education students will be provided lockers during the quarters they are in class. When not in physical education classes, students need to take their clothes home. All, no exceptions, lockers must be locked with a "Master V-54" lock that can be purchased at the middle school office, so that they can be opened with a key in the event of an emergency. Locks can be reused every year.

Illness/Injury/Medications

- Students coming to the sickroom need to have a pass from their teacher or supervisor. If they don't have a pass, they will be asked to get one. If students have a fever, are vomiting, or otherwise ill, a parent or guardian will be called to pick them up. Student time in the sickroom will be limited to 10 minutes unless there are extenuating circumstances. Students may be asked to return to class if they are able while waiting for a ride. Under no circumstances are students allowed to leave school grounds without permission when they are ill.
 - Injuries - In the case of injuries, the office staff will provide assistance, however, this assistance is limited to the application of Band-Aid's, bandages, and ice packs. Students using ice packs need to return them within an hour. All injuries should be reported to the staff person in charge.
 - Non-prescription medications (i.e., Tylenol, ibuprofen) - Students may be given these medications with written parent/guardian consent and provided by the parent/guardian in the original manufacturer's package. Excessive use of non-prescription medications will be reported to the parent/guardian.
 - Prescriptions/Medications - Medications should be administered at home when possible. If medication must be provided at school, the following procedures apply:
 - Students must have a Prescription medical consent form **signed** by parent or guardian on file in the aide room.
 - The prescribing practitioner should also sign the consent form.
 - All medication must be in the original labeled container.
 - All notes and medication for all students should be given to the office.
 - Students are responsible to come to the office for their medication.



Medications, which are controlled substances, must be brought to the office by an adult.

- A controlled substance is a prescription with the potential for abuse. Controlled substances are traditionally prescribed for treating Attention Deficit Disorder or pain management. Some examples of controlled substances may be, but are not limited to: Adderall, Ritalin, or Dexedrine. If you are not confident your student's medication falls in this category, your physician or pharmacist may assist in making the determination. If controlled substances are brought in by a student, the school will be contacting parents immediately to discuss proper transportation.

Procedure to Be Excused from Physical Education

- All students are expected to take physical education. An excuse from parents will be honored for one class period if a student is injured. A written doctor's excuse will be required if a student cannot participate in physical education for 2 or more class periods.

The Kiel Area School District is committed to a policy of nondiscrimination on the basis of sex, race, national origin, ancestry, creed, pregnancy, marital or parental status, sexual orientation, or physical, mental, emotional, or learning disability or handicap in its education programs or activities. This policy will prevail in all matters concerning staff, students, the public, educational programs and services, and individuals with whom the board does business. In keeping with the requirements of federal and state law, the Kiel Area School District shall strive to remove any vestige of discrimination in employment, assignment, and promotion of personnel; in educational opportunities and services offered students, in their assignment to schools and classes, and in their discipline; in location and use of facilities; in educational offerings and materials.

Copies of district nondiscrimination policies shall be available to students, citizens, employees and job applicants. Notice of the district nondiscrimination policies shall be published periodically in the local and student newspapers, incorporated into district application forms and published elsewhere as is necessary to give continuing notice.

In accordance with the procedures outlined under policy 5517-AG, inquiries or complaints regarding the implementation of this policy may be directed to the following staff:

Dr. Brad Ebert
District Administrator
Phone (920) 894-2266



STUDENT RECORDS NOTICE

- The Kiel School District maintains student records for each student attending school in the district. State and federal laws require that the maintenance of such records assure confidentiality. Accordingly, only those individuals or agencies specifically authorized by state and federal law are granted access to a student's records. Exceptions will only be made when the student's parent or guardian, or an adult student, grants permission.
- An adult student, or the parent(s) or guardian(s) of a minor student, may inspect, review and obtain copies of student records kept by the school in accordance with Board policy and established procedures and may challenge the content of such records if he/she believes the records are inaccurate or misleading. Copies of the Board's student records policy and procedures are available upon request at the Kiel Area Schools District Office, 416 Paine Street. Regular office hours are: 8:00 a.m. - 4:00 p.m. Complaints regarding the content of student records may be made to the District in accordance with established procedures. If the complainant is not satisfied with the District's decision regarding the challenged records, he/she may file a complaint with the Family Policy and Regulations Office of the United States Department of Education.
- Further, the Board of Education has designated the following student record information as directory data: student's name, address, telephone listing, date and place of birth, major field of study, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, photographs, degrees and awards received and name of school most recently previously attended by the student. This information may be disclosed to any person UNLESS the parent, legal guardian or guardian ad litem informs the school that all or any part of the directory data may not be released without prior consent of the parent, legal guardian or guardian ad litem. The District will not release student directory data earlier than two weeks (14 days) after the opening of school or receipt of this notice.
- Parents need to provide the school with the legal name of their children for state reporting purposes.



5th Grade Course Descriptions

- In **ELA**, instruction focuses on developing better readers and writers. Throughout the year, we will be exploring literature using the comprehensive program CKLA. We teach reading, writing, listening, and speaking while also building students' vocabulary and knowledge across essential domains in literature, world and American history, and the sciences. Students will read and analyze various genres and build foundational skills related to phonics, word recognition, grammar, and fluency. Speaking, listening, and presentation skills are further developed. These programs are designed to take each student's interests, abilities, and readiness into account. They allow us to personalize instructional activities to meet individual needs, and to help each student succeed as a reader and writer. (Teachers: Mrs. Garty/Mrs. Grimes)
- In **science**, four major units will be covered including the systems of the human body, animal classification-vertebrates/invertebrates, geology-exploring earth structures and surface changes, and space science-exploring the stars and galaxies. We also touch on ecology and environmental science throughout the year. (Teacher - Mr. Arenz)
- In **math**, instruction will focus on the Wisconsin Standards for Mathematics. We will use many different resources in a personalized learning classroom to obtain mastery of the 5th grade standards. In this course students will add, subtract, multiply, and divide decimals and fractions. They will use these skills to calculate volume. Fluency in all four operations is expected. Students will utilize reading and writing to deepen mathematical comprehension. (Teacher - Mrs. Kalinka/Mr. Arenz)
- In **social studies**, Social Studies instruction focuses on the regions of the United States. The curriculum targets the history, people, climate, and natural resources that make up each region. The culminating activity for Social Studies is the "State Fair" exhibit which is open to parents, friends, and guests. (Teachers: Mrs Garty/Mrs.Grimes)
- The fifth grade goes to the Ledgeview Nature Center in the spring to participate in their environmental education program. In the spring, students complete a financial literacy unit that culminates in a trip to BizTown in Appleton.
- Fifth grade students are welcome to bring "treats" on their birthday. Parents should check with their child's teachers to find out how many treats should be brought in so that no one is left out and if there are any allergies.
- Teachers, likewise, use a variety of means to communicate with parents. These may include, but are not limited to the use of personal notes, telephone calls, personal conferences, final report cards, and e-mail.
- The fifth grade core staff is generally available during the following hours:
 - Before school: Monday - Friday - 7:30 - 7:45 a.m.
 - Prep time: Mon/Tues/Thur/Friday - 1:34 -3:00 p.m. & Wednesday - 12:48-2:00 p.m.
 - After school: Monday/Tuesday/Thursday - 3:00 - 3:30 p.m. / Friday - 3:00-3:15 p.m.
- Please be aware that, during these times, staff may be engaged in meetings or be unavailable, due to other obligations or assignments. If contacting staff via the telephone, a message can be left in their voice mailbox. A staff directory is provided below with telephone and extension numbers.



Exploratory Classes

- The **physical education** program helps children acquire the knowledge, skills, and self-confidence they need to participate in a wide variety of physical activities. Classes are based on learning through movement. Students in physical education are expected to dress in athletic attire and tennis shoes for all classes. Students that shower need to supply their own towel. All students who wish to secure their personal items (clothes, deodorant, shoes, etc) in the locker room are required to purchase a school lock from the middle school office (new locks are \$6.50). Locks can continue to be reused each year. Personal locks are not allowed on gym lockers as teachers/administration need to access these lockers from time to time using a pass key. (Teachers - Mrs. Heathman & Mr. Christopherson)
- In **intro to engineering**, students will demonstrate their engineering skills through many hands-on projects and activities. Students will learn the engineering process and collaboratively work with their peers. (Teacher – Mrs. Rieth)
- In **general music**, students will sing and learn to play simple melodies on a recorder in the treble clef. They will identify and define standard symbols for pitch, rhythm, dynamics, tempo, articulation, and expression. Students enrolled in band or chorus will not have general music (Teacher --Mrs. Hogan)
- In **art**, students not only learn about creating art, but also about knowing and understanding ideas about art and design that have developed throughout history. With this understanding, students are better able to understand the arts, themselves, and the world around them. The focus of art in the fifth grade is to learn basic vocabulary related to the study of art, explore the elements and principles of design, and develop basic skills to produce quality art in various media such as drawing, painting, and printing. All students will be required to keep a sketchbook in which they will include assigned weekly sketches, design ideas, preliminary drawings, and notes concerning art class. (Teacher –Ms. Buss)
- In the fifth grade **band**, all students are scheduled for small group or individual lessons. Students in band are taught to perform on an instrument with good posture, breath support, tone quality, expression, and accuracy. Participation in concerts and recitals is required. A schedule of music events is enclosed at the end of this booklet. (Teacher - Mrs. Marcus)



- In fifth grade, **chorus** students learn to sing on pitch, in rhythm, with timbre, diction, and posture. Participation in concerts is required. A schedule of music events is enclosed at the end of this booklet. (Teacher -Mrs. Hogan)
- Participation in band and/or chorus enhances a student's listening and coordination skills, improves self-esteem, and enables students to practice self-discipline and learn the importance of teamwork, commitment, and preparation in the accomplishment of a goal.
- Students who choose to take band or chorus as an elective class are encouraged to continue it throughout the year. **A parent who wants to have their child drop band or chorus needs to arrange a conference with the child's teacher to discuss the change.** If, after this conference, the decision is still to have the child drop the class, the teacher will forward this information to the school secretary who will make the necessary changes to the student's master schedule. Once a child has dropped the course, they are not allowed to re-enroll until the next year. Course adds/drops will occur only at the beginning/end of a quarter.
- Students in **STEM** will use science, technology, engineering and math in conjunction with the Engineering Design Process to solve real world problems. Major areas of learning include: Computer coding, 3D design and printing, exploring electrical circuits, and soldering. (Teacher: Mr. Schmitz)

6th Grade Course Descriptions

- In **ELA**, instruction centers on developing the student's reading, writing, speaking/listening, and language/grammar skills in a progressive manner, as they progress from grade level to grade level. Students focus on analyzing and understanding various literature and text types and on building foundational skills related to phonics, word recognition, and fluency. Writing instruction focuses on developing the student's ability to write and distribute different types of text for various audiences and purposes using appropriate conventions and vocabulary. The development of research and presentation skills is also a focus of the writing content. The development of speaking and listening skills is also a component of instruction. (Teacher - Mrs. Arenz/Mrs. Neuhaus)
- In **Science**, units will cover Earth, Life, and Physical science topics. Students will practice study skills while learning concepts and will apply these in various labs. Topics include Matter, Energy, Classification, Measurement, Weather, Rocks, and Geological Processes. (Teacher - Mrs. Migacz)
- The Common Core State Standards are taught in 6th grade **Math** class. Instructional time focuses on nine key areas: operations and properties, introduction to algebraic skills, decimals, number theory and fractions, multiplying and dividing fractions, data collection and analysis, proportional relationships, geometry, as well as integers with the coordinate plane. We use the Holt-McDougal Mathematics Grade 6 textbook series and supplement it with many additional resources, including both the IXL and iReady math programs. (Teacher - Mrs. Hollmann/Mrs. Migacz)
- In **Social Studies**, the focus is on the study of ancient history, including Mesopotamia, Ancient Egypt, Ancient India, Ancient China, Ancient Rome, and Ancient Greece. In addition, students will study the G.R.A.P.E.S. (Geography, Religion, Achievements, Politics, Economy, and Social Structure) of each civilization. In addition, students will develop map skills and participate in weekly current event activities. They will also learn about connections from the ancient world to the modern world. (Teachers - Mrs. Neuhaus/Mrs. Arenz)



- The sixth grade core staff is generally available during the following school hours:
 - Before school: Monday - Friday - 7:30 - 7:45 a.m.
 - Prep time: Monday/Tuesday/Thursday/Friday 12:06-1:31p.m. & Wednesday 11:34-12:45 p.m.
 - After school: Monday/Tuesday/Thursday - 3:00 - 3:30 p.m. / Friday - 3:00-3:15 p.m.
 - Please be aware that, during these times, staff may be engaged in meetings or be unavailable, due to other obligations or assignments. If contacting staff via the telephone, a message can be left in their voice mailbox. A staff directory is provided below with telephone and extension numbers.

Exploratory Classes

- The **physical education** program helps children acquire the knowledge, skills, and self-confidence they need to participate in a wide variety of physical activities. Classes are based on learning through movement. Students in physical education are expected to dress in athletic attire and tennis shoes for all classes. All students who wish to secure their personal items (clothes, deodorant, shoes, etc) in the locker room can purchase a school lock from the middle school office (new locks are \$6.50). Locks purchased the prior year from the office can continue to be reused each year. (Teachers - Mrs. Heathman & Mr. Christopherson)
- In the **engineering** course, students will enhance their engineering skills from 5th grade to do more advanced, collaborative projects. Students will use the engineering process to build on their skills and perform hands-on, real-life activities. (Teacher - Mrs. Rieth)
- In **general music**, students who are not enrolled in band or chorus will have general music. They will sing and learn to play beginner guitar, learning chord progressions, tab sheets, elements of music, basic music theory concepts, different styles of picking or fingerpicking.. Singing while playing guitar, history of guitar.. They will continue to identify and define standard symbols for pitch, rhythm, dynamics, tempo, articulation, and expression. (Teacher -Mrs. Hogan)
- The **technology education and engineering** classes focuses on gaining an understanding of how different tools and machines work. Students will be exposed to different technology tools in our world such as 3D printers and Adobe Photoshop. Students will learn and apply the engineering process to create projects. (Teacher - Mrs. Rieth)
- In **family and consumer education**, we focus on the challenges facing families. Students explore: identifying family challenges; learning how to cook using proper techniques in measuring and safety; learning how to use the microwave to prepare meals; learning grocery shopping techniques; learn how to eat in a healthy way; learning how to sew; creating various projects and learning how to communicate well with friends and family members. (Teacher-Mrs. Zimmermann)
- In **art**, students not only learn about creating art, but also about knowing and understanding ideas about art and design that have developed throughout history. With this understanding, students are better able to understand the arts, themselves, and the world around them. The focus of art in the sixth grade is to learn vocabulary related to the study of art and explore skills in 3-dimensional problems such as ceramics and fibers. All students will be required to keep a sketchbook in which they will include assigned weekly sketches, design ideas, preliminary drawings, and notes concerning art class. (Teacher -Ms. Buss)



- In the sixth grade **band**, all students are scheduled for small group or individual lessons. Students in band are taught to perform on an instrument with good posture, breath support, tone quality, expression, and accuracy. Participation in concerts and recitals is required. A schedule of music events is enclosed at the end of this booklet. (Teacher~Mrs. Marcus)
- In sixth grade, **chorus** students learn to sing on pitch, in rhythm, with timbre, diction, and posture. Participation in concerts is required. A schedule of music events is enclosed at the end of this booklet. (Teacher~Mrs. Hogan)
- Participation in band and/or chorus enhances a student's listening and coordination skills, improves self-esteem, and enables students to practice self-discipline and learn the importance of teamwork, commitment, and preparation in the accomplishment of a goal.
- Students who choose to take band or chorus as an elective class are encouraged to continue it throughout the year. **A parent who wants to have their child drop band or chorus needs to arrange a conference with the child's teacher to discuss the change.** If, after this conference, the decision is still to have the child drop the class, the teacher will forward this information to the school secretary who will make the necessary changes to the student's master schedule. Once a child has dropped the course, they are not allowed to re-enroll until the next year. Course adds/drops will occur only at the beginning/end of a quarter.
- Students in **STEM** will use science, technology, engineering and math in conjunction with the Engineering Design Process to solve real world problems. A major focus of this STEM class will be learning about and using 3D printers, but we will also learn about computer coding, and explore electrical circuits. (Teacher~Mr. Schmitz)
- Health will be a required 6th grade course. Students will learn about positive, healthy lifestyles through nutrition, decision making, social emotional learning, their health and wellness, etc. (Teacher- Mrs. Heathman and Mr. Christopherson)

7th Grade Course Descriptions

- In **ELA**, instruction centers on developing the student's reading, writing, speaking/listening, and language/grammar skills in a progressive manner. Students will use Amplify ELA as the curriculum platform. Amplify ELA is a blended English language arts curriculum designed specifically to support students in grades 6-8 and prepare them for high school and beyond. With Amplify ELA, students learn to tackle any complex text and make observations, grapple with interesting ideas, and find relevance for themselves. Students in ELA will write various types of essays, read and analyze several novels, and work collaboratively on projects. (Teacher: Mrs. Ebert)
- In **science** a variety of topics are covered from all areas of science; life science, earth science, and physical science. Emphasis is on the scientific method, using models to learn about and explain concepts, and how to clearly communicate the results of an experiment. Topics covered include measurement and mapping, cycles of the earth, atomic theory, the periodic table, chemical bonding, properties of matter, electricity & magnetism, human body systems, comparative anatomy, and how organisms obtain and use energy. (Teacher – Mrs. Hanson)
- In **math**, instructional time should focus on four critical areas: (1) developing understanding of and applying proportional relationships; (2) developing understanding of operations with rational numbers and working with expressions and linear equations; (3) solving problems involving scale drawings and informal geometric constructions, and working with two- and three-dimensional shapes to solve problems involving area, surface area, and volume; (4) drawing inferences about populations based on samples. (Teacher – Ms. Erickson)



- In **social studies**, various topics of study related to the era of exploration, the colonization of America, the Revolution, and the creation of the American government, will be looked at through the lenses of citizenship and human rights. Further emphasis will be placed on character education, the integration of language arts skills, and making connections between American and world history and current events. (Teacher – Mr. Milski)
- In addition to the basic core academic program, the 7th grade staff also organizes various activities throughout the year. One of the most significant is the Outdoor Education experience. The seventh graders spend one night and two days at Camp Rokilio. Preparation for this activity involves a number of adjustments in scheduling and instruction early in the year. The “camp” experience is an excellent opportunity for students and teachers to get to know one another, establish expectations for the upcoming year, and introduce the first quarterly instructional theme of the year. Parents desiring more information on camp activities and expectations can contact Mr. Milski.
- Teachers, likewise, use a variety of means to communicate with parents. These may include, but are not limited to the use of personal notes, telephone calls, personal conferences, interim/final report cards, and e-mail. The seventh grade core staff is generally available during the following school hours:
 - Before school: Monday - Friday 7:30 - 7:50 a.m.
 - Prep time: Monday/Tuesday/Thursday/Friday 9:20 - 10:47 a.m. & Wednesday 9:04-10:15 a.m.
 - After school: Monday/Tuesday/Thursday 3:00 - 3:30 p.m. Friday 3:00-3:15 p.m.
 - Please be aware that, during these times, staff may be engaged in meetings or be unavailable, due to other obligations or assignments. If contacting staff via the telephone, a message can be left in their voice mailbox. A staff directory is provided below with telephone and extension number.

Exploratory Classes

- The **physical education program** helps children acquire the knowledge, skills, and self-confidence they need to participate in a wide variety of physical activities. Classes are based on learning through movement. Students in physical education are expected to dress in athletic attire and tennis shoes for all classes. Students that shower need to supply their own towel. All students who wish to secure their personal items (clothes, deodorant, shoes, etc) in the locker room are required to purchase a school lock from the middle school office (new locks are \$6.50). Locks purchased in previous years can continue to be reused each year. Personal locks are not allowed on gym lockers as teachers/administration need to access these lockers from time to time using a pass key. (Teachers - Mrs. Heathman & Mr. Christopherson)
- In **engineering** students will continue to build their skills from previous years by working collaboratively on the engineering process. Students will work together to build bird houses, as well as many other engaging engineering activities. (Mrs. Rieth)
- In **Spanish**, students will learn language basics and get an understanding of a different culture. Students will interact in Spanish through reading, writing, and speaking. (Mrs. Whiteley)
- In **tech ed**, students will learn new machines and tools to perform activities in the real-world. They will also engage in activities with technology tools such as 3D printers and laser engravers. (Mrs. Rieth)



- In **family and consumer education**, students focus on self-development: mental, physical, intellectual and social. Students will make a project while learning sewing skills. This project is approximately \$11 to make. Students will also learn about different areas of human development, such as puberty, healthy and unhealthy relationships, birth, etc. Students have an opportunity to take home the Real Care babies as part of the class. Food labs emphasize healthy foods. (Teacher- Mrs. Zimmermann)
- In **art**, students not only learn about creating art, but also about knowing and understanding ideas about art and design that have developed throughout history. With this understanding, students are better able to understand the arts, themselves, and the world around them. The focus of art in the seventh grade is to develop advanced drawing and design skills. Students also use problem-solving techniques to promote creativity and originality in such art projects as molded ceramics, relief printing, bottle drawing, and "Op Art." All students will be required to keep a sketchbook in which they will include assigned weekly sketches, design ideas, preliminary drawings, and notes concerning art class. (Teacher -Ms. Buss)
- In **foreign language** students study beginning with the Spanish alphabet, vocabulary, phrases and conversations. Students explore Spanish speaking countries and their culture. (Teacher - Mrs. Whiteley)
- In **Agriculture** - Today's agriculture is more than just about farming. Our agriculture today is about food, plant, and animal science, Natural Resources, wildlife, landscaping, mechanics, and leadership. Through a variety of hands-on activities, the students will learn about the agriculture around them and how it affects them every day. (Teacher -Mrs. Zimmermann)
- Students in **STEM** will use science, technology, engineering and math in conjunction with the Engineering Design Process to solve real world problems. A major focus of this STEM class will involve electrical circuits and soldering, but we will also learn about and use 3D printers, and explore computer coding. (Teacher: Mr. Schmitz)
- In the seventh grade **band**, all students are scheduled for small group or individual lessons. Students in band are taught to perform on an instrument with good posture, breath support, tone quality, expression, and accuracy. Participation in concerts, festival events, and parades is required. (Teacher - Mrs. Marcus)
- In seventh grade, chorus students learn to sing on pitch, in rhythm, with timbre, diction, and posture. Participation in concerts and festival events is required. A schedule of music events is enclosed at the end of this booklet. (Teacher -Ms. Hogan)
- Participation in band and/or chorus enhances a student's listening and coordination skills, improves self-esteem, and enables students to practice self-discipline and learn the importance of teamwork, commitment, and preparation in the accomplishment of a goal. Students in band or chorus will not take general music.
- Students who choose to take band or chorus are encouraged to continue it throughout the year. A parent who wants to have their child drop band or chorus needs to arrange a conference with the child's teacher to discuss the change. If, after this conference, the decision is still to have the child drop the class, the teacher will forward this information to the school secretary who will make the necessary changes to the student's master schedule. Once a child has dropped the course, they are not allowed to re-enroll until the next year. Course adds/drops will occur only at the beginning/end of a quarter.



8th Grade Course Descriptions

- In **communication arts**, instruction centers on developing the student's reading, writing, speaking/listening, and language/grammar skills in a progressive manner, as they progress from grade level to grade level. Students focus on analyzing and understanding various literature and text types and on building foundational skills related to phonics, word recognition, and fluency. Writing instruction focuses on developing the student's ability to write and distribute different types of text for various audiences and purposes using appropriate conventions and vocabulary. The development of research and presentation skills is also a focus of the writing content. The development of speaking and listening skills is also a component of instruction. (Teacher – Mrs. Hoerth)
- In **science**, they build on the physical, life and earth sciences. The Next Generation Science standards are utilized. The students will cover topics most widely covered by earth/physical science courses to prepare them for high school. Students will be exposed to critical thinking applications with many hands-on applications. (Teacher – Mr. Schwantes)
- In **math**, instructional time should focus on three critical areas: (1) formulating and reasoning about expressions and equations, including modeling an association in bivariate data with a linear equation, and solving linear equations and systems of linear equations; (2) grasping the concept of a function and using functions to describe quantitative relationships; (3) analyzing two- and three-dimensional space and figures using distance, angle, similarity, and congruence, and understanding and applying the Pythagorean Theorem. (Teacher – Mrs. Schmitz)
- In **social studies**, the focus is on the study of American history from the early 1800's to the early 1900's. This year an emphasis will be placed on tying the instruction of literature and social studies together by using selected historically based pieces of literature in the teaching of history. (Teacher – Mrs. Lichtenwald)
- In addition to the basic core academic program, the eighth grade staff also organizes various activities throughout the year. Teachers, likewise, use a variety of means to communicate with parents. These may include, but are not limited to the use of personal notes, telephone calls, personal conferences, interim/final report cards, and e-mail. The eighth grade core staff is generally available during the following hours:
 - Before school: Monday - Friday - 7:30 - 7:45 a.m.
 - Prep time: Monday/Tuesday/Thursday/Friday 7:50 - 9:17 a.m. & Wednesday - 7:50-9:01 a.m.
 - After school: Monday/Tuesday/Thursday/Friday 3:00 - 3:45 p.m.
 - Please be aware that, during these times, staff may be engaged in meetings or be unavailable, due to other obligations or assignments. If contacting staff via the telephone, a message can be left in their voice mailbox. A staff directory is provided below with telephone and extension numbers.



Exploratory Classes

- The **physical education** program helps children acquire the knowledge, skills, and self-confidence they need to participate in a wide variety of physical activities. Classes are based on learning through movement. Students in physical education are expected to dress in athletic attire and tennis shoes for all classes. Students that shower need to supply their own towel. All students who wish to secure their personal items (clothes, deodorant, shoes, etc) in the locker room are required to purchase a school lock from the middle school office (new locks are \$6.50). Locks purchased in previous years can continue to be reused each year. Personal locks are not allowed on gym lockers as teachers/administration need to access these lockers from time to time using a pass key. (Teachers - Mrs. Heathman & Mr. Christopherson)
- In **general music**, students not in band or choir participate in various musical units. Some units include Guitar and learning to play. Actual course offerings may vary from year to year depending on student interest. Outlines for these various options are available from the music teacher and are given to students when they register early in spring. (Mrs. Hogan)
- In **Technology Education**, students are introduced to basic technical problem solving activities, using a “hands-on” approach and engineering skills to solve STEM related problems. (Teacher -)
- In careers class, students focus on the study of various career clusters. Development of the student electronic portfolio is a major activity in the class. The portfolio developed in Careers will follow along with the student to the high school. This is a part of the graduation requirement needed at KHS. (Teachers - Mrs. Rieth and Mrs. Kautzer)
- In **art**, students not only learn about creating art, but also about knowing and understanding ideas about art and design that have developed throughout history. With this understanding, students are better able to understand the arts themselves and the world around them. The focus of art in the eighth grade is to further develop individual drawing and design skills to be better prepared for art and/or design course work they may choose to pursue in high school. Students also use problem-solving techniques to promote creativity and originality in such art projects as hand-built ceramics and painting. All students will be required to keep a sketchbook in which they will include assigned weekly sketches, design ideas, preliminary drawings, and notes concerning art class. (Teacher --Ms. Buss)
- In **foreign language** students study beginning with the Spanish alphabet, vocabulary, phrases and conversations. Students explore Spanish speaking countries and their culture. (Teacher – Mrs. Whiteley)
- In **health**, students will explore the many choices that teens face in relation to health. Consequences as well as solutions will be discussed. Topics discussed will be: Stress; Suicide Prevention; Healthy Nutrition; Alcohol, Tobacco, and Other Drugs; and Human Growth & Development. This course meets the high school requirements for graduation. It is conducted in blended format (Teacher - Mrs. Heathman and Mr. Christopherson)



- In the eighth grade **band**, all students are scheduled for small group or individual lessons. Students in band are taught to perform on an instrument with good posture, breath support, tone quality, expression, and accuracy. Participation in concerts, festival events, and parades is required. A schedule of music events is enclosed at the end of this booklet. (Teacher – Mrs. Marcus)
- In eighth grade, **chorus** students learn to sing on pitch, in rhythm, with timbre, diction, and posture. Participation in concert and festival events is required. A schedule of music events is enclosed at the end of this booklet. (Teacher-Mrs. Hogan)
- Participation in band and/or chorus enhances a student's listening and coordination skills, improves self-esteem, and enables students to practice self-discipline and learn the importance of teamwork, commitment, and preparation in the accomplishment of a goal.
- Students who choose to take band or chorus as an elective class are encouraged to continue it throughout the year. A parent who wants to have their child drop band or chorus needs to arrange a conference with the child's teacher to discuss the change. If, after this conference, the decision is still to have the child drop the class, the teacher will forward this information to the school secretary who will make the necessary changes to the student's master schedule. Once a child has dropped the course, they are not allowed to re-enroll until the next year. Course adds/drops will occur only at the beginning/end of a quarter.



Staff Emails and Phone Extensions

Achter, Becky	bachter@kiel.k12.wi.us	5180	Library Media Specialist
Arenz, Jamie	jarenz@kiel.k12.wi.us	3244	5th Grade
Arenz, Sarah	sarenz@kiel.k12.wi.us	3258	6th Grade
August, Bridget	baugust@kiel.k12.wi.us	3242	Reading Interventionist/Specialist
Boettner, Emily	eboettner@kiel.k12.wi.us	3257	Special Education
Bowe, Stephanie	sbowe@kiel.k12.wi.us	3150	Kitchen
Brandl, Jessi	jbrandl@kiel.k12.wi.us	2508	Nurse
Burkhardt, Lauren	lburkhardt@kiel.k12.wi.us	N/A	Occupational Therapy
Buss, Hailey	hbuss@kiel.k12.wi.us	3225	Art
Christopherson, Chris	cchristopherson@kiel.k12.wi.us	4319	Physical Education
Conway, Brandi	bconway@kiel.k12.wi.us	2508	Nurse
Ebert, Melissa	mebert@kiel.k12.wi.us	3265	7th Grade
Erickson, Brittany	berickson@kiel.k12.wi.us	3224	7th Grade
Fintelmann, Stephanie	sfintelmann@kiel.k12.wi.us	3000	Attendance Secretary
Frietag, Linda	lfrietag@kiel.k12.wi.us	3238	Speech & Language
Garty, Jennifer	jgarty@kiel.k12.wi.us	3240	5th Grade
Grimes, Lori	lgrimes@kiel.k12.wi.us	3234	5th Grade
Hanson, Amy	ahanson@kiel.k12.wi.us	3213	7th Grade
Hoerth, Holly	hhoerth@kiel.k12.wi.us	3241	8th Grade
Horneck, Greta	ghorneck@kiel.k12.wi.us	3257	Paraprofessional
Heathman, Corey	cheathman@kiel.k12.wi.us	3249	Physical Education



Hogan, Danielle	dhogan@kiel.k12.wi.us	3222	Chorus & General Music
Hollmann, Janell	jhollmann@kiel.k12.wi.us	3261	6th Grade
Kalinka, Portia	pkalinka@kiel.k12.wi.us	3243	5th Grade
Kamp, Jeremy	jkamp@kiel.k12.wi.us	5144	Liaison Officer
Kautzer, Megan	mkautzer@kiel.k12.wi.us	3217	School Counselor
Lau, Keri	klau@kiel.k12.wi.us	3000	Middle School Secretary
Lichtenwald, Connie	clichtenwald@kiel.k12.wi.us	3229	8th Grade
Manier, Krystle	kmanier@kiel.k12.wi.us	3101	Library/Media Paraprofessional
Manz, Tavia	tmanz@kiel.k12.wi.us	3239	Special Education
Marcus, Becky	bmarcus@kiel.k12.wi.us	3202	5th - 8th Grade Band
Migacz, Kari	kmigacz@kiel.k12.wi.us	3262	6th Grade
Milski, Marty	mmilski@kiel.k12.wi.us	3228	7th Grade
Neuhaus, Nadine	nneuhaus@kiel.k12.wi.us	3260	6th Grade
Orvis, Kristan	korvis@kiel.k12.wi.us	6022	Educational Interpreter
Ourada, Alex	aourada@kiel.k12.wi.us	3002	Principal
Rieth, Emma	erieth@kiel.k12.wi.us	3220	Tech Ed.
Schmitz, Brenda	bschmitz@kiel.k12.wi.us	4403	8th Grade
Schmitz, Steve	sschmitz@kiel.k12.wi.us	3246	Alternative Education
Schwantes, Peter	pschwantes@kiel.k12.wi.us	3236	8th Grade
Simonet, Lynn	lsimonet@kiel.k12.wi.us	3237	Special Education
Walsh, Steve	Swalsh@kiel.k12.wi.us	5197	Athletic Director
Whiteley, Megan	mwhiteley@kiel.k12.wi.us	5214	Spanish
Zimmermann, Becca	bzimmermann@kiel.k12.wi.us	5402	FCE
Zinger, Andrew	azinger@kiel.k12.wi.us	3248	Custodial



2024-2025 KASD Calendar

Kiel Area School District 2024-25 School Calendar

August 2024						
Su	Mo	Tu	We	Th	Fr	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

September 2024						
Su	Mo	Tu	We	Th	Fr	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

October 2024						
Su	Mo	Tu	We	Th	Fr	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

November 2024						
Su	Mo	Tu	We	Th	Fr	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

December 2024						
Su	Mo	Tu	We	Th	Fr	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

January 2025						
Su	Mo	Tu	We	Th	Fr	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

February 2025						
Su	Mo	Tu	We	Th	Fr	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	

March 2025						
Su	Mo	Tu	We	Th	Fr	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

April 2025						
Su	Mo	Tu	We	Th	Fr	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

May 2025						
Su	Mo	Tu	We	Th	Fr	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

June 2025						
Su	Mo	Tu	We	Th	Fr	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

	Inservice
	Nonwork Day
	Holidays/Breaks
	P/T Conferences
	End of Quarter

Aug. 20-21.....New Staff Inservice
 Aug. 26-27.....All Staff Inservice
 Aug. 28-30.....Non-work Day
 Sept. 2.....Labor Day (no schl)
 Sept. 3.....First Day (PK-9)
 Oct. 9.....P/T/S Conferences (4-7)
 Oct. 10.....P/T/S Conferences (2-8)
 Oct. 11.....Non-work Day/No schl
 Nov. 1.....Staff Inservice
 Nov. 28-29.....Thanksgiving Recess

Dec. 23-Jan. 1.....Winter Recess
 Jan. 17.....Staff Inservice
 Feb. 14.....Staff Inservice
 Mar. 5.....P/T/S Conferences (4-7)
 Mar. 6.....P/T/S Conferences (2-8)
 Mar. 7.....Non-work Day/No schl
 Apr. 17-21.....Spring Recess
 May 26.....Memorial Day (no schl)
 June 6.....Last Day 1pm Dismissal

1st Qtr: 9/3-11/6 (45 days)
 2nd Qtr: 11/7-1/23 (45 days)
 3rd Qtr: 1/24-3/31 (45 days)
 4th Qtr: 4/1-6/6 (45 days)

Board Approved
 2/7/2024



2024-2025 KMS Music Calendar

Date	Time	Event	Location
September 27, 2024	2:40 PM	Homecoming Parade	Zielanis to KHS
October 30, 2024	10:15 AM	Milwaukee Symphony Orchestra Concert	Milwaukee
October 31, 2024	1:00 PM	KHS Fall Musical Dress Rehearsal	PAC
November 11, 2024	1:00 PM	KMS Veteran's Day Program	PAC
December 17, 2024	7:00 PM	7th and 8th Band and Choir Holiday Concert	PAC
January 16, 2024	7:00 PM	5th and 6th Band and Choir Winter Concert	PAC
March 10, 2025	4:00 PM	7th and 8th Demonstration Concert	KMS MPR
March 11, 2025	2:15 PM	KMS Band and Choir Solo & Ensemble Festival	KMS
April 29, 2025	7:00 PM	Band Spring Concert	PAC
May 1, 2025	7:00 PM	Choir Spring Concert	PAC
May 29, 2025	7:00 PM	6th Grade Recital	PAC
June 3, 2025	7:00 PM	5th Grade Recital	PAC



5th Grade Schedule

5th Grade Schedule					
Monday, Tuesday, Thursday, and Friday					
1st Block (7:50-9:17)	Math (Kalinka)	ELA (Garty)	ELA (Grimes)	Math (Arenz)	
2nd Block (9:20-10:47)	Math (Kalinka)	ELA (Garty)	Social Studies (Grimes)	Science (Arenz)	Period 3 (9:20-10:02)
			Social Studies (Grimes)	Science (Arenz)	Period 4 (10:05-10:47)
Lunch (10:50-11:25)	Recess/Lunch				
Raider Time (11:28-12:03)	Raider Time				
3rd Block (12:06-1:31)	Math (Kalinka)	Social Studies (Garty)	ELA (Grimes)	Science (Arenz)	Period 7 (12:06-12:47)
		Social Studies (Garty)		Science (Arenz)	Period 8 (12:50-1:31)
4th Block (1:34-3:00)	Exploratory Classes				

Wednesday					
1st Block (7:50-9:03)	Math (Kalinka)	ELA (Garty)	ELA (Grimes)	Math (Arenz)	
2nd Block (9:06-10:18)	Math (Kalinka)	ELA (Garty)	Social Studies (Grimes)	Science (Arenz)	Period 3 (9:04-9:38)
			Social Studies (Grimes)	Science (Arenz)	Period 4 (9:41-10:15)
Lunch (10:18-10:53)	Recess/Lunch				
Raider Time (10:56-11:31)	Raider Time				
3rd Block (11:34-12:45)	Math (Kalinka)	Social Studies (Garty)	ELA (Grimes)	Science (Arenz)	Period 7 (11:34-12:08)
		Social Studies (Garty)		Science (Arenz)	Period 8 (12:11-12:45)
4th Block (12:48-2:00)	Exploratory Classes				



6th Grade Schedule

6th Grade Schedule					
Monday, Tuesday, Thursday, and Friday					
1st Block (7:50-9:17)	Math (Hollmann)	ELA (Arenz)	ELA (Neuhaus)	Math (Migacz)	
2nd Block (9:20-10:47)	Math (Hollmann)	ELA (Arenz)	Social Studies (Neuhaus)	Science (Migacz)	Period 3 (9:20-10:02)
			Social Studies (Neuhaus)	Science (Migacz)	Period 4 (10:05-10:47)
Lunch (10:50-11:25)	Recess/Lunch				
Raider Time (11:28-12:03)	Raider Time				
4th Block (12:06-1:31)	Exploratory Classes				
5th Block (1:34-3:00)	Math (Hollmann)	Social Studies (Arenz)	ELA (Neuhaus)	Science (Migacz)	Period 9 (1:34-2:16)
		Social Studies (Arenz)		Science (Migacz)	Period 10 (2:19-3:00)

Wednesday					
1st Block (7:50-9:03)	Math (Hollmann)	ELA (Arenz)	ELA (Neuhaus)	Math (Migacz)	
2nd Block (9:06-10:18)	Math (Hollmann)	ELA (Arenz)	Social Studies (Neuhaus)	Science (Migacz)	Period 3 (9:04-9:38)
			Social Studies (Neuhaus)	Science (Migacz)	Period 4 (9:41-10:15)
Lunch (10:18-10:53)	Recess/Lunch				
Raider Time (10:56-11:31)	Raider Time				
4th Block (11:34-12:45)	Exploratory Classes				
5th Block (12:48-2:00)	Math (Hollmann)	Social Studies (Arenz)	ELA (Neuhaus)	Science (Migacz)	Period 9 (12:48-1:22)
		Social Studies (Arenz)		Science (Migacz)	Period 10 (1:25-2:00)



7th Grade Schedule

7th Grade Schedule				
Monday, Tuesday, Thursday, and Friday				
1st Block (7:50-8:53)	Math (Erickson)	ELA (Ebert)	Social Studies (Milski)	Science (Hanson)
2nd Block- Part 1 (8:56-9:17)	Math (Erickson)	ELA (Ebert)	Social Studies (Milski)	Science (Hanson)
3rd Block (9:20-10:47)	Exploratory Classes			
Raider Time (10:50-11:25)	Raider Time			
Lunch (11:28-12:03)	Recess/Lunch			
2nd Block- Part 2 (12:06-12:48)	Math (Erickson)	ELA (Ebert)	Social Studies (Milski)	Science (Hanson)
4th Block (12:51-1:54)	Math (Erickson)	ELA (Ebert)	Social Studies (Milski)	Science (Hanson)
5th Block (1:57-3:00)	Math (Erickson)	ELA (Ebert)	Social Studies (Milski)	Science (Hanson)

Wednesday				
1st Block (7:50-8:42)	Math (Erickson)	ELA (Ebert)	Social Studies (Milski)	Science (Hanson)
2nd Block- Part 1 (8:45-9:01)	Math (Erickson)	ELA (Ebert)	Social Studies (Milski)	Science (Hanson)
3rd Block (9:04-10:15)	Exploratory Classes			
Raider Time (10:18-10:53)	Raider Time			
Lunch (10:56-11:31)	Recess/Lunch			
2nd Block, Part 2- (11:34-12:10)	Math (Erickson)	ELA (Ebert)	Social Studies (Milski)	Science (Hanson)
4th Block (12:13-1:05)	Math (Erickson)	ELA (Ebert)	Social Studies (Milski)	Science (Hanson)
5th Block (1:08-2:00)	Math (Erickson)	ELA (Ebert)	Social Studies (Milski)	Science (Hanson)



8th Grade Schedule

8th Grade Schedule				
Monday, Tuesday, Thursday, and Friday				
1st Block (7:50-9:17)	Exploratory Classes			
2nd Block- (9:20-10:23)	Math (Schmitz)	ELA (Hoerth)	Social Studies (Lichtenwald)	Science (Schwantes)
3rd Block- Part 1 (10:26-10:47)	Math (Schmitz)	ELA (Hoerth)	Social Studies (Lichtenwald)	Science (Schwantes)
Raider Time (10:50-11:25)	Raider Time			
Lunch (11:28-12:03)	Recess/Lunch			
3rd Block- Part 2 (12:06-12:48)	Math (Schmitz)	ELA (Hoerth)	Social Studies (Lichtenwald)	Science (Schwantes)
4th Block (12:51-1:54)	Math (Schmitz)	ELA (Hoerth)	Social Studies (Lichtenwald)	Science (Schwantes)
5th Block (1:57-3:00)	Math (Schmitz)	ELA (Hoerth)	Social Studies (Lichtenwald)	Science (Schwantes)

Wednesday				
1st Block (7:50-9:01)	Exploratory Classes			
2nd Block- (9:04-9:56)	Math (Schmitz)	ELA (Hoerth)	Social Studies (Lichtenwald)	Science (Schwantes)
3rd Block, Part 1-(9:59-10:15)	Math (Schmitz)	ELA (Hoerth)	Social Studies (Lichtenwald)	Science (Schwantes)
Raider Time (10:18-11:53)	Raider Time			
Lunch (10:56-11:31)	Recess/Lunch			
3rd Block, Part 2- (11:34-12:10)	Math (Schmitz)	ELA (Hoerth)	Social Studies (Lichtenwald)	Science (Schwantes)
4th Block (12:13-1:05)	Math (Schmitz)	ELA (Hoerth)	Social Studies (Lichtenwald)	Science (Schwantes)
5th Block (1:08-2:00)	Math (Schmitz)	ELA (Hoerth)	Social Studies (Lichtenwald)	Science (Schwantes)



Chromebook Policies

- It is the responsibility of the student and family to review the KASD Chromebook Policies. You can find that information below:
 - <https://www.kiel.k12.wi.us/district/TechDept/Chromebook%20Procedures%20and%20Chromebook%20Care%20Plan.pdf>

Go Raiders!

