BOYCEVILLE COMMUNITY SCHOOL DISTRICT

Draft - Policy Manual

Ready for Board

18 policies

November 10, 2026

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READY FOR BOARD

01 - OVERVIEW

Vol. 35, No. 1 - November 2025 OVERVIEW

WISCONSIN LOCAL UPDATE OVERVIEW AND COMMENTS

VOLUME 35 NUMBER 1

NOVEMBER 2025

All production-related materials and questions should be directed to the Coshocton Office at 632 Main Street, Coshocton, Ohio 43812 (phone 800-407-5815, fax 740-622-2557). Billing questions should be directed to the Stow Office at 3914 Clock Pointe Trail, Suite 103, Stow, Ohio 44224 (phone 330-926-0514, fax 330-926-0525).

Please make any revisions on the BoardDocs software using the instructions provided to you. You may direct questions related to content to your Neola Associate. Questions regarding the software should be directed to the BoardDocs help desk staff.

If a District chooses not to adopt a policy or administrative guideline, the District is still obligated to follow applicable Federal and State laws relating to that topic.

The proposed new, revised, and replacement policies, administrative guidelines, and forms included in this update have been thoroughly prepared and reviewed by Neola's legal counsel for statutory compliance. If you make revisions or substitute in their entirety policies or other materials of your own drafting, those materials should be reviewed by your legal counsel to verify compliance. Neola does not review District specific edits to update materials or District-specific policies for statutory compliance.

If a policy or guideline is marked as a revision, the revisions have been marked in bold (to add material) and crossed out (to delete material). As you review a revised policy or guideline, you may accept one, many, or all of the revisions provided. If a policy or guideline is marked as a replacement, enough revisions have been made to justify a complete, clean replacement copy. As you review a replacement policy or guideline, you should also check the materials you have in your current policy or guideline to see if there is some specific wording you want to be included in the replacement policy. If so, a copy of any wording to be added and where it should be inserted should be forwarded with the replacement policy or guideline when it is returned to the Coshocton office for processing.

If the District authors language and adds it to a policy template or deletes content that is not marked as a choice in the policy template, then these actions will constitute District-specific edits.

Policies to be deleted from the policy manual require Board action to rescind the policy.

Your Neola Associate will contact you soon to schedule an appointment to review this update and ensure you are current on it and previous updates.

If you are not an administrative guidelines client, you did not receive those materials in this packet. Contact your Associate for more information about becoming an administrative guidelines client.

Processing Update Materials

Revisions to your policies and administrative guidelines should be made using the BoardDocs software, following the instructions provided.

Using Header Box Options in BoardDocs

Each policy and administrative guideline has multiple header boxes in BoardDocs that provide essential information in addition to the document's title and code number. (NOTE: All the header boxes are visible only when editing is turned on; in view mode, only the header boxes with content are shown.)

Adopted: The "Adopted" header box indicates when the policy or guideline was first adopted, and that date never changes as long as the policy or guideline is active.

Last Revised: Retaining the history of each policy and guideline is essential for legal and administrative reasons, so BoardDocs provides options for such retention. Immediately beneath the "Adopted" header box is the "Last Revised" header box that indicates the last time the policy or guideline was changed, and this box is updated by Neola Production each time a revision is submitted. Any revision dates between the initial adoption and the latest revision are usually located at the bottom of the document, just above the Neola copyright. (Again, these dates are updated by Neola Production with each submission and should correspond to Board meeting minutes, except for TC notations for technical corrections.)

Last Reviewed: A new "Last Reviewed" option now exists for indicating that you have reviewed the policy or guideline and have found it to be sufficient as presently written. Since no revision is being made in these situations, there is no record that the document was reviewed. A typical example would be a technical correction that isn't needed on your document, or a revision to an option that you do not have or want. In such cases, because the copyright has changed but not any content, you would want to show that your document is current as of the new copyright date even though it has the older copyright date from the previous version of the Neola template. Now you have the option to indicate that you have reviewed the document even though no revision was made by putting the review date in the new "Last Reviewed" header box. This is also a handy feature for those Boards that use a policy review regimen in addition to revisions made through the Neola Update process.

Any questions about how to use these BoardDocs header box features should be directed to your Neola Associate, or you may contact BoardDocs Support at 1-800-407-0141.

District-Specific Materials

If the District chooses, during any step of the Update process, to incorporate District specific material into a new policy or guideline that has been proposed or to insert District-specific material into a current policy or guideline for which revisions have been proposed in an update issued by Neola, then the District agrees to hold Neola harmless for those District-specific edits and acknowledges that Neola's warranty for legal challenges to that District-specific language in that policy or guideline will not be in effect. In addition, Neola retains ownership of the text from the original policy template that remains in a policy to which District-specific material has been added. District-specific materials include the following:

1. Materials from the District's existing materials that the District requests be incorporated during the drafting process;

2. New materials that the District develops in their entirety and exclusive of Neola;

3. Revisions or deletions that substantively depart from Neola's templates; and

4. Outdated material that a District did not keep current with Neola updates.

Further, Neola does not recommend the use or incorporation of District-specific materials. Neola will, at the request of the District, incorporate District-specific materials into the licensed materials, with the implicit understanding that the District bears all risks associated with the District's decision to request that such District specific materials be incorporated. Neola reserves the right to but is not obligated to, advise the District to seek its own legal review of District-specific materials.

Notice Regarding Legal Accuracy

Neola is vigilant in providing policy language to clients that has been vetted for legal accuracy by outside legal counsel. Should questions arise as to the legal compliance or accuracy of Neola materials, it is our expectation that Neola's counsel would have the opportunity to assist in the resolution of such a claim. Please notify the Neola corporate office if an issue arises in which such a review or assistance is necessary.

Policies in this update have been reviewed by Renning Lewis & Lacy, s.c. for consistency with Federal and State law.

BYLAWS AND POLICIES

Bylaw 0100 - DEFINITIONS (Revised)

This policy establishes a comprehensive list of terms and their specific meanings for use throughout the district's bylaws and policies. Its importance lies in ensuring consistency and clarity across all district governance and operational documents, preventing ambiguity that could lead to misinterpretation or legal issues.

This policy now includes the definition of School Support Organizations (SSO) which is a topic of several policy and administrative guideline revisions in a recent special update. The SSO change is recommended, but not required. It also includes "gaming devices" as part of the definition of Personal Communications Devices (PCD) due to a recent change in statutory language relative to student use of PCDs in schools. The "gaming device" addition to the definition of PCD is a statutory definition and is required.

Bylaw 0142.7 - ORIENTATION (Revised)

This policy outlines the importance of preparing each Board member for their duties to ensure the effective functioning of the Board, encouraging new members to understand Board functions, district operations, and procedures. It is important because it ensures that all Board members are well-informed and equipped to make sound decisions for the District.

The policy revisions provide new optional topics for onboarding new Board members, and revisions are not required.

Bylaw 0144.5 - BOARD MEMBER BEHAVIOR, COMMUNICATIONS, AND CODE OF CONDUCT (Revised) *APPROVED BY BOARD 8/2026

This policy outlines the expected ethical, professional, and responsible conduct for all Board members, covering their behavior, communications, and interactions with staff. It is important because it establishes the standards of integrity and professionalism necessary for effective governance, protects the district's legal standing, and ensures a focus on the welfare of students.

The revisions to the policy update include communicating that individual Board members, other than the Board President, do not have the authority to act on complaints or investigations. It is important because it establishes a clear chain of command and ensures that all complaints are handled through the proper channels, maintaining consistency and fairness in the process. The revisions are recommended, but not required.

Policy 1210 - BOARD - DISTRICT ADMINISTRATOR RELATIONSHIP (Revised)

This policy defines the relationship between the Board and the District Administrator, emphasizing the Board's role in establishing policies and the District Administrator's responsibility in administering them. It is important for ensuring clear lines of authority and efficient operation of the school district, with the District Administrator serving as the primary professional advisor to the Board.

The policy revisions focus on including the District Administrator's authority to delegate duties to staff members, who are then accountable to the Administrator for their performance. In turn, the Board holds the District Administrator accountable for the overall administration of the District, including their actions and personal behavior. These revisions are recommended, but not required.

Policy 1230.01 - DEVELOPMENT OF ADMINISTRATIVE GUIDELINES (Revised)

This policy delegates to the District Administrator the responsibility for designing and implementing administrative guidelines for the District's operation, ensuring they are consistent with Board policies. It is important for establishing clear operational procedures and ensuring that the District's daily functions align with the Board's strategic vision.

There are new optional clauses regarding the District Administrator consulting with stakeholders and the publication of administrative guidelines and handbooks on the District website for transparency. The policy revisions provide new optional topics, and revisions are not required.

Policy 1240 - EVALUATION OF THE DISTRICT ADMINISTRATOR (Revised)

This policy emphasizes the importance of periodically evaluating the District Administrator's performance to assist both the Board and the Administrator in their responsibilities and ensure effective leadership. It is crucial for making informed decisions regarding contract renewal, salary, identifying strengths and weaknesses, and establishing objectives to advance the District's goals.

This policy revision includes new options to allow the Board to make decisions regarding the District Administrator's contract renewal, determine their salary and performance-based incentives, and assess progress towards District strategic goals. The policy revisions provide new optional topics, and revisions are not required.

Policy 2131.01 - READING INSTRUCTIONAL GOALS AND KINDERGARTEN ASSESSMENT (Revised)

This policy outlines the Board's program of reading goals for students from kindergarten to 12th grade and mandates the employment of a certified reading specialist to develop and coordinate a comprehensive reading curriculum. It is important for promoting student reading skills through assessments and interventions, ensuring that students at risk of reading difficulty receive necessary support.

The policy now includes the interventions required by law under Act 20 for each qualifying student. The District Administrator must create, provide, and monitor a personal reading plan with interventions, share it with parents, and notify them of progress after 10 weeks. Revisions in this policy are required, based on information provided by state statute and the Department of Public Instruction.

Policy 2261.01 - PARENT AND FAMILY ENGAGEMENT IN TITLE I PROGRAMS (Revised)

This policy outlines the requirements for parent and family engagement in Title I programs, ensuring meaningful consultation and involvement of parents in their children's education. This is crucial for improving academic quality, addressing barriers to participation, and fostering a strong partnership between schools and families.

The policy revision is provided to clarify the distinction between the Policy and the Parent and Family Engagement Policy, which is the plan developed by the District. The use of the term Policy to describe the plan can create confusion as to what the annual requirement is. Federal law requires that the district conduct an "annual evaluation of the content and effectiveness of the parent and family engagement policy". The Board policy uses the term "plan" to assist in distinguishing between the Board policy and the engagement plan developed per the Board Policy. Adoption of these policy revisions are recommended, but not required.

Policy 2431 - INTERSCHOLASTIC ATHLETICS (Revised)

This policy recognizes the value of interscholastic athletics, emphasizing maximum student participation, good sportsmanship, team play, and fair competition over winning. It is important for providing students with opportunities to develop athletic abilities and fostering school loyalty and community interest.

The policy revisions include adopting Name, Image, Likeness (NIL) compensation standards set by the Wisconsin Interscholastic Athletic Association (WIAA), criteria that meet or exceed the Wisconsin Interscholastic Athletic Association (WIAA) standards, and directing the District Administrator to provide interscholastic athletics in accordance with WIAA rules.

It is recommended to improve options and enhance clarity.

Policy 4140 - TERMINATION AND RESIGNATION (Revised)

This policy establishes clear, official procedures for ending the employment relationship, whether through termination by the employer or resignation by the employee. It defines who has the authority to act (Board or District Administrator) on employee terminations.

Unlike administrators and teachers, there is no statutory requirement that the Board terminate support staff. For maximum flexibility and expedience in managing vacancies, Neola's counsel recommends the Board delegate support staff termination authority to the District Administrator. Districts are encouraged to review their current termination authority for support staff.

Policy 5112 - ENTRANCE AGE (Revised)

This policy establishes student entrance age requirements consistent with Wisconsin Law and sound educational practice, ensuring equitable treatment for all. Its importance lies in providing clear guidelines for student enrollment in kindergarten and first grade, promoting consistency and fairness.

The policy revision includes clarification on days (school days) and includes a new section on age verification and its adoption is recommended.

Policy 5135 - STUDENT IDENTIFICATION NUMBERS AND CARDS (New) *NOT TAKING THIS POLICY

This new policy mandates that if students are issued an identification card, the student also receives a unique identification number, distinct from their social security number.

The policy is important because it ensures student privacy by avoiding social security numbers and provides a critical resource for student well-being by including required contact information for suicide prevention and crisis support services on identification cards. Items in this new policy are required by law, but not to have in policy. This policy is recommended, but not required.

Policy 5136 - PERSONAL COMMUNICATION DEVICES (Revised) *APPROVED BY BOARD 8/2026

This policy regulates the use of student personal communication devices (PCDs) to protect the students, staff, and the learning environment from disruption. It establishes clear rules to prevent academic dishonesty, safeguard the privacy of individuals, and address harmful behaviors like cyberbullying and harassment. Ultimately, the policy is intended to establish a safe and focused educational setting by managing when and how these devices are used on school property.

This policy revision is a result of 2025 Wisconsin Act 42, requiring each school board to adopt, by July 1, 2026, (and submit a copy of this policy to the Department no later than October 1, 2026) a policy generally prohibiting students from using wireless communication devices during instructional time. Each school board must define such a device as any portable wireless device capable of voice, messaging, or data communication, including cell phones, tablets, laptops, and gaming devices. The policy must allow exceptions for emergencies, health management, individualized education programs or 504 plans, and teacher-approved educational uses. School boards may also include additional exceptions if they determine they benefit student education or well-being. Finally, the policy acknowledges that WI Stat. 120.12(29)(e) allows school boards to adopt policies more restrictive than 2025 Wisconsin Act 42.

Policy 5411 - THIRD GRADE PROMOTION AND RETENTION: AT-RISK STUDENTS (Revised)

This policy governs the promotion of students from 3rd grade to 4th grade, ensuring decisions are based on a thorough and equitable process that considers individual student reading needs. It is important for providing clear guidelines and support for students who have not completed their personal reading plans, aiming to make promotion decisions that are in the student's best interest.

The policy revision includes an appeal process and timelines for appealing the decision to the District Administrator. If the school representatives recommend retention but the student's parent/caregivers do

not consent to retention, it is best practice (although not required by statute) for the student to be promoted to 4th grade regardless of any other facts, circumstances, or analysis. The appeal process, while an option, is not required.

Policy 5514 - USE OF PERSONAL TRANSPORTATION DEVICES (Replacement)

This new policy is relevant because it expands the scope of the previous bicycle rule to address a wider variety of modern personal transportation devices like scooters, skateboards, and hoverboards, whether they're manual or motorized. It establishes clear guidelines for their use on school property, focusing on safety, liability, and the privilege of operation. Crucially, the policy disclaims Board responsibility for damage, theft, or accidents, shifting the full risk and liability to the students and their parents. It is recommended but not required.

Policy 5515 - STUDENT USE AND PARKING OF MOTOR VEHICLES (Revised)

This policy outlines the conditions under which students may use motor vehicles to travel to and from school, emphasizing their responsibility for property care, safety, and courtesy. It is important for establishing clear guidelines for student drivers, ensuring safety, and promoting responsible behavior on school grounds.

Revisions to this policy include students only being permitted to bring vehicles they own or have express permission to operate onto District property; unauthorized vehicles are a violation; law enforcement may be contacted; students may not enter a vehicle without consent; and school officials can search vehicles on District property in accordance with policy. The Board may also permit the use of snowmobiles and Off Highway Vehicles (OHVs) by legally qualified individuals in designated areas for travel to and from school. This revision is recommended but not required.

Policy 5895 - STUDENT EMPLOYMENT (Rescind)

This policy is being rescinded. Teenagers in Wisconsin need a work permit if they are under 16 and are not working in agriculture or domestic service. Schools are no longer authorized to provide students with work permits. Parents or guardians must apply for the permit online through the Wisconsin Department of Workforce Development (DWD) website.

Policy 6152.01 - WAIVER OF SCHOOL FEES OR FINES (Revised)
***NOT TAKING - DO NOT HAVE THIS POLICY**

This policy provides that school fees and fines do not prevent financially struggling students from accessing their education and required materials, consistent with the requirement that such charges cannot be barriers to the educational program. It establishes clear eligibility standards, including for low-income and homeless students, and outlines a necessary procedure for requesting and appealing fee waivers. By formalizing this process, the policy upholds equity by preventing discrimination against students whose families are unable to pay.

The policy revisions make optional the language for fee eligibility standards and the resolution of disputes, as well as a defined list and options for fees to be waived. It is recommended to improve options, reflect practice, and enhance clarity.

Policy 6320 - PURCHASING (Revised)

This policy outlines the procedures for the procurement of all supplies, materials, equipment, and services using District funds, emphasizing compliance with relevant laws and ethical standards. Its importance lies in ensuring fair and open competition, responsible financial management, and preventing conflicts of interest in all purchasing transactions.

The key policy revisions include reorganization of content as well as clarification on single vendor bids and the timeline for bid delivery to the District. This revision is recommended but not required.

Policy 7540.02 - Digital Content and Accessibility (Replacement)

This policy provides digital equity and legal compliance by mandating that all District web content and mobile apps adhere to accessibility standards like WCAG 2.1, Level AA. This adherence provides individuals with disabilities an equal opportunity to access information, programs, and services, preventing discrimination as required by Section 504 and the ADA. Furthermore, the policy maintains the professional and educational integrity of the District's digital presence, controlling content for appropriateness, security, and alignment with the District's mission.

This replacement policy now reflects the U.S. Department of Justice (DOJ) final rule provisions under Title II of the Americans with Disabilities Act (ADA) requiring state and local government entities — including public schools — to make web content and mobile applications accessible to individuals with disabilities. There are statutory timelines relative to the technical standards compliance that are addressed in the notes of the policy template. Adoption is recommended for a legally compliant guideline.

Policy 7540.08 - ARTIFICIAL INTELLIGENCE (AI) (Replacement)

This policy update/revision is designed to be legally compliant by referencing and building upon existing Federal laws, Family Educational Rights and Privacy Act (FERPA), Individuals with Disabilities Education Act (IDEA), Children's Online Privacy Protection Act (COPPA); Protection of Pupil Rights Amendment (PPRA) and State laws, Public Records Law WI 19.31 - S19.37; Personally Identifiable Information WI 19.62 - S19.80; Pupil Records Law Section WI 118.125; Access to Personal Internet Account Information Section WI 995.55, as well as school board policies related to privacy, civil rights, and academic integrity. It takes an active, risk-mitigating approach to integrating AI into education while prioritizing ethical use and legal adherence.

This policy replaces the current template due to significant expansion and increased language required for legal compliance.

READY FOR BOARD

po0100 - 11/4/26 AK

DEFINITIONS

ADOPTED Jan 14, 2004 · REVISED Mar 25, 2026

0100 - **DEFINITIONS**

The bylaws of the Board of this District incorporate quotations from the laws and administrative code of the State of Wisconsin. Such quotations may be substantively altered only by appropriate legislative, judicial, or administrative action.

Whenever the following items are used in these bylaws and policies, they shall have the meaning set forth below:

Administrative Guideline

A statement, based on policy, usually written, which outlines and/or describes the means by which a policy should be implemented and which provides for the management cycle of planning, action, and assessment or evaluation.

Administrator

An employee who holds a position of leadership over a defined function or department of the District and who reports directly to the District Administrator.

Administrators may include the following positions: Director of Special Education and Pupil Services, Director of Instruction, Principal.

Apps and Services

Apps and services are software (i.e., computer programs) that support the interaction of personal communication devices (as defined in Bylaw 0100, above) over a network or client-server applications in which the user interface runs in a web browser. Apps and services are used to communicate/transfer information/data that allow students to perform actions/tasks that assist them in attaining educational achievement goals/objectives, enable staff to monitor and assess their students' progress, and allow staff to perform other tasks related to their employment. Apps and services also are used to facilitate communication to, from, and among, and between, staff, students, parents, Board members, and/or other stakeholders and members of the community.

Board

The School Board shall take action that is within the comprehensive meaning of the terms 'duties and powers', provided that such action is not prohibited by State or Federal law. (Chapter 118, Wis. Stats. and Chapter 120, Wis. Stats.)

Within these bylaws and policies, the terms Board and District may be used interchangeably, depending on the context of the policy.

Bylaw

Rule of the Board for its own governance.

Clerk

The chief clerk of the Board. (See Bylaw 0171.3 - Clerk).

District

The School District is the territorial unit for school administration. Districts are classified as common, union high, unified, and 1st class city school districts. A joint school district is one the territory of that is not wholly in one municipality. (Chapter 115, Wis. Stats.)

Within these bylaws and policies, the terms Board and District may be used interchangeably, depending on the context of the policy.

District Administrator

The administrative head of the School District is sometimes locally referred to as the Superintendent.

In policy, capitalization of the term District Administrator may imply delegation of responsibilities, as appropriate, to staff members.

District Records Custodian

The School District will designate one (1) District Records Custodian (DRC) to be the legal custodian of records for the District. The DRC shall keep and preserve the public records of the District and is granted authority to render a decision and carry out duties related to those public records. The DRC is designated in Policy 8310 - Public Records.

Due Process

Procedural due process requires prior knowledge (a posted discipline code), notice of offense (accusation), and the opportunity to respond. Specific due process requirements are dependent upon the circumstances and may vary depending on such circumstances.

Full Board

Authorized number of voting members entitled by law to govern the District. The full Board is the total number of Board members authorized by law, regardless of the number of current sitting members.

Information Resources

The Board defines information resources to include any data/information in electronic, audio-visual, or physical form, or any hardware or software that makes possible the storage and use of data/information. This definition includes but is not limited to electronic mail, voice mail, social media, text messages, databases, CD-ROMs/DVDs, websites, motion picture film, recorded magnetic media, photographs, digitized information, or microfilm. This also includes any equipment, computer facilities, or online services used in accessing, storing, transmitting, or retrieving electronic communications.

Law Enforcement Officer(s) or Agency(ies)

These terms include any local, State, or Federal law enforcement agency of competent jurisdiction and its officers acting within their legal authority.

Legal Custodian of Records

See "District Records Custodian".

Legal Notice

Legal notice means every notice required by law to be published in a newspaper or other publication. There are three (3) classes of notices: class 1 (requiring one (1) insertion); class 2 (requiring two (2) insertions); and class 3 (requiring three (3) insertions). When more than one (1) insertion is required, the notice must be published once each week for consecutive weeks, with the last notice published at least one (1) week before the act or event, unless otherwise specified by law. Sunday publication is permitted.

Local Public Office Holder or Official

Individuals holding those positions designated by the Board as local public offices in compliance with 19.32 (1 dm), 19.42 (7w)(a) (f) and (g), Wis. Stats.

May

This word is used when an action by the Board or its designee is permitted but not required.

Medical Advisor

The School District is required to appoint a medical advisor. The medical advisor shall be a licensed physician and will participate in the annual review of the District's emergency nursing services plan. The School District may also have the medical advisor fulfill other roles. PI 8.01(2, g)3.

Meeting

Any gathering which is attended by, or open to, all of the members of the Board held with the intent on the part of the members of the body present to discuss or act as a unit upon the specific public business of that body. Wis. Stat. 19.82(2).

Official Newspaper

A newspaper may be designated by the Board under 985.05, Wis. Stats. Other publication options are available to the Board pursuant to 120.11(4), Wis. Stats.

Parent

The natural or adoptive parents or the party designated by the courts as the legal guardian, custodian, or surrogate of a student, including a foreign exchange student. Both parents will be considered to have equal rights unless a court of law decrees otherwise.

Personal Communication Devices

Personal communication devices ('PCDs') , also referred to as "wireless communication devices," means a portable wireless device that has the capability to provide voice, messaging, or other data communication between two (2) or more parties and includes all of the following: ~~include~~ computers, laptops, tablets, e-readers, cellular/mobile phones, smartphones, smartwatches, wearable technology, gaming devices, and/or other web-enabled devices of any type.

Policy

A general, written statement by the governing Board that defines its expectations or position on a particular matter and authorizes appropriate action that must, or may, be taken to establish and/or maintain those expectations.

President

The chief executive officer of the Board. (See Bylaw 0171.1 - President).

Principal

The educational leader and head administrator of one (1) or more District schools.

In policy, capitalization of the term Principal may imply delegation of responsibilities, as appropriate, to staff members.

Professional Staff Member

District employees who are either certified teachers employed in a position for which certification is a requirement of employment or administrative employees who are responsible for oversight or supervision of a component or components of the District's operation, or serve as assistants to such persons, regardless of whether they hold an administrative contract or are required to have administrator certification, but excluding the District Administrator.

Relative

The mother, father, sister, brother, spouse, domestic partner, parent of spouse/domestic partner, child or step-child, grandparents, grandchild, dependent, or member of the immediate household.

School/District Classification

Per 115.01, Wis. Stats., Wisconsin school districts are classified as follows:

Common School Districts:

These districts are responsible for K-12 education and are the most common type of district in Wisconsin, and operate pursuant to Subchapter I of Chapter 120, Wis. Stats.

Unified School Districts:

These districts serve all grade levels, from kindergarten through high school, and operate pursuant to Subchapter II of Chapter 120, Wis. Stats.

Union High Schools:

These districts focus on high school education and are often formed by a group of smaller common school districts. They operate pursuant to Subchapter I of Chapter 120, Wis. Stats.

School Nurse

A school nurse is a registered nurse who meets the requirements of Wis. Stat. Sec. 115.001(11). A school nurse has the authority to exclude students for signs of illness.

School Official

Except if otherwise defined in policy, a school official is a person employed by the Board as an administrator, supervisor, teacher/instructor (including substitutes), or support staff member (including health or medical staff and law enforcement unit personnel); or a person serving on the Board.

School Support Organizations (SSO)

Any other nongovernmental organization or group of persons whose primary purpose is to support a District, school, school club, or academic, arts, athletic, or social activities related to a school, that collects or receives money, materials, property, or securities from students, parents, or members of the general public. (Examples: Booster Club, Foundation, Parent-Teacher Association (PTA), Parent-Teacher Organization (PTO), Parent-Teacher Support Association)

Shall

This word is used when an action by the Board or its designee is required. (The word 'will' or 'must' signifies a required action.)

Social Media

Social media are online platforms where users engage with another and/or share information and ideas through text, video, or pictures. Social media consists of any form of online publication or presence that allows interactive communication, including, but not limited to, text messaging, instant messaging, websites, weblogs ('blogs'), wikis, online forums (e.g., chat rooms), virtual worlds, and social networks. Examples of social media include, but are not limited to, Facebook, Facebook Messenger, Google Hangouts, Twitter, LinkedIn, YouTube, Flickr, Instagram, Pinterest, Skype, and FaceTime. Social media does not include sending or receiving e mail through the use of District-issued e-mail accounts.

Student

A person who is officially enrolled in a school or program of the District.

Superintendent

Sometimes the administrative head of the School District is referred to as Superintendent, but has the authority of the District Administrator by law. In policy, capitalization of the term Superintendent may imply delegation of responsibilities, as appropriate, to staff members.

Support Staff

Any employee who provides support to the District's program and whose position does not require a professional certificate. This category includes special education paraprofessionals, even though it is a requirement to hold a special education program aide license issued by the Wisconsin Department of Public Instruction (DPI) or another valid and current DPI license or permit.

Technology Resources

The Board defines technology resources to include computers, laptops, tablets, e-readers, cellular/mobile telephones, smartphones, web-enabled devices, video and/or audio recording equipment, SLR and DSLR cameras, projectors, software and operating systems that work on any device, copy machines, printers and scanners, information storage devices (including mobile/portable storage devices such as external hard drives, CDs/DVDs, USB thumb drives and memory chips), the computer network, Internet connection, and online educational services and apps.

Treasurer

The chief financial officer of the Board. (See Bylaw 0171.4 - Treasurer).

Vice-President

The Vice-President of the Board. (See Bylaw 0171.2 - Vice President).

Voting

A vote at a meeting of the Board. The law requires that Board members must be present in order to have their vote officially recorded in the Board minutes and to be available for a roll call vote. A Board member's presence at a meeting includes their presence if attending by telephone or other manner of remote access, so long as such remote access is compliant with State law. No voting by Proxy may be recorded or counted in an official vote of the Board. Remote access during quasi-judicial functions (e.g. termination hearings, expulsions) may be permitted after consultation with legal counsel.

Citations to Wisconsin statutes are shown by the Section Number (e.g., 120.11, Wis. Stats.). Citations to the Wisconsin Administrative Code are prefaced by P.I. (e.g., P.I. 11). Citations to the United States Code are noted as U.S.C., Federal Register are noted as F.R., and the Code of Federal Regulations as C.F.R.

Revised 11/19/07
Revised 10/24/11
Revised 5/16/16
Revised 1/16/17
Revised 1/15/18
Revised 5/21/18
Revised 2/19/20
Revised 7/15/20
Revised 3/17/21
Revised 2/16/22
Revised 8/17/22
Revised 3/15/23
Revised 7/19/23
Revised 6/12/24
T.C. 2/19/25

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READY FOR BOARD

po0142.7 - 11/4/26 AK

ORIENTATION

ADOPTED Jan 14, 2004 · REVISED May 21, 2018

0142.7 - **ORIENTATION**

The Board believes that the preparation of each Board member for the performance of Board duties is essential to the effective functioning of the Board. The Board shall encourage each new Board member to understand the functions of the Board, acquire knowledge of matters related to the operation of the District, and learn Board procedures. Accordingly, the Board shall give to each new Board member no later than the new member's ~~his/her~~ first regular meeting as a Board member for ~~his/her~~ use and possession during their ~~the~~ term on the Board the following items:

A. access to the Board policy manual

B. a copy of each current employee handbook(s)

C. the current budget statement and related fiscal materials

Each new Board member shall be invited to meet with the Board President and the District Administrator to discuss Board functions, policies, and procedures.

The Board shall encourage the attendance of each new Board member at orientation and training meetings

Revised 5/16/16

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READY FOR BOARD

po1210 - 11/4/26 AK

BOARD - DISTRICT ADMINISTRATOR RELATIONSHIP

ADOPTED Jan 14, 2004 · REVISED Feb 16, 2022

1210 - **BOARD - DISTRICT ADMINISTRATOR RELATIONSHIP**

The Board believes that, in general, it is the primary duty of the Board to establish policies and that of the District Administrator to administer such policies. Policy should not be originated or changed without the input or recommendation of the District Administrator. The District Administrator should be given the latitude to determine the best method of implementing the policies of the Board.

The District Administrator, as the ~~chief administrative officer~~ administrative head of the District, is the primary professional advisor to the Board. As such, the District Administrator ~~S/He~~ is responsible for the development, supervision, and operation of the school program and facilities.

The District Administrator and those administrators directed by the District Administrator shall attend all Board meetings, when feasible. Administrative participation shall be by professional counsel, guidance, and recommendation - as distinct from deliberation, debate, and voting of Board members.

In the interests of promoting and maintaining a healthy and productive work environment, the District Administrator shall report to the Board President any information regarding Board member conduct in violation of Policy 3362.01 /Policy 4362.01 - Threatening Behavior Toward Staff Members ~~, Policy 4362.01 - Threatening Behavior Toward Staff Members,~~ or Bylaw 0144.5 - Board Member Behavior , Communications, and Code of Conduct. If such a report involves the Board President, the Board Vice-President shall be notified.

The Board is responsible for determining the success of the District Administrator in meeting the goals established by the Board through annual evaluations of the District Administrator's performance. As the administrative head of the District, the District Administrator may delegate duties and responsibilities, including those contained in Board policy, to appropriate members of the staff. Those staff performing such duties and responsibilities shall be held accountable by the District Administrator for their performance as employees of the District. **[X]** The Board shall hold the District Administrator accountable for the administration of the District, actions taken by the District Administrator, and the District Administrator's personal behavior. (See Policy 1240 - Evaluation of the District Administrator)

[X] Individual Board members who receive communications regarding matters within the purview of the administration including, but not limited to, personnel concerns or student/parent concerns, shall immediately refer concerns to the District Administrator, or if the concern relates to the District Administrator, to the Board President.

Revised 5/15/17

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READY FOR BOARD

po1230.01 - 11/5/26 AK

DEVELOPMENT OF ADMINISTRATIVE GUIDELINES

ADOPTED Jan 14, 2004

1230.01 - **DEVELOPMENT OF ADMINISTRATIVE GUIDELINES**

The Board ~~of Education~~ delegates to the District Administrator the function of designing and implementing the guidelines, required actions, and detailed arrangements under which the District will operate. These administrative guidelines shall not be inconsistent with the policies adopted by the Board.

The Board itself will formulate and adopt administrative guidelines and rules only when required by law, and when the District Administrator recommends Board adoption.

The District Administrator may also issue such administrative and student handbooks as the District Administrator ~~s/he~~ may consider necessary for the effective administration of the schools and distribute them to employees and students and/or their parents.

[X] The District Administrator may consult with appropriate District leadership and stakeholders, when appropriate, during the development of administrative guidelines.

As long as the provisions of these administrative guidelines and handbooks are not inconsistent with Board policies, or with Federal/State law, they will be considered to be an extension of the policy manual and binding upon all employees and students.

[X] All handbooks shall be published on the District website and be readily accessible to staff, students, parents, and community members to ensure transparency and ease of access.

A copy of ~~the District's administrative guidelines manual and a copy of~~ each handbook shall be made a part of the Board's reference materials maintained in the District office.

The District Administrator shall maintain a current organizational chart to which immediate reference can be made by the Board or any employee of the Board.

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Legal
118.24, Wis. Stats.

READY FOR BOARD

po1240 - 11/10/26 AK

EVALUATION OF THE DISTRICT ADMINISTRATOR

ADOPTED Jan 14, 2004

1240 - **EVALUATION OF THE DISTRICT ADMINISTRATOR**

The Board ~~of Education~~ believes it is essential that it evaluate the District Administrator's performance periodically in order to assist both the Board and the District Administrator in the proper discharge of their responsibilities and to enable the Board to provide the District with the best possible leadership.

The Board shall annually , no later than January 31, evaluate the performance of the District Administrator. (See Policy 1110 - Assessment of District Goals)Such evaluation shall include an assessment of:

A. the progress toward the educational goals of the District;

B. the working relationship between the Board and the District Administrator;

C. the Board's own effectiveness in providing direction to the District Administrator.

Such assessments will be based on defined quality expectations developed by the Board for each ~~criteria~~ criterion being assessed.

The Board and the District Administrator, jointly, shall, at the outset of each evaluation, determine the method by which the evaluation shall be conducted. Such method may include:

A. the District Administrator's own self-analysis of the current status of the District;

B. the active participation of each Board member;

C. a compilation of assessments on a prepared standard form by individual Board members, which shall then be reviewed jointly by the Board and District Administrator;

D. evaluation interviews between the Board and District Administrator during which no other business is discussed;

E. the District Administrator's assessment of Board efficiency and effectiveness.

As an outcome of the evaluation of the District Administrator's performance, the Board should be prepared to judge the advisability of retention of the District Administrator and be prepared to:

A. **(X)** make decisions related to the District Administrator's contract renewal;

B. identify strengths and weaknesses in the operation of the District and determine means by which weaknesses can be reduced and strengths are maintained;

C. establish specific objectives, the achievement of which will advance the District toward its goals;

D. **(X)** determine progress toward District strategic goals as outlined in Policy 1110 - Assessment of District Goals;

E. improve its own performance as the public body ultimately charged with the educational responsibility of this District.

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READY FOR BOARD

po2131.01 - 11/4/26 AK

READING INSTRUCTIONAL GOALS AND KINDERGARTEN ASSESSMENT

ADOPTED Dec 21, 2009 · REVISED Jul 14, 2020

2131.01 - **READING INSTRUCTIONAL GOALS AND KINDERGARTEN ASSESSMENT**

The Board shall approve a program of reading goals for students for grades four (4) year-old kindergarten and five (5) year-old kindergarten to twelve (12) ~~12~~.

To promote students' ~~student's~~ reading skills, the Board requires the District Administrator to employ a certified reading specialist who will be responsible to develop and coordinate a comprehensive reading curriculum for students in grades four (4) year-old kindergarten five (5) year-old kindergarten to twelve (12) ~~12~~. The District Administrator may fulfill this obligation by contracting with another District or with the Cooperative Educational Service Agency for the services of a certified reading specialist.

The goals shall be based on an assessment of existing reading needs of students. Subsequently, the students shall be assessed based on the reading goals.

The Reading Specialist shall annually prepare a report evaluating the reading curriculum of the School District and forward the report to the District Administrator who shall present the report to the Board.

Assessments of Reading Readiness

An appropriate, valid, and reliable assessment of literacy fundamentals selected by the Department of Public Instruction (DPI) ~~Board~~ shall be administered annually to each student enrolled in four (4) year-old kindergarten through second grade. ~~The Board shall require that the assessment selected evaluates whether a student possesses phonemic awareness and letter-sound knowledge.~~

The results of a student's assessment shall be reported to the student's parent.

A student whose assessment indicates that the student ~~s/he~~ is at risk of reading difficulty shall be provided with interventions or remedial reading services.

Interventions or remedial reading services shall be provided for a student in ~~four (4) year-old kindergarten~~ five (5) year-old kindergarten to grade three (3) ~~4~~ if the student is identified as at-risk based on the assessment tool. ~~any of the following occurs:~~

Interventions

Within the period of time specified by law, the District Administrator shall, for each student identified as at-risk, do the following:

A. Create a personal reading plan for the student that includes at least all of the following:
   1. The student's specific early literacy skill deficiencies, as identified by the applicable assessment.
   2. Goals and benchmarks for the student's progress toward grade-level literacy skills.
   3. How the student's progress will be monitored.
   4. A description of the interventions and any additional instructional services that will be provided to the student to address the student's early literacy skill deficiencies.

5. The programming using science-based early reading instruction, as defined in s. 118.015 (1c) (b), that the student's teacher will use to provide reading instruction to the student, addressing the areas of phonemic awareness, phonics, fluency, vocabulary, and comprehension.
6. Strategies the student's parent is encouraged to use to help the student achieve grade-level literacy skills.
7. Any additional services available and appropriate to accelerate the student's early literacy skill development.

B. Provide the interventions described in the student's personal reading plan to the student, as soon as practicable.
C. Monitor the student's progress at least weekly using the method described in the student's personal reading plan to determine whether the student demonstrates an inadequate rate of progress.
D. Provide a copy of the student's personal reading plan to the student's parent and obtain a copy of the student's personal reading plan signed by the student's parent.
E. After providing the interventions described in the student's personal reading plan to the student for ten (10) weeks, notify the student's parent of the student's progress, as determined under the student's personal reading plan.

F. ~~The student fails to meet the reading objectives specified in the reading curriculum plan maintained by the Board.~~
G. ~~The student fails to score above the State minimum performance standard on the reading test and:~~

1. ~~a teacher in the School District and the student's parent agree the student's test performance accurately reflects the student's ability; or~~
2. ~~a teacher in the School District determines, based on other objective evidence of the student's test performance, that it accurately reflects the student's reading ability;~~
3. ~~the student's reading assessment under 118.016, Wis. Stats. indicates that the student is at risk of reading difficulty. If this subdivision applies, the interventions or services provided the student shall be scientifically based and shall address all areas in which the student is deficient in a manner consistent with the State standards in reading and language arts.~~

Revised 10/28/13
Revised 4/21/14
Revised 1/16/17
T.C. 7/14/20

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Legal
115.77, 118.015, 118.016, 121.02 (1) (c), 121.02 (1) (d), Wis. Stats.

READY FOR BOARD

po2261.01 - 11/4/26 AK

PARENT AND FAMILY ENGAGEMENT IN TITLE I PROGRAMS

ADOPTED Jan 14, 2004 · REVISED Feb 9, 2021

2261.01**- PARENT AND FAMILY ENGAGEMENT IN TITLE I PROGRAMS**

In accordance with the requirements of Federal law, programs supported by Title I funds must be planned and implemented in meaningful consultation with parents and family members of the students being served.

Each year , the District Administrator shall work with parents and family members of children served in Title I Programs in order to jointly develop and agree upon a proposed written parent and family engagement plan (referred to as " policy " in Federal law) to establish expectations for the involvement of such parents and family members in the education of their children. The content and effectiveness of the ~~proposed~~ plan (policy) shall be reviewed ~~and approved~~ annually by the District ~~Board~~ and distributed to parents and family members of children receiving Title I services.

In accordance with Federal law, the ~~The~~ proposed plan (policy) must establish the District's expectations and objectives for meaningful parent and family involvement, and describe how the School District will:

A. involve parents and family members in the development of the School District's Title I plans and any State-mandated comprehensive support and improvement plans;

B. provide coordination, technical assistance, and other support necessary to assist and build the capacity of all participating schools in planning and implementing effective parent and family member involvement activities to improve student achievement and school performance, which may include meaningful consultation with employers, business leaders, and philanthropic organizations, or individuals with expertise in effectively engaging parents and family members in education;

C. coordinate and integrate parent and family member engagement strategies, to the extent feasible and appropriate, with other Federal, State, and local laws and programs;

D. with meaningful involvement of parents and family members, annually evaluate the content and effectiveness of the parent and family member engagement policy in improving the academic quality of schools, including:

1. identifying barriers to greater parent participation (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background);

2. the needs of parents and family members to assist with the learning of their children, including engaging with school personnel and teachers; and

3. strategies to support successful school and family interactions;

E. use the findings of the above-referenced evaluation to:

1. design evidence-based strategies for more effective parental involvement; and,

2. revise the parent and family member engagement policy, if necessary;

F. involve parents in the activities of the District's Title I schools, which may include establishing a parent advisory board that may be charged with developing, revising and reviewing the parent and family member engagement policy;

G. provide opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency and/or disabilities, and parents and family members of migratory children) , including providing information and school reports in a format, and to the extent practicable , in a language, such parents can understand;

H. conduct meetings with parents including provisions for flexible scheduling and assistance to parents to better assure their attendance at meetings;

I. develop agendas for parent meetings to include review and explanation of the curriculum, means of assessments, and the proficiency levels students are expected to achieve and maintain;

J. provide opportunities for parents to formulate suggestions, interact and share experiences with other parents, and participate appropriately in the decision-making about the program and revisions in the plan;

K. involve parents in the planning, review, and improvement of the Title I program;

L. communicate information concerning school performance profiles and their child's individual performance to parents;

M. assist parents in helping their children in achieving the objectives of the program by such means as ensuring regular attendance, monitoring television-watching, providing adequate time and the proper environment for homework, guiding nutritional and health practices, and the like;

N. provide timely responses to parental questions, concerns, and recommendations;

O. coordinate and provide technical assistance and other support necessary to assist Title I schools to develop effective parent participation activities to improve academic achievement;

P. conduct other activities as appropriate to the Title I plan and State and Federal requirements.

The Board will reserve the requisite percent of its allocation of Federal Title I funds to carry out the above-described activities. Parents and family members of children receiving Title I services shall be involved in the decisions regarding how the reserved funds are allotted for parent and family member involvement activities. Reserved funds shall be used to carry out activities and strategies consistent with the Board's parent and family member engagement policy (Policy 2261.01), including at least one (1) of the following:

A. Supporting schools and nonprofit organizations in providing professional development for the District and school personnel regarding parent and family member engagement strategies, which may be provided jointly to teachers, principals, other school leaders, specialized instructional support personnel, paraprofessionals, early childhood educators, and parents and family members.

B. Supporting programs that reach parents and family members at home, in the community, and at school.

C. Disseminating information on best practices focused on parent and family member engagement, especially best practices for increasing the engagement of economically disadvantaged parents and family members.

D. Collaborating, or providing subgrants to schools to enable such schools to collaborate, with community-based or other organizations or employers with a record of success in improving and increasing parent and family member engagement.

E. Engaging in any other activities and strategies that the Board determines are appropriate and consistent with its parent and family member engagement policy.

The District Administrator must also assure that each Title I participating school develops a specific written plan, with parental involvement and agreement, which includes provisions regarding the following:

A. Each principal must convene an annual meeting at a convenient time to which all parents of participating children are invited and encouraged to attend to explain the parents' rights to be involved and the school's obligations to develop a parent and family member engagement policy.

B. Meetings with parents of children receiving Title I services must be scheduled at flexible times with assistance such as child care, transportation, home visits, or similar aid offered to parents to encourage their involvement.

C. Parents must be involved in an organized, ongoing ~~on-going~~ and timely way in the development, review, and improvement of parent involvement activities, including the planning, review, and improvement of the school parent and family member engagement policy, and the joint development of the schoolwide program plan, if appropriate.

D. Parents of participating students must be provided with:

1. timely information about the Title I program and the school's parent and family member engagement policy;

2. description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the achievement levels expected;

3. regular meetings, upon request, for parents to make suggestions, and to participate as appropriate, in decisions relating to the education of their children, and receive responses regarding the parents' suggestions about their student's education as soon as practicably possible.

E. If the written plan is not satisfactory to the parents of participating children, the school must submit any parents' comments when it presents the plan to the District Administrator.

F. As a component of the school-level parent and family member engagement policy, the principal for each school shall coordinate the development of a school-parent compact jointly with parents of children served under Title I which outlines how the school staff, the parents, and the student will share responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help students achieve the State's high standards. The compact must:

1. describe the school's responsibility to provide a high-quality curriculum and instruction in a supportive, effective learning environment;

2. describe the ways in which each parent is responsible for supporting their child's learning environment such as monitoring attendance, homework, extra-curricular activities, and excessive television watching; volunteering in the classroom; and participating, as appropriate, in decisions relating to the education of their children and their positive use of extra-curricular time;

3. address the importance of parent/teacher communication on an on-going basis through at least annual parent-teacher conferences to discuss the child's achievement and the compact; frequent progress reports to the parents on their child's progress; reasonable access to the staff and to observe and participate in classroom activities and regular two-way, meaningful communication between family members and school staff, and, to the extent practicable, in a language that family members can understand.

G. Parents of children receiving Title I services must be notified about their school's parent and family member engagement policy in an understandable and uniform format, and to the extent practicable, in a language the parents can understand. These policies must also be made available to the community.

H. School-level parent and family member engagement policies must be updated periodically to meet the changing needs of parents and the schools.

In order to involve parents in the education of their children and to support a partnership among the school, parents and the community for improving student academic achievement, the District Administrator and building principals must include provisions in the School District and school-level parent and family member engagement policies regarding:

A. assisting parents of children served under Title I in understanding such topics as the State's academic standards, State and local academic assessments Title I, and how to monitor their child's progress and how to work with educators to improve their child's achievement;

B. providing materials and training to help parents work with their children to improve achievement, such as literacy training and using technology (including education about the harms of copyright privacy);

C. educating teachers, specialized instructional support personnel, school leaders (including principals), and other staff, with the assistance of parents, about the value and utility of contributions of parents, how to reach out to, communicate with, and work with parents as equal partners, how to implement and coordinate parent programs, and how to build ties between parents and the school;

D. to the extent feasible and appropriate, coordination and integration of parent involvement programs and activities with other Federal, State and local programs (including public preschool programs), and conducting other activities that encourage and support parents more fully participating in the education of their children (e.g., parent resource centers);

E. providing information related to school and parent programs, meetings, and other activities to parents of participating children in a format, and, to the extent practicable, in a language the parents can understand;

F. providing such reasonable support for parent involvement activities as parents may request.

In order to build the School District's capacity for parent involvement, the District Administrator and building principals may also:

A. involve parents in the development of training for teachers and administrators and other educators to improve the effectiveness of such training;

B. provide necessary literacy training from Title I funds if the District has exhausted all other reasonably available sources of funding for such training;

C. pay reasonable and necessary expenses associated with parental involvement activities to enable parents to participate in school-related meetings and training sessions, including transportation and child care costs;

D. train parents to enhance the involvement of other parents;

E. arrange school meetings at a variety of times, or conduct in-house conferences between teachers or other educators who work directly with participating children, with parents who are unable to attend such conferences at school, in order to maximize parental involvement and participation;

F. adopt and implement model approaches to improving parental involvement in Title I programs;

G. establish a District-wide parent advisory council to provide advice on all matters related to parental involvement programs;

H. develop appropriate roles for community-based organizations and businesses in parental involvement activities.

Revised 5/21/18
Revised 7/15/20
T.C. 2/9/21

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Legal
20 U.S.C. 6318
34 C.F.R. Part 200 et seq.

READY FOR BOARD

po2431 - 11/4/26 AK

INTERSCHOLASTIC ATHLETICS

ADOPTED Jan 14, 2004 · REVISED Mar 25, 2026

2431 - **INTERSCHOLASTIC ATHLETICS**

The Board recognizes the value to the District and to the community of a program of interscholastic athletics for as many students as feasible and in accordance with Policy 2260 - Nondiscrimination and Access to Equal Educational Opportunity. The Board believes that it is the purpose of an interscholastic program to provide the benefits of an athletic experience to as large a number of students as feasible within the District.

The program of interscholastic athletics should provide students the opportunity to exercise and test their athletic abilities in a context greater and more varied than that which can be offered by a school or the School District alone.

The program should foster the growth of school loyalty with the student body as a whole and stimulate community interest in athletics.

Game activities and practice sessions should provide many opportunities to teach the values of competition and good sportsmanship.

Since the primary purpose of the athletic program is to enhance the education of participating students as indicated in this policy, the Board places top priority on maximum student participation and the values of good sportsmanship, team play, and fair competition, rather than on winning, particularly at sub-varsity levels. The District Administrator is to develop guidelines for coaches to follow, which will ensure that as many students as possible have the opportunity to play, so they have the opportunity to benefit from the learning experience.

The Board ~~further~~ adopts ~~those~~ eligibility criteria that meet or exceed the Wisconsin Interscholastic Athletic Association (WIAA) standards. **[X]** The Board further adopts the Name, Image, Likeness (NIL) compensation standards set by the ~~Constitution of the Wisconsin Interscholastic Athletic Association~~ (WIAA) - , and directs the District Administrator to provide interscholastic athletics for students in accordance with the WIAA Constitution, Bylaws, and Rules of Eligibility. ~~and shall review such standards annually to ascertain that they continue to be in conformity with the objectives of this Board.~~

The District Administrator is authorized to establish a set of behavior expectations for participants, as well as the implementation of appropriate disciplinary procedures against those who violate these expectations. The District provides the following safeguards:

A. Prior to enrolling in the sport, parents shall report any past or current health problems along with a physician's statement that any such problems have or are being treated and pose no threat to the student's participation.

B. Any student who is found to have a health condition that may be life-threatening to self or others shall not be allowed to participate until the situation has been analyzed by a medical review panel that has determined the conditions under which the student may participate.

C. Any student who incurs an injury requiring a physician's care is to have written approval by a physician prior to the student's return to participation.

D. Any student suspected of having a head injury or concussion shall be provided with safety protocols specified in Policy 5340 - Student Accidents/Illness/Concussion.

In order to minimize health and safety risks to student-athletes and maintain ethical standards, school personnel, coaches, athletic trainers, and lay coaches should never dispense, supply, recommend, or permit the use of any drug, medication, or food supplement solely for performance-enhancing purposes.

To support the efforts to strengthen sportsmanship, ethics, and integrity, the Board commits itself to:

A. adopt policies (upon recommendation of the administration) which reflect the District's educational objectives and promote the ideals of good sportsmanship, ethics, and integrity;

B. attend and enjoy school athletic activities, serving as a positive role model and expecting the same from parents, fans, participants, coaches, and other school personnel;

C. support and reward participants, coaches, school administrators, and fans who display good sportsmanship.

Revised 5/21/18
Revised 2/16/22
T.C. 3/25/26

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Legal
120.12(23), Wis. Stats.
P.I. 9.03(1)(h), Wis. Adm. Code

READY FOR BOARD

po4140 - 11/4/26 AK

TERMINATION AND RESIGNATION

ADOPTED Jan 14, 2004 · REVISED Mar 25, 2026

4140 - **TERMINATION AND RESIGNATION**

TERMINATION

Employment of support staff employees may be terminated ~~upon a majority vote of the Board of Education~~ (X) by the District Administrator. Support staff employees subject to termination may be given an opportunity to resign.

RESIGNATION

A support staff member may resign by filing a written resignation with the District Administrator. The District Administrator may act for the Board in the acceptance of a resignation.

Revised 11/19/07
Revised 10/15/12

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READY FOR BOARD

po5112 - 11/4/26 AK

ENTRANCE AGE

ADOPTED Jan 14, 2004 · REVISED Mar 25, 2026

5112 - **ENTRANCE AGE**

The Board shall establish student entrance age requirements that are consistent with Wisconsin Law and sound educational practice and that ensure equitable treatment.

A. **Kindergarten**

1. A child is eligible for entrance into four (4) year old kindergarten if the child attains the age of four (4) on or before September 1st of the school year in which the child is being enrolled and meets the residency requirements.

2. A child is eligible for five (5) year old kindergarten when the child attains the age of five (5) on or before September 1st of the school year in which the child is being enrolled and meets the residency requirements. The child may not be placed in an alternative program without the permission of the parent.

B. **First Grade**

A child must be six (6) years of age on or before September 1st in the school year in which the student enrolls. A student must also have completed a kindergarten program or received a waiver of this requirement.

Any student who has not completed a five (5) year old kindergarten program, but seeks to enroll into first grade, must receive a waiver of the requirement. The following students are eligible to receive a waiver:

1. Any student who has moved to the District from another state or country where completion of a five (5) year old kindergarten program is a prerequisite to enrollment in first grade, and that student has received a waiver of the requirement in the prior state or country.

2. Any student who has moved to the District from another state or country that does not require the completion of five (5) year old kindergarten prior to enrollment in first grade.

3. Any student who, at the discretion of the Principal, in consultation with the first grade teacher(s) of the District, determines that, notwithstanding that the student has not completed a five (5) year old kindergarten program, the student has demonstrated sufficient aptitude in all core competencies normally required of kindergarten students in the District upon completion of the kindergarten program.

   The Principal shall perform any required testing to establish the student's academic capabilities and shall prepare a written evaluation that either grants or denies the waiver and provides an explanation as to the decision.

C. **Appeal of Denial of Waiver**

The parents of any student denied a waiver under this section by the Principal may appeal that

decision to the District Administrator by submitting a written request to the District Administrator within ten (10) calendar days of the decision of the Principal. The decision of the District Administrator is final.

D. **Initial Entry**

Children entering the District for the first time must comply with State law. Students must have an immunization record or a properly submitted waiver on file at the school. Any student who does not have the proper immunization records or appropriate waiver within thirty (30) days of enrollment may be excluded or permitted to remain in school pursuant to Policy 5320 - Immunization.

Any student, and/or the student's parent(s), who enters the District for the first time must disclose prior or pending school expulsions at the time of enrollment.

E. **Verification of Residence**

Verification of a parent's residence shall be required at the time the child registers in a District school. Verification of residence may also be required at any other time at the discretion of the District Administrator.

F. **Verification of Age**

Verification of a child's age shall be required at the time the child enrolls.

G. **Early Admission**

The District shall prescribe procedures, conditions, and standards for early admission to five (5) year old kindergarten and first grade. The District does not allow early entrance to four (4) year old kindergarten.

E. **Older Students**

A person who is a resident of the District and over twenty (20) years of age may enroll, provided the District Administrator does not think such enrollment will interfere with the education of the other students.

Revised 12/18/06
Revised 7/25/11
Revised 4/17/19
Revised 10/23/19
Revised 2/16/22

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Legal
118.14, 118.15, 120.12(25), 252.04 Wis. Stats.

READY FOR BOARD

po5411 - 11/4/26 AK

THIRD GRADE PROMOTION AND RETENTION: AT-RISK STUDENTS

ADOPTED May 14, 2025 · REVISED Mar 25, 2026

5411 - **THIRD GRADE PROMOTION AND RETENTION: AT-RISK STUDENTS**

Introduction

This policy governs the promotion of students from 3rd grade to 4th grade in accordance with 118.33, Wis. Stats. The policy applies to all students being considered for promotion from 3rd to 4th grade, effective on September 1, 2027.

The District intends to make promotion decisions based on a thorough and equitable process that considers individual student needs in reading. For any student who has not completed their personal reading plan by the end of the 3rd grade, a team will determine whether retention or promotion to 4th grade, with intensive instructional support, progress monitoring, and supports to remediate the identified areas of deficiency, is in the student's best interest. The determination process will consider relevant factors such as reading proficiency, social and emotional development, and available supports.

Definitions

"Personal Reading Plan" means a reading plan provided for five (5) year-old-kindergarten to third-grade students who are identified as at risk based on a universal screening assessment or diagnostic assessment, in accordance with 118.016(5), Wis. Stats.

"Limited English-Proficient Student" means a student whose ability to use the English language is limited because of the use of a non-English language in the student's family or the student's daily, non-school surroundings, and who has difficulty in performing ordinary classwork in English as a result of such limited English proficiency.

"Completed" - means a 3rd grade student who has a personal reading plan is considered to have completed the personal reading plan if the student's parent and the student's school agree that the student has met the goals outlined in a personal reading plan and the student scores at grade-level in reading on a summative assessment, as defined by the Department of Education (DPI).

Promotion of Third Grade Students with Personal Reading Plans

For any student who has not completed their personal reading plan by the end of the student's third-grade year, the District will engage in a process to determine whether to promote that student to the fourth grade. The District will not promote a student from third to fourth grade who has not completed their personal reading plan by the end of third grade unless the District, in consultation with the student's parent(s), believes retention is not in the best interest of the student.

In reaching the decision to promote or retain the student, the District will carefully consider all relevant factors, including but not limited to:

A. Whether a team of interested individuals, including the parent(s) of the student and school representatives who have knowledge of the reading instruction, supports, and interventions provided to the student, believes promotion is in the best interest of the student;

B. All relevant and available data demonstrating the student's response or progress to reading instruction and intervention, and data demonstrating the student's progress towards meeting personal reading plan goals;

C. Why the student has not completed their personal reading plan;

D. Whether or which alternatives to retention can help support the student to achieve reading proficiency;

E. Any other factor(s) relevant in deciding whether to retain or promote a student;

G. Whether the student is eligible for an exception contained under this policy;

H. The potential long-term adverse risks and/or benefits of retention;

I. The district will not deny any student advancement to 4th grade based solely on the student's performance in reading on the 3rd-grade state summative assessment or the universal reading screener.

Based on the comprehensive evaluation of factors above, the District will make one of the following determinations:

A. Promotion: Promotion to fourth grade with applicable supports and services is more appropriate than retention in ~~to~~ third grade.

B. Promotion: The student's non-completion of their personal reading plan was not primarily due to the student's lack of reading proficiency.

C. Promotion: The District recommends retention with applicable supports and services, but the student's parent(s) do not agree with the District's recommendation.

D. Retention: The District determined that, in consultation with the student's parent(s), retention with applicable supports and services is more appropriate than promotion to fourth grade.

Promoting Students with Incomplete Personal Reading Plans

If the District promotes a third-grade student who has not completed their personal reading plan by the end of third grade, the District shall conduct all of the following post-promotion requirements:

A. In the following and subsequent school year(s), provide intensive instructional services, progress monitoring, and supports to remediate the identified areas of deficiency until the student scores at grade level in reading on a summative assessment;

B. Notify the student's parent(s), in writing, that the student did not complete their personal reading plan, including a description of the instructional services and supports that will be provided to the student to remediate the identified areas of deficiency; and

C. Provide the student with an intensive summer reading program each summer until the student scores at grade level in reading on a summative assessment.

Exceptions to Post-Promotion Requirements

The following are good cause exceptions. Any student who meets one (1) or more of the following good cause exceptions may be exempt from the promotion policy, the intensive summer reading program, and/or the intensive reading intervention requirements:

A. The student is identified as a Limited-English Proficient student as per the definition included in this policy;

B. The student has an individualized education plan (IEP) that indicates that neither taking the universal reading screener nor the State summative assessment in reading is appropriate for the student;

C. The student scores as proficient in reading on the alternative Statewide standardized summative assessment;

D. The student has an IEP or Section 504 plan under the Rehabilitation Act of 1973 that indicates that the student has received intensive intervention in reading for more than two (2) years if the student continues to demonstrate a deficiency in reading and was previously retained in 5K, grades one (1), two (2), or three (3);

E. The student has received intensive reading interventions for two (2) or more school years, continues to demonstrate a deficiency in reading, and was previously retained in 5K, grades one (1), two (2), or three (3) for a total of two (2) years.

Mid-Year Enrollment/Transfers

Any student who enrolls as a third-grade student late in the school term without any accompanying record of a personal reading plan shall be promoted to fourth grade under the criteria that the student did not have a personal reading plan in effect at the end of third grade.

If a student transfers into a school enrolled as a fourth-grade student and the provided records indicate the student may have met requirements to be retained in third grade (e.g., incomplete personal reading plan), the District shall provide all supports and services that the student would have otherwise received as a post-promotion requirement including intensive instructional services, progress monitoring and supports to remediate the identified areas of deficiency, parent notification, and an intensive summer reading program each summer until the student scores at grade-level in reading on a summative assessment.

Parental Notification

No later than fifteen (15) days after the reading readiness assessment is scored, the Board shall provide the results of the reading readiness assessment, in writing, containing at least all of the following information, to the student's parent in the parent's native language:

A. the student's score on the reading readiness assessment;

B. the student's score in each early literacy skill category assessed by the assessment;

C. the student's percentile rank score on the reading readiness assessment, if available;

D. the definition of "at-risk" and the score on the reading readiness assessment that would indicate the student is at-risk;

E. a plain language description of the literacy skills the reading readiness assessment is designed to measure.

If the diagnostic assessment indicates that a student is at-risk, the Board shall include information about how to make a special education referral under 115.777, Wis. Stats., with the diagnostic assessment results provided.

If the Board is required to assess a student's early literacy skills using a diagnostic assessment, the Board shall provide all of the following, in writing, to the student's parent:

A. a description of the common indicators and characteristics of dyslexia;

B. information about appropriate interventions and accommodations for students with characteristics of dyslexia.

The Board shall post its early literacy remediation plan (including the parent notification policy) on the School District website.

If a student is identified as at risk based on a universal or diagnostic assessment, the Board shall:

A. provide a copy of the student's personal reading plan to the student's parent and obtain a copy of the personal reading plan signed by the student's parent (acknowledgement rather than consent);

B. after ten (10) weeks of providing the student with the interventions in the student's personal reading plan, notify the student's parent of the student's progress, as determined under the student's personal reading plan.

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Legal
118.016(4)(5), Wis. Stats.
118.33(5m)(a), Wis. Stats.

READY FOR BOARD

po5514 - 11/4/26 AK

USE OF PERSONAL TRANSPORTATION DEVICES (REPLACEMENT POLICY)

ADOPTED Jan 14, 2004

Replacement Policy - Vol. 35, No. 1

5514 - **USE OF PERSONAL TRANSPORTATION DEVICES**

The Board regulates the utilization of bicycles, scooters, skateboards, hoverboards, and similar personal transportation devices, whether powered manually by an operator or powered by a mechanical means (including, but not limited to, small gas engines or electric motors). For purposes of this policy, such items are collectively referred to as "personal transportation devices" but do not include personal transportation devices needed and/or used due to a disability. Personal transportation devices necessary for use due to a student's disability are governed by other policies of the Board. Additionally, this policy does not prevent the safe and reasonable utilization and operation of personal transportation devices when needed due to a disability. This policy does not apply to motor vehicles which are subject to Policy 5515-Student Use and Parking of Motor Vehicles.

~~[ ] Because of the clear and present danger of accidents in traffic, inherent to riding personal transportation devices, it shall be the policy of the Board to prohibit the use of personal transportation devices ( ) except ( ) bicycles ( ) _____ [END OF INTERNAL OPTIONS] by students on campus for purposes of travel to and from school. [END OF OPTION] [DRAFTING NOTE: If any exceptions are allowed in the above action, the following option should be chosen as well.]~~

[X] The Board regards the use of personal transportation devices for travel to and from school by students as an assumption of care, risk, and responsibility on the part of the students and parents of students. ~~[END OF OPTION]~~

The Board in no way regulates the utilization of personal transportation devices off Board property and in no way takes responsibility regarding the utilization of personal transportation devices on Board property, with the owner and operator of such devices being fully and wholly liable for any personal or property damage resulting from the operation of such devices.

The operator of a personal transportation device must observe all safety laws and rules, display courtesy and consideration toward others, and must abide by this policy as well as all laws and ordinances regarding the operation of the relevant device. Operating or bringing a personal transportation device on Board property is a privilege and not a right. An administrator may temporarily or permanently revoke such privilege to the extent that a personal transportation device is operated in a negligent, reckless, or other manner that creates a risk of harm to the operator or others, or in a fashion that otherwise fails to comply with safety rules, laws, or ordinances. Additional disciplinary action may result from the unsafe operation of a personal transportation device on Board property.

~~[ ] Under no circumstances are gas-powered personal transportation devices to be operated on Board property.~~
~~[ ] Under no circumstances may an electric powered personal transportation device be operated on Board property at a speed that exceeds ( ) two (2) miles per hour ( ) _____ miles per hour [END OF INTERNAL OPTIONS] . Upon the request of an administrator, the operator of an electronic powered transportation device will dismount the device and walk the device to the appropriate storage area. Failure to comply with an administrator's request to dismount and walk such a device may subject the student to disciplinary action.~~

~~**[ ]** The Board will not be responsible for personal mobility devices that are lost, stolen, or damaged.~~

~~**[END OF OPTIONS]**~~

The Board will not be responsible for personal transportation devices that are lost, stolen, or damaged.

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READY FOR BOARD

po5515 - 11/4/26 AK

STUDENT USE OF MOTOR VEHICLES

ADOPTED Jan 14, 2004 · REVISED Feb 21, 2019

5515 - **STUDENT USE AND PARKING OF MOTOR VEHICLES**

The Board will permit the operation and parking ~~use~~ of legally licensed, motorized vehicles, snowmobiles, or UTV/ATV's on District property by legally qualified individuals for travel to and from school provided that it is operated only within designated areas.

~~The Board regards the use of motor vehicles for travel to and from school by students as an assumption of responsibility on the part of those students -- a responsibility in the care of property, in the observation of safety rules, and in the display of courtesy and consideration toward others.~~

The Board will permit the use of motor vehicles by students, in accordance with the rules of this District, provided that such students are licensed drivers and have been granted permission by the Principal to park ~~operate~~ a motor vehicle on school grounds.

Students may only bring onto District property vehicles that are owned by the student or vehicles for which the student has express permission to operate. Bringing other vehicles onto District property shall be considered a violation of school rules and this policy; school officials may contact law enforcement, as appropriate, when vehicles are brought onto District property without legal authorization.

At no time may a student enter a vehicle without the owner's consent, or the driver's consent if the owner has granted the driver express permission to operate the vehicle. School officials may contact law enforcement for unauthorized entry of a vehicle.

School officials may search a vehicle located on District property in accordance with Board Policy 5771 - Search and Seizure.

The Board will not be responsible for motor vehicles that ~~which~~ are ~~lost,~~ stolen ~~,~~ or damaged on District property .

~~The Board may permit the use of snowmobiles by legally qualified individuals for travel to and from school provided that the snowmobile is operated only within designated areas.~~

Revised 5/16/16

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READY FOR BOARD

po5895

STUDENT EMPLOYMENT (RESCIND)

ADOPTED Jan 14, 2004 · REVISED Mar 17, 2021

Rescind Policy - Vol. 35, No. 1

~~5895 - **STUDENT EMPLOYMENT**~~

~~The Board believes that attendance at school, full effort in completing school assignments, and participation in school-related activities should be a student's primary focus. The Board also recognizes the value and in some instances the necessity of students' pursuit of employment opportunities. The Board supports these student efforts provided that they do not interfere with or adversely impact a students' ability to fully participate in the educational programming offered to the student.~~

~~Unless exempted by law or by temporary order due to emergency circumstances, no student under the age of sixteen (16) may be employed without a permit issued by the State and may not work in excess of prescribed hours per day or week, or later than a particular time.~~

~~If a student works while attending school, s/he should receive counseling and assistance in seeking appropriate job opportunities and in correlating work schedules with school studies and activities, particularly where such work requires dismissal from school during instructional time periods. Any school staff who becomes aware of a student working in excess of permitted hours or later than permitted times, shall notify the building administration who shall contact the student's parents.~~

~~**Application Process**~~

~~The District can not serve as a permit officer for the purpose of issuing employment permits to minors. Minors age 14 and 15 require work permits for most jobs, except agriculture and domestic service. Minors age 16 and 17 do not need a work permit. Parents apply and pay for the permit online through the Wisconsin Department of Workforce Development Website.~~

~~**Permit Officer**~~

~~**[ ] OPTION 1**~~

~~The District opts not to serve as a permit officer for the purpose of issuing employment permits to minors.~~

~~**[ ] OPTION 2**~~

~~Consistent with the authority provided to the Board by the State of Wisconsin Department of Workforce Development, the District will serve as a permit officer for the purpose of issuing permits for the employment of minors. The Board designates _____ (insert title) to serve as the permit officer.~~

~~The Permit Officer shall manage the issuance of student work permits consistent with the requirements of state law, specifically, to issue work permits to minors who provide appropriate supporting documentation establishing the requirements for the issuance of a permit. The Permit Officer shall maintain all records associated with the permit issuance process.~~

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Legal
103.70 et seq., Wis. Stats.
Wis. Admin. Code DWD 270

READY FOR BOARD

po6320 - 11/4/26 AK

PURCHASING

ADOPTED Jan 14, 2004 · REVISED Oct 22, 2025

6320 - **PURCHASING**

Procurement of all supplies, materials, equipment, and services paid for from District funds shall be made in accordance with all applicable Federal and State statutes, and Board policies ~~, and administrative guidelines~~. Standards of conduct covering conflicts of interest and governing the actions of its employees engaged in the selection, award, and administration of contracts are established in Policy 1130 / ~~,~~ Policy 3230 / ~~,~~ and Policy 4230 – Ethics and Conflict of Interest.

All procurement transactions shall be conducted in a manner that encourages full and open competition and in accordance with good administrative practice and sound business judgment.

It is the policy of the Board of Education that the District Administrator seek price quotations on purchases of more than $12,000.00 for a single item, except in cases of a single vendor, emergency , or when the materials purchased are of such a nature that price negotiations would not result in a savings to the District.

Competitive Bids

Purchase of and contract for projects will be subject to a competitive bid process as and when required by law. The Board reserves the right to reject any and all bids.

When the purchase of, and contract for, single items of supplies, materials, or equipment is reasonably anticipated to reach the amount of $12,000.00 or more, the District shall obtain competitive bids.

Bids shall be sealed and shall be opened by the District Administrator in the presence of at least one (1) witness. A bidder may be required to submit a sworn statement regarding:

A. financial ability to complete the contract, including the posting of a bond where appropriate or required;

B. nature and quality of equipment to be used in performing the contract;

C. experience and past performance in performing the contract;

D. such other information the District deems relevant to the protection and welfare of the public in the performance of the contract or that are required by applicable law.

Purchasing Items with Federal Grant Funds (See also Policy 6325 - Procurement - Federal Grants/Funds)

When purchasing items with Federal funds, a District shall:

A. give consideration to whether separating or combining purchases will provide for a more cost-effective approach to avoid the acquisition of unnecessary or duplicative items;

B. where appropriate, conduct an analysis of lease versus purchase options, and the most economical and beneficial method shall be pursued;

C. conduct an evaluation of the availability and feasibility of entering into inter-governmental agreements to procure the goods or services required on a shared basis;

D. in the case of a time and material contract, make a determination that no other arrangement is suitable and that the contract places a ceiling price that protects the District.

The Board reserves the right to reject any and all bids.

Contracts can be awarded by the District Administrator without Board approval for any single item or group of identical items costing less than the amount designated by statute. All other contracts require Board approval prior to purchase.

The Board shall be informed of the terms and conditions of all competitive bids and shall award contracts as a consequence of such bids.

General Provisions

The District Administrator is authorized to purchase all items within budget allocations. For additional information on hiring consultants, see Policy 8125 - Consultants.

Revised 4/15/13
Revised 1/16/17
Revised 6/12/24
T.C. 10/22/25

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Legal
120.12(24), 66.0133, Wis. Stats.
2 C.F.R. Section 200.213; 200.318 200.326
48 C.F.R. Section 9.4

READY FOR BOARD

po7540.02 - 11/5/26 AK (Replaces 7540.02 Web Content, Apps, and Services)

DIGITAL CONTENT AND ACCESSIBILITY (REPLACEMENT POLICY)

ADOPTED Jan 14, 2004 · REVISED Feb 19, 2020

Replacement Policy - Vol. 35, No. 1

7540.02 - **DIGITAL CONTENT AND ACCESSIBILITY**

A. **Creating Digital Content**

The Board authorizes staff members **(X)** and students ~~**[END OF OPTION]**~~ - to create content for the District's website and District-approved/affiliated apps and services (see Bylaw 0100 - Definitions) ("digital content").

District-generated and school-related digital content must comply with applicable State and Federal laws (e.g., copyright laws, Children's Internet Protection Act (CIPA), Section 504 of the Rehabilitation Act of 1973 (Section 504), Americans with Disabilities Act (ADA), Student Online Personal Protection Act (SOPPA), and Children's Online Privacy Protection Act (COPPA)) and reflect the professional image/brand of the District, its employees, and students. District-generated digital content must be consistent with the Board's Mission Statement and is subject to prior review and approval of the District Administrator before being published on the District's website or District-approved/affiliated apps/services.

~~**[DRAFTING NOTE: CHOOSE ONE (1), BOTH, OR NONE OF THE FOLLOWING OPTIONS.]**~~
(X) School-related student-created content for the Board's website or District-approved/affiliated apps/services are subject to Policy 5722 - School-Sponsored Publications and Productions.

~~**( )** Creation of school-related content by students for the Board's website or District-approved/affiliated apps/services must be done under the supervision of a District staff member.~~

~~**[END OF OPTIONS]**~~

B. **Purpose of Digital Content**

The purpose of digital content covered by this policy is to educate, inform, and communicate. The following criteria shall guide the development of District-generated digital content:

1. **Educate**

   Digital content should be suitable for and usable by students and teachers to support the curriculum and the Board's Objectives as listed in the Board's Strategic Plan.

2. **Inform**

   Digital content may inform the community about the school, teachers, students, or departments, including information about curriculum, events, class projects, student activities, and departmental policies.

3. **Communicate**

Digital content may communicate information about the plans, policies, and operations of the District to members of the public and other persons who may be interested in and/or affected by District matters.

The information published on the Board's website and District-approved/affiliated apps/services should reflect and support the Board's Mission Statement, Educational Philosophy, and School Improvement Process.

When the digital content includes a photograph or personally identifiable information relating to a student, the Board will abide by the provisions of Policy 8330 - Student Records.

Under no circumstances is District-generated digital content to be used for commercial purposes, advertising, political lobbying, or to provide financial gains for any individual. Included in this prohibition is the fact that no digital content published on the District's website or District-approved/affiliated apps/services may:

1. include statements or other items that support or oppose a candidate for public office, the investigation, prosecution, or recall of a public official, or passage of a tax levy or bond issue;

2. link to a website of another organization if the other website includes such a message; or

3. communicate information that supports or opposes any labor organization or any action by, on behalf of, against any labor organization.

(X) Under no circumstances shall a staff member post on their personal web pages/websites or private digital accounts (i.e., non-District-approved/affiliated apps/services) student progress reports, grades, class assignments, or any other similar class-related material. Employees are required to use the Board's website or District-approved/affiliated apps/services (e.g., Skyward and/or ParentSquare ~~_____ [Progressbook/PowerSchool/Infinite Campus]~~) for the purpose of conveying information to students and/or parents. ~~- [END OF OPTION]~~

(X) Staff members are prohibited from requiring students to go to the staff member's personal web pages/websites and/or private digital accounts (i.e., non-District-approved/affiliated apps/services) (including, but not limited to, the staff member's personal accounts on Facebook, Instagram, Pinterest, YouTube Channel(s), or TikTok sites) to check grades, obtain class assignments and/or class-related materials, and/or to turn in assignments. ~~[END OF OPTION]~~

(X) If a staff member creates digital content related to their class, it must be hosted on the Board's website or a District-approved app/service. ~~[END OF OPTION]~~

(X) The Board's website, including school-specific websites, shall be generally open/available to the public unless specific digital content is unique to a specific child and/or includes student personally identifiable information, in which case the information must be password-protected or access to it must be otherwise restricted. When digital content involving student personally identifiable information or information concerning coursework, particularly a specific student's classes/assignments, is password-protected/access is otherwise restricted, the student's parent(s)/guardian(s) will continue to have access to that digital content. ~~[END OF OPTION]~~

Digital content published on the Board's website should reflect an understanding that both internal and external audiences will be viewing the information.

~~( ) The District Administrator shall prepare administrative guidelines defining the rules and standards applicable to staff ( ) and students [END OF OPTION] who publish digital content on the Board's website and District-approved/affiliated apps/services.~~

The Board retains all proprietary rights related to the design of and content for its website(s) and any apps/services it operates and/or is affiliated with, absent written agreement to the contrary.

In order for a student's school work (i.e., work that is created in or for a class or as part of a school-sponsored extracurricular activity) to be displayed on the Board's website, the student (who is

eighteen (18) years of age or older) or the student's parent (if the student is seventeen (17) years of age or younger) must provide written permission and expressly license its display without cost to the Board.

Likewise, prior written permission from a student (who is eighteen (18) years of age or older) or the student's parent (if the student is seventeen (17) years of age or younger) is necessary for a student to be identified by name on the Board's website.

C. **Accessibility of Web Content and Mobile Apps**

The District is committed to providing persons with disabilities an opportunity equal to that of persons without disabilities to participate in the District's programs, benefits, and services, including those delivered through electronic and information technology, except where doing so would impose an undue burden or create a fundamental alteration. The District is further committed to ensuring persons with disabilities are able to acquire the same information, engage in the same interactions, and enjoy the same benefits and services within the same timeframe as persons without a disability, with substantially equivalent ease of use; that they are not excluded from participation in, denied the benefits of, or otherwise subjected to discrimination in any District programs, services, and activities delivered online through the web or a mobile app, as required by Section 504 and Title II of the ADA and their implementing regulations; and that they receive effective communication of the District's programs, services, and activities delivered in-person or online.

This policy reflects the Board's commitment and intention to comply with the requirements of Section 504 of the Rehabilitation Act of 1973, 29 U.S.C. Section 794, 34 C.F.R. Part 104, Title II of the Americans With Disabilities Act of 1990, 42 U.S.C. Section 12131, and 28 C.F.R. Part 35 in all respects. For purposes of this policy, "web content" means the "information and sensory experience to be communicated to the user by means of a user agent, including code or markup that defines the content's structure, presentation, and interactions." Examples of web content include text, images, sounds, videos, controls, animations, and conventional electronic documents (e.g., web content or content in mobile apps in the following electronic file formats: portable document formats (PDF), word processor file formats, presentation file formats, and spreadsheet file formats). Additionally, "mobile applications" ("mobile apps") means "software applications that are downloaded and designed to run on mobile devices, such as smartphones and tablets."

1. **Technical Standards**

Web content and mobile apps that the District provides and/or makes available, directly or through contractual, licensing or other arrangements, shall comply with the World Wide Web Consortium's Web Content Accessibility Guidelines (WCAG) 2.1, Level AA standards, unless the Board can demonstrate that such compliance would result in a fundamental alteration in the nature of its programs, services, or activities, or an undue financial and administrative burden.

~~**[DRAFTING NOTES: (1) Districts with a population of 50,000 or more residents must fully comply with WCAG 2.1, Level AA standards by April 24, 2026; Districts with fewer than 50,000 residents must fully comply with WCAG 2.1, Level AA standards by April 26, 2027. (2) Since the deadlines depend on the population size, Wisconsin school districts should use the population estimate on the most recent Small Area Income and Poverty estimates (SAIPE). For districts that are entirely contained within one city or county, they may rely on the population figures for that city or county. If the district is unsure what deadline applies to them, they should consult legal counsel. (3) While the Department of Justice's Final Rule allows public entities to employ alternative designs, methods, or techniques if they provide equivalent or greater accessibility and usability, Neola does not recommend that approach. If a board wants to consider an alternative technical standard, it should consult with its legal counsel. END OF DRAFTING NOTES]**~~

Notwithstanding the preceding, Federal regulations provide for the following content types to have limited exceptions to the WCAG 2.1, Level AA requirements:

a. archived web content (provided all four (4) Federal criteria in 28 C.F.R. 35.104 are met);

b. certain preexisting conventional electronic documents (with specific restrictions);

c. third party content that is not created pursuant to a contract, license, or other arrangement between the Board and a third party;

d. password-protected or otherwise secured documents pertaining to a specific student, their property, or their account; and

e. preexisting social media posts.

Even when the preceding exceptions apply, the District, however, will still provide effective communication and reasonable modifications in accordance with the ADA.

Content maintained for any purpose other than reference, research, or recordkeeping does not qualify as one of the listed exceptions above, regardless of the date it was created. If the content is labeled "archived" or stored in an area clearly identified as being "archived" it still has not risen to the level required to fall into an exception.

When a person with a disability cannot access District-generated or -affiliated web content or mobile apps that meet WCAG 2.1, Level AA standards, the District will: (1) provide alternate means of access to the same information and functionality; (2) make reasonable modifications to policies, practices, or procedures; (3) ensure effective communication through appropriate auxiliary aids and services; and (4) respond to accommodation requests within five (5) ~~____ (__) [insert timeframe]~~ business days. Such accommodations may include: (a) alternative document formats (large print, Braille, audio); (b) telephone or in-person assistance for online services; and/or (c) email or mail delivery of information typically accessed online.

2. **Digital Accessibility Coordinator**

The Board designates its ~~( ) Section 504/ADA Compliance Coordinator(s)~~ **(X)** Technology Director ~~( ) _____ [END OF OPTIONS]~~ as the District's Digital Accessibility Coordinator(s). **(X)** That individual ~~( ) Those individuals~~ **(X)** is ~~( ) are~~ ~~**[END OF OPTIONS]**~~ responsible for coordinating and implementing this policy.

~~**[SELECT OPTION 1 OR 2]**~~ ~~**[ ] [OPTION 1]**~~ ~~See Board Policy 2260.01 for the Section 504/ADA Compliance Coordinator(s)' contact information.~~ ~~**[END OF OPTION 1]**~~

[X] [OPTION 2]

The District's Digital Accessibility Coordinator(s) can be reached at : ~~_____ [Insert name or title, address, e-mail, phone]~~ :
Dale Mahalko
District Network Administrator
715-643-3647, Ext. 325
1003 Tiffany Street
Boyceville, WI 54725
dalem@boyceville.k12.wi.us

~~**[END OF OPTION 2]**~~

3. **Third Party Content**

Links included on the Board's website(s) and District-approved/affiliated mobile apps that pertain to its programs, activities, and/or services must also meet the above criteria and comply with State and Federal law (e.g. copyright laws, CIPA, Section 504, ADA, SOPPA, and COPPA). The District's Digital Accessibility Coordinator(s) or designee(s) will vet online content

available on the Board's website and through District-approved/affiliated mobile apps that are related to the District's programs, activities, and/or services for compliance with this criteria for all new content published on the District's website and mobile apps after adoption of this policy.

Content posted by third parties (e.g., members of the public) on District platforms is exempt from the WCAG 2.1, Level AA requirements unless the third party is posting due to contractual, licensing, or other arrangements with the District. Those platforms, however, along with content posted by the District staff or contractors, must be fully compliant. **[DRAFTING NOTE: The District cannot contract with a third party to host the District's website, social media content, and mobile apps to avoid the District's obligations to comply with WCAG 2.1, Level AA. The third party exception only applies to content posted by an unaffiliated third party (e.g., a post by a community member on a District's social media page).]**

Additionally, nothing herein shall prevent the District from including links on its website(s) and apps/services to:

a. recognized news/media outlets (e.g., local newspapers' websites, local television stations' websites), or

b. websites, services, and/or apps that are developed and hosted by outside vendors or organizations that are not part of the District's program, benefits, or services.

The Board recognizes that such third party websites must contain age-appropriate advertisements that are consistent with the requirements of Policy 9700.01, AG 9700B, and State and Federal law.

4. **Regular Audits**

The District will, under the direction of the Digital Accessibility Coordinator ~~(s) or designee(s)~~, at regular intervals, audit the District's digital content to ensure it meets the required technical standards.

(X) This audit will occur **( )** quarterly **( )** semi-annually **( )** at least annually **(X)** no less than once every two (2) years. ~~- **( )** , with quarterly monitoring of high-priority content and newly published materials **( )** annually **( )** , with quarterly monitoring of high-priority content and newly published materials **[END OF INTERNAL OPTIONS]** - **[END OF OPTION]**~~

~~**[SELECT OPTION 1 OR OPTION 2]** **[ ] [OPTION 1]**~~

~~The audit must be documented **( )** and include compliance assessment reports, identified accessibility barriers, remediation plans with specific timelines, vendor compliance status, and user complaint tracking and resolution **[END OF INTERNAL OPTION]** .~~

~~**[END OF OPTION 1]**~~

[X] [OPTION 2]

If problems are identified through the audit, such problems will be documented, evaluated, and if necessary, remediated within a reasonable period.

~~**[END OF OPTION 2]**~~

5. **Reporting Concerns or Possible Violations**

If a person accessing the District's web content and/or District-approved/affiliated mobile apps (e.g., a student, prospective student, employee, guest, or visitor) ("user") believes that specific web content and/or a mobile app has violated the WCAG 2.1, Level AA standards, the user may contact the Digital Accessibility Coordinator with any accessibility concerns. The

user may also file a formal complaint utilizing the procedures set out in Board Policy 2260.01 relating to Section 504 and Title II.

D. **Instructional Use of Apps/Services**

[SELECT OPTION 1 or OPTION 2]

[X] [OPTION 1]

The Board requires the **(X)** District Administrator ~~**( )** _____ **[END OF INTERNAL OPTION]**~~ to pre approve each app/service that a teacher intends to use to supplement and enhance student learning. To be approved, the app/service must have a FERPA-compliant privacy policy, as well as comply with all requirements of the COPPA, SOPPA, CIPA, and Section 504/ADA, including the WCAG 2.1, Level AA accessibility standards.

~~**[END OF OPTION 1]**~~

~~**[ ] [OPTION 2]**~~

~~A teacher who elects to supplement and enhance student learning through the use of apps/services is responsible for verifying/certifying to the **( )** District Administrator **( )** _____ **[END OF INTERNAL OPTION]** that the app/service has a FERPA-compliant privacy policy, and it complies with all requirements of the COPPA, CIPA, and Section 504/ADA, including the WCAG 2.1, Level AA accessibility standards.~~

~~**[END OF OPTION 2]**~~

~~The Board further requires **( )** the use of a Board-issued e-mail address in the login process for District-approved/affiliated apps/services **( )** prior written parental permission for a student seventeen (17) years of age or younger to use the student's personal e-mail address in the login process for District-approved/affiliated apps/services **[END OF OPTION]** .~~

E. **Training**

The District will provide **( )** annual **(X)** periodic ~~**[END OF OPTION]**~~ training for its employees who 1) create web content, documents, or multimedia materials, 2) manage the Board's website and digital services, 3) select and contract with technology vendors, and 4) work on online communications.

The training should cover:

~~[SELECT OPTION 1 OR OPTION 2]~~

[X] [OPTION 1]

1. WCAG 2.1, Level AA guidelines and success criteria,
2. accessible document creation (PDFs, Word, PowerPoint),
3. alternative text requirements for images and media,
4. video captioning and audio description requirements,
5. accessible form and navigation design,
6. color contrast and visual design standards,
7. vendor accessibility evaluation criteria, and
8. the District's responsibilities under Title II of the ADA, including its grievance procedures.

~~[END OF OPTION 1]~~
~~[ ] [OPTION 2]~~
~~this Policy and responsibilities associated with the specified staff members' roles related to the implementation of this policy and ensuring the District's digital content is appropriate and accessible.~~
~~[END OF OPTION 2]~~

(X) Such training shall be facilitated by qualified individuals with demonstrated knowledge, skill, and experience concerning the accessibility standards and ADA compliance. ~~[END OF OPTION]~~

~~( ) New employees in covered positions must complete accessibility training within _____ [insert timeframe] of hire. [END OF OPTION]~~

F. **One-Way Communication Using the District Website and/or District-Approved/Affiliated Apps/Services**

The Board approves the use of its website and District-approved/affiliated apps/services to promote school activities and inform stakeholders and the general public about District news and operations.

(X) Included in this approval is the use of Short Message Service (SMS) texting for official District communications. The District SMS service will include:

1. Consent and Privacy for SMS Communication

   The District is committed to protecting the privacy of all recipients. The following terms govern the use of SMS communication:

   a. Explicit Consent (Opt-in): The District shall obtain explicit, verifiable permission (opt-in) before sending any SMS texts to students, parents, staff, or community members.

   b. Data Sharing: Information obtained as part of the SMS consent process will not be shared, sold, or rented to third parties.

   c. Data Collection: The District will not collect or save personal data or information from its SMS users beyond what is strictly necessary to maintain the opt-in list.

   d. Confidentiality: No confidential or personally identifiable student/staff information will be exchanged through SMS text messaging.

2. Types of SMS Communications

   If an individual has consented to receive school-related text messages from the District, they may receive messages related to:

   a. Emergencies and Cancellations

   b. **(X)** School and Office Appointments

   c. **(X)** General Reminders (e.g., deadlines, schedule changes)

   d. **(X)** District and School Events

   e. **(X)** Attendance Notifications

   f. **(X)** Transportation Updates

   g. ~~( ) _____ [OTHER]~~

h. ~~( )~~ _____ ~~[OTHER]~~

~~[END OF OPTIONS]~~

3. Standard Messaging Disclosures

a. Message and data rates may apply. Message frequency may vary.

b. ~~Users can opt-out at any time by texting~~ ~~( )~~ ~~"STOP"~~ ~~( )~~ _____ ~~[END OF OPTION]~~ ~~:~~

c. ~~( )~~ _____ ~~[OTHER]~~ ~~:~~

~~[END OF OPTIONS]~~

~~[END OF OPTION]~~

Such communications constitute public records that will be archived.

When the Board or District Administrator designates communications distributed via the District's website and/or District-approved/affiliated apps/services to be one-way communication, public comments are not solicited or desired, and the website or app/service is to be considered a nonpublic forum.

If the District uses an app/service that does not allow the District to block or deactivate public comments, the District's use of that app/service will be subject to Policy 7544 – Use of Social Media unless the District is able to automatically withhold all public comments.

If unsolicited public comments can be automatically withheld, the District will retain the comments in accordance with its adopted record retention schedule (see AG 8310A – Public Records, and AG 8305 - Collection, Classification, Retention, Access and Security of District Data / Information), but it will not review or consider those comments.

[DRAFTING NOTE: Districts are advised to adopt a new category of records that covers such "hidden public comments" on social media. Unless dictated by State law, retention periods established by the district for such unsolicited communications should be limited.]

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Legal
118.125, Wis. Stats.
947.0125, Wis. Stats.
948.11, Wis. Stats.
995.55, Wis. Stats.
Protecting Children in the 21st Century Act, Pub. L. No. 110-385, Title II, Stat. 4096 (2008)
Children's Internet Protection Act (CIPA), Pub. L. No. 106-554 (2001)
20 U.S.C. 1232g
28 C.F.R. Part 35, Subpart H (Nondiscrimination on the Basis of Disability; Accessibility of Web Information and Services of State and Local Government Entities - Effective 6/24/2024)
34 C.F.R. Part 99

READY FOR BOARD

po7540.08 - 11/5/26 AK (Replaces 7540.08 - AI)

ARTIFICIAL INTELLIGENCE (AI) (REPLACEMENT POLICY)

ADOPTED Jan 10, 2024

Replacement Policy - Vol. 35, No. 1

7540.08 - **ARTIFICIAL INTELLIGENCE (AI)**

The Board acknowledges the positive impact and transformative potential of Artificial Intelligence (AI) in education and operations, emphasizing a balanced, people-centered approach. It supports the responsible and innovative use of AI in classrooms and professional settings, with the understanding that AI should enhance human interaction and instruction, not replace it, and all AI-driven decisions require human review. The District Administrator is authorized to support the use of artificial intelligence technology when its use is consistent with the District's mission, goals, and operational integrity. The **(X)** District Administrator ~~- ( ) _____ [END OF OPTIONS]~~ is responsible for overseeing and ensuring compliance of this policy.

Definitions

For purposes of this policy, the following definitions apply:

Artificial Intelligence (AI)

AI refers to systems or tools capable of performing tasks that typically require human intelligence including, but not limited to, decision-making, problem-solving, and language understanding. AI is computer code that can resemble human intelligence to complete a given task (e.g., problem-solving, planning, etc.). It involves developing algorithms and systems that can perceive, reason, learn, and make decisions based on data made available to the AI tool.

Generative AI

A subset of AI that uses large language models (LLMs) and other advanced algorithms to create content, such as text, images, audio, or video, in response to user input.

Generative AI works by analyzing large datasets to learn patterns and features, which it then uses to generate new, original content. It uses complex algorithms, often based on neural networks, to make predictions based on the input data it has processed; thereby enabling it to create a wide range of outputs, from text and images to music and code, that mimic the style or characteristics of the data on which it was trained.

At its core, generative AI predicts the flows of language. Trained on massive amounts of text taken from publicly available internet sources to recognize the relationships that most commonly exist between individual units of meaning (including full or partial words, phrases, and sentences), LLMs can, with great frequency, generate replies to users' prompts that are contextually appropriate, linguistically facile, and factually correct.

Natural Language Processing (NLP)

A field of artificial intelligence that focuses on enabling computers to understand, interpret, and respond to human language in a meaningful way. Examples of NLP include, but are not limited to, Grammarly,

GPT-Based APIs, Google Cloud Natural Language AI, Microsoft Azure Text Analytics, IBM Watson NLP, Amazon Comprehend, etc.

Large Language Model (LLM)

A sophisticated AI system trained on extensive text data to process and produce language; recognize patterns, grammar, and nuances. It can perform tasks like text generation, question answering, and language translation.

Algorithm

A set of rules or instructions guiding AI operations and decision-making.

Personally Identifiable Data/Personal Data

Refers to any information that can directly or indirectly identify an individual including, but not limited to, names, addresses, student records, and health information.

Proprietary Information/Data

Refers to a broad category of non-public, sensitive, or confidential data belonging to the District, its staff, or its operations. This information is considered the District's. This information is generally protected from unauthorized disclosure or use.

Open AI ("Open-Source AI")

Definition: AI models where the developers openly share the model's architecture, underlying code, and often the "weights" (the learned parameters of the model), and sometimes the training data. Open AI models accessed publicly present a high risk of data release, as data input is often used for AI tool training and can be publicly available. Open AI models may require the District to implement and manage its own wrapper or filtering layer. As a result, it is not recommended that Open AI tools/applications are used in districts due to the high potential of violating Federal and State laws. Open-Source AI also produces less reliable content, because it is accessing a pool of data that is not universally verified as accurate.

Closed AI ("Closed-Source/Proprietary AI")

Definition: AI models where the developers obscure or protect the model's architecture, underlying code, training data, and weights. Users interact with the model via a restricted service. Closed AI may offer better, contractually-guaranteed data security (e.g., "enterprise" versions), but its "black box" nature still requires a formal audit and contract. Closed AI developers typically manage these filters internally. Closed-Source or Proprietary AI produces more reliable results because it is accessing data sources that are controlled and can be verified as accurate.

Any use of artificial intelligence technology in the District's educational program or operations must be in accordance with State and Federal law as well as Board policies **(X)** including, but not limited to, the following: Policy 5505 – Academic Honesty; Policy 5500 – Student Code of Classroom Conduct; Policy 5500.01 – Conduct in Virtual Classroom; Policy 5517 – Student Anti-Harassment; Policy 5517.01 – Bullying; Policy 2266 – Nondiscrimination on the Basis of Sex in Education Programs and Activities; Policy 8330 – Student Records; Policy 2240 – Controversial Issues in the Classroom; Policy 7540.03 – Student Technology Acceptable Use and Safety; and Policy 7540.04 – Staff Technology Acceptable Use and Safety. **[DRAFTING NOTE: Confirm and Select as Needed] [END OF OPTION]**

General Principles

A. **Transparency**

Users of AI tools must disclose when and how these tools have been employed in the creation of academic or professional work.

B. **Ethical Use**

District employees who use AI technologies must do so in ways consistent with institutional values, privacy standards, Family Educational Rights and Privacy Act (FERPA), Individual with Disabilities Education Act (IDEA), copyright laws, and ethical principles, honesty, trustworthiness, and personal dignity of both employees and students.

C. **Content Responsibility**

District employees who use AI technologies are responsible for the content created by that AI tool.

Evaluation and Approval

Before adopting any AI tool or system, the District will conduct a comprehensive risk assessment — evaluating data sources (including use of student Personally Identifiable Information), decision-making impacts on students, potential bias or disparate impact, and vendor compliance with privacy, security, and data retention laws — and ensure all contracts include clear legal, ethical, and technical safeguards aligned with FERPA, IDEA, COPPA, PPRA, Wisconsin statutes, and District policies. AI systems must be reviewed to ensure they are nondiscriminatory, fully accessible, and do not compromise the rights or individualized support of students, particularly those protected under federal and state civil rights laws.

AI Tool Selection

The District approves the use of Closed AI tools only, that have been carefully reviewed, evaluated and approved by **(X)** Network Administrator ~~_____ **[e.g., IT Director, Curriculum Director, or a AI Committee]**~~ for students and staff use.

Transparency

The District is committed to transparency and accountability in AI use by informing teachers, students, and parents when AI influences decisions, clearly explaining how it works and what data it uses, assigning oversight to **(X)** District Administrator ~~_____ , and conducting regular audits to evaluate accuracy, fairness, and impact on equity and student rights. The District will maintain a public AI Tool Inventory that lists every approved AI tool and includes a summary of its data-handling and privacy features. **[ ]** The AI Tool Inventory will be posted on the District website. **[END OPTION]**~~

Vendor Vetting & Contracts

All AI tools used by the district must undergo a formal risk assessment by the IT/Legal department to review their Terms of Service and data handling practices to ensure compliance with all Federal and State privacy laws.The District prohibits the input by any user of any student information, staff information, or confidential district data into any AI tool that does not have a formal, vetted contract guaranteeing data privacy and non-use for training.

Employee Use of AI

Employees may integrate AI tools into their instruction at their discretion and should clearly define the parameters for AI usage in the classroom by students using District-approved AI applications/tools.

When using AI to create instructional materials, assessments, or feedback, employees shall maintain transparency by disclosing the role of AI in these processes. Employees must review and verify the accuracy and appropriateness of any AI-generated content.

Employees shall not input sensitive, confidential, personally identifiable, or proprietary information about students, colleagues, or institutional operations into AI systems that lack safeguards and policies to protect such data from being used in their training models, and if such information will be entered into an AI system, employees shall seek the approval of their **(X)** supervisor ~~**( )** Principal **[END OF OPTION]**~~ before doing so.

Using AI detection software to enforce academic integrity should be done in accordance with the knowledge that this software is not foolproof and that the disruptive nature of AI technologies in education can lead to considerable confusion regarding expectations for AI use. Employees should use AI-detection ethically and as the starting point of an inquiry into a possible violation of academic integrity rather than as a definitive indication of student dishonesty. Employees must also disclose the use of AI software in course curricula.

Employees may use AI tools to enhance workflows, such as drafting communications, analyzing data, or developing reports, provided the outputs are verified for accuracy and compliance with State and Board policies. The use of AI tools for such purposes should be disclosed when disseminating AI output.

Student Use of AI

Students shall receive age appropriate instruction about responsible AI use, digital citizenship, privacy, and the risks/limitations of AI prior to using AI.

Students are expected to develop their own knowledge, skills, and understanding of course material rather than relying solely on AI tools and they should ask their teacher(s) when they have questions and/or need assistance.

Students may use AI tools for academic purposes when specifically and clearly permitted by their teacher(s). The use of AI must be properly disclosed and cited in accordance with the established guidelines and not be employed to undermine authentic learning or learning objectives for the course or assignment.

If a student has any questions about whether they are permitted to use AI tools for a specific class assignment, they should ask their teacher(s).

Unauthorized use of AI tools will be considered a form of plagiarism, unauthorized collaboration, or misrepresentation of AI-generated content as original work and any student found using these tools without permission or in a prohibited manner will be disciplined in accordance with the Student Handbook or Policy 5500 – Student Code of Conduct and Policy 5505 – Academic Honesty. ~~**[DRAFTING NOTE: Confirm the Board has adopted both of these policies if included in this policy]**~~

Academic Accessibility

AI tools can be utilized to assist students with disabilities in accessing and understanding written materials. For example, text-to-speech software can help students with specific learning disabilities, visual impairments, or other disabilities in reading texts, and AI-powered translation tools can help students with hearing impairments understand spoken language (e.g., create transcripts or provide closed-captioning for spoken material). Specific use of AI technologies beyond universal application for students with disabilities is best addressed in each student's Individual Education Plan (IEP).

Employee Training

Employees will receive training ~~**( )** annually~~ **(X)** periodically ~~**[END OF OPTION]**~~ to ensure adherence to this and other related policies, data privacy, student records, and allowable/approved AI tools in the District.

Non-Academic Use of AI

Students and staff are prohibited in the use of AI from generating false or knowingly misleading representations of other students, staff, volunteers, or Board members that are reasonably interpreted as derogatory, threatening, or otherwise objectionable to a reasonable person, including by way of AI generated or manipulated visual or verbal depictions of any such individual, or the distribution of such depictions through any means, for example via social media, regardless of whether the distributor created the depictions themselves.

Enforcement

Violation of this policy may result in disciplinary consequences. Students may be disciplined for violations, up to and including suspension or expulsion. Staff may be disciplined for violations, up to and including suspension or termination of employment. The District Administrator will refer any illegal acts to law enforcement.

Questions or Concerns

Staff, parents, or members of the public who have questions or concerns regarding this policy or the use of AI in the District should contact the **(X)** District Administrator ~~( )~~ _____.

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