



Book Policy Manual
Section Overviews and Resources for 35-1
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WISCONSIN LOCAL UPDATE OVERVIEW AND COMMENTS

VOLUME 35 NUMBER 1

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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)

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)

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)

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)

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.



Book	Policy Manual
Section	Ready for Review 35-1 Policies
Title	DEFINITIONS
Code	po0100
Status	
Adopted	September 1, 2006
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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, policies, and administrative guidelines, 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, is employed with an administrative contract, and/or who reports directly to the District Administrator.

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

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 Waterford Union High School Board, also commonly referred to as the Board of Education, 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 which 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 sometimes locally referred to as Superintendent.

In policy and administrative guidelines, 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 Agencies

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 emergency nursing services plan. The School District may also have the medical advisor fulfill other roles. (PI 8.01(2g)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. 19.82(2), Wis. Stats.

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 which 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 Bylaw 0171.1 - President)

Principal

The educational leader and head administrator of one (1) or more District schools. In policy and administrative guidelines, 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, 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 115.001(11), Wis. Stats. 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.

The term school official is inclusive of other parties, such as an attorney, contractor, consultant, volunteer, or other party to whom the Board has outsourced a service otherwise performed by Board employees (e.g., a therapist); or a parent or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing their tasks (including volunteers) pursuant to the Family Educational Rights and Privacy (FERPA) definition - See Policy 8330 - Student Records.

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, web logs ("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.

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.

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Book	Policy Manual
Section	Ready for Review 35-1 Policies
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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
- C. the current budget statement and related fiscal materials
- D. ~~()~~review of any pending District litigation
- E. ~~()~~review of student achievement data and trends
~~()~~review of Board responsibilities and committees
- F. ~~()~~review of Board responsibilities and committees

Each new Board member shall be invited to meet with the Board President, ~~and/or~~ the District Administrator, ~~()~~the Business Manager, ~~()~~members of the District administrative team to discuss Board functions, policies, and procedures.

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



Book	Policy Manual
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0144.5 - BOARD MEMBER BEHAVIOR, COMMUNICATIONS, AND CODE OF CONDUCT

The Board functions most effectively when individual Board members act ethically, professionally, and responsibly. Board members serve as a member of the School District's governing body and do not have individual authority to represent a policy or enforce positions that are not supported by a majority of the Board, as evidenced by official action of the Board (See Bylaw 0143 - Authority of Individual Board Members).

Board members accept responsibility for the well-being and positive leadership of the School District, for protecting the interests of the School District as a legal entity, and for facilitating governance for the purpose of delivering the highest quality educational and related services to all of the District's students. Conduct by Board members that compromises the reputation or legal position of the District **is** prohibited.

Any authority delegated to the Board President in this policy is automatically vested in the Board Vice President in the event that either the Board President is unavailable or the Board President is the Board member accused of violating this policy.

General Expectations of All Board Members

- A. Attend all scheduled Board meetings insofar as possible, and become informed concerning the issues to be considered at those meetings.
- B. Be familiar with and follow applicable local, State, and Federal laws and regulations.
- C. Be familiar with and comply with Board policies, including policies governing Board member conduct and Board member ethics, rules of incompatibility of office, qualifications of the office, and conflicts of interest (see Bylaw 0144.3 - Conflict of Interest).
- D. Conduct themselves with integrity, honesty, and in a manner that reflects positively on the Board and on the District.
- E. Be accountable for guiding and supporting the policy decision-making process that impacts students, staff, and the community. The operation of the District is the responsibility of the administration.
- F. Establish and maintain a high level of honesty, credibility, and truthfulness in all matters dealt with by the Board.
- G. Treat others with respect and dignity at all times, maintain decorum, and always communicate in a way that does not violate or illustrate disregard for Board policy concerning harassment or discrimination. This decency expectation applies in all communications, including while discussing sensitive, **or** controversial **matters**, or matters involving disagreement.
- H. At all times conduct themselves in the best interest of the School District, including avoiding implicating the District in unlawful activity or supporting or encouraging efforts to harm the reputation, legal standing, or to bring other material harm to the interests of the District or the Board.

- I. Recognize that they should endeavor to make policy decisions only after full discussion at publicly held Board meetings.
- J. Render all decisions based on the available facts and independent judgment.
- K. Encourage the free expression of opinion by all Board members, and seek systematic communications between the Board and students, staff, and all elements of the community.
- L. Work with the other Board members to establish effective Board policies and to delegate authority for the administration of the District to the District Administrator **in accordance with Policy 1100 - District Organization**.
- M. Communicate to other Board members, **in accordance with the Open Meeting Law**, and the District Administrator expressions of public reaction to Board policies and school programs (see **Board Member Communication section below, Bylaw 0143.1 - Public Expression of Board Members, and Bylaw 0167.5 - Use of Electronic Mail**).
- N. Inform themselves about current educational issues by individual study and through participation in programs providing needed information, such as those sponsored by the Wisconsin Association of School Boards, the Consortium of State School Board Associations, and the National School Boards Association.
- O. Support the employment of those persons best qualified to serve as school staff, and insist on a regular and impartial evaluation of all staff.
- P. Refrain from using their Board positions for personal partisan gain.
- Q. Take no private action that will compromise the Board or administration, and respect the confidentiality of information that is privileged under applicable law.
- R. Remember always that their first and greatest concern must be for the educational welfare of the students attending the public schools.
- S. No Board member shall act or fail to act as a member of the Board in violation of 946.12, Wis. Stats., regarding misconduct in public office.
- T. Disclose any actual or perceived conflict of interest.

Board Member Communication

Board members are expected to refrain from engaging in communication on behalf of the Board or on behalf of the District unless authorized to do so by majority vote of the Board (See **Bylaw 0143.1 - Public Expression of Board Members**).

Any Board member who chooses to engage in individual communication on matters related to Board and/or District business is expected to clearly identify whether the Board member is communicating in the following capacity:

- A. On behalf of the Board: normally, this is the function of the Board President or, in the President's absence, the Vice President. The Board may, by majority vote, delegate this responsibility to another Board member in a specific circumstance. In every case, the Board **member** communicating the Board's position shall do so as determined by the Board and avoiding individual interpretation or editorializing.
- B. As an individual Board member, but not on behalf of the Board: a Board member who speaks, including online, in social media forums, or in any other public forum, on matters related to Board and/or District business, but not as an officially designated spokesperson of the Board. The Board member must specify that any statement is not sponsored by the District and is a personal viewpoint.

Board members who fail to adhere to this expectation, or who publicly communicate false or intentionally misleading information pertaining to Board action or District policy, will be asked to correct such communication in a way that is likely to reach the same audience as the false or misleading information. The Board President is authorized to communicate such requests to the pertinent Board member.

The Board President is authorized to issue public statements on behalf of the Board in the event a Board member expresses false or misleading information, or makes statements without properly identifying whether the member of the Board is speaking as an individual Board member. The President's communication should be limited to correcting the false or misleading statement, clarifying that the Board member was not speaking on behalf of the Board, and providing information relative to Board action if any on the subject matter.

Board Member Use of Electronic Communication Devices Prohibited

An individual Board member's use of electronic communication devices, such as cell phones or smartphones, during a Board meeting, both during open session and during closed session, may lead to the public's and/or other Board members' perception that a Board member is not paying attention to the subject matter at hand or that a Board member is receiving information relative to the subject matter at hand that other Board members and members of the public are not receiving, or is communicating with persons not at the meeting regarding the subject matter of the meeting, any of which is inimical to good government and transparency, and, in the case of a closed session, may also be contrary to the legal interests of the Board. Therefore, the Board's use of electronic communication devices (including cell phones and smartphones), other than for the purpose of accessing agenda materials that are on a Board member's tablet or lap top computer, is prohibited during Board meetings.

Exceptions may be made by the Board in case an emergency or other special circumstance warrants an exception.

Board Member Interaction with Staff

The general expectations of Board member decorum and civility apply to interactions with employees; however, because the Board is the employer of all District staff, this responsibility is appropriate for special reference. Each Board member is an individual with authority to bring matters to the Board and to influence matters related to staff. Therefore, it is imperative that Board members treat all employees with respect and as professionals. Board members are also required to comply with Board Policies governing employee anti-harassment, ~~nondiscrimination~~ ~~non-discrimination~~, and threatening behavior.

No Board member has inherent authority to require any staff member to respond to the Board member regarding a specific request for information, or to direct any staff member to perform or not perform any task, except as provided by Board policy or as directed by majority vote of the Board.

Board ~~member~~members access to and request for School District records and information is governed by Board Bylaw 0143.2 - Board Member Information Requests.

Board Member Records and Confidentiality

Board members are expected to maintain their own public records created on resources not controlled by and thus not maintained by the School District. Each Board member is an elected official responsible for preserving all public records the Board member creates, and to comply with requests to inspect such records. The District has no obligation nor responsibility to assist any Board member in fulfilling this responsibility with respect to records that are not maintained by the District.

Board members are encouraged to review Board policy defining and explaining public records, their maintenance, and public access (See Board Policy 8310 - Public Records).

Board members are expected to maintain and protect the privacy of District records, including student records, and communications received in closed session meetings of the Board. Board members must also protect and not disclose records consistent with, and governed by, the Family Education Rights and Privacy Act (FERPA).

Enforcement

Complaints alleging violations of the Board Member Code of Conduct may be brought by any ~~parent, student, staff member or District resident~~person and ~~must~~ can be submitted to the Board President or, if the Board President is the member accused of violating this policy, to the Vice President, who under such circumstances shall perform the duties of the Board President described in this policy. All Complaints shall bear the name and signature of the complainant and include a detailed description of the alleged misconduct, any evidence supporting the allegations, and the action/relief being requested.

The Board President may choose to consolidate complaints for consideration if more than one (1) individual files similar complaints, but reserves the right to refuse to consider any subsequent complaint on the same matter unless previously unknown material facts are raised.

The President ~~or Vice President~~ shall review the complaint and ~~determine whether the officer can~~ investigate the matter. ~~The President may~~ if the President or Vice President needs to contact the School District's legal counsel for support in the investigation of the complaint and/or other matters related to the complaint. Upon completion of the investigation, if the conclusion reached is that the Board member violated the policy, the investigator shall brief the Board and may recommend action to be taken.

Board members are elected officials and therefore cannot be ~~disciplined~~, prevented from participating in Board meetings, or removed from office by the Board. ~~However, the~~ The Board may consider the following:

- A. formal censure by resolution passed by a majority of the Board in an open session meeting of the Board;
- B. removal from Board committee assignments ~~that is for the remainder of the year and until the following organizational meeting of the Board, at which time the President is authorized to continue to withhold committee assignment. Approval of this sanction is an adopted~~ exception to Bylaw 0155 - Committees;
- C. restriction on Board member rights granted by policy, including requesting items for a Board meeting agenda;

- D. referral to proceed with efforts to remove the Board member from office for cause, which means inefficiency, neglect of duty, official misconduct, or malfeasance in office;
- E. referral to law enforcement if any alleged misconduct constitutes potentially unlawful conduct;
- F. other efforts to pursue compliance with and adherence to the policy as determined by the Board and not prohibited by law.

If a complainant or any other person contacts an individual Board member, other than the Board President, to discuss a complaint or investigation under this policy, the Board member shall inform the person that the Board member has no authority to act in an individual capacity and shall refer the person to this bylaw or the Board President for further assistance.

Revised 3/21/22

Revised 6/27/22

T.C. 9/7/23

T.C. 11/28/23

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Legal	17.13, Wis. Stats. 946.12, Wis. Stats. The Consortium of State School Board Associations The National Association of School Boards The Wisconsin Association of School Boards
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Book	Policy Manual
Section	Ready for Review 35-1 Policies
Title	BOARD - DISTRICT ADMINISTRATOR RELATIONSHIP
Code	po1210
Status	
Adopted	August 1, 2006
Last Revised	March 21, 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 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, including the development of administrative guidelines consistent with Policy 1230.01 - Development of Administrative Guidelines. ~~[-] The Board shall retain oversight of any administrative guidelines established to implement Board policy.~~ [END OF OPTION] [DRAFTING NOTE: BOARD ACTION ON ADMINISTRATIVE GUIDELINES BLURS THE LINE BETWEEN POLICY AND GUIDELINE. DISTRICTS SHOULD CONSULT WITH THEIR LEGAL COUNSEL BEFORE CHOOSING THIS OPTION.]

The District Administrator and those administrators directed by the District Administrator shall attend all 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. ~~[-] 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)~~ [END OF OPTION]

The Board, in formulating its position with regard to the performance of the District Administrator, shall rely, whenever possible, on the objective outcomes of its evaluations rather than on subjective opinions.

~~[-] 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.~~ [END OF OPTION]



Book	Policy Manual
Section	Ready for Review 35-1 Policies
Title	DEVELOPMENT OF ADMINISTRATIVE GUIDELINES
Code	po1230.01
Status	
Adopted	August 1, 2006

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 Administrators/s/he~~ may consider necessary for the effective administration of the schools and distribute them to employees and students and/or their parents.

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

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.

~~[] All current administrative guidelines ~~()~~ and handbooks [END OF INTERNAL OPTION] 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. [END OF OPTIONAL SENTENCE] 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. [END OF OPTION]~~

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Book	Policy Manual
Section	Ready for Review 35-1 Policies
Title	EVALUATION OF THE DISTRICT ADMINISTRATOR
Code	po1240
Status	
Adopted	August 1, 2006

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 periodically, but not less than every six (6) months (March through September) 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 **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 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 better to:

- A. **make decisions related to the District Administrator's contract renewal;**
- B. determine the District Administrator's salary **and performance-based incentives** **[END OF OPTION];**
- C. identify strengths and weaknesses in the operation of the District and determine means by which weaknesses can be reduced and strengths are maintained;

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

E. ~~←~~ determine progress toward District strategic goals as outlined in Policy 1110 - Assessment of District Goals;

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



Book	Policy Manual
Section	Ready for Review 35-1 Policies
Title	PARENT AND FAMILY ENGAGEMENT IN TITLE I PROGRAMS
Code	po2261.01
Status	
Adopted	August 1, 2006
Last Revised	March 4, 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 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~~ ongoing 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 practicable 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 11/20/17

Revised 4/27/20

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Legal

20 U.S.C. 6318

34 C.F.R. Part 200 et seq.



Book	Policy Manual
Section	Ready for Review 35-1 Policies
Title	INTERSCHOLASTIC ATHLETICS
Code	po2431
Status	
Adopted	August 1, 2006
Last Revised	July 14, 2025

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. ~~and~~ 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. ~~Consider Drafting Note? [DRAFTING NOTE: If the District chooses this option, the district must comply with the WIAA's NIL policies and will likely be responsible for assuring that student athletes follow the rules as well. It is recommended that districts give a copy of the WIAA policies to students who participate in their sanctioned sports, especially those participating in NIL. Districts must monitor students who are participating in NIL, because if a student violates the WIAA policies, the district, the school, the team, and the student can be sanctioned by the WIAA for violations.]~~

The District Administrator is authorized to establish an athletic/activities code 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, each participant shall submit to a thorough physical examination by a District-approved physician.

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 which 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.

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 11/20/17

Revised 3/21/22

T.C. 7/14/25

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Legal	120.12(23), Wis. Stats. P.I. 9.03(1)(h), Wis. Adm. Code
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Book	Policy Manual
Section	Ready for Review 35-1 Policies
Title	ENTRANCE AGE
Code	po5112
Status	
Adopted	June 22, 2011
Last Revised	August 12, 2025

5112 - ENTRANCE AGE

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

Students shall be admitted to the ninth grade upon presenting proper certification that they have completed the eighth grade.

Such certification shall be recognized from public, parochial, or private schools, and from schools outside of the state as well as those from within the state.

Transfer students from other secondary schools shall be admitted with the same standing that they enjoyed in the school they are leaving, providing, however, that certain courses may not be accepted as credit.

Transferring students from private home-based educational units shall be admitted with grade-level status being determined after private home-based work has been evaluated. Evaluation shall be in accordance with accepted standards as closely as is possible.

Each case will be considered upon its own merit.

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) school 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.

Verification of Residence

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

Verification of Age

Verification of a child's age shall be required at the time the child enrolls. (→ See Administrative Guideline 5112A—Admission to Kindergarten. [END OF OPTION])

Older Students

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

Revised 2/27/07

Revised 10/28/19

Revised 3/21/22

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Legal

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



Book	Policy Manual
Section	Ready for Review 35-1 Policies
Title	STUDENT IDENTIFICATION NUMBERS AND CARDS
Code	po5135
Status	

New Policy - Vol. 35, No. 1

5135 - STUDENT IDENTIFICATION NUMBERS AND CARDS

Each student enrolled in the District shall be provided a unique identification number. The identification number shall not be identical to or incorporate the student's Social Security number.

The Board authorizes the District Administrator to issue identification cards to students.

If identification cards are issued, each identification card shall include the telephone number for the National Suicide Prevention Lifeline or one of its affiliate crisis centers or, if the National Suicide Prevention Lifeline ceases operations, another national network of local crisis centers that provides free and confidential emotional support to individuals in suicidal crisis or emotional distress twenty-four (24) hours a day and seven (7) days a week.

Identification cards may also include the following information, if available:

- A. a statement that the text-based emotional support service of the Crisis Text Line may be accessed by texting HOPELINE to 741741 or, if applicable, by specifying any successor method;
- B. instructions for contacting a text-based state or national organization, other than the National Suicide Prevention Lifeline or a successor organization, that provides free support to individuals in crisis twenty-four (24) hours a day and seven (7) days a week;
- C. the telephone number for a local suicide prevention hotline.

The District Administrator shall take appropriate steps to comply with this statutory requirement whenever student identification cards are issued by the District.

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Legal	118.169, Wis. Stats.
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Book	Policy Manual
Section	Ready for Review 35-1 Policies
Title	PERSONAL COMMUNICATION DEVICES
Code	po5136
Status	
Adopted	October 26, 2009
Last Revised	April 12, 2022

5136 - PERSONAL COMMUNICATION DEVICES

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

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

~~are defined in Bylaw 0100.~~

- A. cellular/mobile telephone;
- B. tablet computer;
- C. laptop computer;
- D. gaming device;
- E. smartphone;
- F. e-reader;
- G. smartwatch;
- H. wearable technology;
- I. any other web-enabled devices of any type.

Students may use PCDs before and after school, during their lunch break, during after-school activities (e.g., extra-curricular activities), or at school-related functions. Use of PCDs, ~~except those approved by a teacher or administrator~~, at any other time is prohibited.

~~However, technology including, but not limited to, PCDs intended and actually used for instructional purposes (e.g., taking notes, recording classroom lectures, writing papers) will be permitted, as approved by the classroom teacher or the building principal.~~

Students may not use PCDs on school property or at a school-sponsored activity to access and/or view Internet websites that are otherwise blocked to students at school.

Except as authorized by a teacher, administrator, or IEP team, students are prohibited from using PCDs during the school day, including while off-campus on a field trip, to capture, record, and/or transmit the words or sounds (i.e., audio) and/or images (i.e., pictures/video) of any student, staff member or another person. Using a PCD to capture, record, and/or transmit audio and/or pictures/video of an individual without proper consent is considered an invasion of privacy and is not permitted. Students

who violate this provision and/or use a PCD to violate the privacy rights of another person may have their PCD confiscated and held until a parent/guardian picks it up, and maybe directed to delete the audio and/or picture/video file while the parent/guardian is present. If the violation involves potentially illegal activity, the confiscated-PCD may be turned over to law enforcement.

PCDs, with cameras or any other recording capabilities, may not be activated or utilized at any time in any school situation where a reasonable expectation of personal privacy exists. These locations and circumstances include, but are not limited to, gymnasiums, locker rooms, shower facilities, rest/bathrooms, and any other areas where students or others may change clothes or be in any stage or degree of disrobing or changing clothes. The District Administrator and building principals are authorized to determine other specific locations and situations where the use of a PCD is absolutely prohibited.

Students shall have no expectation of confidentiality with respect to their use of PCDs on school premises/property.

Students may not use a PCD in any way that might reasonably create in the mind of another person an impression of being threatened, humiliated, harassed, embarrassed, or intimidated. See Policy 5517.01 – Bullying. In particular, students are prohibited from using PCDs to: (1) transmit material that is threatening, obscene, disruptive, or sexually explicit or that can be construed as harassment or disparagement of others based upon **any Protected Class consistent with Board Policy 2260 - Nondiscrimination and Access to Equal Educational Opportunity** their race, color, national origin, sex (including sexual orientation/transgender identity), disability, age, religion, ancestry, or political beliefs; and (2) engage in "sexting" - i.e., sending, receiving, sharing, viewing, or possessing pictures, text messages, e-mails or other materials of a sexual nature in electronic or any other form. Violation of these prohibitions shall result in disciplinary action. Furthermore, such actions will be reported to local law enforcement and child services as required by law.

Students are also prohibited from using a PCD to capture, record, and/or transmit test information or any other information in a manner constituting fraud, theft, cheating, or academic dishonesty. Likewise, students are prohibited from using PCDs to receive such information.

Possession of a PCD by a student at school during school hours is a privilege that may be forfeited by any student who fails to abide by the terms of this policy, or otherwise abuses this privilege.

Policy Violations

Violations of this policy may result in disciplinary action and/or confiscation of the PCD. The building principal will also refer the matter to law enforcement or child services if the violation involves an illegal activity (e.g., child pornography, sexting). Discipline will be imposed on an escalating scale ranging from a warning to an expulsion based on the number of previous violations and/or the nature of or circumstances surrounding a particular violation. If the PCD is confiscated, it will be released/returned to the student's parent after the student complies with any other disciplinary consequences that are imposed, unless the violation involves potentially illegal activity, in which case the PCD may be turned over to law enforcement.

A confiscated device will be marked in a removable manner with the student's name and held in a secure location in the building's central office until it is retrieved by the parent or turned over to law enforcement. School officials will not search or otherwise tamper with PCDs in District custody unless they reasonably suspect that the search is required to discover evidence of a violation of the law or other school rules. Any search will be conducted in accordance with Policy 5771 - Search and Seizure. If multiple offenses occur, a student may lose **the his/her** privilege to bring a PCD to school for a designated length of time or on a permanent basis.

[DRAFTING NOTE: The language below is required per WI Statute 120.12 (29)]

Student use of PCDs in the following circumstances will not be considered a violation of this policy:

- A. **Emergency or Threat:** Student use of a PCD is allowed in the event of an emergency or a perceived threat to address the safety and security of students and staff.
- B. **Health Care Management:** Student use is authorized as necessary to manage or support a specific student's health care needs **()** as approved by the District Nurse **()** as defined in the individual student health plan **[END OF OPTIONS]**.
- C. **Individualized Education Plans:** Student use is authorized consistent with a student's Individualized Education Program (IEP) or a plan developed under Section 504 of the federal Rehabilitation Act of 1973.
- D. **Educational Purposes:** Student use is authorized by a teacher for legitimate educational purposes during instructional time as described above.
- E. **() Board Exceptions to this Policy:** **[END OF OPTION]**

[DRAFTING NOTE: Other exceptions may be permitted if the School Board determines that such use is beneficial to student learning or well-being.]

Duty to Report

A person who discovers a student using a PCD in violation of this policy is required to report the violation to the building principal.

Students Responsible for Their PCDs

Students are personally and solely responsible for the care and security of their PCDs. The Board assumes no responsibility for theft, loss, or damage to, or misuse or unauthorized use of, PCDs brought onto its property.

Parents/Guardians are advised that the best way to get in touch with their child during the school day is by calling the school office.

Annual Notice

No later than October 1 of each year, the Department of Public Instruction (DPI) shall be notified by the District of whether any changes have been made to this policy and, if so, the updated policy shall be submitted to the DPI.

118.13, Wis. Stats.
118.258, Wis. Stats.

175.22, Wis. Stats.

120.12(29) Wis. Stats.

Revised 10/25/10

Revised 8/22/16

Revised 10/28/19

T.C. 4/12/22

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Book	Policy Manual
Section	Ready for Review 35-1 Policies
Title	Revision of USE OF TOBACCO AND NICOTINE BY STUDENTS
Code	po5512
Status	
Adopted	January 18, 2012
Last Revised	March 17, 2025

5512 - USE OF TOBACCO AND NICOTINE BY STUDENTS

The Board recognizes that the use of tobacco products, as well as other nicotine delivery systems, such as electronic smoking devices, are a health, safety, and environmental hazard for students, staff, visitors, and school facilities. The Board is acutely aware of the serious health risks associated with the use of these products, both to users and non-users, and that their use or promotion on school grounds and at off-campus school-sponsored events is detrimental to the health and safety of students, staff, and visitors. The Board also believes accepting tobacco industry gifts or materials will send an inconsistent message to students, staff, and visitors.

It shall be a violation of this policy for any student of the District to possess, use, consume, display, promote, or sell any tobacco products, tobacco industry brand, tobacco-related devices, imitation tobacco products, or electronic smoking or vaping devices, regardless of content, including smoking as defined in this policy, at any time on school property or at off-campus, school-sponsored events. The Board authorizes the District Administrator to take reasonable measures related to the Board's expectation that the promotion and display of tobacco and related products on school property or at off-campus, school-sponsored events is prohibited.

It shall be a violation of this policy for the District to solicit or accept any contributions, gifts, money, curricula, or materials from the tobacco industry or from any tobacco products retailer. This includes, but is not limited to, donations, monies for sponsorship, advertising, promotions, loans, or support for equipment, uniforms, and sports and/or training facilities. It shall be a violation of this policy to participate in any type of service funded by the tobacco industry while in the scope of employment for the District.

Exceptions

It shall not be a violation of this policy for tobacco products, tobacco-related devices, imitation tobacco products, or lighters to be included in instructional or work-related activities in school buildings if the activity is conducted by a staff member or an approved visitor and the activity does not include smoking, chewing, or otherwise ingesting the product.

The prohibition on the use of other products containing nicotine, including, but not limited to, nicotine patches and nicotine gum may be removed when a parent or "adult" student provides documentation from a licensed medical practitioner that the student's use of non-tobacco nicotine products is being medically supervised for the cessation of a nicotine addiction and the student complies with Policy 5330 - Administration of Medication.

Instruction in the history and purpose of traditional tobacco that has been used as a part of faith and tradition in the Native American and American Indian communities is an exception to this policy.

Nothing in this policy is intended to infringe upon the legitimate exercise of cultural beliefs or ceremonial representations. In the event of a potential conflict between the Board's policy prohibiting the use or possession of nicotine containing products and a student's exercise of cultural traditions, the administration shall consult with appropriate community representatives to apply this policy in a manner that respects such cultural significance.

Response to Policy Violations

Separate from disciplinary sanctions imposed for violations of this policy, the District shall address violations of this policy by students with the application of supportive disciplinary practices designed to promote recovery and reduction of tobacco and nicotine addictions and dependence.

Policy Specific Definitions

The term "any time" means during normal school and non-school hours: twenty-four (24) hours a day, seven (7) days a week.

The term "electronic smoking device" means any product containing or delivering nicotine, or any other substance, whether natural or synthetic, intended for human consumption through the inhalation of aerosol or vapor from the product. The term electronic smoking device includes, but is not limited to, devices manufactured, marketed, or sold as e-cigarettes, e-cigars, e-pipes, vape pens, mods, tank systems, JUUL, or under any other product name or descriptor. The term electronic smoking device includes any component part of a product, whether or not marketed or sold separately, including but not limited to e-liquids, e-juice, cartridges, and pods.

The term "imitation tobacco product" means any edible non-tobacco product designed to resemble a tobacco product, or non-edible, non-tobacco product designed to resemble a tobacco product that is intended to be used by children as a toy. Examples of imitation tobacco products include but are not limited to: candy or chocolate cigarettes, bubble gum cigars, shredded bubble gum resembling chewing tobacco, pouches containing flavored substances packaged similar to snuff, shredded beef jerky in containers resembling snuff tins, plastic cigars, and puff cigarettes.

The term "off-campus, school-sponsored event" means any event sponsored by the school or School District that is not on school property, including but not limited to, sporting events, day camps, field trips, entertainment seminars, dances or theatrical productions.

The term "school property" means all facilities and property, including land, whether owned, rented, or leased by the District, and all vehicles owned, leased, rented, contracted for, or controlled by the District used for transporting students, staff and visitors.

The term "smoking" means inhaling, exhaling, burning, or carrying any lighted or heated cigar, cigarette or pipe, or any other lighted or heated product containing, made, or derived from nicotine, tobacco, marijuana, or other plant, whether natural or synthetic, that is intended for inhalation. This specifically includes marijuana and hemp plant derived substances, whether or not legally sold in Wisconsin, including CBD products, Delta 8 THC, Delta 9 THC, or any other variation thereof. "Smoking" also includes carrying or using an activated electronic smoking device.

The term "supportive disciplinary practices" means disciplinary practices that incorporate opportunities for students to understand the root causes of their behavior, develop positive coping strategies, and support efforts to cease the problematic conduct.

The term "tobacco product" means any product containing, made, or derived from tobacco or that contains nicotine, whether synthetic or natural, that is intended for human consumption, whether chewed, smoked, absorbed, dissolved, inhaled, snorted, sniffed, or ingested by any other means, or any component, part, or accessory of a tobacco product, including but not limited to, cigarettes; electronic smoking devices; cigars; little cigars; cheroots; stogies; periques; granulated, plug cut, crimp cut, ready rubbed, and other smoking tobacco; pouches, snuff; snuff flour; cavendish; plug and twist tobacco; fine-cut and other chewing tobacco; shorts; refuse scraps, clippings, cuttings and sweepings of tobacco, and other kinds and forms of tobacco.

The term "tobacco products retailer" means retailers whose primary business is to sell tobacco and/or tobacco-related products.

The term "tobacco industry" means manufacturers, distributors, or wholesalers of tobacco products, electronic smoking devices, or tobacco-related devices; this includes parent companies and subsidiaries.

The term "tobacco industry brand" means any corporate name, trademark, logo, symbol, motto, selling message, recognizable pattern of colors, or any other indication of product identification identical or similar to those used for any brand of tobacco product, company, or manufacturer of tobacco products.

Revised 10/28/19

Revised 12/21/20

Revised 3/21/22

T.C. 9/27/22

Revised 10/30/23

120.12(20), Wis. Stats.

20 U.S.C. 6081 et seq.

20 U.S.C. 7182



Book	Policy Manual
Section	Ready for Review 35-1 Policies
Title	USE OF PERSONAL TRANSPORTATION DEVICES
Code	po5514
Status	
Adopted	August 1, 2006

5514 STUDENT USE OF BICYCLES

The Board of Education regards the use of bicycles 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.

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.]

[] 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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Book	Policy Manual
Section	Ready for Review 35-1 Policies
Title	STUDENT USE OF MOTOR VEHICLES
Code	po5515
Status	
Adopted	August 1, 2006
Last Revised	October 28, 2019

5515 - STUDENT USE AND PARKING OF MOTOR VEHICLES

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 ~~operation and parking~~ use of motor vehicles ~~on District property~~ 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 ~~operate~~ park 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 ~~and Administrative Guideline 5771 - Search and Seizure~~ **[END OF OPTION]**.

~~The Board will not permit the use of minibikes for travel to and from school.~~

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

~~A student who does not possess a valid motorcycle safety education certificate will not be allowed to ride or park a motorcycle on school property.~~

~~[] The Board will 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. **[END OF OPTION]** [] Parking of such snowmobiles on District property shall be in designated area(s). **[END OF OPTION]**~~

~~[] The Board will permit the use of Off Highway Vehicles (OHV) by legally qualified individuals for travel to and from school, provided that the OHV is operated only within designated areas. **[END OF OPTION]** [] Parking of such OHV on District property shall be in designated area(s). **[END OF OPTION]**~~

The District Administrator shall develop administrative guidelines for the operation and/or parking of motor vehicles and shall disseminate those rules to all students so affected.

The District Administrator shall establish standards for the granting of parking permits which shall contain the warning that infraction of the rules may result in the revocation of the permit.



Book	Policy Manual
Section	Ready for Review 35-1 Policies
Title	STUDENT EMPLOYMENT
Code	po5895
Status	
Adopted	August 1, 2006
Last Revised	April 26, 2021

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 may receive counseling and assistance in seeking appropriate job opportunities and also 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.~~

Permit Officer

~~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 high school office staff 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



Book	Policy Manual
Section	Ready for Review 35-1 Policies
Title	PURCHASING
Code	po6320
Status	
Adopted	August 22, 2016
Last Revised	January 29, 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, 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 at least two (2) price quotations on purchases of more than \$5000 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.

Bids shall be sealed and shall be opened by the District Administrator in the presence of at least one (1) witness. Each 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.

Such statements shall be delivered to the District no later than five (5) business days prior to the bid opening, or as directed by the applicable RFP, and shall be kept confidential by the District, except upon the written order of the person submitting the statement or on behalf of whom the statement is submitted, for the necessary use by the District in qualifying the person/bidder or the District. The statements shall be reviewed and the bidder notified if it is qualified to submit a bid.

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 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 District Administrator is authorized to purchase all items within budget allocations. (For additional information on hiring consultants, see Policy 8125 - Consultants. [END OF OPTION]) 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 \$15,000. 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.

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

The Board should be advised, for prior approval, of all purchases of equipment, materials, and services when the purchase was not contemplated during the budgeting process exceeds the function by ten percent (10%).

The District Administrator is authorized to make emergency purchases, without prior approval, of those goods and/or services needed to keep the schools in operation. Such purchases shall be brought to the Board's attention at the next regular meeting.

Whenever storage facilities or other conditions make it impractical to receive total delivery at any one time, the total quantity to be shipped but with staggered delivery dates, shall be made a part of the bid specifications.

Before the District Administrator places a purchase order, **s/he the District Administrator** shall check as to whether the proposed purchase is subject to bid, whether sufficient funds exist in the budget, and whether the material might be available elsewhere in the District. **[All purchase orders shall be numbered consecutively.]**

In the interests of economy, fairness, and efficiency in its business dealings, the Board requires that:

- A. items commonly used be standardized whenever consistency with educational goals can be maintained;
- B. opportunity be provided to as many responsible suppliers as possible to do business with the School District;
- C. a prompt and courteous reception, insofar as conditions permit, be given to all who call on legitimate business matters;
- D. where the requisitioner has recommended a supplier, the District Administrator may make alternate suggestions to the requisitioner if, in **his/her the District Administrator's** judgment, better service, delivery, economy, or utility can be achieved by changing the proposed order.

The District Administrator shall determine the amount of purchase which shall be allowed without a properly signed purchase order. Employees may be held personally responsible for anything purchased without a properly signed purchase order or authorization.

The Board may acquire office equipment as defined in law by lease, by installment payments, by entering into lease-purchase agreements, or by lease with an option to purchase, provided the contract sets forth the terms of such a purchase.

Revised 3/21/16
Revised 8/22/16
T.C. 1/29/25

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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



Book	Policy Manual
Section	Ready for Review 35-1 Policies
Title	Replacement DIGITAL CONTENT AND ACCESSIBILITY
Code	po7540.02
Status	
Adopted	August 1, 2006
Last Revised	April 27, 2020

Replacement Policy - Vol. 35, No. 1

7540.02 - DIGITAL CONTENT AND ACCESSIBILITY

A. Creating Digital Content

The Board authorizes staff members () 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.]

() 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, or against any labor organization.

() 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., _____ **[Progressbook/PowerSchool/Infinite Campus]**) for the purpose of conveying information to students and/or parents. **[END OF OPTION]**

() 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]**

() 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]**

() 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 _____ () [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) () Technology Director () _____ [END OF OPTIONS] as the District's Digital Accessibility Coordinator(s). () That individual () Those individuals () 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]

[] [OPTION 2]

The District's Digital Accessibility Coordinator(s) can be reached at _____ [Insert name or title, address, e-mail, phone].

[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.

() This audit will occur () quarterly () semi-annually () at least annually () 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]

[] [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]

[] [OPTION 1]

The Board requires the () 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 () 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]

[] [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]

() 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.

() 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. () School and Office Appointments
- c. () General Reminders (e.g., deadlines, schedule changes)
- d. () District and School Events
- e. () Attendance Notifications
- f. () 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
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Book	Policy Manual
Section	Ready for Review 35-1 Policies
Title	Replacement ARTIFICIAL INTELLIGENCE (AI)
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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 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 ~~(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 AI Committee [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 Associate Principal of the High School, 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 () 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 () 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 () District Administrator () _____.

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