

SERIES 400: STUDENTS

STUDENT POLICIES GOALS

410

The central concern of Board policies and Administrative Rules is the educational development of each child. The focus of the District shall be on the learner and his/her realization of personal and district goals.

Every student shall be given equal opportunity to reach his/her greatest potential, with full understanding that wide differences in capacities, interests and social/economic background must be addressed by the District. To accomplish this, the Board will attempt to remove those barriers that stand in the way of any student who wishes to learn in the District's schools.

LEGAL REF.: Section 118.13 Wisconsin Statutes

Adopted

The Frederic School District is committed to providing equal educational opportunities for all students in the district.

Pursuant to state law, no person, on the basis of sex, race, religion, national origin, ancestry, creed, pregnancy, marital or parental status, sexual orientation or physical, mental, emotional or learning disability may be denied admission to any school in the district or be denied participation in, be denied the benefits of or be discriminated against in any curricular, extracurricular, pupil services, recreational or other program or activity. This policy also prohibits discrimination under related federal statutes, including Title VI of the Civil Rights Act of 1964 (race, national origin, color), Title IX of the Education Amendments of 1972 (sex), Section 504 of the Rehabilitation Act of 1973 (handicap) and Americans with Disabilities Act (disability).

Children of homeless individuals and unaccompanied homeless youth (i.e., youth not in the physical custody of a parent/guardian) residing in the district shall have equal access to the same free, appropriate public education, including comparable services, as provided to other children and youth who reside in the district. Homeless children and youth shall not be required to attend a separate school or program for homeless children and shall not be stigmatized by school personnel.

Students who have been identified as having a handicap or disability, under Section 504 of the Rehabilitation Act or the Americans with Disabilities Act, shall be provided with reasonable accommodations in educational services or programs. Students may be considered handicapped or disabled under this policy even if they are not covered under the District's special education policies and procedures.

The District shall also provide for the reasonable accommodation of a student's sincerely held religious beliefs with regard to examinations and other academic requirements. Requests for accommodations shall be made in writing and approved by the building principal. Accommodations may include, but not necessarily be limited to, exclusion from participation in an activity, alternative assignments, released time from school to participate in religious activities, and opportunities to make up work missed due to religious observances. Any accommodations granted under this policy shall be provided to students without prejudicial effect.

It shall be the responsibility of the Superintendent to examine existing policies and develop new policies where needed to ensure that the District does not discriminate pursuant to state and federal law and ensure that an employee is designated annually to receive complaints filed under this policy. That employee shall ensure that an evaluation of the district's compliance with state law is completed as required.

LEGAL REF.: Section 118.13 Wisconsin Statutes
PI 9 and 41, Wisconsin Administrative Code
Title IX, Education Amendments of 1972
Title VI, Civil Rights Act of 1964

Section 504 of the Rehabilitation Act of 1973
Americans with Disabilities Act of 1990
Individuals with Disabilities Education Act
McKinney-Vento Homeless Education Assistance Act

Adopted: 11/18/1996
Revised: 11/21/2011
Revised:

STUDENT DISCRIMINATION COMPLAINT PROCEDURES

411-RULE

The purpose of these procedures is to provide an orderly means of resolving disputes within the District or against the District for alleged discriminatory acts against students in violation of federal or state statutes prohibiting discrimination.

Any party to the grievance may retain and have counsel present at any or all steps. The Equal Opportunity Coordinator shall be available as a consultant upon request. A complaint may be withdrawn by the complainant at any step.

Any complaint regarding the interpretation or application of the District's equal educational opportunities policy shall be processed in accordance with the following complaint procedures.

General Complaint Procedures

LEVEL ONE (Informal Complaint Procedure)

Any person who believes he/she has a valid basis for a complaint shall discuss the concern with the building principal or Equal Opportunity Coordinator. The building principal or Equal Opportunity Coordinator shall investigate the complaint and reply to the complainant in writing within three school days. If this reply is not acceptable to the complainant, he/she may initiate the formal complaint procedure according to the steps listed below.

LEVEL TWO (Start of Formal Complaint Procedure)

If the complainant is not satisfied with the decision at Level One, he/she may report the complaint in writing to the Superintendent within five school days of receipt of the written reply at Level One. The complaint shall include the nature of the complaint, facts upon which it is based (dates, places, persons, actions) and the relief requested. The Superintendent, upon receiving a written complaint, shall immediately undertake an investigation. The Superintendent shall review with the building principal, or other appropriate persons, the facts comprising the alleged discrimination. Within 10 school days after receiving the complaint, the Superintendent shall determine the action to be taken, if any, and report in writing the findings and the resolution of the complaint to the complainant.

LEVEL THREE

If the complainant is dissatisfied with the decision of the Superintendent, he/she may appeal the decision in writing to the Board. Student Discrimination Complaint Procedures Policy 411-Rule (1) page 2 The Board shall hear the appeal at its next regular meeting, or at a special meeting called for the purpose of hearing the appeal. The Board shall make its decision in writing within 15 school days after the hearing. Copies of the written decision shall be mailed or delivered to the complainant and Superintendent.

LEVEL FOUR If the complaint is not satisfactorily resolved at Level Three, further appeal may be made within 30 days to the Department of Public Instruction (DPI), Equal Educational Opportunity Office.

Nothing in these procedures shall preclude persons from filing a complaint directly or on appeal with the

U.S. Office of Civil Rights as authorized by federal law or with courts having proper jurisdiction.

Complaint Procedures – Special Education

Discrimination complaints relating to the identification, evaluation, educational placement or the provision of free appropriate public education of a child with disabilities shall be processed in accordance with established appeal procedures outlined in the district's special education handbook.

Complaint Procedures – Federal Programs

Discrimination complaints relating to programs specifically governed by federal law or regulation (e.g., EDGAR complaints) shall be referred directly to the State Superintendent of Public Instruction.

STUDENT HARASSMENT

411.1

The Frederic School District is committed to providing an environment that:

1. treats all students and staff with dignity and respect
2. provides students with a learning experience that is physically and emotionally safe
3. promotes respect, tolerance, and acceptance of others

To accomplish this mission, all students and employees must be allowed to learn and work in an environment free from harassment; therefore, harassment is prohibited on school property and at all school-sponsored programs and activities off school property, such as school-sponsored field trips/activities and co-curricular activities at other schools or designated/determined locations. This policy prohibits students harassing students, students harassing staff, staff harassing students and staff harassing staff.

For purposes of this policy, “harassment” means striking, shoving, kicking, throwing objects at, or otherwise subjecting another person to physical contact or attempting or threatening to do the same; name calling or other verbal conduct; or engaging in a course of conduct or repeatedly committing acts which intimidate, cause discomfort to or humiliate another person or which interfere with the recipient’s academic or work performance. “Intimidate” means to make timid or fearful, to frighten or to compel or deter by threats. Harassment includes but is not limited to verbal comments or other expressions which insult, degrade or stereotype any person or group on the basis of sex (including gender identity, gender expression, and nonconformance with gender role stereotypes), race, national origin, color, religion, ancestry, creed, pregnancy, marital or parental status, sexual orientation, handicap or physical, mental, emotional or learning disability.

Examples of conduct and behavior prohibited under this policy include, but are not limited to, the following:

1. Physical or mental abuse.
2. Discriminatory remarks which are offensive or objectionable to the recipient or which cause the recipient discomfort, anger or humiliation or which interfere with the recipient’s academic or work performance.

Sexual harassment means unwelcome sexual advances, unwelcome physical contact of a sexual nature or unwelcome verbal or physical conduct of a sexual nature. “Unwelcome verbal or physical conduct of a sexual nature” includes, but is not limited to, the deliberate, repeated making of unsolicited gestures or comments or the deliberate, repeated display of offensive sexually graphic materials which is not necessary for business purposes. Sexual harassment may include, but is not limited to, actions such as:

1. Unwelcome or unwanted sexual advances. This includes, but is not limited to, acts such as patting, pinching, brushing up against, hugging, coercing, kissing, fondling or any other similar physical contact which is considered unacceptable by another individual.

2. Requests or demands for sexual favors. This includes subtle or blatant expectations, pressures or requests for any type of sexual favor accompanied by an implied or stated promise of preferential treatment or negative consequence concerning one's grade status or employment.
3. Verbal abuse or joking that is sexually oriented and considered unacceptable by another individual. This includes commenting about an individual's body or appearance where such comments go beyond mere courtesy, telling "dirty jokes" that are clearly unwanted and considered offensive by others or any other tasteless, sexually oriented comments, innuendos or actions that offend others.
4. Engaging in any type of sexually oriented conduct that would unreasonably interfere with another's learning performance or work. This includes extending unwanted sexual attentions to someone such that personal productivity or time available to work at assigned tasks is reduced.
5. Creating an environment that is intimidating, hostile or offensive because of unwelcome or unwanted sexually oriented conversations, suggestions, requests, demands, physical contacts, attentions or sexually oriented materials including but not limited to photographs, posters, websites, or other electronic means.

Individuals who experience harassment may process a complaint pursuant to 411.1-Rule.

Harassment complaints shall be taken seriously and shall be subject to review and investigation by the administration. All individuals included in the investigation of these matters are charged with the responsibility to hold such matters in the strictest confidence to the extent possible, so as to guard against inadvertent disclosure of information relative to anyone.

The District shall not tolerate harassment in any form and shall promptly take all necessary and appropriate action to eliminate harassment, up to and including discipline of offenders. Upon investigation, individuals who are determined to have engaged in harassment under the provisions of this policy may be subject to disciplinary action. This may include, but shall not be limited to, reprimand, detention, suspension, expulsion and/or discipline up to and including termination, as well as being reported to law enforcement officials.

The administration shall maintain a written report of the findings pertaining to a complaint and the action taken to eliminate the harassing conduct. Copies of the written harassment reports shall be forwarded to and maintained by the Title IX Coordinator for the purpose of documenting compliance. The district shall, at periodic intervals, follow up to make sure that any harassment that has been found to have occurred has not been repeated and to ensure that no retaliatory action has been taken against the complainant or anyone who participates in a harassment investigation.

All employees are required to intervene in and report any suspected or blatant acts of harassment of students. Informal efforts to resolve acts of harassment are encouraged by staff, but the harassment still must be reported.

Building principals shall be responsible for informing students and staff annually of this policy and its accompanying complaint procedures.

The Board should receive a summative report in June that would include information on:

- Reported incidents of harassment of students and employees and resolution(s) of the incident(s).
- Prevention measures such as in-service and educational presentations.

LEGAL REF.: Sections 111.32(13) Wisconsin Statutes

111.36 118.13

PI 9, Wisconsin Administrative Code

Title IX, Education Amendments of 1972

Title VI, Civil Rights Act of 1964

Section 504 of the Rehabilitation Act of 1973

Americans with Disabilities Act of 1990

Individuals with Disabilities Education Act

Civil Rights Act of 1991

EEOC Guidelines (29 C.F.R.-Part 1604.11)

FULL-TIME STUDENTS

412.1

The Board of Education defines a full-time student as a student enrolled in a Board approved program.

LEGAL REF.: Sections 121.004(5) & (7) Wisconsin Statutes

Adopted

SCHOOL ADMISSIONS

420

Any student seeking school admission in the District must reside within the established boundaries of the District, except as otherwise provided by law and/or Board policy.

School assignments and grade placements shall be made by the administrative staff in accordance with District procedures. Students transferring from other school systems are required to provide a transcript of academic accomplishments at the previous school, or the address from which this data may be secured. If insufficient academic transcript information is available, students may be required to take appropriate academic tests to assist in making a placement.

The District shall not discriminate in admitting students to any school, class, program, activity or facilities usage, on the basis of sex, race, color, national origin, ancestry, creed, religion, pregnancy, parental or marital status, homelessness status, sexual orientation or physical, learning, emotional or mental disability, or handicap. This policy does not, however, prohibit the District from placing a student in a school, class, program, or activity based on objective standards of individual performance or need. Discrimination complaints shall be processed in accordance with established procedures.

Nothing in this policy shall prevent the District from denying the admission of a student during the term of his/her expulsion from another Wisconsin public school, out-of-state public school or independent charter school in Wisconsin, or from setting enrollment conditions that the expelled student must meet in order to be admitted, consistent with legal requirements.

LEGAL REF: Sections 118.13 Wisconsin Statutes
118.135,
118.14,
118.145,
118.51,
118.52,
118.53,
120.12(25),
120.13(1)(f),
120.13(1)(h),
121.77,
121.84,
252.04;
Pl 9.03 Wisconsin Administrative Code

Adopted

No child may be admitted to 4-year-old kindergarten in the District unless the child is four years old on or before September 1 in the year he/she proposes to enter school. A child may be admitted to 4-year-old kindergarten under the legal age if he/she meets the conditions and standards of the district's early admission to 4-year-old kindergarten procedures.

No child may be admitted to 5-year-old kindergarten in the District unless the child is five years old on or before September 1 in the year he/she proposes to enter school. A child may be admitted to 5-year-old kindergarten under the legal age if he/she meets the conditions and standards of district early admission to 5-year-old kindergarten procedures.

No child may be admitted to first grade in the District unless the child is six years old on or before September 1 of the year he/she proposed to enter school and has completed 5-year-old kindergarten. A child may be admitted to first grade under the legal age if he/she has completed a 5-year-old kindergarten program or its equivalent. A child may also be admitted to first grade under the legal age and/or without having completed 5-year-old kindergarten if he/she has met the conditions and standards for early admission or exemption from kindergarten outlined in District procedures.

If a child's request for admission to 4 and 5-year-old kindergarten or first grade is denied, the child's parent or guardian may appeal the decision in writing to the Superintendent whose decision is final. The appeal must be made in writing to the Superintendent within 10 days of receipt of the principal's decision.

Special Educational Programs: Enrollment Age

Given the written request of a child's parent/guardian, a screening shall be provided to a child who has reached the age of three to determine if the child has a disability. If so, and if the parent/guardian consents in writing, a resident child with a disability shall be placed in an appropriate special education program.

LEGAL REF.: Sections 115.777 Wisconsin Statutes

115.782

118.14

120.12(25)

Adopted 2-15-79

Revised 8-17-98

Revised

ADMISSION OF NONRESIDENT STUDENTS (Other than Full-Time Public School Open Enrollment Students)

422

The public schools in the District are tuition free to all persons of school age who reside in the District and for those persons eligible under this policy and the full-time public school open enrollment policy. Other nonresident students may be admitted to District schools with the approval of the Board of Education and subject to the payment of tuition fees in accordance with state and federal law requirements. Written tuition agreements are required for these nonresident students and tuition is to be paid in advance, except when paid by another school district or municipality. Except as otherwise required by law, parents/guardians of a nonresident student shall be responsible for providing student transportation to and from the District school in which they are enrolled.

Nonresident students, in addition to full-time public school open enrollment students, shall be admitted to schools in the District on a tuition-free basis under the following conditions:

1. Any student who moved out of the District after July 1 and was a resident of the District on either the third Friday in September or the second Friday in January of the current school year, and was enrolled in the District for at least 20 school days during the current school year, shall be allowed to continue to attend school in the District for the current school year without payment of tuition.
2. Any student who gained 12th grade status while a resident of the District but who no longer resides in the District shall be allowed to continue to attend school in the District without payment of tuition.
3. Any student to whom all of the following apply shall be allowed to attend school in the District without payment of tuition: (a) the student was a resident of the District on the second Friday in January of the previous school year, (b) the student was enrolled in the District continuously from the second Friday in January of the previous school year to the end of the school term of the previous school year, (c) the student ceased to be a resident of the District after the first Monday in February of the previous school year, and (d) the student continues to be a Wisconsin resident. If a student's individualized education program (IEP), developed or revised, requires special education or related services that are not available in the District or there is no space available in the appropriate special education program, the District may transfer the student to his/her school district of residence. Decisions regarding special education and related services shall be made in accordance with state law and consistent with related provisions included in the District's full-time public school open enrollment policy. The District shall provide transportation to a nonresident student with a disability attending school in the District under this provision if it is required as part of his/her IEP.
4. Students from foreign countries who participate in approved foreign exchange programs (students with J-1 visas) shall be allowed to attend school in the District without payment of tuition. The District will not permit students with F-1 visas to attend school in the District without payment of tuition.

Non-immigrant alien students who receive an F-1 visa to come to the United States to attend a secondary public school shall be required to pay the full unsubsidized per capita cost of education as required by

federal law. Nonresident students from other Wisconsin public schools and nonresident home-schooled students shall be permitted to take individual courses in the District's schools as required by law and in accordance with Board policy.

Nothing in this policy shall prevent the District from denying the admission of a nonresident student during the term of his/her expulsion from another Wisconsin public school, out-of-state public school or independent charter school in Wisconsin, or from setting enrollment conditions that the expelled student must meet in order to be admitted, consistent with legal requirements.

Legal Ref.: Sections 118.13 Wisconsin Statutes
 118.51
 118.52
 118.53
 120.13(1)(f) and
 (h) 121.75-121.86
 Illegal Immigration Reform and Immigration Responsibility Act
 McKinney-Vento Homeless Education Assistance Act

ADMISSION OF FOREIGN EXCHANGE PROGRAM STUDENTS 422.1

The Frederic School District recognizes that having foreign exchange students in the high school student body benefits the students of this District since students who are the product of different cultures and standards help increase the acceptance and comprehension of diversity by students and the community at large. Therefore, the District shall allow foreign exchange students to attend school in the District in accordance with established guidelines.

The District shall waive tuition for foreign students attending school in the District as part of a recognized exchange program. Foreign students who are not part of a recognized exchange program may attend school in the District, however, tuition shall be charged.

At the time of his/her registration, a foreign exchange student may request to graduate with a District high school diploma. If a student does not make such a request, it shall be assumed by the District that the student will be attending school in the District on an audit basis (i.e., the student will not be earning credits toward a District high school diploma and will not be earning credits in the District for transfer to his/her home school to meet homeschool graduation requirements).

Foreign exchange students enrolled in the District on an audit basis are free to select courses without concern for the traditional required courses in the District. The District shall be released from the responsibility of selecting courses that would transfer to the student's home school. A copy of the student's transcript shall be sent to his/her home school as an indication of the quality of the student's experience in the District.

Foreign exchange students enrolled in the District on an audit basis who attend regularly and participate in classroom activities in an appropriate manner shall receive a certificate of attendance. A certificate of attendance is a document recognizing that the student has satisfactorily completed his/her cultural experience in a proper manner.

LEGAL REF.: Sections 118.33 Wisconsin Statutes
121.84(1)(c)

Adopted

This policy shall be administered in accordance with the state public school open enrollment laws and the administrative rules established by the Department of Public Instruction (DPI).

Subject to the exception that the School Board, each January, shall act upon any annual space availability determinations for purposes of nonresident open enrollment into the District, the Board authorizes the District Administrator, or any administrative-level designee of the District Administrator, to make all other decisions and determinations that are necessary or permitted in connection with any open enrollment application or any open enrollment student under this policy and under any related Board-approved rule. However, this delegation of authority shall not be construed to prohibit the District Administrator from bringing any such decision or determination to the Board as he/she deems necessary or prudent.

Nonresident Open Enrollment Students

A nonresident student may apply for full-time enrollment in a public school in the District under the open enrollment program. Applications may be completed and submitted using DPI's online system or by completing the DPIs' paper application form and submitting the paper application to the Office of the District Administrator. Upon receipt of any paper copy of a nonresident student's application to attend a school or program in the District, office staff shall affix a date stamp (or a written and initialed date) to the application and forward the application to the District Administrator or his/her designee for review and processing.

The District shall consider and apply the following criteria when deciding whether or not to accept (or, in some situations, revoke acceptance of) a nonresident student's application for full time open enrollment:

1. Space Availability and Waiting Lists.

The District shall consider the availability of space in the schools, programs, classes or grades within the District. When determining space availability, consideration may be given to desired class size limits, desired student-teacher ratios, overall building capacity, future enrollment projections, the projected number of sections of particular grades or courses, desired program-size limitations, and known or projected limitations on available staffing and other resources. Based upon a review of the relevant considerations, the Board may annually establish, at a Board meeting held in January, space limitations applicable to nonresident open enrollment.

At a minimum, any annual determination of space availability shall involve at least a declaration of the District-wide number of nonresident open enrollment applications that

the District intends to accept in conjunction with the subsequent regular application period, broken down (1) by grade (although two or more grades may be combined and treated as a single grade); and (2) by any established special education program or service that has identifiable space limitations. However, in any year in which the Board establishes a space limitation in any grade/program/service, the Board's determination of space availability may also indicate, at the Board's discretion in light of its assessment of the relevant factors, that no space limitations are needed in certain other grades/programs/services.

If the Board has taken action in January to limit the number of spaces that will be available in any grade(s), programs(s), or service(s) for applications that are submitted during the regular application period (i.e., for enrollment in the following school year), then the District's consideration of nonresident alternative applications for open enrollment shall be limited as provided under DPI's administrative rules. Further, the District shall deny any alternative applications for a particular grade or program for the current school year that are received between the 3rd Friday in September through the date of the Board meeting in January where space availability for open enrollment is again considered if, due to space considerations, the District did not approve all otherwise-eligible regular-period application(s) for that particular grade or program for the same school year.

The Method of Random Selection Used to Determine which Applications Will Be Approved When there Are More Applications than Available Spaces.

If the District receives more student applications during the regular application period for full-time enrollment than there are spaces available, the District shall determine which students to accept on a random basis, subject to the following exceptions and preferences:

- A. a. The District grants a guarantee of approval under the space availability criteria to the following applicants during the regular application period:
 - a. Students who are currently enrolled in and attending school in the District (excluding part-time attendance by a student who is enrolled in another public school district, a private school, a tribal school or home-based private educational program).
 - b. The siblings of any student who is currently attending school in the District (excluding part-time attendance by a student who is enrolled in

another public school district, a private school, a tribal school or home-based private educational program).

- B. As individual applications are selected and considered within the random selection process, the District grants preferential consideration to certain sibling-applicants as required by DPI rule. Specifically, if the District determines during the random selection process that there is space available to accept the individual student whose application is under immediate consideration, then the District shall give immediate consideration to the application(s) of any remaining sibling-applicants in the same family who applied for open enrollment at the same time. The application of any sibling who is entitled to preferential consideration under this paragraph shall be denied if there is no remaining space in such sibling's grade and/or in any special education program or service that may be required for the sibling. A further description of the local random selection process can be found in the procedural Rule adopted to accompany this policy.

Waiting Lists for Acceptance of Open Enrollment Applications into the District.

- A. The District creates and administers waiting lists for applications received during the regular application period that are initially denied due to space limitations.
- B. The District does not administer waiting lists for current-year open enrollment applications submitted by nonresident students under the alternative application procedure.
- C. The District does not create or administer waiting lists for the assignment of accepted open enrollment applicants to specific schools/programs for which the applicant has expressed a preference.

A further description of the District's waiting list procedures can be found in the procedural Rule adopted to accompany this policy.

2. Students with Disabilities

If the special education or related services required for a student with a disability are not available in the District or if there is no space available in the relevant program/service(s), then the application shall be denied.

In any instance where an application is submitted by a student with a disability but there is no current IEP available for the student, the District will use the procedures defined in DPI's administrative rules to determine whether the District has the appropriate special education program or space.

If a nonresident student receives his/her initial individualized education program (IEP) while attending the District under open enrollment, or if a nonresident student's IEP changes after the student begins attending school in the District, or if the District has approved an application for a student without an IEP and it is subsequently determined that the student is a child with a disability for whom there is either a record of a previous special education evaluation or a prior IEP based upon such evaluation, then the student may be returned to his/her resident district if the District determines either that the special education or related services required for the student are not available in the District or that there is no space available.

3. Students Referred for a Special Education Evaluation.

An open enrollment application shall be denied if the nonresident student has been referred or identified as having a possible disability but has not yet been evaluated by an IEP team in the resident district. To the extent permitted by DPI, and assuming other acceptance criteria are and continue to be met, such a student's parent or guardian may request that the District reconsider a denial under this criteria if the IEP (or a finding of no disability) is forwarded to and reviewed by the District *prior to the close of the period during which the District would normally continue to process and accept applications from any waiting lists* and if the District concludes that such reconsideration would not be prejudicial to any other applicant.

4. Discipline-Related Criteria.

- a. The term of an applicant's expulsion overlaps with the proposed period of open enrollment. Consistent with state law authority, the District may deny the application and prohibit the enrollment of any student whose term of expulsion (for any lawful reason and regardless of when the expulsion occurs) from any public school, independent charter school in Wisconsin, or out-of-state public school overlaps with the proposed period of open enrollment.

Such an applicant will be denied unless the District determines, upon the timely request of the parent or guardian who submitted the application, that there is clear and convincing information showing that if the applicant were to have engaged in the same conduct while attending school in the District, that the student almost certainly would have either (1) not been subject to any expulsion proceedings or to any participation in a deferral-type program, or (2) already fully completed the term of any expulsion and been permitted to return to school unconditionally prior to the first date of his/her proposed attendance in the District.

- b. The term of an applicant's recent expulsion from school does not overlap with the proposed period of open enrollment. The District may deny an application for full-time open enrollment in the District if a review of the student's disciplinary records indicates that the student-applicant has been expelled by any Wisconsin school district at any time during the current school year or preceding two school years for conduct falling in any of the four specific categories listed in the open enrollment statutes.

Such an applicant will be denied unless the District determines, upon the timely request of the parent or guardian who submitted the application, that there is clear and convincing information showing that if the applicant were to have engaged in the same conduct while attending school in the District, that the student almost certainly would have either (1) not been subject to any expulsion proceedings or to any participation in a deferral-type program, or (2) already fully completed the term of any expulsion and been permitted to return to school unconditionally prior to the first date of his/her proposed attendance in the District.

- c. Disciplinary matters that are pending or that become pending while the application is under consideration. Subject to the limited exception defined in paragraph 4-e, below, if any disciplinary proceeding involving alleged conduct falling in any of the four specific categories listed in the open enrollment statutes is pending at the time the District notifies the student of his/her application status, the District shall deny the application.

- d. Applicants must continue to meet discipline-related approval criteria after initial acceptance. The District shall revoke the prior acceptance of an open enrollment application if the District determines that the student is, in fact, subject to a current expulsion order that would have disqualified the student's application under paragraph 4a, above. In addition, subject to the limited exception defined in paragraph 4-e, below, the District shall revoke the prior acceptance of an open enrollment application if, at any time prior to the beginning of the school year in which the student will first attend school in the District, the District determines that the student either has been expelled or become subject to a pending disciplinary proceeding, as described in either paragraph 4-b or paragraph 4-c of this policy, above.

- e. Limited Exception. In situations where a student's application was denied (including as a result of the revocation of an initial acceptance) due to a pending disciplinary matter, the District, upon the written request of the student's parent or guardian, will reconsider the status of the student's application if both of the

following conditions are satisfied: (1) *prior to the close of the period during which the District would normally continue to process and accept applications from any waiting lists*, the District is able to determine that the prior pending disciplinary matter has been concluded in favor of the student; and (2) the District concludes that considering possible acceptance of the application would not be prejudicial to any other applicant.

5. “Best Interests” Determinations under the Alternative Open Enrollment Application Criteria and Procedures.

If a parent or guardian applies for open enrollment under the alternative open enrollment application criteria and procedures and relies on the “best interests of the student” criteria, the District shall review the information and rationale provided by the parent(s) or guardian(s) and make a determination as to whether the District agrees with the parent(s) or guardian(s) that attending school in the District pursuant to the application is in the student’s best interests. If the District determines that attendance would not be in the student’s best interests, the application shall be denied on that basis.

A full-time open enrollment application can also be denied if the nonresident student is ineligible for open enrollment under state law (e.g., the student does not meet the age requirements for school attendance or for early admission, the resident district does not have a 4-year-old kindergarten program as offered by the District, etc.) or the application is determined to be invalid (e.g., the application is incomplete, untimely, or in excess of the number of allowable applications).

Assignment of Accepted Applicants to a School/Program.

The District shall assign nonresident students accepted for full-time open enrollment to a school or program. Any preferences identified by the applicant cannot be guaranteed. In making such assignments, the District may give preference in attendance at a particular school or program to residents of the District. Any admission requirements and pre-requisites for attendance in any specialized school or program that apply to resident students also apply to nonresident students. In addition, any nonresident open enrollment student must meet the in-person/physical attendance requirements established by law.

Requests for Early Admission to Kindergarten.

The District *does not* evaluate a nonresident open enrollment applicant for possible early admission to 4-year-old kindergarten.

In connection with the regular application period, the District does not evaluate a nonresident open enrollment applicant for early admission to 5-year-old kindergarten prior to issuing initial notice of acceptance/denial and establishing an initial grade and school placement.

Reapplication.

Once a nonresident student is accepted for full-time open enrollment in the District and begins attending school in the District, no re-application is required in order for the student to maintain continuous open enrollment.

Transportation.

Student transportation and the costs thereof shall be the responsibility of the nonresident student's parent(s) or guardian(s), subject to the following exceptions:

1. Low income parents and guardians may apply to the DPI for reimbursement of costs of transportation in accordance with DPI's procedures.
2. The District shall provide transportation for a nonresident open enrollment student with a disability who is attending school in the District if it is required in the student's IEP or otherwise required by law.
3. Upon request of the student's parent or guardian, the District shall provide transportation to nonresident full-time open enrollment students without charging any fee if there is room available on a bus on a regular route and the student is picked up or dropped off at a bus stop on the established route, except that if the bus stop on the established route is located within the boundaries of the student's resident school district, the resident school district must also approve the transportation arrangement.

Rights and Privileges. To the extent required by state law, nonresident open enrollment students attending school in the District shall have all of the rights and privileges of similarly-situated resident students and shall be subject to the same rules and regulations as resident students. An open enrollment student's eligibility to participate in interscholastic athletic activities is subject to the rules and regulations of the Wisconsin Interscholastic Athletic Association (WIAA).

Resident Open Enrollment Students

Resident students may apply for full-time open enrollment in another public school district in accordance with state law. An application may be denied if the resident student is ineligible for open enrollment under state law (e.g., the student does not meet the age requirements for school attendance or for early admission, the District does not have the same program offered by the

nonresident district, etc.) or the application is determined to be invalid (e.g., the application is incomplete, untimely, or in excess of the number of allowable applications).

If the student has applied for open enrollment under the alternative open enrollment application criteria and procedures authorized by law, the District shall deny the student's open enrollment if the District determines that none of the criteria relied on by the student to submit the application apply to the student. However, prior to denying an alternative application on the basis that the parent or guardian did not provide enough information to allow the District to assess whether the student has been the victim of repeated bullying or whether open enrollment would be in the best interests of the student, the District shall offer the parent or guardian an opportunity to provide additional information.

Transportation. The parent(s) or guardian(s) of a resident open enrollment student shall be responsible for student transportation, except as otherwise provided by law. Requests from other school districts to provide optional transportation to resident open enrollment students to/from locations within the boundaries of the District shall be denied.

Appeals of Open Enrollment Decisions

The student's parent(s) or guardian(s) may appeal a District decision regarding full-time open enrollment to the DPI by following the deadlines and other procedures established by the DPI, except as otherwise specifically provided under state law or under DPI rules.

Legal References: Wisconsin Statutes Section 115.787

118.16(1)(a)

118.51

120.13(1)(f)

120.13(1)(h)

121.54(3)

121.54(10)

121.545(1)

121.55

121.555

Wisconsin Administrative Code PI 36

1. If there is sufficient space available in the relevant grades/programs/services to approve all of the timely open enrollment applications that the District has received during the regular application period, regardless of whether some of the applications may be denied due to the application of other District acceptance/denial criteria, the random process identified in this section will not be used and no grade-based or program-based waiting lists will be created or maintained.
2. If there are more regular-period applications than spaces available for a particular grade or special education program/service, then the following selection procedure shall be used:
 - a. Unless the District determines that the application will be denied under some other applicable criteria (i.e., other than space availability), the District will accept the applications of all students who are guaranteed space under Board policy. Eligible currently-attending students (who, by DPI rule, are to be included in the count of occupied spaces in the Board's space availability designations) will be accepted without reducing the number of spaces that have been designated as available for open enrollment. Eligible siblings of currently-attending students will be accepted and reduce the number of spaces that were designated as available for open enrollment.
 - b. All remaining timely applications (i.e., all applications not guaranteed space under District policy), regardless of grade-level and even if the application is potentially subject to denial under other applicable acceptance/denial criteria, will be subject to a random selection process with respect to space availability. As the first step in that process, and in the presence of at least two staff members, a random order of consideration will be established using the following method. Each application will be assigned a number, and the numbers will be randomly drawn/selected (e.g., using a lottery-type system). The applications will be listed by student name/number in the order in which they are randomly selected, with the firstselected number being the first-considered application and last-selected number being the last-considered application.
 - c. A student who is a child with a disability shall be included in the random selection that determines the District-wide order of consideration of remaining applications to assign available spaces by grade prior to consideration of the availability of and space within the special education required by the student's individualized education program (IEP).

- d. If, after approving the applications of all students who are guaranteed approval there is no grade-based space left in the District (i.e., all grades are full), then all remaining applications shall be placed on grade-based waiting lists, retaining the order of consideration established above (but within the applicable grade-based list). Applications denied for any additional reason (i.e., at least one reason in addition to a lack of available space) will be removed from the waiting lists before applicants are notified of their position on any waiting list. The grade-based waiting lists will thereafter be administered as described below.
- e. If, after approving the applications of all students who are guaranteed approval there is remaining space available in one or more grade(s), the District will proceed to consider each of the applications in the order established through the random process described above.
 - i. As each application is considered, and if no other basis exists for denying the application, the application will either be assigned to an available space and accepted or placed upon the appropriate waiting list(s) and denied.
 - ii. As any such application is assigned to an available space and accepted (i.e., there is a space available for the applicant), the District shall give immediate consideration to the application(s) of any remaining sibling-applicants in the same family who applied for open enrollment at the same time. The application of any sibling who is entitled to such preferential consideration shall be denied and immediately placed on the applicable waiting list(s) if there is no remaining space in such sibling's grade and/or in any special education program or service that may be required for the sibling.
- f. Before finalizing the assignment of space, the list of applications that will be accepted, and the initial waiting lists, the District will consider whether any application that has tentatively been assigned to any space or placed on any waiting list is subject to denial due to the application of any criteria other than a lack of grade-based or special education space. If so, then:
 - i. Any such application that has tentatively been assigned to an available space will be denied for the separate reason(s), and the space tentatively assigned to the application will be assigned to an applicant who is listed first on the applicable waiting list; and

- ii. Any such application that was tentatively placed on a waiting list shall be denied for both the space availability reasons and for the separate reasons(s) and removed from the waiting list before applicants are notified of their position on the waiting lists.
- g. Students with Disabilities Whose Applications Are Potentially Subject to Both Regular Education and Special Education Space Availability Restrictions. For any student with a disability whose application would be accepted but for a space limitation in the student's grade (regular education space) and/or in a necessary program/service (special education space), as such a student's name is reached in the random selection process or in the administration of the waiting lists, the District will hold any general education space or special education space to which the student can be assigned until the student's name is reached on the other applicable list. The purpose of placing this hold is to ensure that such a student with a disability is not disadvantaged as they wait for a space to potentially open on the other waiting list (i.e., either the general education or special education waiting list, as applicable). These holds will be maintained until the last day that the District administers its open enrollment waiting lists, at which point the hold shall be released and the space that had been held may be assigned to another student.
- h. Exception When Space Limitations Exist only in Special Education. If there is sufficient space available, by grade, to accommodate all of the timely applications received during the regular application period, but space limitations exist in one or more special education areas, the random process described above may be limited to special education and to the creation of special education waiting lists.

Administration of Open Enrollment Waiting Lists

1. As any spaces become available, applications that have not been denied for any reason other than lack of space will be accepted from the waiting list(s). The District may accept students from a waiting list starting on the second Monday in June and ending on the third Thursday in September, but only if the student will be in attendance at a school or program in the District on the third Friday in September.
2. Parents and guardians will be notified in writing if a space becomes available, including notification of the school or program to which the student has been assigned and the procedures and date by which the parent or guardian must notify the District if the student will attend school in the District. Verbal notice may be provided to the parent or

guardian who submitted the application, but verbal notice will be confirmed through a written communication.

- a. If the District notifies a parent or guardian of acceptance on or after 10 days prior to the last Friday in June, the parent or guardian shall have 10 calendar days to respond to the placement offer provided the student is also in attendance by the third Friday in September; otherwise, the parent or guardian must respond to the notice no later than the last Friday in June.
 - b. If the parent or guardian does not respond in the allotted time, the student's application will be placed at the end of the waiting list and the space will be offered to the next student on the waiting list.
3. For any applicant who is a student with a disability who has been assigned to both a grade based waiting list and a special education waiting list, if the student is selected from one such list but not from the other(s), the District will hold the space which became available for the student on a list until either a space on the other waiting list(s) becomes available for the student (at which point the student will be notified that he/she may attend school in the district) or the District reaches the end of the period for which it maintains waiting lists (at which point the space that has been held for the student shall be assigned to the next applicant, if any, on the applicable waiting list).
4. To simplify the administration of the waiting lists, the District may contact the parent or guardian who submitted the application to determine whether they wish to voluntarily be removed from the waiting list(s). If the parent or guardian indicates that they would like to be removed, the District will provide written confirmation of the decision/action to the parent or guardian.

Termination of Open Enrollment Due to Habitual Truancy

The school district's open enrollment policy provides for the possible termination of a student's open enrollment due to habitual truancy pursuant to section 118.51(11) of the state statutes and sections PI 36.04(6) and PI 36.09(2) of the DPI's administrative rules.]

The Board's open enrollment policy provides that if the District determines that a nonresident student attending school in the District under the open enrollment program is habitually truant from school during either semester in a given school year, the District may prohibit the student

from continuing to attend school in the District as an open enrollment student in the succeeding semester or school year. The following provisions apply to such situations:

1. Definitions For purposes of terminating a student's open enrollment due to habitual truancy:
 - a. **"Excused absences"** from school as defined within the School Board "Student Attendance Procedure" Policy 431 and rule 431.
 - b. **"Unexcused absences"** from school as defined within the School Board "Student Attendance procedure" Policy 431 and Rule 431.
 - c. **"Truancy"** subject to an allowance for tardiness that does not constitute an instance of truancy under the District's student attendance procedures, means any absence of part or all of one or more days from school during which the designated school attendance officer or building principal has not been properly notified of a cause of the absence such that the absence is properly deemed by the District to be an excused absence. Pursuant to state law, truancy also includes instances of intermittent attendance carried on for the purpose of defeating the state's compulsory school attendance statute.
 - d. **"Habitual truancy"** occurs when a student accumulates 5 or more instances of truancy from school, for all or part of any school day, in any school semester.
 - e. **"Tardiness"** is defined to be when a student reports to class before 8:30 AM. Tardiness constitutes an instance of truancy when a student accumulates 15 tardies.
 - f. **"Part of a school"** day means any portion of a day on which school is held, from the start until the end of the instructional day for the student, except for (1) a class period during which a high school student, who has no scheduled class, has received District permission to leave school premises; (2) portions of the school day for which a student has been granted a program or curriculum modification and is not required to be at school or participating in an approved educational activity; or (3) any instance of tardiness that does not constitute an instance of truancy.
2. Criteria for Terminating Open Enrollment Due to Habitual Truancy

The District will not terminate a student's open enrollment due to habitual truancy until the student's attendance record reflects 10 separate instances of truancy on different

school days in any semester. In addition, once a student accumulates 15 unexcused tardies and truancy is filed a student's open enrollment may be terminated in connection with the student's habitual tardiness.

3. Notices Related to the Possible Termination of Open Enrollment Due to Habitual Truancy

- a. DPI's administrative rules provide a series of steps for the District to follow in connection with informing open enrollment students and their parents and guardians of the possibility that habitual truancy from school will lead to termination of the student's open enrollment. Accordingly, in cooperation with the District's school attendance officer(s), each building principal shall be responsible for implementing procedures to provide the appropriate notices to students and parents and guardians upon each student's initial open enrollment and in conjunction with any specific instances of truancy as defined in Wisconsin Administrative Code PI 36.09(2).
- b. Although a previous procedural error in connection with providing truancy-related notices to an open enrollment student or to a student's parent or guardian does not deprive the District of the ability to terminate the student's open enrollment, under no circumstances shall any student have their open enrollment terminated due to habitual truancy unless the District has clear documentation that (1) the parent or guardian or student knew or should have known that the student's open enrollment could be terminated for habitual truancy; and (2) the student had at least one notice and opportunity to correct the truant behavior before being found to be habitually truant or before terminating the open enrollment.

4. Challenges to the Accuracy of a Student's Attendance Record

- a. If an open enrollment student or his/her parent or guardian believes that the student's attendance record incorrectly shows one or more unexcused absences (i.e., trancies), the student or parent or guardian should make every reasonable effort to contact the building principal or the school's designated attendance officer as soon as practical after receiving initial notice of the District's designation of the absence(s) as unexcused. Although a concern with the accuracy of the student's attendance record may be raised through the point that the District informs the student and parent or guardian of its intent to terminate the student's open enrollment, delays in addressing concerns with the record of specific

absences can be disadvantageous to a student's or parent's or guardian's ability to demonstrate an error.

- b. Upon contacting the principal or attendance officer, the student or parent or guardian shall clearly identify the alleged error in the student's attendance record.
- c. The principal or school attendance officer will provide an opportunity for the student or his/her parent or guardian to present their challenge to the attendance record, and then make a determination as to whether the attendance record shall be changed. Failure to follow timelines in the District's procedures for notifying the school of the reason for an absence, without good cause for the delay, shall not compel the District to recharacterize an unexcused absence as excused.
- d. If the parent or guardian (or an adult student) wishes to appeal the school's initial response to a challenge to a student's attendance record, the appeal shall be treated as a request for a hearing seeking an amendment of the student's education record pursuant to the District's student records policies and procedure.

PARTICIPATION OF NON-PUBLIC SCHOOL STUDENTS IN DISTRICT COURSES AND COURSES/PROGRAMS

Non-public school students (private school and home-based private educational program students) may participate in public school courses and programs in the Frederic School District as follows:

1. A private school student may take up to two high school courses per semester provided the following conditions are met: (a) the student meets the District’s high school admission requirements; (b) the student resides in the District; and (c) there is sufficient space in the classroom.
2. A home-based private educational program student, whether he/she resides in the District or not, may take up to two courses during a semester at any public school in the District provided the following conditions are met: (a) the student has met the standards for admission at that grade level as required by law and as established by the Superintendent or designee; (b) there is sufficient space in the classroom; and (c) the student is taking no more than two courses in any public school in the state during any semester.
3. A non-public school student who resides in the District may participate in District educational programs or services when specifically required by law. For example, summer school programs and programs for students with disabilities.

Non-public school students attending any course pursuant to this policy are generally subject to the same course requirements, attendance policies, and behavior expectations as are applicable to the District’s public school students. Similarly, to the extent permitted by law, non-public school students will be required to meet the same mandatory prerequisites or alternative demonstrations of competency that apply to public school students seeking to take a particular course.

Non-public school students participating in public school courses and programs under this policy shall be responsible for their own transportation to and from the public school, except as otherwise required by law.

LEGAL REF.: Sections 118.04 Wisconsin Statutes

118.13

118.145(4)

118.53

Individuals with Disabilities Education Act

ADMISSION OF PERSONS OVER THE AGE OF 21

425

Admission of students 21 years or older will be limited to District residents and guided by policies and procedures as set forth by the Board. These students will be considered for admission when, in the judgment of the Board, curriculum/program space is available, and the student will not interfere with students of school age.

LEGAL REF.: 118.14(2) WSS

The Board of Education believes attendance is a key factor in student achievement and that students must be in regular school attendance in order to successfully achieve the goal of high school graduation. If a student is not in regular school attendance, his/her performance lags, he/she loses interest and tends to fall behind. The home and the school should take responsibility to assist young people to develop good habits of school attendance.

In accordance with state law, all children between the ages of 6 and 18 years of age, and all children enrolled in 5-year-old kindergarten in the District, must attend school fulltime until the end of the term, quarter, or semester in which they become 18 years of age, unless they are excused from school attendance for any of the following reasons or have graduated from high school:

1. Prior Parent-Excused Absences: A student excused in writing by his/her parent/guardian prior to an absence is excused from school attendance. A student may be excused by the parent/guardian under this provision for not more than 10 school days in the school year. Students so excused are responsible for making up work missed during the absence. It is the student's responsibility to make arrangements with their classroom teacher(s) to complete any assignments or examinations that are or will be missed during the absence. Absences falling into this absence category include discretionary absences known in advance such as family vacations/travel, deer hunting, court appearances, and driver's license examinations.
2. Other Excused Absences of a Temporary Nature
 - a. Illness, where the student is temporarily not in proper physical or mental condition to attend school. The building principal may require a written statement from a health care provider to be submitted as proof of the student's condition for student absences due to illness that are 3 school days or more in length. Such excuse shall state the period of time for which it is valid, and shall not exceed 30 days
 - b. Dental and medical appointments (although the District strongly encourages parents/guardians to make every effort to schedule the appointments during non-school hours);
 - c. Religious holidays and observances;
 - d. Extreme weather conditions;
 - e. Death of a family member;
 - f. Student absences ordered by the building principal such as suspensions from school;
 - g. Visiting a parent/guardian who is on active military duty and has been called to duty for or is on leave from deployment to a combat zone or combat support posting, or has returned from deployment to a combat zone or combat support posting within the past 30 days;
 - h. Serving as an Election Official – Students may be excused to serve as an election official provided they have at least a 3.0 grade point average or the equivalent and have the permission of their parent(s)/guardian and the building principal;
 - i. Sounding Taps – A student in grades 6 to 12 may be excused for the purpose of sounding "Taps" during a military honors funeral for a deceased veteran; and
 - j. Emergency situations approved by the building principal.

Parents/guardians are required to notify the school of an absence prior to or on the day of the absence. Excused absences other than a suspension from school require written approval of the student's parent/guardian. All students with excused absences will be given the opportunity to make up class work

missed during the absence, including tests and examinations. It is the student's responsibility to contact the teacher(s) to make arrangements for making up the work missed during an absence from school.

As indicated above, absence from school during a period of suspension will be considered an excused absence for purposes of this policy. Students serving a suspension will be permitted to make up class work and examinations missed during their suspension from school under the same conditions as other excused absences.

Students who are participating, with District approval, in extracurricular activities, athletics, and other District-sponsored programs or events during any portion of an instructional day (e.g., trips sponsored by the school) are not considered absent from school, but teachers shall treat their absence from class as excused with the right to make up work to the same extent permitted in connection with excused absences from school.

3. Program or Curriculum Modifications A student may be excused from regular school attendance pursuant to a program or curriculum modification, as further defined under state law, that has been requested by the student's parent/guardian and approved by the Superintendent or his/her designee. Program or curriculum modifications shall be requested in writing. The administrative decision in response to the request shall likewise be provided in writing. If a student, or his/her parent/guardian, is not satisfied with the decision made by the Superintendent or his/her designee, he/she may ask the Board to review and act on the request. The Board shall render its determination upon review in writing, if the student's parent/guardian so requests.
4. Participation in a Board-Approved Alternative Program A student who is 16 years of age or older may be excused from regular school attendance to attend an alternative educational program leading to high school graduation or a high school equivalency diploma in accordance with state law provisions.
5. High School Students Who Are No Longer Subject to Compulsory Attendance. For any student who is 18 years of age or older and no longer subject to compulsory attendance and truancy referral, the student will still be held to the distinctions between excused and unexcused absences. In addition, by state law, the District may not grant a high school diploma to any student unless, during the high school grades, the student has been enrolled in a class or has participated in a Board-approved activity during each class period of each school day, or the student has been enrolled in an alternative education program.

Students who are absent from school without an acceptable excuse as authorized above will be considered truant and shall be dealt with in accordance with state law and established District procedures. Students with unexcused absences (truant students) will be permitted to make up tests and examinations that were missed during the unexcused absence period provided that that test/examination can be completed independently and by a reasonable deadline that is established by the teacher. Such students will also be permitted to make up assignments missed during their truancy to the extent such assignments can be completed independently and were not integrated with an in-school or group-based activity that the student missed while truant. Truant students may receive less than full credit for make-up assignments and make-up tests/exams. Teachers shall be expected to apply the same standard for making up missed classroom assignments to all truant students on a fair and consistent basis. The District shall not deny student credit in a course or subject solely because of a student's unexcused absences.

The building principal or the principal's agent at each of the District's schools shall deal with all matters relating to school attendance and truancy.

The Superintendent and building principals shall establish necessary procedures to encourage regular student attendance, to identify excused and unexcused absences, and to determine appropriate action to respond to and serve as a deterrent to truancy. These procedures shall be in line with recommendations of the county truancy committee(s), the District's truancy plan, and state law requirements.

Teachers, students, and parents and guardians shall be informed of the District's student attendance policy and procedures annually via school handbooks or other means necessary to provide proper notice of student attendance-related responsibilities.

LEGAL REF.: Sections 115.28(51) Wisconsin Statutes

118.125(2)(cg) and (ch)

118.15

118.16

118.162

118.163

118.18

118.51(11)

948.45

Adopted 6-15-89

Revised 8-17-98

1. Responsibilities for Student Attendance

- a. Parent/ Guardian Responsibilities For all student partial-day or full-day absences from school (except for absences resulting from a period of a school-imposed suspension), the student's parent/guardian is:
 - i. Expected to call the school on the day that their child is absent by the time established at each school to explain the reason for the absence, except that no such call is necessary for any absence(s) that the parent/guardian arranged and that the school excused in advance. Failure to call the school by the designated time will result in a telephone call to the parent(s)/guardian at their home or place of employment in an effort to ensure the safety of the student.
 - ii. Required to submit a written communication to the school office identifying the date(s) the student will be (or was) absent from school and the reason(s) for the absence. This written notification must be provided:
 1. Prior to the absence for all parent-excused absences, as identified in the Board's attendance policy; or
 2. Either prior to or immediately following the absence for all school-excused absences, but always within two school days following the student's return to school from the absence in order for the absence to be considered excused, except when a different time period has been approved by the building principal.

Adult students (students 18 years of age or older) may carry out these responsibilities in lieu of their parents/guardians.

2. Student Responsibilities

- a. During the entirety of the scheduled school day for students, students are required to attend all of their classes, study halls, lunch periods, and other school-approved activities on time, unless either they are absent from school for an excused (or excusable) reason or some other school-approved or school-directed exception applies. Failing to attend all or a portion of a scheduled class, lunch period, or other activity (e.g., skipping class) without an appropriate excuse or school approval subjects a student to appropriate consequences as both an attendance matter and as a violation of school rules.
- b. Other than at the regular student arrival and departure times for the day in question, students are required to check in and check out at the school office whenever they arrive at, leave from, or return to school during the scheduled school day for students.
- c. Students are expected to make up class work and any examinations missed during an absence to the extent permitted by Board policy and as directed by their classroom teacher(s). Make-up work related to excused absences is handled differently from work related to unexcused absences.

3. Teacher Responsibilities

- a. Teachers are required to emphasize the importance and necessity of good attendance. Classroom procedures and grading requirements will be developed which reflect the effect class attendance and participation have on student progress. Building principals shall request these class grading procedures from each teacher at the beginning of each school year.
- b. Teachers shall allow students to make up class work and examinations missed during an excused or unexcused absence in accordance with Board policy, and shall not deny credit

in a course solely because of the student's unexcused absences. Teachers are permitted to establish reasonable deadlines for the completion of make-up work.

- c. Teachers are required by law to take daily attendance in their classes and to maintain a record of student absences.
4. School Attendance Officer Responsibilities School attendance officers have responsibility for all matters relating to school attendance and truancy and have all of the powers and duties specified in state law. For example, each school attendance officer shall:
- a. Determine daily which students enrolled in the school are absent from school and whether that absence is excused in accordance with Board policy.
 - b. Receive, review and act on requests for and notifications of pre-planned, parentexcused absences.
 - c. Receive and, after consulting with appropriate school personnel to determine the District's response, respond in writing to requests from students or their parents/guardians for program or curriculum modifications.
 - d. Upon the request of a teacher, assist teachers and students with excused or unexcused absences in formulating a plan for the completion of make-up work. The attendance officer may also assign students with unexcused absences to a period of detention or a supervised directed study program for the purpose of making up class work and tests/examinations missed during an unexcused absence.
 - e. In the event of a challenge to or possible error in a student's attendance records, evaluate the totality of circumstances and determine whether a student's official attendance records should ultimately reflect that the student was attending, tardy, or absent with or without an acceptable excuse. The reason for any discretionary changes to a student's existing official attendance record shall be sufficiently documented.
 - f. Annually, on or before June 15, determine how many students enrolled in each school in the District were absent in the previous year and whether the absences were excused. This information will be submitted to the Superintendent, who shall notify the state superintendent of public instruction of the determination as required by law.
 - g. (May) In cooperation with the Superintendent, visit any place of employment in the District to ascertain whether any minors are employed there contrary to state law.
 - h. Notify the parent/guardian of a student who has been truant of the student's truancy and direct the parent/guardian to return the student to school no later than the next day on which school is in session or to provide an excuse. Subject to Section B of these procedures regarding tardiness, "truancy" means any absence of part or all of one or more school days during which the school attendance officer or teacher has not been notified of the legal and excusable cause of such absence by the parent/guardian of the absent student, and also means intermittent attendance carried on for the purpose of defeating the intent of the compulsory attendance law. The notice under this paragraph must be given before the end of the second school day after receiving a report of an unexcused absence. The attendance officer or designee shall first attempt to notify the parent/guardian by personal contact or telephone call, keeping a written record of the contact or attempted contact. In the event that contact cannot be established in person or by telephone, the notice shall be sent by mail.
 - i. Notify the parent/guardian of a student who is a habitual truant by registered or certified mail when the student initially becomes a habitual truant. Subject to Section B of these procedures regarding tardiness, "habitual truant" means a student who is absent from school without an acceptable excuse for part or all of five or more days on which school is held during a semester. The notice shall include the following:

- i. A statement of the parent's/guardian's responsibility under state law to cause the student to attend school regularly.
 - ii. A statement that the parent/guardian or student may request program or curriculum modifications for the student and that the student may be eligible for enrollment in a program for children at risk.
 - iii. A request that the parent/guardian meet with appropriate school personnel to discuss the student's truancy. The notice must include the name of the school personnel with whom the parent/guardian should meet; a date, time and place for the meeting; and the name, address and telephone number of a person to contact to arrange a different date, time or place. The date for the meeting must be within five (5) school days after the date that the habitual truancy notice has been sent to the student's parent/guardian. However, with the consent of the student's parent/guardian, the date for the meeting may be extended for an additional five (5) school days.
 - iv. A statement of the penalties that may be imposed under state law on the parent/guardian if he/she fails to cause the student to attend school regularly.
 - j. After a notice of habitual truancy has been issued to the student's parent/guardian in any school year, notify the parent/guardian of any further unexcused absences as provided in the District's truancy plan.
5. Tardiness as It Relates to Absences and Truancy The District recognizes that a student, without an acceptable excuse, may arrive late for school or for a particular class or activity on an occasional and sporadic basis, and that such tardiness should not immediately and in all cases result in a finding of truancy. At the same time, repeated tardiness is inconsistent with the purpose of the compulsory attendance law and can be disruptive to a student's learning and/or to school/classroom operations. Accordingly, if a student accumulates more than three (3) tardy notations in his/her attendance record during a school semester the student will be referred to the school attendance officer or his/her designee, who will attempt to meet with the student and/or the student's parent/guardian to evaluate the reasons for the tardiness, to consider any available strategies the parent/student can use to avoid future tardiness, and to establish progressive consequences. Accordingly, any student who accumulates multiple tardy notations in his/her attendance record during the school semester, the student should be referred to the school attendance officer or a designee, who will attempt to meet with the student and/or the student's parent/guardian to evaluate the reasons for the tardiness, to consider any available strategies the parent/student can use to avoid future tardiness, and to establish progressive consequences.

Tardy students who initially arrive at school after the normal arrival time for students on the day in question shall check in at the school office before proceeding to their classroom or other assigned location.

A student who arrives at school late because the student's school-provided transportation arrived late shall not be considered tardy and the student's non-attendance in the relevant class/activity shall be deemed excused in all respects.

6. Administrative Review of Student Absences
- a. Excused Absences. When a student has had a total of 10 or more excused absences during a school year, an administrative review of the case may be conducted and will consider the following:
 - i. Parent input – in person or by phone

- ii. School input – consideration of any academic, social or emotional problems or issues that a student may be dealing with that may be affecting the student’s attendance at school
- iii. Medical input – nurse or physician

If necessary, an attendance notification letter will be sent to the student’s parent/guardian and/or a parent conference will be requested to discuss the following options:

- a. Educational counseling
 - b. Evaluation of the student to determine possible social problems
 - c. Evaluation of the student to determine possible learning problems
 - d. Medical input, i.e., doctor’s excuse (As noted in Board policy, the building principal may require a doctor’s excuse for each day missed if a pattern of missed school days for illness becomes evident and there is no underlying serious medical condition.)
- b. Unexcused Absences. When a student has had multiple unexcused absences in a school semester, an administrative review of the case will be conducted and a parent conference will be held to discuss the student’s school attendance and any related problems, issues or needs as outlined above.
- c. If a student’s school attendance continues to be a problem, it may be pursued through a legal referral in accordance with state law provisions and as outlined below.

7. **Procedures Leading To Legal Referral** Prior to any proceedings being brought against a student for habitual truancy or against the student’s parent/guardian for failing to cause the student to attend school regularly, the school attendance officer must provide evidence that appropriate school personnel have, within the school year during which the truancy occurred, done all of the following:

- a. Documented the student’s truanancies and notified the student’s parent/guardian of the truanancies as required by law and these procedures.
- b. Met with the child's parent/guardian to discuss the student’s truancy and various options under the law, or attempted to meet with the parent/guardian and received no response or been refused. This meeting may also be used to obtain parent consent for any evaluation(s) (e.g., special education) which the District has determined are necessary and which require the consent of the student’s parent/guardian. This meeting is not required if it is not held within 10 days of the District's initial notice to the parent/guardian that the student is a habitual truant (after the student’s fifth unexcused absence during a school semester).
- c. Provided an opportunity for educational counseling to the student to determine whether a change in the student’s curriculum would resolve the student’s truancy problem, and have considered any appropriate program or curriculum modifications.
 - i. The school attendance officer or designee should specifically review the compulsory attendance and truancy laws regarding curriculum modification options.
 - ii. The educational counseling may generally be conducted by school counselors, building principals, or teachers.
 - iii. If the student has a disability and either an individualized education program (IEP) or Section 504 plan, the relevant team shall be involved in any decisions affecting the student’s curriculum, educational program, or placement.

- d. Evaluated the student to determine whether learning problems may be the cause of the student's truancy and, if so, taken appropriate action or made appropriate referrals to overcome the learning problems. However, the student need not be further evaluated for learning problems as a pre-requisite to a legal referral for truancy if tests administered within the previous year indicate that the student is performing at his/her grade level.
- e. Conducted an evaluation to determine whether social problems may be the cause of the student's truancy, and, if so, taken appropriate action or made appropriate referrals. With respect to the evaluations identified in Sections C-4 and C-5 of these procedures:
 - i. The evaluations should include at least a review of the student's records, communication with the student, the student's teacher(s), and the student's parent(s)/guardian(s). Additional steps, such as direct observations, may also be considered.
 - ii. The evaluations should be conducted with the broad purpose of identifying any type of contributing cause to the student's truancy and are not limited to the question of whether the student may have a disability that, if confirmed, could qualify the student for special education or related services. However, if at any point there is a suspected disability under the Individuals with Disabilities Education Act (IDEA) or Section 504, school personnel shall refer the student to the appropriate disability-related evaluation process.
 - iii. If the truant student has already been identified as a student with a disability under the IDEA or under Section 504, then the evaluations shall involve the members of the student's IEP or Section 504 team, and the relevant plan should be reviewed and adjusted if the team concludes that it is necessary or appropriate.

The activities in Sections C-3, C-4, and C-5 of these procedures need not be carried out if the school attendance officer determines and is able to show that appropriate school personnel were unable to carry out one or more of the activities due to the student's absences from school.

School personnel shall properly document all of the above-identified activities that occur prior to or in connection with any truancy-related legal proceedings that are brought against a student and/or a parent/guardian. That is, school personnel are expected to maintain documentation related to all notices (including those provided in person or via phone), meetings, evaluations, and referrals, as well as documentation related to any attempts to carry out the above identified activities that could not be completed due to a refusal, a lack of any response, the student's ongoing absences, etc.

If the steps outlined above have been followed, a legal referral may be made in accordance with the District's and county truancy plan(s).

Adopted 6-15-89

Revised 8-17-98

ASSIGNMENT OF STUDENTS TO CLASSES

433.1

Placement shall be the responsibility of the building principal and shall be based on general achievement. Consideration will be given to the academic, social, and emotional readiness of the student.

Principals are encouraged to consider parental wishes as well as teacher recommendations when considering the individual cases.

The Frederic School District shall not discriminate in the assignment of students to classes in accordance with our Pupil Non-discrimination policy.

The Board of Education desires to cooperate with those parents who wish to provide for religious instruction for the children but also recognizes its responsibility to enforce the attendance requirements of the State.

The Board shall permit students, with written parental permission, to be absent from school during required school periods at least sixty (60) minutes but not more than 180 minutes per week to obtain religious instruction outside of school.

A student must be properly registered and a copy of such registration must be filed with the principal. The supervisor of the religious instruction must report monthly to the District the names of the students who are attending the weekly instruction.

The District will assume no liability for a student while attending religious instruction nor will it provide transportation for such instruction.

No solicitation for attendance at religious instruction shall be permitted on District premises. No member of the staff shall encourage nor discourage participation in any religious instruction program.

LEGAL REF.: 118.155, Wis. Stats.

Approved 11-18-1996
Reviewed 10/17/2011

CLOSED CAMPUS

434.2

The Frederic Schools will maintain a closed campus throughout the day for all students, unless the students are traveling between schools for educational purposes. Examples may include, but are not limited to Kinship, teacher's assistant, tutoring, student employment. Students are not allowed to come and go from school, nor are they allowed to leave during lunch to eat somewhere other than the schools.

Adopted:

STUDENT ARRIVAL/DISMISSAL PRECAUTIONS

436

It is in the best interests of students that parents/guardians work with the District and adhere to the school arrival and dismissal precautions. Once in school, students will remain on school premises unless they have been granted permission to leave. Procedures for students leaving the school grounds during the school day shall be developed by each building principal.

LEGAL REF.: 120.13, 120.44 WSS

STUDENT GOVERNMENT

441.1

The Frederic Board of Education sanctions and recommends the organization of student councils in the district schools.

Student council, assist in approving the general welfare of all students and give students an opportunity to participate in the orderly workings of the democratic process. Student councils shall not have authority to make policies for the district or regulations for the school, nor shall they have disciplinary authority. However, student councils may make recommendations to the administration on any topic of student concern.

Student council members shall be elected democratically. The right and responsibilities of student councils shall be clearly set forth. An advisor for each student council shall be selected by the administration.

LEGAL REF.: Section 120.13(1)(a) Wisconsin Statutes

STUDENT CONDUCT

REVISED

443

Students in the Frederic School District shall be expected to act in such manner that their behavior will reflect favorably on the individual student and on the school, show consideration for fellow students, and promote good decorum and a favorable academic atmosphere. To accomplish this, each student must recognize individual responsibilities and obligations and discharge them accordingly.

Students are expected to abide by the District's Code of Classroom Conduct, student conduct rules and codes established by the building principal, classroom and activity behavior expectations established by classroom teachers and activity advisors, and all Board policies relating to student conduct. These student conduct expectations shall be communicated to students and parents and guardians annually through student handbooks and through other appropriate means as necessary to make them known and understood.

The building principal has primary responsibility for ensuring proper student conduct is maintained in the school building and during school-sponsored activities under his/her charge. District staff have responsibility for supervising the behavior of students and for seeing that they comply with student conduct policies, rules and codes. Failure by students to comply with such policies, rules and codes shall result in appropriate disciplinary action.

In addition, failure to abide by the Code of Classroom Conduct may result in student removal from class by the teacher and placement in an alternative setting as outlined in the code. In enforcing student conduct policies, rules and codes, staff members shall place particular emphasis upon educating students in the ability to control their own behavior. Positive behavioral interventions and supports shall be utilized with students whenever possible to help maintain proper personal conduct and encourage good citizenship.

The District shall not discriminate in standards and rules of behavior, including student harassment, or disciplinary actions on the basis of sex, race, religion, national origin, color, ancestry, creed, pregnancy, marital or parental status, sexual orientation, physical, mental, emotional or learning disability or handicap. Discrimination complaints shall be processed in accordance with established procedures.

Legal Ref.: Sections 118.13 Wisconsin Statutes
 118.165
 120.13(1)
 PI 9.03(1)(b) and (c), Wisconsin Administrative Code
 Individuals with Disabilities Education Act (as amended)

CODE OF CLASSROOM CONDUCT

443-RULE

Student behavior that is dangerous or disruptive and that interferes with the teacher's ability to teach effectively will not be tolerated. Any student who engages in such behavior may be subject to removal from class and placement in an alternative setting as outlined in this code. In addition, the student may be subject to disciplinary action in accordance with established Board policies, school rules, and state and federal laws.

STUDENT REMOVAL FROM CLASS

1. A teacher may remove a student from class for the following reasons.
 - a. Dangerous, disruptive or unruly behavior or behavior that interferes with the ability of the teacher to teach effectively. This type of behavior includes the following:
 - i. Possession or use of a weapon or other item that might cause bodily harm to persons in the classroom.
 - ii. Being under the influence of alcohol or other controlled substances or controlled substance analogs, or otherwise in violation of District student alcohol and other drug policies or rules.
 - iii. Behavior that interferes with a person's work or school performance or creates an intimidating, hostile or offensive classroom environment.
 - iv. Fighting.
 - v. Taunting, baiting, inciting and/or encouraging a fight or disruption.
 - vi. Disruption and intimidation caused by gang or group symbols or gestures, gang or group posturing to provoke altercations or confrontations.
 - vii. Pushing or striking a student or staff member.
 - viii. Obstruction of classroom activities or other intentional action to attempt to prevent the teacher from exercising his/her assigned duties.
 - ix. Interfering with the orderly operation of the classroom by using, threatening to use or counseling others to use violence, force, coercion, threats, intimidation, fear or disruptive means.
 - x. Dressing or grooming in a manner that presents a danger to health or safety, causes interference with work, or creates classroom disorder. Restricting another person's freedom to properly utilize classroom facilities or equipment.
 - xi. Repeated classroom interruptions, confronting staff argumentatively, making loud noises or refusing to follow directions.
 - xii. Throwing dangerous objects in the classroom.
 - xiii. Repeated disruption or violation of classroom rules.

- xiv. Excessive disruptive talking.
 - xv. Behavior that causes the teacher or other students fear of physical or psychological harm.
 - xvi. Physical confrontations or verbal/physical threats.
- b. Other behaviors as outlined below. Examples of such behavior may include, but not necessarily be limited to, the following:
- i. Willful damage to school property.
 - ii. Defiance of authority (willful refusal to follow directions or orders given by the teacher).
 - iii. Repeatedly reporting to class without bringing necessary materials to participate in class activities.
 - iv. Possession of personal property prohibited by school rules and otherwise disruptive to the teaching and learning of others.
 - v. Repeated use of profanity.
- c. A student with a disability may be removed from class and placed in an alternative educational setting only to the extent authorized by state and federal laws and regulations.
2. When a student is removed from class, the teacher shall send the student to the building principal or designee and inform him/her of the reason for the student's removal from class. A written explanation of the reasons shall be given to the principal or designee within 24 hours of the student's removal from class.
3. The principal shall inform the student of the reason(s) for the removal from class and shall allow the student the opportunity to present his/her version of the situation. The principal shall then determine the appropriate educational placement for the student who has been removed from a class by a teacher.
4. The parent/guardian of a minor student shall be notified of the student's removal from class as outlined below.

PLACEMENT PROCEDURES

1. The building principal or designee shall place a student who has been removed from a class in one of the following alternative educational settings:
- a. An alternative educational program approved by the Board of Education. State law defines this as an instructional program approved by the school board that utilizes successful alternative or adaptive school structures and teaching techniques and that is incorporated into existing, traditional classrooms or regularly scheduled curricular programs or that is offered in place of regularly scheduled curricular programs.
 - b. Another class in the school or another appropriate place in the school.
 - c. Another instructional setting.
 - d. The class from which the student was removed if, after weighing the

interests of the removed student, the other students in the class and the teacher, the principal or designee determines that re-admission to the class is the best or only alternative.

2. When making placement decisions, the building principal or designee shall consider the following factors:
 - a. The reason the student was removed from class.
 - b. The severity of the offense.
 - c. The type of placement options available for students in that particular school and any limitations such as costs, space availability and location, on such placements.
 - d. The estimated length of time of placement.
 - e. The student's individual needs and interests.
 - f. Whether the student has been removed from a teacher's class before.
 - g. The relationship of the placement to any disciplinary action.

The principal or designee may consult with other appropriate school personnel as the principal or designee deems necessary when making or evaluating placement decisions. A student's parent/guardian may also be consulted regarding student placement decisions when determined by the principal or designee to be in the best interests of the persons involved or required by law.

3. All placement decisions shall be made consistent with established Board policies and in accordance with state and federal laws and regulations.
4. The parent/guardian of a student shall be notified of a student's placement in an alternative educational setting as outlined below.

PARENT/GUARDIAN NOTIFICATION OF STUDENT'S REMOVAL FROM CLASS AND ALTERNATIVE PLACEMENT

1. When a minor student has been removed from class, the building principal or designee shall notify the parent/guardian of a student in writing. This notification shall include the reasons for the student's removal from class and the placement determination.
2. If the removal from class and change in educational placement involves a student with a disability, parent/guardian notification shall be made consistent with state and federal laws and regulations.
3. If the student removed from a class is also subject to disciplinary action for the particular classroom conduct (i.e., suspension or expulsion), the student's parent/guardian shall also be notified of the disciplinary action in accordance with legal and policy requirements.

STUDENT DRESS

443.1

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

Accordingly, the Superintendent shall establish such grooming guidelines as are necessary to promote discipline, maintain order, secure the safety of students, and provide a healthy environment conducive to academic purposes. Such guidelines shall prohibit student dress or grooming practices which:

- A. present a hazard to the health or safety of the student himself/herself or to others in the school;
- B. interfere with school work, create disorder, or disrupt the educational program;
- C. cause excessive wear or damage to school property;
- D. prevent the student from achieving his/her own educational objectives because of blocked vision or restricted movement.

Such guidelines shall establish the dress requirements for members of the athletic teams, bands, and other school groups when representing the District at a public event.

The Superintendent shall develop administrative guidelines to implement this policy.

LEGAL REF.: Section 120.13(1) Wisconsin Statutes

STUDENT CONDUCT ON SCHOOL BUSES

443.2

Each student utilizing District provided transportation shall recognize this transportation is an extension of the school day. Each student is expected to behave in a manner which will make the ride safe and pleasant for passengers and the driver. A student who does not behave properly shall be disciplined by administration in accordance with established guidelines, which may result in various forms of discipline. These may include permanent removal from the bus (or the other mode of transportation), suspension, expulsion, or other forms of discipline determined by administration.

LEGAL REF.: Section 120.13(1) Wisconsin Statutes

TOBACCO USE BY STUDENTS

443.3

The Frederic School District is dedicated to providing a healthy and productive environment for students, staff, and citizens.

“School premises” includes all property owned by, rented by, or under the control of the Board of Education. Tobacco use shall be prohibited at all times on school premises.

The possession, use, sale, or furnishing of alcohol, non prescribed substances, e-cigarettes, vapor inhalers, nicotine, and/or any form of controlled substance is prohibited on the school grounds. The same rule applies when a school sponsored/related event occurs off school grounds. No student, parent, or community member may appear at school or school sponsored functions under the influence or in possession of prohibited substances or look-alikes.

The Board of Education, or the Superintendent as the Board’s designee, may grant permission to groups renting District facilities to sell alcohol.

LEGAL REF.: Section 120.12(20) Wisconsin Statutes

Revised: 7-8-15

STUDENT ALCOHOL AND OTHER DRUG ABUSE

443.4

The Board of Education is committed to providing an optimal school environment for student learning and positive youth development. Alcohol and controlled substances use and abuse seriously interferes with that school environment and jeopardizes the health and well being of students.

With this in mind, the following conduct shall be prohibited by students at all times in school buildings, anywhere on school premises, in school-owned vehicles or in any other school approved vehicle used to transport students to and from school or school activities, and while engaged in activities under school district jurisdiction and/or supervision whether on or off school premises:

1. use or possession of alcohol, drug paraphernalia (as defined by state law) or controlled substances;
2. being under the influence of alcohol, intoxicants (including hazardous inhalants), narcotics or other controlled substances; and
3. manufacture, sale, distribution or dispensation of alcohol, drug paraphernalia or controlled substances.

Prescription medications will be exceptions to this policy when used by the student for whom they were prescribed and in the amount prescribed.

All students must strictly abide by this policy. Failure to do so shall result in disciplinary action, up to and including student detention, suspension and/or expulsion and possible referral to law enforcement and/or social services authorities and referral to community services.

A student may be required to submit to a breath test to determine the presence of alcohol if a designated school official or law enforcement officer has reasonable suspicion that the student is under the influence of alcohol in violation of this policy. Such test shall be administered by a law enforcement officer or trained school official and shall meet state law requirements. A student may be disciplined for refusing to submit to a required breath test.

A copy of this policy and related disciplinary procedures shall be made available to students and their parents/guardians annually through the school handbook and/or through other means deemed appropriate by the building principal.

LEGAL REF.: Sections 118.126 Wisconsin Statutes

118.257

118.45

120.13(1)

125.09(2)

939.22(15) and (42)

Chapter 961

STUDENT USE OF WEAPONS

443.6

The Board of Education prohibits students from possessing, storing, making, or using a weapon in any setting that is under the control and supervision of the District for the purpose of school activities approved and authorized by the District including, but not limited to, property leased, owned, or contracted for by the District, a school-sponsored event, or in a District vehicle without the permission of the Superintendent.

The term “weapon” means any object which, in the manner in which it is used, is intended to be used, or is represented, is capable of inflicting serious bodily harm or property damage, as well as endangering the health and safety of persons. Weapons include, but are not limited to, firearms (including, but not limited to, firearms as defined in 18 U.S.C. 921(a)(3)), guns of any type whatsoever, including air and gas-powered guns (whether loaded or unloaded), knives, razors, clubs, electric weapons, metallic knuckles, martial arts weapons, ammunition, and explosives.

The School Board shall expel a student from school for not less than one (1) year whenever it finds that the student brought a firearm to school or, while at school or while under the supervision of a school authority, possessed a firearm, as defined in 18 U.S.C. 921(a)(3), unless the Board finds that the punishment should be reduced based upon the circumstances of the incident. Any such finding by the Board shall be in writing.

The Superintendent is authorized to establish instructional programs on weapons and reporting and dealing with violations of this policy.

The Superintendent will refer any student who violates this policy to the student’s parents or guardians and may be subject to disciplinary action, up to and including expulsion. The student may also be subject to the criminal justice system or juvenile delinquency system.

Policy exceptions include:

- A. Items pre-approved by the building principal as part of a class or individual presentation under adult supervision, if used for the purpose and in the manner approved;
- B. Theatrical props used in appropriate settings.

This policy will be published annually in all district student and staff handbooks. Publication is not precondition to enforcement of this policy.

LEGAL REF.: 120.13(1), Wis. Stats.
18 U.S.C. 921(a)(3)
20 U.S.C. 7151

Introduction

The Frederic School District strives to provide a safe, secure and respectful learning environment for all students in school buildings, on school grounds, and school buses and at school-sponsored activities. Bullying has a harmful social, physical, psychological and academic impact on bullies, victims and bystanders. The school district consistently and vigorously addresses bullying so that there is no disruption to the learning environment and learning process.

Definition

Bullying can be any of the following, and is not limited to these acts: deliberate or intentional behavior using words or actions, intended to cause fear, intimidation or harm. Bullying may be repeated behavior and involves an imbalance of power. The behavior may be motivated by an actual or perceived distinguishing characteristic, such as, but not limited to: age; national origin; race; ethnicity; religion; gender; gender identity; sexual orientation; physical attributes; physical or mental ability or disability; and social, economic or family status.

Bullying behavior can be:

1. Physical (e.g. assault, hitting or punching, kicking, theft, threatening behavior)
2. Verbal (e.g. threatening or intimidating language, teasing or name-calling, racist remarks)
3. Indirect (e.g. spreading cruel rumors, intimidation through gestures, social exclusion and sending insulting messages or pictures by mobile phone or using the internet – also known as cyber bullying)

Prohibition

Bullying behavior is prohibited in all schools, buildings, property and educational environments, including any property or vehicle owned, leased or used by the school district. This includes public transportation regularly used by students to go to and from school. Educational environments include, but are not limited to, every activity under school supervision.

Procedure for Reporting/Retaliation

All school staff members and school officials who observe or become aware of acts of bullying are required to treat the behaviors as other disciplinary acts and report to the administrators of the district with building principals being directly involved in the process per disciplinary policy or superintendent.

Any other person, including a student who is either a victim of the bullying or is aware of the bullying or any other concerned individual is encouraged to report the conduct to the administrators of the district with building principals being directly involved in the process.

Reports of bullying may be made verbally, preferably in writing, and may be made confidentially. All such reports, whether verbal or in writing, will be taken seriously and a clear account of the incident is to be documented. A written record of the report, including all pertinent details, will be made by the recipient of the report.

There shall be no retaliation against individuals making such reports. Individuals engaging in retaliatory behavior will be subject to disciplinary action.

Procedure for Investigating Reports of Bullying

The person assigned by the district to conduct an investigation of the bullying report shall, as soon as possible, interview the person(s) who are the victim(s) of the bullying and collect whatever other information is necessary to determine the facts and the seriousness of the report.

Parents and/or guardians of each pupil involved in the bullying will be notified prior to the conclusion of the investigation. The district shall maintain the confidentiality of the report and any related pupil records to the extent required by law.

Sanctions and supports

If it is determined that students participated in bullying behavior or retaliated against anyone due to the reporting of bullying behavior, the school district administration and school board may take disciplinary action, including: suspension, expulsion and/or referral to law enforcement officials for possible legal action as appropriate. School counselors will provide support for the identified victim(s) when needed.

Disclosure and Public Reporting

The policy will be distributed annually to all students enrolled in the school district, their parents and/or guardians and employees through the District newsletter and upon their request.

Records will be maintained on the number and types of reports made, and sanctions imposed for incidents found to be in violation of the bullying policy.

An annual summary of bullying incidents will be made to the school board of those incidents of bullying that can be determined and documented that bullying has occurred.

Approved 7-19-2010
Reviewed

Married students and school-age parents may attend regular classes and participate in extracurricular and other school activities.

In accordance with state law, the Board shall make available to any school-age parent in the district program modifications and services that will enable the student to continue his/her education. School-age parent includes any person under the age of 21 who is not a high school graduate and is a parent, an expectant parent or a person who has been pregnant within the immediately preceding 120 days.

The Board and/or school employees shall not, in any manner, compel a pregnant student to withdraw from her regular education program.

LEGAL REF.: Sections 115.915 Wisconsin Statutes

118.13

118.15(4m)

118.153

STUDENT QUESTIONING AND RELATIONS WITH LAW ENFORCEMENT AGENCIES 445.1

In order to ensure the safety and well being of students and staff, the Board of Education recognizes the need for, and is supportive of, law enforcement presence in our schools as appropriate. The Board encourages close cooperation with law enforcement agencies. The Board recognizes that the responsibility to cooperate with law enforcement agencies must be balanced with the District's duty to maintain an appropriate learning environment.

The following guidelines are to be used by administrators when law enforcement officials interview students in school during regular school hours. These guidelines do not apply to interviews conducted by District professional staff.

1. Whenever practical, the time and place of interviews will be scheduled by the appropriate building administrator after prior notice from the law enforcement officer. Administrators, in consultation with the law enforcement officer, will consider the need for the student interview during regular school hours, and work toward minimizing interviews that disrupt the instructional day.
2. Every effort should be made by the administrators and the law enforcement officers to minimize school disruption by:
 - a. Interviewing in private, low student traffic areas.
 - b. Notifying students individually by school personnel when an interview is to be conducted.
 - c. Interviewing during non-instructional time (e.g., study hall, lunch) whenever possible
3. After consultation with law enforcement officers as to reason, the student, building administrator or law enforcement officer may determine that an administrator or appropriate school designee be present during the interview.
4. Notification to parents or guardians when students, who are minors, are to be interviewed by law enforcement officers in the schools are governed by the following guidelines:
 - a. Notification defined: The term "notification" as it is used in this policy means a reasonable effort to contact the parent or guardian
 - b. Elementary and middle school students: For all elementary and middle school students, parents or guardians will be entitled to notification prior to commencing the interview, except in the case of child abuse/neglect referrals. The interview may proceed prior to notification of the parent or guardian if: (1) the situation is determined to require prompt action; (2) the situation is determined to be of a serious nature; or, (3) the attempt at contact has been unsuccessful. If the interviewee is to be arrested, or is considered a suspect or, in the case of elementary students, is considered a witness, prior notification is strongly encouraged and subsequent contact by a school administrator or the law enforcement department is required.
 - c. High school students: Although prior notification of the parent or guardian is strongly encouraged whenever possible and practicable, high school students may be interviewed without such prior notification. If the interviewee is to be arrested, or is considered a suspect, prior notification is strongly encouraged and subsequent contact by a school administrator and/or the law enforcement department is required.
5. In cases where the student is asked to leave the building and accompany the officer to the law enforcement station, the law enforcement department is responsible for contacting the student's parent or

guardian. If there are any complaints regarding the removal of a student from school, or notification, they should be directed to the district attorney or the appropriate police agency.

Approved 6/25/01

SEARCH AND SEIZURE

446

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

School Property

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

The Board directs that the searches may be conducted by the District Administrator, building principals, assistant principals, Police Liaison Officer, and others as designated.

Student Person and Possessions

The Board recognizes that the privacy of students or his/her belongings may not be violated by unreasonable search and seizure and directs that no student be searched without reasonable suspicion that the search will turn up evidence that the student has violated or is violating either a particular law or a particular rule of the school. Any search under this paragraph must be reasonable in scope and reasonable in the manner in which it is conducted. The extent of the search will be governed by the seriousness of the suspected infraction, the student's age and gender, the student's disciplinary history, and any other relevant circumstances or information.

This authorization to search shall also apply to all situations in which the student is under the jurisdiction of the Board.

Parking Permit Required

Permission for a student to bring a vehicle on school property shall be conditioned upon written consent of the search of the vehicle and all containers inside the vehicle by a school administrator with reasonable suspicion to believe the search will produce evidence of a violation of a particular law, a school rule, or a condition that endangers the safety or health of the student driver or others. If an administrator determines a search is necessary, he or she should request consent to search the vehicle and all containers inside the vehicle. If consent is not given, a school administrator may proceed with the search. An administrator may contact the police liaison officer or law enforcement agency for assistance in conducting a search.

Use of Dogs

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

- A. The presence of the dogs on school property is authorized in advance by the District

Administrator, except in emergency situations, or is pursuant to a court order or warrant.

- B. The dog must be handled by a law enforcement officer or certified organization specially trained to safely and competently work with the dog.
- C. The dog is represented by the Sheriff or Chief of the law enforcement agency providing the service as capable of accurately detecting drugs and/or devices.

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

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

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

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

LEGAL REF.: 118.32, 118.325 Wis. Stats.
948.50, Wis. Stats.
Wisconsin Const. Art. 1 Section 11
U.S. Constitution, 4th Amendment

STUDENT DISCIPLINE

447

Sound disciplinary measures shall be maintained in the Frederic School District. Building principals, teachers and other designated staff shall be authorized to discipline students for misconduct in accordance with Board of Education policies and established procedures.

The building principal, or his/her designee, shall assume overall responsibility for student discipline in his/her school.

The Frederic School District shall not discriminate in standards or rules of behavior or disciplinary measures, including suspensions and expulsions, on the basis of sex, race, national origin, color, religion, ancestry, creed, pregnancy, marital or parental status, sexual orientation, handicap or physical, mental, emotional or learning disability. Discrimination complaints shall be processed in accordance with established procedures.

LEGAL REF.: Sections 118.13 Wisconsin Statutes
120.13(1)
PI 9.03(1), Wisconsin Administrative Code

Adopted

USE OF PHYSICAL FORCE BY STAFF

447.1

Corporal punishment shall not be used in the Frederic School District. For purposes of this policy, corporal punishment is defined as the intentional infliction of physical pain, physical restraint and/or discomfort upon a student as a disciplinary technique. Corporal punishment does not include actions consistent with an individualized education program (IEP) or reasonable physical activities associated with athletic training.

Physical force shall not be used as a customary means of dealing with students. In extraordinary situations, where it has been determined that no other more judicious means are available, reasonable and necessary force may be used to accomplish the following:

1. to quell a disturbance or prevent an act that threatens physical injury to any person;
2. to obtain possession of a weapon or other dangerous object within a student's control;
3. for the purpose of self-defense or the defense of others, or for the protection of property in accordance with state statutes;
4. to remove a disruptive student from school premises, a motor vehicle or school-sponsored activity;
5. to prevent a student from inflicting harm on him/herself; or
6. to protect the safety of others.

Incidental, minor or reasonable physical contact designed to maintain order and control may also be used by school officials when necessary.

School personnel who have used physical force shall report such use to the building principal or his/her designee as soon as possible.

LEGAL REF.: Sections 118.31 Wisconsin Statutes
939.48

Adopted

SECLUSION AND RESTRAINT

447.11

The Frederic School District is committed to providing an environment that:

1. Treats all students and staff with dignity and respect;
2. Provides students and staff with a safe learning and working environment;
3. Provides opportunities for staff to be trained at least every other calendar year in non-violent crisis intervention to acquire and/or maintain certification;
4. If needed, implements seclusion and restraint as a last resort, when other less invasive strategies have been tried and found ineffective, and/or the behavior is likely to result in injury to the student or others.

For the purposes of this policy, the following definitions and general principles of seclusion and restraint have been developed:

Seclusion means the involuntary confinement of a student, apart from other students, in a room or area from which the student is physically prevented from leaving. Physical restraint means a restriction that immobilizes or reduces the ability of the student to freely move his/her torso, arms, legs, or head.

Training of Staff

In each building at least one staff member has received training on the use of physical restraint.

Documenting and Reporting

Please refer to specific information regarding documenting and reporting in the procedures.

LEGAL REF: ACT 125

Chapter 115 Wisconsin Statutes

Guidelines for the Use of Seclusion and Restraint in Special Education program

Wisconsin Department of Public Instruction (September 2009)

Individuals with Disabilities Education Act (IDEA)

Adopted

STUDENT SUSPENSIONS/EXPULSIONS

447.3

Suspension

The building principal or designee may suspend a student from school for the period of time authorized by law for any of the following reasons:

1. noncompliance with District policies or school rules;
2. knowingly conveying any threat or false information concerning an attempt or alleged attempt being made or to be made to destroy any school property by means of explosives;
3. conduct while at school or under the supervision of a school authority which endangers the health, safety or property of others; or
4. conduct while not at school or while not under the supervision of a school authority which endangers the health, safety or property of others at school or under the supervision of a school authority, or of any District employee or Board of Education member.

In addition, a student shall be suspended from school when required by law (e.g., possessing a firearm in violation of state law and Board policy).

All student suspensions from school must be reasonably justified and shall be administered in accordance with state law requirements.

Students may be offered an opportunity to voluntarily participate in a particular support program or intervention activity related to their misconduct as an alternative to suspension, or as an alternative consequence to serving a full suspension period, at the discretion of the building principal.

Expulsion

Students may be recommended to the Board for expulsion from school if they have engaged in any of the following type of conduct:

1. repeated refusal or neglect to obey District policies or school rules;
2. knowingly conveying any threat or false information concerning an attempt or alleged attempt being made or to be made to destroy any school property by means of explosives;
3. conduct while at school or under the supervision of a school authority which endangered the property, health or safety of others;
4. conduct while not at school or while not under the supervision of a school authority which endangered the property, health or safety at school or under the supervision of the school authority, or of any District employee or Board member; or
5. the student repeatedly engaged in conduct while at school or while under the supervision of a school authority that disrupted the ability of school authorities to maintain order or an educational atmosphere at school or at an activity supervised by a school authority and such conduct does not constitute grounds for expulsion under any of the other reasons for expulsion outlined above. This last reason for expulsion only applies to students 16 years of age or older.

The Board may expel a student from school whenever it finds that the student engaged in any of the above conduct and is satisfied that the interest of the school demands the student's expulsion. Students may be offered an opportunity to voluntarily participate in a particular support program or intervention activity related to their misconduct as an alternative to expulsion.

A student shall be expelled from school for engaging in conduct outlined in state law which requires the student's expulsion from school (e.g., possessing a firearm in violation of state law and Board policy).

All student expulsions, including those involving students with disabilities, shall follow all statutory procedures and requirements.

The Board may specify conditions in a student's expulsion order that would allow the student to be reinstated to school early before the end of the term of his/her expulsion. The early reinstatement condition(s) shall be related to the reason(s) for the expulsion and shall be enforced in accordance with state law requirements.

LEGAL REF.: Sections 118.127 Wisconsin Statutes

118.16(4)(b)

120.13(1)

Individuals with Disabilities Education Act Cross

Adopted

The Board of Education may require students to submit to periodic health examinations to:

- A. protect the school community from the spread of communicable disease;
- B. determine that each student's participation in health, safety, and physical education courses meets his/her individual needs;
- C. determine that the learning potential of each child is not lessened by a remediable, physical disability.

The District shall specify the need for health services which may include, but not be limited to:

- A. student physical examinations;
- B. athlete physical examinations;
- C. dental examinations;
- D. vision screening;
- E. audiometric screening;
- F. body mass index (BMI);
- G. scoliosis screening;
- H. mental health screening;
- I. behavior.

Any health services program should also include instruction to staff members on the observance of students for conditions that indicate physical defect or disability.

The Board shall notify the parents of students, at least annually at the beginning of the school year, of the specific or approximate dates during the school year when any non-emergency screening or injection clinic is scheduled or expected to be scheduled for students if the screening or clinic is: (1) required as a condition of attendance; (2) coordinated or administered by the school and scheduled by the school in advance; and (3) not necessary to protect the immediate health and safety of a specific student, or other students.

LEGAL REG.: 118.25(3)(4), 118.255, Wis. Stats.
20 U.S.C. 1232h

Adopted

STUDENT INSURANCE PROGRAM

451

The Frederic School District may make an accident insurance program available for students. The cost of such insurance shall be borne by the student's parent/guardian.

No student will be allowed to participate in any interscholastic or intramural athletics unless:

1. the student is covered by his/her family's accident insurance;
2. accident insurance has been purchased through the district; or
3. the student's parent(s)/guardian has "signed off" on insurance.

LEGAL REF.: Section 120.13(2) Wisconsin Statutes

Adopted

STUDENT AID PROGRAMS

452

School children who claim that the financial condition of their families are such that they cannot afford to pay for the required materials, supplies, and participation fees may request assistance

LEGAL REF.: Sections 118.17 Wisconsin Statutes
120.12(11)

Adopted

The Board of Education requires that all students be properly immunized pursuant to the provisions of the State Health Department regulations.

All students shall be required to provide records establishing that they meet the State Health Department's immunization requirements or request a waiver of those requirements not later than the 30th school day from the beginning of the school year or initial enrollment in the District, for students transferring into the District.

The parent of any student for which record of proper immunization is not on file, shall be given written notification of this requirement by the 15th school day and the 25th school day following enrollment. The notice shall:

- A. state the immunization requirements;
- B. state that Court action and civil forfeiture penalty can result due to noncompliance;
- C. explain the reasons for the immunization program and provide information on how and where to obtain immunizations;
- D. inform the parent of the right to request a waiver of the immunization requirement based on reasons of health, religion, or personal conviction.

Waivers of the immunization requirements shall be granted only for medical, religious, or personal convictions.

Any student in grades K-8 that fails to meet the immunization requirements within the first thirty (30) school days of enrollment shall not be permitted to attend school for up to ten (10) consecutive school days. The parent will be provided with an opportunity to be heard by the Board under the District's student expulsion policy. Notice to this effect shall be provided in writing to the parent and student.

The District Administrator shall establish administrative guidelines to implement this policy and comply with State law and shall report to the County District Attorney the names of any students who have not completed the immunization requirements or submitted a written waiver within sixty (60) days of admission.

LEGAL REF.: 120.12(16), 252.04, Wis. Stats.
Wis. Admin Code DHS 144.07

Adopted

STUDENT IMMUNIZATIONS

453.2

Medication should be administered to school children at home rather than at school whenever possible.

An asthmatic student may use and possess a metered dose inhaler or dry powder inhaler while in school, at a school-sponsored activity or under the supervision of a school authority if all of the following are true: (1) the student uses the inhaler before exercise to prevent the onset of asthmatic symptoms or uses the inhaler to alleviate asthmatic symptoms; (2) the student has the written approval of the student's physician and, if the student is a minor, the written approval of the student's parent/guardian; and, (3) the student has provided the building principal with a copy of the required approval(s).

A student with a known allergy may use and possess an epinephrine auto-injector while in school, at a school-sponsored activity or under the supervision of a school authority, if all of the following are true: (1) the pupil uses the epinephrine auto-injector to prevent the onset or alleviate the symptoms of an emergency situation; (2) the pupil has the written approval of the pupil's physician and, if the pupil is a minor, the written approval of the pupil's parent or guardian; (3) the pupil has provided the school principal with a copy of the approval(s).

School personnel, authorized in writing by the building principal, may administer medication to students under established conditions. Before any prescription or nonprescription medication may be administered to a student by school personnel, school personnel must receive written consent from the student's parent/guardian. In addition, before any prescription medication may be administered to a student by school personnel, school personnel must receive written instructions from a practitioner.

All written consent forms and instructions shall be filed in the Health Assistant or School Nurse's office. The School Nurse shall be responsible for reviewing the written medication instructions periodically, maintaining complete and accurate records and, except as otherwise provided, storing all medication in a safe and secure place.

School personnel authorized to administer medication to students shall be provided appropriate instruction and shall not be required to administer any medication to a student by any means other than ingestion. Specific medication administration procedures shall be developed.

LEGAL REF.: Sections 118.29 Wisconsin Statutes

118.291

118.292

121.02(1)(g)

PI 8.01(2)(g),

Wisconsin Administrative Code

Adopted

COMMUNICABLE DISEASES

453.3

Policy The District shall follow state and federal laws and regulations, city ordinances and the procedures followed by the Rock county Department of Public Health and the Wisconsin State Division of Public Health regarding known or suspected communicable diseases, as well as the reporting of disease and disease control.

The school nurse, principal or designee may send students home who are suspected of having communicable diseases or any other disease that is specified on the Wisconsin Communicable Disease Chart. The principal or designee who sends a student home shall immediately notify the parent/guardian of the student of the action and the reasons for the action.

The Wisconsin Communicable Disease Chart will serve as an informational guide for communicable diseases. The chart will be available in school health offices.

Staff shall be informed of District procedures for dealing with known or suspected communicable diseases at school and of measures that they can take to reduce their risk of exposure to them. The Wisconsin Department of Health Services Communicable Disease Fact Sheets will provide information and assist school nurses and their assistants in make appropriate decisions about communicable diseases. The District's Bloodborne Pathogens Exposure Control Plan shall also be followed.

LEGAL REF.: Wisconsin Statutes 118.01(2)(d)2c
118.125
118.13
121.02(1)(i)
146.81-146.84
252.15
252.19
252.21

HFS 145 and COMM 32.50(2) - Wisconsin Administrative Code
29 CFR, Part 1910 Subpart Z [Bloodborne Pathogens Standard]
Americans with Disabilities Act of 1990
Section 504, Rehabilitation Act of 1972

Adopted 12-9-15

The Board of Education is concerned with the health, safety and welfare of all children and recognizes the legal and ethical obligations that school employees have to report suspected or threatened child abuse or neglect. Therefore, the Board expects school employees to carry out those obligations with due diligence in accordance with state law requirements.

Any school employee having reasonable cause to suspect that a child seen in the course of their professional duties has been abused or neglected or having reason to believe that a child has been threatened with abuse or neglect and that abuse or neglect will occur, shall report that suspicion or belief to the appropriate authorities. At all times it shall be the aim of the school employee to make the report to county child protective services or law enforcement personnel as quickly as possible. Any delay would not be in the best interests of the child and is not the policy of the District.

A school employee making a child abuse or neglect report shall inform the building principal or his/her designee of the report so they are aware of the situation. School employees may also consult with student services staff (e.g., the school guidance counselor) on the reporting process and any necessary follow-up activities. No building principal or other District employee may attempt to delay, modify or prevent any report of suspected or threatened child abuse or neglect. It is not the responsibility of school personnel to investigate child abuse or neglect reports or to prove that abuse or neglect has occurred or will occur. Investigation of child abuse and neglect reports is the legal responsibility of trained county child protective services and/or law enforcement personnel.

All information pertaining to a child abuse or neglect report shall be kept confidential, including the identity of the reporter, and shall only be shared with those individuals specifically authorized by law to have access to that information.

The District shall not take any disciplinary action against a school employee, discriminate against an employee in regard to employment, or threaten an employee with any such treatment for making a child abuse or neglect report in good faith under this policy. School employees may be subject to school disciplinary action, as well as penalties under state law, for failure to report suspected or threatened child abuse or neglect which they have knowledge of or for divulging confidential child abuse and neglect report information to an unauthorized person.

If a school employee or student is suspected of misconduct under this policy, the District shall conduct its own internal investigation to determine appropriate school disciplinary and other actions.

The Superintendent or his/her designee shall establish any necessary procedures to implement this policy and to comply with state law requirements. To maintain awareness on the part of school employees of their child abuse and neglect reporting responsibilities under this policy and state law, each school employee shall participate in required training in identifying and reporting child abuse and neglect. In addition, school employees shall be informed of this policy and its implementing procedures annually through the Employee Handbook or through other means deemed appropriate by the Superintendent.

Legal Ref.:	Sections	48.02	Wisconsin Statutes
		48.981	
		115.31	
		118.01(2)(d)8	

118.07(5)
118.125
118.126(1)

Family Educational Rights and Privacy Act

Cross Ref.: 454-Rule, Child Abuse and Neglect Reporting Procedures
347-Rule, Procedures for the Maintenance and Confidentiality of Student Records 411.1,
Student Harassment and Bullying
447.1, Staff Use of Physical Force or Seclusion and Restraint

Adopted:

STUDENT ASSISTANCE PROGRAM

456

Philosophy:

The Frederic School District has a responsibility to provide an optimal environment for the intellectual, emotional and physical development of its students. The Frederic School District deems it necessary to provide students with learning experiences and skills that will enable them to function successfully in a rapidly changing society. The Frederic School District recognizes that there are students who are troubled by physical, emotional, social, mental, or family problems. It is believed that students who misuse alcohol and other drugs, are experiencing family problems, or are troubled in some other way are hindered in the overall learning process. It is our philosophy that the school should become involved when any problems repeatedly interferes with a student's school performance, or jeopardizes the health, safety, welfare, or rights of that student or other students. Appropriate treatment and intervention can lead to more successful in-school and out-of-school experiences. Intervention and treatment of the problems is usually successful if initiated at an early time or age.

The Frederic School District believes that the school, along with parents and other segments of the community, has a role to play in helping young people to make responsible decisions about the use of alcohol and other drugs. We believe that the school's primary purpose in the area is educational, supportive, and helpful rather than punitive. The Frederic School District will join family and community efforts in providing education, support, referral, and follow-up services to our student population. Thus, the development of the Frederic School District Student Assistance Program.

Objectives:

1. To provide educational experiences that will enable students to make appropriate decisions concerning alcohol and other drugs;
2. To involve and enlist the support of all professional staff members in the district in meeting the needs of the student population;
3. To provide awareness of resources available to provide assistance for the abusing individuals and significant others;
4. To provide an optimal environment for the intellectual, emotional and physical development of our students;
5. To provide a smoke free school environment;
6. To provide an environment/activities that promote the building of student developmental assets.

Adopted 6-15-89

Revised 7-16-01

Revised 7-17-06

SUICIDE PREVENTION/INTERVENTION

457

The Board of Education recognizes that depression and self-destruction are severe problems among children and adolescents. A student who suffers the psychological disability of depression cannot benefit fully from the educational program of the schools, and a student who has attempted self-destruction poses a danger both to himself/herself and to other students.

All school personnel should be alert to the student who exhibits signs of unusual depression or who threatens or attempts suicide. Any such signs or the report of such signs from another student or staff member should be taken with the utmost seriousness.

Throughout any intervention, it is essential that Board policies and District guidelines regarding confidentiality be observed at all times.

Any officer, employee, or volunteer of this Board who, in good faith, attempt to prevent suicide by a student is immune from civil liability for his/her acts or omissions in respect to the suicide or attempted suicide.

Using the Department of Public Instruction notice, the District Administrator shall annually inform the professional staff of the resources available from the Department and other resources regarding suicide prevention.

Legal Ref.: 115.365(3) Wisconsin Statutes
118.295

Adopted:

School Wellness

458

This policy has been developed to meet requirement of the Child Nutrition and WIC Reauthorization Act of 2004.

Local Wellness Policy Component 1: Nutrition Education

The primary goal of nutrition education is to influence students' eating behaviors in a positive, developmentally appropriate way.

Objectives:

- Students in grades pre-K -12 receive nutrition education that is interactive and teaches the skills they need to adopt healthy eating behaviors.
- Nutrition education is coordinated by the food service staff and teachers.
- Students receive consistent nutrition messages throughout the school, classroom, and cafeteria.
- Nutrition and physical education will meet State and district health education curriculum standards and guidelines.

Local Wellness Policy Component 2: Physical Activity

The primary goal for the district's physical activity component is to provide opportunities for every student to develop the knowledge and skills for specific physical activities, maintain lifelong physical fitness, regularly participate in physical activity, and understand the short- and long-term benefits of a physically active and healthful lifestyle.

Objectives:

- Student physical activities will meet state standards.
- Students will be given opportunities for physical activity during the school day through daily recess periods, required/elective physical education classes, and the integration of physical activity into the curriculum.
- Students will be given opportunities for physical activity through a range of activities including competitive/non-competitive athletics, and before/after-school programs.
- Fresh fruit will be provided to students during the high humidity/warm weather months as a nutritional message to promote positive eating behaviors and to sustain a healthy lifestyle during stressful times.

Local Wellness Policy Component 3: Establishing Nutrition Standards

The primary goal for establishing nutrition standards for all foods available on the school campus during the school day is to reduce student access to foods of minimal nutritional value.

Objectives:

- Encourage in-house fundraisers.
- It is recommended that vending machines should contain healthy foods and beverages. Also vending machines will be on a timer so that they are off from the time between 8:15 a.m. through 2:00 p.m.
- Encourage parents to provide healthy bag lunches and healthy classroom snacks for parties during the school day. It is recommended that these items be prepackaged.
- Healthy bag lunches will always be available to students going on field trips. These will be charged at a regular lunch rate.

Local Wellness Policy Component 4: Other School Based Activities Designed to Promote Student Wellness.

The primary goal for this component is that the District has a school environment that provides consistent wellness messages conducive to healthy eating and being physically active.

Objectives:

- To provide a pleasant, clean, and safe meal environment for students to dine.
- Students are given adequate time to enjoy eating healthy meals with friends. Lunch will be scheduled as close to the middle of the day as possible.
- Provide enough space and serving areas to ensure student access to school meals with a minimum of wait time.
- Food or physical activity should not be used as a reward or punishment.
- Students have access to physical activity facilities outside school hours.

Evaluation: Annually each building principal will receive reports about each component. They in turn will submit these reports to the district administrator and the Wellness Committee.

Adopted: 6-19-06

Students in the school district shall be informed by the administration of any available academic scholarships.

Literature concerning available scholarships shall be posted in the school building. The High School School Counselor shall maintain records of available scholarships and shall notify students of such scholarship opportunities.

Criteria for District scholarships and awards shall be developed consistent with District goals and objectives.

The school district shall not discriminate in acceptance and administration of gifts, bequests, scholarships and other aids, benefits or services to students from private agencies, organizations or persons on the basis of sex, race, national origin, ancestry, creed, pregnancy, marital or parental status, sexual orientation or physical, mental, emotional or learning disability. Discrimination complaints shall be processed in accordance with established procedures.

LEGAL REF: Section 118.13 WI Statutes
 PI 9.03(1) of the WI Administrative Code

CROSS REF: Discrimination Complaint Procedures

The Frederic School District does not discriminate against pupils on the basis of sex, race, national origin, ancestry, creed, pregnancy, marital or parental status, sexual orientation, or physical, mental emotional, or learning disability or handicap in its education programs or activities. Federal law prohibits discrimination in employment on the basis or age, race, color, national origin, sex, religion, or handicap.

Adopted 2-15-90
Revised 5-18-98
Revised

STATE ACADEMIC SCHOLARSHIP PROGRAMS

460

The State of Wisconsin has taken legislative action to provide scholarships to a top academic scholar and a senior who have the highest demonstrated level of proficiency in technical education subjects.

The selection criteria for the top academic honor, the Academic Excellence Scholarship (AES), is governed by State Statute 39.41(m)a), is as follows:

1. Annually, by February 1st the school board will name the 12" grade pupil who has the highest grade point average, based on seven high school semesters.
2. The school board, or its designee, will notify the Higher Education Aids Board (HEAB) of the name of the Senior Selected.

Frederic High School has a weighted 4.0 grade point system. All Advanced Placement (AP) courses approved by the College Board will be given a 1.0 point when computing GPA. Additionally, any specific advanced course approved by the Frederic School District will be given a 1.0 point. All work for credit, teacher assistance, study abroad, and home school credits will be graded on a pass fail basis at the discretion of school administration.

If two or more seniors have identical grade point averages, the AES award will be selected based on the following criteria, in order, as stated:

1. If two or more students have the same GPA, the student with the highest ACT Composite score on file as of February 15th of their senior year.
2. If two or more students have the same GPA and ACT Composite score, the student who has taken (completed successfully and currently enrolled) in the most Advanced Placement courses approved by the College Board through first semester of their senior year.
3. If two or more students have the same GPA, ACT Composite and number of Advanced Placement courses, the student with the highest ACT Writing Composite Score on file by February 15th of their senior year. The ACT Writing Score must be on the same test date as the ACT Composite score that coincides with the criteria fl.

The **Wisconsin Technical Excellence Scholarship** (TES) recipient will be selected annually by February 25; the school board or its designee will notify the HEAB of the recipient. Eligible candidates compete for the scholarship by submitting a TES nomination form to the school board designee by February 1. To be eligible, a senior must have applied to a technical college within the Wisconsin Technical College system. Selection of eligible candidates will be determined using a point system.

Points toward earning the scholarship are earned as follows:

One point for each credit earned in high school in a Career and Technical Education

(CTE) course; one additional point per credit for each A' earned in a CTE course. CTE

courses are all those taught by a business, agriculture, technical education, family and consumer education teacher, as well as courses taught by a math or science teacher that are directly linked to technical college programs.

- One point for completion of an industry-recognized certification or training program.

- If students emerge with tied scores, CTE grades will become the tiebreaker.

To be eligible for the AES or TES scholarship, the student must attend the School District of Frederic for a minimum of 4 full semesters, one of which must be the last semester.

LEGAL REF: Wisconsin Statutes - 3941 lm) (a); 118.13

Adopted: Academic Excellence Scholarship - 2-1990

Technical Excellence Scholarship - 12-2014

Revised 5-1999

Revised 12-2014

STUDENT FEES, FINES AND CHARGES

NEW

470

Fees

The Board shall provide a total education program for students in the School District of Amery. Certain activities, courses and services may, however, require additional funding. Therefore, the Board may charge fees accordingly.

The Board shall review the fees charged. They shall be published and/or distributed prior to the beginning of the school year.

Fines

Students shall be liable for any damage they cause to school property, including textbooks and other books, and for any school property they lose. Staff members, with the approval of the building Principal, may assess and collect reasonable amounts for any such damage or loss.

LEGAL REF.: Sections 118.03(1)(a) Wisconsin Statutes 120.13(10)

CROSS REF.: 656 Revenues: Student Fees

INTENT

It is the intent of an instrumental rental policy to induce and to encourage responsibility in the care of school owned instruments. In no way does rent paid supersede a student's liability in the case of extensive damage due to neglect or malicious actions. The collected rental fees are not intended to balance the repair budget. This policy shall be waived in case of hardship upon request by the student and his/her parents or guardians and upon approval of the administrator.

RATES

1. The basic rate for a school owned instrument shall be \$30. per year.
2. All percussion students shall be liable for the rental fee of \$20. and shall furnish their own sticks. The school shall furnish all mallets, webbings, slings, and etc.
3. All students who own an instrument but use a school owned instrument for the benefit of the band and at the direction of the Director shall be charged one-half the basic rate.
4. Students who must share a school owned instrument with another student or students shall be charged one-half the basic rate. The percussionists are not affected by this rule.
5. If a student plays more than one instrument, he/she shall be liable for only one instrument.

COLLECTION

1. The year shall be the beginning of the school term in August and continue through the next summer.
2. The date of October 1 of the current year shall determine the status and rental due from any affected students. In case of the use of a school owned instrument being terminated after October 1, no refund will be given by the school.
3. On October 1, the Director will provide the administrative office a list of students and rents due. Students will be requested to pay at the office.

One of the many goals of education is to prepare students to be college and career ready. A strong academic and Career and Technical foundation and preparation for career opportunities are important educational components for students. Students can benefit from participation in educational programs which provide a work-based experience and a more deliberate selection of course work based on potential career interests.

Students seek a clear connection between their future career(s) and their class work. The opportunity to explore and experience a world of work is beneficial to career decision-making. Interning at a workplace provides a firsthand look at what skills are needed, how knowledge learned in school is put into action in the workplace, and informs the student about career choice. Work-based learning can be a key to a successful 21st century.

Students are eligible for internships with local businesses that have been identified by the high school counselor and the school-to-work designee. These internships may be offered to students during or after school hours. In some cases, the internship will count as high school credits if it has been determined that the experience is centered on predetermined educational, career and technical components and if there is a designated mentor at the business who works with the high school student. This determination is made by the high school principal and guidance counselor.

Internships during the school day will be for no less than one hour a day and no more than 4 hours. Alternative education students and those with an I.E.P. may be exceptions.

The District recognizes the importance of parent participation and involvement in the education of their children. When parents are involved in a legal action affecting the family such as divorce or legal separation, it is important for the District to have the information necessary to make appropriate decisions regarding their child(ren)'s educational program and parent involvement in the schools.

The District shall maintain neutrality between parents who are or have been involved in a legal action affecting the family, unless otherwise directed by a court order or other legally binding document. The school will respect both parents' rights within reasonable limits. The welfare of the child is paramount and it is expected that parent differences will be put aside to assist in their child's educational progress.

It is the responsibility of a student's parent(s) to notify the building principal or designee of their current contact information, including mailing address, and any court document restricting a parent's rights. Upon receipt of such information, the building principal or designee shall inform classroom teachers and other staff, as appropriate, of any restrictions placed on a parent's access to a student, access to a student's school records, or participation in school-related activities.

The parent of any student enrolled in a school subject to District control may be provided all report cards, notices of school activities, disciplinary reports, conference appointments or summaries, or other student records, unless otherwise expressly curtailed or restricted by a provision of a court order or other legally binding document that has been provided to the District. The parent may also participate in all school activities related to their child, including conferences, unless a court order or other legally binding document provides otherwise. Parent-teacher conferences, when conducted, will be open to both parents. The school will not generally conduct separate conferences for each parent. Exceptions may be permitted as agreed to by school personnel.

A student enrolled in the District may be released from school to either parent, unless a court order or other legally binding document has been provided to the District that prohibits such a release. The building principal or designee shall not allow a parent to remove a student from school if the school has been notified that the parent has been denied periods of physical placement with the student. If such parent requests to remove his/her child from school during the school day, or takes other action to do so, local law enforcement authorities shall be contacted immediately by the building principal or designee.

Each parent is individually responsible for observing his/her respective parenting rights, obligations, and restrictions in all of the parent's interactions with the District. As a general rule, if one parent believes that the other parent is acting in a manner that is inconsistent with such rights, obligations, or restrictions, his/her primary method of obtaining recourse is to seek enforcement of applicable laws, court orders, and applicable agreements by involving law enforcement and/or the courts. Further, if parents disagree with one another about their respective rights, obligations, or restrictions, it is the responsibility of the parents to obtain appropriate clarifications of, or modifications to, any applicable agreements or court orders through the family court system.

Parents of students enrolled in District schools shall be informed of this policy via school handbooks or through other appropriate means as determined by the building principal.

Legal Ref.: Sections 118.125(2)(m) Wisconsin Statutes

767.41

Family Educational Rights and Privacy Act

State and federal laws safeguard children and their families against release of student information used by schools that does not fall within the definition of “directory data”. Videotapes of children may fall within the definition of “directory data” if the video does not focus on any particular student and is general in nature (e.g., interscholastic sporting events, all-school assemblies, sidewalks and hallways, general education classrooms, and school buses).

Parental/guardian consent shall not be required when a videotape will not leave the school district and is to be viewed only by staff responsible in that setting. Consent will normally not be required when “stock footage” of large groups of students (e.g., classroom groups, hallway shots, etc.) if being taped.

Advance consent shall be obtained from the parents or legal guardians of children being filmed or videotaped in the schools if the videotaping does not fall within the definition of “directory data” and the film or tape may be taken from the school district either physically or by transmission or the film/tape will be viewed by persons who are not professionally responsible for the specific setting (i.e. those other than the classroom teacher). The building principal shall review requests to interview, film, or videotape staff or students in the school, grant permission prior to interacting with staff or students on school property and ensure that the videotaping or filming does not interrupt instruction time during the school day.

LEGAL REFERENCE: WI Statutes s 118.125
 Family Educational Rights & Privacy Act of 1975

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