

Book	Neola - Ready for Processing
Section	5000 Students
Title	Copy of ELIGIBILITY OF RESIDENT/NONRESIDENT STUDENTS
Number	po5111**
Status	

5111 - **ELIGIBILITY OF RESIDENT/NONRESIDENT STUDENTS**

The Board of Education establishes the following policy for determining the eligibility of students to attend the schools of this District.

- A. The Board will educate, tuition-free, students who are residents of the District. Proof of residency will be required for registration in the District. If residency is with individuals other than a parent, it must be based on a reason other than educational purposes.
- B. The District shall provide a free education to those students who are considered by Federal law to be illegal aliens or considered to be homeless by State-established criteria.
- C. Upon request of a student's parent, students who have gained twelfth grade status and who no longer reside within the District shall be permitted to complete their high school education tuition free.
- D. Resident students in grades 9-12 who attend a tribal school, private school, or home-based educational program shall be accepted into the District's educational programs for up to two (2) classes if the student satisfies the high school admission standards and sufficient space is available in the classes.
- E. A high school student who now resides in a different school district as a result of a reorganization under Chapter 117 and who has completed 9th and 10th grade at his/her former school district shall be allowed to complete his/her education at the former school district, provided the other district agrees. The school board of residence shall pay the student's tuition. The school of attendance shall count the student in its membership for State Aid purposes under subchapter II.
- F. If a parent (or adult student) presents information to the District certifying that the parent (or adult student), his/her child, or a member of the parent's household is a participant in the Safe at Home/Address Confidentiality Program administered by the Wisconsin Department of Justice, the Board shall use the address designated by the Department of Justice to serve as the student's address for enrollment purposes. The District shall place a copy of any certification provided by the parent in the enrollment files.
- G. Children of joint custody orders may attend school without payment of tuition if one (1) parent resides in this District or the order designates as the residential parent the parent with legal residence in the District.
- H. Foreign students, participating in a bona fide, foreign-exchange program and living with a resident host family, may be admitted tuition-free.
- I. Students whose parents do not reside within the District, but who present evidence that they will move into the District within a short period of time, may enroll in the schools of this District as tuition students for the time not in residence. Tuition will be refunded in accordance with State law.
- J. Minor students residing in the District, but not living with a parent, may be required to provide information sufficient to allow the administration to properly determine resident status under law.
- K. Tuition students may be accepted in accordance with State law and the approval of the Superintendent.
- L. Nonresidents may be accepted into the District's Adult Education classes upon payment of the appropriate fees.
- M. Nonresident students may be accepted into the District's Summer or Interim Session School Program upon payment of appropriate fees.
- N. Nonresident students may be accepted into the District's program under the Full-Time Open Enrollment Program.
- O. Any student that has been expelled from another school or district and seeks to enroll in the District during the term of the expulsion order shall be considered for enrollment as follows:
 - 1. **If the student has been expelled from another Wisconsin public school district, the student is not entitled to enroll. The Superintendent may choose whether to recommend the student be enrolled.**
 - 2. If the student has been expelled by a public school in another state or by a Wisconsin charter school

the Superintendent may choose to enroll the student, but if the Superintendent does not intend to enroll the student, the Board must determine that the conduct giving rise to expulsion would have been grounds for expulsion from the District under Policy 5610.
- P. Students who have begun the school year as residents and who no longer reside in the District may be permitted to complete the school year tuition- free.
- Q. Nonresident students may be accepted into the District's program under the Course Options Program. Nonresident students accepted into the District's Course Options Program may attend no more than two (2) courses at any time.

Legal

118.51, Wis. Stats.

118.52, Wis. Stats.

120.13(1)(f), Wis. Stats.

121.77, Wis. Stats.

121.81, Wis. Stats.

121.84, Wis. Stats.

42 U.S.C. 11431, et. seq.

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Book	Neola - Ready for Processing
Section	5000 Students
Title	Copy of HOMELESS STUDENTS
Number	po5111.01**
Status	

5111.01 - **HOMELESS STUDENTS**

Definitions

Children who are identified as meeting the Federal definition of "homeless" will be provided a free appropriate public education (FAPE) in the same manner as all other students of the District. To that end, homeless students will not be stigmatized or segregated on the basis of their status as homeless. The District shall establish safeguards that protect homeless students from discrimination on the basis of their homelessness. The District shall regularly review and revise its policies, including school discipline policies that impact homeless students, including those who may be a member of any of the Protected Classes (Policy 2260).

Homeless children and youth are defined as individuals who lack a fixed, regular, and adequate nighttime residence, and include children and youth who meet any of the following criteria:

- A. share the housing of other persons due to loss of housing, economic hardship, or similar reason
- B. live in motels, hotels, trailer parks, or camping grounds due to a lack of alternative adequate accommodations
- C. live in emergency or transitional shelters
- D. are abandoned in hospitals
- E. have a primary night time residence that is a public or private place not designed for, or ordinarily used as, a regular sleeping accommodation for human beings, or
- F. live in a car, park, public space, abandoned building, substandard housing (footnote 1), bus or train station, or similar setting

Pursuant to the McKinney-Vento Act, an unaccompanied youth includes a homeless child or youth not in the physical custody of a parent or guardian.

Services to Homeless Children and Youth

The District will provide services to homeless students that are comparable to other students in the District, including:

- A. transportation services;
- B. public preschool programs and other educational programs and services for which the homeless student meets eligibility criteria including:
 1. programs for children with disabilities;
 2. programs for English learners (ELs) (i.e. students with limited English proficiency (LEP));
 3. programs in career and technical education;
 4. programs for gifted and talented students;
 5. school nutrition programs; and
 6. before - and after-school programs.

The Superintendent will appoint a Liaison for Homeless Children who will perform the duties as assigned by the Superintendent. Additionally, the Liaison will coordinate and collaborate with the State Coordinator for the Education of Homeless Children and Youth as well as with community and school personnel responsible for the provision of education and related services to homeless children and youths.

School Stability

Maintaining a stable school environment is crucial to a homeless student's success in school. To ensure stability, the District must make school placement determinations based on the "best interest" of the homeless child or youth based on student-centered factors. The District must:

- A. continue the student's education in the school of origin for the duration of homelessness when a family becomes homeless between academic years or during an academic year; and for the remainder of the academic year even if the child or youth becomes permanently housed during an academic year; or
- B. enroll the student in any public school that non-homeless students who live in the attendance area in which the child or youth is actually living are eligible to attend.

The school of origin is the school the student attended or enrolled in when permanently housed, including a public preschool. The school of origin also includes the designated receiving school at the next level for feeder school patterns, when the student completes the final grade level at the school of origin.

When determining the student's best interest, the District must also consider student-centered factors, including the impact of mobility on achievement, education, health, and safety of homeless students and give priority to the request of the student's parent or guardian, or youth (if an unaccompanied youth). The District also considers the school placement of siblings when making this determination.

If the District finds that it is not in the student's best interest to attend the school of origin or the school requested by the parent or guardian, or unaccompanied youth, the District must provide the individual with a written explanation and reason for the determination in a manner and form understandable to the parent, guardian or unaccompanied youth. This written explanation will include appeal rights and be provided in a timely manner.

Immediate Enrollment

The District has an obligation to remove barriers to the enrollment and retention of homeless students. A school chosen on the basis of a best interest determination must immediately enroll the homeless student, even if the student does not have the documentation typically necessary for enrollment, such as immunization and other required health records, proof of residency, proof of guardianship, birth certificate or previous academic records. The homeless student must also be enrolled immediately regardless of whether the student missed application or enrollment deadlines during the period of homelessness or has outstanding fines or fees.

The enrolling school must immediately contact the school last attended by the homeless student to obtain relevant academic or other records. If the student needs immunization or other health records, the enrolling school must immediately refer the parent, guardian or unaccompanied youth to the local liaison, who will help obtain the immunizations, screenings or other required health records. Records usually maintained by the school must be kept so that they are available in a timely fashion if the child enters a new school or district. These records include immunization or other required health records, academic records, birth certificates, guardianship records, and evaluations for special services or programs. Procedures for inter-State records transfer between schools should be taken into account in order to facilitate immediate enrollment.

In addition, the District will also make sure that, once identified for services, the homeless student is attending classes and not facing barriers to accessing academic and extracurricular activities, including magnet school, summer school, career and technical education, advanced placement, online learning, and charter school programs (if available).

Transportation

The District provides homeless students with transportation services that are comparable to those available to non-homeless students. The District also provides or arranges for transportation to and from the school of origin at the parent or guardian's request, or the liaison's request in the case of an unaccompanied youth. Transportation is arranged promptly to allow for immediate enrollment and will not create barriers to a homeless student's attendance, retention, and success.

- A. If the homeless student continues to live in the District, where the school of origin is located, transportation will be provided or arranged for the student's transportation to or from the school of origin.
- B. If the homeless student moves to an area served by another district, though continuing his/her education at the school of origin (which is in the District), the District and the district in which the student resides must agree upon a method to apportion responsibility and costs for transportation to the school of origin. If the districts cannot agree upon such a method, the responsibility and costs will be shared equally.
- C. When the student obtains permanent housing, transportation shall be provided to and from the school of origin until the end of the school year.

The District determines the mode of transportation in consultation with the parent or guardian and based on the best interest of the student.

In accordance with Federal law, the above transportation requirements still apply during the resolution of any dispute. The District will work with the State to resolve transportation disputes with other districts. If the disputing district is in another State, the District will turn to the State for assistance as Federal guidance says that both States should try to arrange an agreement for the districts.

Dispute Resolution

Homeless families and youths have the right to challenge placement and enrollment decisions. If a dispute arises between a school and a parent, guardian or unaccompanied youth regarding eligibility, school selection, or enrollment of a homeless student, the District must follow its dispute resolution procedures, consistent with the State established procedures. If such a dispute occurs, the District will immediately enroll the homeless student in the school in which enrollment is sought pending final resolution of the dispute, including all appeals. The student will receive all services for which they are eligible until all disputes and appeals are resolved.

Pursuant to State, District and Board of Education policies, the District will provide the parent, guardian or unaccompanied youth with a written explanation of all decisions regarding school selection and enrollment made by the school, District, or State, along with a written explanation of appeal rights.

The District's notice and written explanation about the reason for its decision will include, at a minimum, an explanation of how the school reached its decision regarding eligibility, school selection, or enrollment, including 1) a description of the proposed or refused action by the school, 2) an explanation of why the action is proposed or refused, 3) a description of other options the school considered and why those options were rejected, 4) a description of any other relevant factors to the school's decision and information related to the eligibility or best interest determination such as the facts, witnesses, and evidence relied upon and their sources, and 5) an appropriate timeline to ensure deadlines are not missed. The District must also include contact information for the Liaison and the State Coordinator, and a brief description of their roles. The District will also refer the parent, guardian or unaccompanied youth to the Liaison, who will carry out the dispute resolution process.

The District ensures that all decisions and notices are drafted in a language and format appropriate for low-literacy, limited vision readers, and individuals with disabilities. For children and youth and/or parents or guardians who are English learners or whose dominant language is not English, the District will provide translation and interpretation services in connection with all phases of the dispute resolution process pursuant to Federal laws. The District will also provide electronic notices via email if the parent, guardian or unaccompanied youth has access to email followed by a written notice provided in person or sent by mail.

Homeless Children in Preschool

Homeless preschool-aged children and their families shall be provided equal access to the educational services for which they are eligible, including preschool programs, including Head Start programs, administered by the District. Additionally, the homeless child must remain in the public preschool of origin, unless a determination is made that it is not in the child's best interest. When making such a decision on the student's best interest, the District takes into account the same factors as it does for any student, regardless of age. It also considers pre-school age specific factors, such as 1) the child's attachment to preschool teachers and staff; 2) the impact of school climate on the child, including school safety; the quality and availability of services to meet the child's needs, including health, developmental, and social-emotional needs; and 3) travel time to and from school.

The District must also provide transportation services to the school of origin for a homeless child attending preschool. It is the District's responsibility to provide the child with transportation to the school of origin even if the homeless preschooler who is enrolled in a public preschool in the District moves to another district that does not provide widely available or universal preschool.

Public Notice

In addition to notifying the parent or guardian of the homeless student or the unaccompanied youth of the applicable rights described above, the District shall post public notice of educational rights of children and youth experiencing homelessness in each school. In addition, the District shall post public notice of the McKinney-Vento rights in places that homeless populations frequent, such as shelters, soup kitchens, and libraries in a manner and form understandable to the parents and guardians and unaccompanied youths.

Records

The local liaison will assist the homeless students and their parent(s) or guardian(s) or unaccompanied homeless students in their efforts to provide documentation to meet State and local requirements for entry into school.

All records for homeless students shall be maintained, subject to the protections of the Family Educational Rights and Privacy Act (FERPA) and Policy 8330, and in such a manner so that they are available in a timely fashion and can be transferred promptly to the appropriate parties, as required. Pursuant to the McKinney-Vento Act, information regarding a homeless student's living situation is not considered directory information and must be provided the same protections as other non-directory personally identifiable information (PII) contained in student education records under FERPA. The District shall incorporate practices to protect student privacy as described in , and in accordance with the provisions of the Violence Against Women Act (VAWA) and the Family Violence Prevention and Services Act (FVPSA).

No Board policy, administrative procedure, or practice will be interpreted or applied in such a way as to inhibit the enrollment, attendance, or school success of homeless children.

Note:

¹ According to nonregulatory guidance from the U.S. Department of Education (ED), standards for adequate housing may vary by locality. Please see ED guidance for factors to consider when determining whether a child or youth is living in "substandard housing."

Education for Homeless Children and Youth Programs, Non-Regulatory Guidance, U.S. Department of Education (ED), Title VII-B of the McKinney-Vento Homeless Assistance Act, as amended by the Every Student Succeeds Act, at A-3 (July 27, 2016).

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Legal 42 U.S.C. 11431 et seq. (McKinney - Vento Homeless Act)

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Book	Neola - Ready for Processing
Section	5000 Students
Title	EDUCATIONAL OPPORTUNITY FOR MILITARY CHILDREN
Number	po5111.02**
Status	

5111.02 - EDUCATIONAL OPPORTUNITY FOR MILITARY CHILDREN

Children of an active duty member of the United States armed services shall be entitled to all of the rights and protections afforded under the Interstate Compact on Educational Opportunity for Military Children (Compact).

The intent of this policy is to minimize the potential challenges to educational success for children of military families because of frequent moves and deployment of their parents by:

- A. facilitating the timely enrollment and placement of children of military families in educational and other school programs and activities;
- B. facilitating the on-time graduation of children of military families; and
- C. providing for the uniform collection and sharing of information between and among schools and military families.

A student whose parent is an active duty member of the uniformed services and has been called to duty for, is on leave from, or returned from deployment to a combat zone or combat support posting, shall be granted additional excused absences at the discretion of the Superintendent to visit with his/her parent relative to such leave or deployment of the parent. The additional excused absences granted by the Superintendent, to visit with a parent who has returned from deployment, is only required, if the return was within the past thirty (30) days

The Superintendent shall maintain guidelines for implementation of this policy which are consistent with the Compact and State law.

The guidelines shall apply to children of military families within the state as well as between member states.

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Legal	Interstate Compact on Educational Opportunity for Military Children 2009 Wisconsin Act 329
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Book Neola - Ready for Processing
Section 5000 Students
Title CHILDREN AND YOUTH IN FOSTER CARE
Number po5111.03**
Status

5111.03 - CHILDREN AND YOUTH IN FOSTER CARE

The Board of Education recognizes the importance of educational stability for children and youth in foster care. Further, the Board recognizes these children and youth as a vulnerable subgroup of students in need of safeguards and supports in order to facilitate a successful transition through elementary and secondary education and into college and/or careers. To that end, the District will collaborate with the Department of Public Instruction (DPI), other schools and school districts, and the appropriate child welfare agencies to provide educational stability for children and youth in foster care.

Definitions

Children who meet the Federal definition of "in foster care" will be provided a free appropriate public education (FAPE) in the same manner as all other students of the District. To that end, students in foster care will not be stigmatized or segregated on the basis of their status. The District shall establish safeguards that protect foster care students from discrimination on the basis of their foster care status or other of the recognized Protected Classes (Policy 2260). The District shall regularly review and revise its policies, including school discipline policies that may impact students in foster care.

Consistent with the Fostering Connections Act, "foster care" means 24-hour substitute care for children placed away from their parents or guardians and for whom the child welfare agency has placement and care responsibility. This includes, but is not limited to, placements in:

- A. foster family homes;
- B. foster homes of relatives;
- C. group homes;
- D. emergency shelters;
- E. residential facilities;
- F. child care institutions; and
- G. preadoptive homes.

A child is in foster care in accordance with this definition regardless of whether the foster care facility is licensed and payments are made by the State, tribal or local agency for the care of the child, whether adoption subsidy payments are being made prior to the finalization of an adoption, or whether there is Federal matching of any payments that are made. (45 C.F.R. 1355.20 (a)).

School Stability

The District shall remove barriers to the enrollment and retention of children and youth in foster care in schools in the District. Foster care students shall be enrolled immediately, even if they do not have the necessary enrollment documentation such as immunization and health records, proof of residency or guardianship, birth certificate, school records, and other documentation.

The District shall meet the Title I requirements for educational stability for children and youth in foster care, including those awaiting foster care placement. The District shall identify which students are in foster care and shall collaborate with State and tribal child welfare agencies to provide educational stability for these children and youth. District staff will work closely with child welfare agency personnel to develop and implement processes and procedures that include these enrollment safeguards:

- A. a child/youth in foster care shall remain in his/her school of origin, unless it is determined that remaining in the school of origin is not in that child's best interest;
- B. if it is not in the child's best interest to stay in his/her school of origin, the child shall be immediately enrolled in the determined new school even if the child is unable to produce records normally required for enrollment; and
- C. the new (enrolling) school shall immediately contact the school of origin to obtain relevant academic and other records, including the student's Individualized Education Program (IEP) if applicable. (ESEA Section 1111(g)(1)(E)(i)-(iii)).

Best Interest Determination

In making the best interest determination, the District will follow the guidelines established by DPI and the State or tribal child welfare agencies. The District shall utilize the prescribed process in conjunction with local child welfare agencies in making best interest determinations. Once a determination is made the District shall provide the decision in writing to all relevant parties, in collaboration with the appropriate child welfare agency. When making decisions regarding educational placement of students with disabilities under IDEA and Section 504, the District shall provide all required special educational and related services and supports provided in the least restrictive placement where the child's unique needs, as described in the student's IEP or Section 504 plan, can be met.

Dispute Resolution Process

If there is a dispute regarding whether the educational placement of a child in foster care is in the best interest of that child, the dispute resolution process established by the SEA shall be used.

The District's representatives shall collaborate fully in this process, considering relevant information regarding academic programming and related service needs of the child, and advocating for what the District believes is in the best interest of the child.

To the extent feasible and appropriate, the child will remain in his/her school of origin while disputes are being resolved in order to minimize disruption and reduce the possible number of moves between schools. (ESEA Section 1111(g)(1)(E)(i)).

Since the child welfare agency holds ultimate legal responsibility for making the best interest determination for the foster child in their care, if the dispute cannot be resolved, the child welfare agency will make the final determination.

All notifications and reports regarding foster care placement, changes in school enrollment, transportation services, and changes in the child's living arrangements shall be provided to the affected parties, in writing, in accordance with the forms, procedures, and requirements of the SEA and the State or tribal child welfare agencies.

Local Point of Contact

The Superintendent shall designate and make public a local point of contact who will perform the duties as assigned by the Superintendent. The point of contact shall serve as a liaison to coordinate with child protection agencies, lead the development of a process for making the best determination for a student, facilitate the transfer of records, and oversee the enrollment and regular school attendance of students in foster care.

Records

The District shall provide privacy protections for children and families and shall facilitate appropriate data-sharing pertaining to children in foster care between child welfare and educational agencies, in accordance with the Family Educational Rights and Privacy Act (FERPA) and Policy 8330 – Student Records.

Services to Children and Youth in Foster Care

Foster care children and their families shall be provided equal access to the educational services for which they are eligible comparable to other students in the District including:

- A. educational services for which the student in foster care meets eligibility criteria including services provided under Title I of the Elementary and Secondary Education Act or similar State and local programs, educational programs for children with disabilities, and educational programs for students with limited English proficiency;
- B. preschool programs;
- C. programs in career and technical education;
- D. programs for gifted and talented students;
- E. school nutrition programs; and
- F. before - and after-school programs.

Transportation Services

The District shall provide transportation services for children in foster care consistent with the procedures developed by the District in collaboration with the State or local child welfare agency. These requirements apply whether or not the LEA already provides transportation for children who are not in foster care.

In order for a student in foster care to remain in his/her school of origin, when in his/her best interest, transportation services shall be provided, arranged, and funded for the duration of the child's placement in foster care. The District's transportation services will provide that:

- A. Children in foster care needing transportation to their schools of origin will promptly receive that transportation in a cost effective manner and in accordance with Section 475(4)(A) of the Social Security Act; and
- B. If there are additional costs incurred in providing transportation to the school of origin, the District shall provide such transportation if 1) the local child welfare agency agrees to reimburse the District for the cost of such transportation; 2) the District agrees to pay for the cost; or 3) the District and the local child welfare agency agree to share the cost. (ESEA 1112(c)(5)(B)).

Coordination of Service

Since foster care placements may occur across district, county, or State boundary lines, coordination among multiple agencies may be necessary. The District will work with appropriate State and local agencies to address such placement and transportation issues that arise. The District shall provide or arrange for adequate and appropriate transportation to and from the school of origin while any disputes are being resolved.

No Board policy, administrative procedure, or practice will be interpreted or applied in such a way as to inhibit the enrollment, attendance, or school success of children and youth in foster care.

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Legal

45 C.F.R. 1355.20

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Book	Neola - Ready for Processing
Section	5000 Students
Title	Copy of ENTRANCE AGE
Number	po5112**
Status	

5112 - **ENTRANCE AGE**

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

A. Kindergarten

A child is eligible for entrance into four (4) year old kindergarten if s/he attains the age of four (4) on or before September 1st

A child is eligible for five (5) year old kindergarten when s/he attains the age of five (5) on or before September 1st

of the year in which s/he applies for entrance and meets residency requirements. The child may not be placed in an alternative program without permission of the parent.

B. First Grade

A child must be six (6) years of age on or before September 1st in the year in which s/he enrolls. A student must have completed a five (5) year old kindergarten program or must receive a waiver of this requirement.

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

1. Any student who has moved to the District from another state or country where completion of a five (5) year old kindergarten program is a prerequisite to enrollment in first grade and that student has received a waiver of the requirement in his/her prior state or country.
2. Any student who has moved to the District from another state or country that does not require the completion of five (5) year old kindergarten prior to enrollment in first grade.
3. Any student who, at the discretion of the building principal, in consultation with the first grade teacher(s) of the District, determines that, notwithstanding that the student has not completed a five (5) year old kindergarten program, the student has demonstrated sufficient aptitude in all core competencies normally required of kindergarten students in the District upon completion of the kindergarten program.

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

Appeal of Denial of Waiver

The parents of any student denied a waiver under this section by the building principal may appeal that decision to the Superintendent by submitting a written request to the School Principal within ten (10) days of the decision of the principal.

The decision of the Superintendent is final.

C. Early Admission

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

PROCEDURES FOR EARLY ADMISSION: (LIMITED TO) KINDERGARTEN AND FIRST GRADE

1. Application shall be made by the parent to the Elementary Principal on or before May 1st of the year of entrance. This cutoff date shall not apply for a student who moves to the District during the school year and who has already been admitted for early entrance from the previous school district.
2. An interview with the parent(s)/guardians shall be held by the Elementary Principal to determine the parents' reasons for requesting entrance prior to the legal age. The parent/guardian or a caregiver of the child will assess the student using a self help/social profile.
3. Following the interview with the parent(s)/guardians, it will be decided by the District whether the student will be assessed with a formal evaluation by the District Standards for early admission to kindergarten or first grade may not discriminate against students on the basis of disability or handicap. The evaluation shall be at no cost to the parents/guardian(s).
4. Observation of the student in a school-like setting by at least two separate educators (psychologist, gifted and talented coordinator, teacher, administrator, etc.) will take place over a period of days. A school-like setting could be the daycare center or summer school for pre-kindergarten.
5. After the evaluation in (3 & 4) above has been completed, a conference shall be held with the parents to consider the appropriateness of early entrance into Kindergarten or First Grade.

6. The student will be superior in the full range of abilities in all developmental areas including social, emotional, physical, mental maturity, and pre-academics.
7. The Superintendent has the final authority for deciding whether or not the student is to be admitted to Kindergarten or First Grade in accordance with conditions and standards. The Superintendent will be informed by staff in District as to the preferred recommendation for the student regarding any early education admission.

D. Older Students

A person who is a resident of the District and over twenty (20) years of age may enroll providing the Superintendent does not think his/her enrollment will interfere with the education of the other students.

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Legal

Wis. Stats 118.14, 118.15, 120.12(25)

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Book Neola - Ready for Processing
Section 5000 Students
Title Copy of OPEN ENROLLMENT PROGRAM (INTER-DISTRICT)
Number po5113**
Status

5113 - OPEN ENROLLMENT PROGRAM (Inter-District)

The School District ("District") will participate in the Wisconsin Public School Open Enrollment Program in accordance with applicable law and the relevant policies and rules of the District, all as amended from time-to-time.

DEFINITIONS

The following definitions will apply to the District's Open Enrollment Program.

A. Non-Resident District

A school district located in Wisconsin which is not a student's district of residence.

B. Non-Resident Student

A student who does not reside within the geographic boundaries of the District and who seeks admission to this District under the Open Enrollment Program.

C. Tuition Student

A non-resident student who attends school in the District and pays tuition in accordance with State law.

D. Full-Time Enrollment

A student is enrolled for the entire school day and receives all of his/her required education in this District.

E. Class Size

The District's determination of the maximum number of students who can be accommodated properly in a particular classroom without jeopardizing the quality of the instructional program and mitigating circumstances for a particular school, class, or program, including enrollment projections established by the Superintendent.

F. Program Size

The enrollment or size restrictions in a specific program within a class or building. The District reserves the exclusive right to establish program size and to limit enrollment based upon the capability to properly allocate available resources, create and maintain a proper learning environment, and comply with contracts, grants, and applicable laws and regulations.

G. Resident Student

A student who is a resident of this District and is consequently entitled to attend school in this District in accordance with Policy 5111 - Eligibility of Resident/Non-resident Students.

FULL TIME OPEN ENROLLMENT

A. Procedures for Processing of Open Enrollment Applications

If there are more applications than spaces, the Board will fill the available spaces by random selection, provided that first priority will be given to non-resident students already attending District schools and their siblings.

If the District determines that space is not otherwise available for open enrollment students in the grade or program to which an individual has applied, the District may nevertheless accept a student or the sibling of a student who is already attending in the District.

B. Decisional Criteria for Non-Resident Applications

Decisions on non-resident open enrollment applications will be based only on the following criteria:

1. The availability of space in the schools, programs, classes, or grades within the District. The School Board shall determine during a regular meeting each January the number of regular education and special education spaces available. In determining the amount of space available, the District will count resident students, students attending the District for whom tuition is paid under 121.78(1)(a), Wis. Stats., and may include in its counted occupied spaces students and siblings of students who have applied under Section 118.51(3)(a) or (3m)(a) and are already attending public school in the District.

Other factors the Superintendent may consider in determining the availability of space include:

- a. District practices, policies, procedures or other factors regarding class size ranges for particular programs or classes.
 - b. District practices, policies, procedures or other factors regarding faculty-student ratio ranges for particular programs, classes or buildings
 - c. Enrollment projections for the schools of the District which include, but are not limited to, the following factors: the likely short and long-term economic development in the community, projected student transfers in and out of the District, preference requirements for siblings of non- resident open enrollment students, the required length of K-12 attendance opportunities for Chapter 220 and open enrollment students and current and future space needs for special programs, laboratories (e.g. in technology or foreign languages) or similar District educational initiatives.
2. Whether an applicant for a pre-kindergarten, four (4) year old kindergarten, early childhood or school operated day care program resides in a district which offers the program for which application is made.
 3. Whether the non-resident student has been expelled from any school district within the current school year or the two (2) preceding school years, or is pending any disciplinary proceeding, based on any of the following activities:
 - a. Conveying or causing to be conveyed any threat or false information concerning an attempt or alleged attempt being made or to be made to destroy school property by means of explosives.
 - b. Engaging in conduct while at school or under school supervision that endangered the health, safety or property of others.
 - c. Engaging in conduct while not at school or while not under the supervision of a school authority that endangered the health, safety, or property of others at school or under the supervision of a school authority or of any school employee or Board member.
 - d. Possessing a dangerous weapon (as defined in Section 939.22(10), Wis. Stats.) while on school property or under school supervision.

Notwithstanding the Board's acceptance of a non-resident student's application, the Board may withdraw acceptance if, prior to the beginning of the first school year in which the non-resident student will attend a school in the District, s/he is determined to fall under paragraph B. 3.

The Board may request a copy of a non-resident student's disciplinary records from the resident School Board.

The resident Board shall provide to the nonresident Board a copy of any expulsion order or findings, a copy of any pending disciplinary proceedings, a written explanation of said proceeding, the length of the expulsion or possible outcomes of a pending proceeding, and/or such records as permitted by law.

4. Whether the special education program or related services described in the non-resident student's Individualized Education Program ("IEP") are available in the District. Funding for the education of students with disabilities will be made to the non- resident school district by the Department of Public Instruction in accordance with State law.
5. Whether there is space available in the District to provide the special education or related services identified in the non-resident student's IEP, after consideration of class size limits, student- teacher ratios, and enrollment projections.
6. Whether the non-resident student has been referred to his/her resident Board under Wis. Stat. 115.777(1) or identified by his/her resident school board under Wis. Stat. 115.77(1m)(a), but not yet evaluated by an individualized education program team.
7. If the Board has made a determination that a non-resident student attending the District under the Open Enrollment Program is habitually truant from the District during either semester of the current school year, the Board may prohibit the student from attending in the succeeding semester or school year.

C. Reapplication Procedures

The Board **will** (require accepted non-resident students to reapply under the open enrollment policy when the non-resident student enters **high school**. A non-resident student may be required to reapply only once.

D. Transportation

The parents of a student attending a non-resident school district will be solely responsible for providing transportation to and from the school site, unless space is available on a bus at a regularly scheduled in-District bus stop, unless the non-resident student is a special education student and transportation is required by his/her IEP.

E. The Board may provide transportation to non-resident students from his/her resident district provided the student's resident district approved. The Superintendent shall develop procedures for implementing this provision.

F. The Board (**will not** permit a neighboring District to bus resident students from within its boundaries for attendance at the non- resident neighboring District. The Superintendent shall develop procedures for implementing this provision.

ALTERNATIVE APPLICATION PROCEDURES

The parent of a non-resident student who wishes to attend a school in the District may apply at any time throughout the year by submitting an application under the alternative application procedure if the student satisfies at least one (1) of the statutory criteria and has not applied to more than three (3) non-resident school districts. Applications for open enrollment under the alternative application procedures for enrollment in 2015-2016 school year will be evaluated based on the District's policy and administrative guidelines in place prior to July 1, 2015, which may be accessed here.

ANNUAL REVIEW

The Board shall review its Open Enrollment Program annually.
General Provisions

A. A student, who has been accepted under this program, who has not met the academic prerequisites for participation in a particular program in which the student wishes to enroll shall not be placed in that program.

B. The District's Policy 2260 – Nondiscrimination and Access to Equal Educational Opportunity shall apply to all applicants under this program. In addition, the District will not discriminate on the basis of an applicant's intellectual, academic, artistic, athletic, or other ability, talent, or accomplishment, or based on a mental or physical disability, except as provided for in the statute authorizing this program.

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118.51, Wis. Stats.

Wis. Adm. Code Ch. P.I. 36

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Book Neola - Ready for Processing
Section 5000 Students
Title Copy of PART-TIME OPEN ENROLLMENT
Number po5113.01**
Status

5113.01 - **PART-TIME OPEN ENROLLMENT**

The Board will provide students enrolled in the District including nonresidents enrolled through a whole grade sharing agreement with the student's resident school district with the ability to take up to two (2) courses at any given time in a non-resident public school district. Likewise, the Board will consider the enrollment of a non-resident student in up to two (2) courses per term under the criteria set forth in this policy and any criteria required by law.

Resident Student Applications for Part-Time Open Enrollment

A. General Procedures

The parent of any student enrolled as a resident of the District or a nonresident enrolled through a whole grade sharing agreement with the student's resident school district who wishes to attend one (1) or two (2) courses at a non-resident school district under this policy shall make a written application to such non-resident district no less than six (6) weeks prior to the beginning of the term in which the course(s) are offered. The application:

1. must be on a form provided by the Wisconsin Department of Public Instruction;
2. must be copied to the Board at the same time as the application is made to the non-resident school district.

B. Decisional Criteria for Resident Applications

The Board shall review all applications received under this policy to attend courses at a non-resident school district under the criteria below. Both the non-resident school district of proposed attendance and the Board must approve the course.

Acceptance or denial of any resident student's application shall be made no later than one (1) week prior to the start of the course. Rejection of a student's application to attend such courses shall be made in writing and shall provide an explanation of the reason for rejecting the application. One of the following reasons must be the basis for such rejection:

1. *Individualized Education Program (IEP)*. If the Board determines that the proposed course conflicts with the student's IEP, the Board shall reject the course.
2. *Undue Financial Burden*. The Board may reject an application if the cost of the course would impose an undue financial burden on the District considering the totality of the District's economic circumstances, including applicable revenue limits, ability to pay the cost of tuition, and the per student cost of educating all District students.

If the District determines that the course does not satisfy the District's high school graduation requirements, it shall notify the student in writing of this determination at least one week prior to the start date of the course. This notice shall be provided whether the application is approved or rejected.

Non-Resident Student Applications for Part-Time Open Enrollment

A. General Procedures

The parent of any non-resident student that wishes to attend one or two courses offered by the District shall make a written application to the Board no less than six (6) weeks prior to the beginning of the term in which the course(s) are offered. The application:

1. must be on a form provided by the Wisconsin Department of Public Instruction;
2. must be copied to the student's resident School Board at the same time as the application is made to the non-resident School Board.

B. Decisional Criteria

The Board will determine acceptance or rejection of a non-resident student's application to attend courses in the District using the same criteria and policies for entry into the course that apply to resident students, except that preference for attendance shall be given to resident students. Applications from non-resident students that are already accepted into two courses in a particular term will be rejected on that ground. If a particular course has limited enrollment, those spots not taken by resident students will be allocated to non-resident applicants under this policy that otherwise qualify for enrollment on a randomly selected basis.

The parents and the resident school district are to be notified, in writing, no later than one (1) week prior to the commencement of the course whether the application has been accepted or rejected. If accepted, the notification is to include the name of the school the student is to attend and that the enrollment is valid only for the forthcoming semester or school year or special time period during which the course(s) will be offered. If rejected, the notice shall state the reason for the rejection.

General Requirements

A. Notice of Intent to Enroll

The parents of the student must notify both the resident school district and the district in which the student has applied for part-time open enrollment of the

student's intent to enroll after receipt of the decision to accept the application but before the beginning of the applicable course.

B. Transportation

By enrolling in a course under this policy either as a resident or non-resident, the parent understands that the parent is responsible for transporting the student to and from any courses attended under this policy, unless the Department of Public Instruction agrees to reimburse the parent directly for such costs.

C. Tuition for Attendance at Another School District

Tuition costs shall be paid for by the resident school district in an amount equal to the cost of the course(s) as determined by the Department of Public Instruction.

D. Appeal of Rejection

Any application that is rejected under this policy may be appealed to the State Superintendent of Public Instruction within thirty (30) days of the decision. The State Superintendent's decision is final and will only reverse the initial decision if that decision was arbitrary or unreasonable.

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Legal 118.52, Wis. Stats.

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Title INTRA-DISTRICT SAFE SCHOOL TRANSFERS OPTIONS
Number po5113.02**
Status

5113.02 - **INTRA-DISTRICT SAFE SCHOOL TRANSFERS OPTIONS**

The Board of Education shall allow a student to attend another appropriate grade level public school within the School District, including a public charter school, if either of the following applies to the student:

- A. Persistently Dangerous School – The student attends a school identified as persistently dangerous by the Department of Public Instruction; or
- B. Victim of Violent Criminal Offense – The student has been a victim of a violent criminal offense under either of the two (2) following circumstances and reports the incident to the appropriate law enforcement agency and to the building principal:
 - 1. The student has been a victim of a violent criminal offense while on the school grounds that the student attends during school hours, or during a school-sponsored event at the school that the student attends that does not occur during school hours; or
 - 2. The student has been a victim of a violent criminal offense while being transported to school for the purpose of attending curricular programs during school hours or from school to home immediately following school hours on a school bus owned, leased, or contracted by the School District or by a motor vehicle operated as an alternative method of transportation under Sec. 121.555, Wis. Stats. For a student who has been a victim of a violent criminal offense while being transported to or from a school by a common carrier in a School District providing transportation under Sec. 121.54(1), Wis. Stats., the Board shall make transfer decisions on a case-by-case basis.

The Board is not required to offer a transfer to a student who is a victim of a violent criminal offense under the following circumstances:

- a. while away from school s/he attends, but during a school sponsored activity or field trip
- b. while traveling on the school bus to or from a school sponsored activity or field trip
- c. while on school grounds of the school s/he attends, but not during school hours or during a school sponsored event

If there is not another appropriate grade level public school within the School District, including a public charter school, the Board shall not be required to offer the student the option to transfer.

Persistently Dangerous School

The Board, upon written notification from the department that a school in the District has been identified as persistently dangerous shall do the following:

- A. Within ten (10) working days of receiving the notice provide written notice to the parents or guardians of the students attending the school that the school has been identified as persistently dangerous and that students attending the school may transfer to another appropriate grade level public school operated by the School District, including a public charter school.
- B. Within thirty (30) working days of receiving the notice, complete the transfer of those students who accept the offer to be transferred.
- C. Within thirty (30) days of receiving the notice submit to the department the school's safety plan, a summary of local efforts to address the school's safety concerns, current available data deemed relevant by the Board that is not reflected in the school performance report and, upon the Department's request, other information deemed relevant by the Department.
- D. Within thirty (30) working days of receiving the notice submit a corrective action plan to the Department including, for example, the following corrective actions:
 - 1. providing additional personnel to supervise children
 - 2. providing conflict resolution instructional programs
 - 3. collaborating with local law enforcement agencies
 - 4. providing school discipline enforcement training for school staff
 - 5. providing additional security measures

Upon receipt of notice from the Department that a school is no longer persistently dangerous, the Board shall notify parents and guardians of students that the Department no longer considers the school persistently dangerous.

Victims of a Violent Criminal Offense

The Board, or the Board's designee, upon written notification from a student to a building principal that s/he has been the victim of a violent criminal offense, shall, within ten (10) working days of the report of the incident determine, in consultation with law enforcement officers (if necessary) and the building principal, if the incident is a violent criminal offense under the Appendix to P.I. 23. The alleged offender need not be convicted for the Board to find that a violent criminal offense has occurred.

If the incident is a violent criminal offense, the Board shall also do the following:

- A. Within ten (10) working days of the report of the incident notify in writing the parents or guardians of the student of the choice to transfer to another appropriate grade level public school operated by the School District, including a public charter school.
- B. Within thirty (30) working days of the student accepting the offer to transfer, complete the transfer.

This policy is implemented pursuant to the Elementary and Secondary Education Act of 1965 and Department of Public Instruction Administrative Rule, Section P.I. 23 – ESEA Intra-District Safe School Transfer Options. The provisions of this policy are intended to comply with P.I. 23. To the extent that this policy is ambiguous or inconsistent with P.I. 23, P.I. 23 shall govern.

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20 U.S.C. 7912

Wis. Admin. Code § P.I. 23

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Book Neola - Ready for Processing
Section 5000 Students
Title Copy of NONIMMIGRANT STUDENTS AND VISITOR PROGRAMS
Number po5114**
Status

5114 - **NONIMMIGRANT STUDENTS AND VISITOR PROGRAMS**

The Board of Education recognizes the positive cultural benefits to the students, staff, and the community in meeting students from other countries and in having exchange students as members of the student body of this District's high school(s).

An exchange visitor student is a foreign national who has been selected by a sponsor that has been approved by the United States Department of State (USDOS) to participate in an exchange visitor program and who is seeking to enter or has entered the United States temporarily on a J-1 visa.

Exchange Visitor Program for Nonimmigrant Students with J-1 Visas

The Board authorizes the Superintendent to consider a request to admit an exchange visitor student who meets the USDOS requirements and applies for admission through a sponsoring organization, and to determine whether or not that student should be accepted.

In accordance with Federal law, an exchange visitor student will be selected and sponsored by an organization that has been approved by the USDOS. The Board, pursuant to Federal law, requires the sponsoring agency to secure prior written acceptance of the Superintendent for the placement of an exchange visitor student in any District high school.

After written acceptance of school placement is secured, the sponsoring agency should issue the certificate of eligibility for J-1 Visas to the exchange visitor student who meets the criteria established in Federal law for participation in an EVP.

Pursuant to Federal law the sponsoring agency is also responsible for selecting a host family who resides in the District for each exchange visitor student.

Lastly, pursuant to Federal law, a sponsoring agency can place no more than five (5) exchange visitor students per District high school.

However, with Board approval, the Superintendent may request, in writing, the placement of more than five (5) students from a sponsoring agency in the high school.

Other Nonimmigrant Students

This policy does not apply to nonimmigrant students with citizenship in countries other than the United States who are not participating in an approved exchange visitor program at a District school or who are not sponsored by the District so they can attend a school in the District as participants in the student and exchange visitor program (SEVP) on a valid F-1 visa.

All other nonimmigrant students with citizenship in countries other than the United States who seek to enroll in the District's schools are subject to State law and the District's policies regarding enrollment and, if applicable, tuition.

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Legal 8 C.F.R. 214 et seq.
8 U.S.C. 1101 (Immigration Reform and Control Act)
121.84(1)(c), Wis. Stats.
Mutual Education and Cultural Exchange Act of 1961, as amended
Immigration and Nationality Act
22 C.F.R. 62, Exchange Visitor Program

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Book	Neola - Ready for Processing
Section	5000 Students
Title	Copy of ASSIGNMENT WITHIN DISTRICT
Number	po5120**
Status	

5120 - **ASSIGNMENT WITHIN DISTRICT**

The Board of Education directs that the assignment of students to schools within this District be consistent with the best interests of students and the best use of the resources of this District.

The Board shall determine periodically the school attendance areas of the District and shall expect the students within each area to attend the school so designated.

The Superintendent shall periodically review existing attendance areas and recommend to the Board such changes as may be justified by:

considerations of safe student transportation and travel;

convenience of access to schools;

financial and administrative efficiency;

the effectiveness of the instructional program.

No assignment to schools or attendance schedules shall discriminate against students on the basis of gender, race, religion, disability, or national origin.

The Superintendent may assign a student to a school other than that designated by the attendance area when such exception is justified by circumstances and is in the best interest of the student.

Every effort shall be made to continue a student in the elementary school to which s/he is initially assigned.

Wherever possible and advisable in the interests of the students, siblings shall be assigned to the same building.

The Superintendent shall assign incoming transfer students to such schools, grades, and classes as may afford each student the greatest likelihood of realizing his/her fullest educational potential.

The principal shall assign students in his/her school to appropriate grades, classes, or groups. This action shall be based on consideration of the needs of the student as well as the administration of the school.

Legal

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Book	Neola - Ready for Processing
Section	5000 Students
Title	Copy of OLDER-AGE STUDENTS
Number	po5121**
Status	

5121 - **OLDER-AGE STUDENTS**

The Board of Education will extend the privilege of an educational program to residents of this District over the age of twenty (20) upon proper application and the satisfaction of the conditions that follow:

candidate's past scholastic and behavioral conduct predicts success in the selected postgraduate courses

needs of regularly enrolled students are being met

classroom space and instructional staff are available

continued attendance, satisfactory performance in the program, and appropriate conduct

The Board will not assume responsibility for the transportation of these students.

No student enrolled as an **older-age** student may participate in any athletic program unless s/he meets the requirements of the State and the Wisconsin High School Athletic Association.

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Book	Neola - Ready for Processing
Section	5000 Students
Title	Copy of WITHDRAWAL/DROPOUT FROM SCHOOL
Number	po5130**
Status	

5130 - WITHDRAWAL/DROPOUT FROM SCHOOL

The Board of Education affirms that, while Wisconsin law requires attendance of each student until eighteen (18) years of age, it is in the best interests of both students and the community that they complete the educational program that will equip them with skills and increase their chances for a successful and fulfilling life beyond the schools.

When a student wishes to withdraw from school, efforts should be made to determine the underlying reasons for withdraw. District resources should be used, when and as appropriate, to assist students in reaching his/her career goals and for compliance with compulsory attendance requirements.

No student under the age of eighteen (18) will be permitted to withdraw without the written consent of a parent and the approval of the Superintendent. The withdrawal of any student under the age of eighteen (18) must comply with the requirements for participation in a program leading to the child's high school graduation or leading to a high school equivalency diploma, consistent with State law.

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Legal	118.15(b-e), Wis. Stats.
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Book	Neola - Ready for Processing
Section	5000 Students
Title	Copy of PERSONAL COMMUNICATION DEVICES
Number	po5136**
Status	

5136 - **PERSONAL COMMUNICATION DEVICES**

"Personal communication devices" ("PCDs") as used in this policy are defined in Bylaw 0100.

Secondary students (grades 6-12) may use PCDs before and after school, during their lunch break, in between classes as long as they do not create a distraction, disruption or otherwise interfere with the educational environment, during after school activities (e.g., extra-curricular activities), or at school-related functions. Possession of PCDs, except those approved by a teacher or administrator, at any other time is prohibited. Students will adhere to the Student Handbook at the middle school and high school.

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

Students may use PCDs while riding to and from school on a school bus or other Board-provided vehicles or on a school bus or Board-provided vehicle during school-sponsored activities, at the discretion of the bus driver, classroom teacher, sponsor/advisor/coach or School Principal. Distracting behavior that creates an unsafe environment will not be tolerated.

Except as authorized by a teacher, administrator or IEP team, students are prohibited from using PCDs during the school day, including while off-campus on a field trip, to capture, record and/or transmit the words or sounds (i.e., audio) and/or images (i.e., pictures/video) of any student, staff member or other person. Using a PCD to capture, record, and/or transmit audio and/or pictures/video of an individual without proper consent is considered an invasion of privacy and is not permitted. Students who violate this provision and/or use a PCD to violate the privacy rights of another person shall have their PCD confiscated and held until a parent picks it up, and may be directed to delete the audio and/or picture/video file while the parent is present. If the violation involves potentially illegal activity, the confiscated-PCD may be turned over to law enforcement.

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

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

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

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

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

Violations of this policy may result in disciplinary action and/or confiscation of the PCD. The building principal will also refer the matter to law enforcement or child services if the violation involves an illegal activity (e.g., child pornography, sexting). Discipline will be imposed on an escalating scale ranging from a warning to an expulsion based on the number of previous violations and/or the nature of or circumstances surrounding a particular violation. If the PCD is confiscated, it will be released/returned to the student's parent after the student complies with any other disciplinary consequences that are imposed, unless the violation involves potentially illegal activity in which case the PCD may be turned over to law enforcement. A confiscated device will be marked in a removable manner with the student's name and held in a secure location in the building's central office until it is retrieved by the parent or turned over to law enforcement. School officials will not search or otherwise tamper with PCDs in District custody unless they reasonably suspect that the search is required to discover evidence of a violation of the law or other school rules. Any search will be conducted in accordance with Policy 5771 - Search and Seizure. If multiple offenses occur, a student may lose his/her privilege to bring a PCD to school for a designated length of time or on a permanent basis.

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

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

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

Students are encouraged to use school phones to contact parents during the school day.

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Book	Neola - Ready for Processing
Section	5000 Students
Title	Copy of TECHNOLOGY RESOURCES AND OTHER ELECTRONIC EQUIPMENT
Number	po5136.01**
Status	

5136.01 - **TECHNOLOGY RESOURCES AND OTHER ELECTRONIC EQUIPMENT**

While in some instances the possession and use of technology resources (as defined in Bylaw 0100) and other_electronic equipment or devices by a student at school may be appropriate, the possession and use of such technology resources and other_equipment or devices by students at school may also have the effect of distracting, disrupting and/or intimidating others in the school environment and leading to opportunities for academic dishonesty and other disruptions of the educational process.

Students may use the technology resources and other electronic equipment/devices while riding to and from school on a school bus or other vehicle provided by the Board or on a school bus or Board-provided vehicle during school-sponsored activities, at the discretion of the bus driver, classroom teacher, sponsor/advisor/coach, building principal.

Distracting behavior that creates an unsafe environment will not be tolerated.

Students are prohibited from using technology resources and other electronic equipment or devices in a manner that may be physically harmful to another person (e.g. shining a laser in the eyes of another student). Further, at no time may any technology resources or other electronic equipment/device be utilized by a student in a way that might reasonably create in the mind of another person an impression of being threatened, humiliated, harassed, embarrassed, or intimidated. See Policy 5517.01 – Bullying. In particular, students are prohibited from using technology resources, a camera, or other electronic equipment/device to: (1) transmit material that is threatening, obscene, disruptive, or sexually explicit or that can be construed as harassment or disparagement of others based upon their race, national origin, sex (including transgender identity, sexual orientation, and gender identity), age, disability, religion, or political beliefs; and (2) send, share, view or possess pictures, text messages, e-mails or other materials of a sexual nature (i.e., sexting) in electronic or any other form. Violation of these prohibitions shall result in disciplinary action.

Furthermore, such actions will be reported to local law enforcement and child services as required by law.

Students are prohibited from using technology resources and other electronic equipment/devices to capture, record, or transmit test information or any other information in a manner constituting fraud, theft, or academic dishonesty. Similarly, students are prohibited from using technology resources and other electronic equipment and devices to capture, record, or transmit the words (i.e. audio) and/or images (i.e. pictures/video) of any student, staff member or other person in the school or while attending a school-related activity, without express prior notice and explicit consent for the capture and/or recording of such words or images. Using technology resources or other electronic equipment/devices to capture, record, or transmit audio and/or pictures/video of an individual without his/her consent is considered an invasion of privacy and is not permitted, unless authorized by the building principal. Technology resources and other electronic equipment/devices are expressly banned from and may not be possessed, activated, or utilized at any time in any school situation where a reasonable expectation of personal privacy exists. These locations and circumstances include but are not limited to locker rooms, shower facilities, restrooms, classrooms, and any other areas where students or others may change clothes or be in any stage or degree of disrobing or changing clothes. The building principal has authority to make determinations as to other specific locations and situations where possession of a camera or other electronic equipment/device is absolutely prohibited.

Unauthorized technology resources and other electronic equipment and devices will be confiscated from the student by school personnel and disciplinary action taken.

If technology resources or other electronic equipment/device is confiscated, it will be released/returned to the student's parent/guardian after the student complies with any other disciplinary consequences that are imposed.

Any technology resources or other electronic equipment/device confiscated by District staff will be held in a secure location in the building's office until it is retrieved by the parent/guardian. Technology resources or other electronic equipment/devices in District custody will not be searched or otherwise tampered with unless school officials reasonably suspect that the search is required to discover evidence of a violation of the law or other school rules (e.g. a student is observed using a camera in a prohibited area). Any search will be conducted in accordance with Policy 5771 – Search and Seizure.

Students are personally and solely responsible for the care and security of any technology resources and other electronic equipment or devices they bring to school. The Board assumes no responsibility for theft, loss, damage, or vandalism to electronic equipment and devices brought onto its property, or the unauthorized use of such devices.

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Book	Neola - Ready for Processing
Section	5000 Students
Title	Copy of ATTENDANCE
Number	po5200**
Status	

5200 - **ATTENDANCE**

State law requires the Board of Education to enforce the regular attendance of students. Further, the Board recognizes that the District's educational program is predicated upon the presence of the student and requires continuity of instruction and classroom participation. The regular contact of students with one another in the classroom and their participation in a well-planned instructional activity under the tutelage of a competent teacher are vital to this purpose.

All children between six (6) and eighteen (18) years of age shall attend school regularly during the full period and hours, religious holidays excepted, that the school in which the child is enrolled is in session until the end of the term, quarter, or semester of the school year in which the child becomes eighteen (18) years of age, unless they fall under an exception under State law, this policy, or administrative guideline issued under this policy. A child who is enrolled in five (5) year-old kindergarten shall attend school regularly, religious holidays excepted, during the full period and hours that kindergarten is in session until the end of the school term.

Parent Notification of Absence Required

The Superintendent shall require, from the parent of each student or from an adult student, who has been absent for any reason either a written or oral notification stating the reason for the absence and the time period covered by the absence. The Board reserves the right to verify such statements and to investigate the cause of each:

- A. single absence; or
- B. prolonged absence; or
- C. repeated unexplained absence and tardiness.

School Attendance Officer

The Superintendent shall designate an administrator at each school to be the School Attendance Officer. The School Attendance Officer shall perform any duties and responsibilities s/he is required to perform by State law, this policy, and any administrative guidelines issued by the school. The duties of the School Attendance Officer shall include, but not be limited to, the following.

- A. Determining daily from attendance reports submitted by teachers which students enrolled in the school are absent from school and whether the absence is excused.
- B. Submitting to the Superintendent, on or before August 1st of each year, a report of the number of students enrolled in the school who were absent in the previous year and whether the absences were excused. The Superintendent shall then submit this information to the State Superintendent.
- C. Providing student attendance information to individuals and agencies for purposes authorized by State law and the Board's Policy 8330 - Student Records.

Excused Absences

As required under State law, a student shall be excused from school for the following reasons:

A. Physical or Mental Condition

The student is temporarily not in proper physical or mental condition to attend a school program.

B. Obtaining Religious Instruction

To enable the student to obtain religious instruction outside the school during the required school period (see Policy 5223 - Absences for Religious Instruction).

C. Permission of Parent

The student has been excused by his/her parent before the absence for any or no reason. A student may not be excused for more than ten (10) days per school year under this paragraph and must complete any course work missed during the absence.

D. Religious Holiday

For observance of a religious holiday consistent with the student's creed or belief.

E. Suspension or Expulsion

The student has been suspended or expelled.

F. Program or Curriculum Modification

The Board has excused the student from regular school attendance to participate in a program or curriculum modification leading to high school graduation or a high school equivalency diploma as provided by State law.

G. High School Equivalency – Secured Facilities

The Board has excused a student from regular school attendance to participate in a program leading to a high school equivalency diploma in a secured correctional facility, a secured child caring institution, a secure detention facility, or a juvenile portion of a county jail, and the student and his/her parent agrees that the student will continue to participate in such a program.

H. Child at Risk

The student is a "child at risk" as defined under State law and is participating in a program at a technical college on either a part-time or full-time basis leading to high school graduation, as provided under State law.

A student may be excused from school, as determined by the School Attendance Officer, or his/her designee, for the following reason:

A. Quarantine

Quarantine of the student's home by a public health officer.

Unexcused Absences

Unexcused absences demonstrate a deliberate disregard for the educational program and are considered a serious matter. The Superintendent shall develop administrative guidelines to address unexcused absences.

Late Arrival and Early Dismissal

It is necessary that a student be in attendance throughout the school day in order to benefit fully from the educational program of the District.

The Board recognizes, however, that from time-to-time compelling circumstances require that a student be late to school or dismissed before the end of the school day.

As agent responsible for the education of the children of this District, the Board shall require that the school be notified in advance of such absences by

written or

personal

request of the student's parent, who shall state the reason for the tardiness or early dismissal. Justifiable reasons shall be determined by the Building Principal.

No student who has a medical disability which may be incapacitating may be released without a person to accompany him/her.

No student shall be released to anyone who is not authorized such custody by the parents.

Truancy Plan

The Board will issue a Truancy Plan based upon the recommendations of the County Truancy Committee convened under State law, the Board's policies and procedures, and applicable provisions of State law. The Board will review and, if appropriate, revise the Truancy Plan at least once every two (2) years.

The Truancy Plan will include, at a minimum, the following:

- A. procedures to be followed for notifying the parents of the unexcused absences of a student who is truant or a habitual truant and for meeting and conferring with such parents
- B. plans and procedures for identifying truant children of all ages and returning them to school, including the identity of school personnel to whom a truant child shall be returned
- C. methods to increase and maintain public awareness of and involvement in responding to truancy within the School District
- D. a provision addressing the immediate response to be made by school personnel when a truant child is returned to school
- E. the types of truancy cases to be referred to the District Attorney and the time periods within which the District Attorney will respond to and take action on the referrals
- F. plans and procedures to coordinate the responses to the problems of habitual truants, as defined under Sec. 118.16(1)(a), Wis. Stats., with public and private social services agencies
- G. methods to involve the truant child's parent in dealing with and solving the child's truancy problem

A student will be considered truant if s/he is absent part or all of one (1) or more days from school during which the School Attendance Officer, principal, or a teacher has not been notified of the legal cause of such absence by the parent of the absent student. A student who is absent intermittently for the purpose of defeating the intent of the Wisconsin Compulsory Attendance Statute Sec. 118.15, Wis. Stats., will also be considered truant.

A student will be considered a habitual truant if s/he is absent from school without an acceptable excuse for part or all of five (5) or more days on which school is held during a school semester.

Notice of Truancy

The School Attendance Officer shall notify a truant student's parent of the student's truancy and direct the parent to return the student to school no later than the next day on which school is in session or to provide an excuse for the absence. The notice under this paragraph shall be given before the end of the second school day after receiving a report of an unexcused absence. Notice shall be made by personal contact or telephone call, if possible, and a written record of this notice shall be kept. In the event that an attempt is made to contact the parent by personal contact or telephone call and the parent is not reached, notice may be provided by 1st class mail.

Notice of Habitual Truancy

When a student initially becomes a habitual truant, the School Attendance Officer shall provide a notice to the student's parent, by registered or certified mail, or by 1st class mail, which contains the following:

- A. a statement of the parent's responsibility under State law to cause the student to attend school regularly
- B. a statement that the parent or student may request program or curriculum modifications for the student under State law and that the student may be eligible for enrollment in a program for children at risk
- C. a request that the parent meet with the appropriate school personnel to discuss the student's truancy

The notice shall include the name of the school personnel with whom the parent 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 shall be within five (5) school days after the date that the notice is sent, except that with the consent of the student's parent the date for the meeting may be extended for an additional five (5) school days.

- D. a statement of the penalties, under State law or local ordinances that may be imposed on the parent if s/he fails to cause the child to attend school regularly as required by State law

The School Attendance Officer will also continue to notify the parent of a habitual truant's subsequent unexcused absences.

Referral to the District Attorney

Truancy cases will be referred to the District Attorney as provided in the County Truancy Committee Plan. The School Attendance Officer will ensure that appropriate school personnel have done the following before any case is referred to the District Attorney:

- A. met with the student's parent to discuss the student's truancy or attempted to meet with the student's parent and received no response or were refused
- B. 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 and have curriculum modifications under State law
- C. evaluated the student to determine whether learning problems may be a cause of the student's truancy and, if so, have taken steps to overcome the learning problems, except that the student need not be evaluated if tests administered to the student within the previous year indicate that the student is performing at his/her grade level
- D. conducted an evaluation to determine whether social problems may be a cause of the student's truancy and, if so, have taken appropriate action or made appropriate referrals

Note that paragraph A. is not required if the meeting between school personnel, the student, and the student's parent, which was requested in the Notice of Habitual Truancy to the parent, did not occur within ten (10) school days after the Notice was sent. Paragraphs B., C., and D. are not required if appropriate school personnel were unable to carry out the activity due to the student's absences from school.

Make-up Course Work and Examinations

Students who are absent from school, whether the absence was excused or unexcused, shall be permitted to make-up course work and examinations missed during the absence when they return to school. It is the student's responsibility to contact his/her teachers to determine what course work and examinations must be made-up. Teachers shall have the discretion to assign substitute course work and examinations. Teachers shall also have the discretion to specify where and when examinations and course work shall be completed, including outside regular school hours. The time for completing the work shall be commensurate with the length of the absence, unless extended by the principal based upon extenuating circumstances.

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Legal 115, 118.15, 118.125(2), 118.153, 118.16, 118.162, Wis. Stats.

Last Modified by Jennifer Hagemann on July 6, 2018

Book	Neola - Ready for Processing
Section	5000 Students
Title	Copy of FULL-TIME STUDENT
Number	po5200.01**
Status	

5200.01 - **FULL-TIME STUDENT**

The School Board shall consider students to be full-time if they meet any of the following conditions:

1. High school students in grades 9-12 must be enrolled in classes or participating in Board-approved activities for the school day as defined by the District.
2. Middle school students in grades 6-8 must be scheduled for the entire school day as defined by the District.
3. Elementary school students in grades 4K-5 must be scheduled for the entire school day as defined by the District. Students in 4K/Early Childhood must be scheduled for four (4) days per week to be considered a full-time student.
4. Students with disabilities may be assigned less than the minimum program or class load and still be considered full-time if prescribed by their individualized educational program (IEP) team or Rehabilitation Act of 1973 Section 504 team. Included are children who are at least three (3) years old and who are receiving early childhood special education services.
5. Students enrolled in an alternative school/educational program, or other District-approved educational program or placement are considered full-time students. This includes, but is not limited to, any program or placement defined through a program or curriculum modification, programs for children at risk of not graduating from high school, school- age-parent programs, work-based learning programs, gifted programming, programming to remediate truancy, and programs leading to high school graduation or a high school equivalency diploma.
6. Resident students attending public school in other school districts under the full-time public school open enrollment law, a district-paid tuition agreement (including for special education needs) or a tuition waiver under section 121.84(4) of the state statutes are also considered a full-time students.

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Last Modified by Jennifer Hagemann on July 6, 2018

Book	Neola - Ready for Processing
Section	5000 Students
Title	ABSENCES FOR RELIGIOUS INSTRUCTION
Number	po5223**
Status	

5223 - ABSENCES FOR RELIGIOUS INSTRUCTION

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	118.155, Wis. Stats.
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Book	Neola - Ready for Processing
Section	5000 Students
Title	Copy of RELEASE OF STUDENTS TO AUTHORIZED PERSONS
Number	po5230**
Status	

5230 - **RELEASE OF STUDENTS TO AUTHORIZED PERSONS**

If only one (1) parent is permitted to make educational decisions or to approve absences of the student by Court order, the responsible parent shall provide the school with a copy of the Court order. Absent such notice, the school will presume that the student may be released into the care of either parent.

The administration will attempt to keep both the custodial and non-custodial parents informed regarding grades, conferences, and school events, unless requested by the non-custodial parents not to be informed OR the court has determined that communication should go to only one parent and a copy of the court order is provided to the District.

No student who has a medical disability which may be incapacitating may be released without a person to accompany him/her.

No student shall be released to anyone who is not authorized by a parent with authority to do so.

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Last Modified by Jennifer Hagemann on July 6, 2018

Book	Neola - Ready for Processing
Section	5000 Students
Title	Copy of HEALTH SERVICES
Number	po5310**
Status	

5310 - **HEALTH SERVICES**

The District shall specify the need for health services which may include, but not be limited to_vision screening or_audiometric screening.

The Board shall directly 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, invasive physical examination or screening is scheduled or expected to be scheduled for students if the examination or screening is: (1) required as a condition of attendance; (2) 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.

The term "invasive physical examination" means any medical examination that involves the exposure of private body parts, or any act during such examination that includes incision, insertion, or injection into the body, but does not include a hearing, vision, or scoliosis screening.

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Legal	118.25(3)(4), 118.255, Wis. Stats. 20 U.S.C. 1232h
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Last Modified by Jennifer Hagemann on July 6, 2018

Book	Neola - Ready for Processing
Section	5000 Students
Title	Copy of EMERGENCY NURSING SERVICES
Number	po5310.01**
Status	

5310.01 - **EMERGENCY NURSING SERVICES**

To provide for the protection of the students, the District shall make available emergency nursing services during the regular school day and during all school-sponsored student activities.

The District shall provide for the management of illness (Policy 5310, Policy 5335, Policy 8450, and Policy 8453), accidental injury (Policy 5340 and Policy 5341), and the administration of medication and emergency care (Policy 5330). The policies shall include protocols for recording all administration of emergency nursing services.

The Superintendent shall develop guidelines that will provide student emergency information cards, equipment, supplies, and space for the emergency nursing services that are appropriate and readily accessible to facilitate the provision of such services consistent with the services developed through this policy. The Superintendent shall also identify a licensed physician to serve as medical advisor.

The District shall make available emergency student information, first aid supplies, and appropriate and accessible space for the rendering of emergency nursing services.

This policy and the additional policies providing for the provision of emergency nursing services to students has been developed and reviewed by the school nurse in cooperation with other School District personnel and representatives from community health agencies and services designated by the Board. The nurse shall review and evaluate emergency nursing services each year, including a review of the policies referenced above, and shall report to the Board regarding such services and bring proposed revisions of any policies to the Superintendent who will review and forward such revisions to the Board for consideration.

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Legal	Wis. Stat. 121.02(1)(g) PI 8.01(2)(g)4
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Book Neola - Ready for Processing
Section 5000 Students
Title IMMUNIZATION
Number po5320**
Status

5320 - **IMMUNIZATION**

The Board of Education requires that all students be properly immunized pursuant to the Wisconsin Statutes and regulations of the Wisconsin Department of Health Services (DHS).

All students shall be required to provide written evidence establishing that they have completed the first immunization for each vaccine required for the student's grade and are on schedule for the remainder of the basic and recall (booster) immunizations, pursuant to the DHS immunization requirements, or submit a written 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. All students shall be required to provide written evidence establishing that they have received the second dose of each vaccine required for that student's age or grade, or submit a written waiver of those requirements, not later than the 90th school day from the beginning of the school year or initial enrollment in the District, for students transferring in the District. Within thirty (30) school days after having been admitted to the District for the following school year, each student who has not submitted a waiver form shall provide written evidence of having completed all other required doses and/or vaccines, pursuant to the DHS immunization requirements.

The parent of any student for whom record of proper immunization or a written waiver 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, including a list of missing immunization;
- 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.

The District may exclude any student who fails to satisfy the requirement to provide written evidence within thirty (30) school days after the date on which the student is admitted of having completed the first immunization for each vaccine required for the student's grade and being on schedule for the remainder of the basic and recall immunizations, pursuant to the DHS immunization requirements, or fails to submit a written waiver. In addition, if DHS determines that the District's compliance level from the previous school year is less than ninety-nine percent (99%), the District shall exclude any student enrolled in grades kindergarten (five (5) years old to six (6) through Grade 5) who fail to satisfy this requirement.

No student may be excluded for more than ten (10) consecutive school days unless, prior to the 11th consecutive school day of exclusion, the Board provides the student and the student's parent, guardian or legal custodian with an additional notice, a hearing and the opportunity to appeal the exclusion, as provided under Wis. Stats. 120.13(1)(c)3.

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Legal 120.12(16), 252.04, Wis. Stats.
Wis. Adm. Code Chapter DHS 144

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Book	Neola - Ready for Processing
Section	5000 Students
Title	Copy of ADMINISTRATION OF MEDICATION/EMERGENCY CARE
Number	po5330**
Status	

5330 - **ADMINISTRATION OF MEDICATION/EMERGENCY CARE**

The Board shall not be responsible for the diagnosis and treatment of student illness. The administration of medication to a student during school hours will be permitted only when failure to do so would jeopardize the health of the student, the student would not be able to attend school if the medication were not administered during school hours, or the child is disabled and requires medication to benefit from his/her educational program.

For purposes of this policy, "practitioner" shall include any physician, dentist, podiatrist, optometrist, physician assistant, and advanced practice nurse prescriber who is licensed in any state. "Medication" shall include all drugs including those prescribed by a practitioner and any nonprescription drug products. "Administer" means the direct application of a nonprescription drug product or prescription drug, whether by injection, ingestion, or other means, to the human body. "Nonprescription drug product" means any nonnarcotic drug product which may be sold without a prescription order and which is prepackaged for use by consumers and labeled in accordance with the requirements of State and Federal law.

Before any prescribed medication may be administered to any student during school hours, the Board shall require the written instructions from the child's practitioner accompanied by the written authorization of the parent.

Nonprescription drug products may be administered to any student during school hours only with the prior written consent of the parent. Substances, which are not FDA approved (i.e. natural products, food supplements), will require the written instruction of a practitioner and the written consent of the parent. Only those nonprescription drugs that are provided by the parent in the original manufacturer's package which lists the ingredients and dosage in a legible format may be administered. Any dosage of nonprescription medication other than that listed on the medication's packaging must be authorized in writing by a medical practitioner.

The document authorizing the administration of both prescribed medication and nonprescription drug products shall be kept on file in the administrative offices.

Only medication in its original container; labeled with the date, if a prescription; the student's name; and the exact dosage will be administered. Parents, or students authorized in writing by their practitioner and parents, may administer medication.

No student is allowed to provide or sell any type of medication to another student. Violations of this rule will be considered violations of Policy 5530 - Drug Prevention and of the Student Code of Conduct.

Medications will be administered and the instruction and consent forms will be maintained in accordance with the Superintendent's guidelines.

Any bus driver, staff member or volunteer, authorized in writing by the Superintendent, is immune from liability for his/her acts or omissions in administering medication including, but not limited to glucagon, an opioid antagonist, and epinephrine, unless the act or omission constitutes a high degree of negligence and, in the case of any staff member or volunteer who administers an opioid antagonist, the staff member or volunteer contacts emergency medical services as soon as practicable after administering the drug to report the suspected overdose. Such immunity does not apply to health-care professionals.

All prescription medication shall be kept in a locked storage case in the school office, unless the medication is an emergency medication which the student is authorized to carry and self-administer by authorization of both the parent and practitioner, and the possession of such medication by the student in school is not prohibited by law or regulation.

The Board shall permit the administration by staff of any medication requiring a delivery method other than oral ingestion when both the medication and the procedure are prescribed by a practitioner and the delivery is under the supervision of a licensed nurse, provided that the staff member has completed any necessary training and that staff member voluntarily agrees to deliver the medication. No staff member, other than a health care professional, may be required to administer medications that are administered by means other than oral ingestion.

Any staff member or volunteer who, in good faith, renders emergency care to a student is immune from civil liability for his/her acts or omissions in rendering such emergency care.

Any administrator or principal who authorizes an employee or volunteer to administer a nonprescription drug product or prescription drug to a student is immune from civil liability for the act of authorization unless it constitutes a high degree of negligence or the administrator or principal authorizes a person who has not received the required Department of Public Instruction training to administer the nonprescription drug product or prescription drug to a student. School nurses, as District employees, are regulated by the Wisconsin Nurse Practice Act and are therefore not necessarily immune from civil liability.

The school nurse(s) (providing services or consultation on the District's Emergency Nursing Services Plan has provided assistance in the development of this policy and will also provide a periodic review of the written instructions and consent forms and the Medications Administration Daily Log(s).

Epinephrine Auto-Injectors

The Board intends to adopt and maintain a plan for managing students with life-threatening allergies so as to permit each school to obtain a school prescription for epinephrine auto-injectors and to permit each school nurse and designated school personnel to administer them. Accordingly, the Board directs the Superintendent to develop a plan that meets the following:

- A. specifies those designated school personnel that have agreed to receive training and that will be trained and authorized to perform the functions of the plan;
- B. identifies the specific training program that will be implemented to prepare each school nurse and designated school personnel to identify the signs of anaphylaxis and to provide or administer epinephrine auto-injectors accordingly;

- C. delineates the permissible scope of usage to include providing District-owned epinephrine auto-injectors to students who have a prescription on file with the school in the event the student is experiencing an anaphylactic event and/or administering epinephrine auto-injectors to such students, and/or administering epinephrine auto-injector treatment to any student, regardless of whether the student has a prescription on file or the staff member so trained is not aware of whether the student has a prescription on file, but believes in good faith the student is suffering from anaphylaxis, provided that the staff member immediately contacts emergency medical services;
- D. identifies the number and type of epinephrine auto-injectors each school will keep on site and identifies a member of the nursing staff or other school official who will be responsible for maintaining the epinephrine auto-injectors supply;
- E. is approved by a physician licensed in the State of Wisconsin;
- F. notes that the school and any school nurse or designated school personnel that provide or administer epinephrine auto-injectors under this plan are immune from civil liability for any harm that may result, regardless of whether there is a parental or medical provider authorization, unless the administration was a result of gross negligence or willful or wanton misconduct;
- G. is published on the District's website or the website of each school.

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Legal	118.29, Wis. Stats.
	118.291, Wis. Stats.
	121.02, Wis. Stats.
	PI 8.01(2)(g)
	Wis. Admin. Code N 6.03
	2009 Wisconsin Act 160

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Book	Neola - Ready for Processing
Section	5000 Students
Title	Copy of CARE OF STUDENTS WITH CHRONIC HEALTH CONDITIONS
Number	po5335**
Status	

5335 - CARE OF STUDENTS WITH CHRONIC HEALTH CONDITIONS

Students with chronic health conditions will be provided with a free appropriate public education. If their impairment does not require specially designed instruction for them to benefit educationally, they will be eligible for accommodations/modifications/interventions of the regular classroom, curriculum, or activity (i.e. the school setting) with every effort made to provide them with the same access to an education as students without disabilities. Such accommodations/modifications/interventions will be provided pursuant to a Section 504 Plan.

Chronic health conditions, for the purposes of this policy, shall include but not be limited to:

- "peanut" and other food allergies;
- allergies;
- asthma;
- diabetes;
- seizure disorder.

All information regarding student identification, health care management, and emergency care shall be safeguarded as personally identifiable information in accordance with Policy 8330 and Policy 8350.

The District will coordinate school health practices for management of a chronic health condition and shall provide for:

- development of individual health care action plans as appropriate;
- coordination of health care management activities by school staff;
- communication among school staff who interact with children with chronic health conditions;

School health practices shall provide students with chronic health conditions the opportunity for:

- full participation in physical activities when students are well;
- modified activities as indicated by the student's health care action plan, 504 plan, or Individualized Education Plan ("IEP");
- access to preventative medications before activity (as prescribed by their medical providers) and immediate access to emergency medications during activity;
- communication regarding student health status between parents, physicians, teachers (particularly physical education teachers), and coaches;

Healthcare management activities shall include:

- procedures to obtain, maintain, and utilize written health care action plans, signed by the child's parents and physician, for each student with a chronic health condition;
- a standard emergency protocol in place for students experiencing a distress reaction if they do not have a written health care action plan on site;
- procedures for students to have immediate access to medications in accordance with Policy 5330 that allow students to self-care and self-administer medications, inhalers, and Epi-pens, as prescribed by a medical professional and approved by parents/guardians;
- prevention strategies to avoid causal elements;
- case management for students with frequent school absences, school health office visits, emergency department visits, or hospitalizations due to chronic health conditions;
- management and care of the student's chronic health condition in the classroom, in any area of the school or school grounds, or at any school related activity or event.

Staff will be trained about chronic health conditions and their control in each school in which there is a student with a chronic health condition.

Designated staff who have responsibility for specialized services such as giving inhaler treatments or injections, or conducting glucose and/or ketone tests shall be provided training specific to the procedures, **at least annually**, by a licensed health professional.

The **school nurse** shall maintain a copy of the training program and the records of training completed by school employees.

Book	Neola - Ready for Processing
Section	5000 Students
Title	Copy of STUDENT ACCIDENTS/ILLNESS/CONCUSSION
Number	po5340**
Status	

5340 - **STUDENT ACCIDENTS/ILLNESS/CONCUSSION**

The Board of Education believes that school personnel have certain responsibilities in case of accidents, illness or concussions that occur in school. Said responsibilities extend to the administration of first aid by persons trained to do so, summoning of medical assistance, notification of administration personnel, notification of parents, and the filing of accident reports.

Accidents

Employees should administer first aid within the limits of their knowledge of recommended practices. All employees should make an effort to increase their understanding of the proper steps to be taken in the event of an accident. However, any staff member or volunteer who, in good faith, renders emergency care to a student is immune from civil liability for his/her acts or omissions in rendering such emergency care.

The Superintendent may provide for an in-service program on first aid and CPR procedures.

The administrator in charge must submit an accident report to the Superintendent on all accidents.

Illness

School personnel shall not diagnose illness or administer medication of any kind except in accordance with District policy.

Concussion

A concussion is a type of traumatic brain injury. Concussions occur when there is a forceful blow to the head or body that results in rapid movement of the head and causes any change in behavior, thinking, or physical functioning. Concussions are not limited to situations involving loss of consciousness. Some symptoms of a concussion include headache, nausea, confusion, memory difficulties, dizziness, blurred vision, anxiety, difficulty concentrating, and difficulty sleeping.

Each school year students/parents shall be provided with an information sheet regarding concussion and head injury. If a student is going to participate in an activity where a concussive event may occur, the appropriate release must be signed at least once per school year.

Further, parents who inform coaches and teachers that their child is being treated by a healthcare professional for a concussion must provide written clearance from that healthcare professional for full or limited participation in class, practice, activity, or competition. Prior to receiving written clearance from a healthcare professional, students who have sustained a concussion may not participate in any school-related physical activities.

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Legal
118.29, 118.293, Wis. Stats.

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Book	Neola - Ready for Processing
Section	5000 Students
Title	Copy of EMERGENCY MEDICAL AUTHORIZATION
Number	po5341**
Status	

5341 - **EMERGENCY MEDICAL AUTHORIZATION**

The District will distribute annually to parents of all students the Emergency Medical Authorization Form. In the event emergency medical treatment for a student is necessary, the District will adhere to the instructions on the authorization form.

The Emergency Medical Authorization Form will be kept in a separate, easily accessible file in each school building during the school year, or it is easily accessible by electronic access.

Whenever it is necessary for staff members to use emergency procedures in order to care properly for a student, they are to follow Policy 5340 and the procedures described in the Superintendent's guidelines and are not to abide by any "Do Not Resuscitate" (DNR) agreement that may exist for a student, unless ordered to do so by a court of law.

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Legal 118.29(4), Wis. Stats.

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Book Neola - Ready for Processing
Section 5000 Students
Title Copy of STUDENT SUICIDE
Number po5350**
Status

5350 - **STUDENT SUICIDE**

The Board of Education recognizes that depression, anxiety, and other mental health conditions are severe problems among children and adolescents. A student who lives with a mental illness may not be able to benefit fully from the educational program of the schools, and a student who has engaged in or attempted self-harm poses a danger both to himself/herself and to other students.

All school personnel should be alert and report to an administrator or school psychologist, school counselor, or school nurse regarding any student who exhibits symptoms or warning signs of 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.

The Superintendent shall develop and implement guidelines whereby members of the professional staff understand how to use an intervention procedure which includes the following:

Step 1 - Stabilization

Step 2 - Informal Assessment of the Risk

Step 3 - Use of Appropriate Risk Procedure, including Communication with Appropriate Parties

Step 4 - Follow-up

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

The law provides that 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 Superintendent shall annually inform the professional staff of the resources available from the Department and other resources regarding suicide prevention. The Superintendent shall also implement procedures to obtain payment or reimbursement for professional mental health services provided by any licensed treatment professional.

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Legal 49.45(30c), Wis. Stats.
115.365(3), Wis. Stats.
118.295, Wis. Stats.

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Book	Neola - Ready for Processing
Section	5000 Students
Title	Copy of PROMOTION, PLACEMENT, AND RETENTION
Number	po5410**
Status	

5410 - PROMOTION, PLACEMENT AND RETENTION

I. PURPOSE

The purpose of this policy is to provide guidance to the Mauston School District staff, families and students regarding student promotion, retention and acceleration.

II. GENERAL STATEMENT OF POLICY

The Mauston School District is dedicated to the continuous learning of students by placing them in the educational setting or instructional level that best meets their academic, social, and emotional needs. Students will usually progress from grade level to grade level on an annual basis. Exceptions may be made, however, when they are in the best overall interest of the student. Such exceptions will be made only after consultation with the student's family, and in accordance with procedures outlined below.

III. Procedure

A. Criteria Considerations

The Mauston School District shall use multiple assessments indicating academic achievement criteria when considering whether to advance a student to a given grade K-8. The criteria shall include, but not be limited to:

1. Formal and informal assessments;
2. Scores on state required assessments;
3. Teacher recommendations; and
4. Grade level report cards.

Each student's level of academic achievement and progress will be measured throughout the school year through a variety of formal and informal assessments. The following are some sample assessments currently used to gather a variety of data points regarding each student's academic achievement:

- Phonological Awareness Literacy Screenings (PALS)
- Ready Math Assessments
- State Required Assessments
- Classroom informal performance, teacher recommendations and parent requests shall also be considered in the determination of the promotion or retention of a student.

For current assessments used, access the District Assessment webpage. Assessment results are shared with parents via mail, parent-teacher conferences, school counselor meetings, and other such meetings as necessary. All student progress is monitored. For those students falling far below benchmark, the school's Response to Intervention (RtI) Team will determine appropriate, research-based interventions to be implemented within the RtI Model. Students receiving interventions are progress monitored for an established period of time to determine the effectiveness of the interventions conducted. If sufficient progress is not made, an alternative research-based intervention will be utilized with the same process. The parents of students identified for interventions will be notified before the intervention begins and will be notified of their child's progress on a regular basis.

B. Grade Advancement in Fourth and Eighth Grade

Wisconsin State Statute 118.33 requires that each school board must adopt a policy that addresses the advancement of students from grade four to grade five and from grade eight to grade nine. In making the decision for grade advancement, the following criteria must be considered:

- Pupil academic performance
- The student's scores on state required assessments
- Recommendation(s) of teacher(s) based on academic performance
- Other academic criteria identified by the Board of Education

Other District policies relating to the promotion of students apply only if they are consistent with this policy. Under this statute, no student may be promoted from the fourth to the fifth grade or from the eighth to the ninth grade unless the student satisfies the criteria for promotion in this policy. Grade advancement decisions will be based on the four criteria listed below. For those students whose parents/guardians opt them out of the Wisconsin Student Assessment System (WSAS), judgment is based on the other three specified criteria.

a. Student Score on Wisconsin Student Assessment System (WSAS) in social studies, science, English Language Arts (ELA) and mathematics; Receives a score of Basic or above, or its equivalent on ELA and Mathematics;

OR

Receives or exceeds a Basic or its equivalent in three (3) out of four (4) subject areas (Mathematics, Science, Social Studies, ELA);

If not, then:

b. For fourth grade advancement, the student must receive a grade of 2 or higher in 75% of the Mathematics and literacy benchmarks by the end of the school year.

For eighth grade advancement, the student must have an overall GPA of 2.00 or better in Reading, Mathematics and Language Arts in the eighth grade and on overall GPA of 1.50 or better based upon grades received in grade 7 and grade 8.

If not, then:

C. Student's Response to Intervention (RTI).

For fourth and eighth grade advancement, the student is making sufficient progress toward grade level benchmarks through tiered levels of RTI as evidenced by performance on grade-level and universal screening assessments and progress monitoring results.

OR

By successfully completing the Goals and Objectives as outlined on the Individual Education Program (IEP), Section 504 Plan, English Language Learners Plan (ELL), or At-Risk Plan.

If not, then:

d. Student Study Team Recommendation

The recommendation will be determined through consensus of the Student Study Team.

The Student Study Team from the elementary and middle schools may consist of the school administrator, school counselor, school psychologist, classroom teacher (s), and other administrators if appropriate. The Student Study Team may evaluate the following conditions:

- The student's school development history
- Formal and informal assessment and data
- The effectiveness of instruction (i.e., teaching practices, teaching and learning styles and standards and curriculum expectations)
- The type and quality of alternative instructional strategies available and currently being implemented
- Levels of motivation and persistence
- The student's social and emotional maturity
- Parent(s) and guardian(s) perspectives on learning progress of the student
- The teacher (s) perspective on the learning progress of the student

The parent(s) or guardian(s) will be invited to the Student Study Team. The student may participate as deemed appropriate by the parent(s) or guardian(s). Only after all the conditions are considered will a decision regarding promotion or retention be considered for the student. If deemed necessary by the Student Study Team, the student may be referred to the school psychologist for further assessment. Possible assessments may include an intellectual ability or aptitude assessment, an individual achievement test, and measures of social-emotional readiness.

If not, then:

e. Other Academic Criteria Approved by the Board of Education

Upon successful completion of an individual education plan as designed by the Student Study Team.

If not, then:

f. Consideration of Student Retention

The school administrator, after consultation and review with the Student Study Team, shall determine whether a student has satisfied the criteria in this policy and whether grade level retention is in the best interests of the student. This policy is designed to encourage early identification and interventions for students who experience academic difficulties. Written confirmation will be sent to the parent(s) or guardian(s) regarding a final decision by June 15 of the just completed school year. Decisions will apply for the following school year.

If a parent or guardian wishes to consider retention of their student the school administrator will convene the Student Study Team and follow the process outlined above.

g. Consideration for Retention at Any Grade Level

The procedure to retain any student at any grade level will involve the Student Study Team and the following considerations will be reviewed prior to a decision.

- The student's school developmental history
- Possible factors contributing to school failure (i.e., emotional problems, frequent school moves and absences)
- The effectiveness of instruction (i.e., teaching practices, teaching and learning styles and standards and curriculum expectations)
- Type and quality of alternative instructional strategies available and currently being implemented
- Student attitude toward retention and degree of parental or guardian support
- Age of the student
- Prior retention of the student
- Results of special education assessment

Using the Student Study Team information, the building administrator will make a decision to promote or retain a regular education student. The school psychologist will screen records to determine if there is adequate and reliable information for the Student Study Team to make a retention or promotion decision.

The decision to promote or retain a student who has a qualified educational plan will be made by the Student Study Team, if appropriate. Notification to parent(s) or guardian(s) of the possibility of retention will be made before May 1 of each year. Written confirmation

regarding a final decision will be sent to parent(s) or guardian(s) by June 1 of the most recently completed school year. In the event of a disagreement on the action to be taken, the Superintendent or Superintendent Designee will make the final decision.

C. Grade Advancement Expectations - Kindergarten to Grade One

Wisconsin State Statute 118.33 requires school districts to outline grade advancement procedures for students to be promoted from grade K to grade one. The grade K student must demonstrate the required level of proficiency on grade level learning outcomes in reading, writing and math. Proficiency in those content areas may be demonstrated through one or more of the following:

1. A proficiency level of two (approaching standards) or three (achieving standards) on 80 percent of the standards on the elementary progress report. If proficiency cannot be demonstrated in the manner above, then:
2. Overall proficiency on classroom and district assessments in the content areas should be considered.
3. If proficiency cannot be demonstrated in the manner above, then areas may be demonstrated through one or more of the following:
 1. By successfully completing the goals and objectives as outlined in the Individual Education Plan (IEP), Section 504 Plan, or an English Language Learner (ELL) Plan. If proficiency cannot be demonstrated in the manner above, then:
 2. Student Study Team will convene and determine by consensus the status of grade level advancement using the criteria listed in G of this policy.

Parent(s) or guardian(s) will be invited to attend the Student Study Team meetings. This policy is designed to encourage early identification and interventions for students who have early learning academic difficulties. Written confirmation will be sent to the parent(s) or guardian(s) regarding the Student Study Team decision by June 15 of the most recently completed school year. Decisions will apply for the following year. In the event of a disagreement on the action to be taken, the Superintendent or Superintendent designee will make the final decision.

D. Acceleration

In order to design the most appropriate educational program for students, the Mauston School District recognizes that some students demonstrate a need for whole grade acceleration or single subject acceleration.

a. Whole Grade Acceleration – Grades K-8

Whole grade acceleration for grades K-8 may be considered for students who exhibit superior levels of aptitude and have demonstrated high levels of competency in multiple academic areas.

Whole grade acceleration moves the student through an educational program at rates faster than typical of their age-mates. This instructional intervention is a serious decision that will impact the student for the remainder of their educational schooling.

The decision to advance a student should be made by the Student Study Team after careful consideration of all factors influencing the situation. The Mauston School District is dedicated to the continuous development of students by placing them at the educational setting that best meets their academic, social and emotional needs. Whole grade acceleration involves matching the level of complexity and pace of the curriculum to the needs, readiness, and motivation of the student.

b. Single Subject Acceleration

Single subject acceleration may be considered for students who exhibit superior levels of aptitude and have demonstrated high levels of competency in a specific academic area. Most academically talented students benefit through classroom differentiation in the subject(s) in which they exhibit advanced skills.

Single subject acceleration is one form of curriculum intervention that places a student in an instructional program that is most academically appropriate. When a student provides evidence of extremely high potential in one or several areas, acceleration is an appropriate intervention that moves students through an educational program at rates faster than typical of their age-mates. Single subject acceleration is a serious decision that will impact a student for the remainder of their schooling.

The Mauston School District is committed to providing an environment that ensures all our students excel in and beyond the classroom. This includes providing an education with rigor and high academic standards that encourage the most realized academic, social-emotional, and physical development possible for each student. A highly individualized program may be needed when a student provides evidence of extremely high potential in one or several academic areas. Consideration of single subject acceleration for a student will involve the same steps involved for whole grade acceleration such as, request for consideration, assessment and data gathering, meeting to review information, parent meeting, single grade acceleration decision, and creation of an educational plan.

The following procedures may be considered when single subject acceleration is used:

1. If single subject acceleration involves a placement decision for a sequential content area, an educational plan shall be created that accommodates the potential for continued implementation beyond the year it is instituted.
2. Single subject acceleration for middle school students participating at the high school level is intended for students who are implementing an educational plan inclusive of sequential courses that are unavailable at the middle schools, to ensure continuous placement occurs.
3. At the secondary schools, school counselors will communicate in the spring of each preceding year to determine the number of students and the subject areas involved in middle school students participating in high school courses as part of single subject acceleration.

c. Request for Consideration

A request for whole grade or single subject acceleration may be initiated by the parent(s) or guardian(s) of a student or a staff member. Specifically, a number of steps will be involved in the determination of acceleration. These steps include requests for consideration, assessment and data gathering, convening of the Student Study Team, holding a parent meeting, and determination of appropriate action. Whole grade or single subject acceleration requests for consideration must be made and decisions completed by May 1 of the year prior to the beginning of the subsequent school year.

d. Assessment and Data Gathering

Student records of current academic achievement will be assembled. Available data may include current and past marks/grades and evaluations in subject areas, State assessment information, formative classroom assessment and Ready Math Assessment data. In addition to the above data, teachers may provide information regarding the student's current classroom performance, which may include work samples and the teacher's perspective on the student's learning.

e. Meeting to Review Information (Convening a Student Study Team)

The school administrator will convene the school Student Study Team consisting of the school principal, classroom teacher(s), school psychologist and school counselor, and other educators. This team will review the available assessment and data information and determine whether the student is a candidate for whole grade or single subject acceleration. Acceleration requires high academic ability. A student's cognitive and achievement levels, motivation, social-emotional maturity, and interests are taken into consideration.

The Student Study Team will consider the following criteria as a guideline:

1. Evidence of high degrees of talent and achievement in multiple curriculum areas with special emphasis on reading, writing, and mathematics
2. High degrees of persistence and motivation
3. Social and emotional readiness
4. Instructional needs cannot be reasonably met through modification of curriculum or standards within the current grade placement
5. Parent(s)' perspective on the acceleration

If deemed necessary by the Student Study Team, the student will be referred to the school psychologist for further assessment. Possible assessments may include an intellectual ability or aptitude assessment, an individual achievement test, and measures of social-emotional readiness.

Once any additional assessment is complete, the Student Study Team will meet again to review the data and information. The potential grade or single subject for advancement teacher shall be invited to this review. A final whole grade or single subject acceleration placement recommendation may be made by the Student Study Team at this time. The final acceleration placement decision will be made by the building administrator to fully accelerate the student to the next whole grade, or develop an educational plan which will make necessary modifications in the current grade level's curriculum, or pursue single subject acceleration.

f. Determination of Appropriate Action

If whole grade or single subject acceleration is decided for the student, the following procedures should be followed:

1. The receiving and sending teachers and the Director of Teaching and Learning will be part of the transition planning with the student and parent(s) or guardian(s). In order to ensure competency in the objectives of the grade level "skipped," an educational plan for the student will be developed by the receiving teacher and the Student Study Team. The plan will identify the grade level standards and/or strategies to ensure the student an opportunity to demonstrate competency will be determined.
2. A timeline for transition will be established by the Student Study Team.
3. The Student Study Team shall meet six weeks to two months into the transition to review the student's progress. It is at this time that the parent(s) or guardian(s) or the Student Study Team may request a return to the original grade or class/subject.
4. Students who are new to the Mauston School District, and have attended a non- accredited school (in or out of the United States) or have been home-schooled, will be placed in an age-appropriate grade level for a period of six to eight weeks, in order to provide an opportunity to observe social, academic and emotional readiness. Following this time period, a whole grade or single subject acceleration assessment may be pursued per parent(s) or guardian(s) request.

g. Educational Plan

The following are examples of whole grade and single subject acceleration strategies that may be considered as part of the student's educational plan:

1. Curriculum compacting
2. Classroom differentiation that accommodates use of leveled materials
3. In Mathematics, advancement in grade level
4. Independent Study
5. Technology – JEDI Enrollment

E. Mauston High School Promotion Grades Nine Through Twelve

Grade level advancement at Mauston High School is determined by the successful completion of credits in accordance with Board Policy 5460 – Graduation Requirements.

Legal 118.33(6), Wis. Stats.

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Book	Neola - Ready for Processing
Section	5000 Students
Title	Copy of REPORTING STUDENT PROGRESS
Number	po5420**
Status	

5420 - **REPORTING STUDENT PROGRESS**

The Board of Education believes that the cooperation of school and home is a vital ingredient to the growth and education of the whole child. It recognizes its responsibility to keep parents informed of student welfare and progress in school.

The Board directs the establishment of a system of reporting student progress which shall include

- written or electronic reports,
- parent conferences with teachers,

and shall require all appropriate staff members to comply with such a system as part of their professional responsibility.

The Superintendent, in conjunction with appropriate staff members, shall develop procedures for reporting student progress to parents which:

- use various methods of reporting appropriate to grade level and curriculum content;
- ensure that both student and parent receive ample warning of a pending grade of "failure" or one that would adversely affect the student's status;
- enable the scheduling of parent-teacher conferences at such times and in such places as will ensure the greatest degree of participation by parents;

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Book	Neola - Ready for Processing
Section	5000 Students
Title	Copy of GRADING
Number	po5421**
Status	

5421 - **GRADING**

The Board of Education recognizes its responsibility for providing a system of grading student achievement that can help the student, teachers, and parents judge properly how well the student is achieving the goals of the District's program.

The Board believes that the District's grading system should be a reliable system and one that ensures each student's grades signify accurately his/her degree of accomplishment of those expected learning outcomes which are to be stated for each program at every grade level 4K-12.

The Board directs the Superintendent to develop procedures for grading in accordance with Policy 2260 - Nondiscrimination and Access to Equal Educational Opportunity which:

- A. develop clear, consistent criteria and standards particularly when grades are based on subjective assessment;
- B. help each student understand in each course or program what behavior and/or achievement is needed to earn each grade as well as what will produce a failing grade;
- C. provide frequent opportunities for each student to obtain information as to his/her progress toward the learning goals of his/her courses or programs;
- D. provide for a pass/fail grade in programs where appropriate;
- E. provide students the opportunity to assess both their own achievements and their areas of difficulty.

The grading system should not inhibit the professional staff member from learning each student's individual strengths and weaknesses.

The grading system should be subject to continual review by staff, students, and parents. Revisions shall be made only when changes will assure a more valid or reliable or clearer system of grading.

The teacher responsible for a student's instruction in a particular course or program shall determine the student's grade. That grade may not be changed without the teacher's consent unless reviewed and a change is determined appropriate by the Principal and Superintendent. .

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Legal Wis. Admin Code PI 9.03(1)(f)

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Book	Neola - Ready for Processing
Section	5000 Students
Title	Copy of CLASS RANK/LAUDE SYSTEM
Number	po5430**
Status	

5430 - **CLASS RANK/LAUDE SYSTEM**

The Board authorizes the use of the Laude honor point system.

The Mauston High School will rank and recognize graduating seniors through the Laude System. The Laude System acknowledges student achievement through a combination of student Cumulative Grade Point Average (CGPA) at the end of seven (7) semesters and the number of honor class points completed in their high school career. Their CGPA and honor points make up their overall Laude score, which places them into one (1) of the possible Laude distinctions: Summa Cum Laude, Magna Cum Laude, and Cum Laude.

brochure and the high school course of *The Laude System*The Laude distinctions of Summa Cum Laude, Magna Cum Laude, and Cum Laude criteria will be published annually in study guide.

A grade point average will be determined in conjunction with the Laude System.

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Book	Neola - Ready for Processing
Section	5000 Students
Title	Copy of STUDENT RECOGNITION, SCHOLARSHIP AND AWARDS
Number	po5451**
Status	

5451 - **STUDENT RECOGNITION, SCHOLARSHIP AND AWARDS**

The Board of Education values excellence and wishes to inculcate in students the desire to do their best in all things. It shall be the policy of this Board, therefore, to recognize outstanding accomplishment in the curricular, co-curricular, and extra-curricular areas.

The District shall inform students of any available academic scholarships. Information about available scholarships shall be posted in the school building. The high school counseling department shall maintain records of available scholarships and shall notify students of such scholarship opportunities.

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 religion, sex, race, color, national origin, ancestry, creed, pregnancy, marital or parental status, sexual orientation or physical, mental, emotional or learning disability, or handicap.

Legal

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Book	Neola - Ready for Processing
Section	5000 Students
Title	Copy of WISCONSIN ACADEMIC EXCELLENCE SCHOLARSHIP
Number	po5451.01**
Status	

5451.01 - **WISCONSIN ACADEMIC EXCELLENCE SCHOLARSHIP**

Wisconsin's Academic Excellence Scholarship is a State supported program, jointly administered by the Department of Public Instruction (DPI) and the Higher Education Aids Board (HEAB). The program offers scholarship recipients an exemption from specified tuition and fees for post high school education at eligible higher education institutions in Wisconsin.

By February 25th of each school year, the School Board will designate the appropriate number of senior(s) from the high school with the highest grade point average in all subjects as scholars eligible to receive an Academic Excellence Scholarship.

The following standards must be met to qualify for the Academic Excellence Scholarships. The student and alternates must:

- A. be a resident of the United States who is either a U.S. citizen or an alien lawfully admitted for permanent residence;
- B. be a Wisconsin resident as defined in 36.27 Wis. Stats.;
- C. have achieved senior status and have been in attendance for three (3) consecutive semesters, including participation in a District-recognized foreign exchange program for no more than two (2) semesters, during their junior, and senior year(s);
- D. be selected based on the Grade Point Average (GPA) on the student's official transcript as of the last day of the semester which ended just prior to February 25th.

The grade point average (GPA) computation will be in accord with School Board Policy 5430 - Class Rank/Laude System. In selecting the scholarship recipient(s) for the Academic Excellence Scholarship, unweighted grades for seven (7) semesters will be used to compute grade point averages.

Students enrolled under full-time public school Open-Enrollment Program who qualify based on the standards identified above are eligible for the Academic Excellence Scholarship in the school they actually attend.

The designation of scholar will be awarded to the qualifying student(s) with the highest grade point average. The scholar's GPA shall be computed to the fourth decimal point as necessary to determine a distinction between the scholars.

In the event of a tie involving the GPAs:

the first tie breaker will be the ACT composite score;

The scholar with the highest ACT composite score will be selected.

the second tie breaker will be the highest sub-score on the ACT Test;

A student may select English, mathematics, reading or science to determine the highest sub-score. The next tie breaker will be the second, third and fourth highest sub-scores in that order.

The third tie breaker will be the student with the highest total earned credits;

in the event there is still a tie, the winner's name will be drawn out of a hat in the presence of those students which are involved in the tie

Except for the limitation on the number of designated scholars, the faculty of the high school shall select the applicable number of seniors for designation as scholars and shall certify, in order of priority, any remaining seniors with the same grade point average as alternates for the scholars or, if there is no remaining senior with the same grade point average, any remaining seniors with the next highest grade point average, but not less than 3.800 or the equivalent, as alternates for the scholars.

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39.41 Wis. Stats

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Section	5000 Students
Title	Copy of TECHNICAL EXCELLENCE HIGHER EDUCATION SCHOLARSHIPS
Number	po5451.02**
Status	

5451.02 - **TECHNICAL EXCELLENCE HIGHER EDUCATION SCHOLARSHIPS**

Wisconsin's Technical Excellence Higher Education Scholarship is a State supported program, jointly administered by the Department of Public Instruction (DPI) and the Higher Education Aids Board (HEAB). The program offers scholarship recipients scholarships for post high school education at eligible technical education institutions in Wisconsin.

By February 25th of each school year, the School Board will designate the appropriate number of senior(s) from the high school with the highest levels of proficiency in technical education subjects as scholars eligible to receive a Technical Excellence Higher Education Scholarship.

The following standards must be met to qualify for the Technical Excellence Higher Education Scholarships. The student and alternates must:

- A. be a resident of the United States who is either a U.S. citizen or an alien lawfully admitted for permanent residence;
- B. be a Wisconsin resident as defined in 36.27 Wis. Stats.;
- C. have achieved senior status and have been in attendance for three (3) consecutive semesters during their junior, and senior year(s);
- D. be selected based on the highest levels of technical proficiency as of the last day of the semester which ended just prior to February 25th.

Additional Eligibility Requirements

- A. A student must exhibit interest in and planning for a technical career.
 - 1. Prior to September 1, 2017 a student's school counselor or principal must affirm in the student's nomination that the student has post-secondary plans related to a career in technical education.
 - 2. Beginning on September 1, 2017 a student must have an academic and career plan leading to a career in a technical field.
- B. A student must also have completed at least one (1) of the following eligibility items.
 - 1. be a CTE Concentrator, which is a high school student who has completed at least three (3) high school CTE courses (career and technical education courses) in program area(s) leading to a degree or diploma in the student's chosen pathway
 - a. A student may be enrolled in (rather than have completed) the third course at the time of their nomination for TES.
 - b. "CTE course" is: a secondary-level course offered through the DPI-recognized program areas of Agriculture and Natural Resources Education, Business and Information Technology Education, Family and Consumer Science Education, Health Science Education, Marketing Education, or Technology and Engineering Education; such courses must be taught by a CTE instructor licensed for that specific discipline, except that courses in Health Science Education may also be taught by a health education instructor and/or a science licensed instructor.
 - 2. participated in a Youth Apprenticeship Program under the supervision of the Wisconsin Department of Workforce Development
 - 3. participated in a Technical High School Diploma program as certified by the DPI
 - 4. participated in a Career and Technical Training pathway as defined by the DPI
 - 5. completed (or be on track to complete) an industry-recognized certification program approved under Wis. Stats. 115.367 (2).
 - 6. participated in a Skills Standard Program offered by the Wisconsin Department of Public Instruction (DPI)
 - 7. participated in a Career and Technical Student Organization (CTSO) in Wisconsin: DECA, FBLA, FCCLA, FFA, HOSA, or SkillsUSA
 - 8. completed a technical training program for high school students if the program is offered by a UW System school, a Wisconsin Technical College System school, a Tribal College in Wisconsin, or a private nonprofit college or university located in Wisconsin. Examples include but are not limited to:
 - a. Medical College of Wisconsin Summer Enrichment Programs
 - b. UW-Madison's Summer Science Institute at WIScience
 - c. Marquette University's K-12 Engineering Academies
 - d. MSOE summer programs for K-12 students

Selecting Student Nominees

Students will be ranked in technical education and the top ranked students will be nominated for the scholarship. The Board will use the following system to rank students for purposes of nominating students for the scholarship.

HEAB's recommended ranking system consists of ranking eligible students according to a point system reflective of course work and technical education experience. Under the recommended point system:

- A. One (1) point is given to a student for each credit earned in high school in CTE courses, as defined above.
- B. One (1) point is given to a student for each year of activity in a Career and Technical Student Organization in Wisconsin. For activity in multiple CTSOs, one point is to be given for each year of participation in each CTSO.
- C. For the purpose of assigning a ranking among eligible candidates, credit hours in process at the time of nomination should be counted toward the number of credits the student has earned.

In the event of a tie, CTE grades become the tie-breaker. The grades used for this purpose are only those grades earned in CTE courses, not a student's overall grade point. A student's CTE grade point shall be calculated in the same fashion as the overall grade point average.

The second tie breaker will be the ACT composite score.

The third tie breaker will be the highest sub-score on the ACT Test. A student may select English, mathematics, reading or science to determine the highest sub-score. The next tie breaker will be the second, third and fourth highest sub-scores in that order.

In the event there is still a tie, the winner will be determined by a drawing conducted by the Mauston High School Principal and senior School Counselor, witnessed by the students who tied in points earned, and parents will be notified prior to the drawing.

Except for the limitation on the number of designated scholars, the faculty of the high school shall select the applicable number of seniors for designation as scholars and shall certify, in order of priority, any remaining seniors with the same level of proficiency as alternates for the scholars or, if there is no remaining senior with the same level of proficiency, any remaining seniors with the next highest level of proficiency as alternates for the scholars.

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39.415 Wis. Stats

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5460 - **GRADUATION REQUIREMENTS**

Mauston High School Diploma—28 Credits

Students enrolled in Mauston High School will receive an official Mauston Diploma after the successful completion of 28 credits including the following:

English	Four (4) Credits	*Mathematics	Three (3) Credits
Social Studies	Three (3) Credits	*Science	Three (3) Credits
Physical Education	1.5 Credits	Health	.5 Credit
Electives	Thirteen (13) Credits	Personal Finance	.5 Credit

Total - 28 Credits**

*The Mauston Board of Education shall award a pupil one math and/or one science credit upon the successful completion of courses that meet the requirements outlined in WI Act 63 (2013).

**When a student is enrolled in an alternative education option, there may be extreme circumstances that warrant the District’s consideration and approval of a high school diploma aligned with the Wisconsin High School Graduation Standards and criteria for promotion in WI Stat. 118.33 and WI Act 63 (2013).

In order to be granted a high school diploma, a student must successfully complete a civics assessment. The Board may approve a course or courses in career and technical education that it determines may satisfy up to a total of one credit of mathematics and/or science credit.

MAUSTON HIGH SCHOOL ALTERNATIVE EDUCATION OPTIONS

Mauston High School has established a number of alternative education options toward earning a high school diploma.

iLEAD Charter School

iLEAD Charter School is a school of innovation and technology that focuses on Leadership, Entrepreneurship, and Academic Discovery. iLEAD Charter School is a public school option for students in grades 7 through 12.

iLEAD Charter School is a student-centered, project-based school. iLEAD Charter School engages students through rigorous and relevant curriculum and students are enrolled in the iLEAD Charter School follow the successful completion of competency project-based achievements.

iLEAD students must complete competencies with a minimum 80% accuracy rate. Students may earn credit for competencies completed from a prior high school setting that were awarded through traditional credits.

Mauston Virtual High School

Mauston High School students may enroll in the Mauston Virtual High School on a full time or part time basis. Mauston students may enroll in the Mauston Virtual High School and earn credits for coursework taken online. Mauston Virtual High School is operated by Jefferson Eastern Dane Interactive Network (JEDI).

Mauston Virtual High School provides learners the flexibility to go to school any time and virtually anywhere they can access the internet. Mauston High School works in partnership with the JEDI Network staff to align coursework and credit requirements needed for students to graduate from Mauston Virtual High School with 28 credits.

Mauston High School Diploma—General Equivalency Diploma Option #2

A student may also receive an official Mauston High School diploma though an approved GED Option #2 (GEDO #2) program. State statute allows authorized school districts to use the GED test battery to measure proficiency in lieu of high school credit for students enrolled in an alternative education program. A student who passes the GED tests, completes the other requirements for graduation set forth by the Department of Public Instruction diploma and the Mauston High School career portfolio is entitled to the traditional high school diploma.

Alternative-Competency Based Diploma

The Board authorizes the Superintendent to establish an alternative diploma program for students that meet the requirements of State law but not the additional elective credit requirements established for the attainment of a regular high school diploma from the District.

Juneau County Charter School (JCCS)

The Juneau County Charter School is an alternative school operated by CESA #5 for students in grades 7-12 who may have experienced challenges engaging successfully in the conventional educational setting. Students may be enrolled at JCCS upon the recommendation of the Mauston secondary support teams.

Wisconsin Youth Challenge Academy

Mauston High School students who successfully complete the 22-week Challenge Academy Program may, with the approval of the Board of Education, re-enroll at Mauston High School to complete the requirements for receiving a traditional high school diploma. These requirements include completion of the Mauston High School career portfolio and any General Equivalency Diploma (GED) tests that were not completed and passed while the student was enrolled at the Challenge Academy.

Juneau County Adolescent Needs Program (JCAN)

The Juneau County Adolescent Needs Program is designed for students who have been identified with an emotional behavioral disability, with the goal of successfully transitioning students back to their home school districts or to employment. Students are enrolled based on the recommendations of their Mauston Individual Education Plan (IEP) teams. JCAN is operated by CESA #5.

Additional Requirements

All high school students must complete other graduation requirements set forth by the State of Wisconsin, (i.e., students must successfully complete a civics exam requirement administered in accordance with the WI Stat. 118.33 (1M)(a) 1, Sec. 3266R.)

Participation in Graduation Ceremony

Mauston High School students graduating from the iLEAD Charter School, Mauston Virtual High School, the GEDO #2 Program, the Juneau County Charter School, the Wisconsin Youth Challenge Academy, will, upon successful completion of program requirements, participate in the Mauston graduation ceremony held in June each school year. **Understand that commencement is a school-sponsored activity and all school rules of behavior and dress attire remain in effect. Students with disabilities who properly complete the programs specified in their I.E.P. and have received the recommendation of the I.E.P. Committee may participate in graduation activities and may be awarded a diploma (provided the student satisfied the District's high school graduation requirements).** **Students will abide by the rules for participation in the ceremony as established by the high school administration (free from the influence/use of drugs and alcohol, proper dress, no noisemakers, etc.) Students also must not have** been suspended (either in-school or out-of-school) during the week prior to or the week of the graduation ceremony.

It shall be the policy of the Board to periodically review and revise this policy specifying the criteria for awarding a diploma.

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115.28, 118.30, 118.33, Wis. Stats.

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Book	Neola - Ready for Processing
Section	5000 Students
Title	Copy of DIPLOMA DEFERRAL
Number	po5460.01**
Status	

5460.01 - **DIPLOMA DEFERRAL**

Social graduation is an opportunity for students with individualized education programs ("IEPs") to participate in high school graduation ceremonies without obtaining an official diploma. Students with IEPs who have completed all academic requirements for high school graduation, but who have not yet completed their transition-related IEP goals may be eligible for social graduation. Students may participate in social graduation only upon the recommendation of their respective IEP teams. If social graduation is recommended, the student may engage in all aspects of the graduation celebration (e.g., wearing a cap and gown; sitting with the graduating class; having his/her name printed in the program and read aloud at the ceremony; walking across the stage to receive a faux diploma). Instead of receiving an official diploma, however, the student will receive an unsigned diploma or a certificate of participation.

The determination of whether social graduation is recommended for any particular student will be made on an individual basis during the first semester of any year in which the student's chronological peer group is eligible to receive a high school diploma. The IEP team may raise the issue, or the student and/or his/her parent may raise the issue. The IEP team members should consider whether social graduation is appropriate to further the student's progress with regard to IEP goals. The team may also consider any objectives the student will be required to accomplish before s/he is eligible to participate. Finally, the team should determine additional arrangements or preparations, if any, that will need to be made to enable the student to participate in the ceremony. If the team determines that social graduation is recommended, the Superintendent shall be notified. The IEP team makes the final decision with regard to social graduation, in accordance with the student's IEP goals, Federal and State laws and regulations and Board policies. Students for whom participation in graduation ceremonies is precluded for disciplinary issues (when the discipline was not a manifestation of the student's disability) or nonpayment of school fines may not participate in social graduation.

After participating in the ceremony, the student is expected to continue working on his/her IEP transition goals and objectives. The student will also continue to receive services to address his/her transitional, vocational, and/or independent living skills as delineated in his/her IEP. An official high school diploma will be granted to the student when the IEP team determines that the transition goals have been met.

When the student turns twenty-one (21) during the school year, s/he will be permitted to complete the current school year.

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Book	Neola - Ready for Processing
Section	5000 Students
Title	Copy of HIGH SCHOOL CREDITS EARNED BY MIDDLE SCHOOL STUDENTS
Number	po5460.02**
Status	

5460.02 - HIGH SCHOOL CREDIT EARNED BY MIDDLE SCHOOL STUDENTS

Middle school students in grades 7 and 8 may receive high school credit(s) for successfully completing high school level course(s) taken at the high school, taken at the middle school, or taken via virtual learning if all three of the following conditions are met:

1. Prior to enrolling in the course the student's performance on the state-mandated academic assessments or a similar examination approved by the school board demonstrates that the academically prepared for the coursework that is offered in the high school grades;
2. The credit is earned in a course taught by a teacher licensed to teach the subject in the high school grades; and
3. The credit is earned in a course that is taught using a curriculum and assessments that are equivalent to the curriculum and assessments used to teach the subject in the high school grades.

Procedure

1. A teacher or parent/guardian may recommend to a middle school principal that a student be allowed to enroll in a high school course(s).
2. Upon receipt of the recommendation, the middle school principal, in consultation with the high school principal, shall
 - o determine if the student meets condition 1 stated in the policy
 - o develop an appropriate plan with parents for enrollment in the high school level course(s).
3. At the time a middle school student successfully completes the high school coursework, the student's parent/guardian may request that the student be granted credit for the course.
 - o Completion of high school course(s) will be indicated on the middle and high school report cards and in the student's cumulative file. A notation will be made in the comment section of the student's high school transcript that the course(s) was (were) taken while the student was enrolled at the middle school.
 - o A student's grade in a course taken for high school credit in grade 7 or 8 will not be included in the calculation of the student's high school cumulative grade point average.
 - o The course will count toward the student's minimum graduation requirements.

If the student's parent/guardian does not request that the student be granted credit or if any of the factors set forth in the policy are not satisfied, the course will not appear on the student's transcript and will not count toward the student's minimum graduation requirements.

Book Neola - Ready for Processing
Section 5000 Students
Title Copy of CHILDREN AT-RISK OF NOT GRADUATING FROM HIGH SCHOOL
Number po5461**
Status

5461 - **CHILDREN AT-RISK OF NOT GRADUATING FROM HIGH SCHOOL**

The Board of Education shall establish programs to serve children in the District who are identified as "children at-risk" in compliance with State statutes. This policy meets the requirements of State law which includes identifying and serving "children at-risk" students as defined below:

Students who are at-risk of not graduating from high school because they are dropouts or are at least two (2) of the following:

- A. one (1) or more years behind their age group in the number of high school credits attained
- B. two (2) or more years behind their age group in basic skill level (math and reading)
- C. habitually truant
- D. parents
- E. adjudicated delinquents, and
- F. eighth grade students whose score in each area of the student assessment was below basic level of failing and eighth grade students that were not promoted to ninth grade

The District shall identify all children at-risk enrolled in the District and assure that a plan is developed for each such student that describes how the District will meet each student's needs. Each plan shall be completed on or before August 15th of each year. All programs and services developed for "children at-risk" shall be designed to improve and expand educational opportunities for these children on an individualized basis, through a variety of means (e.g., additional instruction, differentiation, intervention), and provide alternative courses or program modifications which satisfactorily meet the District's graduation requirements.

Principals are responsible for identifying and addressing barriers to learning through a variety of strategies. The plan will communicate the structure, strategies, and program offerings for students at-risk which will vary by individual. Strategies for support, interventions, programs, and alternative educational options are made available to all students and at all levels as needed.

The Board uses a Response to Instruction (RtI) Model that is designed as a continuum for Literacy, Mathematics, and Behavior. RtI is defined as a systemic process for achieving high levels of academic and behavioral success for all students through:

- A. multi-level, high quality instructional approached for general, at-risk, advanced learners, and special education student needs;
- B. a balanced assessment system;
- C. collaborative practices.

The Board will make reasonable efforts to help each student acquire the necessary skills, concepts, and content of course or subject area s/he is enrolled through systemic practices of RtI. Student capabilities will be identified for RtI using multiple criteria in accordance with District guidelines. These guidelines are aligned with the Wisconsin Department of Public Instruction's recommendations.

The District will maintain an RtI Continuum and supporting documents which outline specific implementation procedures and guidelines that will be reviewed annually.

Parent involvement will be actively solicited to improve student success. Community service agencies' participation and partnerships will be encouraged and actively sought to meet student needs.

Students shall be identified and referred to these programs and services in accordance with State regulations and guidelines established by the administration. An annual report concerning "children at-risk" shall be made to the Board.

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Legal 118.153, 118.33(1), 121.02(1)(n), Wis. Stats.
P.I. 25

Book	Neola - Ready for Processing
Section	5000 Students
Title	Copy of CREDITS FROM NONPUBLIC SCHOOLS
Number	po5463**
Status	

5463 - **CREDITS FROM NONPUBLIC SCHOOLS**

In recognizing its responsibility to uphold the minimum educational standards of the State of Wisconsin, the Board of Education establishes the following policy and criteria regarding the acceptance of credits for students transferring to the high school from nonpublic schools, whether they are private schools, as defined by law, or other types of schools.

For credit or course-work to be accepted for courses taken in such schools, assurance of compliance with minimum requirements established by the State must be provided. Recognition of credits or course-work shall be granted when the proper assurance and the student's transcript has been received.

Accepted credits from nonpublic schools will be entered on the student's transcript with a notation of the school at which the credits were earned.

Grades in courses from nonpublic schools, other than home-based schools, that have been accepted for credit_will be entered_on the student's transcript. Such grades will_be considered for grade point average and class ranking.

The District reserves the right to assess such transfer students in order to determine proper placement and to be assured the student can demonstrate the academic proficiencies which are prerequisite to a placement.

© **Neola 2016**

Legal
P.I. 18, Wis. Adm. Code

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Book	Neola - Ready for Processing
Section	5000 Students
Title	EARLY GRADUATION
Number	po5464**
Status	

5464 - **EARLY GRADUATION**

The Board of Education acknowledges that some students are pursuing educational goals which include graduation from high school at an earlier date than their designated class.

Application for early graduation will be submitted to the high school principal in accordance with school regulations. The principal may honor this request if all conditions for graduation are met and the student fulfills the graduation requirements.

The student may participate in the graduation ceremonies with his/her designated class.

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Book Neola - Ready for Processing
Section 5000 Students
Title Copy of STUDENT RESPONSIBILITIES
Number po5500**
Status

5500 - **STUDENT RESPONSIBILITIES**

Respect for law and for those persons in authority shall be expected of all students. This includes conformity to school rules as well as general provisions of law regarding minors. Respect for the rights of others, consideration of their privileges, and cooperative citizenship shall also be expected of all members of the school community.

Respect for real and personal property, pride in one's work, achievement within the range of one's ability, and exemplary personal standards of courtesy, decency, and honesty should be maintained in the schools of this District.

The Superintendent shall establish procedures to carry out Board policy and philosophy, and shall hold all school personnel, students, and parents responsible for the conduct of students in schools, on school vehicles, and at school-related events.

Student conduct on or adjacent to school premises, on school vehicles, and at school-related events and activities shall be governed by the rules and provisions of the Student Responsibilities Handbook. . In addition, student conduct on internet-based social media outlets, such as Facebook, Twitter, MySpace, YouTube, etc. when such conduct forms a sufficient connection to school or staff, is governed by the Student Handbook. Thees handbooks shall be reviewed and approved annually.

Student conduct in the classroom shall be governed by the rules and provisions of the Student Responsibilities Handbook developed for each school in consultation with a committee of School District residents that consists of parents, students, members of the School Board, school administrators, teachers, pupil services professionals, and other residents of the School District who are appointed to the committee by the School Board. Each school's handbook shall be adopted by the School Board.

© **NEOLA 2010**

Legal 118.13, Wis. Stats.
118.164, Wis. Stats.
120.13, Wis. Stats.
Wis. Admin. Code P.I. 9.03
Wis. Admin. Code P.I. 41
Fourteenth Amendment, U.S. Constitution
20 U.S.C. Section 1681, Title IX of Education Amendments Act
20 U.S.C. Section 1701 et seq., Equal Educational Opportunities Act of 1974
29 U.S.C. Section 794, Rehabilitation Act of 1973
42 U.S.C. Section 2000 et seq., Civil Rights Act of 1964
42 U.S.C. 12101 et seq., The Americans with Disabilities Act of 1990
Vocational Education Program Guidelines for Eliminating Discrimination and Denial of Services, Department of Education, Office of Civil Rights, 1979

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Book	Neola - Ready for Processing
Section	5000 Students
Title	Copy of DRESS AND GROOMING
Number	po5511**
Status	

5511 - **DRESS AND GROOMING**

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:

- present a hazard to the health or safety of the student himself/herself or to others in the school;
- interfere with school work, create disorder, or disrupt the educational program;
- cause excessive wear or damage to school property;
- 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 designate the principal as the arbiter of student dress and grooming in his/her building and instruct staff members to demonstrate, by example and precept, personal neatness, cleanliness, propriety, modesty, and good sense in attire and appearance.

© **NEOLA 2007**

Legal 120.13(1), Wis. Stats.

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Book	Neola - Ready for Processing
Section	5000 Students
Title	Copy of USE OF TOBACCO BY STUDENTS
Number	po5512**
Status	

5512 - **USE OF TOBACCO BY STUDENTS**

The Board of Education is committed to providing students, staff, and visitors with a tobacco and smoke-free environment. The negative health effects of tobacco use for both users and non-users, particularly in connection with second hand smoke, are well- established. In addition, students less than eighteen (18) years of age are generally prohibited by law from purchasing or possessing cigarettes and other tobacco products.

For purposes of this policy, "use of tobacco" means to chew or maintain any substance containing tobacco, including smokeless tobacco, in the mouth to derive the effects of tobacco, as well as all uses of tobacco, including cigars, cigarettes, pipe tobacco, chewing tobacco, snuff, any other matter or substances that contain tobacco, in addition to papers used to roll cigarettes and/or the smoking of electronic, "vapor," or any other nicotine delivery systems or devices, or other substitute forms of cigarettes, clove cigarettes and any other lighted smoking devices for burning tobacco or any other substance. Accordingly, the Board prohibits students from using or possessing tobacco in any form on District premises, in District vehicles, within any indoor facility owned or while leased or contracted for by the District and used to provide education or library services to children, and at all District-sponsored events.

© **NEOLA 2011**

Legal	120.12(20), Wis. Stats. 254.92, Wis. Stats. 20 U.S.C. 6081 et seq. U.S.D.O.E. Memorandum, 1995 20 U.S.C. 7182 20 U.S.C. 7114
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Book	Neola - Ready for Processing
Section	5000 Students
Title	Copy of CARE OF DISTRICT PROPERTY
Number	po5513**
Status	

5513 - **CARE OF DISTRICT PROPERTY**

Basic to the philosophy of the Board of Education is a respect for the rights of others. Students are urged to exercise this respect in regard to the belongings of others, including District property. Each student should realize that vandalism to District property is costly to repair and is directly related to increased school taxes.

Attempts should be made to teach students respect for property which can be done in connection with the care of textbooks and the use of District materials and equipment.

In accordance with law, students who cause damage to District property shall be subject to disciplinary measures including suspension and expulsion. Also their parents shall be financially liable for such damage to the extent of the law

except that students eighteen (18) years of age or older shall be liable for damage they cause.

The Board authorizes the imposition of fines for the loss, damage, or destruction of District owned, borrowed or leased equipment, school records, apparatus, musical instruments, library materials, textbooks, and for damage to District buildings.

The Superintendent may report to the appropriate authorities any student whose damage of District property has been serious or chronic in nature.

In no case shall such referral to juvenile authorities be made without prior notification to the student's parent.

© **Neola 2012**

Legal 120.13, Wis. Stats.

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Book	Neola - Ready for Processing
Section	5000 Students
Title	Copy of STUDENT USE OF BICYCLES
Number	po5514**
Status	

5514 - **STUDENT USE OF BICYCLES**

The Board of Education regards the use of bicycles for travel to and from school by students as a healthy means of transportation. There is an assumption of responsibility on the part of those students, for the care of property, the observation of safety rules, and the display of courtesy and consideration toward others. Students who ride their bicycles to school must park their bicycles in areas as designated by the School Principal. The school takes no responsibility for the bicycles left unattended on school property.

Legal

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Book	Neola - Ready for Processing
Section	5000 Students
Title	Copy of STUDENT USE OF MOTOR VEHICLES
Number	po5515**
Status	

5515 - **STUDENT USE OF MOTOR VEHICLES**

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

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

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

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

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

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Book Neola - Ready for Processing
Section 5000 Students
Title Copy of STUDENT HAZING
Number po5516**
Status

5516 - **STUDENT HAZING**

The Board of Education believes that hazing activities of any type are inconsistent with the educational process and may in some circumstances be a violation of State law. It prohibits all such activities at any time in school facilities, on school property, and at any District-sponsored activity or event.

Hazing shall be defined for purposes of this policy as performing any act or coercing another, including the victim, to perform any act of initiation into any class, group, or organization that causes or creates a risk of causing mental, emotional, or physical harm. Permission, consent, or assumption of risk by an individual subjected to hazing shall not lessen the prohibitions contained in this policy.

Administrators, faculty members, and other employees of the District shall be alert to possible situations, circumstances, or events that might include hazing. If hazing or planned hazing is discovered, the students involved shall be informed by the discoverer of the prohibitions contained in this policy and shall be ordered to end all hazing activities or planned activities immediately. All hazing incidents shall be reported immediately to the Principal or to the Superintendent. The individual informed of the situation shall immediately do the following:

- A. Write all information concerning the reported activity or planned activity received from the person reporting the incident to create a complete record of the initial contact with administration.
- B. Determine if any potential criminal activity has occurred, and if so contact law enforcement immediately.
- C. Determine whether the information received illustrates hazing behavior that is based on the student's or any group of students sex (including transgender status, change of sex, or gender identity), race, color, national origin, religion, creed, ancestry, marital or parental status, sexual orientation or physical, mental, emotional or learning disability, or any other characteristic protected by Federal or State civil rights laws ("Protected Classes"). If the conduct reported appears to be based on one (1) or more Protected Class, the Administrator shall inform the District Compliance Officer and refer to Policy 5517 – Student Anti-Harassment and proceed accordingly.
- D. If the hazing or planned hazing does not appear to be based on any Protected Classes, then the Administrator shall proceed to conduct an investigation consistent with the procedures found in Policy 5517.01 – Bullying. If at any point, information surfaces indicating that hazing activity was based on one (1) or more Protected Class, the Administrator or designee conducting the investigation shall contact the Compliance Officer and consult Policy 5517 – Student Anti-harassment.

Students, administrators, faculty members, and other employees who fail to abide by this policy may be subject to disciplinary action and may be held personally liable for civil or criminal penalties. Disciplinary action for students may include, but is not limited to, suspension and/or expulsion. Disciplinary action for staff members may be issued up to and including termination from employment. (See Policy 3139 – Staff Discipline or Policy 4139 – Staff Discipline).

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Legal 118.13 Wis. Stats.
120.13 Wis. Stats
948.51 Wis. Stats
P.I. 9, 41 Wis. Admin. Code
Fourteenth Amendment, U.S. Constitution
20 U.S.C. 1415
20 U.S.C. 1681 et seq., Title IX of Education Amendments Act
20 U.S.C. 1701 et seq., Equal Educational Opportunities Act of 1974
29 U.S.C. 794, Rehabilitation Act of 1973
42 U.S.C. 1983
42 U.S.C. 12101 et seq., The Americans with Disabilities Act of 1990
42 U.S.C. 2000 et seq., Civil Rights Act of 1964
42 U.S.C. 2000d et seq.
34 C.F.R. Sec. 300.600-300.662
Vocational Education Program Guidelines for Eliminating Discrimination and Denial of Services, Department of Education, Office of Civil Rights, 1979

Book	Neola - Ready for Processing
Section	5000 Students
Title	Copy of STUDENT ANTI-HARASSMENT
Number	po5517**
Status	

5517 - **STUDENT ANTI-HARASSMENT**

Prohibited Harassment

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

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

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

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

For purposes of this policy, "School District community" means individuals students, administrators, teachers, staff, and as well as Board members, agents, volunteers, contractors, or other persons subject to the control and supervision of the Board.

For purposes of this policy, "third parties" include, but are not limited to, guests and/or visitors on District property (e.g., visiting speakers, participants on opposing athletic teams parent), vendors doing business with, or seeking to do business with the Board, and other individuals who come in contact with members of the School District community at school-related events/activities (whether on or off District property).

Other Violations of the Anti-Harassment Policy

The Board will also take immediate steps to impose disciplinary action on individuals engaging in any of the following prohibited acts:

- A. Retaliating against a person who has made a report or filed a complaint alleging harassment, or who has participated as a witness in a harassment investigation;
- B. Filing a malicious or knowingly false report or complaint of harassment;
- C. Disregarding, failing to investigate adequately, or delaying investigation of allegations of harassment, when responsibility for reporting and/or investigating harassment charges comprises part of one's supervisory duties

Definitions

Bullying

Bullying is prohibited by Board Policy 5517.01 – Bullying. It is defined as deliberate or intentional behavior using words or actions, intended to cause fear, intimidation, or harm. Bullying may be a repeated behavior and involves an imbalance of power. Furthermore, it may be serious enough to negatively impact a student's educational, physical, or emotional well-being. Bullying need not be based on any Protected Characteristic. Bullying behavior rises to the level of harassment when the prohibited conduct is based upon the student's sex (including transgender status, change of sex, or gender identity), race color, national origin, religion, creed, ancestry, marital or parental status, sexual orientation or physical, mental, emotional or learning disability, or any other characteristic protected by Federal or State civil rights.

Harassment

Harassment means any threatening, insulting, or dehumanizing gesture, use of data or computer software, or written, verbal or physical conduct directed against a student based on one or more of the student's Protected Characteristics that:

- A. places a student in reasonable fear of harm to his/her person or damage to his/her property;
- B. has the effect of substantially interfering with a student's educational performance, opportunities, or benefits; or
- C. has the effect of substantially disrupting the orderly operation of a school.

Sexual Harassment

"Sexual harassment" is defined as unwelcome sexual advances, requests for sexual favors, sexually motivated physical conduct or other verbal or physical conduct or communication of a sexual nature when:

- A. submission to that conduct or communication is made a term or condition, either explicitly or implicitly, of access to educational opportunities or program;
- B. submission or rejection of that conduct or communication by an individual is used as a factor in decisions affecting that individual's education;
- C. that conduct or communication has the purpose or effect of substantially or unreasonably interfering with an individual's education, or creating an intimidating, hostile, or offensive educational environment.

Sexual harassment may involve the behavior of a person of either gender against a person of the same or opposite gender.

Prohibited acts that constitute sexual harassment may take a variety of forms. Examples of the kinds of conduct that may constitute sexual harassment include, but are not limited to:

- A. unwelcome verbal harassment or abuse;
- B. unwelcome pressure for sexual activity;
- C. unwelcome, sexually motivated or inappropriate patting, pinching, or physical contact, other than necessary restraint of students by teachers, administrators, or other school personnel to avoid physical harm to persons or property;
- D. unwelcome sexual behavior or words including demands for sexual favors, accompanied by implied or overt threats concerning an individual's educational status;
- E. unwelcome sexual behavior or words, including demands for sexual favors, accompanied by implied or overt promises of preferential treatment with regard to an individual's educational status;
- F. unwelcome behavior or words directed at an individual because of gender;

Examples are:

1. repeatedly asking a person for dates or sexual behavior after the person has indicated no interest;
 2. rating a person's sexuality or attractiveness;
 3. staring or leering at various parts of another person's body;
 4. spreading rumors about a person's sexuality;
 5. letters, notes, telephone calls, or materials of a sexual nature;
 6. displaying pictures, calendars, cartoons, or other materials with sexual content.
- G. inappropriate boundary invasions by a District employee or other adult member of the District community into a student's personal space and personal life.
 - H. remarks speculating about a person's sexual activities or sexual history, or remarks about one's own sexual activities or sexual history; and
 - I. verbal, nonverbal or physical aggression, intimidation, or hostility based on sex or sex-stereotyping that does not involve conduct of a sexual nature.

It is further the policy of the Board that a sexual relationship between staff and students is not permissible in any form or under any circumstances, in or out of the work place, in that it interferes with the educational process and may involve elements of coercion by reason of the relative status of a staff member to a student.

Not all behavior with sexual connotations constitutes sexual harassment. Sex-based or gender-based conduct must be sufficiently severe, pervasive, and persistent such that it adversely affects, limits, or denies an individual's education, or such that it creates a hostile or abusive educational environment, or such that it is intended to, or has the effect of, denying or limiting a student's ability to participate in or benefit from the educational program or activities.

In addition to investigating and taking appropriate corrective action in instances of harassment, or of sexual harassment or other sexual misconduct, the District shall make available to the victim of such harassment or misconduct resources to assist the student with coping with the effects of victimization. The school counseling services shall identify available resources in the community and provide assistance to students in contacting such resources, if desired by the student. The District will not directly provide or pay for assistance unless such services are available in the District program or the Board otherwise approves.

Race/Color Harassment

Prohibited racial harassment occurs when unwelcome physical, verbal, or nonverbal conduct is based upon an individual's race or color and when the conduct has the purpose or effect of interfering with the individual's educational performance; of creating an intimidating, hostile, or offensive learning environment; or of interfering with one's ability to participate in or benefit from a class or an educational program or activity. Such harassment may occur where conduct is directed at the characteristics of a person's race or color, such as racial slurs, nicknames implying stereotypes, epithets, and/or negative references relative to racial customs.

Religious (Creed) Harassment

Prohibited religious harassment occurs when unwelcome physical, verbal, or nonverbal conduct is based upon an individual's religion or creed and when the conduct has the purpose or effect of interfering with the individual's work or educational performance; of creating an intimidating, hostile, or offensive learning environment; or of interfering with one's ability to participate in or benefit from a class or an educational program or activity. Such harassment may occur where conduct is directed at the characteristics of a person's religious tradition, clothing, or surnames, and/or involves religious slurs.

National Origin Harassment

Prohibited national origin harassment occurs when unwelcome physical, verbal, or nonverbal conduct is based upon an individual's national origin and when the conduct has the purpose or effect of interfering with the individual's educational performance; of creating an intimidating, hostile, or offensive working and/or learning environment; or of interfering with one's ability to participate in or benefit from a class or an educational program or activity. Such harassment may occur where conduct is directed at the characteristics of a person's national origin, such as negative comments regarding customs, manner of speaking, language, surnames, or ethnic slurs.

Disability Harassment

Prohibited disability harassment occurs when unwelcome physical, verbal, or nonverbal conduct is based upon an individual's physical, mental, emotional or learning disability and when the conduct has the purpose or effect of interfering with the individual's educational performance; of creating an intimidating, hostile, or offensive learning environment; or of interfering with one's ability to participate in or benefit from a class or an educational program or activity. Such harassment may occur where conduct is directed at the characteristics of a person's disabling condition, such as negative comments about speech patterns, movement, physical impairments or defects/appearances, or the like.

Reporting Procedures

Students and all other members of the School District community, as well as third parties, are encouraged to promptly report incidents of harassing conduct to a teacher, administrator, supervisor, or District employee or official so that the Board may address the conduct before it becomes severe, pervasive, or persistent. Any teacher, administrator, supervisor, or other District employee or official who receives such a complaint shall file it with the District's Anti-Harassment Compliance Officer at his/her first opportunity.

Students who believe they have been subjected to harassment are entitled to utilize the Board's complaint process that is set forth below. Initiating a complaint will not adversely affect the complaining individual's participation in educational or extra-curricular programs unless the complaining individual makes the complaint maliciously or with knowledge that it is false.

If, during an investigation of a reported act of bullying in accordance with Policy 5517.01 – Bullying, the principal determines that the reported misconduct may have created a hostile learning environment and may have constituted harassment based on sex (including transgender status, change of sex, or gender identity), race, color, national origin, religion, creed, ancestry, marital or parental status, sexual orientation or physical, mental, emotional or learning disability, or any other characteristic protected by Federal or state civil rights laws, the principal will report the act of bullying to one of the Compliance Officers who shall assume responsibility to investigate the allegation in accordance with this policy.

Reporting procedures are as follows:

- A. Any student who believes s/he has been the victim of harassment prohibited under this policy will be encouraged to report the alleged harassment to any District employee, such as a teacher, administrator or other employee.
- B. Any parent of a student who believes the student has been the victim of harassment prohibited under this policy is encouraged to report the alleged harassment to the student's teacher, building administrator or Superintendent.
- C. Teachers, administrators, and other school officials who have knowledge or received notice that a student has or may have been the victim of harassment prohibited under this policy shall immediately report the alleged harassment to the Compliance Officer and the building principal or Superintendent.
- D. Any other person with knowledge or belief that a student has or may have been the victim of harassment prohibited by this policy shall be encouraged to immediately report the alleged acts to any District employee, such as a teacher, administrator or other employee.
- E. The reporting party or complainant shall be encouraged to use a report form available from the principal of each building or available from the District office, but oral reports shall be considered complaints as well. Use of formal reporting forms shall not be mandated. However, all oral complaints shall be reduced to writing.
- F. To provide individuals with options for reporting harassment to an individual of the gender with which they feel most comfortable, each school's building principal shall be advised to designate both a male and a female Compliance Officer for receiving reports of harassment prohibited by this policy. At least one (1) Compliance Officer or other individual shall be available outside regular school hours to address complaints of harassment that may require immediate attention.

District Compliance Officers

The Board designates the following individuals to serve as the District's "Compliance Officers" (hereinafter referred to as the "COs").

[NOTE: School Districts are advised to appoint both a male and a female CO in order to provide complainants with the option to report their concerns to an individual of the gender with which they feel most comfortable. The COs may also serve as the District's Section 504 Compliance Officer/ADA Coordinator and Title IX Coordinator. Additionally, by appointing two COs, there should always be a CO available to investigate a claim of discrimination that pertains to the other CO.]

Jim Dillin
High School Principal
608-847-4410, ext. 4424
800 Grayside Ave., Mauston, WI 53948
jdillin@maustonschools.org

Mary O'Brien
Director of Student Services
608-847-5451, ext. 6602
510 Grayside Ave., Mauston, WI 53948
mobrien@maustonschools.org

The names, titles, and contact information of these individuals will be published annually:

- A. in the student handbooks.
- B. () on the School District's web site.

A CO will be available during regular school/work hours to discuss concerns related to harassment, to assist students, other members of the School District community, and third parties who seek support or advice when informing another individual about "unwelcome" conduct, or to intercede informally on behalf of the student.

Any Board employee who directly observes harassment of a student is obligated, in accordance with this policy, to report such observations to one of the COs within two (2) business days. Thereafter, the COs must contact the student, if over age eighteen (18) or the student's parents if under the age eighteen (18), within two (2)

business days to advise s/he/them of the Board's intent to investigate the alleged misconduct, including the obligation of the compliance officer to conduct an investigation following all the procedures outlined in the complaint procedures.

The COs are assigned to accept complaints of harassment directly from any member of the School District community or a visitor to the District, or to receive complaints that are initially filed with a school building administrator. Upon receipt of a complaint, either directly or through a school building administrator, a CO will begin review and investigation or the CO will designate a specific individual to conduct such a process. The CO will prepare recommendations for the Superintendent or will oversee the preparation of such recommendations by a designee. All members of the School District community must report incidents of harassment that are reported to them to the Compliance Officer as soon as possible, but always within no more than two (2) calendar days of learning of the incident.

Investigation and Complaint Procedure

Any student who believes that s/he has been subjected to harassment may seek resolution of his/her complaint through the procedures described below. Further, a process for investigating claims of harassment and a process for rendering a decision regarding whether the claim of harassment was substantiated are set forth below.

Due to the sensitivity surrounding complaints of harassment, time lines are flexible for initiating the complaint process; however, individuals should make every effort to file a complaint within thirty (30) days after the conduct occurs while the facts are known and potential witnesses are available. Once the complaint process is begun, the investigation will be completed in a timely manner (ordinarily, within fifteen (15) calendar days of the complaint being received).

If at any time during the investigation process the investigator determines that the complaint is properly defined as Bullying, under Policy 5517.01 - Bullying and not Harassment under this Policy, because the conduct at issue is not based on a student's Protected Characteristics, the investigator shall transfer the investigation to the appropriate building principal.

Complaint Procedure

A student who believes s/he has been subjected to harassment hereinafter referred to as the "complainant", may file a complaint, either orally or in writing with a teacher, principal, or other District employee at the student's school, the CO, Superintendent, or other District employee who works at another school or at the District level. Due to the sensitivity surrounding complaints of harassment, time lines are flexible for initiating the complaint process; however, individuals should make every effort to file a complaint within thirty (30) days after the conduct occurs while the facts are known and potential witnesses are available. If a complainant informs a teacher, principal, or other District employee at the student's school, the CO, Superintendent, or other District employee, either orally or in writing, about any complaint of harassment, that employee must report such information to the CO within two (2) business days.

Throughout the course of the process as described herein, the CO should keep the parties informed of the status of the investigation and the decision making process.

All complaints must include the following information to the extent it is available: the identity of the individual believed to have engaged in, or to be actively engaging in, harassment; a detailed description of the facts upon which the complaint is based; and a list of potential witnesses.

If the complainant is unwilling or unable to provide a written statement including the information set forth above, the Compliance Officer shall ask for such details in an oral interview. Thereafter the CO will prepare a written summary of the oral interview, and the complainant will be asked to verify the accuracy of the reported charge by signing the document.

Upon receiving a complaint, the CO will consider whether any action should be taken in the investigatory phase to protect the complainant from further harassment or retaliation including but not limited to a change of class schedule for the complainant or the alleged harasser, or possibly a change of school for either or both of the parties. In making such a determination, the Compliance Officer should consult the Principal or Superintendent prior to any action being taken. The complainant should be notified of any proposed action prior to such action being taken.

As soon as appropriate in the investigation process, the CO will inform the individual alleged to have engaged in the harassing conduct, hereinafter referred to as the "respondent", that a complaint has been received. The respondent will be informed about the nature of the allegations and a copy of these administrative procedures and the Board's anti-harassment policy shall be provided to the respondent at that time. The respondent must also be provided an opportunity to respond to the complaint.

Within five (5) business days of receiving the complaint, the CO will initiate a formal investigation to determine whether the complainant has been subject to offensive conduct/harassment. A principal will not conduct an investigation unless directed to do so by the Compliance Officer.

Although certain cases may require additional time, the Compliance Officer will attempt to complete an investigation into the allegations of harassment within fifteen (15) calendar days of receiving the formal complaint. The investigation will include:

- A. interviews with the complainant;
- B. interviews with the respondent;
- C. interviews with any other witnesses who may reasonably be expected to have any information relevant to the allegations;
- D. consideration of any documentation or other evidence presented by the complainant, respondent, or any other witness which is reasonably believed to be relevant to the allegations

At the conclusion of the investigation, the CO shall prepare and deliver a written report to the Superintendent which summarizes the evidence gathered during the investigation and provides recommendations based on the evidence and the definition of harassment as provided in Board policy and State and Federal law as to whether the complainant has been subject to harassment. In determining if harassment occurred, a preponderance of evidence standard will be used. The CO's recommendations must be based upon the totality of the circumstances, including the ages and maturity levels of those involved. The CO may consult with the Board Attorney before finalizing the report to the Superintendent.

Absent extenuating circumstances, within ten (10) business days of receiving the report of the CO, the Superintendent must either issue a final decision regarding whether or not the complaint of harassment has been substantiated or request further investigation. A copy of the Superintendent's final decision will be delivered to both the complainant and the respondent.

If the Superintendent requests additional investigation, the Superintendent must specify the additional information that is to be gathered, and such additional investigation must be completed within ten (10) business days. At the conclusion of the additional investigation, the Superintendent must issue a final written decision as described above.

The decision of the Superintendent shall be final. If the complainant feels that the decision does not adequately address the complaint s/he may appeal the decision to the State Superintendent of Public Instruction.

The Board reserves the right to investigate and resolve a complaint or report of harassment regardless of whether the member of the School District community or third party alleging the harassment pursues the complaint. The Board also reserves the right to have the complaint investigation conducted by an external person in accordance with this policy or in such other manner as deemed appropriate by the Board.

Additional School District Action

If the evidence suggests that the harassment at issue is a crime or requires mandatory reporting under the Children's Code (Sec. 48.981, Wis. Stat.), the CO or Superintendent shall report the harassment to the appropriate social service and/or law enforcement agency charged with responsibility for handling such investigations and crimes.

Any reports made to the local child protection service or to local law enforcement shall not terminate the CO's obligation and responsibility to continue to investigate a complaint of harassment. While the COs may work cooperatively with outside agencies to conduct concurrent investigations, in no event shall the harassment investigation be inhibited by the involvement of outside agencies without good cause after consultation with the Superintendent.

Confidentiality

The District will make all reasonable efforts to protect the rights of the complainant and the respondent. The District will respect the privacy of the complainant, the respondent, and all witnesses in a manner consistent with the District's legal obligations under State and Federal law. Confidentiality cannot be guaranteed however. All complainants proceeding through the investigation process should be advised that as a result of the investigation, the respondent may become aware of the complainant's identity.

During the course of an investigation, the CO will instruct all members of the School District community and third parties who are interviewed about the importance of maintaining confidentiality. Any individual who is interviewed as part of a harassment investigation is expected not to disclose any information that s/he learns or that s/he provides during the course of the investigation.

All public records created as a part of an investigation of a complaint of harassment will be maintained by the CO in accordance with the Board's records retention policy (see Policy 8310). Any records which are considered student records in accordance with the state or Federal law will be maintained in a manner consistent with the provisions of the law.

Sanctions and Monitoring

The Board shall vigorously enforce its prohibitions against harassment by taking appropriate action reasonably calculated to stop the harassment and prevent further such harassment. While observing the principles of due process, a violation of this policy may result in disciplinary action up to and including the discharge of an employee or the suspension/expulsion of a student. All disciplinary action will be taken in accordance with applicable law. When imposing discipline, the Superintendent shall consider the totality of the circumstances involved in the matter, including the ages and maturity levels of those involved. In those cases where harassment is not substantiated, the Board may consider whether the alleged conduct nevertheless warrants discipline in accordance with other Board policies.

Where the Board becomes aware that a prior remedial action has been taken against a member of the School District community, all subsequent sanctions imposed by the Board and/or Superintendent shall be reasonably calculated to end such conduct, prevent its recurrence, and remedy its effects.

Reprisal

Submission of a good faith complaint or report of harassment will not affect the complainant's status or educational environment. However, the Board also recognizes that false or fraudulent claims of harassment or false or fraudulent information about such claims may be filed. The Board reserves the right to discipline any person filing a false or fraudulent claim of harassment or false or fraudulent information about such a claim.

The District will discipline or take appropriate action against any member of the School District community who retaliates against any person who reports an incident of harassment prohibited by this policy or participates in a proceeding, investigation, or hearing relating to such harassment. Retaliation includes, but is not limited to, any form of intimidation, reprisal, or harassment.

Education and Training

In support of this policy, the Board promotes preventative educational measures to create greater awareness of discriminatory practices. The Superintendent will develop a method of discussing this policy with the School District community. Training on the requirements of non-discrimination and the appropriate responses to issues of harassment will be provided to the School District community at such times as the Board in consultation with the Superintendent determines is necessary or appropriate.

This policy shall be reviewed at least annually for compliance with local, State, and Federal law.

The District shall conspicuously post a notice including this policy against harassment in each school in a place accessible to the School District community and members of the public. This notice shall also include the name, mailing address and telephone number of the Compliance Officers, the name, mailing address and telephone number of the State agency responsible for investigating allegations of discrimination in educational opportunities, and the mailing address and telephone number of the United States Department of Education, Office for Civil Rights.

A **summary** of this policy shall appear in the student handbook and shall be made available upon request of parents, students, and other interested parties.

Legal

48.981, Wis. Stats.

118.13, Wis. Stats.

P.I. 9, Wis. Admin. Code

P.I. 41 Wis. Admin. Code

Fourteenth Amendment, U.S. Constitution

20 U.S.C. 1415

20 U.S.C. 1681 et seq., Title IX of Education Amendments Act

20 U.S.C. Section 1701 et seq., Equal Educational Opportunities Act of 1974

29 U.S.C. 794, Rehabilitation Act of 1973

42 U.S.C. 1983

42 U.S.C. Section 2000 et seq., Civil Rights Act of 1964

42 U.S.C. 2000d et seq.

42 U.S.C. 12101 et seq., The Americans with Disabilities Act of 1990

34 C.F.R. Sec. 300.600-300.662

Last Modified by Jennifer Hagemann on July 6, 2018

Book	Neola - Ready for Processing
Section	5000 Students
Title	BULLYING
Number	po5517.01**
Status	

5517.01 - **BULLYING**

The Board of Education is committed to providing a safe, positive, productive, and nurturing educational environment for all of its students. The Board encourages the promotion of positive interpersonal relations between members of the school community. Bullying toward a student, whether by other students, staff, or third parties is strictly prohibited and will not be tolerated. This prohibition includes physical, verbal, and psychological abuse. The Board will not tolerate any gestures, comments, threats, or actions which cause or threaten to cause bodily harm or personal degradation. This policy applies to all activities in the District, including activities on school property, including at any of the school buildings or other property used exclusively or in part, whether leased or owned by the District, for the purpose of school-related functions or events; or while traveling to or from school or to and from school-sponsored functions or events; in transporting vehicles arranged for by School District officials. The policy applies as well during activities that occur off school property if the student or employee is at any school-sponsored, school-approved or school-related activity or function, such as field trips or athletic events where students are under the supervision of school authorities, or where an employee is engaged in school business, or where there is otherwise a connection to the school such that the conduct at issue affects or is intended to affect the student's educational environment.

Definitions

"Bullying"

Bullying is deliberate or intentional behavior using words or actions, intended to cause fear, intimidation, or harm. Bullying may be a repeated behavior and involves an imbalance of power. Furthermore, it may be serious enough to negatively impact a student's educational, physical, or emotional well being. 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; however this type of prohibited bullying behavior need not be based on any of those particular or other particular characteristics. It includes, but is not necessarily limited to such behaviors as stalking, cyberbullying, intimidating, menacing, coercing, name-calling, taunting, making threats, and hazing.

Some examples of Bullying are:

- A. Physical – hitting, kicking, spitting, pushing, pulling, taking and/or damaging personal belongings or extorting money, blocking or impeding student movement, unwelcome physical contact.
- B. Verbal – taunting, malicious teasing, insulting, name calling, making threats.
- C. Psychological – spreading rumors, manipulating social relationships, coercion, or engaging in social exclusion/shunning, extortion, or intimidation.
- D. "'Cyberbullying' – the use of information and communication technologies such as e-mail, cell phone and pager text messages, instant messaging (IM), defamatory personal web sites, and defamatory online personal polling web sites, to support deliberate, repeated, and hostile behavior by an individual or group, that is intended to harm others."

The Board recognizes that cyberbullying can be particularly devastating to young people because:

1. cyberbullies more easily hide behind the anonymity that the Internet provides;
2. cyberbullies spread their hurtful messages to a very wide audience with remarkable speed;
3. cyberbullies do not have to own their own actions, as it is usually very difficult to identify cyberbullies because of screen names, so they do not fear being punished for their actions; and
4. the reflection time that once existed between the planning of a prank – or a serious stunt – and its commission has all but been erased when it comes to cyberbullying activity;
5. hacking into or otherwise gaining access to another's electronic accounts (e-mails, social media, etc.) and posing as that individual with the intent to embarrass or harm the individual.

Cyberbullying includes, but is not limited to the following:

1. posting slurs or rumors or other disparaging remarks about a student on a web site or on weblog;
2. sending e-mail or instant messages that are mean or threatening, or so numerous as to drive-up the victim's cell phone bill;
3. using a camera phone to take and send embarrassing photographs of students;
4. posting misleading or fake photographs of students on web sites.

"Harassment" includes, but is not limited to, any act which subjects an individual or group to unwanted, abusive behavior of a nonverbal, verbal, written or physical nature on the basis of sex, (including transgender status, change of sex, or gender identity), race, color, national origin, religion, creed, ancestry, marital or parental status, sexual orientation or physical, mental, emotional or learning disability, or any other characteristic protected by Federal or State civil rights laws. Harassment is prohibited by Policy 5517 – Student Anti-Harassment.

"Staff" includes all school employees and Board members.

"Third parties" include, but are not limited to, coaches, school volunteers, parents, school visitors, service contractors, vendors, or others engaged in District business, and others not directly subject to school control at inter-district or intra-district athletic competitions or other school events.

For a definition of and instances that could possibly be construed as hazing, consult Policy 5516.

Complaint Procedures

Any student that believes s/he has been or is the victim of bullying should immediately report the situation to the building principal or assistant principal, or the Superintendent. The student may also report concerns to a teacher or counselor who will be responsible for notifying the appropriate administrator or Board official. Complaints against the building principal should be filed with the Superintendent. Complaints against the Superintendent should be filed with the Board President.

Every student is encouraged to report any situation that they believe to be bullying behavior directed toward a student. Reports may be made to those identified above.

All school staff members and school officials who observe or become aware of acts of bullying are required to report these acts to the building principal or assistant principal, or the Superintendent.

Reports of bullying may be made verbally or 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.

All complaints about behavior that may violate this policy shall be investigated promptly by the building principal. The staff member who is investigating the report of bullying shall interview the victim(s) of the alleged bullying and collect whatever other information is necessary to determine the facts and the seriousness of the report. If, during an investigation of a reported act of bullying in accordance with this Policy, the principal determines that the reported misconduct may have created a hostile learning environment and may have constituted harassment based on sex (transgender status, change of sex, or gender identity), race, color, national origin, religion, creed, ancestry, marital or parental status, sexual orientation or physical, mental, emotional or learning disability, or any other characteristic protected by Federal or state civil rights laws, the principal will report the act of bullying to one of the Compliance Officers who shall assume responsibility to investigate the allegation in accordance with Policy 5517 – Student Anti- Harassment.

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

If the investigation finds that bullying has occurred, it will result in prompt and appropriate remedial and/or disciplinary action. This may include student discipline, including, but not limited to reprimand, suspension, or possible expulsion. Further, the result of an investigation that finds that bullying has occurred may result in discharge for employees, exclusion for parents, guests, volunteers, and contractors, and removal from any official position and/or a request to resign for Board members. Individuals may also be referred to law enforcement officials.

The complainant shall be notified of the findings of the investigation, and as appropriate, that remedial action has been taken.

This policy shall not be interpreted to infringe upon the First Amendment rights of students (i.e., to prohibit a reasoned and civil exchange of opinions, or debate, that is conducted at appropriate times and places during the school day and is protected by State or Federal law).

Retaliation against any person who reports, is thought to have reported, files a complaint, or otherwise participates in an investigation or inquiry concerning allegations of bullying is prohibited and will not be tolerated. Such retaliation shall be considered a serious violation of Board policy and independent of whether a complaint is substantiated. Suspected retaliation should be reported in the same manner as bullying. Making intentionally false reports about bullying for the purpose of getting someone in trouble is similarly prohibited and will not be tolerated. Retaliation and intentionally making a false report may result in disciplinary action as indicated above.

If a student or other individual believes there has been bullying, regardless of whether it fits a particular definition, s/he should report it and allow the administration to determine the appropriate course of action.

Privacy/Confidentiality

The School District will respect the privacy of the complainant, the individual(s) against who the complaint is filed, and the witnesses as much as possible, consistent with the Board's legal obligations to investigate, to inform parents, to take appropriate action, and to conform with any discovery or disclosure obligations. All records generated under this policy and its related administrative guidelines shall be maintained as confidential to the extent permitted by law.

To the extent appropriate in conducting a thorough investigation and/or as legally permitted, confidentiality will be maintained during the investigation process.

Notification

Notice of this policy will be **annually** distributed to all students enrolled in the School District, their parents and/or guardians and employees. The policy will also be distributed to organizations in the community having cooperative agreements with the schools. Additionally, the policy will be posted in conspicuous locations in all school buildings and departments within the District and discussed with students, as well as incorporated into the teacher, student, and parent/guardian handbooks. All new hires will be required to review and sign off on this policy and the related complaint procedure.

The School District will also provide a copy of the policy to any person who requests it.

Records and Reports

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 report shall be prepared and presented to the School Board, which includes trends in bullying behavior and recommendations on how to further reduce bullying behavior. The annual report will be available to the public.

Education and Training

In support of this policy, the Board promotes preventative educational measures to create greater awareness of bullying behavior. The Superintendent shall provide appropriate training to all members of the School District community related to the implementation of this policy and its accompanying administrative guidelines. All

training regarding the Board's policy and administrative guidelines on bullying will be age and content appropriate.

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Legal

Wis. Stat. 118.46

Last Modified by Jennifer Hagemann on July 6, 2018

Book Neola - Ready for Processing
Section 5000 Students
Title Copy of DRUG-ABUSE PREVENTION
Number po5530**
Status

5530 - **DRUG-ABUSE PREVENTION**

The Board of Education recognizes that the misuse of drugs is a serious problem with legal, physical, and social implications for the entire school community.

For purposes of this policy, "drugs" shall mean:

- A. all dangerous controlled substances as so designated and prohibited by Wisconsin statute;
- B. all chemicals which release toxic vapors;
- C. all alcoholic beverages;
- D. any prescription or patent drug, except those for which permission to use in school has been granted pursuant to Board policy;
- E. "look-alikes";
- F. anabolic steroids;
- G. any other illegal substance so designated and prohibited by law.

The Board prohibits the use, possession, concealment, or distribution of any drug and any drug-paraphernalia at any time on District property or at any District-related event.

The Superintendent shall prepare guidelines for the identification, amelioration, and regulation of drug use in the schools, including education, prevention and standards of conduct.

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Legal 118.24(2)(f), 118.257, 125.09(2), Wis. Stats.
Drug-Free Schools and Communities Act of 1986 as amended
20 U.S.C. 3171 et seq., 3224A

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Book	Neola - Ready for Processing
Section	5000 Students
Title	Copy of THE SCHOOLS AND GOVERNMENTAL AGENCIES
Number	po5540**
Status	

5540 - **THE SCHOOLS AND GOVERNMENTAL AGENCIES**

The Board of Education is committed to maintaining the educational atmosphere of the schools and restricting access by individuals not part of the school system but also recognizes its responsibility to cooperate with law enforcement agencies and its need for assistance from law enforcement in certain circumstances.

When law enforcement requests permission to interview a student at school, the Superintendent or building administrator shall be contacted prior to any further action by law enforcement. The administrator shall determine whether it is appropriate to provide access to the student based on the officer's purpose, whether the officer has stated that there is an emergency involving imminent threat, or that the officer is in possession of a valid warrant. A warrant shall be deemed valid if executed by a judicial officer and describes the school premises.

If law enforcement is contacted by the administration for assistance, administration shall maintain the lead role in the investigation and shall be present or contact a parent to be present for any interview to the extent reasonable.

When an agency requests permission to remove a student, or does remove a student without prior permission, the building administrator shall notify the Superintendent.

Law enforcement investigations on school premises fall into two (2) primary categories. First, some investigations will occur at the request of school administration due to suspicion of a violation of school policy that may also be criminal. Second, law enforcement investigations may occur without the initiation of school officials and may or may not involve activity on school grounds.

Different procedures are to be followed in each instance as outlined below:

A. By law enforcement personnel, on request of school authorities

1. An administrator may exercise his/her discretion in determining whether to request assistance of law enforcement in investigating a crime, or allegation of a crime, committed in his/her school building or school grounds during school hours. If assistance is so requested, it shall be directed to the local law enforcement agency and the administration shall remain the primary investigator with assistance from law enforcement. When determining whether to contact law enforcement, a school administrator shall consider the mandatory reporting requirements of Section 48.981 in the event the allegations involve suspected child abuse or neglect.
2. If the administrator requests assistance, a law enforcement officer may conduct an investigation within the school building and interview students as witnesses in school during the school day. Administrators shall take steps to assure that students are not removed from classes if at all possible. The administrator shall be present during the interview unless the law enforcement officer, student or his/her parent requests that the school official not be present. The student may request other representation such as legal counsel. If a student requests legal counsel, the administrator will make an effort to contact the parent(s) and the student will be put in custody of the law enforcement agency. The administrator shall attempt to contact the parent(s) of any student prior to questioning by law enforcement. A decision whether to take a student into custody is the decision of the law enforcement officer.
3. If the investigation focuses on a particular student as a prime suspect of crime, the administrator and the law enforcement officer shall abide by the guidelines with respect to any interrogation, search and arrest. Once law enforcement is involved in an investigation of possible criminal activity on school grounds, assuring that the constitutionally protected rights are respected during the investigation process is the law enforcement officers' responsibility.
4. School officials shall assist and cooperate in investigations as requested by law enforcement and consistent with District responsibility to maintain the confidentiality of student records under State and Federal law.

B. By law enforcement personnel without request of school authorities

1. Law enforcement officers will be asked to make every effort to interview students outside of the school hours and outside of the school setting in those cases where assistance has not been requested by school authorities. This procedure will not apply to circumstances where a serious crime may be involved, or where imminent threats to persons or property may be involved or where law enforcement states that it is not feasible to interview the student outside of school due to the nature of the investigation and that they are not able to provide specific information substantiating the need to immediately interview the student.
2. If law enforcement deems it absolutely necessary to interview a student at school, the law enforcement personnel shall first contact the administrator regarding the planned visit and inform the administrator of the circumstances that require him/her to investigate within the school and obtain his/her approval to interview a student during school hours. The police officer shall not commence his/her investigation until such approval is obtained. The law enforcement personnel may appeal to the Superintendent if it is deemed that approval was unreasonably withheld.

The administrator shall make every effort to maintain the privacy of the student.

3. Accordingly, the administrator shall do the following:

- a. Request that the student be pulled out of class by a school administrator, rather than a police officer, if necessary.

b. Notify the law enforcement officer that he/she will be contacting the student's parent(s) prior to questioning, unless specifically requested not to because such contact would unduly impede the investigation.

4. If law enforcement officer is in possession of a **valid warrant**, school officials shall in no way interfere with the officer's execution of the warrant. A warrant shall be considered "valid" if it accurately describes the school facility and is executed by an authorized judicial official. District officials shall not attempt to evaluate the sufficiency of probable cause upon which the warrant is based.

In the event a law enforcement officer seeks to execute a warrant on school grounds, the officer is to be directed to building administration. The administration shall attempt to assist in executing the warrant by directing the student to report to the office. The school administration shall then (1) contact the student's parent if the student is a minor; and (2) contact the Superintendent. This process shall be followed unless the law enforcement official states that s/he has reason to believe that the subject of the warrant poses an immediate threat to the health and safety of others while in the school. In such a case, school officials shall grant access to the facility for execution of the warrant.

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Legal 120.13(35), Wis. Stats.
118.257, Wis. Stats.

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Book	Neola - Ready for Processing
Section	5000 Students
Title	INVESTIGATIONS INVOLVING SUSPECTED CHILD ABUSE
Number	po5540.01**
Status	

5540.01 - **INVESTIGATIONS INVOLVING SUSPECTED CHILD ABUSE**

In the event of a law enforcement or social services investigation involving allegations of child abuse under Chapter 48 of the Wisconsin Statutes, school officials shall permit access to any student the law enforcement officer or social services agent determines s/he must speak with.

Office staff shall notify the Superintendent or the building administrator of any such investigation and shall keep a log of activities by the agency conducting the investigation, noting the date, and time of any interviews and the students involved.

The school administration shall notify the student's parents only after being advised by the agency conducting the investigation that parental contact will not impede their investigation. Because such investigations may involve allegations against the student's caretaker(s), the administration must not contact the parents unless authorized to do so by the investigating agency.

If the investigating agency determines that it must remove the student from school in the course of their investigation, the administrator should make a record of when the student was released, the agency to which the student was released and the name of the individual agent that removed the student.

This policy should be viewed in conjunction with Policy 8462. Nothing in this policy affects District staff responsibilities as mandatory reporters of suspected child abuse.

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Legal	Wis. Stats. 48.981
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Book Neola - Ready for Processing
Section 5000 Students
Title Copy of STUDENT DISCIPLINE
Number po5600**
Status

5600 - **STUDENT DISCIPLINE**

The Board of Education acknowledges that conduct is closely related to learning and that an effective instructional program requires an orderly school environment, which is, in part, reflected in the behavior of students.

A positive approach in the disciplinary measures shall be pursued, taking into account the dignity of the student, the seriousness of the infraction and the need for positive motivation of students.

The Board believes that the best discipline is self-imposed and that students should learn to assume responsibility for their own behavior and the consequences of their actions.

The Board shall require each student of this District to adhere to the Student Responsibilities Handbook promulgated by the administration and to submit to such disciplinary measures as are appropriately assigned for infraction of those rules. Such rules shall require that students:

- conform to reasonable standards of socially-acceptable behavior;
- respect the person and property of others;
- preserve the degree of order necessary to the educational program in which they are engaged;
- respect the rights of others;
- obey constituted authority and respond to those who hold that authority.

The Superintendent shall promulgate guidelines for student conduct which carry out the purposes of this policy and:

- are not arbitrary but bear a reasonable relationship to the need to maintain a school environment conducive to learning;
- do not discriminate among students;
- do not demean students;
- do not violate any individual rights constitutionally guaranteed to students.

The Superintendent shall designate sanctions, excluding corporal punishment, for the infractions of rules which shall:

- relate in kind and degree to the infraction;
- help the student learn to take responsibility for his/her actions;
- be directed, where possible, to reduce the effects of any harm which may have been caused by the student's misconduct.

The Board shall attempt to provide, as resources permit, alternative programs and activities for disruptive students as a means to prevent or reduce discipline problems. In planning such programs, the Superintendent shall include procedures which ensure cooperation with those community agencies and organizations which can provide assistance to such students.

The Superintendent shall publish to all students

the rules of this District regarding student conduct, the sanctions which may be imposed for breach of those rules, and the due process procedures that will be followed in administering the Student Responsibilities Handbook .

The School Principal shall have the authority to assign discipline to students, subject to District guidelines and the student's due process right to notice, hearing, and appeal.

Teachers and other employees of this Board having responsibility for the supervision of students shall have the authority to take such means as may be necessary to control the disorderly conduct of students

- in all situations and in all places where such students are within the jurisdiction of this Board.
- when such conduct interferes with the educational program of the schools or threatens the health and safety of others.

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Book	Neola - Ready for Processing
Section	5000 Students
Title	Copy of SUSPENSION/EXPULSION OF STUDENTS WITH DISABILITIES
Number	po5605**
Status	

5605 - **SUSPENSION/EXPULSION OF STUDENTS WITH DISABILITIES**

In matters relating to the disciplining of students with disabilities, the Board of Education shall abide by Federal and State laws.

The Superintendent shall establish guidelines and ensure they are properly implemented when disciplining any student with disabilities.

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Legal	20 U.S.C. Section 1401 et seq. Section 504, 1973 Rehab. Act Chapter 115, Wis. Stats. Section 120.13(1)
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Book Neola - Ready for Processing
Section 5000 Students
Title SUSPENSION AND EXPULSION
Number po5610**
Status

5610 - **SUSPENSION AND EXPULSION**

The Board of Education recognizes that exclusion from educational programs of the School District, by suspension or expulsion, is a substantial sanction and that such action must comply with the student's due process rights.

SUSPENSION

For purposes of this policy, "suspension" shall be the short-term exclusion of a student from a regular District program.

The Superintendent, the principal, or a teacher designated by the Superintendent may suspend a student for up to five (5) school days or, if a notice of expulsion hearing has been sent, for up to fifteen (15) consecutive school days, or ten (10) consecutive school days for each incident if the student is eligible for special education services under Chapter 115, Wis. Stats.

The suspension must be reasonably justified based upon the grounds authorized under Sec. 120.13, Wis. Stats., which include, but are not limited to: noncompliance with school rules or Board rules; 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; conduct by the student while at school or while under the supervision of a school authority that endangers the property, health, or safety of others; conduct while not at school or while not under the supervision of a school authority that endangers the property, health, or safety of others at school or under the supervision of a school authority; or conduct while not at school or while not under the supervision of a school authority that endangers the property, health, or safety of any employee or School Board member of the District in which the student is enrolled.

The Superintendent, the principal, or a teacher designated by the School Superintendent shall suspend a student if the student possessed a firearm, as defined in 18 U.S.C. 921(a)(3), while at school or while under the supervision of a school authority.

The parent of a suspended minor must be given prompt notice of the suspension and the reason for the suspension. The student's suspension from school shall be entered in the student's record as required by the rules adopted by the Board concerning the content of the student records. The suspended student or the student's parent or guardian may, within five (5) school days following the commencement of the suspension, have a conference with the Superintendent, who shall be someone other than a principal, administrator or teacher in the suspended student's school, to discuss removing from the student's records reference to the suspension. Reference to the suspension on the student's school record shall be removed if the Superintendent finds that: the student was suspended unfairly or unjustly; the suspension was inappropriate, given the nature of the alleged offense; or the student suffered undue consequences or penalties as a result of the suspension.

A suspended student shall not be denied the opportunity to take any quarterly, semester, or grading period examinations or to complete course work missed during the suspension period. Such work shall be completed pursuant to the procedures established by the Board.

In the event a student is classified as Homeless, the building principal shall consult with the Homeless Coordinator to determine whether the conduct is a result of homelessness. The Homeless Coordinator will assist administration and the student's parents or guardian in correcting conduct subject to disciplinary action that is caused by homelessness.

EXPULSION

Under this policy, expulsion shall mean the Board will not permit a student to attend school at all, including any school-sponsored events or activities, for a specified period of time. If the student is expelled, the Board will determine the length of the expulsion period, which may extend at a maximum to the student's 21st birthday. The Board's expulsion order may include the opportunity for the student to return to school prior to expiration of the term of expulsion under a specified set of early reinstatement condition(s) which are related to the conduct for which the student was expelled. The condition(s), once set forth in an expulsion order, shall be administered at the discretion of the Superintendent who shall have the authority to deny early reinstatement if any early reinstatement condition is not met prior to reinstatement or to revoke it for the remainder of the expulsion period if any enrollment conditions applicable to the student's attendance during a period of expulsion under early reinstatement, or conditional enrollment, are deemed by the Superintendent to have been violated. The decision to revoke a student's conditional enrollment shall be explained in writing. The student or student's parent may request a conference with the Superintendent within five (5) school days of a decision to revoke early reinstatement. The Superintendent shall meet with the student and/or parents within five (5) school days of a request. The Superintendent's decision is final.

The Superintendent may designate another School District employee to perform the functions pertaining to a student's early reinstatement, but may not designate someone that is an administrator or teacher in the student's school.

The Board may expel a student only when it is satisfied that the interest of the school demands the student's expulsion and only when the student: repeatedly refused or neglected to obey the rules established by the School District; knowingly conveyed or caused to be conveyed 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; engaged in conduct while at school while under the supervision of a school authority that endangered the property, health, or safety of others; engaged in conduct while not at school or while not under the supervision of a school authority that endangered the property, health, or safety of others at school or under the supervision of a school authority or endangered the property, health, or safety of any employee or Board member of the School District in which the student is enrolled; or was at least sixteen (16) years old and had 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 that such conduct did not otherwise constitute grounds for expulsion. For purposes of this policy, conduct that endangers a person or property includes making a threat to the health or safety of a person or making a threat to damage property.

The School Board shall hold an expulsion hearing in the event a student is in possession of a firearm while at school or under the supervision of school authorities and 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. This does not include any circumstance in which a student possessed a firearm while lawfully hunting on school forest land.

The District shall refer any student who brings a firearm (as defined in 18 U.S.C. 921(a)(3)) or a weapon to school to law enforcement.

As required by 20 U.S.C. 7151, the Superintendent will ensure that the following information is sent to the Wisconsin Department of Public Instruction: a copy of this policy; a description of the circumstances surrounding any expulsion(s) for violating the above- stated firearms policy; the name of the school; the number of students expelled; and the types of firearms involved.

Prior to expelling a student, the Board shall provide the student with a hearing. Prior written notice of the hearing must be sent separately to both the student and if the student is a minor, to his/her parent(s) or guardian(s). The notice must be sent at least five (5) days prior to the date of hearing, not counting the date notice is sent. The notice must also satisfy the requirements of Sec. 120.13(1) (c)4, Wis. Stats.

An expelled student or, if the student is a minor, the student's parent(s) or guardian(s) may appeal the Board's expulsion decision to the Wisconsin Department of Public Instruction. An appeal from the decision of the Department may be taken within thirty (30) days to the circuit court for the county in which the school is located.

In the event a student is classified as Homeless, the building principal shall consult with the Homeless Coordinator to determine whether the conduct is a result of homelessness. The District will not expel a homeless student for conduct that is caused by the student's homelessness. The Homeless Coordinator will assist administration and the student's parents or guardians in correcting conduct subject to disciplinary action that is caused by homelessness. If the conduct in question is determined not to be caused by the student's homelessness, the District shall proceed with expulsion proceedings as outlined in this policy.

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Legal	119.25, Wis. Stats.
	120.13, Wis. Stats.
	18 U.S.C. 921(a)(3)
	20 U.S.C. 7151
	42 U.S.C. 11431 et seq.

Last Modified by Jennifer Hagemann on July 6, 2018

Book	Neola - Ready for Processing
Section	5000 Students
Title	Copy of IN-SCHOOL DISCIPLINE
Number	po5610.02**
Status	

5610.02 - **IN-SCHOOL DISCIPLINE**

It is the purpose of this policy to provide an alternative to out-of-school suspension. The availability of in-school discipline options is dependent upon the financial ability of the Board of Education to support such a program.

In-school discipline will only be offered at the discretion of the School Principal for offenses found in the Student Responsibilities Handbook.

No student is to be detained after the close of the regular school day unless the student's parent has been contacted and informed that the student will be detained. No student shall be refused transportation services until the parent has been notified and other suitable transportation arrangements have been made. Notification to the parent is the responsibility of District personnel and should be made prior to the departure of school buses. If a parent cannot be contacted, the child should be detained on another day.

The Superintendent is to establish guidelines for the proper operation of such programs and to ensure that appropriate due-process procedures are followed as applicable.

Legal	120.13(1), Wis. Stats.
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Last Modified by Jennifer Hagemann on July 6, 2018

Book	Neola - Ready for Processing
Section	5000 Students
Title	Copy of PRE-EXPULSION/ABEYANCE
Number	po5610.03**
Status	

5610.03 - PRE-EXPULSION/ABEYANCE

Pursuant to Sec. 120.13(1)(e)(3), Wis. Stats., the Board of Education has adopted a pre-expulsion procedure to Policy 5610. Pre-Expulsion will be utilized only in cases where administration deems the following:

1. That the student has not previously engaged in conduct that could lead to expulsion; and
2. That the student's presence will not compromise or threaten the safety of other students and staff in the district.

Pre-Expulsion Process

1. Student infraction occurs.
2. Building Administration consults with the Superintendent to determine if a pre-expulsion conference is appropriate.
 - If no pre-expulsion conference is to be held, the student may be suspended or be moved toward expulsion.
 - If a pre-expulsion conference is to be held, the student may be suspended for up to 15 school days.
3. Building administration informs parent/guardian of a need for a pre-expulsion conference within 5 school days of the infraction. A date and time is chosen.
4. The Superintendent will send a letter informing the student and parent/guardian, of the pre-expulsion conference.
 - The letter will include:
 - Student name/address
 - Parent/Guardian names/address
 - Description of the infraction
 - Dates of suspension
 - Date and time of pre-expulsion conference
 - Date and time of expulsion hearing (if necessary)
 - Names of administration present for the conference
 - How the conference will be conducted
 - Certified letters are sent to the parents and student separately
5. At the pre-expulsion conference, discuss the probability of going to expulsion, manifestation determination, and behavior agreement.
 - Conference officer is the Superintendent or his/her designee
 - The conference shall be conducted as follows:
 - A presentation by the principal and/or designee to outline evidence and charges in this case
 - An opportunity for the student and/or parent/guardian to present evidence on their behalf
 - A stipulation to the facts of the charges
 - A willingness on the part of the student and/or parent/guardian to voluntarily accept an opportunity to avoid an expulsion hearing for this first-time offense
 - An agreement by the student and parent/guardian to conditions for the return to school and have the expulsion hearing temporarily suspended for one calendar year
6. Parties come to an understanding of determinations made at the conference.
7. The Superintendent provides a summary of the conference via a letter to the following:
 - Student
 - Parent/Guardian
 - Administrators involved
 - Student file.
8. A report will be provided to the Board of Education within two weeks of the pre-expulsion hearing.
9. The student and parent/guardian must sign the summary statement.
10. The student and parent/guardian must sign "Conditions of Continuance" statement.
11. The student's expulsion hearing is temporarily suspended for one calendar year if the student meets the conditions of continuance

Book	Neola - Ready for Processing
Section	5000 Students
Title	DUE PROCESS RIGHTS
Number	po5611**
Status	

5611 - **DUE PROCESS RIGHTS**

The Board of Education recognizes the importance of safeguarding a student's constitutional rights, particularly when subject to the District's disciplinary procedures.

To better ensure appropriate due-process is provided a student, the Board establishes the following guidelines:

A. Students subject to suspension:

The suspended student, and if a minor, the parent of the suspended minor student shall be given prompt notice of the suspension and the reason for the suspension. The student or the student's parents may within five (5) school days following the beginning of the suspension, have a conference with the Superintendent. This conference will serve as the opportunity for the student to respond to the charges against him/her. If the Administrator finds that the student was suspended unfairly or unjustly or that the student suffered undue consequences as the result of suspension, the student's record shall be expunged.

B. Students subject to expulsion:

Prior to expelling a student, the Board must hold a hearing. A student and his/her parent must be given written notice of the intention to expel and the reasons therefor, at least five (5) days prior to the date of the hearing. The hearing is the opportunity for the student and his/her parent to appear with a representative or legal counsel before the Board to answer the charges. The Board will keep written minutes of the hearing. The hearing will be closed. The student and/or his/her parent may appeal the expulsion consistent with Chapter 120.13, Wis. Stats.

The Superintendent shall establish procedures to ensure that all members of the staff use the above guidelines when dealing with students. In addition, this statement of due process rights should be placed in all student handbooks in a manner that will facilitate understanding by students and their parents.

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Book	Neola - Ready for Processing
Section	5000 Students
Title	Copy of CORPORAL PUNISHMENT
Number	po5630**
Status	

5630 - **CORPORAL PUNISHMENT**

While recognizing that students may require disciplinary action in various forms, the Board of Education cannot condone the use of unreasonable force and fear as an appropriate procedure in student discipline.

Professional staff should not find it necessary to resort to physical force or violence to compel obedience. If all other means fail, staff members may always resort to the removal of the student from the classroom or school through suspension, expulsion, or other disciplinary intervention.

Professional staff as well as support staff, within the scope of their employment, may use and apply reasonable and necessary force to:

- A. quell a disturbance threatening physical injury to self or others;
- B. obtain possession of weapons or other dangerous objects upon or within the control of the student;
- C. use self-defense or defend others;
- D. protect property;
- E. remove a disruptive student from school premises, a school-related activity, or a District vehicle;
- F. prevent a student from inflicting harm on himself/herself;
- G. protect the safety of others.

In addition, staff members may use or apply incidental, minor, or reasonable physical contact designed to maintain order and control with the scope of employment.

In accordance with State law, corporal punishment shall not be permitted. If any staff member, full-time, part-time, or substitute intentionally inflicts, or causes to be inflicted, physical pain by hitting, paddling, spanking, slapping, forcing prolonged maintenance of physically-painful positions, or makes use of any other kind of physical force as a means of disciplining a student, s/he may be subject to discipline up to and including discharge by this Board and possibly criminal assault charges as well. This prohibition applies as well to volunteers and those with whom the District contracts for services.

In determining whether or not a person was acting within the exceptions noted above, if appropriate, deference may be given to reasonable, good faith judgment made by District employees or agents.

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Legal 118.31, Wis. Stats.

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Book	Neola - Ready for Processing
Section	5000 Students
Title	Copy of USE OF SECLUSION AND PHYSICAL RESTRAINT WITH STUDENTS
Number	po5630.01**
Status	

5630.01 - **USE OF SECLUSION AND PHYSICAL RESTRAINT WITH STUDENTS**

It is the policy of the Board of Education to permit the use of seclusion and restraint only when a student's behavior presents a clear, present and imminent risk to the physical safety of the student or others, it is the least restrictive intervention feasible and it is performed in a manner consistent with this policy and law. All students, including students with disabilities, must be treated with dignity and respect. Behavior interventions and support practices must be implemented in such a way as to protect the health and safety of the students and others.

All employees and "covered individuals" shall comply with State and Federal law regarding the use of seclusion and physical restraint.

Seclusion is defined in the law as the involuntary confinement of a student, apart from other students, in a room or area from which the student is physically prevented from leaving.

Individuals covered by the law include employees of a public or charter school and student teachers. The law specifically includes individuals contracted with the school to provide services, such as CESA employees and student teachers.

The "covered individuals" (school employees and contracted individuals who provide services for a public or charter school) may use seclusion with a student only if all of the following apply:

- A. The student's behavior presents a clear, present, and immediate risk to the physical safety of the student or others and it is the least restrictive intervention available.
- B. The seclusion lasts only as long as necessary to resolve the risk to physical safety.
- C. A covered individual maintains constant supervision of the student.
- D. The seclusion room or area is free of objects or fixtures that may injure the student.
- E. The student has adequate access to bathroom facilities, drinking water, necessary medication, and meals.
- F. No door connecting the seclusion room or area to other rooms or areas is capable of being locked.

Physical restraint is defined as a restriction that immobilizes or reduces the ability of a student to freely move his/her torso, arms, legs, or head. The "covered individuals" may only use physical restraint on or with a student only if all of the following apply:

- A. The student's behavior presents a clear, present, and immediate risk to the physical safety of the student or others and it is the least restrictive intervention available.
- B. The degree of force used and the duration of the physical restraint do not exceed the degree and duration that are reasonable and necessary to resolve the risk.
- C. There are no medical contraindications to the use of physical restraint.
- D. None of the following maneuvers or techniques are used:
 - 1. those that do not give adequate attention and care to protecting the student's head
 - 2. those that cause chest compression
 - 3. those that place pressure or weight on the student's neck or throat
 - 4. it does not constitute corporal punishment
 - 5. neither mechanical nor chemical restraints are used

Actions that are specifically excluded from the definitions of seclusion and physical restraint above include: 1) if a student is not confined to an area from which s/he is physically prevented from leaving; 2) directing a disruptive student to temporarily separate himself/herself from the general activity in the classroom to allow the student to regain control or for the teacher to maintain or regain classroom order; 3) directing a student to temporarily remain in the classroom to complete tasks; or 4) briefly touching or holding a student's hand, arm, shoulder, or back to calm, comfort or redirect the student.

Parental Notice and Written Report Requirements

Whenever seclusion or physical restraint is used with or on a student, the Principal or his/her designee shall notify the student's parent or guardian as soon as practicable but no later than one (1) business day after the incident. The notice shall advise the parent of the incident and of the availability of the written report.

The Principal shall prepare this written report, in consultation with the individuals involved, within two (2) business days of the incident. The written report shall include details of the student and staff involved in the incident, the description of the incident and the actions of the student before, during and after the incident. The written report shall be retained as a record by the school district and within three (3) business days of the incident, the report shall be made available to the parent for review.

In addition, the school principals will be required to prepare and present an annual report to the Board of the number of incidents involving seclusion or physical restraint, the total number of students involved and the number of students with disabilities involved in such incidents.

Individual Education Program (IEP) Requirements

The law requires that for students with identified disabilities under the Individuals with Disabilities in Education Act (IDEA), the first time that seclusion or physical restraint is used on a "child with a disability," the student's Individual Education Program (IEP) team must convene as soon as possible after the incident. The IEP team shall review the student's Individualized Education Plan to ensure that it contains appropriate positive behavioral interventions and supports to address behaviors that are of concern and to revise the IEP if necessary.

Mandatory Training for Staff

Staff who engage in the lawful use of physical restraint shall obtain training as to the methods of preventing the need for physical restraint, identification of dangerous behaviors that may indicate the need for physical restraint and the methods of evaluating risk of harm such that physical restraint is warranted, experience in administering and receiving various types of restraint, instruction on the effects of restraint, monitoring signs of distress during restraint, obtaining medical assistance and demonstrating proficiency in administering physical restraint.

Pursuant to State law, the Superintendent shall create and maintain a record of the training received by the employees and school staff covered by the State law governing seclusion and restraint (Act 125).

Limited Training Requirement Exception

Training for staff in the use of physical restraint is required unless the situation is an emergency and a trained individual is not immediately available due to the "unforeseen nature of the emergency." However, at a minimum the school in which physical restraint is used must ensure that at least one (1) employee has been trained in its use.

Disciplinary Action for a Violation of This Policy

In addition to any penalty prescribed by law, the Superintendent is directed by this policy to see that a Board employee who intentionally, knowingly or recklessly violates this policy is subject to disciplinary action up to and including dismissal. A Board employee engages in conduct "intentionally" if, when s/he engages in the conduct, it is his/her conscious objective to do so. A Board employee engages in conduct "knowingly" if, when s/he engages in the conduct, s/he is aware of a high probability of a violation of this policy. A Board employee engages in conduct "recklessly" if s/he engages in conduct in violation of this policy in a plain, conscious, and unjustifiable disregard of harm that might result to a student and the disregard involves a substantial deviation from acceptable standards of conduct established by this policy.

Retaliation for Fully Implementing or Reporting Violations

No Board employee shall be permitted to retaliate against a person for reporting or objecting to actions in violation of this policy or providing information regarding a violation of this policy.

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Legal
Individuals with Disabilities Education Act, as amended
Wis. Stats. Chapter 115 and 118 (115.787 and 118.305)

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Book	Neola - Ready for Processing
Section	5000 Students
Title	Copy of STUDENT COMPLAINTS
Number	po5710**
Status	

5710 - **STUDENT COMPLAINTS**

The Board of Education recognizes that, as citizens, students have the right to request redress of complaints. Further, the Board believes that the inculcation of respect for lawful procedures is an important part of the educational process. Accordingly, individual and group complaints should be provided for and appropriate appeal procedures implemented. Whenever possible, the complaint should be resolved informally through discussion by the parties involved.

For purposes of this policy, a student complaint shall be any such that arises out of actions, procedures, and policies of this Board or its employees or the lack of such policy or procedure.

The Board or its employees will hear the complaints of the students of this District provided that such complaints are made according to procedures established by the Superintendent. Decisions regarding student complaints may be appealed through the proper "chain of command" considering teachers, school principals, Superintendent and Board of Education.

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Legal	118.13 Wis. Stats. P.I. 9, 41, Wis. Adm. Code Fourteenth Amendment, U.S. Constitution 20 U.S.C. 1681, Title IX of Education Amendments Act 20 U.S.C. 1701 et seq., Equal Educational Opportunities Act of 1974 29 U.S.C. 794, Rehabilitation Act of 1973 42 U.S.C. 12101 et seq., The Americans with Disabilities Act of 1990 42 U.S.C. 2000 et seq., Civil Rights Act of 1964 Vocational Education Program Guidelines for Eliminating Discrimination and Denial of Services, Department of Education, Office of Civil Rights, 1979
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Book	Neola - Ready for Processing
Section	5000 Students
Title	Copy of STUDENT ACTIVISM
Number	po5720**
Status	

5720 - **STUDENT ACTIVISM**

It is the policy of the Board of Education to encourage students to express opinions and ideas, take stands, and support policies, publicly or privately, orally and in writing. Such expression should not interfere with the educational program or present a health or safety hazard. Students may advocate change of law or school regulations and pursue their advocacy by due process means.

Students may not use obscenity, slanderous or libelous statements, or disruptive tactics, or advocate violation of the law or school regulations.

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Book	Neola - Ready for Processing
Section	5000 Students
Title	Copy of SCHOOL-SPONSORED PUBLICATIONS AND PRODUCTIONS
Number	po5722**
Status	

5722 - SCHOOL-SPONSORED PUBLICATIONS AND PRODUCTIONS

The Board of Education sponsors student publications and productions as means by which students learn, under adult direction/supervision, the rights and responsibilities inherent when engaging in the public expression of ideas and information in our democratic society.

For purposes of this policy, "school-sponsored student media" shall include both student publications and productions. "Student publications" shall include any written materials, (including, but not limited to, banners, flyers, posters, pamphlets, notices, newspapers, playbills, yearbooks, literary journals, books, and t-shirts and other school-sponsored clothing), as well as material in electronic or on-line form (including, but not limited to, websites, web logs ("blogs"), video or audio clips, and newsletters or announcements transmitted by e-mail, wireless broadcast or other similar distribution/dissemination). "Student productions" shall include vocal and theatrical performances, impromptu dramatic presentations, or any electronic media (including, but not limited to, radio and television programs, podcasts, and other video or audio productions that are recorded for re-broadcast or broadcast in real time using any available broadcast technology). Further, the term "publication" shall include distribution and dissemination of a student publication; and the term "performance" shall include presentation and broadcast of a student production.

The following speech is unprotected and prohibited in all school-sponsored student publications and productions: speech that is defamatory, libelous, obscene or harmful to juveniles; speech that is reasonably likely to cause substantial disruption of or material interference with school activities or the educational process; speech that infringes upon the privacy or rights of others; speech that violates copyright law; speech that promotes activities, products or services that are unlawful (illegal) as to minors as defined by State or Federal law; and speech that otherwise violates school policy and/or State or Federal law. The Board authorized the administration to engage in prior review and restraint of school-sponsored publications and productions to prevent the publication or performance of unprotected speech.

All school-sponsored student publications and productions are nonpublic forums. While students may address matters of interest or concern to their readers/viewers, as nonpublic forums, the style and content of the student publications and productions can be regulated for legitimate pedagogical, school-related reasons. School officials shall routinely and systematically review and, if necessary, restrict the style and/or content of all school-sponsored student publications and productions prior to publication/performance in a reasonable manner that is neutral as to the viewpoint of the speaker. Legitimate pedagogical concerns are not confined to academic issues, but include the teaching by example of the shared values of a civilized social order, which consists of not only independence of thought and frankness of expression but also discipline, courtesy/civility, and respect for authority. School officials may **further** prohibit speech that is grammatically incorrect, poorly written, inadequately researched, biased or prejudiced, vulgar or profane, or unsuitable for immature audiences.

The Board expressly authorizes the publication/performance of student media outside the school community (i.e. to the general public). See Board Policy 9160.

The building principal shall designate one or more professional staff members to serve as advisors for the purpose of establishing guidelines for appropriate subject matter for publication and with responsibility for compliance with established guidelines. The staff member shall review proposed content and promptly notify the student writers whether their proposed article will or will not be published.

Students shall not be disciplined and/or retaliated against for exercising and/or asserting their free speech rights as defined in this policy. Nothing in this policy, however, restricts the Board's ability to impose post-publication/performance discipline related to a student engaging in the impermissible publication/performance of unprotected speech.

Advertising is permitted in all school-sponsored student publications/productions.

Advertisements submitted for publication or inclusion in a production shall be reviewed by the class/activity advisor and the building principal for a determination that they are appropriate. The Superintendent retains the final authority to determine whether an advertisement is appropriate and will be included in a publication/production. Advertisements may be rejected for legitimate pedagogical school-related reasons unrelated to the viewpoint of the advertiser (e.g., the advertisement encourages action that would endanger the health and safety of students).

General Prohibitions

Regardless of their status as non-public or limited-purpose public *forums*, the Board prohibits publications, productions and advertisements that:

- A. promote, favor, or oppose any candidate for election or the adoption of any bond issue, proposal, or question submitted at any election;
- fail to identify the student or organization responsible for the publication/performance;
- solicit funds for non-school organizations or institutions when such solicitations have not been approved by the Board.

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Legal

Last Modified by Jennifer Hagemann on July 6, 2018

Book	Neola - Ready for Processing
Section	5000 Students
Title	Copy of EQUAL ACCESS FOR NONDISTRICT-SPONSORED YOUTH CLUBS AND ACTIVITIES
Number	po5730*
Status	

5730 - **EQUAL ACCESS FOR NONDISTRICT-SPONSORED YOUTH CLUBS AND ACTIVITIES**

The Board of Education will generally not permit the use of school facilities by nondistrict-sponsored youth clubs and activities or District- sponsored, extra-curricular clubs and activities during instructional hours, unless the activity will not interfere with instructional time for participating students. During noninstructional time, however, no group of students, regardless of the size of the group, will be denied an opportunity to meet on the basis of the religious, political, philosophical, or other content of the activity.

An application for permission for Nondistrict-Sponsored youth clubs and activities to meet on school premises shall be made to the School Principal, who shall grant permission provided that s/he determines that:

- A. the activity has been initiated by students;
- B. attendance at the meeting is voluntary;
- C. no agent or employee of the District will promote, or lead;
- D. the meeting does not unduly disrupt the orderly conduct of instructional activities in the school;
- E. nonschool persons do not direct, conduct, control, or regularly attend the activity.

A youth -initiated group granted permission to meet on school premises shall be provided the same rights and access and shall be subject to the same administrative guidelines that govern the meetings of youth organizations sponsored by this Board, except as provided by this policy. Participation in a student-initiated meeting must be available to all students who wish to attend and cannot be denied on the basis of sex (including transgender status, change of sex, or gender identity), race, color, national origin, religion, creed, ancestry, marital or parental status, sexual orientation or physical, mental, emotional or learning disability, or any other characteristic protected by Federal or State civil rights law (hereinafter referred to as "Protected Characteristics").

The Board will not permit the organization of a fraternity, sorority, or secret society. The Superintendent may exclude nonstudents from directing, controlling, or attending any such meetings of students.

A professional staff member may be assigned to attend a student initiated meeting in a custodial capacity but shall not be required to participate in the activity. No professional staff member shall be compelled to attend a student-initiated meeting if the content of the speech at the meeting is contrary to his/her beliefs.

Adults or community organizations who wish to sponsor a meeting or activity for students shall follow the procedure established in Policy 7510 – Use of District Facilities to request permission to use the District's facilities for such a meeting or activity. Adults who make such a request shall be required to provide a general description of the purpose of the meeting or activity, and participation in such a meeting must be available to all students who wish to attend and cannot be denied on the basis of a student's sex (including transgender status, change of sex, or gender identity), race, color, national origin, religion, creed, ancestry, marital or parental status, sexual orientation or physical, mental, emotional or learning disability, or any other characteristic protected by Federal or State civil rights law (hereinafter referred to as "Protected Characteristics").

Furthermore, conducting such a meeting or activity during the school day may be permitted, provided it occurs during non-instructional time and parental permission is granted for any student wishing to participate.

The principal may take such actions as may be necessary to maintain order and discipline on school premises and to protect the safety and well- being of students and staff members.

Legal

118.13 Wis. Stats.

P.I. 9, 41 Wis. Admin. Code

Fourteenth Amendment, U.S. Constitution

20 U.S.C. 1415

20 U.S.C. 1681 et seq., Title IX of Education Amendments Act

20 U.S.C. 1701 et seq., Equal Educational Opportunities Act of 1974

20 U.S.C. 4071 et seq., Equal Access Act of 1984

29 U.S.C. 794, Rehabilitation Act of 1973

42 U.S.C. 12101 et seq., The Americans with Disabilities Act of 1990

42 U.S.C. 1983

42 U.S.C. 2000d et seq.

42 U.S.C. 2000e et seq., Civil Rights Act of 1964

34 C.F.R. 300.600-300.662

Vocational Education Program Guidelines for Eliminating Discrimination and Denial of Services, Department of Education, Office of Civil Rights, 1979

Last Modified by Jennifer Hagemann on July 6, 2018

Book Neola - Ready for Processing
Section 5000 Students
Title Copy of SCHOOL AGE PARENTS AND MARRIED STATUS OF STUDENTS
Number po5751**
Status

5751 - **SCHOOL AGE PARENTS AND MARRIED STATUS OF STUDENTS**

A student's marital status shall not be a basis for discrimination or other restriction in that student's educational programming. Likewise, the Board of Education supports the provision of modifications and other services to enable resident school age parents to continue their education.

School age parents include any person under the age of twenty-one (21) who is not a high school graduate and is a parent, expectant parent, or a person who has been pregnant within the immediately preceding 120 days.

The school may request medical verification of a pregnant student's ability to continue in all classes in her program. A school age parent, however, may not be compelled to withdraw from his/her regular education program.

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Legal 115.91 Wis. Stats.
118.13 Wis. Stats.
118.15(4m) Wis. Stats.
P.I. 9, 41, Wis. Adm. Code
Fourteenth Amendment, U.S. Constitution
20 U.S.C. 1681, Title IX of Education Amendments Act
20 U.S.C. 1701 et seq., Equal Educational Opportunities Act of 1974
29 U.S.C. 794, Rehabilitation Act of 1973
42 U.S.C. 12101 et seq., The Americans with Disabilities Act of 1990
42 U.S.C. 2000 et seq., Civil Rights Act of 1964
Vocational Education Program Guidelines for Eliminating Discrimination and Denial of Services, Department of Education, Office of Civil Rights, 1979

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Book Neola - Ready for Processing
Section 5000 Students
Title Copy of SEARCH AND SEIZURE
Number po5771**
Status

5771 - **SEARCH AND SEIZURE**

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

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

Superintendent,
building principals,
assistant principals,
School Resource Officer,
others as designated by the Superintendent, with prior approval.

Student Person and Possessions

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

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

In a situation in which a search of a student's person or possessions is appropriate, school administrators should first attempt to contact the school resource officer to conduct the search under the administrator's direction. If the officer is not available, the administrator may proceed with the search, unless the information justifying the search suggests that the student is in possession of dangerous materials whereby the expertise of law enforcement is necessary. In such a case, the school official shall contact law enforcement and request their assistance.

Under no circumstances shall a school official ever conduct a strip search of a student.

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.

Except as provided below, a request for the search of a student or a student's possessions will be directed to the principal. S/He shall attempt to obtain the freely-offered, consent of the student to the inspection; however, provided there is reasonable suspicion pursuant to the above paragraphs, s/he may conduct the search without such consent. Whenever possible, a search will be conducted by the principal in the presence of the student and a staff member other than the principal. A

search prompted by the reasonable suspicion that health and safety are immediately threatened will be conducted with as much speed and dispatch as may be required to protect persons and property.

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

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 Superintendent, 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 provide students and staff with written notice of this policy and guidelines at least annually.

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

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Book Neola - Ready for Processing
Section 5000 Students
Title Copy of WEAPONS
Number po5772**
Status

5772 - **WEAPONS**

The Board prohibits students from possessing, storing, making, or using a weapon in any setting that is under the control and supervision of the District for the purpose of school activities approved and authorized by the District including, but not limited to, property leased, owned, or contracted for by the District, a school-sponsored event, or in a District vehicle, to the extent permitted by law, 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, (subject to the exceptions below) razors, with unguarded blades, clubs, electric weapons, metallic knuckles, martial arts weapons, ammunition, and explosives.

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

Policy exceptions include:

- A. weapons under the control of law enforcement personnel while on duty, or qualified former law enforcement officers, off duty law enforcement officers, or out-of-state law enforcement officers;
- B. items pre-approved by a principal, as part of a class or individual presentation under adult supervision, including, but not limited to Hunters' Education courses, if used for the purpose and in the manner approved (working firearms and live ammunition will never be approved);
- C. theatrical props used in appropriate settings; and
- D. a knife lawfully used for food consumption or preparation, or a knife used for a lawful purpose within the scope of the student's class work.

Any student who has reason to believe that a person has or will violate this policy shall report to the Superintendent or the supervisor of the activity immediately. The report should include as much detail as possible concerning the person(s) involved, the weapon, the location of the person(s), and how this information was obtained.

No student is to confront the person possessing the weapon, but a staff member has the option of confronting the person if the staff member believes the risk of injury to self or others is minimal or if immediate action is necessary to prevent injury to any person.

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

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Legal 120.13(1), Wis. Stats.
943.13, Wis. Stats.
948.605, Wis. Stats.
18 U.S.C. 921(a)(3)
18 U.S.C. 922
20 U.S.C. 7151

Cross References Policy 3217
Policy 4217
Policy 7217

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Book	Neola - Ready for Processing
Section	5000 Students
Title	Copy of STUDENT/PARENT RIGHTS
Number	po5780**
Status	

5780 - **STUDENT/PARENT RIGHTS**

The Board of Education recognizes that students possess not only the right to an education but the rights of citizenship as well.

In providing students the opportunity for an education to which they are entitled, the District shall attempt to offer nurture, counsel, and custodial care appropriate to their age and maturity. At the same time the Board recognizes that no student may be deprived of the basic right to equal access to the educational program and his/her constitutional right to due process and free expression and association as appropriate for the school environment.

Attendant to the rights afforded to each student, however, are certain responsibilities, which include respect for the rights of others, obedience to properly constituted school authority, and compliance with the guidelines and rules of the District.

The Board realizes that as students differ in age and maturity, so they differ in ability to handle both the rights of citizens and the concomitant responsibilities. The exercise of each right shall be granted, therefore, with due regard for the degree of responsibility possessed by the student and the student's need for the continuing guidance and control of those responsible for his/her education.

Since a student who has reached the age of majority possesses the full rights of an adult, s/he may authorize those school matters previously handled by his/her parents, but s/he also assumes the responsibility for his/her performance in school, attendance, and compliance with the guidelines and District rules.

Administrators, counselors, and teachers shall not provide a supporting affidavit for students who have petitioned the court to grant them the status of emancipated minors unless prior approval has been obtained from the Superintendent.

Parents also have rights in the school system to know about their student's educational experience. Specific rights are listed in topic areas of these policies.

In addition, parents have the right to inspect any instructional materials used as part of the educational curriculum for their student. Instructional materials means instructional content, regardless of format, that is provided to the student, including printed or representational materials, audio-visual materials, and materials available in electronic or digital formats (such as materials accessible through the Internet). Instructional material does not include academic tests or academic assessments.

The Superintendent shall, in consultation with parents, develop a procedure addressing the rights of parents and procedures to assure timely response to parental requests to review instructional material. The procedure shall also address reasonable notification to parents and students of their rights to review these materials.

A student who is still a dependent for Federal tax purposes, but who has reached the age of majority may, by written request, restrict his/her parents access to personally identifiable information from his/her student records.

When a student with a disability reaches the age of eighteen (18), with the exception of a student with a disability who has been found incompetent in this State, the District must provide any required notices to both the student and the student's parents, and all other rights accorded to the student's parents under Subchapter 5 of Chapter 115, Wis. Stats., transfer to the student.

This policy shall be applied consistent with the Family Education Rights and Privacy Act and applicable State student records law.

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Legal	Wis. Stat. 115.807, 118.125(2)(k), 20 U.S.C. 1232g(b)(1)(H)
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Book	Neola - Ready for Processing
Section	5000 Students
Title	Copy of STUDENT LEADERSHIP
Number	po5820**
Status	

5820 - **STUDENT LEADERSHIP**

The Board of Education acknowledges the importance of offering students the opportunity to participate in leadership activities within the establishment of the schools.

Students shall have the right to organize, conduct meetings, and mentor grade level peers.

An advisor to each student council shall be assigned by the administration.

Leadership opportunities give students practical experience in organizing, planning, affecting school outcomes and the goals of the District.

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Book	Neola - Ready for Processing
Section	5000 Students
Title	Copy of STUDENT FUNDRAISING
Number	po5830**
Status	

5830 - **STUDENT FUNDRAISING**

The Board of Education acknowledges that the solicitation of funds from students must be limited since compulsory attendance laws make the student a captive donor and may also disrupt the program of the schools.

For purposes of this policy "student fundraising" shall include the solicitation and collection of money from students for any purpose and shall include the collection of money in exchange for tickets, papers, or any other goods or services for approved student activities.

The Board will permit student fundraising by students in school, on school property, or at any school-sponsored event only when the profit therefrom is to be used for school purposes or for an activity connected with the schools. The Board requires that fundraisers by student clubs and organizations that involve the sale to students food items and/or beverage that will be consumed on campus, the food and/or beverages items to be sold comply with the current USDA Dietary Guidelines for Americans and the Smart Snack Rules. Each student organization shall be permitted two (2) fundraising exceptions per school year where foods and beverages that are not allowable under the Smart Snack Rules can be sold. If approved, fundraisers that involve the sale, to students, of food items or beverages to be consumed on District property shall not compete directly with the sale of reimbursable meals.

Fundraising by approved school organizations, those whose funds are managed by the District, may be permitted in school by the Principal.

Fundraising off school grounds may be permitted by the Superintendent.

In accordance with Policy 2430, use of the name, logo, or any assets of the District, including but not limited to facilities, technology, or communication networks, is prohibited without the specific permission of the Superintendent.

Crowdfunding activities aimed at raising funds for a specific classroom or school activity, including extra-curricular activity, or to obtain supplemental resources (e.g., supplies or equipment) that are not required to provide a free, appropriate, public education to any students in the classroom may be permitted, but only with the specific approval of the Superintendent.

Fundraising by students on behalf of school-related organizations whose funds are not managed by the District may be permitted on school grounds by approval from the Superintendent. If the fundraising activity will involve students under age twelve (12), such students' parents must provide written permission for the student to participate in the fundraising activity. Any student under nine (9) years of age, or each group containing one (1) or more students under nine (9) years of age, must be physically accompanied by a parent or a person at least sixteen (16) years of age.

All other fundraising shall be done in accordance with Board Policy 9700.

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Legal	Wis. Stat. 103.23
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Last Modified by Jennifer Hagemann on July 6, 2018

Book	Neola - Ready for Processing
Section	5000 Students
Title	STUDENT GROUPS
Number	po5840**
Status	

5840 - **STUDENT GROUPS**

It is the policy of the Board of Education that student groups be recognized as authorized school organizations only if they are approved by the school administration, sponsored by school-approved personnel, composed of members of the current student body, hold the majority of their meetings at school, and have established aims which are educational in nature.

Membership in the organization or operation of any high school fraternity, sorority, or any other secret society as described by law is prohibited throughout the School District. In particular, the Board will not tolerate any type of gang or gang-related activity to occur on District property or while students are under the auspices of the Board.

Legal	939.22(9), Wis. Stats.
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Last Modified by Jennifer Hagemann on July 6, 2018

Book	Neola - Ready for Processing
Section	5000 Students
Title	Copy of SCHOOL-SPONSORED SOCIAL EVENTS
Number	po5850**
Status	

5850 - SCHOOL-SPONSORED **SOCIAL EVENTS**

The Board of Education recognizes the value of student social events in enhancing and enriching the educational experience for the children of this community.

The Board will make school facilities available and provide appropriate staff for the conduct of social events within the school facilities which have been approved by the principal.

School social events which take place outside school facilities must be approved by the Superintendent.

As voluntary participants in school social events, students shall be held responsible for compliance with the rules set forth for their conduct, and infractions of those rules will be subject to the same disciplinary measures applicable during the regular school program.

Participation in school events is not a right and may be denied to any student who has demonstrated disregard for the rules of the school.

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Legal
120.13(1), Wis. Stats.

Last Modified by Jennifer Hagemann on July 6, 2018

Book	Neola - Ready for Processing
Section	5000 Students
Title	Copy of STUDENT ATTENDANCE AT SCHOOL EVENTS
Number	po5855**
Status	

5855 - **STUDENT ATTENDANCE AT SCHOOL EVENTS**

The Board of Education encourages students to attend as many school events held after school as possible, without interfering with their school work and home activities. Enthusiastic spectators help to build school spirit and encourage those students who are participating in the event.

However, in order to ensure that students attending as nonparticipants are properly safe-guarded, the Board recommends that all pre-high school students be accompanied by a parent or adult chaperone when they arrive at the event and throughout its duration. The Board will not be responsible for students if they attend without an adult chaperone.

The Board will continue to provide adequate supervision for all students who are participants in District-sponsored events.

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Book	Neola - Ready for Processing
Section	5000 Students
Title	STUDENT PRODUCTION OF GOODS AND SERVICES
Number	po5870**
Status	

5870 - **STUDENT PRODUCTION OF GOODS AND SERVICES**

It is the policy of the Board of Education that students may produce goods and services for nonprofit community organizations or groups during school hours or in school activities only to the extent that such production furthers the educational development of those students. Care must be exercised by the administration in interpreting this policy to avoid exploitation of the students.

Legal

Last Modified by Jennifer Hagemann on July 6, 2018

Book	Neola - Ready for Processing
Section	5000 Students
Title	Copy of PUBLIC PERFORMANCES BY STUDENTS
Number	po5880**
Status	

5880 - **PUBLIC PERFORMANCES BY STUDENTS**

The Board of Education recognizes the value to students of sharing their talents and skills with the community through participation and performances in public events.

The Board endorses such performances when:

they constitute a learning experience which contributes to the educational program;

the circumstances of the event do not pose a threat to the health, safety, and well-being of the students who will be involved.

All requests for public performances by students require the approval of the principal.

Legal

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