



Book	Policy Manual
Section	5000 Students
Title	Copy of HOMELESS STUDENTS
Code	po5111.01 TC KMK 12-29-25
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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 - Nondiscrimination and Access to Equal Educational Opportunity).

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, 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 District Administrator will appoint a Liaison for Homeless Children who will perform the duties as assigned by the District Administrator. 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 from 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 the student's ~~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 - Student Records, 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 ~~AG 5111.01, AG 8330, 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)



Book	Policy Manual
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Title	Copy of ENTRANCE AGE
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5112 - **ENTRANCE AGE**

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

A. Kindergarten

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

B. First Grade

A child must be six (6) years of age on or before September 1st in the year in which s/he enrolls. A student must have completed a 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 an explanation as to the decision.

NOTE: Items one (1) and two (2) above are required by statute. The law requires that if the principal is to have

discretion in first grade enrollment, a provision allowing such discretion must be included in policy. Item three (3) provides principal discretion; however, the District also may draft District specific language that provides discretion for the principal and replace the drafted language in item three (3).

C. 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 District Administrator by submitting a written request to the Administrator within ten (10) days of the decision of the principal.

The decision of the District Administrator is final.

~~The parents of any student denied a waiver by the District Administrator may appeal the decision to the Board by submitting a written request to the District Administrator within ten (10) days of the decision by the Administrator. The District Administrator shall notify the Board President and a meeting shall be scheduled with the parents. The decision of the Board is final.~~

D. Initial Entry

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

~~Each child who is entitled to admittance into a public school in the District must have a school entry health examination. The school health services plan shall contain provisions to assist students in obtaining health examinations. Such examinations shall be conducted consistent with Policy 5310 – Health Services.~~

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

E. Verification of Residence

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

E. Verification of Age

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

F. Early Admission

The District shall prescribe procedures, conditions, and standards for early admission to kindergarten and first grade.

G. Older Students

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

Revised 8/12/19

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



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5136 - **PERSONAL COMMUNICATION DEVICES**

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

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

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

~~include computers, laptops, tablets, e-readers, cellular/mobile phones, smart watches, smartphones, headphones, and/or other web-enabled devices of any type.~~

Students may use PCDs before and after school, during after-school activities (e.g., extra-curricular activities), or at school-related functions. Use of PCDs, except those approved by an administrator or IEP team at any other time, is prohibited, and they must be powered completely off (i.e., not just placed into vibrate or silent mode) and stored out of sight. PCDs should be kept in the student's lockers during the school day.

INFRACTIONS

~~**1ST offense:** Any PCD with communication functions is taken away and stored in the Principal's office and returned at the end of the school day.~~

~~**2ND and further offense(s):** Any PCD with communication functions is taken away and stored in the office, and a parent or guardian must come into the school in person to pick up the cell phone or device.~~

Repeated violation of this rule or refusal to comply with staff directives to surrender the cell phone or device will result in a more severe consequence for insubordination including detention and suspension.

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, or sponsor/advisor/coach. 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. [**x**] Students who violate this provision and/or use a PCD to violate the privacy rights of another person (**x**) shall () may **[END OF INTERNAL OPTION]** have their PCD confiscated and held until (**x**) the end of the school day or (**x**) 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, locker rooms, shower facilities, rest/bathrooms, and any other areas where students or others may change clothes or be in any stage or degree of disrobing or changing clothes. The District Administrator and building principals are authorized to determine other specific locations and situations where use of a PCD is absolutely prohibited.

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

Students may not use a PCD in any way that might reasonably create in the mind of another person an impression of being threatened, humiliated, harassed, embarrassed, or intimidated. See Policy 5517.01 – Bullying. In particular, students are prohibited from using PCDs to: (1) transmit material that is threatening, obscene, disruptive, or sexually explicit or that can be construed as harassment or disparagement of others based upon 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.

INFRACTIONS AND VIOLATIONS

1ST offense: Any PCD with communication functions is taken away and stored in the Principal's office and returned at the end of the school day.

2ND and further offense(s): Any PCD with communication functions is taken away and stored in the office, and a parent or guardian must come into the school in person to pick up the cell phone or device.

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

to discover evidence of a violation of the law or other school rules. Any search will be conducted in accordance with Policy 5771 - Search and Seizure. If multiple offenses occur, a student may lose the ~~his/her~~ privilege to bring a PCD to school for a designated length of time or on a permanent basis.

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

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

Duty to Report

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

Students Responsible for Their PCDs

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

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

Students may use school phones to contact parents during the school day.

~~Students Responsible for Their PCD~~

Annual Notice

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

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

175.22, Wis. Stats.

120.12(29) Wis. Stats.

~~T.C. 4/13/22~~

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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 a student with disabilities requires medication to benefit from the student's educational program.

For purposes of this policy, the following definitions shall be used:

"Practitioner" shall include any physician, naturopathic doctor, 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 non-narcotic 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.

Administration of Prescription Drug Products by School Staff

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.

Such documentation shall be kept on file in the school office. Prescription medication must be provided in the original container with the prescription label showing the name and telephone number of the pharmacy, the student's name, the name of the physician, the name of the drug, and the dosage to be administered.

All prescription medication shall be secured and appropriately stored (allowing for quick access and retrieval before, during, and after school hours), unless the medication is an emergency medication that the student is authorized to carry by Administration and self-administer by authorization of both the student's parent(s) and practitioner, and the possession of such medication by the student in school is not prohibited by law or regulation.

Administration of Nonprescription Drug Products by School Staff

Nonprescription drug products may be administered to any student during school hours only with the prior written consent of the parent. Such documentation shall be kept on file in the school office. Substances, that 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 and will not be administered by staff. Nonprescription drugs that are provided by the parent may be administered by school staff only if the nonprescription drugs are supplied in the original manufacturer's package which lists the ingredients recommended therapeutic dosage in a legible, and the student's name format. If a parent has completed the appropriate form authorizing the school to administer nonprescription drugs (e.g., acetaminophen, ibuprofen, diphenhydramine), the student may receive such drugs from the school's supply consistent with the parental authorization and the nonprescription drug dosage information. Any dosage of nonprescription medication other than that listed on the medication's packaging must be authorized in writing by a medical practitioner.

Student Possession of Medication

Students are prohibited from possessing, using, carrying, or distributing in school, at school-sponsored events, or on school grounds any drugs or other products which, even though not defined as a drug, are used or marketed for use for medicinal purposes, such as to relieve pain or to relieve the symptoms of an underlying medical condition (including aspirin, ibuprofen, dietary supplements, CBD oil products, etc.).

This provision of policy is to be viewed together with the Board Policy 5530 - Student Use or Possession of Intoxicants, Drugs, or Paraphernalia.

General Provisions

Parents, or students authorized in writing by their practitioner and parents, may administer medication at school or at school-sponsored events.

No student is allowed to provide or sell any type of medication to another student. Violations of this rule will be considered violations of the Student Code of Conduct and Policy 5530 - Student Use or Possession of Intoxicants, Drugs, or Paraphernalia.

Any bus driver, staff member, or volunteer, authorized in writing by the Board, the District Administrator, or a principal, 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 healthcare professionals.

Any staff member or volunteer who, in good faith, renders emergency care to a student is immune from civil liability for their 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).

Any time a student, or a group of students, participates in a school event not on District premises, District staff responsible for organizing and/or supervising the event will take steps so that Emergency Medical Information Forms, Health Plans, or Section 504 Plans are available in the event of an emergency. This includes, and is not limited to, all school-sponsored or school-related activities, including music trips, athletic trips, field trips, and academic contests. This does not include student spectators at events.

Opioid Antagonist Plan

The District's Emergency Nursing Service Plan shall state whether and to what extent the District will retain opioid antagonists for use in the event an authorized employee or volunteer observes an apparent overdose. The District's plan for administration of an opioid antagonist shall be posted on the District's website.

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 school nursing staff, in consultation with the District Administrator, 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 the 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 that 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 is made available to any person upon request until such time as the District has a website on which it can be published.

Stock Bronchodilators for School Districts

The Board recognizes that asthma is a leading cause of hospitalization of children and is responsible for many missed school days every year. Accordingly, the Board directs the school nursing staff, in consultation with the District Administrator, 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 respiratory distress and to provide or administer bronchodilators accordingly;
- C. delineates the permissible scope of usage to include providing a District-owned bronchodilator to students who have a prescription on file with the school in the event the student is experiencing a respiratory event and/or administering a bronchodilator to such students, and/or administering a bronchodilator to any student or other person, regardless of whether there is a prescription on file, but believes in good faith the person is suffering from respiratory distress;
- D. is approved by a physician, an advanced practice nurse prescriber, or a physician assistant licensed in the State of Wisconsin;
- E. notes that the school and any school nurse or designated school personnel that provide or administer bronchodilators 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;
- F. is published on the District's website or the website of each school.

~~Revised 4/8/20~~

~~T.C. 3/10/21~~

~~Revised 4/12/23~~

~~Revised 8/14/24~~

118.29, Wis. Stats.
118.291, Wis. Stats.
118.2915, Wis. Stats.
118.292, Wis. Stats.
118.2925, 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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Legal

118.29, Wis. Stats.
118.291, Wis. Stats.
118.292, Wis. Stats.
118.2925, Wis. Stats.
121.02, Wis. Stats.
PI 8.01(2)(g)
Wis. Admin. Code N 6.03
2009 Wisconsin Act 160



Book	Policy Manual
Section	5000 Students
Title	Copy of THIRD GRADE PROMOTION AND RETENTION: AT-RISK STUDENTS
Code	po5411 KMK 12-29-25
Status	First Reading
Adopted	June 11, 2025

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

Introduction

This policy governs the promotion of students from 3rd grade to 4th grade in accordance with 118.33, Wis. Stats. The policy applies to all students being considered for promotion from 3rd to 4th grade, effective on September 1, 2026.

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

Definitions

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

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

"Completed" - means a student who has "completed" their personal reading plan if the student's parent(s) and the District agree that the student has met the goals outlined in the personal reading plan and the student scores at grade-level in reading on a summative assessment.

Promotion of Third Grade Students with Personal Reading Plans

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

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

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

- B. All relevant and available data demonstrating the student's response or progress to reading instruction and intervention, and data demonstrating the student's progress towards meeting personal reading plan goals;
- C. Why the student has not completed their personal reading plan;
- D. Whether or which alternatives to retention can help support the student to achieve reading proficiency;
- E. Any other factor(s) relevant in deciding whether to retain or promote a student;
- F. Those factor(s) or conditions considered elsewhere in District policy or administrative guidelines pertaining to student promotion and retention;
- G. Whether the student is eligible for an exception contained under this policy;
- H. The potential long-term adverse risks and/or benefits of retention.

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

- A. Promotion: Promotion to fourth grade with applicable supports and services is more appropriate than retention in ~~to~~ third grade.
- B. Promotion: The student's non-completion of their personal reading plan was not primarily due to the student's lack of reading proficiency.
- C. Promotion: The District recommends retention with applicable supports and services but the student's parent(s) do not agree with the District's recommendation.
- D. Retention: The District determined that, in consultation with the student's parent(s), retention with applicable supports and services is more appropriate than promotion to fourth grade.

Promoting Students with Incomplete Personal Reading Plans

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

- A. In the following and subsequent school year(s) provide intensive instructional services, progress monitoring, and supports to remediate the identified areas of deficiency until the student scores at grade level in reading on a summative assessment;
- B. Notify the student's parent(s), in writing, that the student did not complete their personal reading plan, including a description of the instructional services and supports that will be provided to the student to remediate the identified areas of deficiency; and
- C. Provide the student with an intensive summer reading program each summer until the student scores at grade-level in reading on a summative assessment.

Exceptions to Post-Promotion Requirements

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

- A. The student is identified as a Limited-English Proficient student as per the definition included in this policy;
- B. The student has an individualized education plan (IEP) that indicates that neither taking the universal reading screener nor the State summative assessment in reading is appropriate for the student;
- C. The student scores as proficient in reading on the alternative Statewide standardized summative assessment;
- D. The student has an IEP or Section 504 plan under the Rehabilitation Act of 1973 that indicates that the student has received intensive intervention in reading for more than two (2) years if the student continues to demonstrate a deficiency in reading and was previously retained in 5K, grades one (1), two (2), or three (3);

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

Mid-Year Enrollment/Transfers

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

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

Parental Notification

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

- A. the student's score on the reading readiness assessment;
- B. the student's score in each early literacy skill category assessed by the assessment;
- C. the student's percentile rank score on the reading readiness assessment, if available;
- D. the definition of "at-risk" and the score on the reading readiness assessment that would indicate the student is at-risk;
- E. a plain language description of the literacy skills the reading readiness assessment is designed to measure.

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

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

- A. a description of the common indicators and characteristics of dyslexia;
- B. information about appropriate interventions and accommodations for students with characteristics of dyslexia.

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

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

- A. provide a copy of the student's personal reading plan to the student's parent and obtain a copy of the personal reading plan signed by the student's parent (acknowledgement rather than consent);
- B. after ten (10) weeks of providing the student with the interventions in the student's personal reading plan, notify the student's parent of the student's progress, as determined under the student's personal reading plan.

Legal

118.016(5), Wis. Stats.

118.33(5m)(a), Wis. Stats.



Book	Policy Manual
Section	5000 Students
Title	Copy of CHILDREN AT-RISK OF NOT GRADUATING FROM HIGH SCHOOL
Code	po5461 KMK 12-29-25
Status	First Reading
Adopted	July 9, 2018
Last Revised	April 10, 2024

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

The Board 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 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 at least one (1) basic skill level (math and/or 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 the 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. The District shall annually develop a plan describing how the Board will meet the needs of such students. Each plan shall be completed on or before August 15 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 or the Wisconsin Multi-Level System of Supports (WiMLSS) model that is designed as a continuum for Literacy, Mathematics, and Behavior. RtI or WiMLSS 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 approach 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 they are enrolled in through systemic practices of RtI or WiMLSS . Student capabilities will be identified for RtI or WiMLSS 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 a RtI Continuum- or WiMLSS and supporting documents that 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.

Revised 4/8/20

Revised 11/11/20

Revised 4/13/22

Revised 10/26/22

T.C. 4/10/24

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Legal

118.153, Wis. Stats.

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