

# School District of Hartford Jt. 1

# 2023-24 Student & Family Handbook

www.hjt1.org

## OUR MISSION

The School District of Hartford Jt. 1 is dedicated to the success of each student through the active participation of students, staff, family and community.

We believe in...

- honoring individual strengths
- accommodating varying learning styles
- celebrating diversity
- providing a sense of belonging
- promoting a safe and positive environment



Together, we will create an academically challenging environment and a desire for life-long learning.

### DISTRICT OFFICE

402 W. Sumner Street  
Hartford, WI 53027  
Phone: 262-673-3155  
Fax: 262-673-3548

**Business Services**  
Adam Majerus, Director  
Phone: 262-673-9033  
Fax: 262-673-3548

**Pupil Services**  
Alex Kenealy, Director  
Phone: 262-673-8042  
Fax: 262-673-8045

**District Administrator**  
Tara Villalobos, Ph.D.

**Curriculum & Instruction**  
Katie Malterer, Director

**Educator Effectiveness & Professional Development**  
Lori Rugotska, Director

**District Office Hours**  
School Year: M-F, 8:00AM-4:30PM  
Summer: M-R, 8:00AM-4:00PM

### SCHOOLS

**Lincoln Elementary School**  
755 S. Rural Street  
Hartford, WI 53027  
Phone: 262-673-2100  
Fax: 262-673-0148  
Neil Hanlon, Principal

**Rossman Elementary School**  
600 Highland Avenue  
Hartford, WI 53027  
Phone: 262-673-3300  
Fax: 262-673-3543  
Doan Bui, Principal

**Central Middle School**  
1100 Cedar Street  
Hartford, WI 53027  
Phone: 262-673-8040  
Fax: 262-673-7596  
Joseph Viste, Principal  
Jordan Stephans, Asst. Principal

**Crossroads Program**  
1100 Cedar Street  
Hartford, WI 53027  
Phone: 262-670-8040  
Joseph Viste, Principal

### 4K SITES

**Lincoln Elementary School**  
755 S. Rural Street  
Hartford, WI 53027  
Phone: 262-673-2100  
Fax: 262-673-0148  
Neil Hanlon, Principal

**Dream Center**  
1190 Western Drive  
Hartford, WI 53027  
Phone: 262-673-3154  
Fax: 262-673-3262  
Doan Bui, Principal

**Hartford Recreation Center**  
125 N. Rural Street  
Hartford, WI 53027  
Phone: 262-670-3741  
Fax: 262-673-8303  
Doan Bui, Principal

**Sycamore Tree**  
320 N. Wilson Avenue  
Hartford, WI 53027  
Phone: 262-673-0161  
Fax: 262-670-7012  
Doan Bui, Principal

*The School District of Hartford Jt. 1 4K program is a community-based program in which four-year-old children receive pre-kindergarten instruction in a childcare center or at a public/private preschool site.*

## ADDITIONAL SERVICES PROVIDED TO OUR DISTRICT...

<b>Buildings &amp; Grounds</b> 402 W. Sumner Street Hartford, WI 53027 Phone: 262-673-3155 Doug Carroll, Facilities Manager	<b>Food Service Department</b> 1100 Cedar Street Hartford, WI 53027 Phone: 262-673-8048 Jill Seefeld, Food Service Director	<b>Technology Department</b> 402 W. Sumner Street Hartford, WI 53027 Phone: 262-670-1678 Ryan Krause, Technology Director
<b>GO Riteway Transportation Group - Busing</b> 511 Wacker Drive Hartford, WI 53027 Phone: 262-673-3777 hartford@goriteway.com <a href="http://www.goriteway.com/school-bus-directory/hartford">www.goriteway.com/school-bus-directory/hartford</a>		



### Whom do I call for . . . ?

- Allergies..... District Nurse Consultant  
Pupil Services Dept. 262-673-8042
- Bus Information..... GO Riteway Transportation Group  
*See above for contact information*
- Calendar Questions..... Consult calendar attached or any school
- Classroom / Student Concerns..... Classroom teachers
- Facility Usage..... Contact each school
- Fiscal or Financial Questions..... Business Office
- Food Service..... Food Service Department  
Jill Seefeld, Food Service Director  
*See above for contact information*
- General School Information..... Contact your child's school
- Health Concerns..... District Nurse Consultant  
Pupil Services Dept. 262-673-8042
- Immunizations..... Pupil Services Department
- 4K and 5K Registration..... Pupil Services Department
- Policies..... Administrator's Office
- School Closings..... Consult page 15 of the handbook
- School Enrollment & Registration..... Your child's school or Pupil Services Department
- Special Education Questions..... Pupil Services Department

#### NONDISCRIMINATION AND ACCESS TO EQUAL EDUCATIONAL OPPORTUNITY

The School District of Hartford Jt. 1 Board of Education is committed to providing an equal educational opportunity for all students in the District. The Board does not discriminate on the basis of race, color, religion, national origin, ancestry, creed, pregnancy, marital status, parental status, sexual orientation, sex, (including transgender status, change of sex or gender identity), or physical, mental, emotional, or learning disability ("Protected Classes") in any of its student program and activities. *Federal laws Title IX, 34 CFR 106.9, Section 504, 34 CFR 104.8, Title II, 28 CFR 35.106; Student Policy 2260, AG 2260D & Form 2260 F2; Staff Policy 1422, 3122, 4122.* The Board designates the following individual to serve as the District's "Compliance Officer" – Alex Kenealy, Director of Pupil Services, School District of Hartford Joint #1, 402 W. Sumner St, Hartford, WI 53027, 262-673-8042, [kenealy@hjt1.org](mailto:kenealy@hjt1.org). Students, parents and all other members of the School District community are encouraged to promptly report suspected violations of this policy to a teacher or administrator. The complaint procedure will follow Board Policy 2260. The Board of the Hartford Jt. 1 School District does not discriminate on the basis of sex (including sexual orientation or gender identity), in its education programs or activities and is required by Title IX of the Education Amendments Act of 1972, and its implementing regulations not to discriminate in such a manner. The requirement not to discriminate in its education program or activity extends to admission and employment. The Board is committed to maintaining an education and work environment that is free from discrimination based on sex, including sexual harassment. The District's Title IX Coordinator(s) is: Alex Kenealy, Director of Pupil Services, School District of Hartford Joint #1, 402 W. Sumner St, Hartford, WI 53027, 262-673-8042, [kenealy@hjt1.org](mailto:kenealy@hjt1.org). Any inquiries about the application of Title IX and its implementing regulations to the District may be referred to the Title IX Coordinator(s), the Assistant Secretary for the U.S. Department of Education's Office for Civil Rights, or both. The Board has adopted a grievance process that provides for the prompt and equitable resolution of student and employee complaints alleging any action that is prohibited by Title IX and/or its implementing regulations. The grievance process is included in Policy 2266 – Nondiscrimination on the Basis of Sex in Education Programs or Activities, which is available at: <https://go.boarddocs.com/wi/hjt1/Board.nsf/Public?open&id=policies>. The grievance process specifically addresses how to report or file a complaint of sex discrimination, how to report or file a formal complaint of Sexual Harassment, and how the District will respond.

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**Central Middle School**



**Lincoln Elementary School**



**Rossman Elementary School**

# SCHOOL DISTRICT OF HARTFORD JT. 1

## 2023-24 DISTRICT CALENDAR



2023	August 22	Lincoln Open House, 3:30 – 6:30 PM
	August 23	Rossman Open House, 3:30 – 6:30 PM
	August 24	Central Open House, 3:30 – 6:30 PM
	August 29	FIRST DAY OF SCHOOL – Classes begin for all students
	September 1 & 4	NO CLASSES – Labor Day Weekend
	September 26	Central Family Night, 4:00 – 7:00 PM
	September 27	Rossman Family Night, 4:00 – 7:00 PM
	September 28	Lincoln Family Night, 4:00 – 7:00 PM
	September 29	EARLY RELEASE*
	October 9	NO CLASSES
	November 3	End of 1 <sup>st</sup> Quarter – Central
	November 7	Parent-Teacher Conferences, 4:00 – 7:00 PM
	November 9	Parent-Teacher Conferences, 4:00 – 7:00 PM
	November 10	NO CLASSES, Parent-Teacher Conferences, 8:00 AM – 1:30 PM
	November 21	End of 1 <sup>st</sup> Trimester – Lincoln & Rossman
	November 22 – 24	NO CLASSES
	December 11	NO CLASSES
	December 25 – January 1	NO CLASSES – Winter Break
<hr/>		
2024	January 2	Classes resume for all students
	January 18	End of 2 <sup>nd</sup> Quarter – Central
	January 19	NO CLASSES
	February 6	Parent-Teacher Conferences, 4:00 – 7:00 PM
	February 19	NO CLASSES
	March 1	End of 2 <sup>nd</sup> Trimester – Lincoln & Rossman
	March 21	End of 3 <sup>rd</sup> Quarter – Central
	March 22 – April 1	NO CLASSES – Spring Break
	May 27	NO CLASSES – Memorial Day
	May 31	EARLY RELEASE*
		LAST DAY OF SCHOOL
		End of 3 <sup>rd</sup> Trimester – Lincoln & Rossman
		End of 4 <sup>th</sup> Quarter – Central

**\*EARLY RELEASE TIMES:** Lincoln and Rossman Schools will release at 11:30 AM  
and Central School will release at 11:50 AM.

*Only morning early childhood and 4K classes will be in session. Afternoon sessions will not be held.*

# REGISTRATION

## ENROLLMENT & REGISTRATION

Enrollment for new students is available online through the District's website at <https://www.hjt1.org/parents/registration-enrollment-information>.

Registration for all students is accessible online. Computers and paper forms are available for registration in the school offices or District Office for families without computer access. Questions or Skyward Family Access assistance should be directed to the school office.

## FEES

Required Fees – must be paid prior to the start of school		Prorated Required Fee –	
	FEE	Entering or Withdrawing DEC / JAN / FEB	Entering MAR / APR / MAY or Withdrawing SEP / OCT / NOV
Early Childhood & 4K	\$40.00	\$26.00	\$14.00
Kindergarten – Grade 5	\$53.00	\$35.00	\$18.00
Grades 6 – 8	\$63.00	\$42.00	\$21.00
Technology Applications Fee (K-8)	\$25.00	\$15.00	\$10.00
<i>Families needing payment plans or assistance regarding fees should contact the Business Office at 262-673-9033 for more information. <b>Required</b> student fees may be waived or reduced for students who are approved for free or reduced lunch fees. (Please see page 19.) 4K students are not eligible for meals but may have required student fees waived.</i>			
Other Applicable & Optional Fees – must be paid before the student will be allowed to participate in the activity			
CENTRAL	Band & Orchestra Equipment Rental	\$90.00 per instrument	Prorated – \$22.50 per Quarter
	6 <sup>th</sup> Grade Camp	\$39.50	
	6 <sup>th</sup> Grade Overnight Camp - OPTIONAL	\$43.50	
	Technology Education Class	\$19.50 per class	
	Clubs (AV, Forensics, NJHS, Student Council, Yearbook)	\$33.50	
Check returned for insufficient funds		\$20.00	
<i>As a convenience, payments can be made by visiting the Skyward Family Access link on our website. These online payments may be posted to students' lunch accounts 24 hours a day, 7 days a week. Please be aware that a convenience fee is charged by E-Funds.</i>			
<i>Unpaid fee balances at the end of the school year may be sent to collections. It may also affect the student's participation in year-end activities. Please read important information on pages 25-27 regarding non-payment of school fees or negative lunch account balances.</i>			

## ELEMENTARY SCHOOL DESIGNATION:

Information regarding which elementary school a child will attend is provided below and in the "Attendance" section of the handbook.

### Rossman Elementary School:

Entire area NORTH of Highway 60 (Sumner St. in the city), SOUTH side of Highway 60 from the east city limits to Kettle Moraine Drive (includes west side of Pike Lake).

### Lincoln Elementary School:

Entire area SOUTH of Highway 60 (Sumner St. in the city) with the exception of east city limits to Kettle Moraine Drive and the west side of Pike Lake.

## THE SCHOOL DAY

### ARRIVAL & SCHOOL HOURS

#### Lincoln Four-Year Old Kindergarten (4K) & Early Childhood

<u>School Hours:</u>	Morning session	8:15 AM – 11:00 AM
	Afternoon session	12:20 PM – 3:05 PM

#### Rossman Four-Year-Old Kindergarten (4K) – Dream Center, Hartford Recreation Center, Sycamore Tree

<u>School Hours:</u>	Morning session	8:05 AM – 10:50 AM
	Afternoon session	11:45 AM – 2:30 PM

Early Release Days: Only morning early childhood and 4K classes will be in session. Afternoon sessions will not be held.

- Morning 4K sessions are available at most locations. Afternoon sessions are available at select locations.
- Early childhood is held at Lincoln Elementary School.
- Site locations and times may change due to student enrollment and site availability.

#### Lincoln & Rossman Elementary Schools

School Hours: 8:15 AM – 3:05 PM (Grades K – 5)

Early Release Days: 11:30 AM Dismissal (Students are served lunch before they are released.)

- Children should report directly into the building through designated doors to the classroom to start the day. For their safety and supervision, Lincoln and Rossman students should not arrive at school prior to 8:00 AM. Please understand the school cannot be responsible for unsupervised pupils on the playgrounds or in the buildings before 8:00 AM. Prior to the start of the school day, staff are meeting, planning and/or preparing for the school day.
- The children enter the building at 8:10 AM and instruction will begin promptly at 8:15 AM.

#### Central Middle School

School Hours: 8:05 AM – 3:23 PM (Grades 6, 7, 8)

Early Release Days: 11:50 AM Dismissal (Students are served lunch before they are released.)

- Children should report directly into the building through designated doors to classroom to start the day.
- For their safety and supervision, please understand the school cannot be responsible for unsupervised pupils on school property or in the buildings before 7:55 AM. Prior to the start of the school day, staff are meeting, planning and/or preparing for the school day.
- Instruction will begin promptly at 8:05 AM.
- Central has a 'closed campus' in that all students are required to eat at school.

#### Crossroads Program

School Hours: 8:15 AM – 3:03 PM

Early Release Days: 11:50 Dismissal (Students are served lunch before they are released.)

### BACKPACKS & WINTER CLOTHING

Backpacks and winter clothing should remain in the student's locker or other designated area.

### CLOTHING

Please mark your child's clothing with his/her name or initials so that lost articles can be returned. If your child has lost something, please stop at the appropriate school and check for the item in the lost and found. All unclaimed articles will be donated to charity.

Age appropriate dress and grooming guidelines are necessary to promote discipline, maintain order, secure the safety of students, and provide a healthy environment conducive to academic purposes. Parents/guardians should insist that their children are properly dressed for school. Excessive skin-bearing clothing is not regarded as appropriate school clothing. (For example: crop top shirts, shirts cut short as to show midriff in the act of normal movement in the classroom or gym, visible undergarments and thin strap tank tops. A t-shirt must be worn under basketball jerseys or similar attire.) Guidelines prohibit dress or grooming which: 1) present a hazard to the health or safety of the student or to others in school, including by way of communicating threats of harm or depictions of harmful conduct directed at others; 2) interfere with school work, create disorder, or disrupt the educational program, including dress that promotes or depicts illegal activity such as illegal drug use, underage alcohol consumption or similar activities; 3) cause excessive wear



or damage to school property; and 4) prevent the student from achieving his/her own educational objectives because of blocked vision or restricted movement.

Dress that is speech may still be prohibited if it is likely to cause a substantial disruption to the education environment. This may include dress that includes the use of vulgarity, discriminatory language including racial or ethnic slurs, negative stereotypes, violence, or other communication when the clear intent is to invoke strong reactions in observers so as to impair the ability of teachers and/or students to engage in educational pursuit. No protected speech may be prohibited on the basis of disagreement by District officials with the specific point of view expressed if the topic is otherwise permitted (eg. permitting depictions of support for one political party but prohibiting depictions of support for the other). Other inappropriate school attire includes, but is not limited to, items depicting profanity, offensive words or suggestive slogans or pictures depicting the same, any style of clothing or accessories that are gang related and clothing worn inappropriately. Students wearing excessive make-up, skin decorations, etc. are not considered appropriately attired for school and may be sent home. Hats and hoods may be worn on the playground appropriately, but are not allowed to be worn during classes without administrative approval. *Please see [Policy 5511 Dress and Grooming](#).*

It is expected that students go outside for recess; therefore, boots and appropriate outdoor clothing should be worn during the winter months. A child's health is more important than the desire to use his/her own judgment in the matter of dress during inclement weather. Elementary teachers will let students know when boots and snow pants are no longer necessary.

### **ENTRY – PARENTS and VISITORS**

All parents and visitors to a school will be required to sign in and out in the school office prior to entering any area of the school. Adult visitors in all schools will need to present a photo state ID or driver's license for entry. Parents and visitors will be required to wear badges issued by the school office for safety requirements. *Please see [Policy 7440 Facility Security and 9150 School Visitors](#).*

### **SCHOOL NUTRITION PROGRAM**

Breakfast and lunch are provided at all schools. Students must pay in advance for all school meals. If students/families have a negative balance (i.e. owe money) the school reserves the right to provide a substitute meal. Breakfast is served for Rossman and Lincoln Elementary Schools 7:50 AM – 8:10 AM and Central Middle School 7:40 AM – 8:00 AM. *Please see [Policy 8500 Food Services](#).*

The District has an automated food service system. Every family has an account. All students in grades K-8 are issued a four-digit pin number. This pin number remains with that student through 8<sup>th</sup> grade. When eating meals, students will punch in this pin number and the purchases will be deducted from their account.

#### **Extra Items**

All Central, Lincoln and Rossman School students may purchase extra items from the lunch line. These purchases are deducted from the family account. When a student takes a milk only, they will be charged for the milk as an a la carte item. A milk only does not qualify as a Free/Reduced meal. If you do not want your child to purchase extra items, please discuss with your child as the District will not be responsible for additional purchases.

#### **Payment**

One payment can be made for all students on that family account. This is a debit system. Checks or electronic payment are the preferred methods of payment. **Checks should be made payable to the Hartford Jt.1 Food Service Department and can be brought to the school and placed in the lunch payment drop box.**

#### **E-Funds**

As a convenience, electronic payments can be made by visiting the Skyward Family Access link on our website. These automatic payments may be posted to students' lunch accounts 24 hours a day, 7 days a week and you can view your payment history. Please be aware that a convenience fee is charged by E-Funds.

#### **Low Balance Notice**

Once the school lunch account reaches a zero (\$0.00) balance, parents will be reminded daily Monday through Friday between the hours of 4:00-8:00 PM by an automated phone system. In addition, parents have the option to sign up for email low balance alerts through Family Access. *Please see [Policy 8500.01 Meal Ticket Policy on Negative Balance in Student Account Food Service Management](#).*

#### **Free / Reduced Meals**

Per USDA regulations, all schools are required to complete direct certification for free and reduced meals, even though meals will be provided at no cost to all students. Households that are receiving FoodShare, FDIPIR or W-2 cash benefits **may not** have to fill out an application. **If you are not notified by the first week in August, please submit an application at that time.**



**All families are still encouraged to complete the free and reduced-price meal application if they believe they qualify.** This information may be used to waive eligible school fees and help determine the District's educational funding.

Applications and eligibility forms will be mailed to each household in July. Forms are also available on the District website, at the District office or in each school office. *Please see [Policy 8531 Free and Reduced-Price Meals](#).*

#### **Lunch Procedure for Parents / Guardians To Eat with Child:**

- Call the school office before 9:00 AM to reserve a meal and make a choice (if one is offered). This allows for enough food to be prepared for visitors.
- Register as a visitor in the main office upon arrival. *Parents need to sign in and wear a visitor's badge.*
- A meal can be paid for with the exact cash amount due in the lunch line or by using the child's pin number. This will eliminate waiting in the office to pay.

#### **TRANSPORTATION**

Transportation is provided for all rural children or children living in an area designated by the sheriff's department as a "hazardous" area. Eligible children will be transported to and from school. *Please see [Policy 8600 Transportation](#).*

Students of the School District of Hartford Joint No. 1 are entitled to transportation to and from their assigned elementary or middle school building if their residence is two miles or more from that school. The distance is determined by the shortest walking route along recognized sidewalks and walkways between the student's residence and the applicable District property. Students are also entitled to transportation if their walk would be considered "unusually hazardous," defined as an existing transportation condition that constitutes more than an ordinary hazard and seriously jeopardizes the safety of pupils traveling to and from school. These areas are determined by the Washington County Sheriff's Department (Please see the Business Services web page for more information.)

Students with disabilities may be eligible for District-provided transportation as designated by their Individual Education Plan.

Students that open enroll into the District are not eligible for transportation. Students that are approved for a boundary variance to attend a different HJT1 elementary school than what would be assigned based on their residential address are not eligible for transportation.

If your child does not qualify for transportation, your child will not be allowed to ride a school bus unless there is an emergency and the student's school office is notified.

Any permanent changes necessary to your child's transportation plan need to be communicated to the District Administrative Office immediately at 262-673-3155 and implementation requires at least one week advance notice.

In order to efficiently transport students and cover all the needs, some students are taken to and/or from their school building directly, while other students take a transfer bus to Central Middle School for their eventual delivery to their school building or to their end-of day destination.

Students in 4K that need transportation and qualify under District policy must attend the 4K program afternoon session at Lincoln Elementary School. If you would like to request a site other than this site or a morning session, you will need to provide your own transportation. 4K students that are approved for a schedule variance (aka time of day variance) to a different 4K location are not eligible for transportation. A bus driver is responsible for the discipline on his/her bus and his/her instructions are to be obeyed.

If a child does not obey the instructions, he/she may lose bus riding privileges.

#### **4K "No One Home" Transportation Procedure:**

1. It is very important that a parent or designated adult be at the bus stop or within visual contact when the child is dropped off after 4K.
2. If a parent or other designated adult is not at the stop, the driver will make an effort to call the parent. If the parent cannot be reached, the driver will attempt communication with the emergency contact.
3. If a parent or other designated adult or emergency contact does not come out to meet the bus within five (5) minutes after the calls have been made, the child will remain on the bus and will be returned to the site or school.

**If you or the person you deem responsible is not there to meet your child when they get off the bus twice in a school year, your child may lose bus riding privileges.**

#### **Appropriate Bus Behavior - [ag8600](#)**

- A. Stay in your seat at all times.
- B. Keep all parts of your body and all objects inside the bus at all times.
- C. No littering, eating or drinking. Keep the bus safe and clean at all times.
- D. Keep books, packages, instruments, and coats out of the bus aisle.
- E. Do not tamper with or vandalize other riders' property or any bus equipment. Parents will be held responsible for damage caused by a child.

- F. Keep a conversational voice. Do not scream, swear or use disrespectful or abusive language.
- G. Keep your hands and feet to yourself; no hitting, pushing, tripping or spitting. Physical abuse and fighting will not be tolerated.
- H. No pushing or shoving when entering or exiting the bus.
- I. Follow the driver's direction the first time they are given.
- J. In general, conduct yourself in a safe manner and do not endanger the safety and wellbeing of others on the bus.

If a child does not obey the instructions above rules, he/she may lose bus riding privileges.

## ATTENDANCE INFORMATION

*Please see [Policy 5200 Attendance](#).*

### **ABSENCE – Attendance**

#### **4K and Early Childhood**

It is an expectation that all children enrolled in Hartford Early Learners will attend every day school is in session. If students are going to be absent from school for any reason, parents are required to call in the absence to the elementary school associated with each 4K site prior to or on the day of the absence. Please inform the elementary secretary or the pre-recorded attendance line the name of your child, 4K teacher's name, session (AM or PM) and the site location along with the reason for the absence. Prompt notification of absences helps keep your child safe and accounted for.

- Dream Center, Hartford Recreation Center and Sycamore Tree 4K students will call Rossman School at 262-673-3300.
- Lincoln 4K and Early Childhood students will call Lincoln School at 262-673-2100.

**NOTE:** Early childhood parents need to contact the bus company if their child will not be attending.

#### **Central / Lincoln / Rossman Schools**

If a student is going to be absent, the parent must call the school office to leave a message between 4:00 PM and 8:00 AM on voicemail or call between 8:00 - 8:30 AM to report the absence to the school secretary. State the parent's name, student's name, teacher's name, date of absence and a reason as well as homework request. If a phone call is not received from the parent, the school may attempt to call the parent at work or home. State law requires an excuse for ALL absences, and it is the responsibility of the parent to comply with this law. Any student absent three (3) consecutive days may be required to have a physician's excuse.

<i>Central Middle School</i> 262-673-8040	<i>Lincoln Elementary School</i> 262-673-2100	<i>Rossman Elementary School</i> 262-673-3300
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#### **Crossroads Program**

If a student is going to be absent, the parent must notify the school. Call Crossroads at 262-673-8040 ext. 1301. State the parent's name, student's name, date of absence and reason for the absence. Parents should also call GO Riteway at 262-673-3777 if transportation is not needed that day.

### **ABSENCE – School Work**

#### **Make Up Work Arrangements**

Arrangements to make up class work following an absence shall be at the initiative of the student and/or parent. Make-up provisions may differ among teachers, depending upon the nature of the class and the type of work missed. Alternative assignments may be a viable option in some situations. It is the student's responsibility to check with each teacher prior to the absence, if possible, to determine the make-up assignments.

#### **Missed School Work**

Lincoln & Rossman Students - In the event of absence or illness, homework can be obtained by calling your child's school by 9:00 AM the morning of an absence. It can be given to a child's sibling or can be picked up in the office at the end of the day.

Central Students - Parents wishing to obtain missed assignments for their child should access the Schoology page for their child. If books are needed, parents may pick them up from school any time during the day. If a student will be absent for more than one day, parents need to notify the office in advance. The student will be responsible for getting the homework and completing it.

### **ATTENDANCE ON FIELD TRIPS OR SPECIAL EVENT DAYS**

When classes travel outside of the school on educational field trips or special events occur in the school, students are still expected to attend school under the compulsory attendance law. If a student or parent objects to the purpose or nature of the trip the student will still be given appropriate learning activities or lessons at school in lieu of the field trip or activity.

## **DISTRICT BOUNDARY LINES**

### **Rossman Elementary School:**

Entire area NORTH of Highway 60 (Sumner St. in the city), SOUTH side of Highway 60 from the east city limits to Kettle Moraine Drive (includes west side of Pike Lake).

### **Lincoln Elementary School:**

Entire area SOUTH of Highway 60 (Sumner St. in the city) with the exception of east city limits to Kettle Moraine Drive and the west side of Pike Lake.

## **FAMILY VACATION DAYS**

A family vacation or vacation days may be excused by the parent as part or all of the ten (10) absences allowed each year, but must be pre-approved in writing by the principal at each school. Vacation days that exceed the 10 days, according to State Statutes, 118.15, 118.16, and Section 41.18 of the Municipal Code of Hartford, may be considered as unexcused. All absences not pre-arranged at least one week in advance may also be considered as unexcused.

The procedure for getting vacation days approved at Central School is to obtain an Anticipated Absence form from the main office. This needs to be done prior to the dates of anticipated absence.

The procedure for getting vacation days approved at the elementary schools is to write the teacher a note indicating the dates of anticipated absence and a plan for completing work assigned during the absence. This needs to be done at least three (3) days prior to the anticipated absence. The teacher will then forward the note to the principal for approval.

Whenever possible, parents are encouraged to avoid taking their children on family trips which would cause the student to be absent from school.

## **OPEN ENROLLMENT**

Wisconsin's public school open enrollment program allows parents to apply for their children to attend school districts other than the one in which they live. *Please see [Policy 5113 Open Enrollment Program](#).*

### ***Who may participate?***

Wisconsin residents in grades kindergarten to 12 may apply to participate in open enrollment. Students in pre-kindergarten may participate in limited circumstances; parents should call their resident school district administrator to find out if their preschool-aged children qualify.

### ***How and when may parents apply?***

The Department of Public Instruction (DPI) strongly encourages applicants to apply online through the Open Enrollment Application Log (OPAL). Parents must submit the online application during the 3-month open enrollment application period which begins in February.

## **PERMISSION TO LEAVE THE SCHOOL GROUNDS - STUDENT SAFETY**

A student will not be allowed to leave the school grounds unless a request slip signed by a parent/guardian is presented to the student's teacher and the student stops in the school office just prior to leaving to sign out in the presence of the school secretary, or principal.

## **TARDY POLICY**

A tardy student at Central/Lincoln/Rossman Schools is defined as a student who arrives after the beginning of his/her first class.

### **Steps To Follow When Late:**

- Students must sign in at the office when entering the building.
- Students must have a note from home or have had a phone call to school PRIOR to being late.
- Lincoln and Rossman School students will get a tardy slip and may be asked to make up the missed time during a recess period.
- Students that are repeatedly late for school may be asked for a medical excuse.

## **TRANSFERS**

Increased enrollment has made the task of balancing the size of our two elementary schools critical. When parents move to a different school attendance area within the District, their child may finish the school year in the school in which he/she started. The following year, however, the child will be transferred to the school serving the attendance area in which the child resides. Transfers between the elementary schools have not been allowed unless authorized through a boundary variance request to the District Administrator. *Please see [Policy 5120 Assignment Within District](#).*

Students who move outside of the District's boundaries during the school year may finish the year at the school he or she was attending. However, the parent/guardian must apply under open enrollment during the application period for the child to continue to attend the district the following school year. *Please see information on OPEN ENROLLMENT above.*

### **TRUANCY**

Wisconsin State Statutes 118.15, 118.16, and Section 41.18 of the Municipal Code of Hartford, define a habitual truant to mean a pupil that is absent without an acceptable excuse for all or part of five (5) school days during a semester. Act 239 allows a parent or guardian to excuse a child for up to ten days in a school year for any reason. The act requires that the parent must excuse the child in writing before the absence. Based on state law and guidelines, the School Board empowers the school to be the final determining factor as to what excuses are acceptable or unacceptable. Tardiness is considered to be part of an absence and is considered unexcused if it is not of an acceptable or legal reason. These are defined in the Regular Attendance section.

Students entering the building with an unacceptable excuse after the starting time are considered tardy. Students that have more than five (5) full or part unexcused absences in one semester can be considered truant under state law and their parent may be subject to actions by the court system. Students may be subject to consequences from the school. Absences with medical verification upon return to school will NOT be considered as part of the 5 unexcused absences.

### **WITHDRAWING FROM SCHOOL**

Parents of students withdrawing from school during the year or during the summer are asked to notify the school ahead of time and stop at your child(ren)'s school to fill out the withdrawal form. With prior notice, the school can have materials ready for a transfer and prepare reports. This will assist with a positive change for the child to his/her new school. If your child attends 4K at the Hartford Recreation Center, Dream Center or Sycamore Tree, please go to Rossman School to fill out withdrawal forms. *Please see [Policy 5130 Withdrawal/Transfer From School](#).*

## **GENERAL SCHOOL INFORMATION**

### **BAND / ORCHESTRA / VOCAL MUSIC**

Kindergarten through fifth grade students will have general music as a regular subject. Sixth, seventh and eighth grade students will have a choice of band, chorus, orchestra or general music. Students may begin band or orchestra in sixth grade or at any grade thereafter. Central band, orchestra and chorus are school year long classes.

Parents of students interested in participating in either band or orchestra may arrange to rent an instrument from one of the music companies that put on demonstrations in the early part of the year, but parents are free to obtain an instrument from any source. Instruments may be rented through Central Middle School for a fee under a rental agreement. Current students must pay the rental fee by the last day of the current school year to secure an instrument for the next school year. Rentals will not be guaranteed for current students after this date. **Please note:** Rental fees must be paid before the instrument will be given to the student.

### **CHILD DEVELOPMENT DAYS**

Child Development Days is part of the District's Child Find process for preschool-aged children. Child Development Days is an event that takes place throughout the year. If you have concerns for your preschooler, please contact the Pupil Services office to set up a screening appointment at 262-673-8042. Child Development Days is an opportunity for parents to talk with a certified early childhood teacher and/or speech pathologist to discuss a child's development in the areas of social/emotional, speech and language or academic readiness. The process could possibly identify children who may need follow up assessment. It is open to all three-year old children in the community and four-year olds not enrolled in our District 4K program. Please reference the Child Development Days link off the District website or contact the Pupil Services office for additional information.

### **CHILD FIND**

The District is required to locate, identify and evaluate all children with disabilities, including any children with disabilities attending private schools within the school district and homeless children. The process of locating, identifying and evaluating children with disabilities is known as Child Find. Hartford Jt. 1 conducts Child Development Days as one form of Child Find.

### **ENGLISH LEARNERS PROGRAM**

The District provides services for resident students whose primary language is not English. In accordance with state statute, the District provides appropriate identification and transition services for District students who possess limited English language proficiency. The

purpose of these services is to develop English language skills that will enable the students to function successfully in an all-English classroom and complete the District's required curriculum. *Please see [Policy 2260.02 Services for Bilingual Students/English Learners](#).*

These services shall include: 1) the identification of students who are English Learners (EL's); 2) the implementation of curricular and instructional modifications; 3) the assessment of the EL student's academic progress; 4) the identification of EL students that achieve English Language Proficiency (ELP); and 5) the continued monitoring of ELP students. The degree of modification, the duration and the type of services shall be determined individually and shall be based on the needs of each student.

### **FAMILY EDUCATIONAL RIGHTS & PRIVACY ACT & PROTECTION OF PUPIL RIGHTS AMENDMENT**

Parents and students may file a complaint if they believe their rights under Federal Law of the Family Educational Rights and Privacy Act (FERPA) and Protection of Pupil Rights Amendment have been violated. The complaint should be sent to the District Administrator, 402 W. Sumner Street, Hartford, WI 53027. *Please see [Policy 8330 Student Records](#).*

### **FIELD TRIPS**

Parents are required to sign a Field Trip Consent form for their child to attend a field trip. Students may be required to pay a fee to help offset the cost of field trips. The fee amount will be provided to parents along with the consent form.

Students who ride the bus to a school event will be expected to return home on the bus unless the school is notified otherwise ahead of time. If a student will be returning home with a parent or someone other than his/her parents, this information should be noted on the Field Trip Consent form indicating that parental permission has been granted.

When classes travel outside of the school on educational field trips or if special events occur in the school, students are still expected to attend school under the compulsory attendance law.

A student will still be given appropriate learning activities or lessons at school in lieu of the field trip or activity.

### **GIFTED STUDENTS PROGRAM**

Children enrolled in the schools who show evidence of high performance in intellectual, creative, artistic, leadership or specific academic areas may be placed in the district's program for gifted students.

Students who qualify for the program may be referred by their parent(s), teacher(s) or by self-referral. A formal identification process begins in third grade. Younger students are monitored and may have their educational program modified. Programs for identified students in third through eighth grade are developed and monitored by the district's gifted education coordinator in conjunction with school personnel and parents.

The goals of this program are to appropriately identify students, provide educational opportunities for identified students, and to support and encourage parents and teachers in the instruction of gifted students.

### **HOMEWORK**

Homework is assigned by the classroom teachers. It may also be work not finished during class or part of a special assignment. Homework will have a definite purpose and give parents an opportunity to see what type of class activities the children are involved in. Homework is directly linked to classroom instruction and is part of independent practice necessary for students to acquire knowledge, concepts and skills. Homework is part of a planned program and limited in time based on the grade level and age of the student.

### **HUMAN GROWTH and DEVELOPMENT**

The District offers a Human Growth and Development program for students in fifth through eighth grade. The fifth grade Human Growth and Development classes are taught as separate classes for girls and boys. The sixth through eighth grade classes are co-educational. All parents are informed when classes begin and are invited to review program materials. Your child may be excused from this program by providing a written request to the District health education coordinator or your child's teacher. *Please see [Policy 2414 Human Growth and Development](#).*

The following is a basic outline of topics by grade level:

<b><u>5th grade</u></b>	Menstruation, female and male development, appropriate behavior, hygiene and social and emotional growth.
<b><u>6th grade</u></b>	Responsible decision-making, self-concept, appropriate behavior, menstruation, female and male development, interpersonal relationships, protective behaviors (child abuse, harassment) and abstinence.
<b><u>7th grade</u></b>	Responsible decision-making, appropriate behavior, sexually transmitted diseases, peer pressure, protective behaviors (child abuse, harassment) and abstinence.
<b><u>8th grade</u></b>	Responsible decision-making, appropriate behavior, teen pregnancy, sexually transmitted diseases, protective behaviors (child abuse, harassment, shaken baby syndrome) and abstinence.



## **LIBRARY BOOK REGULATIONS**

When a student wants to check out a book from the Library Media Center (LMC), he/she should take the book to the checkout desk. Each student and each book have a bar code which is read by the computer. A date due slip is taken and the book should be returned on or before the due date. When the book is returned, it should be placed in the book return box.

Parents are responsible for library materials lost or damaged beyond normal wear. Materials not returned will be charged to the student at the original cost of the material. If a book is out of print, the cost of an average library book will be charged.

## **MASS COMMUNICATIONS SYSTEM**

On occasion, the District may use an automated notification system as a means to communicate with families. Using this system gives us the ability to send urgent or important voice or electronic phone messages to families. Because timely information is important, especially in the event of a school or district emergency, we may need to be able to communicate with families quickly. The number the system contacts will be taken from the school enrollment information on file in Skyward. **Please note:** Standard text messaging rates may apply for text messages.

## **1:1 COMPUTER INITIATIVE**

Students K-8 are part of the District's 1:1 computing initiative. Each parent and student are responsible for signing an equipment checkout form and/or Student/Parent Laptop Agreement. Students in grades 6-8 are permitted to take their laptops home. Case requirements are intended to prevent accidental damage to laptops, and help ensure students always have access to working technology. Failure to use an appropriate carrying case on a consistent basis may result in the loss of take-home privileges or carrying the laptop in school. Specific information is available on the District website at <https://www.hjt1.org/central-middle-school/1-1-computer-initiative>.

## **PARENT – TEACHER CONFERENCES**

Conferences are held throughout the year and may be held virtually. Each school will send a letter home with your child notifying you of the dates and times. Additional evening conferences will be scheduled throughout the school year for parents with whom the teachers have requested a conference. Your child is not required to attend parent-teacher conferences unless specifically requested by the teacher. ***Parents may request a conference at any time by calling their child's teacher.***

School psychologists, counselors and parent involvement coordinators will also be available to work with families. Appointments can be made with them by calling your child's school. Parents are urged to use these services when students are having difficulty that affects their school success.

## **PHYSICAL EDUCATION (PE) CLASS**

### **Attire**

All children in kindergarten through eighth grade will need tennis shoes (shoes that cushion the foot). Please have your kindergarten child practice tying his/her shoes. Students at the elementary schools will not change for PE class. Middle school students are expected to change clothes for PE class.

### **Excuses**

Notes from **parents** requesting that a child not take physical education because of a medical reason will be honored for one (1) class period. In the absence of such a note, all children will be expected to participate in regular physical education activities. A doctor's excuse will be required if the child is expected to be out for an extended period of time, i.e. more than three physical education classes. Also, the doctor or parents will be asked to send written directions for limited physical education for children with disabilities or those returning from extended illness, broken bones or any other special physical problems. Children may be asked by the instructor to do other related physical education activities (scorekeeper, timekeeper, alternative assignments, etc.) in lieu of the physical activity.

## **PROTECTIVE BEHAVIORS**

A protective behaviors curriculum is offered to all students in the district, 4K through eighth grade. School counselors teach 1-2 lessons at the 5K through fifth grade levels. Classroom teachers at 4K teach one lesson each year. At the middle school, protective behaviors are included in the human growth and development classes and taught by the human growth and development instructor. The content of protective behaviors is the awareness of our rights and the rights of others to feel safe.

## **SCHOOL CLOSINGS**

### **Emergency Closings Notifications**

The District uses an automated communications system to communicate important information with parents and guardians. This includes emergency messages as well as information related to our educational mission and classroom communications.

Families will receive notifications via email, text, voice call and on the mobile app, depending on the contact information provided to the District. Parents/Guardians are automatically registered to receive notifications when their child is enrolled. Please contact your school office to make changes to your phone numbers on record with the District. Please note: Standard text messaging rates may apply for text messages.

School closings for the School District of Hartford Jt. 1 schools, other K-8 area schools and Hartford Union High School are announced as **"HARTFORD AREA SCHOOLS."** If the School District of Hartford Jt. 1 has to close alone for an emergency, the closing will be announced as **"HARTFORD JT. 1 SCHOOL DISTRICT"** (this includes Central, Lincoln & Rossman Schools as well as our 4K sites and early childhood).

The District may also use a mass text, email and/or phone system to disseminate information. Parents of children at Lincoln, Rossman, 4K and early childhood sites are required to complete an Emergency Dismissal form indicating where their child is to go in the event it becomes necessary to dismiss before the end of the regular school day. If you have not completed this form or if information on this form has changed, it is your responsibility to notify the school your child attends.

*When the District or school closes due to inclement weather or other emergency, all activities in the District or at the school will also be canceled for public use.*

### **Inclement Weather**

The closing of school due to inclement weather is based on information received from the county sheriff's department, city police department, the transportation company, weather forecasting, city and town road crews and personal observation on the part of the district administrator in cooperation with the high school district.

We believe that parents/guardians know what is best for your child. If your child would be safer at home in poor weather conditions, your child's absence will be marked as excused. In addition, if you are uncomfortable with the weather conditions throughout a poor weather day, we encourage you to make the necessary arrangements to pick up your child. Please communicate with your school in these circumstances.

To acquire up-to-date school closing information, please utilize the following resources:

District website – [www.hjt1.org](http://www.hjt1.org)

WTMJ – TV4 – [www.tmj4.com](http://www.tmj4.com)

FOX 6 News – [www.fox6now.com](http://www.fox6now.com)

District Facebook - [@HartfordJt1](https://www.facebook.com/HartfordJt1)

WISN TV 12 – [www.wisn.com](http://www.wisn.com)

*An automated notification system will be used to send emails, texts and/or phone calls for notifications to families.*

## **SCHOOL COUNSELING SERVICES**

The goal of the counseling department is to help students succeed at school. The District has licensed school counselors to assist students, teachers and parents. Counseling services are extended to all students and may involve personal and educational matters. Counselors also work with outside agencies when appropriate. Parents are encouraged to confer with the counselors as they wish.

Central Middle School  
262-673-8040

Lincoln Elementary School  
262-673-2100

Rossman Elementary School  
262-673-3300

## **SCHOOL DESK and LOCKER REGULATIONS**

School desks, lockers and other furniture are furnished for the children's use. They are responsible for any damage beyond normal wear. There will be occasional locker and desk checks. The school maintains the right to inspect lockers and desks, as they are school property. Please see [Policy 5771 Search and Seizure](#).

## **SCHOOL NURSE & NURSING SERVICES**

School nursing services are available to all students in the district. The District nurse consultant is in all buildings on a part time basis to serve student physical needs, to consult with staff and parents and to contact outside medical personnel if necessary. The nurse may be contacted through the Pupil Services Department at 262-673-8042.

## **SCHOOL PSYCHOLOGICAL SERVICES**

School psychologists are specially trained professionals who help teachers and parents work together for the benefit of the student. They are experts in the applications of psychological knowledge to educational practice and work to solve problems that affect learning. Services provided by the school psychologist include those listed below:



- Administer a variety of individual tests and other behavioral assessment devices.
- Interpret test findings and behavioral data to pupils, professional staff members, parents and practitioners outside the school.
- Participate in program planning efforts with other professional staff in order to appropriately meet the needs of individuals and groups of children.
- Assist school staff members and parents to better understand and manage the child's behavior and learning as well as to assist in the development of improved conditions for learning.
- Assist school staff members in understanding the legal aspects of special education services as well as those services available to students classified as disabled under Section 504.
- Provide counseling and mental health treatment services to help pupils successfully cope with their life situations which may affect school success.

Contact the school psychologist at your child's school for additional information.

## **SPECIAL EDUCATION**

The District provides a full range of service delivery for children identified with a disability. Services are provided for students with identified needs in the area of:

Autism	Intellectual Disability	Specified Learning Disability	Visual Impairment
Emotional Behavioral Disability	Orthopedic Impairment	Speech or Language Disability	Other Health Impairment
Hearing Impairment	Significant Developmental Delay	Traumatic Brain Injury	

If you feel your child may have a disability, you have the right to make a referral to the school district. Students age 3 through 21 who have a disability have the right to participate in a free and appropriate educational program. Determining that a student has a disability is a formal and thorough process. During every step of this process, the civil rights of the parent and the child must be protected while the school fulfills its responsibility to determine and provide an appropriate educational program. The following steps must and will be followed when it is suspected that a child may have a disability and a need for special education services:

- The referring agent (e.g. teacher, principal, non-district employee, parents) who reasonably believes a child has a disability, shall submit a referral to the Director of Pupil Services.
- Parents will be notified that a referral will be submitted to the Director of Pupil Services by a school employee or other non-district employee.
- The Director of Pupil Services or designee will seek the parent's consent to evaluate the referred child.
- An Individualized Education Program (IEP) team of professionals will evaluate the referred student by consulting with the parents, examining existing information about the student and conducting formal and informal testing.
- Following the evaluation, an IEP team meeting is held to determine whether or not the child has a disability and a need for special education. If the child qualifies for special education services, a team of professionals will then write an IEP for the referred child.
- The IEP evaluation report and the IEP will be submitted to the Director of Pupil Services for review and processing and then sent to the parent.

Throughout the referral, diagnosis and placement process, the parent has a right to remain fully informed. It is the intent of the District to keep parents informed and to collaborate with the parents in developing an appropriate educational program for the referred student. Contact the Pupil Services Department with questions/concerns. For additional information, visit the District website under "Pupil Services."

## **Crossroads Program**

Crossroads is an alternative education program designed for students who need intense social and emotional instruction. While the short-term goal of alternative education is to meet the needs of some students, the long-term goal must be to help students identify and learn successful strategies and use them as a basis for improving learning opportunities in any setting. Entrance into the program is decided through an IEP team decision. The District is committed to providing the best education possible for every student. The goal of the Alternative Education Program is to first and foremost instill the belief in students that adults and peers care about their social, emotional and physical well-being. By incorporating high academic standards and goals, social emotional learning standards, and community service based on a foundation of a therapeutic approach, we strive to help students meet and exceed expectations.

## **SPECIAL NEEDS SCHOLARSHIP PROGRAM**

This notice serves to inform parents and guardians of students with disabilities that the State of Wisconsin has established the Special Needs Scholarship Program. The Special Needs Scholarship Program (SNSP) allows a student with a disability, who meets certain eligibility requirements, to receive a state-funded scholarship to attend a participating private school. The Special Needs Scholarship Program is governed by Wisconsin Statute 115.7915 and Wisconsin Administrative Code Chapter PI 49.

This is a state-administered program. A parent or guardian who is interested in the Special Needs Scholarship Program should independently verify the participating private schools and the specific terms, eligibility criteria and application procedures of the scholarship program with the DPI. Additional information about the program should be available on the website of the Wisconsin Department of Public Instruction at <https://dpi.wi.gov/parental-education-options/special-needs-scholarship>.

## **STUDENT ACCELERATION PROGRAMMING**

Acceleration programming is designed to provide all students additional opportunity to meet their individual learning needs. Students in fourth through eighth grades will be eligible for acceleration in reading and mathematics. Furthermore, students in sixth through eighth grades will be eligible for acceleration in elective courses for high school credit, if taken at Hartford Union High School.

## **STUDENT BEHAVIOR**

The District uses a proactive approach in creating safe and effective schools. This will increase the capacity of the schools to educate all students utilizing research-based, school-wide, classroom, and individualized interventions. Each school always looks to recognize students who behave respectfully, responsibly, and safely. This is accomplished through a token economy system for students to earn daily, weekly, and monthly rewards or recognition.

### **Code of Conduct**

Students attending Hartford Jt. 1 are required to conduct themselves with respect for themselves and others through their actions and language. Students' behavior should reflect positively on themselves as well as their school.

Based on [ag5500](#), the following code of conduct has been adopted and will be in effect in the schools, on school grounds, in classrooms, at school sponsored events or on contracted school transportation. Examples of behaviors that violate the code of conduct may include, but may not necessarily be limited to the following:

- A. Possession of or use of weapons or other items that might cause bodily harm to persons or that violate the District's "Weapons on School Premises" policy.
- B. Possession of or being under the influence of alcohol or other controlled substances or controlled substance analogs, or otherwise in violation of the District's "Student Alcohol and Other Drug Use" policy.
- C. Obstruction of activities or other intentional action taken to attempt to prevent school personnel from exercising his/her assigned duties.
- D. Dressing or grooming in a manner that presents a danger to health or safety, causes interference with work, creates classroom disorder, or violates the school's dress code.
- E. Disruption and intimidation caused by gang or group symbols or gestures, or gang or group posturing to provoke altercations or confrontations.
- F. Non-physical actions that interfere with the orderly operation of the school and classroom such as:
  1. repeated classroom interruptions or disruptions, confronting school employees argumentatively, making loud noises, refusing to follow directions, excessive or disruptive talking
  2. verbal threats, intimidating comments, profanity, racial slurs or degrading statements of any nature
  3. behavior that causes the school personnel or other students fear of physical or psychological harm or that violates the School District's "Student Anti-Harassment" policy including sexual harassment;
  4. behavior that interferes with a person's work or school performance or creates an intimidating, hostile or offensive classroom environment;
  5. threatening to use or counseling others to use violence, force, coercion, threats, intimidation, fear or disruptive means;
  6. taunting, baiting, inciting and/or encouraging a fight or disruption.
- G. Physical actions that interfere with the orderly operation of the school and classroom such as:
  1. pushing or striking a student or school employee; fighting or other physical confrontations
  2. throwing objects

### **Basic Rules**

It is the responsibility of staff members to maintain a proper, productive learning environment. In order to do that, students must follow basic rules and be accountable for their own behavior and actions. Each teacher will establish rules and procedures for his or her classroom. Although most procedures are common in all classrooms, they may slightly vary from classroom to classroom. Since it is not possible to list every misbehavior that can occur, the staff and administration reserve the right to respond to any misbehavior not included here. Continuing inappropriate behavior will be dealt with through progressive discipline; however, certain behaviors may result in stronger disciplinary action.

- No student shall be in the hallway without adult permission.
- Students are expected to be in their classroom at the start of the class period.
- Only water is allowed in the classroom at teacher discretion.
- Personalized snacks are allowed in the classroom at teacher discretion.

- Personal belongings that cause a disruption should not be brought to school. If brought to school, they are the sole responsibility of the student.
- Skateboards, scooters (manual push or electric or gas propelled) and roller blades / skates / shoes, etc. are not to be used during the school day or on school property. These items are the sole responsibility of the student if they become lost or stolen. They are to be parked in the bike area or stored in their locker.
- Inappropriate language, both verbal and written are not allowed. Inappropriate language may result in a referral, detention, or suspension depending on frequency and severity.
- No inappropriate public displays of affection will be allowed in school, on school grounds, at school activities, or on the school bus.
- Students attending school-sponsored after school events are required to remain in the building once they enter. If they leave the building, they are not permitted to return. Students who are suspended from school are not permitted to attend school functions during the length of their suspension. When attending non-school sponsored events, students must remain in their designated areas.
- No caps, hats or hoods may be worn within the school building. Exceptions based on health plans and individualized educational plans.
- No student may leave the school grounds without permission. If they do leave without permission, the student's parent/guardian and possibly the Hartford Police Department will be notified.
- Students are not allowed to damage or steal other's property and may be subject to restitution.
- Fighting is not allowed. Fighting may result in referral, detention, suspension, expulsion, or police referral depending on frequency and severity.

#### Central Only:

- Students must have a pass to be in the hallway during class time.
- Students cannot be on the roof or close to the windows causing a disruption to classes.

#### Harassment/Bullying

Harassment or bullying refers to intentional, unwelcome and unwanted behavior that makes the recipient feel afraid, embarrassed, helpless, angry or unsafe and upsets the recipient to the point that he or she cannot learn. Some examples of harassment and bullying may include, but are not limited to:

- Unwelcome patting, pinching, or physical contact
- Obscene gesturing
- Exclusion or isolation
- Insults or assaults against someone due to their sex, race, economic status, religion, ethnic group, or disability.
- Name calling or put-downs
- Starting or spreading cruel rumors
- Using a computer or telecommunications device to send or post embarrassing, slanderous, threatening, or intimidating messages (cyberbullying)
  - When cyberbullying spills into school, administration will investigate and apply school consequences for the bullying.

The District does not tolerate acts of harassment and bullying under any circumstances. We firmly believe that all people should be treated with respect and dignity. Harassment, bullying, and violent incidents will be responded to in a manner that effectively deters future incidents.

*If a student feels that his or her emotional well-being, his or her sense of safety and security or sense of self-worth is being affected by such conduct, a complaint should be filed by contacting his or her school counselor, principal, or another adult employee. For more information on the district's student anti-harassment policy, refer to [Policy 5517](#).*

#### Lunch & Playground Rules

During recess and after lunch the playgrounds are under supervision. Weather permitting, all pupils will dress and go outside for some fresh air and exercise. This time will be limited on cold days. When the temperature and/or wind chill reaches 0°F, students have indoor recess.

- At lunch, students should behave in a responsible manner including cleaning up after themselves, speaking at appropriate voice levels, and be given permission to leave their seat.
- Only throw equipment meant to be thrown such as balls. Do not throw woodchips, snowballs, or ice.
- Students should wear weather appropriate clothing.
- At the elementary schools, in order to play in the snow, students must wear boots, snow pants, and gloves.
- Do not tackle or play rough.
- Include all who ask to play, everyone can play.
- Engage in safe gymnastics.

- Use the playground equipment safely.
- Stop games and playing when the recess is over and line up quickly, quietly, safely, and respectfully.

### **Discipline System**

Violation of behavioral expectations may result in one or more of the following depending on the frequency and severity of the behavior: Warning, loss of incentive, loss of recess, written assignment, lunch detention, after school detention, Saturday detention, alternative placement, in- school suspension, out of school suspension, and/or expulsion. Lunch detention earned before lunch will be served the same day. Lunch detentions earned after lunch will be served on the next consecutive day. Students who fail to serve their detentions may face additional consequences. Notice of the after school and Saturday detentions will be communicated as soon as possible. If the after school or Saturday detention is unable to take place that week, the parent/guardian will make arrangements with school staff to serve it within a timely manner.

### **STUDENT SCHOOL FEE WAIVERS**

Required school fees may be waived for students under the following criteria:

1. A parent/guardian must complete the free/reduced meal application (which is mailed to all District families in July and available on the District website, in the District office or in each school office. The completed application should be submitted to the District Business Office.
2. The student must qualify for free or reduced lunch under the guidelines provided by the USDA.
3. Other applicable and optional fees are not eligible to be waived. (See page 1.)

New students to the District will have 30 days to submit the application and qualify for waived fees.

The District bills all families for fees. If you qualified for free and reduced meals the previous school year, your free/reduced meal benefit runs through the first thirty (30) school days of the current school year. This 30-day benefit does NOT apply to fee waivers. You must complete the free/reduced application per the instructions above to qualify for fee waivers in the current school year.

Please see [Policy 6152.01 Waiver of School Fees or Fines](#).

### **TEXTBOOK REGULATIONS**

When a pupil is issued textbooks or certain equipment, he/she writes their name in the place provided and is responsible for its care. If a book or item is marked, torn or damaged, the parents are responsible for the cost of a replacement and the damaged book or equipment becomes the property of the parent.

### **VIRTUAL EDUCATION**

Students have the opportunity to participate in HJT1's virtual partnership, an online education program in a non-traditional format. Students and parents may choose virtual education for a variety of reasons. Virtual online programming options are available in the following formats: school-based, home-based and a hybrid of the two home-school-based. More information is found on the District website: <https://www.hjt1.org/parents/virtual-education-program>.

### **WORTHLESS PAYMENTS**

Whoever issues a payment returned for insufficient funds will be charged a service fee. (See page 6 – Other Applicable & Optional Fees.) If the debt is not paid, the matter will be turned over to the appropriate authorities for prosecution under Wisconsin Statute 943.24 which states, *"Whoever issues any check or other order for the payment of money less than \$2500.00 for which, at the time of issuance, he or she intends shall not be paid, is guilty of a Class A misdemeanor."*

## **HEALTH & SAFETY INFORMATION**

### **ALCOHOL and DRUGS**

The alcohol and drug prevention program are offered in early childhood through eighth grade as indicated by the Federal Drug Free Schools Act. The primary objective of the alcohol and drug prevention program is to send a clear, drug-free message to all youth and members of the community. To accomplish this goal the school district provides classroom-based programs for grades 2-5 and 6-8. Program materials are based on state standards and designed to motivate students to avoid drug use and to give students the skills and strategies to build positive habits and relationships.

Your child may be excused from the alcohol and drug prevention program by sending a written request to your child's building principal. Please contact the AODA coordinator or building principal for additional information.

In accordance with Federal Law, the Board of Education prohibits the use, possession, concealment, or distribution of drugs by students on school grounds, in school or school-approved vehicles, or at any school-related event. Drugs include any alcoholic beverage, anabolic steroid, dangerous controlled substances as defined by State statute or substance that could be considered a "look-a-like" controlled substance. Compliance with this policy is mandatory for all students. Any student who violates this policy will be subject to disciplinary action, in accordance with due process and as specified in the student handbooks, up to and including expulsion from school. When required by State law, the District will also notify law enforcement officials.

The District is concerned about any student who is a victim of alcohol or drug abuse and will facilitate the process by which s/he receives help through programs and services available in the community. Students and their parents should contact the school principal or counseling office whenever such help is needed. *Please see [Policy 5530 Alcohol/Drug Prevention](#).*

## **BICYCLES**

Students riding bicycles to school should be made aware of safe riding habits. Each year the schools get reports of children cutting in front of cars, not stopping for stop signs and creating a variety of other hazards by not following safety rules. Bicycles may not be ridden on the playground at recess time or during the noon hour. All bicycles must be placed in the racks provided; they are not to be parked against the building or in the open. It is suggested that bicycles be locked as a further precaution against theft.

## **COMMUNICABLE DISEASE**

If a student is diagnosed with a communicable disease (measles, mumps, chicken pox, pink eye, strep throat, etc.) the parent should report this immediately to the school office. The parent will then be given instructions as to when the student can return to school, as per Wisconsin Department of Health and Family Services guidelines.

For example:

- Pink eye, strep throat, impetigo – exclude from school until 24 hours of antibiotic therapy has been completed.
- Chicken pox – exclude from school until sores are crusted over (usually 10 days).

If a student is diagnosed with COVID-19 or lives with a person diagnosed with COVID-19 and the student is unvaccinated, the parent should keep the student home from school and immediately report the diagnosis to the school. The parent will be given instruction as to when the student can return to school per Washington-Ozaukee County Health Department guidelines.

**A student should be kept home when the listed signs and symptoms prevail. Students should not return to school until they have been without symptoms and without the need for medications to control symptoms (e.g. fever-reducing medications) for a full 24 hours.**

- |                                                                              |                                           |
|------------------------------------------------------------------------------|-------------------------------------------|
| ✓ a temperature of 100 degrees or more                                       | ✓ diarrhea (liquid, colored stools)       |
| ✓ complaints of earache, severe stomach ache, sore throat, severe headache   | ✓ a productive cough                      |
| ✓ purulent (green, yellow, thick or otherwise unusual) nasal or eye drainage | ✓ nausea, vomiting, or recurrent vomiting |
| ✓ lethargy, general complaints of muscular aches and pains                   | ✓ skin rashes/eruptions                   |
| ✓ red throat, swollen glands around the jaws, ears, or neck                  | ✓ excessive cough                         |
| ✓ shortness of breath                                                        | ✓ chills                                  |
| ✓ loss of taste or smell                                                     | ✓ runny nose                              |
| ✓ feeling excessively tired                                                  | ✓ poor appetite                           |

**In order for a child to remain in the building during recess after an illness, a doctor's excuse is required.**

## **DISTRICT CROSSING GUARDS**

The District hires and trains the crossing guards. Both the city and District share the cost of the program. We ask parents to join the schools in helping the children develop a respect for crossing guards and an understanding of their importance.

The crossing guards are stationed at the following corners:

- Intersection of Lincoln/Grand Avenue and Branch Street
- Intersection of Monroe and Grand Avenue (Hwy. 83)
- Intersection of South Rural and Main Street
- Intersection of Monroe Avenue and Main Street

## **EMERGENCY INFORMATION**

Parents are required to have updated information on file with the school office. This information includes updated emergency contact names and numbers, preferably local, as well as any health conditions the school should be aware of. It is the parent's responsibility to notify the school with any changes during the year.

## **FOOD ALLERGY MANAGEMENT**

The District recognizes that it cannot guarantee an allergy free environment but will take all appropriate steps to minimize risks and provide emergency procedures as necessary. Because each student's allergy and situation is different, an individualized plan of action may be created for some students. Parents/guardians are expected to provide the school nurse with written medical documentation of the life-threatening allergy and instructions and current medications as directed by a physician. The nurse, in conjunction with the building principal or designee, the student's parent/guardian and the physician, will prepare an Individual Health Plan/Alert. A photo of the student will be included on the Individual Health Plan/Alert so staff can learn to recognize the student.

The school nurse is expected to review this plan with parents/guardians annually or as changes in the student's medical condition or environment occur. A copy of the student's food allergy plan will be distributed and reviewed with all necessary school staff at the beginning of each school year or as needed. Instruction of staff will include preventive and emergency procedures for life-threatening allergic reactions. Training will include the administration of any medication such as Epinephrine. The school nurse will be responsible for providing specific guidance to staff members in handling students with food allergies in the classroom, in the cafeteria and on school field trips.

For more information, contact the District nurse consultant at 262-673-8042, ext. 4113.

## **HEAD LICE**

Head lice is a universal problem and is particularly prevalent among elementary school-age children. Control of lice infestation is best handled by adequate treatment of the infested person and his/her immediate household and other close personal contacts. The School Board has passed a policy for the schools to follow regarding head lice. It establishes the responsibility of the school personnel to conduct head checks in the school when there is knowledge of an infestation.

If a child in the District is found to have lice, the parents will be notified and asked to pick up their child immediately, and students in that classroom may be checked.

Parents may purchase over the counter shampoos available for this purpose and treat their child accordingly. Treatment does not stop the possibility of re-infestation of the child or infestation of other family members. The parents should make every effort to be sure that the student's bedding, caps, jackets, scarves, combs, brushes, hair ribbons and barrettes, etc. are thoroughly cleaned in soap and hot water. Anything that cannot be cleaned should be enclosed in a plastic bag and sealed for thirty days. The best way to find head lice early and prevent their spread is for each parent to get in the habit of checking their own children's heads for signs of head lice frequently, even weekly. Remember to notify the school if head lice are found.

The District practices a policy of "no live lice" as criteria for return to school. *Please see [Policy 8451 Pediculosis \(Head Lice\)](#).*

## **ILLNESS AT SCHOOL**

Should a student become sick, ill or have a temperature of 100 degrees or more at school, the student will be sent to the health room for further evaluation and the parent/guardian or authorized emergency contact person will be called to take the student home or to receive appropriate care. Students should notify their teacher if they are feeling ill. Students should not email, text or call their parent/guardian from their electronic devices.

## **IMMUNIZATIONS**

State law requires all public and private school students to present written evidence of immunization against certain diseases (diphtheria, tetanus, Pertussis (whooping cough), polio, measles, rubella, mumps, Hepatitis B, Varicella, Tdap (tetanus, diphtheria and acellular pertussis vaccine) within 30 days of admission. These requirements can be waived only if a properly signed health (signed by a physician), religious or personal conviction (signed by the parent) exemption is filed with the school. Non-compliance can lead to legal consequences. *Please see [Policy 5320 Immunization](#).*

### **Student Immunization Law**

#### **Age/Grade Requirements**

The following are the minimum required immunizations for each age and grade level according to the Wisconsin Student Immunization Law. These requirements can be waived for health, religious or personal conviction reasons. Additional immunizations may be recommended for your child depending on his or her age. Please contact your doctor or local health department to determine if your child needs additional immunizations.



Age/Grade	Number of Doses					
Pre-K (ages 2 through 4 years) <sup>1</sup>	4 DTaP/DTP/DT <sup>2</sup>	3 Polio	3 Hepatitis B <sup>3</sup>	1 MMR <sup>7</sup>	1 Varicella <sup>8</sup>	
Kindergarten through Grade 5	4 DTaP/DTP/DT/Td <sup>2,3</sup>	4 Polio <sup>5</sup>	3 Hepatitis B <sup>3</sup>	2 MMR <sup>7</sup>	2 Varicella <sup>8</sup>	
Grades 6 through 12	4 DTaP/DTP/DT/Td <sup>2</sup>	1 Tdap <sup>4</sup>	4 Polio <sup>5</sup>	3 Hepatitis B <sup>3</sup>	2 MMR <sup>7</sup>	2 Varicella <sup>8</sup>

1. Children 5 years of age or older who are enrolled in a Pre-K class should be assessed using the immunization requirements for Kindergarten through Grade 5, which would normally correspond to the individual's age.
2. D = diphtheria, T = tetanus, P = pertussis vaccine. DTaP/DTP/DT/Td vaccine for all students Pre-K through 12: Four doses are required. However, if a student received the 3<sup>rd</sup> dose after the 4<sup>th</sup> birthday, further doses are not required. Note: A dose four days or less before the 4<sup>th</sup> birthday is also acceptable.
3. DTaP/DTP/DT vaccine for children entering Kindergarten: Each student must have received one dose after the 4<sup>th</sup> birthday (either the 3<sup>rd</sup>, 4<sup>th</sup> or 5<sup>th</sup> dose) to be compliant. Note: A dose four days or less before the 4<sup>th</sup> birthday is also acceptable.
4. Tdap is adolescent tetanus, diphtheria and acellular pertussis combination vaccine. If a student received a dose of a tetanus-containing vaccine, such as Td, within five years before entering the grade in which Tdap is required, the student is compliant and a dose of Tdap vaccine is not required.
5. Polio vaccine for students entering grades Kindergarten through 12: Four doses are required. However, if a student received the 3<sup>rd</sup> dose after the 4<sup>th</sup> birthday, further doses are not required. Note: A dose four days or less before the 4<sup>th</sup> birthday is also acceptable.
6. Laboratory evidence of immunity to hepatitis B is also acceptable.
7. MMR is measles, mumps and rubella vaccine. The first dose of MMR vaccine must have been received on or after the 1st birthday. Laboratory evidence of immunity to all three diseases (measles and mumps and rubella) is also acceptable. Note: A dose four days or less before the 1<sup>st</sup> birthday is also acceptable.
8. Varicella vaccine is chickenpox vaccine. A history of chickenpox disease or laboratory evidence of immunity to varicella is also acceptable.

**If a parent/guardian has questions concerning immunizations please contact the Pupil Services Department at 262-673-8042.**

Other features of the law include:

1. It applies to all students in the early childhood program, 4-year-old kindergarten through 12th grade, as well as to the children attending day care centers.
2. Each student, except those with valid waivers, must have received the first dose of each vaccine required for his/her grade no later than **30** school days after admission and the second dose within 90 school days of admission. The student must remain on schedule and complete all required immunizations within one year from admission.
3. Schools are required to notify parents of non-compliant students within **15** school days after admission about the possible legal consequences of non-compliance.
4. Parents are asked to notify the Pupil Services Department at 262-673-8042 of any additional immunizations their child receives.
5. In the event of an outbreak of any vaccine preventable disease, those students who are not completely immunized against that disease may be excluded from school by the Department of Health Services to prevent further spread of the disease. Any student who claims a waiver but who has received at least some vaccine, should list those vaccines on the form so as to avoid exclusion in the event of an outbreak of disease against which the student is immunized.

Each fall the school district is required to report to the local health department, on a form provided by them, the immunization status of all its students.

## **LATEX ALLERGY**

People with allergies to latex may develop life-threatening reactions when exposed to latex products. These people are, in fact, reacting to the protein found in natural rubber latex. Natural rubber latex can be found in many common products like balloons, rubber bands, adhesive bandages, and latex gloves. Latex balloons and gloves pose a special hazard because when balloons pop or gloves are removed from hands, rubber protein particles are released into the air. This is a very hazardous situation for people with latex allergy. Since we DO have students with latex allergies in the District, no latex balloons should be brought into the buildings. Mylar balloons are a good alternative.

## **MEDICATION**

All medication should be administered by the child's parents. If, under exceptional circumstances, a child is required to take medication during school hours and the parents cannot be present to administer it, only the principal of the building or his/her designee will administer the medication. However, before school personnel can administer any medication, the proper medication form must be completed and on file in the school office for each school year. **There will be no exceptions.** These forms are available in each school



office, the District Office and on the District website under the "Parents" tab in "Registration & Forms." Please see [Policy 5330 Administration of Medication/Emergency Care](#).

For any prescription medication, written instructions signed annually by the physician issuing the prescription will be required, as well as the parents' signature. For any non-prescription medication, written instructions signed annually by the parent will be required.

Any medication, prescription or non-prescription, must be delivered by the parent/guardian and in its original container. Children may not transport medication to school. However, students may carry certain prescribed emergency medication such as inhalers or Epipens if the school has written approval from the parent and medical provider. School personnel will not be held liable if the medication is not given in a timely manner. All medication will be stored in a secure location in the school. There will be a periodic review of all information. Each school will be responsible for establishing a record keeping procedure for each child receiving medication according to prescription/non-prescription guidelines. **All medication must be picked up from the office at the end of the school year.**

### **RECESS and PLAYGROUND RULES**

During recess and after lunch the playgrounds are under supervision. Weather permitting, all pupils will dress and go outside for some fresh air and exercise. This time will be limited on cold days. When the temperature and/or wind chill reaches 0°F, students have indoor recess.

Each principal, in collaboration with staff, will establish criteria (weather conditions) in determining, on a day-by-day basis, when recess will be held. Conditions which are considered are temperature, wind chill, humidity, age, length of time outdoors, adequacy of clothing of children and condition of the playground. See [Policy aq5360 Recess Guideline for Harsh Weather](#).

### **SAFETY**

Please instruct your children to cross streets at the corners. Teach them how and when to cross streets, reminding them to stop and look both ways to be sure it is safe to cross the street. Students and parents are expected to follow drop off and pick up procedures set by the school's administrator, including directions of school attendants on duty. Parents are **not** to drive onto any of the Lincoln, Rossman or Central School playgrounds or bus areas between the hours of 7:30 AM and 3:30 PM during the days school is in session.

### **SKATEBOARDS, SCOOTERS and ROLLER BLADES / SKATES / SHOES**

Skateboards, scooters (manual push or electric or gas propelled) and roller blades / skates / shoes, etc. are NOT to be used during the school day or on school property. These items are the sole responsibility of the student if they become lost or stolen.

### **SUICIDE THREAT WATCH / RESPONSE**

Suicide is a major health concern and the number two cause of death among adolescents in the United States. Suicide can be preventable if early warning signs are recognized and that student(s) and families get help.

Because of this, the school district has developed a procedure in conjunction with the Hartford Police Department, Washington County Department of Social Services and the Washington County Mental Health Center in order to handle quickly any threat or attempt of suicide by any student. If there are concerns regarding a child, the appropriate agency and the child's parents will be notified immediately. If you have concerns about your child and their safety, you can contact your child's school counselor or Washington County Acute Care Services at 262-365-6565.

## **MISCELLANEOUS INFORMATION**

### **DISTRICT & SCHOOL REPORT CARD**

School and District Report Cards provide an accountability rating system for school and district performance in the state. Detailed information for these reports may be accessed on the District's website at <https://www.hjt1.org/district-office/school-performance-assessments> or send a written request to the District Office. Please see [Policy 2261.03](#).

### **EDUCATIONAL OPTIONS PROVIDED BY THE DISTRICT**

The District recognizes that students learn in different ways and therefore provides a variety of educational programs and options. Please see [Policy 2370](#).

## **FACILITY USAGE**

Anyone interested in using one of our schools for an activity must contact the office of the school they wish to utilize. Persons or organizations that rent, request or use any of the District's schools must fill out a School Building Use Request and Contract. Proof of liability insurance and non-profit status, if applicable, must also be submitted. *Please see [Policy 7510 Use of District Facilities](#).*

## **FEDERAL PROJECTS**

During the course of any given school year the District applies for federal funds to assist in the maintenance and development of a variety of school functions. Below you will find a description of each federal project. We invite parents and interested community members to participate in the development of these projects. You may offer input by contacting the Director of Pupil Services, 262-673-8042, the Director of Curriculum & Instruction or the District Administrator, 262-673-3155.

1. PL 94-142 - This is commonly known as the Flow-Through Project. All funds acquired through this grant must be utilized on behalf of special education students. These expenditures may include staff salaries and fringe benefits, or the acquisition of a variety of materials and equipment.
2. PL 99-457 - This is commonly known as the preschool entitlement grant. All funds acquired through this source must be utilized on behalf of special education students ages 3-5. Special equipment and materials may be purchased through this grant.
3. Title 1 – These funds are used to provide intervention programs in reading and math and/or tutorial support for students in grades 6-8. A full-time coordinating teacher and part-time teachers staff the program. The Title 1 funds are dispersed to districts based on the number of low-income students in the district. *Please see [Policy 2261 Title I Services](#) & [Policy 2261.01 Parent & Family Member Participation in Title I Programs](#).*
4. Title II-A – This federal grant is distributed to districts based on district enrollment. The funding is used to reduce the teacher-student ratio in grades K-3. Funds not used for class size reduction must be used for professional development.
5. AGR Grant – The AGR is a state grant that is used to reduce class size in grades K-3 and to ensure that teachers receive coaching as part of their professional development.
6. Title III-A – This is the English Language Acquisition program that provides funds for helping limited English proficient students so they can meet the same state academic content and achievement all students are expected to meet. Students are assessed annually for their level of English proficiency in speaking, listening, reading and writing.
7. Title IV – This is the Student Support and Academic Enrichment (SSAE) grant. SSAE is a flexible block grant to be used to support programming or activities in three areas: Well Rounded Education in all areas, Safe and Healthy Students and Effective Use of Technology.

## **SCHOOL & SCHOOL DISTRICT PERFORMANCE REPORTS**

The School District Performance Report serves as a district's annual public report with data comparison to other districts. Detailed information for these reports may be accessed on the District's website at <https://www.hjt1.org/district-office/school-performance-assessments> or send a written request to the District Office. *Please see [Policy 2700.01](#).*

## **SHOW and TELL / PLAYGROUND ITEMS**

If children bring toys or sport items to school it is their responsibility to care for the item so that they are not lost, stolen or broken. The school staff is not responsible for the safekeeping of personal items brought to school.

## **SKYWARD FAMILY ACCESS**

Do you have internet access? Student information such as attendance, report card, medical information and food service may be found in Skyward Family Access. Please contact your child's school for your login name and password. Your login and password assures security and privacy. Your account gives you the information on all your children in the school district. Go to [www.hjt1.org](http://www.hjt1.org) under the "Parent" link and then to "Family Access."

## **STUDENT AWARD & INCENTIVE CRITERIA**

### **Lincoln & Rossman Schools**

#### **MONTHLY**

#### **Rendezvous & Lion Eyes Agendas**

- Art & Poetry – Chosen by their peers and staff (Rossman)
- Math- Each classroom will acknowledge one student each month based on academic growth. Growth is determined by formative classroom assessment and/or increased participation in classroom content discussions.
- Respect & Responsibility Trait – Spirit Award
- PAW Winners (Rossman) & Lion Eyes Winners (Lincoln)
- History Fair Participants & Awards

- Science Fair Awards
- Delta Kappa Gamma Writing Contest
- Perfect Attendance Award (Zero days absent for the month)
- Exact Path Individual - The top 5 students, per grade level, who earn the most trophies in their learning paths of math, reading and language arts, will earn individual awards.
- Exact Path Class (Grade Level) - One class, per grade level, who excelled in their learning paths based on set criteria for each month will be acknowledged as well as the top class in the school.

### **Bulletin Board Recognition and Certificates**

Student pictures for the Bee Your Best and Lincoln Citizenship are placed on a bulletin board at each school. Homeroom teachers will nominate a student that represents the character trait. Students are introduced at a Rendezvous / Lion Eyes and awarded a certificate.

### **END OF THE YEAR**

#### **Perfect Attendance (EC-5)**

Zero (0) days absent per year.

#### **Responsible Attendance (EC-5)**

One to four (1-4) days excused absences per year with NO unexcused tardiness qualifies for Responsible Attendance.

#### **Citizenship Award (Grades K-5)**

This award is for students that have shown good sportsmanship, good manners, positive motivation and responsible and respectful behavior.

#### **Art Achievement Award (Grades K-5)**

The Art Achievement Award is given out to students who show great effort, attitude and responsibility throughout the year. They show that they are willing to work through different art activities and create to the best of their ability.

#### **Rossman Leadership Group / Lincoln Pride Group**

The 4<sup>th</sup>/5<sup>th</sup> Grade Leadership Group students work together throughout the year to further develop and practice their leadership skills. These students are positive leaders and role models within our schools and the Hartford community.

#### **Character Education Bulletin Board**

The Character Education Bulletin Board Group was comprised of sixteen 4<sup>th</sup> and 5<sup>th</sup> grade students. These students volunteered their time and talents to design and display the quarterly character education boards. The quarterly themes were: respectful, responsible and safe behaviors, patience, service to others and fairness.

#### **Mary Jo Nettesheim Literary Contest**

This literary contest encourages students to use their writing skills and their artistic talents to publish a book. The Washington County chapter of Delta Kappa Gamma sponsors the literary contest each year. The contest opens in October. Books are submitted for judging in late January. Winning entries continue to state competition.

#### **Physical Education Awards (Grades 1 – 5)**

The Physical Education Award is handed out to one student from each class based on who has shown proficiency in physical skills, knowledge, attitude, effort, and sportsmanship throughout the school year.

#### **Presidential Academic Excellence Award (Grade 5)**

Students receiving this award must achieve the performance level of Advanced on the standardized test for Math or Reading. In addition, the student must have advanced achievement in Math and Reading on the Standards Based Report Card.

#### **Presidential Academic Achievement Award (Grade 5)**

Students receiving this award must show outstanding educational growth, improvement, commitment, or intellectual development in their academic subjects but do not meet the criteria for the Presidential Award for Academic Excellence.

### **R.O.A.R.**

R.O.A.R. is an activity that encourages and rewards Rossman/Lincoln students for reading for enjoyment at home.

<b>ROAR "Toppers Club" (Grade 1)</b>	<b>ROAR AWARDS (Grade 2)</b>	<b>ROAR AWARDS (Grade 3)</b>
Bronze - 2500-2999 minutes read	Bronze - 50-74 hours read	Bronze - 60-85 hours read
Silver - 3000-3999 minutes read	Silver - 75-99 hours read	Silver - 86-125 hours read
Gold - 4000 or more minutes read	Gold - 100+ hours read	Gold - 126+ hours read

### **Exact Path Math & Reading Achievement Awards**

The elementary awards will be based on the following:

Gold Award - Student achieved 95-99<sup>th</sup> percentile on the Spring Diagnostic.

Silver Award - Student achieved 90-94<sup>th</sup> percentile on the Spring Diagnostic.

Bronze Award - Student achieved 85-89<sup>th</sup> percentile on the Spring Diagnostic.

### **Young Music Awards – (Grades 1 – 5)**

The student participates to the best of their ability in activities during music class to perform, create, respond and connect in musical ways. They may also work to improve their personal musicianship and act as a positive role model for their peers.

### **Reading Incentive Program / Battle of the Books - B.O.B. (Grades 4 – 5)**

Students in 4<sup>th</sup> and 5<sup>th</sup> grade read a variety of books from a pre-selected list and conference throughout the year with staff members on these books. In May, students form teams and are quizzed on their knowledge of the books they read from this list.

### **BOB and Beyond (Grades 4 – 5)**

This is an award given to the students in 4<sup>th</sup> and 5<sup>th</sup> grade who have read all the books on the Battle of the Books (BOB) list before the end of the year and have continued reading self-selected books.

### **5th Grade Recognition**

All outstanding school fees and negative lunch account balances must be paid for students to participate in the fifth-grade recognition program.

## **Central Middle School**

### **QUARTER STUDENT AWARDS**

#### **Wildcat Way Award**

- No Skyward referrals
- Positive attitude
- Completes work at least 90% of time
- Shows initiative and effort

#### **Academic Award**

- Completes all work (100%) on time
- Contributes positively to the class learning environment
- Exceeds academic standards

#### **Applied Fine Arts Award**

- Excels in Applied Fine Arts
- Positive member of the class

#### **Great Effort Award**

- Increase in class discussion participation
- Improvement on test or assessment scores
- Improvement in work completion

#### **Ready to Learn Award**

- On time to each class for the quarter

#### **Honor Roll**

- High Honors: Quarter grade point average of 3.5 - 4.0
- Honors: Quarter grade point average of 3.0 – 3.49

### **END OF YEAR STUDENT AWARDS**

#### **Math & Reading Achievement Award**

- Gold Award - Student achieved 95-99<sup>th</sup> percentile on the May Exact Path assessment.
- Silver Award - Student achieved 90-94<sup>th</sup> percentile on the May Exact Path assessment.
- Bronze Award - Student achieved 85-89<sup>th</sup> percentile on the May Exact Path assessment.

### **8<sup>th</sup> Grade Recognition Awards**

#### **Student Council Officer Awards**

#### **National Junior Honor Society Officer Awards & Cords**

#### **Gold Academic Award**

- Cumulative GPA of 3.5-4.0

### Silver Academic Award

- Cumulative GPA of 3.0-3.49

### Wildcat Way Award

- No Skyward referrals
- Positive attitude
- Completes work at least 90% of time
- Shows initiative and effort

## END OF THE YEAR INCENTIVES

### 6<sup>th</sup> & 7<sup>th</sup> Grades:

#### Day Field Trip

- Student may **not have** a D or U for 4<sup>th</sup> Quarter in any class.
- There will be a final grade/behavior check before permission slips are sent.
- Student must **not have** more than 3 minors and no major referrals for 4<sup>th</sup> Quarter.

#### End-of-the-Year Dance

- Student may **not have** a D or U for 4<sup>th</sup> Quarter, in any class.
- There will be a final grade/behavior check.
- Student must **not have** more than 3 minors and no major referrals for 4<sup>th</sup> Quarter.

### 8<sup>th</sup> Grade:

#### Day Field Trip

- All outstanding school fees and negative lunch account balances must be paid for students to participate in this activity.
- Student may not have a D or U for 4<sup>th</sup> Quarter in any class.
- There will be a final grade/behavior check before permission slips are sent.
- Student must **not have** more than 3 minors and no major referrals for 4<sup>th</sup> Quarter.

#### End-of-the-Year Dance

- All outstanding school fees and negative lunch account balances must be paid for students to participate in this activity.
- Student may not have a D or U for 4<sup>th</sup> Quarter, in any class including band, chorus, math, English, physical education, art, etc.
- There will be a final grade/behavior check.
- Student must **not have** more than 3 minors and no major referrals for 4<sup>th</sup> Quarter.

#### Recognition Ceremony

- All outstanding school fees and negative lunch account balances must be paid for students to participate in this activity.
- The Recognition Ceremony is a special event. Students are encouraged to dress nicely. Jeans, shorts, sweatpants and tank tops are NOT acceptable attire. Clothing should follow guidelines outlined in the handbook.
- All eighth-grade students are expected to attend the last ½ day of school.

## National Geography Challenge

The National Geographic Bee is an annual competition organized by the National Geographic Society, designed to inspire and reward students' curiosity about the world. Students from 10,000 schools across the United States are competing in the National Geographic Bee for a chance to win college scholarships and the glory of being the National Geographic Bee Champion. The competition is in February and open to any student in 6<sup>th</sup>-8<sup>th</sup> grades.

## National Junior Honor Society (Grades 7 & 8)

The National Junior Honor Society is the nation's premier organization established to recognize outstanding middle level students. More than just an honor roll, NJHS serves to honor those students who have demonstrated excellence in the areas of scholarship, service, leadership, character, and citizenship. These characteristics have been associated with membership in the organization since its beginning in 1929. Participation criteria includes a GPA 3.5 or higher, 10 volunteer hours and no more than one teacher referral.

## STUDENT VISITORS

A student who has a friend or relative visiting in his/her home for an extended period of time may bring the friend/relative to school to visit for one day only. Advanced written permission is required from the school office, the child's parent and the parent of the child that will visit at least one day prior to the visit.



## **TELEPHONE USE**

Please do not call a teacher during teaching hours. Leave a voicemail message and the teacher will return your call as soon as possible. Your consideration in not interrupting the classroom and learning is appreciated.

Per [Policy 5136 Personal Communication Devices](#):

*Students may use PCDs (cell phones) 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 a teacher or administrator, 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 in the student's locker.*

*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. After-school situations where the public is invited and no expectation of privacy exists are not included the foregoing prohibition. 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.*

*Violations of this policy may result in disciplinary action and/or confiscation of the PCD.*

*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.*

### **Cell Phone Discipline Procedure:**

1<sup>st</sup> Offense: Warning and asked to power off and put in backpack or locker.

2<sup>nd</sup> Offense: Phone is turned into the office and a discipline referral is entered in Skyward.

3<sup>rd</sup> Offense: Phone is turned into the office, a discipline referral is entered in Skyward, and parents are notified by the principal, assistant principal or Dean.

4<sup>th</sup> Offense: Phone will be turned in daily to the office and returned to the student at the end of each day.

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## **ASBESTOS**

As a result of recent Federal legislation (Asbestos Hazard Emergency Response Act – AHERA), each primary and secondary school in the nation is required to complete a stringent new inspection for asbestos and to develop a plan of management for all asbestos-containing building materials. The goal of the School District of Hartford Jt. 1 is to be in full compliance with this law and is following the spirit, as well as the letter, of the law. As a matter of policy, the School District of Hartford Jt. 1 shall continue to maintain a safe and healthful environment for our community's youth and employees.

In keeping with this legislation, all buildings (including portables and support buildings) owned or leased by the school district were inspected by EPA accredited inspectors and samples were analyzed by an independent laboratory. Based on the inspection, the School District prepared, and the State approved, a comprehensive management plan for handling the asbestos located within its buildings safely and responsibly.

Furthermore, the School District of Hartford Jt. 1 had completed its 3-year re-inspection required by AHERA in December 2020. The District buildings, where asbestos-containing materials were found, are under repair, removal and/or operations and maintenance. Federal law requires a periodic walk-through (called "surveillance") every six months of each area containing asbestos. Also, the law requires for all buildings to be re-inspected three years after a management plan is in effect. This will be accomplished under contract by Environmental Management Consulting Inc. (EMC).

Short-term workers (outside contractors i.e. telephone repair workers, electricians and exterminators) must be provided information regarding the location of asbestos in which they may come into contact. All short-term workers shall contact the Facilities Manager before commencing work to be given this information.

The School District of Hartford Jt. #1 has a list of the location(s), type(s) of asbestos-containing materials found in the school buildings and a description and time table for their proper management. A copy of the Asbestos Management Plan is available for review in the school office. Copies are available at 25¢ per page. Questions related to the plan should be directed to our Account Manager under contract with Environmental Management Consulting Inc, Lake Mills, Wisconsin at 920-648-6343.



## DISTRICT POLICIES

*This section includes selected District policies.*

*All policies may be found on the District website at [www.hjt1.org](http://www.hjt1.org) or contact the District Office to request a copy.*

[ADMINISTRATION OF MEDICATION / EMERGENCY CARE – 5330](#)

[ALCOHOL / DRUG PREVENTION – 5530](#)

[ANIMALS ON DISTRICT PROPERTY - 8390](#)

[ASSIGNMENT WITHIN DISTRICT – 5120](#)

[ATTENDANCE – 5200 & aq5200](#)

[CHILD ABUSE AND NEGLECT – 8462](#)

[CHILDREN AND YOUTH IN FOSTER CARE – 5111.03](#)

[DISTRICT AND SCHOOL REPORT CARD – 2261.03](#)

[DRESS AND GROOMING – 5511](#)

[EDUCATIONAL OPTIONS PROVIDED BY THE DISTRICT – 2370](#)

[FACILITY SECURITY – 7440](#)

[FOOD SERVICES – 8500](#)

❖ [MEAL TICKET POLICY ON NEGATIVE BALANCE IN STUDENT ACCOUNT FOOD SERVICE MANAGEMENT – 8500.01](#)

[FREE AND REDUCED-PRICE MEALS – 8531](#)

[HOMELESS STUDENTS - 5111.01](#)

[HUMAN GROWTH AND DEVELOPMENT – 2414](#)

[IMMUNIZATION – 5320](#)

[NONDISCRIMINATION AND ACCESS TO EQUAL EDUCATIONAL OPPORTUNITY – 2260](#)

❖ [SECTION 504/ADA PROHIBITION AGAINST DISCRIMINATION BASED ON DISABILITY – 2260.01](#)

[OPEN ENROLLMENT PROGRAM – 5113](#)

[PEDICULOSIS \(HEAD LICE\) – 8451](#)

[PERSONAL COMMUNICATION DEVICES – 5136](#)

❖ [TECHNOLOGY RESOURCES & OTHER ELECTRONIC EQUIPMENT - 5136.01](#)

[PROGRAM OR CURRICULUM MODIFICATIONS - 2451](#)

[RECESS GUIDELINE FOR HARSH WEATHER – aq5360](#)

[RELIGION IN THE CURRICULUM – 2270](#)

[SCHOOL PERFORMANCE AND ACCOUNTABILITY REPORTS – 2700.01](#)

[SCHOOL VISITORS – 9150](#)

[SEARCH AND SEIZURE – 5771](#)

[SERVICES FOR BILINGUAL STUDENTS / ENGLISH LEARNERS – 2260.02](#)

[STUDENT ANTI-HARASSMENT – 5517](#)

❖ [BULLYING – 5517.01](#)

[STUDENT ASSESSMENT - 2623](#)

[STUDENT CODE OF CLASSROOM CONDUCT – 5500](#)

- ❖ [CONDUCT IN VIRTUAL CLASSROOM – 5500.01](#)

[STUDENT FEES, FINES, AND CHARGES – 6152](#)

- ❖ [WAIVER OF SCHOOL FEES OR FINES – 6152.01](#)

[STUDENT HAZING – 5516](#)

[STUDENT PRIVACY AND PARENTAL ACCESS TO INFORMATION – 2416](#)

[STUDENT RECORDS – 8330 & ag8330](#)

- ❖ [WITHDRAWAL OF CONSENT FOR THE RELEASE OF PUPIL RECORDS – 8330 F2](#)

[STUDENTS OF DIVORCED/SEPARATED PARENTS AND RELEASE OF STUDENTS TO AUTHORIZED PERSONS – 5230](#)

[TITLE I SERVICES – 2261](#)

- ❖ [PARENT AND FAMILY ENGAGEMENT IN TITLE I PROGRAMS – 2261.01](#)
- ❖ [TITLE I – PARENTS' RIGHT TO KNOW – 2261.02](#)

[USE OF DISTRICT FACILITIES – 7510](#)

[USE OF TOBACCO AND NICOTINE BY STUDENTS – 5512](#)

[USE OF SOCIAL MEDIA – 7544](#)

[VIDEO SURVEILLANCE AND ELECTRONIC MONITORING - 7440.01](#)

[WEAPONS – 5772](#)

[WELLNESS – 8510](#)

[WITHDRAWAL/TRANSFER FROM SCHOOL – 5130](#)

## ADMINISTRATION OF MEDICATION / EMERGENCY CARE – 5330

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 their educational program.

For purposes of this policy, 'practitioner' shall include any physician, dentist, podiatrist, optometrist, physician assistant, and advanced practice nurse prescriber or physician's assistant 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. Nonprescription drugs that are provided by the parent may be administered if they are supplied in the original manufacturer's package which lists the ingredients and recommended therapeutic dosage in a legible format. Any dosage of nonprescription medication other than that listed on the medication's packaging must be authorized in writing by a medical practitioner. Students are prohibited from possessing, using, carrying, or distributing in school or on school grounds 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 viewed together with the Board policy on Drug Prevention, Policy 5350.

No CBD products will be permitted for use at school.

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 District Administrator's guidelines.

Any staff member or volunteer, authorized in writing by 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 members 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 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 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.

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 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 District nurse 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). The 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.

## 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 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.

All students and staff are prohibited from using essential oils at school.

## ALCOHOL / DRUG PREVENTION – 5530

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

As the educational institution of this community, the schools should strive to prevent drug abuse and help drug abusers by educational, rather than punitive, means.

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.

Professional staff members are not liable for referring a student to law enforcement or for removing a student from school premises or from participation in a school-related activity for suspicion of possession, distribution, or consumption of any alcoholic beverage or a controlled substance.

The District Administrator shall prepare guidelines for the identification, amelioration, and regulation of drug use in the schools, including education, prevention, and standards of conduct. Education shall be intended to develop awareness of: drug abuse, including prescription drug abuse, and prevention; the relationship between highway safety and the use of alcohol and controlled substances, including prescription drugs; and the relationship between youth suicide and the use of alcohol and controlled substances, including prescription drugs.

## ANIMALS ON DISTRICT PROPERTY - 8390

The Board recognizes that there are many occasions when animals are present on District property and many reasons for those animals' presence. Animals are commonly utilized by teachers during classroom presentations and are often housed in classrooms and other locations on campus. Additionally, employees, students, parents, vendors, and other members of the public may be accompanied at school by a service animal in accordance with Federal and State law and this policy.

This policy shall apply to all animals on District property.

### Definitions

- A. **"Animal"**: Includes any living creature that is not a human being.
- B. **"Service animal"**: any guide dog, signal dog, or other animal that is individually trained or being trained to do work or perform tasks for the benefit of an individual with a disability, including a physical, sensory, psychiatric, intellectual, or other mental disability. The work or tasks performed by a service animal must be directly related to the individual's disability. Examples of work or tasks include, but are not limited to, assisting individuals who are blind or have low vision with navigation and other tasks, alerting individuals who are deaf or hard of hearing to the presence of people or sounds, providing non-violent protection or rescue work, pulling a wheelchair, assisting an individual during a seizure, alerting individuals to the presence of allergens, retrieving items such as medicine or the telephone or fallen objects, providing physical support and assistance with balance and stability to individuals with mobility disabilities, and helping persons with psychiatric and neurological disabilities by preventing or interrupting impulsive or destructive behaviors. The crime deterrent effects of an

animal's presence and the provision of emotional support, well-being, comfort, or companionship do not constitute work or tasks for the purposes of this definition.

The Americans with Disabilities Act (ADA) has also specifically defined a miniature horse as an animal that can serve as a service animal, so long as the miniature horse has been individually trained to do work or perform tasks for the benefit of the individual with a disability. To better determine whether the Board must allow for the use of a miniature horse or make modifications to buildings, the Board should refer to Section 35.136 (c) through (h) of the ADA.

- C. **"Emotional Support Animal"**: Emotional support animals provide comfort to individuals but are not trained to perform a specific job or task. This definition does not include psychiatric service animals who are properly trained and certified as a "service animal". See 28 C.F.R 36.104
- D. **"Therapy Dog"**: Therapy dogs are dogs who go with their owners to volunteer in settings such as schools, hospitals, and nursing homes for the purpose of providing affection and comfort to aid in a particular purpose, such as healing, or learning. A therapy dog in a school setting services the function of assisting students in the learning process while providing comfort and affection to specific students or to a group of students. Therapy dogs are not service dogs and do not have the same special access as service dogs. (source: American Kennel Club/AKC)

### **Non-Service Animals in Schools and Elsewhere on District Property**

Animals permitted in schools and elsewhere on District property shall be limited to those necessary to support specific curriculum-related projects and activities, those that provide assistance to a student or staff member due to a disability (e.g., seizure disorder), or those that serve as service animals as required by Federal and State law.

Taking into consideration that some animals can cause or exacerbate allergic reactions, spread bacterial infections, or cause damage and create a hazard if they escape from confinement, the Principal may permit non-service animals to be present in classrooms to support curriculum-related projects and activities only under the following conditions:

- A. the staff member seeking approval to have a non-service animal in his/her classroom shall:
  - 1. provide a current satisfactory health certificate or report of examination from a veterinarian for the animal, if required by applicable law or ordinance;
  - 2. take precautions deemed necessary to protect the health and safety of students and other staff;
  - 3. ensure that the animal is treated humanely, keeping it in a healthy condition and in appropriate housing (e.g., a cage or tank) that is properly cleaned and maintained; and,
  - 4. keep the surrounding areas in a clean and sanitary condition at all times; and
- B. other staff members and parents of students in areas potentially affected by animals have been notified in writing and adjustments have been made to accommodate verified health-related or other concerns.

Except where required by law, the presence of a non-service animal shall be disallowed if documented health concerns of a student or staff member cannot be accommodated.

### **Emotional Support Animals for Students**

An emotional support animal is not granted the same access to school buildings and classrooms, as service animals. The District is not required to grant students' requests that they be permitted to bring an emotional support animal to classes or on school grounds for any purpose. The District Administrator may grant a student use of emotional support animal on a case-by-case basis if necessary and not disruptive to the environment or other students.

### **Therapy Dogs**

Therapy dogs are the personal property of the handler and are specially trained to help all students in the assigned classroom, program, or school. Authorization for a therapy dog to be on District grounds may be granted by the building principal provided the following conditions are met each year:

- A. Documentation of certification as a therapy dog from the AKC, Intermountain Therapy Animals (R.E.A.D.), Alliance of Therapy Dogs, Bright and Beautiful Therapy Dogs, Love on a Leash, Pet Partners, Therapy Dogs International, or another certification program recognized by the AKC.
- B. Documentation of an educational purpose for the therapy dog and a regular appraisal period for continuation.
- C. Documentation that the therapy dog is not younger than one (1) year-old and is properly licensed according to local requirements.
- D. Documentation from a licensed veterinarian that the therapy dog is current on its vaccinations and immunizations, is free of fleas and ticks, is in good health, is housebroken, and does not pose a danger to the well-being of students or staff.
- E. Documentation of an insurance policy that provides liability insurance for the therapy dog while on District grounds.
- F. Documentation that the handler has completed a background check consistent with Board policy and is prepared to be solely responsible for the therapy dog, its care, cleaning, feeding, and cleanup while on District grounds.
- G. Agreement that the therapy dog and handler will abide by school rules and any specific rules for the therapy dog's presence on District grounds.

Authorization for a therapy dog to be on District grounds will be suspended if the therapy dog is the source of an allergic reaction, causes discomfort or distress of a student or staff member, shows aggression or disruptive behavior, relieves itself inappropriately, or otherwise interferes with the learning environment. Reinstatement of authorization for the therapy dog to be on District grounds requires approval by the District Administrator. Authorization for a therapy dog to be on District grounds may be withdrawn at any time by the District Administrator.

### **Service Animals for Students**

A service animal is permitted to accompany a student with a disability to whom the animal is assigned anywhere on the school campus where students are permitted to be.

A service animal is the personal property of the student and/or parents. The Board does not assume responsibility for training, daily care, or healthcare of service animals. The Board does not assume responsibility for personal injury or property damage arising out of or relating to the presence or use of service animals on District property or at District-sponsored events.

A service animal that meets the definitions set forth in the ADA and this policy shall be under the control of the student with a disability, or a separate handler if the student is unable to control the animal. A service animal shall have a harness, leash, or other tether, unless either the student with a disability is unable because of a disability to use a harness, leash, or other tether, or the use of a harness, leash, or other tether would interfere with the service animal's safe, effective performance of work or tasks, in which case the service animal must be otherwise under the student's control (e.g., voice control, signals, or other effective means), or under the control of a handler other than the student.

If the student with a disability is unable to control the service animal and another person serves as the animal's handler, that individual shall be treated as a volunteer and, as such, will be subject to Policy 8120.

#### **Removing and/or Excluding a Student's Service Animal**

If a service animal demonstrates that it is not under the control of the student or its handler, the Principal is responsible for documenting such behavior and for determining if and when the service animal is to be removed and/or excluded from school property.

Similarly, in instances when the service animal demonstrated that it is not housebroken, the Principal shall document such behavior and determine whether the service animal is to be removed and/or excluded from school property.

The Principal should notify the District Administrator prior to or as soon thereafter as is practicable when a service animal has been removed and/or excluded, and, immediately subsequent to such notification, document the reasons for the removal and/or exclusion.

The Principal's decision to remove and/or exclude a service animal from school property may be appealed in accordance with the complaint procedure set forth in Policy 2260 – Nondiscrimination and Access to Equal Educational Opportunity.

The procedures set forth in Policy 2260 – Nondiscrimination and Access to Equal Educational Opportunity do not intend to interfere with the rights of a student and his/her parents or an eligible student to pursue a complaint of legally prohibited discrimination with the United States Department of Education's Office for Civil Rights or the Department of Justice.

#### **Eligibility of a Student's Service Animal for Transportation**

A student with a disability shall be permitted to access School District transportation with his/her service animal. There may also be a need for the service animal's handler, if the handler is someone other than the student, to also access School District transportation.

When a service animal is going to ride on a school bus owned, leased, or contracted for by the District, the student and his/her parents, or eligible student, and the handler, if s/he is someone other than the student, shall meet with the Principal and a representative of the bus company to discuss critical commands needed for daily interaction and emergency/evacuation, and to determine whether the service animal should be secured on bus/vehicle with a tether or harness.

While the bus is in motion, the service animal shall remain positioned on the floor, at the student's feet.

Situations that would cause cessation of transportation privileges for the service animal include:

- A. The student, or handler, is unable to control the service animal's behavior, which poses a threat to the health or safety of others; or
- B. The service animal urinates or defecates on the bus.

The student and his/her parents shall be informed of behaviors that could result in cessation of transportation privileges for the service animal, in writing, prior to the first day of transportation.

If it is necessary to suspend transportation privileges for the service animal for any of the above reasons, the decision may be appealed to the District Administrator.

Although transportation may be suspended for the service animal, it remains the District's responsibility to transport the student. Furthermore, unless the behavior that resulted in the service animal's removal from the bus is also documented during the school day, the service animal may still accompany the student in school.

#### **Service Animals for Employees**

In accordance with Policy 1623, Policy 3123, and Policy 4123 - -Section 504/ADA Prohibition Against Disability Discrimination in Employment, the Board provides qualified individuals with disabilities with reasonable accommodations. An employee with a disability may request authorization to use a service animal while on duty as such an accommodation. The request will be handled in accordance with the ADA mandated interactive process.

#### **Service Animals for Parents, Vendors, Visitors, and Others**

Individuals with disabilities who are accompanied by their service animals are permitted access to all areas of the District's facilities where members of the public, as participants in services, programs or activities, as vendors, or as invitees, are permitted to go. Individuals who will access any area of the District's facilities with their service animals should follow the building's standard visitor registration procedures and are encouraged to notify the Principal that their service animal will accompany them during their visit.

An individual with a disability who attends a school event will be permitted to be accompanied by his/her service animal in accordance with Policy 9160 - Public Attendance at School Events.

### ASSIGNMENT WITHIN DISTRICT – 5120

The Board 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.

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

The District Administrator 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 for the school year to which s/he is initially assigned. When parents move to a different school attendance area within the District, their child may finish the school year in the school in which he/she started if the parent provides for the child's transportation. The following year, however, the child will be transferred to the school serving the attendance area in which the child resides.

The District Administrator 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.

#### **Boundary Variance**

The Board will consider the transfer of a class (or classes) among the District schools to balance building enrollments. It will also consider the movement of individual students in classes to balance class size. Parental preferences will be considered but the final placement decision will be that of the District Administrator.

If students are transferred between buildings at the request of an administrator, and with written permission from the District Administrator, the District will furnish transportation when necessary. If a parent requests a boundary variance, the parent will be responsible for furnishing transportation.

When students are transferred at District request, they will be allowed to continue their education in the building to which they were transferred unless a population shift would require a transfer back to their original building. If a boundary variance request is approved, the parent shall be notified that the approval is on a year-to-year basis and may be rescinded. Boundary variances will be rescinded in the inverse order that they were approved.

New boundary variances will not be allowed if the average student/teacher ratio for grades 4K-3rd exceeds 21:1 or for grades 4th-5th exceeds 24:1. Parents may request that their child be placed on a waiting list.

A parent or administrator may request a hearing before the Board if they would like to appeal the boundary variance decision.

#### **4K Schedule Variance**

The Board, to maintain balanced building enrollments and optimal fiscal management, has the responsibility to place students at the school or site of their choosing and during the time schedule (a.m. or p.m.) that allows optimal District management. If a parent would prefer a schedule variance, their preference will be considered by the District Administrator. If a parent's request is approved, they will be responsible for furnishing transportation.

A parent may request a hearing before the Board if they would like to appeal the 4K schedule variance decision.

### ATTENDANCE – 5200

The Board will enforce regular student attendance in the District's program in which each student is enrolled as required pursuant to State law. Further, the Board recognizes that the District's educational program is predicated upon the participation of each student in the program of instruction in which the student is enrolled and required to attend. Student success requires continuity of instruction and program participation. For purposes of this policy, the regular period and hours of instructions including both those periods and hours a student's program require that they are in school as well as any attendance requirements defined as part of a course of virtual instruction, or a combination of the more than one type of instructional delivery.

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 District Administrator shall require, from the parent of each 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 absence.



### **School Attendance Officer**

The District Administrator shall designate an administrator at each school to be the School Attendance Officer. The School Attendance Officer shall perform any duties and responsibilities as is required 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 District Administrator, 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 District Administrator 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 in writing by their 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. Examples of reasons for being absent that should be counted under this paragraph include, but are not limited to, the following:
  1. professional and other necessary appointments (e.g., medical, dental, and legal) that cannot be scheduled outside of the school day
  2. to attend a funeral
  3. legal proceedings that require the student's presence
  4. vacations
- 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. **Virtual Access**  
The student is unable to access virtual instruction programming due to a temporary disruption in the student's access to necessary technological systems (i.e. internet outage, computer failure, software malfunction, etc.) as communicated by the student's parent.  
  
A student may be excused from school, as determined by the School Attendance Officer, or the School Attendance Officer's designee, for the following reasons:
  - A. **Quarantine**  
Quarantine of the student's home by a public health officer.
  - B. **Illness of an Immediate Family Member**  
The illness of an immediate family member.
  - C. **Emergency**  
An emergency that requires the student to be absent because of familial responsibilities or other appropriate reasons.

### **Unexcused Absences**

Unexcused absences are absences from school for part or all of one (1) or more days from school without an acceptable excuse. Unexcused absences demonstrate a deliberate disregard for the educational program and are considered a serious matter. The District Administrator shall develop administrative guidelines to address unexcused absences.

### **Definitions**

- A. **Truancy**  
A student will be considered truant if the student 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 118.15, Wis. Stats., will also be considered truant.
- B. **Habitual Truant**  
A student will be considered a habitual truant if the student 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.
- C. **Part of a School Day**  
Part of a school day is any time period within a school day, which is from the time the first class period of that day begins until the end of the last class period of that day.

### **Tardiness/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. Unless excused per this policy, tardiness or late arrival, occurs when a student arrives at the student's registered class location after the bell or equivalent that signals the start of the class period has sounded. Unless excused, early dismissal occurs when a student leaves the student's registered class location before the bell has rung signaling the end of the class period or the end of the school day. Tardiness and early dismissal can occur more than once per day. Tardiness and early dismissal constitute being absent for part of the school day.

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.

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. (See Policy 5230)

### **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

### **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. The notice may be made by electronic communication, personal contact, telephone call or 1st class mail, and a written record of this notice shall be kept. This notice must be given every time a student is truant until the student becomes a habitual truant.

### **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. The School Attendance Officer may simultaneously notify the parent of the habitually truant student by an electronic communication. The notice must contain 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 upon failure to cause the child to attend school regularly as required by State law.
- E. if the student is attending the District through Open Enrollment Program, each notification shall also inform the parent: (1) that the student's open enrollment may be terminated if the student is habitually truant; and (2) the process described in Board Policy 5113, which the parent or student may follow if they believe the student erroneously marked truant.

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 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 coursework and examinations missed during the absence when they return to school. It is the student's responsibility to contact their teachers to determine what coursework and examinations must be made-up. Teachers shall have the discretion to assign substitute coursework and examinations. Teachers shall also have the discretion to specify where and when examinations and coursework 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.

*ATTENDANCE – ag5200 available upon request or found online [HERE](#).*

#### **CHILD ABUSE AND NEGLECT – 8462**

The Board is concerned with the physical and mental well-being of all children of this District and will cooperate in the identification and reporting of cases of child abuse or neglect in accordance with the law. In addition, the Board strictly prohibits any actual or threatened acts of physical, mental, sexual, or other form of abuse directed towards students by any person in any District-owned, operated, or leased facility, or at any school-sponsored activity.

#### **Staff Training Required**

The Board shall require every employee to receive training provided by the Department of Public Instruction (DPI) in identifying children who have been abused or neglected and in the laws and procedures governing the reporting of suspected or threatened child abuse and neglect. Such training shall be completed within the first six (6) months of employment in the District and at least once every five (5) years after the initial training. This training may be held in conjunction with staff training for threats of violence as required in Policy 8462.01.

Training conducted in fulfillment of this policy shall include a record of the date, time, duration, and content of the training, as well as a list of all attendees at the training.

#### **Reporting of Suspected Child Abuse and Neglect**

Each District employee who has reasonable cause to suspect child abuse or neglect has occurred or is occurring, or has reasonable cause to believe a child has been threatened with abuse or neglect and that abuse or neglect is likely to occur shall be responsible for reporting immediately every case, whether verified or suspected, the circumstances giving rise to the reasonable cause.

Reporting is mandatory even if the staff member has reason to believe that the abuse or neglect occurred, but is no longer occurring (for example, the child is no longer living with the suspected abuser). Staff members should make reports based on reasonable cause to suspect abuse or neglect and are not permitted to first investigate the circumstances in an effort to verify abuse or neglect. This can cause a loss of time and jeopardize law enforcement or social services investigations into child welfare concerns.

#### **Reporting Procedures**

The employee shall immediately call the local office of the Child Welfare Department or local law enforcement agency. Employees shall also notify the building level administrator or the District Administrator.

The identity of the reporting person shall be confidential, subject only to disclosure by consent or court order. A reporting employee shall not be dismissed or otherwise penalized for making a report of child abuse or neglect, unless such report was made knowing it to be false and for purpose of harming the accused or victim in the report.

Information concerning alleged child abuse is confidential. Any unauthorized disclosure by an official or employee of the District is a violation of the law and may subject the disseminator to civil liability for resulting damages and disciplinary action.

Each principal should be mindful of the possibility of physical or mental abuse being inflicted on a student by an employee. Any such instances, whether real or alleged, should be dealt with in accordance with the administrative guidelines established by the District Administrator. Staff member reporting obligations under this policy and applicable law are the same regardless of whether the suspected abuser is a parent, guardian, or another staff member, and reports should be made accordingly.

#### **CHILDREN AND YOUTH IN FOSTER CARE – 5111.03**

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 District Administrator shall designate and make public a local point of contact who will perform the duties as assigned by the District Administrator. 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.

## DISTRICT AND SCHOOL REPORT CARD – 2261.03

Each School District that receives Title I, Part A funds must prepare and publicly disseminate a report card on the performance and operations of the District. Report cards must be concise and presented in an understandable and uniform format that is developed in consultation with parents and accessible to persons with disabilities and, to the extent practicable, in a language that parents can understand.

The report shall contain the information called for in accordance with State and Federal law. The report must include 1) an overview section and 2) a detail section.

Report cards must begin with a clearly labeled overview section that is prominently displayed. The overview section of District report cards must include information on key metrics of State, District, and school performance and progress and is intended to help parents and other stakeholders quickly access and understand such information and provide context for the complete set of data included in the report.

The overview section of the annual report card must include for the District as a whole and each school, if appropriate:

- A. student achievement data (i.e., the number and percentage of students at each level of achievement on the State mathematics, reading/language arts, and science assessments), including how achievement in the District compares to State as a whole and, for each school in the District, how that school compares to the District and the State as a whole;
- B. English language proficiency of English learners (i.e., the number and percentage of English learners achieving English language proficiency as measured by Wisconsin's English proficiency assessment);
- C. performance on each measure within the Academic Progress indicator used by the State for elementary schools and secondary schools that are not high schools;
- D. high school graduation rates, including the four (4) year adjusted cohort and the extended-year adjusted cohort;
- E. performance on each measure within any School Quality or Student Success indicator used by the State;
- F. school identifying information, including student membership count and Title I participation status;
- G. summative determination for each school;
- H. whether the school was identified for comprehensive support and improvement or targeted support and improvement, and the reason(s) for such identification.

The overview section must include disaggregated data for specific student subgroups as required by the United States Department of Education (e.g., each major racial and ethnic group; children with disabilities; English learners; and economically disadvantaged students).

Report cards must include student achievement data overall and by grade, including the percentage of students at each level of achievement as determined by the State for all students and disaggregated by each major racial and ethnic group, gender, disability status, migrant status, English proficiency status, status as economically disadvantaged, status as a homeless student/youth, status as a child in foster care, and status as a student with a parent who is a member of the Armed Forces on active duty (which includes full-time National Guard duty). Data for these subgroups must be included in the detail section of report cards if it is not included in the overview section.

The details section of the District report card must include the remaining information required in the statute and applicable regulations. A District need not include information in the detail section of the report if it includes such information in the overview section. The annual report detail section must include, if appropriate:

- A. student achievement data (i.e., the number and percentage of students at each level of achievement on the State mathematics, reading/language arts, and science assessments), including how achievement in the District compares to State as a whole and, for each school in the District, how that school compares to the District and the State as a whole;
- B. percentages of students assessed and not assessed in each subject (i.e. participation rates on required assessments);
- C. extent alternate assessments aligned with alternate academic achievements standards were used for students with the most significant cognitive disabilities (i.e., the number and percentage of students assessed using alternate academic achievement standards, by grade and subject);
- D. as applicable, number and percentage of recently arrived English learners exempted from one administration of the reading/language arts assessments or whose results are excluded from certain State indicators;
- E. high school graduation rates, including the four (4) year adjusted cohort, and the extended-year adjusted cohort;
- F. postsecondary enrollment rates for each high school;
- G. information collected and reported in compliance with the Civil Rights Data Collection (CRDC) under 20 U.S.C. 3413(c)(1);
- H. progress toward State-designed long-term goals for academic achievement, graduation rates, and English learners achieving English language proficiency (including measurements of interim progress);
- I. level of performance on each indicator included in the State accountability system including, as applicable, results on each individual measure within each indicator not already included in the school overview section;
- J. information on educator qualifications;
- K. information on per-student expenditures (i.e., actual personnel and actual non-personnel; for the District as a whole and each school);
- L. State performance on the National Assessment of Educational Progress (NAEP) – math and reading, grades 4 and 8;
- M. description and Results of State accountability system (the District may provide the web address or URL of, or a direct link to, a State plan or other location on the Wisconsin Department of Public Instruction's website to meet this requirement);
- N. additional information best-suited to convey the progress of each school;
- O. other information as required by the Wisconsin Department of Public Instruction.

When presenting data on a report card, the District shall protect the privacy of individuals and the privacy of personally identifiable information contained in students' education records in accordance with the Family Educational Rights and Privacy Act (FERPA) and Policy 8330 - Student Records.

The District's annual report card information must be made publicly available through such means as posting on the District's website and distribution to local media and public agencies.

The Board will provide the school level overview directly to all parents in each school served by the District annually.

The data from the local report card is to be used by each of the schools and the District as a whole in revising and upgrading school and District improvement plans.

### DRESS AND GROOMING – 5511

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

- A. present a hazard to the health or safety of the student himself/herself or to others in the school, including by way of communicating threats of harm or depictions of harmful conduct directed at others;
- B. interfere with school work, create disorder, or disrupt the educational program, including dress that promotes or depicts illegal activity, such as illegal drug use, underage alcohol consumption, or similar activities;
- C. cause excessive wear or damage to school property;
- D. prevent the student from achieving his/her own educational objectives because of blocked vision or restricted movement.

Such guidelines shall also apply to the dress requirements for members of the athletic teams, bands, and other school groups when representing the District at a public event. Where appropriate, a uniform or specific dress requirement shall be used for students representing the District as described.

In enforcing the dress code, the following procedures shall be used:

- A. the principal shall serve as the initial arbiter of student dress and grooming in his/her building;



- B. before taking action to enforce dress code requirements, including by requiring that a student remove, cover, or otherwise conceal the item or depiction at issue, the principal shall determine whether the item constitutes protected speech in so far as the item independently makes a statement of a discernable nature to the observer by depiction, words, or combination of the two that does not require separate explanation.

Expressive dress may not be protected speech if it involves:

- A. Obscenity
- B. Language or depictions intended to incite violence or foment hatred of others

Dress that is protected speech may still be prohibited if it is likely to cause a substantial disruption to the educational environment. This may include dress that includes the use of vulgarity, discriminatory language including racial or ethnic slurs, negative stereotypes, violence, or other communication when the clear intent is to invoke strong reactions in observers so as to impair the ability of teachers and/or students to engage in educational pursuit.

No protected speech may be prohibited on the basis of disagreement by District officials with the specific point of view expressed if the topic is otherwise permitted (e.g. permitting depictions of support for one (1) political party, but prohibiting depictions of support for the other).

Students who violate the foregoing rules may not be admitted to class and may be subject to additional consequences.

If the clothing cannot be removed or concealed, the student may be sent home after contact is made with the student's parent/guardian.

### EDUCATIONAL OPTIONS PROVIDED BY THE DISTRICT – 2370

The Board recognizes that students learn in different ways and therefore provides a variety of educational programs and options to students developed and approved through the Board and the administration.

The District program includes a variety of opportunities using both on-site and distance learning. The availability of educational options vary depending on the school of attendance and individual student circumstances, and the District is frequently evaluating and updating its programs. Students and parents are encouraged to consult with the school administration to discuss programs best suited for them. The following contains brief descriptions of the educational options available through the District's program, but is not intended to be an exhaustive list:

#### **Online Courses**

Students may enroll in online courses as an educational alternative better suited to the diverse learning needs of students.

#### **Summer School**

The District offers a summer school program.

#### **Full-Time Open Enrollment Program**

The District offers a full-time open enrollment opportunity to students in accordance with Policy 5113 - Open Enrollment Program (Inter-District).

#### **Part-Time Open Enrollment Program**

The District offers a part-time open enrollment opportunity to students in accordance with Policy 5113.01 - Part-Time Open Enrollment.

#### **Courses for Home-Based Private Education Students**

Students enrolled in home-based private education programs may take up to two (2) courses per semester in the District in accordance with Policy 9270 - Home-Based, Private, or Tribal Schooling.

#### **Notification of Educational Options**

Annually, the District shall provide a list of educational options to parents in accordance with Policy 8146 - Notification of Educational Options.

### FACILITY SECURITY – 7440

Promoting the safety of students, staff and others in the school buildings, as well as providing for the protection of the significant financial investment in the District's buildings is a critical function of the Board. Proper safety measures are to be implemented to protect those who use the buildings and to protect the buildings and equipment owned by the Board from theft and vandalism in order to maintain the optimum conditions for carrying out the educational program.

The District Administrator shall develop and supervise the District's School Safety Plan, in compliance with State and Federal laws, as described in Policy 8420.

Every effort shall be made to apprehend those who knowingly cause serious physical harm to students, staff, visitors, and Board property and to require the prosecution of those who bring harm to persons and/or property. The Board will seek to repair the damage or seek the payment of a fee to cover such repairs.

The Board authorizes the District Administrator to conduct searches of non-student visitors or vehicles on school property when there is a reasonable suspicion of violation of the law or school rules, and the search is reasonable in scope related to the objectives of the search and not excessively intrusive. Appropriate authorities may be contacted in the case of serious offenses.

The District Administrator shall report to the Board no later than the next regular Board meeting, any significant incident involving vandalism, theft, personal safety or other security risks and the measures being taken to address the situation.

#### **Public Access to School Facilities**

The Board expects that during regular school hours only students and school staff need to be present in the school building. The Board also acknowledges that there will be times during the instructional day that members of the public, including parents, invited guests, or other individuals will for appropriate and legitimate reasons require entry into a school facility. In such cases, the following guidelines shall be followed:

- A. All exterior doors to every school building shall be locked during the instructional day, preventing entry into the building and all visitors to the school building during those times will be directed to a single entrance into the building. This entrance shall be the entrance closest to the school office. Visitors must identify themselves and the purpose of their visit to the school.
- B. All persons other than students and building staff shall check in with the school office of the building and shall complete a visitor log. Each visitor shall be given a visitor tag that shall be worn at all times while in the building.
- C. All visitors are expected to sign out prior to departing the building.
- D. Outside of instructional times, no person other than a staff member may be in any school buildings except for attendance at a public function (such as a sporting event) or based on an approved facility use request pursuant to Policy 7510.

Any visitor to the school may be refused entry or asked to leave the building at any time if the building administrator determines that the visitor's presence is disruptive or is likely to become disruptive to the educational environment, or for other safety or security reasons. If a visitor refuses to leave upon request by the building administrator, the administrator shall contact the school resource officer or local law enforcement as appropriate. No staff member should attempt to physically remove a visitor, unless the visitor poses an imminent safety threat.

Failure to follow the requirements above when entering or remaining in school facilities may be subjected to a fine not exceeding \$1,000. In circumstances tending to provoke a disturbance of the peace, persons may be fined not more than \$10,000 or imprisoned not more than ninety (90) days.

Any school staff member that witnesses a visitor in the school building who is not wearing a visitor tag as required shall report the visitor's presence to the school office. In the event the school office does not have a record of such visitor properly checking in, the office staff shall immediately contact an administrator or, if an administrator is not available, the school resource officer, if applicable, or appropriate law enforcement.

### **Parents as Visitors**

The Board encourages parental involvement in the education of students in the District. For this reason, it is important to facilitate the involvement of parents in school activities and the educational process while at the same time preserving the integrity of the educational environment for all students. As a balance, the Board adopts the following requirements for parents visiting the school during the instructional day:

- A. Parents should make arrangements with their child's teacher or with the building administrator in advance of visiting their child at school unless that is not possible.
- B. Parents, like any other visitor, must enter the building through only the approved visitor entrance and shall check-in at the main office in the same fashion as a visitor.

Parents visiting District schools shall comply with Policy 9150 - School Visitors, and other relevant policies and administrative guidelines.

Parents that do not follow these guidelines or whose presence is disruptive to the educational environment may be asked to leave the building by the building administrator. Any decision to permanently restrict access of a parent may only be made by the District Administrator due to repeated failure to follow rules causing a disruption to the educational environment or for overt threats of harm or actual physical contact with any staff or student.

### **Court Imposed Restrictions**

In any case in which an individual is the subject of a court order restricting the individual's presence at a school building, including any restrictions on the individual's physical proximity to an individual that is a student or staff member at the school facility, the building administrator shall inform staff of the situation and if any staff member sees the individual on school premises that staff member shall immediately contact law enforcement and the school office.

### **Sex Offenders on School Property**

Any person that is a registered sex offender under Wisconsin Law is required to notify the District Administrator of the specific date, time and place of the person's visit to any school facility and must notify the District Administrator of their status as a registered sex offender.

Parents of students enrolled in the District must notify the District Administrator of their status as a registered sex offender and that they have a child enrolled in the District. Notification must occur at the beginning of each school year or at the time the individual is required to register or whenever the child is first enrolled, whichever occurs first.

Notification requirements do not apply if the person will be on school grounds to vote in an election or to attend a non-school sponsored event occurring on the school grounds.

### **FOOD SERVICES – 8500**

The Board shall provide cafeteria facilities in all school buildings where space permits and will provide food service for the purchase and consumption of lunch for all students.

The Board shall also provide a breakfast program in accordance with procedures established by the Department of Public Instruction.

The Board does not discriminate on the race, color, national origin, age, sex (including gender status, change of sex, sexual orientation, or gender identity), pregnancy, creed or religion, genetic information, handicap or disability, marital status, citizenship status, veteran status, military service (as defined in 111.32, Wis. Stats.), ancestry, arrest record, conviction record, use or non-use of lawful products off the District's premises during non-working hours, declining to attend an employer-sponsored meeting or to participate in any communication with the employer about religious matters or political matters, or any other legally protected category in its programs and activities, including employment opportunities in its educational programs or activities, including the Food Service program. Students and all other members of the District community and Third Parties are encouraged to promptly report incidents of unlawful discrimination and/or retaliation related to the Food Service program to a teacher, administrator, supervisor, or other official so that the Board may address the conduct. See Policy 2260 – Nondiscrimination and Access to Equal Educational Opportunity.

The food-service program shall comply with Federal and State regulations pertaining to the selection, preparation, delivery, consumption, and disposal of food and beverages, including but not limited to the current USDA's school meal pattern requirements and the USDA Smart Snacks in School nutrition standards, as well as to the fiscal management of the program. Further, the food-service program shall comply with Federal and State regulations pertaining to the fiscal management of the program as well as all the requirements pertaining to food service hiring and food service manager/operator licensure and certification. In addition, as required by law, a food safety program based on the principles of the Hazard Analysis and Critical Control Point (HACCP) system shall be implemented with the intent of preventing food-borne illnesses. For added safety and security, access to the facility and the food stored and prepared therein shall be limited to food service staff and other authorized persons.

The Board shall approve and implement nutrition standards governing the types of food and beverages that may be sold on the premises of its schools and shall specify the time and place each type of food or beverage may be sold. In adopting such standards, the Board shall:

- A. consider the nutritional value of each food or beverage;
- B. consult and incorporate to the maximum extent possible the dietary guidelines for Americans jointly developed by the United States Department of Agriculture (USDA) and the United States Department of Health and Human Services; and
- C. consult and incorporate the USDA Smart Snacks in School nutrition guidelines.

No food or beverage may be sold on any school premises except in accordance with the standards approved by the Board.

### **Dietary Modifications**

Substitutions to the standard meal requirements shall be made, at no additional charge, for students who are certified by a licensed physician to have a disability which restricts their diet, in accordance with applicable State and Federal requirements.

A request for substitutions to the standard meal requirements shall be made, at no additional charge, for students for whom a health care provider with prescriptive authority in the State of Wisconsin has provided medical certification that the student's medical condition necessitates dietary restrictions for the student. The individual making such a request of the Food Service Director shall be informed that medical certification that the student has a restricted diet, in accordance with the criteria set forth in 7 C.F.R. Part 15b., must be submitted within five (5) school days from a health care provider with prescriptive authority in the State of Wisconsin or the dietary modification may be discontinued until such statement is received.

The medical certification must identify:

- A. the student's medical condition or symptoms of a condition that restricts one (1) or more major life activity or function;
- B. an explanation of why the disability affects the student's diet; and
- C. the food(s) to be omitted from the student's diet, and the food or choice of foods that must be substituted (e.g., caloric modifications or use of liquid nutritive formula).

For non-disabled students who need a nutritional equivalent milk substitute, only a signed request by a parent is required.

### **Meal Charges**

Lunches sold by the school may be purchased by students and staff members and community residents in accordance with the rules of the District's school lunch program.

Students will not be permitted to purchase a meal from the Food Service Department, but will instead be provided an alternative meal when the delinquent balance exceeds \$20.00.

Staff with a delinquent balance that exceeds \$20.00 will be deactivated and will not be permitted to make any purchases. Notice will be sent daily to the staff person and the building principal of any negative balance.

The operation and supervision of the food-service program shall be the responsibility of the Business Manager. Food services shall be operated on a self-supporting basis with revenue from students, staff, Federal reimbursement, and surplus food. The Board shall assist the program by furnishing available space, initial major equipment, and utensils. Maintenance and replacement of equipment is the responsibility of the program.

A periodic review of the food-service accounts shall be made by the Business Manager. Any surplus funds from the National School Lunch Program shall be used to reduce the cost of the service to students or to purchase cafeteria equipment. Surplus funds from a-la-carte foods purchased using funds from the nonprofit food service account must accrue to the nonprofit food service account.

### **Bad Debt**

Bad debt incurred through the inability to collect lunch payment from students is not an allowable cost chargeable to any Federal program. Any related collection cost, including legal cost, arising from such bad debt after they have been determined to be uncollectable are also unallowable. District efforts to collect bad debt shall be in accordance with Policy 6152 - Student Fees, Fines, and Charges.

Bad debt is uncollectable/delinquent debt that has been determined to be uncollectable no sooner than by the date of withdrawal or graduation and after the District Administrator determines that sufficient reasonable effort and approaches to collecting the debt have been made. If the uncollectable/delinquent debt cannot be recovered by the School Meals Program in the year when the debt was incurred, then this is classified as bad debt. Once classified as bad debt, non-Federal funding sources must reimburse the NSFS for the total amount of the bad debt. The funds may come from the District general fund, State or local funding, school or community organizations such as the PTA, or any other non-federal source. Once the uncollectable/delinquent debt charges are converted to bad debt, records relating to those charges must be maintained in accordance with the record retention requirements in 7 CFR 210.9(b) (17) and 7 CFR 210.15(b).

### **Negative Account Balance**

Students will be permitted to purchase meals from the District's food service using either cash on hand or a food service account. A student may be allowed to incur a negative food service account balance subject to the following conditions.

Students may be permitted to accumulate negative food service account balance as determined by the District Administrator. The District Administrator shall determine the manner of determining permissible account balances by grade level. A student shall not be permitted to purchase a la carte items without sufficient account balance or cash on hand. Likewise, any student that has a negative account balance may not purchase a la carte items with cash unless the student is also able to bring their account current.

A student, other than a student receiving free or reduced price meals, may not purchase any items from food service, including USDA approved meals, if the student has a current account deficit that exceeds any permissible negative account balance, even if the student has sufficient cash on hand to pay for the selected items.

Students that are receiving free or reduced-price meals will be permitted to purchase a USDA approved meal if the student has the necessary funds with him/her to purchase the meal, regardless of whether the student has a negative account balance.

A student who has exceeded the permissible negative balance amount in his/her account and does not have cash on hand sufficient to purchase a meal will be treated respectfully. Alternative meals will be provided until the delinquent balance is less than \$20.00.

The District will provide meals to students with unpaid meal balances without stigmatizing them, will provide parents of students who charge meals with notification when a student charges a meal, and will make efforts to collect the charges incurred by the students so that the unpaid charges are not classified as "bad debt" at the end of the school year.

This policy and any implementing guidelines shall be provided in writing to all households at the start of each school year and to households transferring to the school or School District during the school year. The policy and implementing guidelines will also be provided to all District staff with responsibility for enforcing the policies.

The food-service program may participate in the "Farm to School Program" using locally grown food in school meals and snacks.

No foods or beverages, other than those associated with the District's food-service program, are to be sold during food-service hours.

The District's food service program shall serve only food items and beverages determined by the Food Service Department to be in compliance with the current USDA Dietary Guidelines for Americans and the USDA Smart Snacks in School nutrition guidelines. Any competitive food items and beverages that are available for sale to students a la carte in the dining area between midnight and thirty (30) minutes following the end of the last lunch period shall also comply with the current USDA Dietary Guidelines for Americans and the USDA Smart Snacks in School nutrition guidelines, and may only be sold in accordance with Board Policy 8550. Foods and beverages unassociated with the food-service program may be vended in accordance with the rules and regulations set forth in Board Policy 8540.

### **Nondiscrimination Statement**

The following statement applies to all programs administered by the District that are funded in whole or in part by the U.S. Department of Agriculture (USDA):

In accordance with Federal civil rights law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, the USDA, its Agencies, offices, and employees, and institutions participating in or administering USDA programs are prohibited from discriminating based on race, color, national origin, sex (including gender status, change of sex, sexual orientation, or gender identity), disability, age, or reprisal or retaliation for prior civil rights activity in any program or activity conducted or funded by USDA.

Persons with disabilities who require alternative means of communication for program information (e.g. Braille, large print, audiotape, American Sign Language, etc.), should contact the Agency (State or local) where they applied for benefits. Individuals who are deaf, hard of hearing or have speech disabilities may contact USDA through the Federal Relay Service at (800) 877-8339. Additionally, program information may be made available in languages other than English.

To file a program complaint of discrimination, complete the USDA Program Discrimination Complaint Form, (AD-3027) found online at: [http://www.ascr.usda.gov/complaint\\_filing\\_cust.html](http://www.ascr.usda.gov/complaint_filing_cust.html), and at any USDA office, or write a letter addressed to USDA and provide in the letter all of the information requested in the form. To request a copy of the complaint form, call (866) 632-9992. Submit your completed form or letter to USDA by:

1. Mail: U.S. Department of Agriculture  
Office of the Assistant Secretary for Civil Rights  
1400 Independence Avenue, SW  
Washington, D.C. 20250-9410;
2. Fax: (202) 690-7442; or
3. E-mail: [program.intake@usda.gov](mailto:program.intake@usda.gov).

This institution is an equal opportunity provider.

All verbal or written civil rights complaints regarding the school nutrition programs that are filed with the District must be forwarded to the Civil Rights Division of USDA Food and Nutrition Service within three (3) days.

### **❖ [MEAL TICKET POLICY ON NEGATIVE BALANCE IN STUDENT ACCOUNT FOOD SERVICE MANAGEMENT – 8500.01](#)**

The Board of Education will provide meals for students under the following conditions:

- A. Because there is a high volume of payments that must be entered and processed at the beginning of the school year. In order to allow staff to enter these payments into the system and also to allow parents who may have negative balances to remit payment; no child will be denied a meal during the first five (5) school days of any given school year.
- B. A student whose balance goes into arrears \$20.00 or more during the year will be offered an alternate meal and his/her account will be charged for a regular meal which will cover the cost of food and extra time it takes to prepare. Once the school food service account reaches a zero (\$0) balance, parents will be reminded daily by an automated phone system. In addition, students will be given low balance notes in line when school food service accounts reach a negative balance; parents have the option to sign up for email low-balance alerts through family access. If students are in arrears, they are not eligible for a la carte.
- C. In accordance with USDA regulations, students who are in arrears may continue to purchase meals or milk by presenting cash for the meal or milk purchase in the serving line.
- D. Without approval of the Principal, students with a negative food service balance will be ineligible for school events which includes but is not limited to the sanctioning of participation in the 8th grade recognition ceremony, the Great America field trip and the end of the year dance.
- E. If, during the course of a school year, a family is found to be chronically negligent in providing their child(ren) with a meal, and have not made arrangements with the school, the family's name will be reported to the building administration, and Social Services may be contacted.
- F. In the event an account has an insufficient fund check credited to the account, Food Service will be directed to back the amount out of the account. Two insufficient funds checks per family in a school year will cause the family to be placed on a "cash only" basis for the rest of the school year. An additional \$20.00 administrative fee will be charged for each insufficient fund check processed.
- G. At any time a family may apply for free or reduced meals on forms provided in the registration packet, at registration, at each school, or by calling the Food Service Department.

### FREE AND REDUCED-PRICE MEALS – 8531

The Board recognizes the importance of good nutrition to each student's educational performance.

The Board shall provide eligible children with breakfast and lunch at a reduced rate or at no charge to the student.

Children, eligible for free or reduced-price meals, shall be determined by the criteria established by the Child Nutrition Program. These criteria are issued annually by the Federal government through the Wisconsin Department of Public Instruction's administration of the School Nutrition Program.

The Board designates the Business Manager to determine in accordance with Board standards, the eligibility of students for free and/or reduced-price meals.

The schools shall annually notify all families of the availability, eligibility requirements, and/or application procedure for free and reduced-price meals by distributing an application to the family of each student enrolled in the school and shall seek out and apply for such Federal, State, and local funds as may be applied to the District's program of free and reduced-price meals.

### **Nondiscrimination Statement**

The following statement applies to all programs administered by the District that are funded in whole or in part by the U.S. Department of Agriculture (USDA):

In accordance with Federal civil rights law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, the USDA, its Agencies, offices, and employees, and institutions participating in or administering USDA programs are prohibited from discriminating based on race, color, national origin, sex, disability, age, or reprisal or retaliation for prior civil rights activity in any program or activity conducted or funded by USDA.

Persons with disabilities who require alternative means of communication for program information (e.g. Braille, large print, audiotope, American Sign Language, etc.), should contact the Agency (State or local) where they applied for benefits. Individuals who are deaf, hard of hearing or have speech disabilities may contact USDA through the Federal Relay Service at (800) 877-8339. Additionally, program information may be made available in languages other than English.

To file a program complaint of discrimination, complete the USDA Program Discrimination Complaint Form, (AD-3027) found online at:

[http://www.ascr.usda.gov/complaint\\_filing\\_cust.html](http://www.ascr.usda.gov/complaint_filing_cust.html), and at any USDA office, or write a letter addressed to USDA and provide in the letter all of the information requested in the form. To request a copy of the complaint form, call (866) 632-9992. Submit your completed form or letter to USDA by:

1. Mail: U.S. Department of Agriculture  
Office of the Assistant Secretary for Civil Rights 1400  
1400 Independence Avenue, SW  
Washington, D.C. 20250-9410;
2. Fax: (202) 690-7442; or
3. E-mail: [program.intake@usda.gov](mailto:program.intake@usda.gov).

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### HOMELESS STUDENTS - 5111.01

#### 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<sup>1</sup>, 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. For more information on the role of the Liaison, refer to AG 5111.01.

#### 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 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:

<sup>1</sup> 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).

## HUMAN GROWTH AND DEVELOPMENT – 2414

The Board directs that students receive instruction in human growth and development, consistent with Chapter 118.019(2), Wis. Stats.

Such instruction will include the following:

Medically accurate and age-appropriate instruction in the following topics:

- A. the importance of communication about sexuality between the student and the student's parents or guardians
- B. reproductive and sexual anatomy and physiology, including biological, psychosocial, emotional, and intellectual changes that accompany maturation
- C. the benefits of and reasons for abstaining from sexual activity, which shall stress the value of abstinence as the only reliable way to prevent pregnancy and sexually transmitted infections, and shall identify the skills necessary to remain abstinent
- D. methods for developing healthy life skills, including setting goals, making responsible decisions, communicating, and managing stress
- E. how alcohol and drug use affect responsible decision making
- F. the impact of media and one's peers on thoughts, feelings, and behaviors related to sexuality
- G. adoption resources, prenatal care, and postnatal supports
- H. the nature and treatment of sexually transmitted infections

The following shall also be incorporated into the above subjects, when age-appropriate, in the same course and during the same year:

- A. presents abstinence from sexual activity as the preferred choice of behavior for unmarried students;
- B. emphasizes that abstinence from sexual activity before marriage is the only reliable way to prevent pregnancy and sexually transmitted diseases, including human immunodeficiency virus and acquired immunodeficiency syndrome;
- C. provides instruction in parental responsibility and the socioeconomic benefits of marriage for adults and their children;
- D. explains pregnancy, prenatal development, and childbirth;
- E. explains the criminal penalties for engaging in sexual activities involving a child under Ch. 948, Wis. Stats.;
- F. explains the sex offender registration requirements under 301.45, Wis. Stats.; which shall include who is required to report under 301.45, Wis. Stats., what information must be reported, who has access to the information reported, and the implications of being registered;
- G. provides medically accurate information about the human papillomavirus and the human immunodeficiency virus and acquired immunodeficiency syndrome;
- H. explains the process under 48.196, Wis. Stats., under which a parent of a newborn child may relinquish custody of the child to a law enforcement officer, emergency medical services practitioner, or hospital staff member.

The District shall use instructional methods and materials that do not discriminate against a student based upon the student's race, gender, religion, sexual orientation, or ethnic or cultural background or against sexually active students or children with disabilities

A citizens' advisory committee shall be established, in accordance with Board Policy 9140 - Citizen's Advisory Committees and 118.019(5), Wis. Stats., which will provide for the effective participation of staff, parents, health-care professionals, members of clergy, and other residents of the District. The role of the advisory committee is to advise the Board on the design and implementation of the human growth and development curriculum and to review the curriculum. The Board authorizes the Committee to submit a recommendation to the Board for the curriculum to include separating students on the basis of gender when age-appropriate.

The District shall provide parents annually with an outline of the human growth and development program used in their child's grade level as well as information regarding how the parent may inspect the complete program and instructional materials. Prior to use in the classroom, the program shall be made available to parents for inspection.

The District shall notify the parents, in advance of the instruction and give them an opportunity, prior to instruction, to review the complete program and instructional materials and of their right to have their child excused from the instruction. The notice shall state that, in the event a student is excused, that student will still receive instruction under 118.01(2)(d)2c, Wis. Stats. unless exempted and under 118.01(2)(d)8, Wis. Stats.

## IMMUNIZATION – 5320

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.

#### NONDISCRIMINATION AND ACCESS TO EQUAL EDUCATIONAL OPPORTUNITY – 2260

The Board is committed to providing an equal educational opportunity for all students in the District.

The Board does not discriminate on the basis of race, color, religion, national origin, ancestry, creed, pregnancy, marital status, parental status, sexual orientation, sex, (including transgender status, change of sex or gender identity), or physical, mental, emotional, or learning disability ("Protected Classes") in any of its student program and activities. This policy is intended to support and promote nondiscriminatory practices in all District and school activities, particularly in the following areas:

- A. use of objective bases for admission to any school, class, program, or activity;
- B. prohibition of harassment towards students and procedures for the investigation of claims (see Policy 5517);
- C. use of disciplinary authority, including suspension and expulsion authority;
- D. administration of gifts, bequests, scholarships and other aids, benefits, or services to students from private agencies, organizations, or persons;
- E. selection of instructional and library media materials in a nondiscriminatory manner and that reflect the cultural diversity and pluralistic nature of American society;
- F. design and implementation of student evaluation practices, materials, and tools, but not at the exclusion of implementing techniques to meet students' individual needs;
- G. design and configuration of facilities;
- H. opportunity for participation in extra-curricular and co-curricular activities, provided that separate programs for male and female students may be available provided comparable activities are made available to all in terms of type, scope, and District support; and
- I. the school lunch program and other school-sponsored food service programs.

The Board is also committed to equal employment opportunity in its employment policies and practices as they relate to students. The Board's policies pertaining to employment practices can be found in Policy 1422, Policy 3122, and Policy 4122 - Nondiscrimination and Equal Employment Opportunity.

The District will identify, evaluate, and provide a free appropriate public education to students with disabilities who are determined eligible for special education and related services under the Individuals with Disabilities Education Act (IDEA) or Section 504 of the Rehabilitation Act of 1973 (Section 504).

The District's educational programs include the academic and nonacademic setting. Each qualified student with a disability shall be educated with students without disabilities to the maximum extent appropriate. In the nonacademic setting, a student with a disability shall participate with students without disabilities to the maximum extent appropriate.

Notice of the Board's policy on nondiscrimination and the identity of the District's Compliance Officer(s) (see below) will be published on the District's website, posted throughout the District, and included in the District's recruitment statements or general information publications.

### Principal's Responsibilities

Each Principal shall verify that the procedures used with students and parents for selection of and participation in any part of the District's academic, co-curricular, or extra-curricular programs do not discriminate on the basis of the Protected Classes.

### District Administrator's Responsibilities

In furtherance of the aforesaid goal, the District Administrator shall:

- A. Curriculum Content
  - 1. review current and proposed courses of study and textbooks to detect any bias based upon the Protected Classes ascertaining whether or not supplemental materials, singly or taken as a whole, fairly depict the contribution of both sexes various races, ethnic groups, etc. toward the development of human society;
  - 2. provide that necessary programs are available for students with limited use of the English language;
- B. Staff Training
  - develop an ongoing program of staff training and in-service training for school personnel designed to identify and solve problems of bias based upon the Protected Classes in all aspects of the program;
- C. Student Access
  - 1. review current and proposed programs, activities, facilities, and practices to ensure that all students have equal access thereto and are not segregated on the basis of the Protected Classes in any duty, work, play, classroom, or school practice, except as may be permitted under State regulations;
  - 2. verify that facilities are made available in a non-discriminatory fashion, in accordance with Board Policy 7510 - Use of District Facilities, for non-curricular student activities that are initiated by parents or other members of the community, including but not limited to any group officially affiliated with the Boy Scouts of America or any other youth group listed in Title 36 of the United States Code as a patriotic society;
  - 3. verify that the educational programs of this District are accessible to all students; All programs need to be designed and scheduled so the location or nature of the facility or area will not deny an otherwise qualified student with a disability the opportunity to participate in the academic or other school programs on the same basis as students without disabilities.
  - 4. require that service animals for students who require this type of assistance shall be permitted access to all facilities, programs, and events of the District.
- D. District Support
  - require that like aspects of the District program receive like support as to staff size and compensation, purchase and maintenance of facilities and equipment, access to such facilities and equipment, and related matters;
- E. Student Evaluation
  - verify that tests, procedures, and guidance and counseling materials, which are designed to evaluate student progress, rate aptitudes, analyze personality, or in any manner establish or tend to establish a category by which a student may be judged, are not differentiated or stereotyped on the basis of the Protected Classes.

### Definitions

Words used in this policy shall have those meanings defined herein; words not defined herein shall be construed according to their plain and ordinary meanings.

**Complainant:** is the individual who alleges, or is alleged, to have been subjected to unlawful discrimination/retaliation, regardless of whether the person files a formal complaint or is pursuing an informal resolution to the alleged discrimination/retaliation.

**Day(s):** Unless expressly stated otherwise, the term "day" or "days" as used in this policy means business day(s) (i.e., a day(s) that the District office is open for normal operating hours, Monday – Friday, excluding State-recognized holidays).

**Military status:** refers to a person's status in the uniformed services, which includes the performance of duty on a voluntary or involuntary basis in a uniformed service, including active duty, active duty for training, initial active duty for training, inactive duty for training, and full-time National Guard duty. It also includes the period of time for which a person is absent from school for the purpose of an examination to determine the fitness of the person to perform any duty listed above.

**Respondent:** is the individual who has been alleged to have engaged in unlawful discrimination/retaliation, regardless of whether the Reporting Party files a formal complaint or is seeking an informal resolution to the alleged discrimination/retaliation.

**School District community:** means students and Board employees (i.e., administrators, and professional and support staff), as well as Board members, agents, volunteers, contractors, or other persons subject to the control and supervision of the Board.

**Third Parties:** include, but are not limited to, guests and/or visitors on School District property (e.g., visiting speakers, participants on opposing athletic teams, parents), 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).

The District Administrator publicize the name of the compliance officer(s) who is/are responsible for coordinating the District's efforts to comply with the applicable Federal and State laws and regulations, including the District's duty to address in a prompt and equitable manner any inquiries or complaints regarding discrimination or equal access. The Compliance Officer(s) also verify that proper notice of nondiscrimination for Title II of the Americans with Disabilities Act (as amended), Title VI and VII of the Civil Rights Act of 1964, Section 504 of the Rehabilitation Act of 1973 (as amended), is provided to students, their parents, staff members, and the general public.

The Board is committed to educating (or providing for the education of) each qualified person with a disability with persons who are not disabled to the maximum extent appropriate. Generally, the District will place a person with a disability in the regular educational environment unless it is demonstrated that the education of the person in the regular environment, even with the use of supplementary aids and services cannot be achieved satisfactorily. If the Board operates a separate class or facility under Section 504 that is identifiable as being for persons with disabilities, the facility, program, and activities and services must be comparable to the facilities, programs, and activities and services offered to students without a disability.

The District Administrator shall attempt annually to identify children with disabilities, ages three (3) - twenty-two (22), who reside in the District but do not receive a public education.

In addition, the District Administrator shall establish procedures to identify students who are Limited English Proficient, including immigrant children and youth, to assess their ability to participate in District programs, and develop and administer a program that meets the English language and academic needs of these students. This program shall include procedures for student placement, services, evaluation, and exit guidelines and shall be designed to provide students with effective instruction that leads to academic achievement and timely acquisition of proficiency in English. As a part of this program, the District will evaluate the progress of students in achieving English language proficiency in the areas of listening, speaking, reading and writing, on an annual basis.

### **Reporting Procedures**

Students and District employees are required, and all other members of the District community and Third Parties are encouraged to promptly report suspected violations of this policy to an administrator, supervisor, or other District official so that the Board may address the conduct. Any teacher, administrator, supervisor, or other District employee or official who receives such a complaint shall file it with the District's Compliance Officer within two (2) days.

Members of the District community, which includes students or Third Parties, who believe they have been discriminated/retaliated against are entitled to utilize the complaint process set forth below. Initiating a complaint, whether formally or informally, will not adversely affect the Complainant's employment or participation in educational or extra-curricular programs. While there are no time limits for initiating complaints under this policy, individuals should make every effort to file a complaint as soon as possible after the conduct occurs while the facts are known and potential witnesses are available.

If during an investigation of alleged bullying, aggressive behavior and/or harassment in accordance with Policy 5517.01 - Bullying, the Principal believes that the reported misconduct may constitute unlawful discrimination based on a Protected Class, the Principal shall report the act to one of the COs, who shall investigate the allegation in accordance with this policy. While the CO investigates the allegation, the Principal shall suspend the Policy 5517.01 investigation to await the CO's written report. The CO shall keep the principal informed of the status of the Policy 2260 investigation and provide the Principal with a copy of the resulting written report.

The COs will be available during regular school/work hours to discuss concerns related to discrimination/retaliation. COs shall accept reports of discrimination/retaliation directly from any member of the District community or a Third Party and reports that initially are made to another District employee. Upon receipt of a report of alleged discrimination/retaliation, the CO will contact the Complainant and begin either an informal or formal complaint process (depending on the Complainant's request and the nature of the alleged discrimination/retaliation) or designate a specific individual to conduct such a process.

The CO will provide a copy of this policy to the Complainant and the Respondent. In the case of a formal complaint, the CO will prepare recommendations for the District Administrator or oversee the preparation of such recommendations by a designee. All members of the District community must report incidents of discrimination/retaliation that are reported to them to the CO within two (2) days of learning of the incident/conduct.

Any District employee who directly observes discrimination/retaliation of a student is obligated, in accordance with this policy, to report such observations to one of the COs within two (2) days. Additionally, any District employee who observes an act of unlawful discrimination/retaliation is expected to intervene to stop the misconduct unless circumstances make such an intervention dangerous, in which case the staff member should immediately notify other District employees and/or local law enforcement officials, as necessary, to stop the misconduct. Thereafter, the CO/designee must contact the Complainant if age eighteen (18) or older or the Complainant's parents/guardians if the student is under the age of eighteen (18) within two (2) days to advise of the Board's intent to investigate the alleged wrongdoing.

### **District Compliance Officers (hereinafter referred to as the "COs")**

The Board designates the following individual to serve as the District's CO:

Alexandra Kenealy, Director of Pupil Services, School District of Hartford Joint #1, 402 W. Sumner St., Hartford, WI 53027, 262-673-8042, [kenealy@hjt1.org](mailto:kenealy@hjt1.org). The name, title, and contact information of this individual will be published annually in the staff and student handbooks and on the School District's website.

A CO will be available during regular school/work hours to discuss concerns related to student discrimination in educational opportunities under this policy.

### **Investigation and Complaint Procedure (See Form 2260 F2)**

The CO shall investigate any complaints brought under this policy. Throughout the course of the process, as described herein, the CO should keep the parties reasonably informed of the status of the investigation and the decision-making process.

All complaints must include the following information to the extent known: a description of the alleged violation, the identity of the Respondent; a detailed description of the facts upon which the complaint is based (i.e., when, where, and what occurred); a list of potential witnesses; and the resolution sought by the Complainant.

If the Complainant is unwilling or unable to provide a written statement including the information set forth above, the CO 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 during the investigatory phase to protect the Complainant from further loss of educational opportunity, including but not limited to a change of work assignment or class schedule for the Complainant, tentative enrollment in a program, or other appropriate action. In making such a determination, the CO should consult Complainant to assess whether the individual agrees with the proposed action. If the Complainant is unwilling to consent to the proposed change, the CO still may take whatever actions are deemed appropriate in consultation with the District Administrator.

As soon as appropriate in the investigation process, the CO will inform the Respondent, that a complaint has been received. The person(s) must also be provided an opportunity to respond to the complaint.

All investigations shall be commenced as soon as practicable upon receipt of a complaint and concluded as expeditiously as feasible, in consideration of the circumstances, while taking measures to complete a thorough investigation. The complaining party shall be notified in writing of receipt of the complaint within forty-five (45) days of the complaint and shall reach a determination concerning the complaint within ninety (90) days of receipt unless additional time is agreed to by the complaining party.

The investigation will include:

- A. interviews with the Complainant;
- B. interviews with the Respondent;
- C. interviews with any other witnesses who reasonably maybe 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 or designee shall prepare and deliver a written report to the District Administrator which summarizes the evidence gathered during the investigation and provides recommendations based on the evidence and the definitions in this Policy, as well as in State and Federal law as to whether the Complainant has been denied access to educational opportunities on the basis of one (1) of the protected classifications, based on a preponderance of evidence standard. 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's attorney during the course of the investigatory process and/or before finalizing the report to the District Administrator.

In cases where no District CO is able to investigate a complaint due to concerns regarding conflicts, bias or partiality, or for other reasons that impair the CO's ability to conduct an investigation, the CO may in consultation with the District Administrator or Board President, if the matter involves the District Administrator, engage outside legal counsel to conduct the investigation consistent with this policy.

Absent extenuating circumstances, within five (5) days of receiving the report of the CO or designee, the District Administrator either must issue a written decision regarding whether the charges have been substantiated or request further investigation. A copy of the District Administrator's final decision will be delivered to both the Complainant and Respondent. The District Administrator may redact information from the decision in the event the release of information raises concerns regarding the integrity of the complaint or investigation process. The Board authorizes the District Administrator to consult with legal counsel to determine the extent to which information in an investigation report must be provided to either the Complainant or Respondent.

If the District Administrator requests additional investigation, the District Administrator must specify the additional information that is to be gathered, and such additional investigation must be completed within five (5) days. At the conclusion of the additional investigation, the District Administrator must issue a final written decision as described above. The decision of the District Administrator will be reviewed by the Board upon request.

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 by submitting a written request to the Wisconsin Department of Public Instruction, Pupil Nondiscrimination Program, or by contacting the DPI Pupil Nondiscrimination Program at (608) 267-9157. Any person, including the Respondent in a complaint, who is subject to disciplinary action up to and including termination as a result of a complaint may choose to file a Grievance utilizing the District's grievance procedure as outlined in Policy 3430 or Policy 4430.

The Board reserves the right to investigate and resolve a complaint or report of regardless of whether the member of the School District community or third party chooses to pursue 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.

The parties may be represented, at their own cost, at any of the above-described meetings/hearings.

The right of a person to a prompt and equitable resolution of the complaint shall not be impaired by the person's pursuit of other remedies such as the filing of a complaint with the Office for Civil Rights, the filing of charges with local law enforcement, or the filing of a civil action in court. Use of this internal complaint process is not a prerequisite to the pursuit of other remedies.



### **Additional School District Action**

If the evidence suggests that any conduct at issue violates any other policies of the Board, is a crime, or requires mandatory reporting under the Children's Code (Sec. 48.981, Wis. Stat.) (Policy 8462, or threats of violence (Policy 8462.01), the CO or District Administrator shall take such additional actions as necessary and appropriate under the circumstances, which may include a report to the appropriate social service and/or law enforcement agency charged with responsibility for handling such investigations.

### **Private/Confidentiality**

The District will make reasonable efforts to protect the privacy of any individuals involved in the investigation process. Confidentiality cannot be guaranteed, however. Additionally, the Respondent must be provided the Complainant's identity.

During the course of an investigation, the CO or designee 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 an investigation is expected not to disclose any information that is learned or provided during the course of the investigation.

### **Remedial Action and Monitoring**

If warranted, appropriate remedial action shall be determined and implemented on behalf of the Complainant, including but not limited to counseling services, reinstatement of leave taken because of the discrimination, the opportunity to complete assignments missed due to absences related to the discrimination, or other appropriate action.

The Board may appoint an individual, who may be a District employee, to follow up with the Complainant to ensure no further discrimination or retaliation has occurred and to take action to address any reported occurrences promptly.

### **Sanctions and Disciplinary Action**

The Board shall vigorously enforce its prohibitions against discrimination/retaliation by taking appropriate action reasonably calculated to stop and prevent further misconduct.

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 State law and the terms of any relevant codes of conduct.

When imposing discipline, the District Administrator shall consider the totality of the circumstances involved in the matter, including the ages and maturity level of any student involved. In those cases where discrimination/retaliation 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 disciplinary action has been taken against the Respondent, all subsequent sanctions imposed by the Board and/or District Administrator shall be reasonably calculated to end such conduct, prevent its reoccurrence, and remedy its effects.

### **Retaliation**

Retaliation against a person who makes a report or files a complaint alleging harassment/retaliation or participates as a witness in an investigation is prohibited. Neither the Board nor any other person may intimidate, threaten, coerce or interfere with any individual because the person opposed any act or practice made unlawful by any Federal or State civil rights law, or because that individual made a report, formal complaint, testified, assisted or participated or refused to participate in any manner in an investigation, proceeding, or hearing under those laws and/or this policy, or because that individual exercised, enjoyed, aided or encouraged any other person in the exercise or enjoyment of any right granted or protected by those laws and/or this policy.

Retaliation against a person for making a report of discrimination, filing a formal complaint, or participating in an investigation or meeting is a serious violation of this policy that can result in the imposition of disciplinary sanctions/consequences and/or other appropriate remedies.

Formal complaints alleging retaliation may be filed according to the internal complaint process set forth above.

The exercise of rights protected under the First Amendment of the United States Constitution does not constitute retaliation prohibited under this policy.

### **Education and Training**

In support of this policy, the Board promotes preventative educational measures to create greater awareness of discriminatory practices. The District Administrator shall provide appropriate information to all members of the School District community related to the implementation of this policy and shall provide training for District students and staff where appropriate. All training, as well as all information, provided regarding the Board's policy and discrimination in general, will be age and content appropriate.

### **Retention of Investigatory Records and Materials**

The Compliance Officer(s) is responsible for overseeing retention of all records that must be maintained pursuant to this policy. All individuals charged with conducting investigations under this policy shall retain all information, documents, electronically stored information ("ESI"), and electronic media (as defined in Policy 8315) created and received as part of an investigation, including but not limited to:

- A. all written reports/allegations/complaints/statements;
- B. narratives of all verbal reports, allegations, complaints, and statements collected;
- C. a narrative of all actions taken by District personnel;
- D. any written documentation of actions taken by District personnel or individuals contracted or appointed by the Board to fulfill its responsibilities;
- E. narratives of, notes from, or audio, video, or digital recordings of witness statements;

- F. any documentary evidence;
- G. e-mails, texts, or social media posts related to the investigation;
- H. contemporaneous notes in whatever form made (e.g., handwritten, keyed into a computer or tablet, etc.) pertaining to the investigation;
- I. written disciplinary sanctions issued to students or employees and a narrative of verbal disciplinary sanctions issued to students or employees for violations of the policies and procedures prohibiting discrimination or harassment;
- J. dated written determinations to the parties;
- K. dated written descriptions of verbal notifications to the parties;
- L. written documentation of any supportive measures offered and/or provided to Complainant and/or the Respondent, including no-contact orders issued to both parties, the dates issued, and the dates the parties acknowledged receipt; and
- M. documentation of all actions, both individual and systemic, taken to stop the discrimination or harassment, prevent its recurrence, eliminate any hostile environment, and remedy its discriminatory effects;
- N. copies of the Board policy and/or procedures/guidelines used by the District to conduct the investigation, and any documents used by the District at the time of the alleged violation to communicate the Board's expectations to students and staff with respect to the subject of this policy (e.g., Student Code of Conduct and/or Employee Handbooks);
- O. copies of any documentation that memorializes any formal or informal resolutions to the alleged discrimination or harassment;
- P. documentation of any training provided to District personnel related to this policy, including but not limited to, notification of the prohibitions and expectations of staff set forth in this policy and the role and responsibility of all District personnel involved in enforcing this policy, including their duty to report alleged violations of this policy and/or conducting an investigation of an alleged violation of this policy.

The information, documents, ESI, and electronic media (as defined in Policy 8315) retained may include public records and records exempt from disclosure under Federal and/or State law (e.g., student records).

The information, documents, ESI, and electronic media (as defined in Policy 8315) created or received as part of an investigation shall be retained in accordance with Policy 8310, Policy 8315, Policy 8320, Policy 8330 for not less than three (3) years, but longer if required by the District's records retention schedule.

#### ❖ [SECTION 504/ADA PROHIBITION AGAINST DISCRIMINATION BASED ON DISABILITY – 2260.01](#)

Pursuant to Section 504 of the Rehabilitation Act of 1973 ("Section 504") the Americans with Disabilities Act of 1990, as amended ("ADA"), and the implementing regulations (collectively "Section 504/ADA"), no otherwise qualified individual with a disability shall be excluded from participation in, denied the benefits of, or subjected to discrimination under any program or activity receiving Federal financial assistance solely by reason of disability. The Board does not discriminate in admission or access to, participation in treatment, in, its programs or activities. As such, the Board's policies and practices will not discriminate against students with disabilities and the Board will make its facilities, programs, and activities accessible to qualified individuals with disabilities. No discrimination will be knowingly permitted against any individual with a disability on the sole basis of that disability in any of the programs, activities, policies, and/or practices in the District.

Notice of the Board's policy on nondiscrimination in employment practices and the identity of the School District's Compliance Officer(s) (see below) will be published on the District's website, posted throughout the District, and included in the District's recruitment statements or general information publications.

#### **Free Appropriate Public Education**

The Board is committed to identifying, evaluating, and providing a free appropriate public education ("FAPE") to students with disabilities within its jurisdiction who are determined eligible for special education and related services under the Individuals with Disabilities Education Act ("IDEA") or Section 504, regardless of the nature or severity of their disabilities.

If a student has a physical or mental impairment that significantly limits one or more major life activities (see Definitions below), the Board shall provide the student a FAPE. An appropriate education may include regular or special education and related aids and services to accommodate the unique needs of students with disabilities. For students with disabilities who are not eligible for specially designed instruction under the IDEA, the related aids and services (including accommodations/modifications/interventions) they need in order to have their needs met as adequately as the needs of students without disabilities are met shall be delineated, along with their placement, in a Section 504 Plan (Form 2260.01A F13). Parents/guardians/custodians ("parents") are invited and encouraged to participate fully in the evaluation process and development of a Section 504 Plan. The quality of education services provided to students with disabilities shall be equal to the quality of services provided to students without disabilities.

The Board is committed to educating (or providing for the education of) each qualified student with a disability within its jurisdiction with students without disabilities to the maximum extent appropriate. Generally, the District will place a student with a disability in the general education environment unless it is demonstrated that the education of the student in the general education environment, even with the use of supplementary aids and services, cannot be achieved satisfactorily. If the District places a student in a setting other than the general education environment, it shall take into account the proximity of the alternate setting to the student's home. If the Board operates a separate class or facility that is identified as being provided for students with disabilities, the facility, program, and activities and services must be comparable to the facilities, programs, and activities and services offered to students without disabilities.

The District will provide non-academic extra-curricular services and activities in such a manner as is necessary to afford qualified students with disabilities an equal opportunity for participation in such services and activities. Nonacademic and extra-curricular services and activities may include counseling services, athletics, transportation, health services, recreational activities, special interests groups or clubs sponsored by the District, referrals to agencies that provide assistance to individuals with disabilities, and employment of students. In providing or arranging for the provision of meals and recess periods and nonacademic and extracurricular services and activities, including

those listed above, the District will verify that students with disabilities participate with students without disabilities in such services and activities to the maximum extent appropriate.

In accordance with Section 504, parents and students shall be notified of their right to file an internal complaint regarding an alleged violation, misinterpretation, or misapplication of Section 504. In addition, students and their parents shall be notified of their right to file a complaint with the U.S. Department of Education's Office for Civil Rights ("OCR"). Finally, students and parents shall be advised of their right to request a due process hearing before an Impartial Hearing Officer ("IHO") regarding the identification, evaluation, or educational placement of persons with disabilities, and their right to examine relevant education records. ( ) (See also AG 2260.01B - Section 504/ADA - Complaint and Due Process Procedures)

### **Definitions**

Words used in this policy shall have those meanings defined herein; words not defined herein shall be construed according to their plain and ordinary meanings.

**Complainant:** is the individual who alleges or is alleged to have been subjected to discrimination/retaliation, regardless of whether the person files a formal complaint or is pursuing an informal resolution to the alleged discrimination/retaliation.

**Respondent:** is the individual who is alleged to have engaged in discrimination/retaliation, regardless of whether the Complainant files a formal complaint or is seeking an informal resolution to the alleged discrimination/retaliation.

**District community:** means students, District employees (i.e., administrators and professional and support staff), and Board members, agents, volunteers, contractors, or other persons subject to the control and supervision of the Board.

**Third Parties:** include but are not limited to guests and/or visitors on District property (e.g., visiting speakers, participants on opposing athletic teams, parents), vendors doing business with or seeking to do business with the Board, and other individuals who come in contact with members of the District community at school-related events/activities (whether on or off District property).

**Day(s):** Unless expressly stated otherwise, the term "day" or "days" as used in this policy means business day(s) (i.e., a day(s) that the District office is open for normal operating hours, Monday – Friday, excluding State-recognized holidays).

**Individual with a disability** means a person who has, a record of, or is regarded as having, a physical or mental impairment that substantially limits one (1) or more major life activities. Major life activities are functions such as caring for one's self, performing manual tasks, walking, seeing, hearing, eating, sleeping, standing, lifting, bending, speaking, breathing, learning, reading concentrating, thinking, communicating, and working.

### **Major Life Activities**

Major life activities are functions such as caring for one's self, performing manual tasks, walking, seeing, hearing, eating, sleeping, standing, lifting, bending, speaking, breathing, learning, reading, concentrating, thinking, communicating, sitting, reaching, interacting with others, and working.

Major life activities also include the operation of a major bodily function, including, but not limited to, functions of the immune system, special sense organs and skin, normal cell growth, and digestive, genitourinary, bowel, bladder, neurological, brain, respiratory, circulatory, endocrine, hemic, lymphatic, musculoskeletal and reproductive functions. The operation of a major bodily function includes the operation of an individual organ within a body system.

### **Impairment That Substantially Limits a Major Life Activity**

The determination of whether an impairment substantially limits a major life activity must be made without regard to the ameliorative effects of mitigating measures such as medication, medical supplies, equipment or appliances, low-vision devices (not including ordinary eyeglasses or contact lenses), prosthetics (including limbs and devices), hearing aids and cochlear implants or other implantable hearing devices, mobility devices, oxygen therapy equipment or supplies, assistive technology, reasonable accommodations or auxiliary aids or services, or learned behavioral or adaptive neurological modifications.

An impairment that is episodic in nature or in remission is considered a disability if it would substantially limit a major life activity when active.

### **Qualified Individual with a Disability**

With respect to public preschool, elementary and secondary educational services, a qualified person with a disability means a disabled person:

- A. who is of an age during which persons without disabilities are provided educational services;
- B. who is of any age during which it is mandatory under Wisconsin law to provide educational services to persons with disabilities; or
- C. to whom the State is required to provide a free appropriate public education pursuant to IDEA.

With respect to vocational education services, a qualified individual with a disability means a student with a disability who meets the academic and technical standards requisite to admission or participation in the vocational program or activity. The Board will not deny a student with disability access to its vocational education programs or courses due to architectural and/or equipment barriers, or because the student needs related aids or services to receive an appropriate education.

With respect to employment, a qualified individual with a disability means the individual satisfies the requisite skill, experience, education and other job-related requirements of the employment position the individual holds or desires and can perform the essential functions of the job in question, with or without reasonable accommodation.

### **Reasonable Accommodation**

With respect to employment, the Board will provide a reasonable accommodation to a qualified individual who has an actual disability or who has a record of a disability, unless the accommodation would impose an undue hardship on the operation of the Board's program and/or activities. A reasonable accommodation is not required for an individual who is merely regarded as having a disability.

### **Facilities**

No qualified person with a disability will be denied the benefits of, excluded from participation in, or otherwise subjected to discrimination under any program or activity to which Section 504/ADA applies because the District's facilities are inaccessible to or unusable by persons with disabilities.

For facilities constructed or altered after June 3, 1977, the District will comply with applicable accessibility standards. For those existing facilities constructed prior to June 3, 1977, the District is committed to operating its programs and activities so that they are readily accessible to persons with disabilities.

### **District Compliance Officers (hereinafter referred to as the "CO")**

The following person is designated as the District Section 504 Compliance Officer/ADA Coordinator:

Alexandra Kenealy, Director of Pupil Services, School District of Hartford Joint #1, 402 W. Sumner St., Hartford, WI 53027, 262-673-8042  
kenealy@hjt1.org

The name, title, and contact information of this individual will be published annually in the staff and student handbooks and on the School District's website.

The CO is responsible for coordinating the District's efforts to comply with applicable Federal and State laws and regulations, including the District's duty to address in a prompt and equitable manner any inquiries or complaints regarding discrimination/retaliation or denial of equal access. The COs also shall verify that proper notice of nondiscrimination for Title II of the Americans with Disabilities Act (as amended), Title VI and Title VII of the Civil Rights Act of 1964, Section 504 of the Rehabilitation Act of 1973 (as amended), and the Age Discrimination in Employment Act of 1975 is provided to staff members and the general public. A copy of each of the Acts and regulations on which this notice is based will be made available upon request from the CO.

The Board will provide for the prompt and equitable resolution of complaints alleging violations of Section 504/ADA. (See below.) The Board further will establish and implement a system of procedural safeguards in accordance with Section 504, including the right to an impartial due process hearing, for parents of students with disabilities. Finally, students and parents will be advised of their right to request a due process hearing before an Impartial Hearing Officer (IHO) regarding the identification, evaluation or educational placement of persons with disabilities, including the right to participation by the student's parents and representation of counsel, and their right to examine relevant education records.

### **Reports and Complaints of Discrimination and Retaliation**

Students and District employees are required, and all other members of the District community and Third Parties are encouraged, to promptly report incidents of discrimination and/or retaliation to an administrator, supervisor, or other District official so that the Board may address the conduct. Any teacher, administrator, supervisor, or other District employee or official who receives such a complaint shall file it with the CO within two (2) days.

Members of the District community, which includes students or Third Parties, who believe they have been discriminated/retaliated against are entitled to utilize the complaint process set forth below. Initiating a complaint, whether formally or informally, will not adversely affect the Complainant's employment or participation in educational or extra-curricular programs. While there are no time limits for initiating complaints under this policy, individuals should make every effort to file a complaint as soon as possible after the conduct occurs while the facts are known and potential witnesses are available.

A student and/or parent may initiate the internal complaint procedure when they believe that a violation, misapplication or misinterpretation of Section 504 has occurred. Additionally, the following procedure may be used for any disagreement with respect to actions regarding the identification, evaluation, or educational program or placement of students who are identified as having a disability or believed to have a disability pursuant to Section 504 and are not eligible under the IDEA, except in the case of disciplinary actions where the provisions of the Student Code of Conduct apply. Use of the internal complaint procedure is not a prerequisite to the pursuit of other remedies, including the filing of a complaint with the OCR or requesting an impartial due process hearing.

If during an investigation of alleged bullying, aggressive behavior and/or harassment in accordance with Policy 5517.01 - Bullying, the Principal believes that the reported misconduct may constitute discrimination based on a Protected Class, the Principal shall report the act to one of the COs, who shall investigate the allegation in accordance with this policy. While the CO investigates the allegation, the Principal shall suspend the Policy 5517.01 investigation to await the CO's written report. The CO shall keep the Principal informed of the status of the Policy 2260 investigation and provide the Principal with a copy of the resulting written report.

The COs will be available during regular school/work hours to discuss concerns related to discrimination/retaliation. COs shall accept reports of discrimination/retaliation directly from any member of the District community or a Third Party and reports that initially are made to another District employee. Upon receipt of a report of alleged discrimination/retaliation, the CO will contact the Complainant and begin

either an informal or formal complaint process (depending on the Complainant's request and the nature of the alleged discrimination/retaliation) or designate a specific individual to conduct such a process.

The CO will provide a copy of this policy to the Complainant and the Respondent. In the case of a formal complaint, the CO will prepare recommendations for the District Administrator or oversee the preparation of such recommendations by a designee. All members of the District community must report incidents of discrimination/retaliation that are reported to them to the CO within two (2) days of learning of the incident/conduct.

Any District employee who directly observes discrimination/retaliation of a student is obligated, in accordance with this policy, to report such observations to one of the COs within two (2) days. Additionally, any District employee who observes an act of discrimination/retaliation is expected to intervene to stop the misconduct unless circumstances make such an intervention dangerous, in which case the staff member should immediately notify other District employees and/or local law enforcement officials, as necessary, to stop the misconduct. Thereafter, the CO/designee must contact the Complainant if age eighteen (18) or older or the Complainant's parents/guardians if the student is under the age eighteen (18) within two (2) days to advise of the Board's intent to investigate the alleged wrongdoing.

### **Investigation and Complaint Procedure**

The CO shall investigate any complaints brought under this policy. 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 known: a description of the alleged violation, the identity of the Respondent; a detailed description of the facts upon which the complaint is based (i.e., when, where, and what occurred); and a list of potential witnesses; and the resolution sought by the Complainant.

If the Complainant is unwilling or unable to provide a written statement including the information set forth above, the CO 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 report by signing the document.

Upon receiving a complaint, the CO will consider whether any action should be taken during the investigatory phase to protect the Complainant from further discrimination or retaliation, including but not limited to a change of work assignment or class schedule for the Complainant and/or Respondent. In making such a determination, the CO should consult the Complainant to assess whether the individual agrees with the proposed action. If the Complainant is unwilling to consent to the proposed change, the CO still may take whatever actions are deemed appropriate in consultation with the District Administrator.

As soon as appropriate in the investigation process, the CO will inform any individual named by the Complainant in connection with an alleged violation of this policy, that a complaint has been received. The person(s) must also be provided an opportunity to respond to the complaint.

Within two (2) days of receiving the complaint, the CO or designee will initiate an investigation to determine whether the Complainant has been subjected to discrimination/retaliation.

Although certain cases may require additional time, the CO 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. interview(s) with the Complainant;
- B. interview(s) with Respondent;
- C. interviews with any other witnesses who reasonably may be expected to have any information relevant to the allegations, as determined by the CO;
- D. consideration of any documentation or other information presented by the Complainant, Respondent, or any other witness which is reasonably believed to be relevant to the allegations, as determined by the CO.

At the conclusion of the investigation, the CO or designee shall prepare and deliver a written report to the District Administrator which summarizes the evidence gathered during the investigation and provides recommendations based on the evidence and the definition of discrimination/retaliation as provided in Board policy and State and Federal law as to whether the Respondent has engaged in harassment/retaliation of the Complainant. In determining if discrimination or retaliation occurred, a preponderance of evidence standard will be used.

The CO may consult with the Board's attorney during the course of the investigatory process and/or before finalizing the report to the District Administrator.

In cases where no District CO is able to investigate a complaint due to concerns regarding conflicts, bias or partiality, or for other reasons that impair the CO's ability to conduct an investigation, the CO may in consultation with the District Administrator or Board President, if the matter involves the District Administrator, engage outside legal counsel to conduct the investigation consistent with this policy.

Absent extenuating circumstances, within five (5) days of receiving the report of the CO or designee, the District Administrator must either issue a final decision regarding whether the charges have been substantiated or request further investigation. A copy of the District Administrator's final decision will be delivered to the Complainant and to the Respondent, if any. The District Administrator may redact information from the decision in the event the release of information raises concerns regarding the integrity of the complaint or investigation.

process. The Board authorizes the District Administrator to consult with legal counsel to determine the extent to which information in an investigation report must be provided to either the Complainant or Respondent.

If the District Administrator requests additional investigation, the District Administrator must specify the additional information that is to be gathered, and such additional investigation must be completed within five (5) days. At the conclusion of the additional investigation, the District Administrator must issue a final written decision as described above. The decision of the District Administrator will be reviewed by the Board upon request.

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 discrimination/retaliation regardless of whether the Complainant 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 or its designee.

The parties may be represented, at their own cost, at any of the above-described interviews/meetings.

The right of a person to a prompt and equitable resolution of the complaint shall not be impaired by the person's pursuit of other remedies such as the filing of a complaint with the OCR or ICRC, the filing of charges with local law enforcement, or the filing of a civil action in court. Use of this internal complaint process is not a prerequisite to the pursuit of other remedies.

#### **Additional School District Action**

If the evidence suggests that any conduct at issue violates any other policies of the Board, is a crime, or requires mandatory reporting under the Children's Code (Sec. 48.981, Wis. Stat.), the CO or District Administrator shall take additional such actions as necessary and appropriate under the circumstances, which may include a report to the appropriate social service and/or law enforcement agency charged with responsibility for handling such investigations.

#### **Privacy/Confidentiality**

The District will employ all reasonable efforts to protect the rights of the Complainant, the Respondent(s), and the witnesses as much as possible, consistent with the District's legal obligations to investigate, take appropriate action, and comply with any discovery or disclosure obligations. Confidentiality cannot be guaranteed, however. All Complainants proceeding through the investigation process should be advised that as a result of the investigation, allegations against individuals may become known to those individuals, including the Complainant's identity.

All records generated under the terms of this policy shall be maintained as confidential to the extent permitted by law. Confidentiality, however, cannot be guaranteed. Additionally, the Respondent must be provided the Complainant's identity.

During the course of an investigation, the CO or designee will instruct each person who is interviewed about the importance of maintaining confidentiality. Any individual who is interviewed as part of an investigation is expected not to disclose to third parties any information that is learned or provided during the course of the investigation.

#### **Remedial Action and Monitoring**

If warranted, appropriate remedial action shall be determined and implemented on behalf of the Complainant, including but not limited to counseling services, reinstatement of leave taken due to the discrimination, the opportunity to complete assignments missed due to absences related to the discrimination, or other appropriate action.

The Board may appoint an individual, who may be a District employee, to follow up with the Complainant to ensure no further discrimination or retaliation has occurred and to take action to address any reported occurrences promptly.

#### **Sanctions and Disciplinary Action**

The Board shall vigorously enforce its prohibitions against discrimination by taking appropriate action reasonably calculated to stop and prevent further misconduct.

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 State law and the terms of any relevant code of conduct.

When imposing discipline, the District Administrator shall consider the totality of the circumstances involved in the matter, including the age and maturity level of any student involved. In those cases where discrimination/retaliation 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 disciplinary action has been taken against the Respondent, all subsequent sanctions imposed by the Board and/or District Administrator shall be reasonably calculated to end such conduct, prevent its recurrence, and remedy its effect.

#### **Impartial Due Process Hearing**

A student and/or parent may request an impartial due process hearing regarding the identification, evaluation, or placement of a student with a disability. The student and/or parent may but are not required to first exhaust the above complaint procedure before requesting an impartial due process hearing. The parent of a student with a disability and a student over eighteen (18) years old (if not under guardianship) or an emancipated student has the right to: (1) examine records or documents that the school relied on in making its



decision about the student; (2) request an impartial due process hearing that provides the parent and/or student with an opportunity to participate and permits representation by an attorney; and (3) have an opportunity for review of the decision made at the hearing.

A request for an impartial due process hearing should be made as soon as possible following a dispute in order to ensure that witnesses are available but no more than two years following the date of the matter in dispute. A request for an impartial due process hearing must be put in writing, identify the specific circumstances or areas of dispute that have given rise to the request for a hearing, and offer possible solutions to the dispute. The request for due process hearing must be filed with a District CO within the time limits specified above. The CO is available to assist individuals in filing a request for an impartial due process hearing.

When a request for an impartial due process hearing is received, the aggrieved party will have the opportunity to receive a hearing conducted by an IHO (i.e., by a person not employed by the District, not involved in the education or care of the child, and not having a personal or professional interest that would conflict with the IHO's objectivity in the hearing). The District will maintain a list of trained IHOs that may include IDEA/Article 7 hearing officers, attorneys, and Directors of Special Education outside the District. The District CO will appoint an IHO from that list, and the District will bear the costs of the hearing. The appointment of an IHO will be made within fifteen (15) days after the request for an impartial due process hearing is received.

A party to an impartial due process hearing has the right to:

- A. be accompanied and advised by legal counsel and individuals with special knowledge or training with respect to the problems of students with disabilities at the party's own cost;
- B. present evidence and confront, cross-examine and compel the attendance of witnesses;
- C. a written or electronic verbatim record of the hearing; and
- D. written findings of fact and conclusions of law setting forth the reasons for the decision.

The IHO shall conduct the impartial due process hearing within a reasonable period of time (i.e., not to exceed ninety (90) days from the request for a hearing, unless this time-frame is mutually waived by the parties or is determined by the IHO to be impossible to comply with due to extenuating circumstances). The IHO will give the parent and/or student written notice of the date, time and place of the hearing. Notice will be given no less than twenty-one (21) days prior to the date of the hearing, unless otherwise agreed to by the parent and/or student. The notice shall include:

- A. a statement of the time, place and nature of the hearing;
- B. a statement of the legal authority and jurisdiction under which the hearing is being held;
- C. a reference to the particular section(s) of the statutes and rules involved;
- D. a statement of the availability of relevant records for examination;
- E. a short and plain statement of the matters asserted; and
- F. a statement of the right to be represented by counsel.

The IHO shall conduct the hearing in a manner that will afford all parties a full and fair opportunity to present evidence and otherwise to be heard. The parent and/or student may be represented by another person of the parent or student's choice, including an attorney. The IHO shall make a full and complete record of the proceedings.

The IHO shall render a decision in writing to the parties within thirty (30) days following the conclusion of the hearing. The decision will be based solely on the testimony and demonstrative evidence presented at the hearing and include a summary of the evidence (i.e., findings of fact) and the reason for the decision (conclusions of law). The IHO's decision shall include a statement that either party may appeal the decision.

Appeal of the IHO's decision may be made to a Federal court of competent jurisdiction.

### **OCR Complaint**

At any time, if a student or parent believes that the student has been subjected to discrimination based upon disability in violation of Section 504 or the ADA, the student or parent may file a complaint with the OCR. The OCR can be reached at:

U.S. Department of Education  
Office for Civil Rights  
Chicago Office  
John C. Kluczynski Federal Building  
230 S. Dearborn Street, 37th Floor  
Chicago, IL 60604  
Telephone: 312-730-1560  
FAX: 312-730-1576  
TDD: 800-877-8339  
E-mail: [OCR.Chicago@ed.gov](mailto:OCR.Chicago@ed.gov)  
Web: <http://www.ed.gov/ocr>

Except in extraordinary circumstances, the OCR does not review the result of individual placement and other educational decisions, so long as the District complies with the "process" requirements of Subpart D of Section 504.

### **Notice**

Notice of the Board's policy on nondiscrimination in education practices and the identity of the CO will be published on the District's website and posted throughout the District, and included in the District's recruitment statements or general information publications.

### **Retaliation**

Retaliation against a person who makes a report or files a complaint alleging discrimination/retaliation or participates as a witness in an investigation is prohibited. Neither the Board nor any other person may intimidate, threaten, coerce or interfere with any individual because the person opposed any act or practice made by any Federal or State civil rights law, made a report/formal complaint, testified, assisted or participated, or refused to participate in any manner in an investigation, proceeding, or hearing under those laws and/or this policy, or because that individual exercised, enjoyed, aided or encouraged any other person in the exercise or enjoyment of any right granted or protected by those laws and/or this policy.

Retaliation against a person for making a report of discrimination, filing a formal complaint, or participating in an investigation or meeting is a serious violation of this policy that can result in imposition of disciplinary sanctions/consequences and/or other appropriate remedies.

Formal complaints alleging retaliation may be filed according to the internal complaint process set forth above.

The exercise of rights protected under the First Amendment of the United States Constitution does not constitute retaliation prohibited under this policy.

### **Education and Training**

In support of this policy, the Board promotes preventative educational measures to create greater awareness of discriminatory practices. The District Administrator shall provide appropriate information to all members of the District community related to the implementation of this policy and shall provide training for District students and staff where appropriate. All training and information provided regarding the Board's policy and discrimination in general will be age and content appropriate.

### **Retention of Investigatory Records and Materials**

The CO is responsible for overseeing retention of all records that must be maintained pursuant to this policy. All individuals charged with conducting investigations under this policy shall retain all information, documents, electronically stored information ("ESI"), and electronic media (as defined in Policy 8315) created and received as part of an investigation, including but not limited to:

- A. all written reports/allegations/complaints/statements;
- B. narratives of all verbal reports, allegations, complaints, and statements collected;
- C. a narrative of all actions taken by District personnel;
- D. any written documentation of actions taken by District personnel or individuals contracted or appointed by the Board to fulfill its responsibilities;
- E. narratives of, notes from, or audio, video, or digital recordings of witness statements;
- F. all documentary evidence;
- G. e-mails, texts, or social media posts related to the investigation;
- H. contemporaneous notes in whatever form made (e.g., handwritten, keyed into a computer or tablet, etc.) pertaining to the investigation;
- I. written disciplinary sanctions issued to students or employees and a narrative of verbal disciplinary sanctions issued to students or employees for violations of the policies and procedures prohibiting discrimination or harassment;
- J. dated written determinations to the parties;
- K. dated written descriptions of verbal notifications to the parties;
- L. written documentation of any supportive measures offered and/or provided to the Complainant and/or Respondent, including no contact orders issued to both parties, the dates issued, and the dates the parties acknowledged receipt; and
- M. documentation of all actions, both individual and systemic, taken to stop the discrimination or harassment, prevent its recurrence, eliminate any hostile environment, and remedy its discriminatory effects;
- N. copies of the Board policy and/or procedures/guidelines used by the District to conduct the investigation, and any documents used by the District at the time of the alleged violation to communicate the Board's expectations to students and staff with respect to the subject of this policy (e.g., Student Codes of Conduct and/or Employee Handbooks);
- O. copies of any documentation that memorializes any formal or informal resolutions to the alleged discrimination or harassment;
- P. documentation of any training provided to District personnel related to this policy, including but not limited to, notification of the prohibitions and expectations of staff set forth in this policy and the role and responsibility of all District personnel involved in enforcing this policy, including their duty to report alleged violations of this policy and/or conducting an investigation of an alleged violation of this policy.

Additionally, the CO shall retain copies of any written request for an impartial due process hearing, the IHO's notices to the parties, the evidence entered in the hearing, any transcript of the hearing, and the IHO's decision.

The information, documents, ESI, and electronic media (as defined in Policy 8315) retained may include public records and records exempt from disclosure under Federal and/or State law (e.g., student records).

The information, documents, ESI, and electronic media (as defined in Policy 8315) created or received as part of an investigation shall be retained in accordance with Policy 8310, Policy 8315, Policy 8320, Policy 8330 for not less than three (3) years, but longer if required by the District's records retention schedule.

### **OPEN ENROLLMENT PROGRAM – 5113**

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. **Nonresident District**  
A school district located in Wisconsin which is not a student's district of residence.
- B. **Nonresident 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 nonresident 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 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 District Administrator.
- 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/nonresident 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 nonresident students already attending District schools and their siblings and, if the District is a union high school district, to students who are attending an underlying elementary school district.

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 and if the District is a union high school district an applicant who is attending an underlying elementary school district.

The District will establish a numbered waiting list of all applicants. When all available slots have been filled by randomly selecting names from all applicants, the remaining names will be drawn randomly and placed on the waiting list in order of selection.

After the date specified in s. 118.51(3)(a)3., Wis. Stats., the nonresident school board may approve applications it had initially denied if any of the following cause spaces to become available:

1. A parent notifies the nonresident school board that the student will not attend the nonresident school district.
2. A parent fails to provide the notification required in s. 118.51(3)(a)6., Wis. Stats.
3. The Board determines that additional spaces have become available since its determination at the January Board meeting.

In accordance with 118.51(3)(a)3, Wis. Stats., except as provided under sub. (5)(d)1., on or before the first Friday following the first Monday in June following receipt of the application, the nonresident school board shall notify the applicant, in writing, whether it has accepted the application.

### B. Decisional Criteria for Nonresident Applications

Decisions on nonresident open enrollment applications will be based only on the following criteria:

1. Whether the Board has determined that there is space in the schools, programs, classes, or grades within the District for nonresident students. The Board shall determine during a regular meeting each January the number of regular education and special education spaces available at each level, each building, and in each program, or shall determine that it will not set space limitations for open enrollment at any building, level, or program. 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 District Administrator may consider in determining the availability of space includes:

- 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 nonresident 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 daycare program resides in a district which offers the program for which application is made.
3. Whether the nonresident 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 nonresident student's application, the Board may withdraw acceptance if, prior to the beginning of the first school year in which the nonresident student will attend a school in the District, the student is determined to fall under paragraph B. 3.

The Board may request a copy of a nonresident 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 nonresident student's Individualized Education Program ("IEP") are available in the District. Whether a service is available depends on whether existing staff in the District are qualified to provide the service or whether the district has facilities and/or equipment required for the service. A service is not available in the District if that service is currently provided to resident students through contract with a third party. Whether a service is available is not a function of whether there is space available in any program or service. A service may be unavailable even if no space limitations have been established.
5. Whether there is space available in the District to provide the special education or related services identified in the nonresident student's IEP, after consideration of class size limits, student-teacher ratios, and enrollment projections.
6. Whether the nonresident student has been referred to the nonresident student's resident board under Wis. Stat. 115.777(1) or identified by the nonresident student's resident school board under Wis. Stat. 115.77(1m)(a), but not yet evaluated by an individualized education program team.

If a nonresident student's IEP is developed or changed after starting in the District, and it is discovered that the District does not have necessary programs available or does not have space in the special education program, the District may notify the student's parent and the student's resident board. If such notice is provided, the non-resident may be transferred to their resident school district.

7. If the Board has made a determination that a nonresident 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, after complying with the requirements of PI 36.09(2).

The truancy determination shall be made on the sole basis of enrollment in the non-resident district. Open enrollment may not be denied based on the student's truancy from any other district.

**C. Procedure for Evaluating Applications by District Residents to Transfer to Another District**

The Board will consider denying resident applications when the application would increase the racial imbalance in either the District or the district to which the student has applied.

**D. Reapplication Procedures**

The Board will not require accepted nonresident students to reapply under the open enrollment policy as long as the student is continuously enrolled in the District.

**E. Transportation**

The parents of a student attending a nonresident school district will be solely responsible for providing transportation to and from the school site. The District will permit a nonresident student to ride District transportation if space is available on a regularly-scheduled bus route. The District will provide transportation for a nonresident student with an identified disability for whom transportation is required by the student's IEP.

The Board may provide transportation to nonresident students from his/her resident district provided the student's resident district approved. The District Administrator shall develop procedures for implementing this provision.

The Board will permit a neighboring district to bus resident students from within its boundaries for attendance at the nonresident neighboring district. The District Administrator shall develop procedures for implementing this provision.

## **ALTERNATIVE APPLICATION PROCEDURES**

The parent of a nonresident 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) nonresident school districts. (See AG 5113 and AG 5113B – Open Enrollment for Students with Disabilities.)

Applications from a nonresident student under the alternative application procedures received after the Board's January meeting, at which it sets open enrollment space availability numbers for the subsequent year, may be approved for the current year if the Board has not imposed a space limitation for the student's current year grade level and also has not imposed a space limitation for the subsequent school year in the student's subsequent grade level. Alternative applications received prior to the 3rd Friday in September may be approved if the Board has approved all applications for that grade level which were received during the regular period, including the offer of enrollment to applicants placed on the waiting list, if any.

## **DELEGATION TO DISTRICT ADMINISTRATOR**

The Board delegates to the District Administrator the authority to approve or deny open enrollment applications including under the alternative procedures consistent with the criteria in this policy and based on the Board's space determinations approved in January of each year.

## **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 mental or physical disability, except as provided for in the statute authorizing this program.
- C. The District Administrator shall be responsible for developing and promulgating administrative guidelines to implement this policy. (See accompanying pages.) Such guidelines shall address at least the following matters:
  1. participation in interscholastic athletics
  2. District transportation services
  3. transfer of academic credit
  4. assignment within the District
  5. payment of fees and other charges

## **Application of Emergency Orders**

All timelines or other procedures described in this policy and in any implementing administrative guidelines are subject to modification in the event that the State or Federal government issues emergency or other temporary orders affecting any of the subject matter of this policy. The policy automatically incorporates the contents of any such order or proclamation, including any discretionary authority provided, and delegates by policy the authority to exercise that discretion to the District Administrator.

## **PEDICULOSIS (HEAD LICE) – 8451**

Head lice are present in the community at all times and can be particularly prevalent among pre-school and elementary school-age children. Lice are a nuisance but do not spread disease. Control of lice infestation is best handled by adequate treatment of the infested person and their immediate household and other close personal contacts. Contracting head lice is not an indicator of cleanliness or socioeconomic status.

Communication from the school to parents directly and through parent and classroom education to the students will help increase the awareness for both parents and the child. It is the responsibility of the parent(s) to check their child's head on a regular basis for signs of head lice and treat adequately and appropriately as necessary. Control depends on prompt case finding and effective treatment.

If a child in the District is found to have head lice or untreated nits, school staff will notify the parent and recommend to pick up the student immediately and administer an FDA-approved lice treatment (e.g., pediculicide/ovicide), treatment by a qualified healthcare provider, or treatment at a clinic specializing in lice and nit removal.

Students may return to the classroom after the appropriate use of an FDA-approved lice treatment (e.g., pediculicide/ovicide), or the Centers for Disease Control treatment options by a qualified healthcare provider, or treatment at a clinic specializing in lice and nit removal. After treatment and upon returning to school, the child will be examined by the school health staff, other designated staff members, or principal. The District practices a policy of "no live lice" as a criterion for return to school.

## **PERSONAL COMMUNICATION DEVICES – 5136**

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

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 a teacher or administrator, 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 in the student's locker.

However, technology including, but not limited to, PCDs intended and actually used for instructional purposes (e.g., taking notes, recording classroom lectures, writing papers) will be permitted, as approved by the building principal. The use of a PCD to engage in non-education-related communications is expressly prohibited.

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 not 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, unless given permission by a classroom teacher or sponsor/advisor/coach.

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 all may 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, 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. After-school situations where the public is invited and no expectation of privacy exists are not included the foregoing prohibition. 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.

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, up to and including 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. 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 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.

#### ❖ [TECHNOLOGY RESOURCES & OTHER ELECTRONIC EQUIPMENT - 5136.01](#)

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. Consequently, the Board of Education will supply any technology resources and other electronic equipment or devices necessary for participation in the educational program. Students shall not use or possess any technology resources and other electronic equipment or devices on school property or at any school-sponsored activity without the permission of the principal.

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 and Other Forms of Aggressive Behavior. 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, 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 unless the equipment was appropriately turned over to law enforcement officials.

Any technology resources or other electronic equipment/device confiscated by District staff 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/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.

#### PROGRAM OR CURRICULUM MODIFICATIONS - 2451

The Board recognizes that the regular school program may not be appropriate for all students. Some students may need program or curriculum modifications to successfully meet the District's academic goals.

Any student's parent, or the student if the parent is notified, may submit a written request to the Board, to provide the student with program or curriculum modifications, including, but not limited to:

- A. modifications within the student's current academic program;
- B. a school work training or work-study program;
- C. enrollment in an alternative public school or program located in the School District in which the student resides;
- D. enrollment in any nonsectarian private school or program, or tribal school, located in the School District in which the student resides, which complies with the requirements of State and Federal law;
- E. homebound study, including nonsectarian correspondence courses or other courses of study approved by the Board or nonsectarian tutoring provided by the school in which the child is enrolled;
- F. enrollment in any public educational program located outside the School District in which the student resides, pursuant to a contractual agreement between school districts.

The Board or an administrator who is designated to do so, must render its decision, in writing, within ninety (90) days of a request, except that if the request relates to a student who has been evaluated by an Individualized Education Program team and has not been recommended for special education, the decision must be made within thirty (30) days of the request. If the request is denied, the reasons for the denial must be included. A parent may request reconsideration of any decision made by the Board or the designated administrator in response to a request for program or curriculum modifications and such request must be reviewed by the Board. The Board is required to render its determination upon review in writing.

#### RECESS GUIDELINE FOR HARSH WEATHER – ag5360

Each principal, in collaboration with staff, is to establish the criteria (weather conditions) for determining, on a day-by-day basis, when recess will be held. The decision may vary from grade to grade.

Conditions that should be considered are:

- A. temperature
- B. wind chill (see below)
- C. humidity
- D. age



- E. length of time outdoors
- F. adequacy of clothing of the children
- G. condition of the playground

Exercise outdoors is healthy and is strongly encouraged. If conditions preclude the full recess time, even a five (5) minute break can revitalize children and prepare them for more sitting and academic learning.

The school's recess guidelines should be placed in the student/parent handbook and/or included in parent orientation meetings.

All staff members who have recess duty need to be familiar with the recess guidelines.

**IMPORTANT - Children with special health conditions, in particular, asthmatic children, may need special accommodation of their needs during cold weather or periods of high pollen or inversion. The parents of these children are to be consulted in creating a workable system for determining when other arrangements are necessary and for the child's supervision.**

#### **Hot Weather Guidelines:**

- A. Provide for frequent water breaks or have plastic water bottles easily accessible.
- B. Watch carefully for possible heat exhaustion or over-exertion but do not give salt tablets, unless authorized.

#### **Cold Weather Guidelines**

#### **WIND CHILL TEMPERATURES**

How cold it feels on a winter day is a complex function of several factors, of which the most important are air temperature and wind speed. The wind moving past the skin during cold weather increases heat loss from the body. As the heat is lost, the body continues to pump new, warm blood to the outer extremities in an attempt to maintain the proper body temperature. If the air temperature is quite low and the wind strong, the body, in some cases cannot keep up with the heat loss and, therefore, the skin temperature decreases. The freezing of exposed portions of the body can result. However, the usual effect of the wind chill is plain old discomfort. Feeling colder than it really is, so to speak.

A chart which gives the wind chill temperatures may be found at <https://www.weather.gov/safety/cold-wind-chill-chart>.

It should be noted that water will not freeze until the actual air temperature is 32° F or less, regardless of what the wind chill temperature is.

### **RELIGION IN THE CURRICULUM – 2270**

As a public entity, the District must comply with the U.S. Constitution's First Amendment requirement that the District neither establishes religion in the schools nor prohibit students' free exercise of religion according to pertinent interpretation and application of those Constitutional provisions by the Courts. Accordingly, no Board employee will promote religion in the classroom or in the District's curriculum, or compel or pressure any student to participate in devotional exercises. Displays of a religious character must conform with Policy 8800 and AG 8800A, AG 8800B, and AG 8800D. Instructional activities shall not be permitted to advance or inhibit any particular religion or religion generally. Teachers shall forward requests for religious accommodation in instruction to the Principal.

An understanding of religions and their effects on civilization is essential to the thorough education of young people and to their appreciation of a pluralistic society. To that end, the curriculum may include, as appropriate to the various ages and attainments of the students, instruction about the religions of the world.

The Board acknowledges the degree to which religion often is incorporated into certain aspects of the arts, literature, music, and issues of morality. The instructional and resource materials approved for use in the District schools sometimes contain religious references or concern moral issues that have traditionally been the focus of religious concern. That such materials may contain such references, or may concern such issues, shall not, by itself, bar their use by the District. The Board directs that professional staff members employing such materials be neutral in their approach and avoid using them to advance or inhibit religion in any way.

The Board recognizes that religious traditions vary in their perceptions and doctrines regarding the natural world and its processes. The curriculum is chosen for its place in the education of the District's students, not for its conformity to religious principles. Students should receive unbiased instruction in the schools, so they may privately accept or reject the knowledge thus gained, in accordance with their own religious tenets if any. Accordingly, no student shall be exempted from completion of a required course of study on the grounds that components of the instruction interfere with the free exercise of his/her religion. However, if after careful personal review of the program's lessons and/or materials, a parent indicates to the school that either the content or activities conflict with his/her religious beliefs or value system, the school will honor a written request for his/her child to be excused from particular class periods for specified reasons.

The student will be provided with alternate learning activities during the times of such parent requested absence.

For the privacy of students whose parents request that they not take part in the particular class periods for specified reasons prior arrangements will be made for the student(s) to go to a supervised location where under the supervision of a staff member the student(s) will be provided with the alternate learning activities during the requested absence.

The District's instructional materials shall not be designed to influence students to accept or reject a particular religious belief or point of view. Complaints by students or the public regarding any such course of study will be handled in accordance with Board Policy 9130.

### **SCHOOL PERFORMANCE AND ACCOUNTABILITY REPORTS – 2700.01**

The Board believes that a vital component of the District's educational programs is ensuring that parents and other individuals are informed of the performance of the schools and the School District. To this end, the Board has adopted this policy.

### **School Performance Report (SPR)**

The Board will publish an annual school and school district performance report including all information prescribed by statute. By January 1st of each year, the Board shall notify the parents of each student enrolled in the District of the right to request a school and school district performance report.

Per the Wisconsin Department of Public Instruction, the District shall use links to the WISEdash Public Portal to meet the electronic State School Performance Report requirements.

### **Title I Provisions of the School/District Report Card**

In any year that the District receives Title I funding, its school/District accountability report card(s) must also include the following information regarding the delivery of Title I services as described in Policy 2261.03.

### **State Accountability Report Card**

A copy of each school's accountability report card, as prepared by the Wisconsin Department of Public Instruction, shall be provided by the District to the parent of each student enrolled in or attending the school on an annual basis. The report shall be provided with the Notification of Educational Options.

### **SCHOOL VISITORS – 9150**

The Board welcomes and encourages visits to school by parents, other adult residents of the community and interested educators. But in order for the educational program to continue undisturbed when visitors are present and to prevent the intrusion of disruptive persons into the schools, it is necessary to establish visitor guidelines.

Except as set forth in District Policy 8390 or in the case of "service animals" required for use by a person with a disability, no other animals may be on school premises at any time.

The following individuals are authorized to enter and remain in a School District building or portion of a building as appropriate:

- A. Any student participating in his/her educational program or school activities;
- B. Any student's parent who has arranged with the student's teacher or principal to visit or meet at the school or who is attending a school open house or other similar school activity;
- C. Any District employee, officer, agent or volunteer conducting District business;
- D. Any individual attending or participating in a meeting, activity or event open to the general public;
- E. Any individual with the express permission of the building principal, District Administrator or Board; and
- F. Any individual authorized to enter and remain pursuant to law or District policy, contract or agreement to the extent and for the purpose provided in the law, policy, contract or agreement.

In accordance with 120.13(35), Wis. Stats., the District Administrator has the authority to establish conditions for entering or remaining in a District building, prohibit the entry of any person to a school of this District or to require a visitor to leave when there is reason to believe the presence of such a person would be or is detrimental to the good order of the school. If such an individual refuses to leave the school grounds or creates a disturbance, the principal is authorized to request from the local law enforcement agency whatever assistance is required to remove the individual.

Parents, who are registered sex offenders and wish to participate in their child's school activities, may be allowed on campus at the discretion and under the direction of the Principal. Such parents must inform the school administration of any time that they will be on school grounds. Conditions may be imposed upon participation, including but not limited to the following: must have prior permission, must check-in, must have approved escort in building or at the event, must leave premises immediately upon conclusion of business, and may not visit while school is in session.

Nonstaff access to students and classes must be limited and only in accordance with a schedule which has been determined by the Principal after consultation with the teacher whose classroom is being visited. Classroom visitations must be nonobtrusive to the educative process and learning environment and should not occur on an excessive basis.

Parent concerns about any aspect of his/her child's educational program should be presented through the procedure set forth in Board Policy 9130 - Public Complaints, a copy of which is available at the Board office and at each school.

Individual Board members who are interested in visiting schools or classrooms on an unofficial basis shall make the appropriate arrangements with the Principal. In keeping with Board bylaws, such Board member visits shall not be considered to be official unless designated as such by the Board.

The Board member shall be visiting as an interested individual in a similar capacity of any parent or citizen of the community. These visits should not be considered to be inspections nor as supervisory in nature.

If during a visit to a school or program, a Board member observes a situation or condition which causes concern, s/he should discuss the situation first with the Principal as soon as convenient or appropriate. Such a report or discussion shall not be considered an official one from the Board.

If the Board member believes the situation or condition serious enough, s/he may wish to also inform the District Administrator.

All visitors to a school of the District must comply with the visitor rules as set forth in Board Policy 7440, Facility Security.

### **SEARCH AND SEIZURE – 5771**

The Board 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 Principal to provide students with written notice of this policy at least annually and that routine inspections be done at the discretion of the Principal of all storage places.

The Board directs that the searches may be conducted by the:

- A. District Administrator,
- B. building principals,
- C. assistant principals,
- D. Dean of Students.

### **Student Person and Possessions**

The Board recognizes that the privacy of students or their 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 alleged 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.

If the information justifying the search suggests that the student is in possession of dangerous materials whereby the expertise of law enforcement is necessary, 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.

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

## SERVICES FOR BILINGUAL STUDENTS / ENGLISH LEARNERS – 2260.02

The Board shall provide appropriate identification and transition services for District students who are identified as English learners. The purpose of these services is to develop English language skills that will enable the students to function successfully in an all English classroom and complete the District's required curriculum.

These services shall include the identification of students who are English Learners (ELs), the implementation of curricular and instructional modifications, the assessment of the EL student's academic progress, identification of EL students that achieve English Language Proficiency (ELP), and continued monitoring of ELP students. The degree of modification, the duration, and the type of services shall be determined individually and shall be based on the needs of each student.

If a sufficient number of the students identified with limited English proficiency are of the same language group to meet statutory requirements; the Board shall establish and implement a bilingual-bicultural education program as required by the law.

The Director of Pupil Services shall be responsible for taking a count of limited-English proficient students in the District that shall be completed on or before March 1st of each school year. The District will also assess the language proficiency of such students and classify them by language group, grade level, age, and English language proficiency. The annual assessment will measure a student's oral language, reading, and writing skills in English.

The District shall submit the report of EL students to the Department of Public Instruction as required by law.

### **Assessing English Proficiency**

Every family who registers to attend the District for the first time will be asked to identify the primary language spoken in their home by the parents and by the child.

Identification of students requiring additional services as ELs will be identified by the District using the following process:

- A. Every family who registers to attend the District for the first time will be asked to identify the primary language spoken in their home by the parents and by the child by completing a Home Language Survey.
- B. The student's prior academic records in or outside the United States will be reviewed to identify areas of concern where poor performance may be attributable to language barriers.
- C. If deemed appropriate, the student may undergo an academic assessment to confirm identification.

Students not initially identified as in need of EL services who are observed through classroom performance as exhibiting language barriers to educational achievement should be re-evaluated.

Students identified above must be given the formal evaluation screening test. Students that score less than ELP 5 on the test must be identified as EL and entered into the Wisconsin Information System for Educators (WISEdata) system.

The District will provide programs for ELs/Limited-English Proficient (LEP) students so they may become proficient in English while achieving academically.

### **Parental Notification and Consent**

If a student is identified and assessed as EL and determined to be eligible for services, the District will send written notice to the student's parent within thirty (30) days of the start of the school year or within two (2) weeks of assessment (if the student is not identified prior to the beginning of the school year). Every effort will be made to obtain permission from the student's parent(s) to place the student in language instructional programming prior to the start of the school year or as soon as practicable after identification. The notice will include the information required by law.

No student will be placed in the EL Program without having received written permission from the student's parent(s). The notice to the parent(s) shall be in English and in the non-English language of the EL student. Additionally, the student's parent(s) will be given the opportunity to participate and provide input into the student's program and will be regularly informed of the student's progress. Finally, the student's parent(s) shall be given the opportunity to participate in the determination that their student has the language skills necessary to be socially and academically successful, as identified below, and the student may exit the program.

The EL student's English proficiency assessment records shall be maintained by the District in accordance with State and Federal laws and District student records policies and procedures.

### **Assessing Academic Achievement and English Language Proficiency**

An EL student may not be exempted from academic assessments based on their EL status. However, an EL student, who has been enrolled in a U.S. school for less than twelve (12) cumulative months, may be exempted during the first test administration. The District shall administer State-required tests to EL students unless a determination has been made that an individual student's results on the test, with allowable accommodations made for the student as needed, will not be a valid and reliable indicator of the student's academic knowledge and skills.

All EL students' assessment results, as well as a student's alternative assessment results, shall be communicated to the student's parent(s) and to the DPI as required by law.

EL students must annually be administered assessment testing for English proficiency determination. The District will update WISEdata if appropriate.

## **Exit Procedures**

Once a student has been placed in the EL Program, the student will be provided with programs and services and will be evaluated on an annual basis until it is determined that the student has the language skills necessary to be socially and academically successful in age and grade-appropriate settings in all areas of language development without the use of adapted or modified English materials.

EL students with the language skills necessary to compete will:

- A. understand and speak English in relation to the full range of demands of the classroom and the academic language needed to succeed;
- B. read, comprehend and write English as evidenced by successful classroom performance and average District score on standardized achievement tests; and
- C. meet or exceed District guidelines in their academic subjects.

Students may be identified as reaching these English proficiency standards by either:

- A. receiving an ELP 5 or higher on an annual assessment, in which case the student is automatically classified as English Language Proficient in WISEdata; or
- B. receiving an overall composite of 4.5-4.9 and re-evaluate with the Multiple Indicator Protocol ("MIP") to determine whether the student demonstrates full English proficiency. If choosing to use the MIP, the District must implement it as described in the Department of Public Instruction's English Language Policy Handbook.

Parents must be notified and consulted prior to the formal reclassification of a student. Parents who disagree with an ELP assessment shall be given the opportunity to review the ELP assessment with the Director of Pupil Services.

The Director of Pupil Services may:

- A. recommend additional assessment;
- B. permit the student to remain in the EL program;
- C. provide the student with tutorial support; and
- D. confirm the formal reclassification of the student.

Upon exit from the EL Program, the reclassification/exit decisions will be monitored and reviewed, and documentation maintained, for two (2) years. The MIP may be used as one (1) of the multiple monitoring indicators during those two (2) years. The documentation will include, at a minimum, grade level and two (2) or more pieces of evidence.

## **Re-entry**

During the two (2) year monitoring period, if the student is unable to compete with mainstream English speakers in age and grade-appropriate settings in all areas of language development, the student will be allowed to re-enter a bilingual or EL program.

The Director of Pupil Services will be responsible for assuring that parents are involved in each entry, exit, and re-entry decision, that these guidelines are followed and that EL reclassification/exit and the re-entry decisions abide by Department of Public Instruction standards.

## **Counseling Services for Students Who Are Limited English Proficient Students**

The District believes that all students should have an opportunity to have the guidance of a counselor in course selection and career planning. A student who has limited English proficiency should be able to communicate their ambitions with a counselor so that there is no discrimination or bias in class placement or career planning. A counselor should not make any predictions of success or failure based on a student's classification as limited English proficient and/or sensory impaired.

If any materials, interpreters, or resource people are used to recruit students to a particular career path or vocational choice, the counselors and teachers must be sure that such materials and/or presentations can be made accessible to a student, as well as a parent, who is limited English proficient.

If a counselor knows that a parent has limited English proficiency, and communication with a parent is necessary based upon concerns about their child, the counselor should attempt to utilize an interpreter to assist in a discussion regarding the matters being discussed.

## **Testing**

The parent(s) of EL students shall be notified of student testing arrangements and of educational programs and services available to help their children improve their English language skills and academic achievement. The notifications shall be consistent with legal requirements and presented in such manner as to ensure that the student's parent(s) understands them.

The District shall assess the English proficiency and academic progress of EL students in accordance with legal requirements. Decisions regarding the administration of State-required tests to EL students shall be made on a case-by-case basis. Testing accommodations may be made based on student needs, provided the validity of the test is maintained. The District shall administer State-required tests to an EL student unless a determination has been made that the results of the test, with allowable accommodations made for the student as needed, will not be a valid and reliable indicator of the student's academic knowledge and skills. Any EL student exempted from taking a State-required test shall be administered an alternative assessment approved by the Department of Public Instruction.

The results of both State-required tests and alternate assessments shall be consistent with District policies in making instructional, promotion, and graduation decisions. Test results may not be used as the sole criterion in re-classifying an EL student from a bilingual-bicultural education program or in determining grade promotion, eligibility for courses or programs, eligibility for graduation, or eligibility for post-secondary education opportunities.

## STUDENT ANTI-HARASSMENT – 5517

### **Prohibited Harassment**

It is the policy of the Board to maintain an educational environment that is free from all forms of 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 gender 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 Classes"), 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 Classes, 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.

### **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 the investigation of allegations of harassment, when responsibility for reporting and/or investigating harassment charges comprises part of one's duties.

Sexual Harassment covered by Policy 2266/AG 2266 - Nondiscrimination on the Basis of Sex in Education Programs or Activities, i.e., sexual harassment prohibited by Title IX, is not included in this policy. Allegations of such conduct shall be addressed solely by Policy 2266/AG 2266 - Nondiscrimination on the Basis of Sex in Education Programs or Activities.

### **Notice**

Notice of the Board's policy on anti-harassment in the educational environment and the identity of the District's Compliance Officers will be posted throughout the District and published in any District statement regarding the availability of employment, staff handbooks, and general information publications of the District as required by Federal and State law and this policy.

### **Definitions**

Words used in this policy shall have those meanings defined herein; words not defined herein shall be construed according to their plain and ordinary meanings.

**Complainant** is the individual who alleges, or is alleged, to have been subjected to harassment, regardless of whether the person files a formal complaint or is pursuing an informal resolution to the alleged harassment.

**Day(s):** Unless expressly stated otherwise, the term "day" or "days" as used in this policy means business day(s) (i.e., a day(s) that the District office is open for normal operating hours, Monday – Friday, excluding State-recognized holidays).

**Respondent** is the individual who has been alleged to have engaged in harassment, regardless of whether the Reporting Party files a formal complaint or is seeking an informal resolution to the alleged harassment.

**School District community** means students and Board employees (i.e., administrators, and professional and classified staff), as well as Board members, agents, volunteers, contractors, or other persons subject to the control and supervision of the Board.

**Third Parties** include, but are not limited to, guests and/or visitors on School District property (e.g., visiting speakers, participants on opposing athletic teams, parents), 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).

### **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 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 Class. Bullying behavior rises to the level of harassment when the prohibited conduct is based upon the student's sex (including gender 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. Complaints brought under this policy that are more appropriately handled under the Bullying policy shall be referred for investigation consistent with the procedures in that policy.

Bullying that rises to the level of Sexual Harassment is covered by Policy 2266/AG 2266 - Nondiscrimination on the Basis of Sex in Education Programs or Activities, i.e., sexual harassment prohibited by Title IX, and is not included in this policy. Allegations of such conduct shall be addressed solely by Policy 2266/AG 2266 - Nondiscrimination on the Basis of Sex in Education Programs or Activities.

### 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 Class 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.

"Harassment" also includes "hate speech"—the use of language, behavior, or images/symbols that express prejudice against a particular group or groups on the basis of any protected characteristic(s).

Examples are:

- A. making statements that promote violence toward a racial or ethnic group;
- B. drawing, displaying, or posting images or symbols of prejudice (e.g., swastikas).

### Sexual Harassment

For purposes of this policy and consistent with Title VII of the Civil Rights Act of 1964, "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 any gender against a person of the same or another gender.

Prohibited acts that constitute sexual harassment under this policy 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. threats or insinuations that a person's employment, wages, academic grade, promotion, classroom work or assignments, academic status, participation in athletics or extra-curricular programs, activities, or events, or other conditions of employment or education may be adversely affected by not submitting to sexual advances;
- D. unwelcome verbal expressions, including graphic sexual commentaries about a person's body, dress, appearance, or sexual activities; the unwelcome use of sexually degrading language, profanity, jokes or innuendoes; unwelcome suggestive or insulting sounds or whistles; obscene telephone calls and obscene gestures;
- E. Sexually suggestive objects, pictures, graffiti, videos, posters, audio recordings or literature, placed in the work or educational environment, that may reasonably embarrass or offend individuals;
- F. 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;
- G. unwelcome sexual behavior or words including demands for sexual favors, accompanied by implied or overt threats concerning an individual's educational status;
- H. 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;
- I. 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.
- J. inappropriate boundary invasions by a District employee or other adult member of the District community into a student's personal space and personal life;

Boundary invasions may be appropriate or inappropriate. Appropriate boundary invasions make medical or educational sense. For example, a teacher or aide assisting a kindergartner after a toileting accident or a coach touching a student during wrestling or football can be appropriate. However other behaviors might be going too far, are inappropriate and may be signs of sexual grooming.

Inappropriate boundary invasions may include, but are not limited to the following:

- 1. hugging, kissing, or other physical contacts with a student;
- 2. telling sexual jokes to students;



3. engaging in talk containing sexual innuendo or banter with students;
4. talking about sexual topics that are not related to the curriculum;
5. showing pornography to a student;
6. taking an undue interest in a student (i.e. having a "special friend" or a "special relationship");
7. initiating or extending contact with students beyond the school day for personal purposes;
8. using e-mail, text messaging or websites to discuss personal topics or interests with students;
9. giving students rides in the staff member's personal vehicle or taking students on personal outings without administrative approval;
10. invading a student's privacy (e.g. walking in on the student in the bathroom, locker-room, asking about bra sizes or previous sexual experiences);
11. going to a student's home for non-educational purposes;
12. inviting students to the staff member's home without proper chaperones (i.e. another staff member or parent of a student);
13. giving gifts or money to a student for no legitimate educational purpose;
14. accepting gifts or money from a student for no legitimate educational purpose;
15. being overly "touchy" with students;
16. favoring certain students by inviting them to come to the classroom at non-class times;
17. getting a student out of class to visit with the staff member;
18. providing advice to or counseling a student regarding a personal problem (i.e. problems related to sexual behavior, substance abuse, mental or physical health, and/or family relationships, etc.), unless properly licensed and authorized to do so;
19. talking to a student about problems that would normally be discussed with adults (i.e. marital issues);
20. being alone with a student behind closed doors without a legitimate educational purpose;
21. telling a student "secrets" and having "secrets" with a student;
22. other similar activities or behavior.

Inappropriate boundary invasions are prohibited and must be reported promptly to one of the District Compliance Officers, as designated in this policy, the Building Principal or the District Administrator.

- K. a pattern of conduct, which can be subtle in nature, that has sexual overtones and is intended to create or has the effect of creating discomfort and/or humiliation to another; and
- L. 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 workplace, 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.

#### **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; creating an intimidating, hostile, or offensive learning environment; or 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 regarding 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; creating an intimidating, hostile, or offensive learning environment; or 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/Ancestry Harassment**

Prohibited national origin/ancestry harassment occurs when unwelcome physical, verbal, or nonverbal conduct is based upon an individual's national origin or ancestry and when the conduct has the purpose or effect of: interfering with the individual's educational performance; creating an intimidating, hostile, or offensive working and/or learning environment; or 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 or ancestry, 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; creating an intimidating, hostile, or offensive learning environment; or 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 disability, such as negative comments about speech patterns, movement, physical impairments or defects/appearances, or the like.

### **Anti-Harassment Compliance Officers**

The Board designates the following individuals to serve as the District's Compliance Officers (also known as "Anti-Harassment Compliance Officers"; hereinafter referred to as the "COs").

Alexandra Kenealy, Director of Pupil Services, School District of Hartford Joint #1, 402 W. Sumner St., Hartford, WI 53027  
262-673-8042, kenealy@hjt1.org

The name, title, and contact information of this individual will be published annually in the staff handbooks and on the School District's website.

The Compliance Officer(s) are responsible for coordinating the District's efforts to comply with applicable Federal and State laws and regulations, including the District's duty to address in a prompt and equitable manner any inquiries or complaints regarding harassment.

### **Reports and Complaints of Harassing Conduct**

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 employees.
- 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 District Administrator.
- C. Teachers, administrators, and other school officials who have the 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 District Administrator.
- 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 employees.
- 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.

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) days. Thereafter, the CO must contact the Complainant, if over age eighteen (18) or the Complainant's parents/guardians if under the age eighteen (18), within two (2) days to advise 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 Third Party, 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 contact the Complainant and begin either an informal or formal process (depending on the request of the Complainant or the nature of the alleged harassment) or the District Administrator will designate a specific individual to conduct the process necessary for the informal or formal investigation. The Compliance Officer(s) will provide a copy of this policy to the Complainant and Respondent. The CO will prepare recommendations for the District Administrator or will oversee the preparation of such recommendations by a designee. All Board employees 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) days of learning of the incident.

### **Investigation and Complaint Procedure**

Except for Sexual Harassment that is covered by Policy 2266 - Nondiscrimination on the Basis of Sex in Education Program or Activities, any student who believes that they have been subjected to harassment may seek resolution of the complaint through the procedures described below. The formal complaint process involves an investigation of the Complainant's claims of harassment or retaliation and a process for rendering a decision regarding whether the charges are substantiated.

Due to the sensitivity surrounding complaints of harassment, timelines 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).

The procedures set forth below are not intended to interfere with the rights of a student to pursue a complaint of harassment or retaliation with the United States Department of Education Office for Civil Rights ("OCR") and/or the Wisconsin Equal Rights Division. The Chicago Office of the OCR can be reached at John C. Kluczynski Federal Building, 230 S. Dearborn Street, 37th Floor Chicago, IL 60604; Telephone: 312-730-1560; FAX: 312-730-1576; TDD: 800-877-8339; Email: OCR.Chicago@ed.gov; Web: <http://www.ed.gov/ocr>.

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

The Complainant may file a complaint, either orally or in writing with a teacher, principal, or other District official at the student's school, the CO, District Administrator, or other District employee who works at another school or at the District level. Due to the sensitivity surrounding complaints of harassment, timelines 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, District Administrator, or other District official, either orally or in writing, about any complaint of harassment, that employee must report such information to the CO within two (2) days.

Throughout the course of the process, the CO should keep the parties reasonably informed of the status of the investigation and the decision-making process.

All complaints must include the following information to the extent known: the identity of the Respondent; a detailed description of the facts upon which the complaint is based (i.e., when, where, and what occurred); 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 Respondent, or possibly a change of school for either or both of the parties. In making such a determination, the Compliance Officer should consult the District Administrator 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 Respondent, that a complaint has been received. The Respondent will be informed about the nature of the allegations and a copy of any relevant policies and/or 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 an investigation by at a minimum confirming receipt of the complaint with the Complainant and informing the Complainant of the investigation process.

Investigations shall be completed promptly. What constitutes promptness will depend on the complexity of the issues, the number of incidents or factual elements, the number of witnesses and documents to be consulted, and the availability of witnesses and other evidence. The CO shall keep the complainant reasonably informed of the investigation's progress.

Although certain cases may require additional time, the CO or designee will attempt to complete an investigation into the allegations of harassment based on a Protected Class or retaliation within fifteen (15) days of receiving the formal complaint.

The investigation will include:

- A. interview(s) with the Complainant;
- B. interview(s) with the Respondent;
- C. interviews with any other witnesses who reasonably may be expected to have any information relevant to the allegations, as determined by the CO;
- 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, as determined by the CO.

At the conclusion of the investigation, the CO shall prepare and deliver a written report to the District Administrator 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 Respondent engaged in harassment/retaliation of the Complainant. 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's Attorney during the course of the investigatory process and/or before finalizing the report to the District Administrator.

In the cases where no District CO is able to investigate a complaint due to concerns regarding conflicts, bias or partiality, or for other reasons that impair the CO's ability to conduct an investigation the CO may in consultation with the District Administrator or Board President, if the matter involves the District Administrator, engage outside legal counsel to conduct the investigation consistent with this policy.

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

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

The decision of the District Administrator 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 by submitting a written request to the Wisconsin Department of Public Instruction ("DPI"), Pupil Nondiscrimination Program, or by contacting the DPI Pupil Nondiscrimination Program at (608) 267-9157.

If the decision of the District Administrator is that there is no finding of harassment pursuant to this policy, the student/parent will be informed of the provisions of Policy 5517.01 - Bullying.

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.

The parties may be represented, at their own cost, at any of the above-described meetings/hearings.

The right of a person to a prompt and equitable resolution of the complaint shall not be impaired by the person's pursuit of other remedies such as the filing of a complaint with the Office for Civil Rights, the filing of charges with local law enforcement, or the filing of a civil action in court. Use of this internal complaint process is not a prerequisite to the pursuit of other remedies.

#### **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 District Administrator 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 District Administrator.

#### **Privacy/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. Additionally, the Respondent must be provided 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 is learned or provided during the course of the investigation.

#### **Remedial Action and Monitoring**

If warranted, appropriate remedial action shall be determined and implemented on behalf of the Complainant, including but not limited to counseling services, reinstatement of leave taken because of the discrimination, or other appropriate action.

The Board may appoint an individual, who may be a District employee, to follow up with the Complainant to ensure no further discrimination or retaliation has occurred and to take action to address any reported occurrences promptly.

#### **Sanctions and Disciplinary Action**

The Board shall vigorously enforce its prohibitions against harassment by taking appropriate action reasonably calculated to stop the harassment and prevent further misconduct.

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 District Administrator shall consider the totality of the circumstances involved in the matter, including the age and maturity level of any student 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 disciplinary action has been taken against the Respondent, all subsequent sanctions imposed by the Board and/or District Administrator shall be reasonably calculated to end such conduct, prevent its reoccurrence, and remedy its effects.

#### **Retaliation**

Retaliation against a person who makes a report or files a complaint alleging harassment/retaliation or participates as a witness in an investigation is prohibited. Neither the Board nor any other person may intimidate, threaten, coerce or interfere with any individual because the person opposed any act or practice made by any Federal or State civil rights law, or because that individual made a report, formal complaint, testified, assisted or participated or refused to participate in any manner in an investigation, proceeding, or hearing under those laws and/or this policy, or because that individual exercised, enjoyed, aided or encouraged any other person in the exercise or enjoyment of any right granted or protected by those laws and/or this policy.

Retaliation against a person for making a report of discrimination, filing a formal complaint, or participating in an investigation or meeting is a serious violation of this policy that can result in imposition of disciplinary sanctions/consequences and/or other appropriate remedies.

Formal complaints alleging retaliation may be filed according to the internal complaint process set forth above.

The exercise of rights protected under the First Amendment of the United States Constitution does not constitute retaliation prohibited under this policy.

## 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 District Administrator 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 District Administrator 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.

## Retention of Investigatory Records and Materials

The CO is responsible for overseeing retention of all records that must be maintained pursuant to this policy. All individuals charged with conducting investigations under this policy shall retain all information, documents, electronically stored information ("ESI"), and electronic media (as defined in Policy 8315) created and received as part of an investigation including but not limited to:

- A. all written reports/allegations/complaints/statements;
- B. narratives of all verbal reports, allegations, complaints, and statements collected;
- C. a narrative of all actions taken by District personnel;
- D. any written documentation of actions taken by District personnel or individuals contracted or appointed by the Board to fulfill its responsibilities;
- E. narratives of, notes from, or audio, video, or digital recordings of witness statements;
- F. all documentary evidence;
- G. e-mails, texts, or social media posts pertaining to the investigation;
- H. contemporaneous notes in whatever form made (e.g., handwritten, keyed into a computer or tablet, etc.) pertaining to the investigation;
- I. written disciplinary sanctions issued to students or employees and a narrative of verbal disciplinary sanctions issued to students or employees for violations of the policies and procedures prohibiting discrimination or harassment;
- J. dated written determinations to the parties;
- K. dated written descriptions of verbal notifications to the parties;
- L. written documentation of any supportive measures offered and/or provided to the Complainant and/or the Respondent, including no-contact orders issued to both parties, the dates issued, and the dates the parties acknowledged receipt; and
- M. documentation of all actions taken, both individual and systemic, to stop the discrimination or harassment, prevent its recurrence, eliminate any hostile environment, and remedy its discriminatory effects;
- N. copies of the Board policy and/or procedures/guidelines used by the District to conduct the investigation, and any documents used by the District at the time of the alleged violation to communicate the Board's expectations to students and staff with respect to the subject of this policy (e.g., Student Code of Conduct and/or Employee Handbooks);
- O. copies of any documentation that memorializes any formal or informal resolutions to the alleged discrimination or harassment;
- P. documentation of any training provided to District personnel related to this policy, including but not limited to, notification of the prohibitions and expectations of staff set forth in this policy and the role and responsibility of all District personnel involved in enforcing this policy, including their duty to report alleged violations of this policy and/or conducting an investigation of an alleged violation of this policy.

The information, documents, ESI, and electronic media (as defined in Policy 8315) retained may include public records and records exempt from disclosure under Federal and/or State law (e.g., student records).

The information, documents, ESI, and electronic media (as defined in Policy 8315) created or received as part of an investigation shall be retained in accordance with Policy 8310, Policy 8315, Policy 8320, Policy 8330 for not less than three (3) years, but longer if required by the District's records retention schedule.

## ❖ BULLYING – 5517.01

The Board 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 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. cyberbullies hack into or otherwise gain 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 websites.

**"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, 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 who believes they have been or are the victim of bullying should immediately report the situation to the building principal or assistant principal, or the District Administrator. 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 District Administrator. Complaints against the District Administrator should be filed with the Board President.

Complaints against a Board member shall be filed with the Board President unless the complaint is against the President in which case the complaint shall be filed with the Board Vice President, who is authorized to contact District legal counsel for assistance in handling the complaint.

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 District Administrator.

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 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, discrimination, and/or 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 (1) of the Compliance Officers who shall assume responsibility to investigate the allegation in accordance with Policy 5517 – Student Anti-Harassment or Policy 2260 - Nondiscrimination and Access to Equal Educational Opportunity. Additionally, complaints alleging sexual harassment on the basis of sex are also covered by and subject to the investigation procedures in Policy 2266 - Nondiscrimination on the Basis of Sex in Education Programs or Activities. If the investigation under Policy 5517 - Student Anti-harassment, Policy 2260 - Nondiscrimination and Access to Equal Educational Opportunity or Policy 2266 - Nondiscrimination on the Basis of Sex in Education Programs or Activities does not substantiate harassment based on one or more of the Protected Classes, the complaint of bullying shall still be investigated under this Policy.

If the matter or complaint involves the District Administrator or member of the Board, it is appropriate to engage outside legal counsel to conduct the investigation consistent with this policy. Legal counsel shall conduct a prompt investigation. The Board attorney is authorized to designate an outside third party to conduct the investigation. The Board attorney or designee will arrange such meetings as may be necessary with all concerned parties within five (5) business days after receipt of the information or complaint. The parties will have an opportunity to submit evidence and a list of witnesses. All findings related to the complaint will be reduced to writing. The Board attorney or designee conducting the investigation shall notify the complainant and parents as appropriate, (in writing,) when the investigation is concluded and the findings made.

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 officer 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/False Reports**

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, the student 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 and their parents. The policy will also be provided to organizations in the community having cooperative agreements with the schools. Additionally, the policy or a summary will be incorporated into the teacher, student, and parent handbooks.



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

### **Records and Reports**

Records of investigations will be maintained in accordance with Policy 8330 - Student Records and State law.

An annual summary report shall be prepared and presented to the 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 District Administrator 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.

## **STUDENT ASSESSMENT - 2623**

The Board of Education shall assess student achievement and needs in all areas of the curriculum in order to determine the progress of students and to assist them in attaining District goals.

Each student's proficiencies and needs will be assessed by staff members upon his/her entrance into the District and annually thereafter. Procedures for such assessments may include, but need not be limited to, teacher observation techniques, cumulative student records, student performance data collected through standard testing programs, student portfolios, and physical examinations.

The District Administrator shall develop a program of testing and assessment that includes:

- A. State-required tests;
- B. curriculum-based written and oral examinations which include use of alternative questions, demonstrations, writing exercises, universal screeners, progress monitoring, individual and group projects, performances, portfolios, and samples of best work;
- C. achievement tests;

The Board requires that:

- A. tests be administered by persons who are qualified under State law and regulation;
- B. parents be informed of the testing program of the schools and of the special tests that are to be administered to their children;
- C. the results of each school-wide, program-wide, and District-wide test be made part of the public record.

All students shall participate in State-wide or District-wide assessments, and any student with a disability shall be provided appropriate accommodation and/or alternate assessments where necessary as indicated in the student's I.E.P. or Section 504 plan.

### **Parental Opt Out of Assessments (students)**

The Board shall excuse any student from any State examination, in accordance with State and Federal law, whether the test administered is the one developed by the Department of Public Instruction or the District's own test developed and approved by the DPI and the U.S. Department of Education. To opt out of these examinations, the student's parent must submit a statement in writing to the building Principal stating that the parent is opting out of the examination(s).

## **STUDENT CODE OF CLASSROOM CONDUCT – 5500**

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 District Administrator 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 Code of Classroom Conduct. In addition, student conduct on internet-based social media outlets, when such conduct forms a sufficient connection to school or staff, is governed by the Code of Conduct. This Code of Classroom Conduct shall include the following items:

- A. specification of what constitutes dangerous, disruptive, or unruly behavior that interferes with the ability of the teacher to teach effectively, which therefore permits the teacher to remove the student from class;
- B. other student conduct that may be used by a teacher as a basis to remove a student from class; and
- C. procedures for notifying the parent of a student's removal and procedures for placement of a student that has been removed from class.

The Code of Conduct, developed by a committee created by the Board for that reason consisting of parents, students, Board members, school administrators, teachers, student services professionals, and other appointed residents, and, once created, shall be reviewed by the Board periodically.

Removal of a student from a class that is consistent with the Code of Conduct does not constitute a report under Policy 8462.01. If the staff member believes in good faith that the threat represents a serious and imminent threat to the health and safety of students, staff, or others, and the threat is a threat of violence made in or targeted at a school. Staff must still report such threats as described in Policy 8462.01 - Mandatory Reporting Threats of Violence.

### CONDUCT IN VIRTUAL CLASSROOM – 5500.01

Students engaged in classes conducted in a virtual/online environment are considered, for conduct purposes, to be in attendance at school. Policies, rules, and expectations for student conduct while at school, or under the supervision of school authorities while at a school-sponsored activity, also apply to students when engaged in online learning activities.

Conduct that is not permitted at school is also not permitted during online learning in a virtual classroom setting. This includes, but is not limited to, the following prohibited behaviors:

- A. Use or display of a weapon;
- B. Use or display of tobacco or related products such as electronic/vaping instruments;
- C. Use or display of alcohol or illegal drugs;
- D. Dress or attire in violation of the student dress code;
- E. Language or gestures in violation of the student code of conduct;
- F. Display, including as a background, of images or artifacts in violation of nondiscrimination policies or otherwise inappropriate;
- G. Use of cell phones unless authorized by the teacher as part of class activities, including use of cell phone or any other recording device to record or photograph class;
- H. Leaving the virtual classroom during class without the teacher's permission.

### STUDENT FEES, FINES, AND CHARGES – 6152

The Board may levy certain charges to students to facilitate the utilization of adequate, appropriate learning materials used in the course of instruction. If the District determines that a student is in serious financial need, it may choose to provide any or all such materials free of charge. No student shall be denied any educational opportunity because of their inability to pay any fee or charge imposed. (See also Policy 6152.01 - Waiver of School Fees or Fines; and DPI guidance ([HTTP://www.dpi.wi.gov/sfs/finances/budgeting/school-fees](http://www.dpi.wi.gov/sfs/finances/budgeting/school-fees)) regarding school fees.)

#### **Fines**

When school property, equipment, computing devices, or supplies are damaged, lost, or taken by a student, a fine will be assessed. The fine will be reasonable, seeking only to compensate the school for the expense or loss incurred.

The late return of borrowed books or materials from the school libraries will be subject to appropriate fines.

Any fees (including trip fees) or fines collected by members of the staff should be handled pursuant to Policy 6630 - Cash Handling and Deposits.

The District Administrator may waive fines or fees upon request, consistent with Policy 6152.01. In the event the above course of action does not result in the fee being collected, the Board authorizes the Business Manager to take the student and/or his/her parents to Small Claims Court for collection. The District shall not permit or elicit the assistance of volunteers in efforts to collect unpaid student fees or expenses, including food service balances.

Nothing in this policy restricts the right of access of a parent or student to school records or to receive copies of such records, as required by Federal and State laws.

#### **Students Experiencing Homelessness - McKinney-Vento Act**

No fine or fee shall be charged to a student identified as a student experiencing homelessness unless it is determined that the student has the ability to pay the fee or fine and that its imposition does not create a barrier to the student's ability to enroll, attend school, achieve academic success, or be identified as experiencing homelessness. Any dispute regarding a fine or a fee that is imposed, shall not delay the student's enrollment or serve as a barrier to enrollment by delaying the transfer of student records to another school or school district if applicable.

Immediate enrollment notwithstanding fines or fees shall be extended to extra-curricular and co-curricular activities as well as to academic programming.

Students experiencing homelessness who are able to pay fees or fines and refuse to do so may be prohibited from participating in 5th and 8th grade conclusion ceremonies until paid. No such student shall be prevented from receiving his/her student records, including diploma if earned, and final transcripts.

#### ❖ WAIVER OF SCHOOL FEES OR FINES – 6152.01

The Board shall waive fees or fines assessed only for students whose parent(s) are unable to afford them and such fees and fines are barriers to the educational program. The District Administrator may, as deemed necessary, establish additional procedures to supplement the procedures established in this policy regarding requests for the waiver of fees.

#### **Eligibility Standards**

Students eligible for a waiver of school fees or fines include, but are not limited to, the following:

- A. Students who qualify for free lunches or breakfasts under the School Free Lunch Program Act.
- B. Students who are experiencing homelessness pursuant to Policy 5111.01 - Homeless Students.
- C. Other good and just reasons, as determined by the District Administrator.

#### **Notification to Parents**

- A. Annually the substance of this policy shall be communicated in writing to the parent(s) of all students in the District.
- B. The first bill or notice sent to parent(s) who owe fees shall state:
  - 1. The District will waive fees or fines for persons unable to afford them in accordance with this policy.

2. The procedure for applying for a waiver, and the name, address, and telephone number of the person to contact for information concerning a fee waiver.

#### **Procedures for Resolution of Disputes**

- A. An individual who cannot pay school fees or fines may write a letter requesting a waiver of fees to the District Administrator. The letter must contain the following:
  1. name(s) of student(s)
  2. name of parent(s)
  3. address of parent(s)
  4. phone number of parent(s)
  5. school where child(ren) attend(s)
  6. reason for request for waiver of feesThe District Administrator shall have the authority to review the waiver request and request such further information, if any, as s/he deems necessary in order to make a decision on that request.
- B. No fee or fine shall be collected from any individual who is seeking a fee waiver in accordance with the District's policy until the District has acted on the initial request or appeal (if any is made), and the individual has been notified of the decision.
- C. If the District Administrator denies a request for a waiver, then within fifteen (15) school days of receipt of the request, a copy of the decision shall be mailed or provided in an appropriate method for those without a fixed residence or experiencing homelessness. The decision shall state the reason for the denial and shall include the right to appeal, including the process and timelines for that action. The denial notice shall also include a statement indicating that reapplication may be made for a waiver any time during the school year if circumstances change.
- D. Students experiencing homelessness shall be immediately enrolled, scheduled for transportation, or otherwise registered for school programming regardless of outstanding fines or fees. The waiver review process shall be reviewed accordingly. If the imposition of a fine or fee is not a barrier to educational program access, the student may be assessed the fine or fee.
- E. The decision of the District Administrator is final.

#### **Nondiscrimination**

The Board expects all staff members to exercise the utmost care to see that, as a result of their actions or comments, students cannot differentiate between those students whose parents are unable to purchase required instructional materials, pay required fees and/or fines and those whose parents can.

#### **STUDENT HAZING – 5516**

The Board 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 District Administrator. 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).

#### **STUDENT PRIVACY AND PARENTAL ACCESS TO INFORMATION – 2416**

The Board respects the privacy rights of parents and their children. No student shall be required, as a part of the school program or the District's curriculum, without prior written consent of the student (if an adult, or an emancipated minor) or, if an unemancipated minor, their parents, to submit to or participate in any survey, analysis, or evaluation that reveals information concerning:

- A. political affiliations or beliefs of the student or their parents;

- B. mental or psychological problems of the student or their family;
- C. sex behavior or attitudes;
- D. illegal, anti-social, self-incriminating, or demeaning behavior;
- E. critical appraisals of other individuals with whom respondents have close family relationships;
- F. legally recognized privileged and analogous relationships, such as those of lawyers, physicians, and ministers;
- G. religious practices, affiliations, or beliefs of the student or the student's parents; or
- H. income (other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such a program).

The District Administrator shall establish procedures to provide parents with the opportunity to inspect any materials created by a third party used in conjunction with any such survey, analysis, or evaluation before the survey/evaluation is administered or distributed by the school to the student. The parent will have access to the survey/evaluation within a reasonable period of time after the request is received by the building principal.

Consistent with parental rights, the Board directs building and program administrators to:

- A. notify parents in writing of any surveys, analyses, or evaluations, which may reveal any of the information, as identified in A-H above, in a timely manner, and which allows interested parties to request an opportunity to inspect the survey, analysis, or evaluation; and the administrator to arrange for inspection prior to initiating the activity with students;
- B. allow the parents the option of excluding their student from the activity;
- C. report collected data in a summarized fashion which does not permit one to make a connection between the data and individual students or small groups of students;
- D. treat information as identified in A-H above as any other confidential information in accordance with Policy 8350.

For the privacy of students whose parents request that they not take part in the survey, arrangements will be made prior to the time period when the survey will be given, for the student(s) to go to a supervised location where under the supervision of a staff member the student will be provided with an alternate activity.

The Board shall not collect or use personal information obtained from the students or their parents for the purpose of marketing or for selling that information.

The District Administrator is directed to provide notice directly to parents of students enrolled in the District of the substantive content of this policy at least annually at the beginning of the school year, and within a reasonable period of time after any substantive change in this policy. In addition, the District Administrator is directed to notify parents of students in the District, at least annually at the beginning of the school year, of the specific or approximate dates during the school year when the administration of any survey by a third party that contains one or more of the items described in A through H above are scheduled or expected to be scheduled.

The notice shall provide the following:

- A. Notice of the specific or approximate dates during the school year when the following activities are scheduled or expected to be scheduled:
  - 1. activities involving the collection, disclosure, or use of personal information collected from students for the purpose of marketing or for selling that information (or otherwise providing that information to others for that purpose)
  - 2. the administration of any survey by a third party that contains one (1) or more of the items described in A through H above
- B. The opportunity for the parents to opt their child(ren) out of participation in any survey involving any of the items above.

For purposes of this policy, the term "parent" includes a legal guardian or other person standing in loco parentis (such as grandparent or stepparent with whom the child lives, or a person who is legally responsible for the welfare of the child).

### STUDENT RECORDS – 8330

In order to provide appropriate educational services and programming, the Board must collect, retain, and use information about individual students. Simultaneously, the Board recognizes the need to safeguard students' privacy and restrict access to students' personally identifiable information.

Except for data identified by policy as "directory data," student "personally identifiable information" includes, but is not limited to: the student's name; the name of the student's parent or other family members; the address of the student or student's family; a personal identifier, such as the student's social security number, student number, or biometric record; other indirect identifiers, such as the student's date of birth, place of birth, and mother's maiden name; other information that, alone or in combination, is linked or linkable to a specific student that would allow a reasonable person in the school community, who does not have personal knowledge of the relevant circumstances, to identify the student with reasonable certainty; or information requested by a person who the District reasonably believes knows the identity of the student to whom the education record relates.

Reference in this policy to "directory data," includes reference to "directory information," in the context of the Family Educational Rights and Privacy Act (FERPA).

The Board is responsible for the records of all students who attend or have attended schools in this District. Only records mandated by the State or Federal government and/or necessary and relevant to the function of the School District or specifically permitted by this Board will be compiled by Board employees.

In all cases, permitted, narrative information in student records shall be objectively-based on the personal observation or knowledge of the originator.

Student records shall be available only to students and their parents, eligible students, designated school officials who have a legitimate educational interest in the information, or to other individuals or organizations as permitted by law.

### Address Confidentiality Program

Students who are verified participants in the Safe at Home/Address Confidentiality Program administered by the Wisconsin Department of Justice shall be permitted to use their substitute assigned address for all District purposes. The Board shall refrain from including the student's actual/confidential residential address in any student records or files (including electronic records and files) or disclosing the student's actual/confidential residential address when releasing student records. The Board shall only list the address designated by the Wisconsin Department of Justice to serve as the student's address in any student records or files, including electronic records and files. Further, the Board shall use the student's substitute assigned address for any and all communications and correspondence between the Board and the parent(s) of the student (or adult student). The student's actual/confidential residential address shall be maintained in a separate confidential file that is not accessible to the public or any employees without a legitimate purpose. The intentional disclosure of a student's actual/confidential residential address is prohibited.

The Board may enter into a memorandum of understanding with a county department under State statutes (s. 46.215, 46.22 or 46.23) or a tribal organization, as defined under Federal law, that permits disclosure of information contained in student records as provided under State law in cases in which the student's parent, if the student is a minor or the student, if the student is an adult, does not grant permission for such disclosure.

The term "parents" includes legal guardians or other persons standing in loco parentis (such as a grandparent or stepparent with whom the child lives, or a person who is legally responsible for the welfare of the child). The term "eligible student" refers to a student who is eighteen (18) years of age or older.

Both parents shall have equal access to student records unless stipulated otherwise by court order or law. In the case of adult students, parents may be allowed access to the records without the student's consent, provided the student is considered a dependent under section 152 of the Internal Revenue Code, and provided that the student has not made a written request to the District that their parents not be permitted access to personally identifiable information from their records.

A school official is a person employed by the Board as an administrator, supervisor, teacher/instructor (including substitutes), or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the Board; a person or company with whom the Board has contracted to perform a special task (such as an attorney, auditor, or medical consultant); a contractor, consultant, volunteer or other party to whom the Board has outsourced a service otherwise performed by Board employees (e.g. a therapist); or a parent or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing tasks (including volunteers).

"Legitimate educational interest" is defined as a "direct or delegated responsibility for helping the student achieve one (1) or more of the educational goals of the District" or if the record is necessary in order for the school official to perform an administrative, supervisory, or instructional task or to perform a service or benefit for the student or the student's family. The Board directs that reasonable and appropriate methods (including but not limited to physical and/or technological access controls) are utilized to control access to student records and to make certain that school officials obtain access to only those education records in which they have a legitimate educational interest.

The Board authorizes the administration to:

- A. forward student records, including disciplinary records with respect to suspensions and expulsions, upon request to a private or public school or school district in which a student of this District is enrolled, seeks or intends to enroll, or is instructed to enroll, on a full-time or part-time basis, upon condition that:
  1. a reasonable attempt is made to notify the student's parent or eligible student of the transfer (unless the disclosure is initiated by the parent or eligible student; or the Board's annual notification - Form 8330 F9 - includes a notice that the Board will forward education records to other agencies or institutions that have requested the records and in which the student seeks or intends to enroll or is already enrolled so long as the disclosure is for purposes related to the student's enrollment or transfer);
  2. the parent or eligible student, upon request, receive a copy of the record;
  3. the parent or eligible student, upon request, has an opportunity for a hearing to challenge the content of the record; and
  4. no later than the next working day, the District shall transfer to another school, including a private or tribal school, or school district, all student records relating to a specific student if the transferring school district or private school has received written notice from the student (if an adult) or their parent or guardian if the student is a minor that the student intends to enroll in the other school or school district or written notice from the other school or school district that the student has enrolled or from a court that the student has been placed in a juvenile correctional facility, as defined in s. 938.02(10p), or a secured residential care center for children and youth, as defined in s. 938.02(15g);  
In this subsection, "school" and "school district" include any juvenile correctional facility, secured residential care center for children and youth, adult correctional institution, mental health institute, or center for the developmentally disabled that provides an educational program for its residents instead of, or in addition to, that which is provided by public, private, and tribal schools.
- B. forward student records, including disciplinary records with respect to suspensions and expulsions, upon request to a juvenile detention facility in which the student has been placed, or a juvenile court that has taken jurisdiction of the student;
- C. disclose student records that are pertinent to addressing a student's educational needs to a caseworker or other representative of the department of children and families, a county department under s. 46.215, 46.22, or 46.23, or a tribal organization, as defined in 25 USC 450b(L), that is legally responsible for the care and protection of the student, if the caseworker or other representative is authorized by that department, county department, or tribal organization to access the student's case plan;
- D. provide "personally-identifiable" information to appropriate parties, including parents of an eligible student, whose knowledge of the information is necessary to protect the health or safety of the student or other individuals, if there is an articulable and significant threat to the health or safety of a student or other individuals, considering the totality of the circumstances;

- E. report a crime committed by a child to appropriate authorities, and, with respect to reporting a crime committed by a student with a disability, to transmit copies of the student's special education and disciplinary records to the authorities for their consideration;
- F. release de-identified records and information in accordance with Federal regulations;
- G. disclose personally identifiable information from education records, without consent, to organizations conducting studies "for, or on behalf of" the District for purposes of developing, validating or administering predictive tests, administering student aid programs, or improving instruction;

Information disclosed under this exception must be protected so that students and parents cannot be personally identified by anyone other than a representative of the organization conducting the study, and must be destroyed when no longer needed for the study. In order to release information under this provision, the District will enter into a written agreement with the recipient organization that specifies the purpose of the study.

This written agreement must include: 1) specification of the purpose, scope, duration of the study, and the information to be disclosed; 2) a statement requiring the organization to use the personally identifiable information only to meet the purpose of the study; 3) a statement requiring the organization to prohibit personal identification of parents and students by anyone other than a representative of the organization with legitimate interests; and 4) a requirement that the organization destroy all personally identifiable information when it is no longer needed for the study, along with a specific time period in which the information must be destroyed.

While the disclosure of personally identifiable information without consent is allowed under this exception, it is recommended that whenever possible the administration either release de-identified information or remove the students' names and social security identification numbers to reduce the risk of unauthorized disclosure of personally identifiable information.

- H. disclose personally identifiable information from education records without consent, to authorized representatives of the Federal government, as well as State and local educational authorities;

The disclosed records must be used to audit or evaluate a Federal or State supported education program, or to enforce or comply with Federal requirements related to those education programs. A written agreement between the parties is required under this exception.

The District will verify that the authorized representative complies with FERPA regulations.

- I. request each person or party requesting access to a student's record to abide by Federal regulations and State laws concerning the disclosure of information.

The Board will comply with a legitimate request for access to a student's records within a reasonable period of time but not more than forty-five (45) days after receiving the request or within such shorter period as may be applicable to students with disabilities. Upon the request of the viewer, a record shall be reproduced, unless said record is copyrighted, or otherwise restricted, and the viewer may be charged a fee equivalent to the cost of handling and reproduction. Based upon reasonable requests, viewers of education records will receive explanation and interpretation of the records.

The Board shall maintain a record of each request for access and each disclosure of personally identifiable information. Such disclosure records will indicate the student, person viewing the record, their legitimate interest in the information, information disclosed, date of disclosure, and date parental/eligible student consent was obtained (if required).

Only "directory information" regarding a student shall be released to any person or party, other than the student or their parent, without the written consent of the parent, or, if the student is an eligible student, without the written consent of the student, except as provided by applicable law.

#### **DIRECTORY DATA**

Each year the District Administrator shall provide a public notice to students and their parents of the District's intent to make available, upon request, certain information known as "directory data." The Board designates as student "directory data":

- A. a student's name;
- B. photograph;
- C. participation in officially recognized activities;
- D. date of graduation;
- E. awards received.

Parents and eligible students may refuse to allow the Board to disclose any or all of such "directory data" upon written notification to the Board within fourteen (14) days after receipt of the District Administrator's annual public notice or enrollment of the student into the District if such enrollment occurs after the annual public notice. Any parent or eligible student who refuses to allow disclosure of directory data and who participates in the extra-curricular activity must complete the appropriate acknowledgment, which includes a limitation on the refusal to disclose directory data obtained during the course of the student's participation in extra-curricular activities.

In accordance with Federal and State law, the Board shall release the names, addresses, District assigned e-mail addresses (if available), and telephone listings of secondary students to a recruiting officer for any branch of the United States Armed Forces or an institution of higher education who requests such information. A secondary school student or parent of the student may request in writing that the student's name, address, District assigned e-mail address (if available), and telephone listing not be released without the prior consent of the parent(s)/eligible student. The recruiting officer is to sign a form indicating that "any information received by the recruiting officer shall be used solely for the purpose of informing students about military service and shall not be released to any person other than individuals within the recruiting services of the Armed Forces." The District Administrator is authorized to charge mailing fees for providing this information to a recruiting officer.



Whenever consent of the parent(s)/eligible student is required for the inspection and/or release of a student's health or education records or for the release of "directory data," either parent may provide such consent unless agreed to otherwise in writing by both parents or specifically stated by court order. If the student is under the guardianship of an institution, the District Administrator shall appoint a person who has no conflicting interest to provide such written consent.

The Board may disclose "directory data," on former students without student or parental consent unless the parent or eligible student previously submitted a request that such information not be disclosed without their prior written consent.

The Board shall not collect or use personal information obtained from students or their parents for the purpose of marketing or for selling that information.

#### **INSPECTION OF INFORMATION COLLECTION INSTRUMENT**

The parent of a student or an eligible student has the right to inspect upon request any instrument used in the collection of personal information before the instrument is administered or distributed to a student. Personal information for this section is defined as individually identifiable information including a student or parent's first and last name, a home or other physical address (including street name and the name of the city or town), a telephone number, or a Social Security identification number. In order to review the instrument, the parent or eligible student must submit a written request to the building principal at least fourteen (14) business days before the scheduled date of the activity. The instrument will be provided to the parent or eligible student within fourteen (14) business days of the principal receiving the request.

The District Administrator shall directly notify the parent(s) of a student and eligible students, at least annually at the beginning of the school year, of the specific or approximate dates during the school year when such activities are scheduled or expected to be scheduled.

This section does not apply to the collection, disclosure, or use of personal information collected from students for the exclusive purpose of developing, evaluating, or providing educational products or services for, or to, students or educational institutions, such as the following:

- A. college or other postsecondary education recruitment, or military recruitment;
- B. book clubs, magazines, and programs providing access to low-cost literary products;
- C. curriculum and instructional materials used by elementary and secondary schools;
- D. tests and assessments used by elementary and secondary schools to provide cognitive, evaluative, diagnostic, clinical, aptitude, or achievement information about students (or to generate other statistically useful data for the purpose of securing such tests and assessments) and the subsequent analysis and public release of the aggregate data from such tests and assessments;
- E. the sale by students of products or services to raise funds for school-related or education-related activities;
- F. student recognition programs.

The District Administrator shall prepare administrative guidelines so that students and parents are adequately informed each year regarding their rights to:

- A. inspect and review the student's education records;
- B. request amendments if the parent believes the record is inaccurate, misleading, or violates the student's privacy rights;
- C. consent to disclosures of personally-identifiable information contained in the student's education records, except to those disclosures allowed by the law;
- D. challenge Board noncompliance with a parent's request to amend the records through a hearing;
- E. file a complaint with the United States Department of Education;
- F. obtain a copy of the Board's policy and administrative guidelines on student records.

The District Administrator shall also develop guidelines for:

- A. the proper storage and retention of records including a list of the type and location of records;
- B. informing Board employees of the Federal and State laws concerning student records.

The Board authorizes the use of computer data storage for the recording, filing, maintaining, and preserving of records.

No liability shall attach to any member, officer, or employee of this Board as a consequence of permitting access or furnishing student records in accordance with this policy and regulations.

Any entity receiving personally identifiable information pursuant to a study, audit, evaluation or enforcement/compliance activity must comply with all FERPA regulations. Further, such an entity must enter into a written contract with the Board delineating its responsibilities in safeguarding the disclosed information. Specifically, the entity must demonstrate the existence of a sound data security plan or data stewardship program, and must also provide assurances that the personally identifiable information will not be redisclosed without prior authorization from the Board. Further, the entity conducting the study, audit, evaluation or enforcement/compliance activity is required to destroy the disclosed information once it is no longer needed or when the timeframe for the activity has ended, as specified in its written agreement with the Board.

*STUDENT RECORDS – ag8330 available upon request or online [HERE](#).*



**SCHOOL DISTRICT OF HARTFORD JT. #1**  
**WITHDRAWAL OF CONSENT FOR THE RELEASE OF PUPIL RECORDS**

Under State (Wisconsin Statutes 118.125) and Federal law, the student records information detailed below is public information and may be released to the public by the District without prior consent. Any parent or guardian who does not wish to have the below information released may return this form designating the pupil records they refuse to allow to be released.

Do NOT Release the Following Information (Please check any or all that apply):

☐ **A. For Public Use – Information sent outside the District such as newspapers, website, Facebook and other media.**

Public use could include the following pieces of student information:

- ☐ 1. The student's name
- ☐ 2. The student's address
- ☐ 3. The student's telephone listing
- ☐ 4. The student's participation in officially recognized activities and sports
- ☐ 5. The student's dates of attendance
- ☐ 6. The student's photograph
- ☐ 7. The student's date of degrees and/or awards received
- ☐ 8. The name of the previous school most recently attended by the student

☐ **B. For District Use – Information published within the District such as the yearbook, school newspaper, co-curricular programs, etc. District use could include the following pieces of student information:**

- ☐ 1. The student's name
- ☐ 2. The student's address
- ☐ 3. The student's telephone listing
- ☐ 4. The student's participation in officially recognized activities and sports
- ☐ 5. The student's dates of attendance
- ☐ 6. The student's photograph
- ☐ 7. The student's date of degrees and/or awards received
- ☐ 8. The name of the previous school most recently attended by the student

☐ **C. For Military Recruiter Use – Military use could include the following pieces of student information:**

Student's name, address and telephone listing

☐ **D. For Institutions of Higher learning Use – Institutions of Higher Learning use could include the following pieces of student information:**

Student's name, address and telephone listing

**(Please Print)**

Student Name \_\_\_\_\_ Graduation Year \_\_\_\_\_ Grade \_\_\_\_\_

Parent or Guardian Name \_\_\_\_\_

Parent, Guardian or Student Signature (if 18 years or older) \_\_\_\_\_

Date \_\_\_\_\_

**If you wish to withdraw the consent for the release of any pupil records (Wisconsin Statutes 118.125(2)(j) detailed above, this form must be received by the District Office within 14 days of receipt of this notice:**

School District of Hartford Jt. #1  
402 W. Sumner Street  
Hartford, WI 53027

**\*This consent form will remain in effect until a parent or guardian provides written consent to release previously withheld pupil records.**

## STUDENTS OF DIVORCED/SEPARATED PARENTS AND RELEASE OF STUDENTS TO AUTHORIZED PERSONS – 5230

The District shall maintain strict neutrality between parents who are involved in a legal action affecting the family, unless otherwise directed by Court order. It is the responsibility of the custodial parent to notify the District of any such Court order. The principal shall inform classroom teachers of those students for whom a non-custodial parent's access to information has been restricted by Court order.

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 parent enrolling the child is responsible for informing the school of names and mailing addresses of other parents, both custodial and non-custodial.

Upon written request, the custodial parent of any student enrolled in a school subject to District control may be provided all report cards, notices of school activities, disciplinary reports, conference appointments or summaries, or other student records, unless otherwise expressly curtailed or restricted by a provision of a court order which has been provided to the principal. Custodial parents may also participate in all activities including conferences. The school generally will conduct only one meeting for parents at appropriate times in which all parents will be permitted to participate.

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.

The District shall publish this policy to residents of the District each year in the Student/Parent Handbook.

## TITLE I SERVICES – 2261

The Board elects to augment the educational program of educationally disadvantaged students by the use of Federal funds and in accordance with Title I of the Elementary and Secondary Education Act of 1965, as amended.

The District Administrator shall prepare and present to the Department of Public Instruction (DPI) a plan for the delivery of services which meets the requirements of the law, including those described below. The plan shall be developed by appropriate staff members and parents of students who will be served by the plan. The District will periodically review and revise the plan, as necessary.

### **A. Assessment**

The District shall annually assess the educational needs of eligible children, as determined by Federal and State criteria. Such assessment shall include performance measures mandated by the Department of Public Instruction as well as those determined by the District professional staff that will assist in the diagnosis, teaching, and learning of the participating students.

### **B. Scope**

Each school shall determine whether the funds will be used to upgrade the educational program of an entire school, in Title I schools that qualify as school-wide schools, and/or to establish or improve programs that provide services only for eligible students in greatest need of assistance. The school-wide program, for an entire school and/or a Targeted Assistance School, shall include the components required by law as well as those agreed upon by participating staff and parents.

### **C. Participation**

The Title I program shall be developed and evaluated in consultation with parents and professional staff members, including teachers, principals, other school leaders, paraprofessionals, specialized instructional support personnel, administrators, and other appropriate school personnel involved in its implementation.

Appropriate training will be provided to staff members who provide Title I services. Parent participation shall be in accord with Board Policy 2261.01 and shall meet the requirements of Section 1116 of the Act.

### **D. Supplement Not Supplant and Comparability of Services**

Title I funds will be used only to supplement, not supplant, State and local funds. The District will document its compliance with the supplement not supplant provisions by using methodology provided by the Wisconsin DPI that ensures State and local funds are allocated to each school on the same basis, regardless of whether a school receives Title I funding.

The District Administrator shall use State and local funds to provide educational services in schools receiving Title I assistance that, taken as a whole, are at least comparable to services being provided in schools that are not receiving Title I assistance. The determination of the comparability of services may exclude State and local funds expended for language instruction educational programs and the excess costs of providing services to children with disabilities as determined by the District. The determination of comparability of services will not take into account unpredictable changes in student enrollments or personnel assignments that occur after the beginning of a school year.

In order to achieve comparability of services, the District Administrator shall assign teachers, administrators, and auxiliary personnel and provide curriculum materials and instructional supplies in such a manner as to ensure equivalence throughout the District.

### **E. Professional Development**

Members of the professional staff participate in the design and implementation of staff development activities that:

1. involve parents in the training, when appropriate;
2. combine and consolidate other available Federal and District funds;
3. foster cooperative training with institutions of higher learning and other educational organizations including other school districts;
4. allocate part of the staff development to the following types of strategies:
  - a. performance-based student assessment;
  - b. use of technology;
  - c. working effectively with parents;

- d. early childhood education;
  - e. meeting children's special needs;
  - f. fostering gender-equitable education;
5. provide opportunities for paraprofessionals to work toward certification as professional educators.

❖ **PARENT AND FAMILY ENGAGEMENT IN TITLE I PROGRAMS – 2261.01**

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

Each year, the District Administrator shall work with parents and family members of children served in Title I Programs in order to jointly develop and agree upon a proposed written parent and family engagement policy to establish expectations for the involvement of such parents and family members in the education of their children. The proposed policy shall be reviewed and approved annually by the Board and distributed to parents and family members of children receiving Title I services. The proposed policy must establish the District's expectations and objectives for meaningful parent and family involvement, and describe how the School District will:

- A. involve parents and family members in the development of the School District's Title I plans and any State-mandated comprehensive support and improvement plans;
- B. provide coordination, technical assistance, and other support necessary to assist and build the capacity of all participating schools in planning and implementing effective parent and family member involvement activities to improve student achievement and school performance, which may include meaningful consultation with employers, business leaders, and philanthropic organizations, or individuals with expertise in effectively engaging parents and family members in education;
- C. coordinate and integrate parent and family member engagement strategies, to the extent feasible and appropriate, with other Federal, State, and local laws and programs;
- D. with meaningful involvement of parents and family members, annually evaluate the content and effectiveness of the parent and family member engagement policy in improving the academic quality of schools, including:
  - 1. identifying barriers to greater parent participation (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background);
  - 2. the needs of parents and family members to assist with the learning of their children, including engaging with school personnel and teachers; and
  - 3. strategies to support successful school and family interactions;
- E. use the findings of the above-referenced evaluation to:
  - 1. design evidence-based strategies for more effective parental involvement; and,
  - 2. revise the parent and family member engagement policy, if necessary;
- F. involve parents in the activities of the District's Title I schools, which may include establishing a parent advisory board that may be charged with developing, revising and reviewing the parent and family member engagement policy;
- G. provide opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency and/or disabilities, and parents and family members of migratory children) including providing information and school reports in a format, and to the extent practicable in a language, such parents can understand;
- H. conduct meetings with parents including provisions for flexible scheduling and assistance to parents to better assure their attendance at meetings;
- I. develop agendas for parent meetings to include review and explanation of the curriculum, means of assessments, and the proficiency levels students are expected to achieve and maintain;
- J. provide opportunities for parents to formulate suggestions, interact and share experiences with other parents, and participate appropriately in the decision-making about the program and revisions in the plan;
- K. involve parents in the planning, review, and improvement of the Title I program;
- L. communicate information concerning school performance profiles and their child's individual performance to parents;
- M. assist parents in helping their children in achieving the objectives of the program by such means as ensuring regular attendance, monitoring television-watching, providing adequate time and the proper environment for homework, guiding nutritional and health practices, and the like;
- N. provide timely responses to parental questions, concerns, and recommendations;
- O. coordinate and provide technical assistance and other support necessary to assist Title I schools to develop effective parent participation activities to improve academic achievement;
- P. conduct other activities as appropriate to the Title I plan and State and Federal requirements.

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

- A. Supporting schools and nonprofit organizations in providing professional development for the District and school personnel regarding parent and family member engagement strategies, which may be provided jointly to teachers, principals, other school leaders, specialized instructional support personnel, paraprofessionals, early childhood educators, and parents and family members.
- B. Supporting programs that reach parents and family members at home, in the community, and at school.
- C. Disseminating information on best practices focused on parent and family member engagement, especially best practices for increasing the engagement of economically disadvantaged parents and family members.

- D. Collaborating, or providing subgrants to schools to enable such schools to collaborate, with community-based or other organizations or employers with a record of success in improving and increasing parent and family member engagement.
- E. Engaging in any other activities and strategies that the Board determines are appropriate and consistent with its parent and family member engagement policy.

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

- A. Each principal must convene an annual meeting at a convenient time to which all parents of participating children are invited and encouraged to attend to explain the parents' rights to be involved and the school's obligations to develop a parent and family member engagement policy.
- B. Meetings with parents of children receiving Title I services must be scheduled at flexible times with assistance such as child care, transportation, home visits, or similar aid offered to parents to encourage their involvement.
- C. Parents must be involved in an organized, on-going and timely way in the development, review, and improvement of parent involvement activities, including the planning, review, and improvement of the school parent and family member engagement policy, and the joint development of the schoolwide program plan, if appropriate.
- D. Parents of participating students must be provided with:
  1. timely information about the Title I program and the school's parent and family member engagement policy;
  2. description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the achievement levels expected;
  3. regular meetings, upon request, for parents to make suggestions, and to participate as appropriate, in decisions relating to the education of their children, and receive responses regarding the parents' suggestions about their student's education as soon as practicably possible.
- E. If the written plan is not satisfactory to the parents of participating children, the school must submit any parents' comments when it presents the plan to the District Administrator.
- F. As a component of the school-level parent and family member engagement policy, the principal for each school shall coordinate the development of a school-parent compact jointly with parents of children served under Title I which outlines how the school staff, the parents, and the student will share responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help students achieve the State's high standards. The compact must:
  1. describe the school's responsibility to provide a high-quality curriculum and instruction in a supportive, effective learning environment;
  2. describe the ways in which each parent is responsible for supporting their child's learning environment such as monitoring attendance, homework, extra-curricular activities, and excessive television watching; volunteering in the classroom; and participating, as appropriate, in decisions relating to the education of their children and their positive use of extra-curricular time;
  3. address the importance of parent/teacher communication on an on-going basis through at least annual parent-teacher conferences to discuss the child's achievement and the compact; frequent progress reports to the parents on their child's progress; reasonable access to the staff and to observe and participate in classroom activities and regular two-way, meaningful communication between family members and school staff, and, to the extent practicable, in a language that family members can understand.
- G. Parents of children receiving Title I services must be notified about their school's parent and family member engagement policy in an understandable and uniform format, and to the extent practicable, in a language the parents can understand. These policies must also be made available to the community.
- H. School-level parent and family member engagement policies must be updated periodically to meet the changing needs of parents and the schools.

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

- A. assisting parents of children served under Title I in understanding such topics as the State's academic standards, State and local academic assessments Title I, and how to monitor their child's progress and how to work with educators to improve their child's achievement;
- B. providing materials and training to help parents work with their children to improve achievement, such as literacy training and using technology (including education about the harms of copyright privacy);
- C. educating teachers, specialized instructional support personnel, school leaders (including principals), and other staff, with the assistance of parents, about the value and utility of contributions of parents, how to reach out to, communicate with, and work with parents as equal partners, how to implement and coordinate parent programs, and how to build ties between parents and the school;
- D. to the extent feasible and appropriate, coordination and integration of parent involvement programs and activities with other Federal, State and local programs (including public preschool programs), and conducting other activities that encourage and support parents more fully participating in the education of their children (e.g., parent resource centers);
- E. providing information related to school and parent programs, meetings, and other activities to parents of participating children in a format, and, to the extent practicable, in a language the parents can understand;
- F. providing such reasonable support for parent involvement activities as parents may request.

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

- A. involve parents in the development of training for teachers and administrators and other educators to improve the effectiveness of such training;
- B. provide necessary literacy training from Title I funds if the District has exhausted all other reasonably available sources of funding for such training;
- C. pay reasonable and necessary expenses associated with parental involvement activities to enable parents to participate in school-related meetings and training sessions, including transportation and child care costs;
- D. train parents to enhance the involvement of other parents;
- E. arrange school meetings at a variety of times, or conduct in-house conferences between teachers or other educators who work directly with participating children, with parents who are unable to attend such conferences at school, in order to maximize parental involvement and participation;
- F. adopt and implement model approaches to improving parental involvement in Title I programs;
- G. establish a District-wide parent advisory council to provide advice on all matters related to parental involvement programs;
- H. develop appropriate roles for community-based organizations and businesses in parental involvement activities.

❖ **TITLE I – PARENTS' RIGHT TO KNOW – 2261.02**

In accordance with the requirement of Section 1111 of Title I, for each school receiving Title I funds, the District Administrator shall make sure that all parents of students in that school are notified that they may request, and the District will provide the following information on the student's classroom teachers:

- A. Whether the teacher(s) have met the State qualification and licensing criteria for the grade level and subject areas they are teaching.
- B. Whether the teacher(s) is teaching under any emergency or provisional status in which the State requirements have been waived.
- C. The undergraduate major of the teacher(s) and the area of study and any certificates for any graduate degrees earned.
- D. The qualifications of any paraprofessionals providing services to their child(ren).
- E. In addition, the parents **shall** be provided:
  - 1. information on the level of achievement of their child(ren) on the required State academic assessments;
  - 2. timely notice if the parent's child has been assigned, or has been taught for four (4) or more consecutive weeks by, a teacher who is not "highly qualified".

The notices and information shall be provided in an understandable format, and to the extent possible, in a language the parent(s) understand.

**USE OF DISTRICT FACILITIES – 7510**

The Board of Education believes that the school facilities of this District should be made available for lawful non-school purposes, provided that such use does not interfere with use for school purposes, by school-related groups, or for school-related functions. No non-school related group or entity may promote an activity to occur on school grounds under this policy in any manner that conveys the impression that the School District supports, endorses, or is a partner with the group or individual's cause.

The Board will permit the use of school facilities when such permission has been requested in writing by a responsible, individual, organization or a group of citizens and has been approved by the District Administrator.

The use of District grounds and facilities shall not be granted for any purpose which is prohibited by law.

**Recreational Activity**

Any non-school sponsored group requesting to use District facilities for recreational activity must complete Form 7510 F1 prior to such usage.

"Recreational activity" includes any indoor or outdoor physical activity, sport, team sport, or game, whether organized or unorganized, undertaken for the purpose of exercise, relaxation, diversion, education, or pleasure.

"Outdoor activity" includes hunting, fishing, trapping, camping, picnicking, exploring caves, nature study, bicycling, horseback riding, bird-watching, motorcycling, operating an all-terrain vehicle, ballooning, hang gliding, hiking, tobogganing, sledding, sleigh riding, snowmobiling, skiing, skating, water sports, sight-seeing, rock-climbing, cutting or removing wood, climbing observation towers, animal training, harvesting products of nature, sport shooting, or similar outdoor game, sport, or educational activity.

Should all or any part of the District's community be struck by a disaster, the Board shall make District grounds and/or facilities available, at no charge, for the housing, feeding, and care of victims or potential victims when requested by local, State, or Federal authorities. The District Administrator should meet with the Washington County Emergency Management to establish a disaster preparedness plan in order to ensure that proper procedures are established to minimize confusion, inefficiency, and disruption of the educational program.

The District Administrator shall develop administrative guidelines for the granting of permission to use District facilities by non-school sponsored groups or for non-school sponsored activities, including a schedule of fees. Such guidelines are to include the following:

- A. Each user shall present evidence of the purchase of organizational liability insurance to the limit prescribed by District administrative guidelines.
- B. Use of school equipment in conjunction with the use of school facilities must be requested specifically in writing, and may be granted by the procedure by which permission to use facilities is granted. The users of school equipment must accept liability for any damage or loss to such equipment that occurs while it is in their use. Where rules so specify, no item of equipment may be used except by a qualified operator.
- C. Users shall be liable financially for damage to the facilities and for proper chaperonage.

No liability shall attach to this District, any employee, officer, or member of this District specifically as a consequence of permitting access to these facilities.

### USE OF TOBACCO AND NICOTINE BY STUDENTS – 5512

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

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

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

### **Exceptions**

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

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

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

### **Policy Specific Definitions**

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

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

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

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

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

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

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

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

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



## USE OF SOCIAL MEDIA – 7544

Technology is a powerful tool to enhance education, communication, and learning.

The Board authorizes the use of social media to promote community involvement and facilitate effective communication with students, parents, staff, and the general public. Social media is defined in Bylaw 0100 - Definitions.

The District Administrator is charged with designating the District-approved social media platforms/sites.

In designating District-approved social media platforms/sites, the District Administrator shall specify which platforms/sites are appropriate for use at the District-level, the building or department level, for extra-curricular activities, and at the individual level by employees for professional purposes consistent with the Board's authorization for the official use of social media by individual buildings, departments, activities, or staff members.

It is critical that students be taught how to use social media platforms safely and responsibly. Social media (as defined in Bylaw 0100 - Definitions) is a powerful and pervasive technology that affords students and employees the opportunity to communicate for school and work purposes, and to collaborate in the delivery of a comprehensive education. Federal law mandates that the District provide for the education of students regarding appropriate online behavior, including interacting with other individuals on social networking websites and in chat rooms, and regarding cyberbullying awareness and response. See Board Policy 7540.03 – Student Technology Acceptable Use and Safety.

The District recognizes that employees may use social media for personal, as well as professional reasons. The District neither encourages nor discourages employees' use of social media for personal purposes. The District regulates employees' use of social media for purposes related to their District assignment to the same extent as it regulates any other form of employee communication in that regard.

The District uses approved social media platforms/sites as interactive forms of communication and accepts public comments. The District-approved social media platforms/sites are considered limited public forums. As such, the District will monitor posted comments to verify they are on-topic, consistent with the posted rules for use of the forum, and in compliance with the platform/site's applicable terms of service. The Board's review of posted comments will be conducted in a viewpoint-neutral manner, and consistent with State and Federal law. Employees' personal posts on the public platforms/sites are limited/restricted to matters of general public interest that are not related to the employee's specific employment and wholly unrelated to the employee's job responsibilities (i.e., matters where it is clear the individual is posting not in an official capacity, but simply as a member of the public). Employees in administrative positions are ordinarily not permitted to post personal comments on matters of general public interest because to do so could be misconstrued as Board-sponsored speech.

Each District-approved social media account/site must contain a statement that specifies its purpose(s) and limits those who access the social media account/site to use of the account/site only for that/those purpose(s), and in accordance with any specified procedures, and applicable terms of service. Users are personally responsible for the content of their posts.

The District Administrator shall maintain the District's social media presence with respect to general announcements, notices, or other such communications that are disseminated to the public at large or specific audiences within the community. To the extent individual staff members wish to post information or announcements to a District social media platform, the staff member may request that the District Administrator approve and post such information. (This provision does not apply to social media communications that are related to instructional and school-sponsored activities.)

### **Social Media for Instructional and School-Sponsored Activities**

Staff may, with prior approval/authorization from the District Administrator, use social media platforms/sites for communications about classroom instruction or school-sponsored activities, as well as to support classroom instruction. When a staff member uses a District-approved social media platform/site for an educational purpose, it will be considered an educational activity and will not be considered a limited public forum. Students' use of District-approved social media platforms/sites must be consistent with the Student Code of Conduct, Policy 5722/AG 5722 – School-Sponsored Student Publications and Productions, Policy 7540.03/AG 7540.03 – Student Technology Acceptable Use and Safety, the instructor's directions/procedures, and the platform/site's applicable terms of service. Students are prohibited from posting or releasing personally identifiable information about students, employees, and volunteers through District-approved social media without appropriate consent.

Staff members must provide parents of students involved in a school-sponsored activity the ability to opt-out of having their child use social media platforms/sites for communication purposes associated with that activity, and arrange for an alternative method of communicating with the participating student concerning the school-sponsored activity.

### **Expected Standards of Conduct on District-Approved Social Media**

Employees who access District-approved social media platforms are expected to conduct themselves in a respectful, courteous, and professional manner. Students, parents, and members of the general public who access District-approved social media platforms are similarly expected to conduct themselves in a respectful, courteous, and civil manner.

District-approved social media sites shall not contain content that is obscene; is vulgar and lewd such that it undermines the school's basic educational mission; is libelous or defamatory; constitutes hate speech; promotes illegal drug use; is aimed at inciting an individual to engage in unlawful acts or to cause a substantial disruption or material interference with District operations; or interferes with the rights of others. The District may exercise editorial control over the style and content of student speech on District-approved social media if reasonably related to legitimate pedagogical concerns. Staff or students who post prohibited content shall be subject to appropriate disciplinary action.

The District is committed to protecting the privacy rights of students, parents/guardians, staff, volunteers, Board members, and other individuals on District-approved social media sites. District employees are prohibited from posting or releasing confidential information about students, employees,



volunteers, or District operations through social media, without appropriate consent (i.e., express written consent from the parent of a student, the affected employee or volunteer, or the District Administrator concerning District operations).

### **Retention of Public/Student Records**

District communications that occur through the use of District-approved social media platforms/sites – including staff members' use of social media with school-sponsored activities, and comments, replies, and messages received from the general public – may constitute public records or student records, and all such communications will be maintained (i.e., electronically archived) in accordance with the Board's adopted record retention schedule and all applicable State statutes. (See AG 8310A –Public Records)

Staff members cannot rely on social networking platforms (e.g., Facebook, Twitter, etc.) to sufficiently fulfill potential records retention requirements because these platforms, in general, do not guarantee retention and are unlikely to assist in the production of third-party comments and communications that have been edited, deleted, or are otherwise no longer available. Consequently, District employees who use such social media accounts for professional communications must operate them in accordance with the general archiving practices and technology instituted by the District so records remain within the District's control and are appropriately retained.

If a staff member uses District-approved social media platforms/sites in the classroom for educational purposes (i.e., classroom instruction), the staff member must consult with the Principal concerning whether such use may result in the creation of public and/or education records that must be maintained (i.e., electronically archived) for a specific period of time.

### **Employees' Use of District Technology Resources to Access Social Media for Personal Use**

Employees are permitted to use District technology resources (as defined in Bylaw 0100 - Definitions) to access social media for personal use, provided the employee's use during work hours does not interfere with his/her job performance.

They are reminded that the District may monitor their use of District technology resources.

### **Employees' Use of Personal Communication Devices at Work to Access Social Media for Personal Use**

Employees are permitted to use personal communication devices to access social media for personal use during work hours, provided it does not interfere with the employee's job performance.

Employees are prohibited from posting or engaging in communication that violates State or Federal law, Board policies, or administrative guidelines. If an employee/volunteer's communication interferes with their ability to effectively perform their job, or violates State or Federal law, Board policies, or administrative guidelines, the District may impose disciplinary action and/or refer the matter to appropriate law enforcement authorities.

This policy and its corresponding administrative guideline will be reviewed and updated as necessary.

### **[VIDEO SURVEILLANCE AND ELECTRONIC MONITORING - 7440.01](#)**

The Board authorizes the use of video surveillance and electronic monitoring equipment at various facilities school sites throughout the District, on school buses and on District vehicles.

Wherever video surveillance or electronic monitoring are used, such notification shall identify that video or electronic and audio surveillance are possible technologies employed.

The District Administrator is responsible for determining where to install and operate fixed-location video surveillance/electronic monitoring equipment in the District. The District Administrator shall assure that video surveillance is handled in accordance with the placement, monitoring, and access considerations incorporated into the school safety plan as more fully described in Policy 8420. The determination of where and when to use video surveillance/electronic monitoring equipment will be made in a nondiscriminatory manner. Video surveillance/electronic monitoring equipment may be placed in common areas in school buildings (e.g. school hallways, entryways, the front office where students, employees, and visitors are permitted to freely come and go, gymnasiums, cafeterias, libraries), the school parking lots and other outside areas, in school buses and District vehicles. Except in extraordinary circumstances and with the written authorization of the District Administrator, video surveillance/electronic monitoring equipment shall not be used in areas where persons have a reasonable expectation of privacy e.g. restrooms, locker rooms, changing areas, private offices (unless there is express consent given by the office occupant), or conference/meeting rooms, or in individual classrooms during instructional times.

Any person who takes action to block, move, or alter the location and/or viewing angle of a video camera shall be subject to disciplinary action.

Legible and visible signs shall be placed at the main entrance to buildings and in the areas where video surveillance/electronic monitoring equipment is in use to notify people that their actions/behavior are subject to being monitored/recorded, which may include video footage, audio recording, or both. Additionally, the District Administrator is directed to annually notify parents and students through the Student Handbook, school newsletters, and staff via the Staff Handbook(s), of the use of video surveillance/electronic monitoring systems in their schools, which may include either video or audio footage, or both. In cases approved by the District Administrator, camera surveillance may be used for investigatory purposes without staff, student, or public notice if the usage is calculated to further investigation into misconduct believed to have occurred or believed to be ongoing.

Any information obtained from video surveillance/electronic monitoring systems may only be used to support the orderly operation of the School District's schools and facilities, and for law enforcement purposes, and not for any other purposes. As such, recordings obtained through the use of video surveillance/electronic monitoring equipment may be used as evidence in any disciplinary proceedings, administrative proceedings, or criminal proceedings, subject to Board policy and regulations. Further, such recordings may become a part of a student's education record or staff member's personnel file.

The Board will not place video surveillance/electronic monitoring equipment for the purpose of obtaining information for routine staff appraisal/evaluation or monitoring; however, video footage captured in the normal course of surveillance which shows information pertinent to staff performance or conduct may be used for that purpose.

Additionally, prerecorded lessons or observations of online or virtual learning sessions may be included as part of an employee's evaluation.

Further, if an employee is assigned to work remotely (i.e., telework), the administration is authorized to conduct observations that consist of the supervisor reviewing video-recordings of the employee working and/or watching the employee perform their job responsibilities through means of a live-stream that includes both video and audio.

Additionally, nothing herein shall prevent the administration from using information gathered through electronic means (i.e., viewing a video-recording or live-stream of an employee working) for employment purposes, including but not limited to completing components of an evaluation.

Recordings that capture students may be student records and as such will be treated as confidential, subject to the Board's public and student record policies.

#### **Retention, Secure Storage, Access to and Disposal of Video Recordings**

The Board shall maintain video surveillance/electronic monitoring recordings for a limited period. Any request to view a recording under this policy must be made within seven (7) calendar days of the event/incident in order to assure its availability. Inquiries after that time period may be available depending on current retention capabilities. Unless a recording is separated and maintained for some reason by the District, any recording may be destroyed after fourteen (14) calendar days. If, however, action is taken by the Board/administration, as a result of a formal complaint or incident, recordings shall be kept consistent with the Board's record retention policy depending on the nature of the video record retained, but for a minimum of one (1) year from the date of the action taken. Recordings may also be kept beyond the normal retention period if they are going to be utilized for training purposes.

Video recordings, if stored on a removable/portable device or on a locally hosted server, when not in use, shall be stored in a locked, fire-resistant cabinet or room in an area to which students and the public do not normally have access. The recordings should be clearly and properly labeled and stored. Any video data stored on a cloud-based server system must be stored pursuant to a vendor agreement that assures the confidentiality of data accessible only to school officials.

Access to and viewing of video recordings is limited to authorized personnel. The Administrator is responsible for maintaining a proper audit trail for all video recordings (i.e., logs must be maintained of all instances of access to, and use of, recorded material – the log must document the person accessing the recording, the date and time of access, and the purpose). The Administrator shall approve requests for access to recorded and stored video images.

The building principal may authorize the viewing of recorded images in the event of an ongoing law enforcement investigation, an incident involving property damage or loss, or for other reasons deemed appropriate.

Video footage should not be removed from school officials' custody except as required by law or upon a request from law enforcement. All video recordings to be taken off-site in any portable format must be signed out by the requestor and the building principal. When returned, the requestor who originally signed the recording out and the building principal shall sign the recording back in. Video files should not be transmitted electronically to sources outside the District except as required or permitted by law and only with the approval of the District Administrator.

All video surveillance/electronic monitoring recording media shall be considered legal evidence and treated as confidential or as directed by Board counsel. The release of original video recordings to individuals or outside agencies may only occur pursuant to subpoena or court order after the same has been reviewed by Board counsel.

Original video recordings shall never be edited or manipulated in any manner. When video recordings are requested by any law enforcement agency as part of an ongoing investigation, a duplicate may be provided for that purpose. The original media shall be protected from accidental overwrite or erasure during the duplicating process. Nothing in this paragraph prohibits the redaction of personally identifiable information from duplicated media when mandated by FERPA.

Video recordings may never be sold publicly, viewed or distributed in any other fashion except as provided for by Board policy and this guideline, and consistent with State and Federal law.

Devices containing video recordings, scheduled to be destroyed must be securely disposed of in such a way that the personal information cannot be reconstructed or retrieved (e.g. shredding, burning, magnetically erasing the personal information).

This policy does not address or cover instances where school officials record a specific event (e.g. a play, music performance, athletic contest, graduation, or Board meeting), or an isolated instance where a classroom is video recorded for educational or research purposes. Authorized video recording for educational, instructional, and/or research purposes is permitted and is not addressed by this policy.

Video surveillance is to be implemented in accordance with this policy and the related guidelines, and consistent with the school safety plan. The Board will not accept or tolerate the improper use of video surveillance/electronic monitoring equipment and will take appropriate action in any cases of wrongful use of this policy.

## WEAPONS – 5772

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.

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 (as defined in 941.295(1c)(a), Wis. Stats.), metallic knuckles, martial arts weapons, chemical agents, ammunition, and explosives.

The District Administrator will refer any student who violates this policy to the student's parents and may also make a referral to law enforcement. 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. 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 Principal 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.

## WELLNESS – 8510

The Board of Education promotes a healthy school environment through nutrition education, healthy food choices, physical activity and other activities designed to promote life-long health and well-being. A healthy school environment encompasses more than food and beverage choices available in the school cafeteria. It also includes appropriate meal schedules, serving times, dining atmosphere, food in the classroom, fundraisers, vending machines, concessions, positive role models, nutrition education, physical activity and consistent messages about healthy behaviors. This wellness policy promotes healthy behaviors that affect the development of human potential and enhance the attributes of good citizenship, like success in school, responsible decision-making, caring about self and community, setting and attaining goals.

The District wellness policy outlines the six components of a healthy school environment as identified by the U.S. Department of Agriculture and other nutrition and school organizations throughout the United States. Each component is important and affects the nutrition and physical activity in a child's school life. Each includes a rationale, responsibility and implementation guidelines. This wellness policy aims to provide students a healthy school environment in which all members of the education team make nutrition and physical activity a priority every day.

### **Component 1: Nutrition Education**

**Rationale:** Students who practice good nutrition attend school with minds and bodies ready to take advantage of their learning environment. Nutrition influences a child's development, health status, well-being and potential for learning. The link between good nutrition and good education is clearly demonstrated by better attendance, higher test scores and fewer behavior problems in school.

**Responsibility:** K-5 classroom teachers, in collaboration with physical education teachers, are responsible for teaching nutrition concepts as part of the District health curriculum. At the middle school, family and consumer education teachers, in collaboration with physical education teachers, will teach nutrition concepts.

The Staff Development Coordinator, in collaboration with health educators, will provide professional development training on nutrition education and other healthy lifestyle concepts.

**Implementation:** School programs should ensure that students in pre-kindergarten through grade 8 receive nutrition education that provides the knowledge they need to adopt healthy lifestyles. Nutrition education should be well-integrated within a comprehensive school health education program and should include instruction that helps students learn more about the importance of various food groups; situations specific to individuals; dietary guidelines including caloric intake, eating more fruits and vegetables, less sugar and low-fat dairy, meat, fish or poultry; healthy cooking methods, the recognition of the role media play in marketing and advertising foods and beverages; and the relationship of a balanced diet and regular exercise to a healthy lifestyle.

Nutrition concepts should be modeled by school personnel. The District will support extra-curricular activities and units that integrate nutrition concepts.

Nutrition education will include the reinforcement of physical activity and the health risks associated with a sedentary lifestyle.

Coaches stress with student athletes the importance of nutrition, including healthy breakfast choices, caloric intake and proper hydration.

Staff primarily responsible for nutrition education will be trained and regularly participate in professional development activities to effectively deliver quality, science-based nutrition education.

### **Component 2: Physical Education & Activity**

**Rationale:** Students are taught the importance of physical activity and the relationship to a healthy lifestyle. The District will expose students to a comprehensive physical education program and a wide range of physical activities so that students develop the knowledge and skills to be physically active throughout their life.

**Responsibility:** Physical education teachers are responsible for teaching the physical education curriculum. School staff will support the mandates of the physical education curriculum and further promote and encourage other physical activities, co-curricular activities and recess. The Staff Development Coordinator, in collaboration with health educators, will provide professional development opportunities on physical education programs and activities for healthy lifestyles.

**Implementation:** School programs should ensure that all students in pre-kindergarten through grade 8 receive a developmental, sequential, comprehensive, standards-based physical education curriculum.

All physical education classes should be taught by certified physical education teachers.

School staff should not use participation or non-participation in physical education classes as a way to punish or discipline students.

Physical activity should include regular instruction in physical education, co-curricular activities and recess. Substituting any one of these components for the others is not appropriate.

Physical education should be designed to build interest and proficiency in the skills, knowledge and attitudes essential to a lifelong, physically active lifestyle.

Whenever possible, each school will provide daily recess that encourages physical activity.

Each school should ensure that students have adequate space and equipment to participate in structured physical activity.

Each school should ensure that physical activity facilities on school grounds are kept safe and well-maintained.

Staff responsible for teaching physical education will regularly participate in professional development activities to effectively deliver physical education instruction.

### Component 3: Quality Meals

**Rationale:** Healthy school meals provide the energy and nutrients children need for sound minds and bodies. Studies confirm what parents and teachers have known for years: children who are not well nourished have difficulty learning. The Food Service Department is proud of the role it plays in providing students with a nutritious meal each school day. The USDA lunch meal patterns require that a meat/protein, fruit, vegetable, bread and milk be offered in specific quantities to qualify for a reimbursable meal. These meal patterns are designed to provide 1/3 of the recommended dietary allowances for key nutrients. The menu must also provide no more than 30% of the total calories from fat, and no more than 10% from saturated fat. This variety of healthy foods allows children to learn to enjoy many different foods and to develop healthy eating patterns.

**Responsibility:** The Food Service Director will provide students with a well-balanced menu that meets the *Guidelines of the National School Lunch Program*, is appealing to students' tastes and is affordable.

**Implementation:**

- A. The Food Service Director is properly qualified and certified; food service staff should have pre-service training and participate in ongoing training.
  - B. Menu selection meets nutrition standards established by the USDA.
  - C. Menu selection follows the USDA price guidelines so that the school lunch meal is always a better value than purchasing ala carte items separately.
  - D. Menu selection continues to support or improve upon providing healthy choices, such as:
    - 1. all whole grain bread products
    - 2. Offering fat free and 1% milk; fat-free chocolate milk
    - 3. Offering 100% fruit juices at the middle school and bottled water
    - 4. Offering two fruit servings each day
    - 5. Offering two or more vegetable servings each day
    - 6. Ala carte offerings at the middle school follow Smart Snack nutrition standards, i.e., fresh salad, yogurt parfait, vegetable trays, fresh fruit cups, baked chips, crisps; whole grain)
    - 7. Offering 0% trans fat food products
    - 8. Individually packaging condiments for portion control and food safety
    - 9. Using pepper and other herbs to enhance flavor, not salt
  - E. Opportunities to attend nutrition education programs are available; also, nutrition education materials or food service publications.
- With the changing environment and the concern of rising childhood obesity, the Food Service Department will continue to evaluate the lunch program. Changes made will comply with USDA guidelines and any local wellness policies. For more information and updates, visit:  
<http://www.fns.usda.gov/>

### Component 4: Other Healthy Food Options

**Rationale:** The quality of the school nutrition environment depends on the quality of all foods and beverages sold or served at school. Since all foods and beverages contribute to meeting the dietary needs of students, they should have access to nutrient dense foods (whole grains, fresh fruits and vegetables) during the school day.

**Responsibility:** The Board, in collaboration with parents, teachers, school administrators and students, will set competitive food options for the District.

**Implementation:**

- A. Carbonated beverages are not available to elementary school students during the school day.
- B. At school-related functions outside of the defined school day, carbonated beverages should only be available in the middle school when a full array of milk, 100% fruit juices, water and other products are available.
- C. Serving sizes of eight (8) ounce portions for elementary and twelve (12) ounces or less for middle school students. No portion size limit for water.
- D. Classroom celebrations should encourage healthy treats, and age appropriate portion sizes. The District will offer suggestions to parents and families for types of foods that are appropriate.

- E. Students will be encouraged to drink water throughout the day. Drinking water should be conveniently available for students at all times.
- F. Concessions at school functions should include *at least as many healthy food choices as foods of minimal nutritional value*. It is recommended that groups market these healthy options at a *lower profit margin* to encourage selection by students.
- G. A la carte foods that are available include at least as *many healthy food choices as foods of minimal nutritional value*. They should include a variety of choices of nutritious foods, such as fruits, vegetables, whole grains and low-fat or non-fat dairy foods.
- H. Serving sizes of a la carte beverages, excluding water, will be limited to 12 ounces or less at the middle school.
- I. Vending machines are not available to students during the school day.
- J. Vending machines should offer healthy beverage options.
- K. Fundraisers
  1. Each school should encourage fundraisers that promote positive health habits such as the sale of non-food or nutritious food items, as well as fundraising to support physical activity events.
  2. Foods and beverages sold at fundraisers should reinforce the importance of healthy choices and portion control.
  3. Food items that meet nutrition requirements are not limited.
  4. The standards do not apply during non-school hours, on weekends and/or during campus fundraising events.
  5. Two fundraiser exemptions per student organization per school year are allowed by the Wisconsin Department of Public Instruction. The length of the fundraiser is defined as up to two weeks in time.

#### **Component 5: Pleasant Dining Experience**

**Rationale:** Children will enjoy their food more and may try to make more healthy options if they can relax, eat and socialize without feeling rushed. Studies show that environment has a powerful influence on behavior. A pleasant dining area allows students to pay attention to what they are eating, and to enjoy the sensory and social aspects of a healthy meal.

**Responsibility:** Principals, lunchroom supervisors, food service personnel and maintenance and custodial services are responsible for maintaining a pleasant lunchroom environment.

**Implementation:** The lunch room environment should be a place where students have an adequate space to eat; pleasant, clean surroundings; convenient access to handwashing facilities; and adequate time for meals. The Department of Public Instruction and The American Food Service Association recommends at least 20 minutes for lunch from the time that students are seated.

Students are encouraged to socialize while maintaining an appropriate voice level for conversation. Dining areas are attractive.

Food service personnel meet with building administrators/District staff to review meal schedules and facilitation of meal service.

#### **Component 6: Commitment to Marketing Consistent Health Messages**

**Rationale:** The District recognizes that parents and families are a child's first and most important teachers. When children enter school, the responsibility for their learning is shared by the school, families, community, and the children themselves.

**Responsibility:** The responsibility is shared by school staff, parents, community and students.

**Implementation:** The District should provide educational information to families on healthy eating, such as information on the *Food Pyramid and Dietary Guidelines for Americans*, 2010.

Each school should provide information to parents to help them promote and incorporate physical activity and healthy eating into their children's lives.

*The District should not allow advertising messages that promote consumption of less nutritious food and beverages.*

Parent, staff, community and student input and feedback will be considered in planning a healthy food environment.

The District and food service staff should develop newsletter release or other communications about the food service program.

The District encourages healthy eating and physical activities within the school community. The District Wellness Committee should promote activities that improve the health and wellness of staff and that encourage participation in healthy lifestyles.

The District Wellness Committee has a volunteer representative from each building.

#### **WITHDRAWAL/TRANSFER FROM SCHOOL – 5130**

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.

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 District Administrator. 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.