

School District of Rhinelander - Board of Education

Policy Manual

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ELIGIBILITY OF RESIDENT/NON-RESIDENT STUDENTS

The Board establishes the following policy for determining eligibility to attend the schools of the District:

- A. The Board will educate tuition-free students who are legal residents of the District. Proof of residency will be required for registration in the District. If residency is with individuals other than a parent, it must be based on a reason other than educational purposes.
- B. The District shall provide a free education to those students who are considered by federal law to be illegal aliens or considered to be homeless by the state-established criteria.
- C. Upon request of a student's parent, students who have gained 12th grade status and who no longer reside within the District shall be permitted to complete their high school education tuition free.
- D. Students enrolled in the special education program of the District whose parents do not reside within the District may attend as tuition students with tuition computed pursuant to 121.83 (1)(c) Wis. Stats. (Discretionary as to attendance and mandatory as to calculation of tuition)
- E. Resident students in grades 9-12 who attend private school or home-based educational programs may be accepted into the District's educational programs for up to two (2) classes if the student satisfies the high school admission standards and sufficient space is available in the classes.
- F. A high school student who now resides in a different school district as a result of a reorganization under Chapter 117 and who has completed 9th and 10th grade at his/her former school district shall be allowed to complete his/her education at the former school district; provided the other school district agrees. The school board of the resident school district shall pay the student's tuition. The school of attendance shall count the student in its membership for state aid purposes.
- G. Children of joint custody orders may attend school without payment of tuition if one parent resides in the District or the order designates the residential parent as the parent with legal residence in the District.
- H. Foreign students participating in a bona fide foreign exchange program and living with a resident host family will be admitted tuition free.
- I. Students whose parents do not reside within the District but who present evidence that they will move into the District within a short period of time may enroll in the schools of the District as tuition students for the time not in residence. Tuition may be refunded in accordance with state law.
- J. Minor students residing in the District but not living with a parent may be required to provide information sufficient to allow District administration to properly determine resident status under law.
- K. Tuition students may be accepted in accordance with state law and the approval of the Superintendent.
- L. If the District offers adult education classes, non-residents may be accepted upon payment of the appropriate fees.

- M. Non-resident students may be accepted into the District's summer or interim session school program upon payment of appropriate fees.
- N. Non-resident students may be accepted into the District's programs under the full-time open enrollment program.
- O. At his/her discretion, the Superintendent may deny admission to a student who has been expelled from another Wisconsin public school district for the period of the unexpired term of the expulsion. When the expulsion from the other school district has expired, the student is to be admitted; providing all other eligibility requirements have been met.

In the event the Superintendent intends to enroll a student during the term of an expulsion order issued by another Wisconsin public school district, the enrollment must be approved by the Board.

The Board may prohibit the enrollment of a student during the term of an expulsion order issued by a charter school under Section 11.40(2r) Wis. Stats. or by a public school district in another state; provided the Board determines that the conduct giving rise to the expulsion would have been grounds for expulsion under Policy 5610, Suspension and Expulsion.

- P. Students who have begun the school year as residents and who no longer reside in the District may be permitted to complete the school year tuition free under the Department of Public Instruction's waiver of tuition due to move program.

120.13(1)(f)Wis. Stats

121.77 et seq.

121.81 Wis. Stats.

121.84 Wis. Stats.

Adopted 11/18/2002

Revised 11/16/2015

HOMELESS STUDENTS

Children who meet the federal definition of “homeless” will be provided a free and appropriate public education in the same manner as all other students of the District and will not be stigmatized or segregated on the basis of their status as homeless. No homeless student will be denied enrollment based on a lack of proof of residency. No Board policy, administrative guideline, or practice will be interpreted or applied in such a way as to inhibit the enrollment, attendance, or social success of homeless children.

Homeless students will be provided services comparable to other students in the District including the following:

- A. Transportation services.
- B. Educational services for which the homeless student meets eligibility criteria, including services provided under Title I of the Elementary and Secondary Education Act (ESEA) or similar state and local programs, educational programs for children with disabilities, and educational programs for students with limited English proficiency.
- C. Programs in vocational and technical education.
- D. Programs for gifted and talented students.
- E. School nutrition programs.
- F. Before or after school programs.

Students who are homeless have the right to remain in their school of origin or the local attendance area school according to the child’s best interest. The school of origin is the school that the student attended when permanently housed or last enrolled. The local attendance area school is any public school that non-homeless students who live in the attendance area in which the student is actually living are eligible to attend.

The Superintendent will appoint a liaison for homeless children who will perform the duties as assigned by the Superintendent. Additionally, the liaison will coordinate and collaborate with the state coordinator for the ‘Education of Homeless Children and Youth’, as well as with community and school personnel responsible for the provision of education and related services to homeless children and youth.

Disputes regarding the enrollment or assignment of a homeless student will be referred to the liaison for expeditious resolution. While the liaison will attempt to resolve a dispute, the complainant may appeal the liaison’s decision by following the District’s dispute resolution process as outlined in Policy 9130, Public Complaints/Concerns. Any dispute which cannot be resolved through the District’s resolution process should be reported to the Education of Homeless Children and Youth’s state coordinator in the office of the State Superintendent at the Department of Public Instruction.

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

Adopted 11/18/2002
Revised 01/16/2012
Revised 10/21/2013

CHILDREN AND YOUTH IN FOSTER CARE

The Board 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, other schools and school districts, and the appropriate child welfare agencies to provide educational stability for children and youth in foster care.

Definitions

Children and youth 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 status of the recognized protected classes (Policy 2260, Nondiscrimination and Access to Equal Educational Opportunity). 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 twenty-four (24) hour substitute care for children and youth placed away from their parents or guardians and for whom the child welfare agency has placement and care responsibilities. This includes, but is not limited to placements in the following places:

- A. Foster family homes;
- B. Foster homes of relatives, group homes, and emergency shelters;
- C. Residential facilities;
- D. Child care institutions; and
- E. Pre-adoptive 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, adoption subsidy payments are being made prior to the finalization of an adoption, or 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 the schools of the District. Foster care students shall be enrolled immediately, even if they do not have the necessary enrollment documentation (i.e. immunization and health records, proof of residency or guardianship, birth certificate, school records, etc.).

The District shall meet the Title I requirements for educational stability of 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 the following 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 the child’s best interest;
- B. If it is not in the child’s best interest to remain 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 (Elementary and Secondary Education Act) Section 111(g)(1)(E)(iii)]

Best Interest Determination

In making the best interest determination, the District will follow the guidelines established by the Department of Public Instruction 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 (Individuals with Disabilities Education Act) and Section 504 (part of the Rehabilitation Act of 1973 that prohibits discrimination based upon disability), 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 can be met, as described in the student's IEP (individual Education Plan) or Section 504 Plan.

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 State Education Agency (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 111(g)(1)(E)(i)]

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

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

Local Point of Contact

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

Records

The District shall provide privacy protections for children, youth, and families and shall facilitate appropriate data sharing pertaining to children and youth 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, youth, 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 the following:

- A. Educational services for which the student in foster care meets eligibility criteria, including services provided under Title I of the ESEA 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 and youth 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 provided transportation for children and youth who are not in foster care.

In order for a student in foster care to remain in his/her school of origin when it is 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 and youth 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 the 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 District policy, administrative guidelines, 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.

45 C.F.R. 1355.20

Adopted 06/19/2017

ENTRANCE AGE

The Board shall establish student entrance age requirements consistent with Wisconsin law and shall offer sound educational practice and ensure equitable treatment with the philosophy that the schools will be ready for children rather than children being ready for the schools.

Promotion, placement, and retention issues will be decided by the building principal after considering a recommendation from a Student Services Team (SST) and as outlined in Policy 5410, Promotion, Placement and Retention, as well as upon the request of the parent.

Four-Year Old Kindergarten (4K)

A child must be four (4) years of age on or before September 1st of the year in which he/she applies for entrance to 4K and must meet residence requirements. The District will determine the child's 4K program location.

A child may not be placed in a special education program without permission of the parent.

Five-Year Old Kindergarten (5K)

A child must be five (5) years of age on or before September 1st of the year in which he/she applies for entrance to 5K and must meet residence requirements. A child must regularly attend kindergarten.

A child may not be placed in a special education program without permission of the parent.

First (1st) Grade

A child must be six (6) years of age on or before September 1st in the year in which he/she enrolls to 1st grade and must have completed kindergarten before entering 1st grade to receive an exemption.

Older Students

A person who is a resident in the District and over twenty (20) years of age may enroll in the District, providing the enrollment does not interfere with the education of other students.

Special Education Services

A free, appropriate public education must be made available to a child with a disability who has not yet graduated and continues until the twenty-first (21st) birthday, unless the child turns twenty-one (21) during a school term.

The District shall not discriminate in admission procedures based solely on the sex, race, national origin, ancestry, creed, pregnancy, or marital or parental status, sexual orientation or physical, mental emotional or learning disability of a student.

118.14 Wis. Stats

Adopted 11/18/2002

Revised 03/21/2005

Revised 11/17/2008

Revised 04/19/2010

Revised 08/16/2010

Administrative Guidelines

ENTRANCE AGE

Age of Entrance

Proof of age shall consist of a birth certificate, medical record, baptismal certificate, or written confirmation from the parent attesting to the age of the child. Such written confirmation attesting to the age of the child shall be signed by the parent in the presence of a District employee, and authorized by the Superintendent or his/her designee.

If the District provides a 'Certification Attesting to Age of Child' form to the parent for the purpose of attesting to the child's age, the form must be completed by the parent, signed by the parent in the presence of a District employee, and authorized by the Superintendent or his/her designee.

Approved 11/18/2002

Revised 03/21/2005

Revised 08/16/2010

**PUBLIC SCHOOL OPEN ENROLLMENT
(Inter-District)**

The 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, which may be 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 school district of residence.
- B. Nonresident Student - A student who is not a resident of the District, but who seeks admission to the 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 - Enrolled for the entire school day and the student receives all required education in the District.
- E. Part-Time Enrollment - Limited to students who may participate in no more than two (2) courses at any time offered by the District.
- F. Maximum Number of Students - Determination of the maximum number of students that can be accommodated properly in a particular classroom without jeopardizing the quality of the instructional program and mitigating circumstances for a particular school, class, or program, including enrollment projections established by the Superintendent.
- G. 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.
- H. Resident Student - A student who is a legal resident of the District and is consequently entitled to attend school in the District in accordance with Policy 5111, Eligibility of Resident/Nonresident Students.

Full-Time Open Enrollment

A. Procedures for Processing of Open Enrollment Applications

If space is available, the District will accept open enrollment students. If there are more applications than spaces, the Board will fill the available spaces by random selection, provided that first priority will be given to non-resident students and their siblings already attending the District's schools. 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 an applicant who is already attending school in the District.

B. Decisional Criteria for Non-Resident Applications

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

1. During a regular meeting of the Board each January, the Board shall determine the number of regular education and special education spaces available. In determining the amount of space available, the District will count resident students, students attending the District for whom tuition is paid under Wis. Stats 121.78(1)(a), and may include in its counted occupied spaces those students and siblings of students who have applied under Section 118.51(3)(a) or 118.51(3m)(a) and are already attending public school in the District. Other factors that may be considered in determining the availability of space may include the following:

- District practices, policies, procedures, or other factors regarding the class size ranges for particular programs or classes.
 - District practices, policies, procedures or other factors regarding faculty-student ratio ranges for particular programs, classes, or buildings.
 - Enrollment projections for the schools of the District which may include but are not limited to the following factors:
 - ❖ The likely short and long-term economic development in the community
 - ❖ Projected student transfers in and out of the District
 - ❖ Preference requirements for siblings of non-resident open enrollment students
 - ❖ The required length of K-12 attendance opportunities for open enrollment students
 - ❖ 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-year-old kindergarten, early childhood, or school-operated day care program resides in a school district which offers the program for which application is made.
3. Whether the non-resident student has been expelled from any school district within the current school year or the two preceding school years, or is pending any disciplinary proceeding based on any of the following activities:
- 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.
 - Engaging in conduct while at school or under school supervision that endangered the health, safety or property of others.
 - 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 school board member.
 - Possessing a dangerous weapon (as defined in Section 939.22(10) Wis. Stats.) while on school property or under school supervision.

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

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

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

4. Whether the special education program or related services described in the non-resident student's individualized education program (IEP) are available in the District. Funding for the education of students with disabilities will be made to the non-resident district by the Dept. of Public Instruction in accordance with state law.

5. Whether there is space available in the District to provide the special education or related services identified in the non-resident student's IEP after consideration of class size limits, student/teacher ratios, and enrollment projections.
6. Whether the non-resident student has been referred to his/her resident Board under Wis. Stats. 115.777(1), or identified by his/her resident school district under Wis. Stats. 115.77(1m)(a), but not yet evaluated by an individualized education program team.

(NOTE: If a nonresident student's IEP is developed or changed after starting in the District and it is then 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 school district. If such notice is provided, the nonresident student may be transferred to his/her resident school district.)

7. If it is determined that a non-resident student attending the District under the open enrollment program is habitually truant from the District during either semester of the current school year, the Board or its designee may prohibit the student from attending in the succeeding semester or school year.

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

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

The Board will consider only the following criteria for denying resident applications:

- Whether the application would increase racial imbalance in either the District or the District to which the student has applied. *(NOTE: This is a controversial issue and the U.S. Supreme Court decisions and the Wisconsin statutes apparently are in conflict. Contact District legal counsel for advice.)*

D. Reapplication Procedures

The Board will not require accepted non-resident students to reapply under the open enrollment policy when the non-resident student enters middle school or high school. A non-resident student may be required to reapply only once.

E. Transportation

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

Alternative Application Procedures

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

Annual Review

The open enrollment program will be reviewed annually.

General Provisions

A student who has been accepted under the open enrollment program but 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.

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

The Superintendent shall be responsible for developing and promulgating administrative guidelines to implement this policy. Such guidelines shall address at least the following matters:

- Participation in interscholastic athletics
- District transportation services
- Transfer of academic credit
- Assignment within the District
- Payment of fees and other charges

118.51 Wis. Stats.

Wis. Admin. Code C. P.I. 36

Approved 11/18/2002

Revised 09/18/2006

Revised 02/20/2012

Revised 10/20/2014

Revised 11/16/2015

Revised 01/18/2016

Administrative Guidelines

**PUBLIC SCHOOL OPEN ENROLLMENT
ADMISSION OF STUDENTS
(Inter-District)**

The 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. More specifically, the District, in administering its participation will

- *harmonize to the extent possible Sections 118.145(4), 118.51, 118.52 and subchapter VI of Chapter 121 Special Transfer Program;*
- *give priority to its resident students regarding intra-district open enrollment opportunities; and,*
- *as appropriate, take account of individual rights under the Wisconsin and United States Constitution.*

Full-Time Open Enrollment

A. *Application Procedures for Nonresident Students*

Applications from non-resident students for full-time open enrollment into a District school must be submitted on the form provided by the Dept. of Public Instruction (DPI) and must be received between the first Monday in February and the last weekday in April unless otherwise provided by DPI or as described below (Alternative Application Procedures)

If a student submits applications to more than three (3) nonresident school districts, all applications submitted are invalid.

Untimely applications will not be processed nor will the review process be delayed by failure to submit supporting documentation. Copies of all non-resident student applications will be sent to the resident school district of each nonresident student and DPI no later than the first weekday after the last weekday in April unless otherwise provided by DPI.

No later than the first Friday following the first Monday in May, the District shall provide to a non-resident school district a copy of the IEP of a resident student with a disability if he/she has applied for open enrollment to a non-resident district.

B. *Timetable for Decisions on Applications*

District decisions on full-time open enrollment applications will be made after April 30th and no later than the Friday following the first Monday in June; unless otherwise provided by DPI and/or the waiting list provisions of these guidelines.

C. *Procedure for Processing of Open Enrollment Applications*

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 an application for a student who is already attending school in the District.

D. *Decisional Criteria for Nonresident Applications*

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

1. *The availability of space in the schools, programs, classes, or grades within the District. In determining the amount of space available, the District will count resident students, students attending the District for whom tuition is paid under Wis. Stats. 121.78(1)(a), and may include in its counted occupied spaces those students and siblings of students who have applied for open enrollment and are already attending public school in the District. Other factors the Superintendent may consider include:*

- *District practices, policies, procedures or other factors regarding class size ranges for particular programs or classes;*
 - *District practices, policies, procedures or other factors regarding faculty/student ratio ranges for particular programs, classes, or buildings; and,*
 - *enrollment projections for the schools of the District which include, but are not limited to, the following factors:*
 - ❖ *The likely short and long-term economic development in the community;*
 - ❖ *Projected student transfers in and out of the District;*
 - ❖ *Preference requirements for siblings of non-resident open enrollment students;*
 - ❖ *The required length of K-12 attendance opportunities for open enrollment students;*
 - ❖ *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-year-old kindergarten, early childhood or school operated day care program resides in a district which offers the program for which application is made.*
 3. *Whether the nonresident student has been expelled from any school district within the current school year or the two (2) preceding school years, or has any pending disciplinary proceeding based on any of the following activities:*
 - *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.*
 - *Engaging in conduct while at school or under school supervision that endangered the health, safety or property of others.*
 - *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.*
 - *Possessing a dangerous weapon (as defined in Section 939.22(10) Wis. Stats.) while on school property or under school supervision.*

(Note 1: 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, he/she is determined to fall under paragraph D. 3.)

(Note 2: The Board may request a copy of a nonresident student's disciplinary records from the resident school board).

4. *Whether the special education program or related services described in the nonresident student's individualized education program (IEP) are available in the District.*
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 non-resident student has been referred to his/her resident school board under 115.777(1) Wis. Stats. or identified by his/her resident school board under 115.77(1m)(a) Wis. Stats., but not yet evaluated by an individualized education program team.*

(Note: If a nonresident student's IEP is developed or changed after starting in the District, and it is then 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 school board. If such notice is provided, the nonresident student may be transferred to his/her resident school district.)

- 7. If the District has made a determination that a non-resident student attending the District under the open enrollment program is habitually truant from the District during either semester of the current school year, the District may prohibit the student from attending in the succeeding semester or school year.*

[Note: The truancy determination shall be made on the sole basis of enrollment in the nonresident district. Open enrollment may not be denied based on the student's truancy from any other district.]

E. Notice of Decisions

Written notice of acceptance or denial of nonresident applications must be sent to all applicants on or before the first Friday following the first Monday in June. Nonresident students whose applications are accepted shall be notified of the specific school or program that the student may attend the following school year.

By the second Friday following the first Monday in June, the District shall notify any resident student and the nonresident school district in writing if the Board denies enrollment into the nonresident district.

Notices of denial will include a reason for the determination.

Additional Notices when a Nonresident Student is Accepted

If the Board approves an open enrollment application of a nonresident student, it will also send the following notices:

- 1. Written notice to the applicant no later than the first Friday following the first Monday in June of the specific school or program that the applicant may attend during the following school year and notice to the resident district no later than July 7th stating the name of the student.*

The parents or guardians of an accepted nonresident student must notify the District no later than the last Friday in June of the student's intent to attend school in the District during the following school year.

- 2. If an accepted nonresident student has not attended school in the District by the third Friday in September, the open enrollment is terminated.*

Disciplinary Records

The District shall provide the disciplinary records of any resident student that applies for enrollment in a nonresident school district. Such disciplinary records should include, but are not limited to a copy of any expulsion findings and orders pertaining to the student, a copy of any records of any pending disciplinary proceedings and the length of term of the expulsion, or the possible outcomes of the pending disciplinary proceedings.

Such records shall be provided no later than the first Friday following the first Monday in May or within ten (10) days of an application under the Alternative Application Procedures as provided below.

F. Reapplication Procedures

The Board does not require accepted nonresident students to reapply under the open enrollment policy when the nonresident student enters middle school or high school. A nonresident student may be required to reapply only once (from the 5th grade into the 6th grade level).

G. Transportation

The parents or guardians of a student attending a nonresident school district will be solely responsible for providing transportation to and from the school site, unless the nonresident student is a special education student and transportation is required by his/her IEP.

Transportation may be available to and from a scheduled in-District bus stop, but only if there is adequate seating space on the bus for additional students.

H. Tuition Payment/Tuition Waivers

Students are eligible for tuition waivers as follows:

1. Current Year Permissive

When the student was a resident of the District of July 1st; enrolled in the District on July 1st of the current school year; and, after July 1st changes residence by moving to a new school district.

The District may permit the student to complete the school year. The school district of attendance (the nonresident school district) counts the student in membership.

2. Current Year Mandatory

When the student was a resident of the District and enrolled on either the third Friday in September or the second Friday in January of the current school year; was enrolled in the District for at least twenty (20) school days during the current school year; and, changes residence by moving to a new school district.

The District must permit the student to complete the school year. The school district of attendance (the non-resident school district) counts the student in membership.

3. "Additional Year" Mandatory

When the student was a resident of the District on the second Friday in January of the previous school year; was enrolled in the District continuously from the second Friday in January of the previous school year to the end of the school term of the previous school year; ceased to be a resident of the District after the first Monday in February of the previous school year; and continues to be a resident of Wisconsin.

The District must permit the student to attend the school year following the year in which the criteria are met. The resident district counts the student in membership and Department of Public Instruction transfers the open enrollment amount to the nonresident district.

I. Rights and Privileges of Nonresident Students

Nonresident students attending school in the District on a full-time basis will have all of the rights and privileges of resident students and will be subject to the same rules and regulations as resident students.

J. Alternative Application Procedures

Basis for Open Enrollment Outside Regular Deadlines

The parent of a non-resident student who wishes to attend a school in the District may apply at any time throughout the year by submitting an application under this alternative application procedure, if the student satisfies at least one of the following criteria and has not applied to more than three non-resident school districts:

1. The resident district determines that the non-resident student has been the victim of a violent criminal offense, as defined by the Department of Public Instruction. An application is not valid unless the District receives the application within thirty (30) days after the determination of the resident district.
2. The student is or has been a homeless student in the current or immediately preceding school year. In this subdivision, "homeless student" means an individual who is included in the category of homeless children and youths, as defined in Policy 5111.01, Homeless Students.
3. The nonresident student has been the victim of repeated bullying or harassment, the student's parent has reported the bullying or harassment to the resident district, and despite action taken by the parents and/or the resident district, the repeated bullying and harassment continues.
4. The place of residence of the student's parent or guardian and of the student has changed as a result of military orders. An application is not valid unless the District receives the application no later than thirty (30) days after the date on which the military orders changing the place of residence were issued.
5. The student moved into the state, but resides in another District. An application made on this basis is not valid unless the District receives the application no later than thirty (30) days after moving into the state.
6. The place of residence of the student has changed as a result of a court order or custody agreement, or because the student was placed in a foster home or with a person other than the student's parent or removed from a foster home or from the home of a person other than the student's parent. An application is not valid unless the District receives the application no later than thirty (30) days after the student's change in residence.
7. The parent of the nonresident student, the resident district, and the nonresident district agree that attending school in a nonresident district is in the best interest of the student.
8. The parent of a nonresident student and the nonresident district agree, upon application by the parent, that attending school in the nonresident district is in the best interests of the student. The nonresident district shall immediately forward a copy of the application to the student's resident district and shall within twenty (20) days of receipt of the application, inform the parent of its decision regarding the student's best interests. If approved, the written decision shall include a designation of which school and/or program the student may enroll in.

Decisions Regarding Resident Students Seeking Enrollment Out of the District Under the Alternative Procedure

Upon receipt, the District shall review all applications received for open enrollment out of the District under this section. The District shall allow such student enrollment in a nonresident district unless the District determines that the criteria relied on by the applicant to qualify for the alternative application procedure does not apply to the student.

Appeal Procedures

If the District rejects the application of a resident student despite agreement by the parent and a nonresident school district that the interests of the student are best served by enrollment into the nonresident school district, the parent may appeal the decision to the Department of Public Instruction. The decision of the State Superintendent will be final.

If the District rejects the application because a special education or a related service is not available, the student's parent(s) may appeal the decision to the Department of Public Instruction within thirty (30) days after the receipt of the notice.

If a non-resident student is notified that the Board has approved his/her application to enroll in the District because it is in the best interests of the student, the student may immediately begin attending the school or program in the nonresident school district, and shall begin attending the school or program no later than the 15th day following receipt by the parent or the student of the notice of acceptance from the District. If the nonresident student has not enrolled in or attended school in the District by then, the District may notify the student's parent in writing that the student is no longer authorized to attend the school or program in the District.

118.145(4) Wis. Stats.

118.51 Wis. Stats.

118.52 Wis. Stats.

Subchapter VI of Chapter 121 Wis. Stats.

Approved 01/18/2016

***PUBLIC SCHOOL OPEN ENROLLMENT
STUDENTS WITH DISABILITIES
(Inter-District)***

The resident school district is responsible for the screening of a child to determine if there is reasonable cause to believe that the child has a disability and should be referred for a special education evaluation. This should be done prior to the open enrollment of a student to another school district. The resident school district will inform the nonresident district of the student's need for special education.

When a child who is attending a school district under open enrollment is referred for evaluation, the evaluation must be consistent with the requirements under the Individuals with Disabilities Education Act (IDEA) and state law. An Individual Education Plan (IEP) team is required to consult with appropriate personnel designated by the student's resident school district, in conjunction with the nonresident school district the student is attending.

When a child who is attending a non-resident district under the open enrollment program is subject to an annual IEP review, the review must be performed by staff appointed by the non-resident district in collaboration with staff designated by the student's resident school district.

A non-resident district will provide an appropriate educational program to implement the IEP of a child attending school under the full-time open enrollment program unless the IEP requires a special education program or services that are not available or in which no space is available. In those circumstances, the nonresident district may notify the student's resident district that the program or services are not available in the nonresident district. If the student's resident district is notified that the nonresident district does not have the required special education program or services or that there is no space available, then the resident district is responsible for providing an appropriate educational placement for the student.

The Department of Public Instruction will make aid transfer payments for all open enrolled students with disabilities in accordance with state law.

Procedural Safeguards

Once a student has transferred to the non-resident district under the open enrollment program, that district is responsible for the following:

- *Receiving referrals for students who are suspected of having a disability (A referral may be made to either the nonresident or resident school district. Whichever school district receives the referral must notify the other school district).*
- *Appointment of an IEP Team (the resident school district must appoint a representative to the IEP team).*
- *Conducting initial evaluations and re-evaluations.*
- *Development and revisions to the IEP.*
- *Notification and provision of procedural safeguards and due process.*
- *Providing a placement.*

The nonresident district must not change the placement of the child who is the subject of a hearing or court proceeding during the pendency of the hearing or court proceeding except where the parents' consent or the health and safety of the child or other person's is endangered by delaying the change.

PART-TIME OPEN ENROLLMENT

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

Wis. Stats. 118.52

Approved 02/15/2016

Revised 05/21/2018

Administrative Guidelines

COURSE OPTIONS

Pursuant to Policy 5113.01, *Course Options*, the Board will provide students enrolled in the District with the ability to take up to two courses at any given time through one or more other educational institutions under the following guidelines and procedures. The course options will be considered for 9-12 grade students requesting enrollment to a non-resident school district and for grades 11-12 if requesting enrollment to an institution of higher learning.

Resident Student Applications for Course Options

A. General Procedures

The parent of any student enrolled as a resident of the District, or a non-resident enrolled through a whole grade sharing agreement with the student's resident school district that wishes to attend one or two courses at any other educational institution under this policy, shall make a written application to such other institution no less than six weeks prior to the beginning of the term in which the course(s) are offered. The application must be on a 'Course Options Application Form' provided by the Wisconsin Department of Public Instruction and copied to the Board or its designee(s) at the same time as the application is made to the other educational institution.

B. Decisional Criteria for Resident Applications

The Board or its designee(s) shall review all applications received under this policy for the request that a student attend courses at an outside educational institution under the criteria listed below. Both the educational institution of the proposed attendance and the Board or its designee(s) must approve the course. Acceptance or denial of any resident student's application shall be made no later than one week prior to the start of the course. Rejection of a student's application to attend such courses shall be made in writing and shall provide an explanation of the reason for rejecting the application. One of the following reasons must be the basis for such rejection:

1. *Individualized Education Plan (IEP) – If the Board or its designee(s) determines that the proposed course conflicts with the student's IEP, the course shall be rejected.*
2. *High School Graduation Requirements – If the Board or its designee(s) determines that the proposed course does not satisfy graduation requirements, the application may be rejected.*
3. *Student Plan – If the Board or its designee(s) determines that the proposed course does not satisfy the student's academic and career plan, the application may be rejected.*

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

Non-resident Student Applications for Course Options

A. General Procedures

The parent of any non-resident student that wishes to attend one or two courses offered by the District shall make a written application to the Board or the Superintendent or his/her designee no less than six weeks prior to the beginning of the term in which the course(s) are offered. The application must be on a form provided by the Wisconsin Department of Public Instruction and copies sent to the student's resident district at the same time as the application is made to the nonresident district

B. Decisional Criteria

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

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

Rejection of an Application

A student may be denied enrollment due to the following:

- *Course does not satisfy a high school graduation requirement pursuant to WI State Statutes*
- *Course does not conform to or support the pupil's academic and career plan pursuant to WI State Statutes*
- *Space is not available in the rooms, programs, courses, or grades for which the student is applying*
- *Student is a special education student and the services listed in the Individualized Education Plan (IEP) are not available in the District*
- *Student is currently expelled or has been expelled in the current or two preceding years for certain conduct*
- *Student has been habitually truant in any semester of the current or preceding school year*
- *Application into the course is not in the student's best interest (i.e. educational, physical and emotional well-being, including family and other circumstances, that affect the pupil's educational, physical or emotional well-being)*

General Requirements

A. Notice of Intent to Enroll

After receipt of the District's decision to accept the application but before the beginning of the applicable course, parents of the student must notify both the resident district and the district in which the student has applied for the course options enrollment of the student's intent to enroll.

B. Transportation

By enrolling in a course under Policy/Administrative Guidelines 5113.01, Course Options, either as a resident or a non-resident student, the parent understands that he/she is responsible for transporting the student to and from to the location of any courses attended under the policy/administrative guidelines, unless the Department of Public Instruction agrees to reimburse the parent directly for such costs.

C. Tuition for Attendance at Another District

Tuition costs shall be paid for by the resident district. Parents may not be charged any cost by either the resident district or educational institution of attendance under this policy and administrative guidelines.

D. Tuition for Attendance at an Institution of Higher Education

A student that attends course(s) at an institution of higher education may be charged additional tuition by the institution if the student will receive post-secondary credit for successful completion of the course. The District and the institution must agree upon the permissible amount of tuition that the institution of higher education may charge for applicable courses.

Only an institution of higher education may charge a student (or the parent if the student is a minor) additional tuition and fees for attending a course at the institution of higher education for post-secondary credit. This amount charged by the institution of higher education is in addition to the amount paid to the institution by the resident district under Wisconsin law.

E. Appeal of Rejection

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

Release of Resident Students

A designee of the Board shall release any resident student who wishes to apply for part-time enrollment in another school district, except that the District must refuse to allow a student to enroll if the course conflicts with the provisions of an IEP for the student.

118.52 Wis. Stats

Approved 02/15/2016

INTRA-DISTRICT SAFE SCHOOL TRANSFERS OPTIONS

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

A. Persistently Dangerous School

The student attends a school identified as persistently dangerous by the Department of Public Instruction.

B. Victim of Violent Criminal Offense

The student has been a victim of a violent criminal offense under either of the two following circumstances and reports the incident to the appropriate law enforcement agency and the building principal:

1. The student has been a victim of a violent criminal offense while on the school grounds that the student attends during school hours or during a school-sponsored event at the school that the student attends that does not occur during school hours.

or

2. The student has been a victim of a violent criminal offense while being transported to school for the purpose of attending curricular programs during school hours, or from school to home immediately following school hours, on a school bus owned, leased, or contracted by the District or by a motor vehicle operated as an alternative method of transportation under Sec. 121.555 Wis. Stats. For a student who has been a victim of a violent criminal offense while being transported to or from a school by a common carrier in a District providing transportation under Sec. 121.54(1) Wis. Stats., the Board shall make transfer decisions on a case-by-case basis.

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

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

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

Persistently Dangerous School

Upon written notification from the Dept. of Public Instruction that a school in the District has been identified as persistently dangerous, the District shall do the following:

- A. Within ten (10) working days of receiving the notice, provide written notice to the parents of the students attending the school that the school has been identified as persistently dangerous and that students attending the school may transfer to another appropriate grade level public school operated by the District, including a public charter school.
- B. Within thirty (30) working days of receiving the notice, complete the transfer of those students who accept the offer to be transferred.
- C. Within thirty (30) days of receiving the notice, submit the school's safety plan to the Department of Public Instruction, as well as a summary of local efforts to address the school's safety concerns, current available data deemed relevant by the Board that is not reflected in the school performance report, and, upon the Department of Public Instruction's request, other information deemed relevant by the Department.

- D. Within thirty (30) working days of receiving the notice from the Department of Public Instruction, submit a corrective action plan to the Department including, for example, the following corrective actions:
1. Providing additional personnel to supervise children.
 2. Providing conflict resolution instructional programs.
 3. Collaborating with local law enforcement agencies.
 4. Providing school discipline enforcement training for school staff.
 5. Providing additional security measures.

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

Victims of a Violent Criminal Offense

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

If the incident is a violent criminal offense, the Board or its designee(s) shall also do the following:

- A. Within ten (10) working days of the report of the incident, send written notification to the student's parents of the choice to transfer to another appropriate grade level public school operated by the District, including a public charter school.
- B. Within thirty (30) working days of the student accepting the offer to transfer, complete the transfer.

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

20 U.S.C. 7912
Wis. Admin. Code § PI 23

Approved 07/19/2004

NON-IMMIGRANT STUDENTS AND VISITOR PROGRAMS

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

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

Exchange Visitor Program for Non-Immigrant Students with J-1 Visas

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

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

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

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

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

Other Non-Immigrant Students

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

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

8 C.F.R. 214 et seq.

8 U.S.C. 1101 (Immigration Reform and Control act)

121.84 (1)(c) Wis. Stats.

Mutual Education and Cultural Exchange Act of 1961, as Amended

Immigration and Nationality Act

22 C.F.R. 62 Exchange Visitor Program

Approved 11/18/2002

Revised 11/16/2015

Administrative Guidelines

NON-IMMIGRANT STUDENTS AND VISITOR PROGRAMS

The following administrative guidelines must be followed prior to any organization being allowed to enroll its students in the District:

- A. *The sponsoring organization must provide the following information in writing:*
 1. *Method of student selection: The students must be at least fourteen (14) years of age to be selected.*
 2. *Method of determination of English proficiency: Documentation of both speaking and writing skills is mandatory.*
 3. *Name of person responsible for providing the required forms for the U.S. Department of Justice Immigration and Naturalization Service.*
 4. *Housing arrangements and the process of selecting the host family.*
 5. *Arrival and departure dates of the student.*
 6. *Student records and experiences required for enrollment (i.e. academic, health, and immigration records, and co-curricular experiences/records).*
 7. *Any student who wants to participate in the high school athletic program must be part of an authorized organization listed with the United States Information Agency and State Department, and must be Wisconsin Interscholastic Athletic Association (WIAA) approved.*
 8. *Travel arrangements and restrictions must be spelled out to the school principal (i.e. to and from the United States/inside the United States).*
 9. *Health, accident, liability, and other insurance provided for the student which is affiliated with United States insurance underwriters.*
 10. *Name, address, and telephone number of host family, with a statement of host family responsibilities.*
 11. *The purpose, responsibilities, and financial status of the sponsoring organization must be presented in written form to the school principal.*
 12. *Name, address, and telephone number of area representative and its responsibilities.*
- B. Contacts
 1. *The area representative must arrange a face-to-face meeting with the school's representative prior to admittance of any foreign student.*
 2. *The host family must arrange a face-to-face meeting or telephone conference with the school counselor prior to a foreign student's arrival.*
- C. Number of Foreign Students

The District reserves the right to limit the total number of foreign students for the year, as well as the number of students from each country. The District's purpose for this is to allow for a variety of countries to be represented. Each organization will be reviewed annually for approval.
- D. *Students making application must not be nineteen (19) years of age or older by the first day of the school year.*
- E. *The District's goal is that a mutual and beneficial exchange exists between the student, their organization, and the District. Classes for foreign students will be selected with cooperation between the school counselor and*

the foreign student, keeping in mind the student's obligation to learn about American culture and the student's career and educational goals. The foreign student is expected to make a contribution to the District's community by sharing his/her culture.

F. Foreign students living with his/her parent or legal guardian in the District shall not be considered for the program under this policy and administrative guidelines.

Approved 11/18/2002

Revised 11/16/2015

SCHOOL ATTENDANCE AREAS

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

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

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

- A. the effectiveness of the instructional program;
- B. considerations of safe student transportation and travel;
- C. convenience of access to schools; and,
- D. financial and administrative efficiency.

Individual requests from parents for transfer to a school outside of their residence attendance area where no additional costs to the District are encumbered, may be approved by the Superintendent on an annual basis.

In the event that parents move from one attendance area of the District to another, a child may remain in the classroom in which he/she enrolled at the beginning of the term, if it is to the advantage of the child, does not adversely affect class size, and is of no added expense to the District.

Parents who disagree with their child's assignment may appeal to the Superintendent and ultimately to the Board.

In the changing of a student's school, it is expected that restraint be exercised as to the frequency of the changes as far as any child is concerned. Mid-year transfers are to try to be avoided. Elementary level students from the same family should remain in the same school.

No assignment to schools or attendance schedules shall discriminate against students on the basis of race, color, religion, national origin, ancestry, creed, pregnancy, marital status, parental status, sexual orientation, sex, disability, age (except as authorized by law), or physical, mental, emotional, or learning disability.

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

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

The building principal shall assign students in the 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 facility.

Approved 11/18/2002

WITHDRAWAL FROM SCHOOL

The Board 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 school.

The Board directs that whenever a student wishes to withdraw from school, every effort should be made to determine the underlying reason for such action. Resources of the District should be used when and as appropriate to assist the student in reaching his/her educational and career goals.

No student under the age of eighteen (18) will be permitted to withdraw without the written consent of a parent or the approval of the Superintendent or his/her designee. The withdrawal of any student under the age of eighteen (18) must comply with the requirements for participation in a program leading to graduation; consistent with state law.

The Superintendent shall develop administrative guidelines for student withdrawal from school which will

- A. make counseling services available to any student who wishes to withdraw;
- B. attempt to satisfy the student's educational needs through alternative programs such as the General Education Diploma (GED) program;
- C. help the student define his/her own educational life goals and help plan the realization of those goals;
- D. advise students of their rights to return prior to their twentieth (20th) birthday, or in the case of a special education student, until his/her twenty-first (21st) birthday; and,
- E. assure the return of all District-owned supplies and equipment in the possession of the student.

118.15 (b-e) Wis. Stats.

Approved 11/18/2002

PERSONAL COMMUNICATION DEVICES

The use of personal communication devices (PCDs) varies by school. At the District's high school, students are permitted to use PCDs in between classes as long as they do not create a distraction, disruption, or otherwise interfere with the educational environment, during after-school activities (e.g. extra-curricular activities), or at school-related functions. Use of PCDs, except those approved by a teacher or an administrator at any other time is prohibited and must be powered completely off (i.e. not just placed into vibrate or silent mode). PCDs must be stored out of sight at Rhinelander High School and must be kept in lockers at James Williams Middle School and the elementary schools. Under no circumstances will the use of PCDs be allowed for use in restrooms and/or locker rooms.

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

Approved 04/15/2013

Revised 07/18/2016

Revised 05/07/2018

ATTENDANCE

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

All children between five (5) and eighteen (18) years of age shall attend school regularly during the full period and hours that the school in which the child is enrolled is in session (with the exception of religious holidays) 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 guidelines issued under this policy.

Written Excuse Required

The Superintendent shall require a written, signed, dated statement from the parent or guardian of each student, or from an adult student who has been absent for any reason, 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 of the following:

- A. Single absence
- B. Prolonged absence
- C. Absence of more than ten (10) days duration
- D. Repeated unexplained absence and tardiness

School Attendance Officer

The Superintendent shall designate an administrator at each school to be the school attendance officer. The school attendance officer shall perform any duties and responsibilities he/she is required to perform by state law, this policy, and any administrative guidelines issued by the school. The duties of the school attendance officer shall include, but not be limited to, the following:

- A. Determining daily from the attendance reports submitted by teachers which students enrolled in the school are absent from school and whether the absence is excused.
- B. Submitting to the Superintendent on or before August 1st of each year a report of the number of students enrolled in the school who were absent in the previous year and whether the absences were excused. The Superintendent shall then submit this information to the State Superintendent.
- C. Providing student attendance information to individuals and agencies for purposes authorized by state law and Board 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 as prescribed by a medical doctor
- 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 or Guardian - The student has been excused by his/her parent or guardian before the absence for any or no reason. A student may not be excused for more than ten (10) days 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 the funeral of a relative or close friend
 3. Legal proceedings that require the student's presence
 4. College visits
 5. Job fairs
 6. 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. Program or Curriculum Modification - The Board has excused the student from regular school attendance to participate in a program or curriculum modification leading to high school graduation or a high school equivalency diploma as provided by state law.
- G. High School Equivalency, Secured Facilities - The Board has excused a student from regular school attendance to participate in a program leading to a high school equivalency diploma in a secured correctional facility, a secure child care institution, a secure detention facility, or a juvenile portion of a county jail, and the student and his/her parent or guardian agree that the student will continue to participate in such a program.
- H. Child at Risk - The student is a "child at risk" as defined under state law and is participating in a program at a technical college on either a part-time or full-time basis leading to high school graduation, as provided under state law.

A student may be excused from school, as determined by the school attendance officer or his/her designee, for the following reasons:

- A. Quarantine
- B. Quarantine of the student's home by a public health official
- C. Illness of an immediate family member
- D. The illness of an immediate family member
- E. Emergency (an incident that requires the student to be absent because of familial responsibilities or other appropriate reason)
- F. Others at the discretion of the principal

Unexcused Absences

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

The Board authorizes but does not encourage the Superintendent to suspend a student from a particular class or from school if sincere efforts by the staff and parents cannot rectify the pattern of absence. In keeping with its philosophy, the Board supports efforts to provide for alternative educational opportunities for truant students rather than to heighten the effects of absence through suspension.

Late Arrival and Early Dismissal

It is necessary that a student be in attendance throughout the school day in order to benefit fully from the educational program of the District. The Board recognizes, however, that from time-to-time, compelling circumstances require that a student be late to school or dismissed before the end of the school day.

As an agent responsible for the education of the children of the District, the Board shall require that the school be notified in advance of such absences by written or personal request of the student's parent who shall state the reason for the tardiness or early dismissal. Justifiable reasons shall be determined by the building administrator.

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

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

Truancy Plan

The Board will issue a 'Truancy Plan' based upon the recommendations of the County Truancy Committee convened under state law, the Board's policies and procedures, and applicable provisions of state law. The truancy plan will include, at a minimum, the following:

- A. Procedures to be followed for notifying the parents or guardians of the unexcused absences of a student who is truant or a habitual truant, and for meeting and conferring with such parents or guardians. Under the truancy plan, a student will be considered truant if he/she is absent part or all of one (1) or more days from school during which the school attendance officer, a principal, or a teacher has not been notified of the legal cause of such absence by the parent or guardian of the absent student. A student who is absent intermittently for the purpose of defeating the intent of the Wisconsin Compulsory Attendance Statute Sec. 118.15 Wis. Stat. will also be considered truant. A student will be considered a habitual truant if he/she 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.

At a minimum, the notice requirements listed below shall be included in the truancy plan. The school attendance officer shall notify a truant student's parent or guardian of the student's truancy and direct the parent or guardian to return the student to school no later than the next day on which school is in session or to provide an excuse for the absence. The notice under this paragraph shall be given before the end of the second school day after receiving a report of an unexcused absence. Notice shall be made by personal contact or telephone call, if possible, and a written record of this notice shall be kept. If such notice is not effective, notice shall be made by mail. This notice must be given every time a student is truant until the student becomes a habitual truant.

When a student initially becomes a habitual truant, the school attendance officer shall provide a notice to the student's parent or guardian, by registered or certified mail, which contains the following:

1. A statement of the parent's or guardian's responsibility under state law to cause the student to attend school regularly.
2. A statement that the parent, guardian, 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.
3. A request that the parent or guardian 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 or guardian should meet, a date, time, and place for the meeting and the name, address, and telephone number of a person to contact to arrange a different date, time, or place. The date for the meeting 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 or guardian, the date for the meeting may be extended for an additional five (5) school days.

4. A statement of the penalties under state law or local ordinances that may be imposed on the parent or guardian if he/she fails to cause the child to attend school regularly as required by state law.

The school attendance officer must also notify the parent or guardian of a habitual truant's unexcused absences and develop the following:

1. Plans and procedures for identifying truant children of all ages and a plan for returning them to the school's identified school personnel.
2. Methods to increase and maintain public awareness of and involvement in responding to truancy within the District.
3. A provision addressing the immediate response to be made by school personnel when a truant child is returned to school.
4. Descriptions of 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. At a minimum, this provision will require that the School Attendance Officer ensure that appropriate school personnel have done the following before any case is referred to the district attorney:
 - a. Meet with the student's parent or guardian to discuss the student's truancy or attempted to meet with the student's parent or guardian 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 considered 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, steps have been taken to overcome the learning problems, except that the student need not be evaluated if tests administered to the student within the previous year indicate that the student is performing at his/her grade level.
 - d. Conducted an evaluation to determine whether social problems may be a cause of the student's truancy and, if so, appropriate action has been taken or appropriate referrals have been made.

Note: Paragraph a. above is not required if the meeting between school personnel, the student, and the student's parent or guardian, as requested in the notice to the parent or guardian, did not occur within ten (10) school days after the notice was sent. Paragraphs b., c., and d. above are not required if appropriate school personnel were unable to carry out the activity due to the student's absences from school.

("Truancy Referral Form" and accompanying materials are included with this policy and administrative guidelines)

5. Plans and procedures to coordinate the responses to the problems of habitual truants with public and private social services agencies as defined under Sec. 118.16(1)(a) Wis. Stats.
6. Methods to involve the truant child's parent or guardian in dealing with and solving the child's truancy problem.

The Board will review and, if appropriate, revise the truancy plan at least once every two (2) years.

Make-up Course Work and Examinations

Excused Absences

A student whose absence from school was excused, except for an expelled student, shall be permitted to make-up course work and any quarterly, semester, or grading period examinations missed during the absences when they return to school. It is the student's responsibility to contact his/her 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 course work shall be completed, including outside regular school hours. The time for completing the work shall be commensurate with the length of the absence, unless extended by the principal based upon extenuating circumstances.

Unexcused Absences

Credit in a course or subject shall not be denied solely because of a student's unexcused absences from school.

Students with unexcused absences shall be permitted to make-up course work and any quarterly, semester, or grading period examinations missed during the absence if the student does so within a reasonable period of time.

Subject to the immediately preceding two (2) paragraphs, credit may, be given for the completion of make-up work. Further, credit for make-up work may be given only after the student has satisfied consequences imposed for unexcused absences. The extent to which make-up credit is given shall be determined on a case-by-case basis by the principal.

If make-up work has been assigned, it is the student's responsibility to contact his/her teachers to determine what coursework and examinations must be made-up. Teachers shall have the discretion to assign substitute coursework and examinations. Principals shall also have the discretion to specify where and when examinations and course work shall be completed, including outside regular school hours. The time for completing the work shall be commensurate with the length of the absence, unless extended by the principal based upon extenuating circumstances.

Superintendent Guidelines

The Superintendent shall develop administrative guidelines concerning the attendance of students which

- A. ensure a school session which is in conformity with the requirement of the law;
- B. ensure that students absent for an excusable" reason have an opportunity to make-up work they missed;
- C. govern the keeping of attendance records in accordance with state law;
- D. facilitate implementation of the truancy plan;
- E. identify the habitual truant, investigate the cause(s) of his/her behavior, and consider modification of his/her educational program to meet particular needs and interests;
- F. ensure that any student who, due to a specifically identifiable physical or mental impairment, exceeds or may exceed the District's limit on excused absence is referred for evaluation for eligibility either under the Individuals with Disabilities Education Act (IDEA) or Section 504 of the Rehabilitation Act of 1973 and Chapter 115 Wis. Stats.

- G. provide that a student's grade in any course is based on his/her performance in the instructional setting and is not reduced for reasons of conduct. If a student violates the attendance or other rules of the school, he/she should be disciplined appropriately for the misconduct, but his/her grades should be based upon what the student can demonstrate he/she has learned;
- H. ensure that all parents and students are informed of the District's attendance policy and related guidelines;
- I. enable the school attendance officer to perform his/her duties under state law and this policy; and
- J. address unexcused absences.

115 Wis. Stats.

118.15 Wis. Stats.

118.153 Wis. Stats.

118.16 Wis. Stats.

118.162 Wis. Stats.

Adopted 11/18/2002

Revised 04/19/2010

Revised 08/16/2010

Revised 09/19/2016

Administrative Guidelines

ATTENDANCE

Compulsory School Attendance

A student who has reached the age of sixteen (16) may be excused from school attendance under the following conditions:

- A. The student has requested permission to withdraw and has the written approval of his/her parent; and*
- B. The student and his/her parent agree in writing that the student will participate in a program or curriculum modification leading to the student's high school graduation. Program or curriculum modifications include the following:*
 - Attendance at a vocational, technical, and adult education school in lieu of high school or on a part-time basis*
 - Modifications with the student's current academic program*
 - A schoolwork training or work study program*
 - Enrollment in any alternative public school or program located in the District*
 - Enrollment in any nonsectarian private school or program located in the District which complies with federal nondiscrimination requirements (Title VI of Civil Rights Act)*
 - Homebound study, including nonsectarian correspondence courses or other courses of study approved by the Board or nonsectarian tutoring provided by the District*
 - Enrollment in any public educational program outside the District*

A student who is seventeen (17) years of age or over may be excused from school attendance under the following conditions:

- The student has requested permission to withdraw and has the written approval of his/her parent*
- The student and his/her parent agree, in writing that the student will participate in a program or curriculum modification leading to the student's high school graduation or leading to a high school equivalency diploma tentatively agreed upon by the student and his/her parent.*

Withdrawal Procedures

- A. Prior to withdrawal from school, the School Attendance Officer will discuss the program or curriculum modification options with the student and his/her parent.*
- B. The School Attendance Officer will inform the Superintendent, in writing, of the withdrawal request and of the program or curriculum modifications leading to high school graduation or a high school equivalency diploma tentatively agreed upon by the student and his/her parent.*
- C. A written request must be signed by the student, his parent, the Superintendent and a representative of the high school equivalency program or program leading to the student's high school graduation. This agreement must be signed prior to the student's admission to such program.*
- D. At least once each semester, the School Attendance Officer will review compliance with each student's agreement. If it is determined that a student is not complying with the agreement, the student and his/her parent and the high school equivalency program or program leading to high school graduation will be notified that the agreement may be modified or suspended in thirty (30) days.*

- E. *If the agreement is suspended, the student will be expected to attend school on a regular basis in accordance with state law, Board policy, and established procedures. Failure to attend school will result in forfeiture for truancy.*

School Attendance Enforcement

A. Student's Responsibilities

- 1. Students must attend all assigned classes unless they have an excused absence.*
- 2. Students returning to school after an absence are required to bring a written explanation of the absence from their parent to the school office.*
- 3. Students arriving late to school or leaving early from school are required to notify the attendance office upon arrival or departure and to provide a reason for the absence.*
- 4. Students who are questioned regarding the reasons for an absence are required to take the necessary steps to provide the legal reasons.*
- 5. Students are responsible for making up work missed during an absence. Students have a minimum of two days for each day absent to make up class work unless special arrangements are made with the instructor.*

B. Parent's Responsibilities

- 1. Parents should support the importance of good attendance by keeping students out of school only when absolutely necessary and only for excused absence.*
- 2. Parents must provide the School Attendance Officer with an explanation of the absence of their child in one of the following ways:*
 - Obtaining prior approval for anticipated absences pursuant to pre-planned absence procedures.*
 - Calling the school office on the morning of the absence and sending a written excuse stating the reason for the absence when the student returns to school.*
 - Presenting a physician's note upon request of the School Attendance Officer.*
- 3. Parent may request the school to gather assignments or other materials from the teachers for the student to complete at home if the student was or will be absent for three (3) or more days.*
- 4. In the case of a projected absence for physical reasons that will extend beyond thirty (30) calendar days, a parent may request homebound instruction from the Director of Special Education-Pupil Services.*

C. Teacher's Responsibilities

- 1. Teachers are required to emphasize the importance and necessity of good attendance. Classroom procedures and grading requirements will be developed which reflect the effect class attendance has on student progress.*
- 2. Teachers are required by law to take daily attendance (period by period) in their classes and report absences to the office as directed.*
- 3. Teachers must record and report a summary of absences to the parents via the grade report at the end of each grading period.*
- 4. Teachers will cooperate with a student who has an excused absence, inform the student of any assignments that were missed, and will allow a minimum of two (2) days for each day absent to make up class work or will make special arrangements with the student.*
- 5. In the case of an approved pre-planned absence, the teacher will provide advance make-up work if possible.*

6. *Teachers are to be available to answer questions and to give assistance, but cannot be expected to give private lessons equal to the class time lost.*
7. *Teachers may not fail students or deny credit in their courses solely because of a student's unexcused absences.*
8. *Teachers are not to record a zero in their grade records for each class of unexcused absence (See Policy 5200, Attendance- Unexcused Absences)*

D. Attendance for "Age of Majority" Students

These and administrative guidelines and Policy 5200, Attendance, apply in full to those students who have reached the age of majority. Even though age of majority students should still have an excuse from a parent in case of absence, an alternate arrangement can be made through the principal's office if the student is not living at home.

Approved 11/18/2002

Revised 03/29/2010

SCHOOL DISTRICT OF RHINELANDER

TRUANCY REFERRAL FORM
Oneida County, Wisconsin
(118.16[5] Criteria)

Student Name (first, middle, last) _____

Date of Birth _____ Male ___ Female ___ Social Security Number _____

Student's Resident Address _____

Student's School Name _____

Father's Name (natural, step, foster) _____

Father's Resident Address _____ Phone _____

Mother's Name (natural, step, foster) _____

Mother's Resident Address _____ Phone _____

Guardian/Legal Custodian Name _____

Guardian/Legal Custodian Address _____ Phone _____

1. Has a representative of the school met or attempted to meet with parents/guardian/legal custodian to discuss student's truancy?

Yes ___ No ___

If Yes:	Date(s)	Who Counseled	Results
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

If No: (explain)

2. Has an opportunity for educational counseling been provided to the student to see if a curriculum change would help?

Yes ___ No ___

If Yes:	Date(s)	Who Counseled	Results
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

If no. explain

3. Has the child been evaluated to determine if learning problems may be causing truancy?

Yes ___ No ___

If yes:

Date(s) of Evaluation _____ Name of Evaluator _____

Type/Nature of Evaluation

Results of Evaluation

If a learning problem was found, what attempts were made to overcome the problem?

If no, explain

4. Has an evaluation been conducted to see if social problems may be causing truancy?

Yes _____ No _____

If yes:

Date(s) of Evaluation _____ Name of Evaluator _____

Type/Nature of Evaluation

Results of Evaluation

If a learning problem was found, what attempts were made to overcome the problem?

If No: (explain) _____

5. Attach the list of truanancies for the current year.

6. Attach additional sheets for 1-4 as you believe may be necessary.

7. Attach necessary correspondence, copies of citations issued, etc.

Signed _____ Title _____

Name of Attendance Officer _____ Date _____

Copy to: Parent
School
Department of Social Services

SCHOOL DISTRICT OF RHINELANDER

Truancy Referral

ATTENDANCE OFFICER'S REQUEST FORM

To: _____, School Counselor

From: _____, Attendance Officer

Date: _____

Subject: Student Truancy Concerns

I have directed (student name) _____ to meet with you to discuss his/her truancy from school. Please set up an appointment with this student, complete the following information below to indicate the date, time, and place of the counseling session, and return a copy of this form to me as soon as possible. Thank you.

Student Name _____

Date of Counseling Session _____

Time of Counseling Session _____

Place of Counseling Session _____

Return a copy of this form to the Attendance Officer

SCHOOL DISTRICT OF RHINELANDER

PROCEDURES AND TIMELINES FOR DEALING WITH STUDENT TRUANCY

Procedures	Elementary	Middle School	High School
Administrator/Student Conference	Each Offense	Each Offense	4th Class Truancy or 1st All Day Truancy
Parent Notification	Each Offense - Documented - Phone Call	Each Offense, Each Letter - Home Visitation	Offense Delivered Certified Mail or Hand Delivery on 15th Truancy
Parent Conference	2nd and 3rd Offense, Notification by Certified Letter	Each Offense	4th Class or 1st All Day Offense, and 8th Class or 2nd All Day Offense and 11th and 14th Class or 3rd and 4th All Day Offense (with School Counselor)
School Counselor/ Student Conference (Records Review)	2nd and 3rd Offense	Each Offense	4th Class or 1st All Day Offense, After Each Suspension, Letter to School Counselor on Each Offense
Consequences	Denial of Privileges	Reprimand Each Offense, Detention(s) - 1st and 2nd Offenses, Suspension - 3rd and Following Offenses, Denial of Privileges - 4th and Following Absences	1 Day Suspension - 8th Class or 2nd All Day Offense, 2nd Day suspension - 11 Class or 3rd All Day Suspension, 3 Day Suspension 0- 14th or 4th Day All Day Offense
Referral to Special Services (where indicated)	3rd Offense	3rd Offense	11th Class or 3rd All Day Offense
Program Modification Review	2nd and 3rd Offense	4th Offense	14th Class or 4th All Day Offense
Legal Referral	4th Offense or Sooner if Parent Neglect is Indicated	4th Offense	After the 3rd Suspension and Every Truancy Thereafter

SCHOOL DISTRICT OF RHINELANDER

REQUEST FOR PLANNED ABSENCE

Grades 6-12

Student Name _____ Grade _____

Address _____

Parent/Guardian Name _____

Date of Application _____ Date(s) of Absence _____

Reason for Requesting Planned Absence

To the Principal:

I fully realize I will lose the benefits of class participation if I am absent from school. However, I hereby make application to have my absence on the dates indicated above considered as an excused absence. I realize I must obtain the signatures of my teachers before requesting administrative approval. I am also aware that it is my responsibility to make arrangements with my teachers to make up any work that I will miss due to my absence.

Student Signature _____ Date _____

To the Teacher:

Please sign when arrangements for make-up work have been completed by the student.

Period	Class	Teacher Signature	Teacher Recommendations
1	_____	_____	_____
2	_____	_____	_____
3	_____	_____	_____
4	_____	_____	_____
5	_____	_____	_____
6	_____	_____	_____
7	_____	_____	_____
Co-Curricular Activities		_____	_____

Parent/Guardian Signature _____ Date _____

Administrator Approval/Denial _____ Date _____

SCHOOL DISTRICT OF RHINELANDER

REQUEST FOR PLANNED ABSENCE

Grades Kindergarten-5

Student Name _____ Grade _____

Address _____

Parent/Guardian Name

Date of Application _____ Date(s) of Absence _____

Reason for Requesting Planned Absence

To the Principal:

I fully realize my child will lose the benefits of class participation if I am absent from school. However, I hereby make application to his/her absence on the dates indicated above considered as an excused absence. I am also aware that it is my responsibility to make arrangements with my child's teachers to make up any work that will be missed due to his/her absence.

Parent Signature _____ Date _____

To the Teacher:

Please sign when arrangements for make-up work have been completed by the student.

Teacher Comments:

Teacher's Signature _____ Date _____

Principal's Approval/Denial _____ Date _____

SCHOOL DISTRICT OF RHINELANDER

PRE-PLANNED DEER GUN HUNTING REQUEST

James Williams Middle School / Rhinelander High School

Office Approval _____

The school feels that seven (7) days of hunting out of a possible nine (9) days is adequate time for all students to hunt. Therefore, we ask that students not leave school for hunting unless there are unusual circumstances involved.

Student Requesting Absence _____ Grade _____

Directions

Students

1. Bring a signed note from your parent explaining the absence, including when and how long the absence will be.
2. Bring your hunting license to the school office for verification that your absence will be for hunting.
3. Present this pre-planned absence form - with your signed parent note attached - to each of your teachers.
4. After teachers have signed and made necessary comments to this form, take it home for your parent/guardian to sign.
5. After parent/guardian has signed, bring the form to the school office.

NOTE: If a hunting request is not recorded in the office, the absence will be considered unexcused.

Teachers

1. Make sure the parent note for student absence is attached to this form and office approval has been given.
2. Complete the information below to indicate that arrangements for make-up work have been made with the student.
3. If you think this student cannot afford to be absent from your class for the length of time stated in the note from parent, comment below.

Period	Class	Teacher Signature	Teacher Recommendations
1	_____	_____	_____
2	_____	_____	_____
3	_____	_____	_____
4	_____	_____	_____
5	_____	_____	_____
6	_____	_____	_____
7	_____	_____	_____
Co-Curricular Activities		_____	_____

Parent/Guardian

1. Write and sign a note explaining your child's absence and indicate all dates that your child will be absent.
2. Consider the teacher comments below, if any, before signing this form for final approval.
3. Return this form to the office.

Note: If a hunting request is not recorded in the school office, the absence will be considered unexcused.

After considering the teacher's comments above, _____, has
my/our permission to be absent

from school for _____ days from _____ to _____.

Parent/Guardian Signature _____ Date _____

Parent/Guardian Phone # _____

ABSENCES FOR RELIGIOUS INSTRUCTION

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

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

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

The District will assume no liability for a student while he/she is attending religious instruction, nor will it provide transportation for such instruction.

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

118.155 Wis. Stats.

Adopted 11/18/2002

Administrative Guidelines

ABSENCES FOR RELIGIOUS INSTRUCTION

A parent will submit a written request to the principal of the appropriate school building requesting release time of a student for religious education outside of the school. The building principal will forward the written request to the Superintendent for approval. The time absent from school may not extend beyond one hundred and eighty (180) minutes per week.

The building principal will determine the time parameters that a student may be absent from school for religious instruction and will receive a list of the hours that the student(s) attended the religious instruction program. This list will be provided each month by the supervisor of the religious instruction program. If a student is listed as not attending the religious instruction as expected but has been excused from school, the attendance policy of the District will be enforced and written notification will be sent to the parent by the building principal suspending the approval of religious instruction release time for the student due to his/her truancy from religious instruction.

Transportation to and from the religious instruction program will be the responsibility of the parent or religious organization. The District shall be released from any and all liability for a pupil who is absent from school in accordance with this policy.

Approved 11/18/2002

RELEASE OF STUDENTS TO AUTHORIZED PERSONS

If only one 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.

A student who has a medical disability that may be incapacitating may not be released without a responsible person to accompany him/her.

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

Adopted 11/21/2016

IMMUNIZATION

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

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, they must submit a written waiver of those requirements not later than the thirtieth (30th) school day from the beginning of the school year or initial enrollment in 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 ninetieth (90th) school day from the beginning of the school year or initial enrollment in the District if the student is transferring into 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 fifteenth (15th) school day and the twenty-fifth (25th) school day following enrollment. The notice shall

- A. state the immunization requirements, including a list of missing immunizations;
- 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 (3) 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 if the parent 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 years old to six years old through Grade 5) who fails to satisfy this requirement.

No student may be excluded for more than ten (10) consecutive school days unless, prior to the eleventh (11th) consecutive school day of exclusion, the District 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 (2)(c) 3.

The Superintendent shall establish administrative guidelines to implement this policy and comply with state law

120.12 (16) Wis. Stats
252.04 Wis. Stats.

Adopted 11/18/2002
Revised 09/19/2016
Board of Education
School District of Rhinelander

Students
5320

IMMUNIZATION

All kindergarten students entering school for the first time must meet the following immunization requirements:

- *Measles*
- *Rubella*
- *Four (4) Diphtheria*
- *Tetanus*
- *Pertussis*
- *Four (4) Polio*

The following grade-specific immunization requirements will take effect on the first day of classes (1979-80 school year and thereafter):

<i>Grades 1-6</i>	<i>Measles / Rubella / 3 doses polio / 3 doses Diphtheria / Tetanus / Pertussisretanus / Diphtheria</i>
<i>Grades 7-9</i>	<i>Measles / 3 doses polio / 3 doses Diphtheria / Tetanus / Pertussisretanus / Diphtheria</i>
<i>Grades 10-12</i>	<i>Measles</i>

It shall be the principal's responsibility that no student may be admitted to grades kindergarten through 12th of any district school unless the school has on file for that student one of the following:

- *An immunization history which indicates the month and year that the student received each dose of vaccine required for the grade the student is entering.*
- *A statement signed by a licensed physician (MD or DO) that a required immunization is or may be detrimental to the student's health. (NOTE: A history of all required immunizations that have been received shall also be on file.)*
- *A statement signed by the parent or the student if no longer a minor) that the student is an adherent to a religious belief that precludes immunization. (NOTE: A history of all required immunizations that have been received shall also be on file.)*

Each school will maintain a complete and up-to-date immunization history for each student entering the school. An exemption statement will be on file if applicable.

When a student transfers from one school to another, the school that the student is leaving will forward that student's immunization history or exemption statement, if applicable, to the school that the student is entering. This will be done upon request by the student, parent of the student if the student is a minor, or the new school that the student is entering. This is in keeping with state and federal law governing pupil records. A student whose immunization records are in the process of being transferred may attend classes for no longer than twenty (20) school days without an immunization record on file.

Approved 11/18/2002

ADMINISTRATION OF MEDICATION - EMERGENCY CARE

Whenever possible, medication should be administered to a student at home by his/her parent.

In all instances where prescription medication is to be administered in the school setting, the health care practitioner prescribing the medication has the power to direct, supervise, decide, inspect, and oversee the administration of such medication. In order to ensure that the health practitioner retains the power to direct supervise, decide, inspect, and oversee the implementation of this service, no prescription medication will be administered unless the medication consent form is completed and signed by the prescribing practitioner and signed by the parent.

For purposes of this policy, "Practitioner" shall include any physician, dentist, podiatrist, optometrist, physician assistant, and advanced practice nurse prescriber who is licensed in any state. "Medication" shall include all drugs, including those prescribed by a practitioner, as well as any non-prescription (over-the-counter) drugs. "Administer" means the direct application of prescription or over-the-counter medication whether by injection, ingestion, or other means to the human body.

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

Before any over-the-counter medication may be administered, the Board shall require the prior written consent of the parent. Medications will be administered by the District in accordance with the Superintendent's guidelines. No student is allowed to provide or sell any type of medication to another student.

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

Any bus driver, staff member, or volunteer authorized in writing by the Superintendent or his/her building principal is immune from liability for his/her acts or omissions in administering medications. Medications include, but are not limited to glucagons and epinephrine unless the act or omission constitutes a high degree of negligence. Such immunity does not apply to healthcare professionals.

School personnel authorized to administer medications to students shall not be required to administer any medication to a student by any means other than oral ingestion.

Students who may require administration of a drug on an emergency basis may have such medication in their possession with written parent authorization submitted to the building principal.

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

If under exceptional circumstances a child is required to take oral medication during school hours and the parent cannot be at school to administer the medication, only the school nurse or the principal's designee will administer the medication in compliance with the rules.

The Superintendent shall prepare administrative guidelines to ensure the proper implementation of the requirements of this policy.

118.29 Wis. Stats

Adopted 11/18/2002

Revised 09/09/2003

Revised 10/20/2014

Administrative Guidelines

ADMINISTRATION OF MEDICATION - EMERGENCY CARE

If under exceptional circumstances a student is required to take oral medication during school hours and the parents cannot administer the medication at school, only the principal's designees or school nurse will administer the medication in compliance with the following rules:

- A. *In the interest of safety for all students, the following medication administration procedures will be followed for any student needing medication while at school:*
 1. *Procedures for Prescription Medication to be Administered at School*
 - a. *A written order from the physician (It is acceptable for the physician to send the written, signed order to the school via facsimile.)*
 - b. *A completed medication administration form completed and signed by the parent/legal guardian.*
 - c. *Medication that is in a labeled pharmacy container (loose pills/tablets sent in plastic bags or envelopes will not be given) (Parents may request an extra labeled "school bottle" from the pharmacist for school use.)*
 - d. *Any stimulant type medication (for ADD/ADHD/Depression) must be brought to the school by the parent/legal guardian; likewise, if the medication is discontinued or changed, any remaining medication must be picked up from the school by the parent/legal guardian or the medication will be disposed of in proper fashion.*
 - e. *The parent/legal guardian or responsible adult needs to transport medications and refills to and from school.*
 - f. *A new written order from the physician and signed by the physician and the parent is needed for any medication change or dosage change.*
 - g. *Any medication left one week after the close of a school year will be disposed of in proper fashion by school personnel.*
 2. *Over-the-Counter-Medication (OTC) to be Given at School*
 - a. *The parent/legal guardian must fill out and sign a medication administration form. Parents are responsible for providing OTC medications for their students at school. Only FDA approved products will be administered.*
 - b. *All OTC medications must be in the original labeled container (loose pills/tablets sent in plastic bags or liquid medication in jars will not be administered). OTC medications must be supplied by the parent/guardian and the drug must come to school in the original manufacturer's labeled container that list the ingredients and recommended therapeutic dose in a legible format.*
 - c. *Medication will only be administered within the guidelines established by the manufacturer on the container.*
 - d. *Any OTC medication containing aspirin must have a written physician's order on file in the school office in order for the medication to be given at school.*
 - e. *Dietary supplements and herbal supplements must be accompanied by a physician/practitioner order.*

3. *Medication Distribution at School*

The school nurse or principal's designee will distribute all medications out of the school office or area designated by the principal. Documentation of all medication administered during the school day will be performed by school personnel that administers the medication. The principal's designee will receive medication training by the District's school nurse pursuant to District policy.

4. *Self-Administration of Medications*

a. *Self-administration of medications will be considered on an individual basis.*

b. *A written request from the student's parents must be received by the school office for determination by the school nurse and the school principal if the student is capable of self-administration of the needed medication in the school setting. Self administration of prescription medications will need the written approval of the student's practitioner.*

c. *No student taking a controlled substance or a scheduled medication (anti-depressant/stimulant/narcotic) will be allowed to self-administer medication at school.*

d. *A signed, completed medication administration form must be on file in the high school office from the parent/legal guardian.*

e. *A written prescription must be on file from the physician if a prescription medication is to be administered by the student.*

f. *If a student is self-medicating at the high school without written permission of the parent, school nurse, high school principal and the physician, (for prescription medications only) a referral will be made to the police school liaison officer (Policy 5145.1)*

5. *Inhalers*

Wisconsin Act 77 allows for asthmatic students to carry and self-administer inhalers at school or school sponsored activities, with the approval of the student's physician and parents; the medication administration form must be completed and on file in the school office along with the written prescription from the physician.

6. *Field Trip Protocol*

a. *Single doses of medication will be placed in a sealed, labeled envelope, and kept by a staff member who will be on the field trip. The label will state the student's name, grade, teacher, name and dosage of medication, time to administer the medication, signature of the person administering the medication, followed by date and time.*

b. *That staff member will administer the medication to the student at the time noted on the envelope, following written instructions as if the medication was given at the school building. Staff member will return the completed envelope (signed and dated) to the school secretary upon returning from the field trip.*

c. *Medications sent on overnight trips must be sent in a properly labeled prescription bottle with a prescription medication administration form signed by physician and the parent. OTC (Over the counter) medications must be in the original container accompanied by the OTC medication form completed and signed by the parent/guardian.*

d. *It is the parent/legal guardian's responsibility to notify the teacher/chaperone of the need for the medication and to make arrangements for its administration prior to leaving on the field trip.*

7. *All medication administered at school will be stored in a locked cabinet located in the school office.*

8. *Parents must notify the school if a medication is discontinued. If the medication is resumed, a new prescription medication form must be completed and signed by the physician and the parent/legal guardian.*

9. *Students are encouraged to come to the school office without reminders to take their prescription medications. However, arrangements may need to be made to assist the student to receive medications on time.*

Approved 09/02/2014

MEDICATION ADMINISTRATION: DIASTAT

Background

Increased numbers of students with uncontrolled seizure disorders have resulted in occasional requests from parents for school staff to administer medication rectally (Diastat). Rectal Diastat is utilized in the treatment of children with episodes of acute repetitive seizures (ARS). It is only to be used for seizure clusters or prolonged seizures. Diastat is an emergency intervention drug used in controlling or stopping status epilepticus or other seizures as directed by the physician. There have been associated respiratory complications with this medication.

General Guidelines

At this time, District nursing staff is unable to provide the direct assessment, supervision, and monitoring necessary to keep students safe following administration of rectal Diastat.

Information should be obtained from the parents, the pediatrician, the neurologist and any other medical professionals who are managing the child's condition as to the types of seizures, and timing of activity prior to any seizure. This information should be shared with the Emergency Medical System (EMS).

A child with epilepsy, seizure disorder or any other condition in which seizures are present, must have a health care and emergency plan at school. Staff working with a child having a seizure disorder will be trained in the student's individual health/emergency plan.

The District reserves the right to utilize 911 if the seizure is 5 minutes or longer, or if the parent is unable to respond to school within a 5-minute period.

Parents or other caregivers may assume the responsibility of administering rectal Diastat as well as providing the necessary monitoring of the student following the administration of rectal Diastat. If a parent administers rectal Diastat, 911 will be called as an emergency measure. If a parent declines emergency transport to the hospital, the student must be removed from school for the necessary monitoring (post Diastat). If a caregiver does administer rectal Diastat, 911 will be called as an emergency measure and the District will attempt to contact the parents. If the parent declines emergency transport to the hospital, the student must be removed by the parent from school for the necessary monitoring (post Diastat).

(NOTE See the 'Release and Indemnification of Liability Agreement' form attached to this policy)

Adopted 09/18/2006

SCHOOL DISTRICT OF RHINELANDER

RELEASE AND INDEMNIFICATION OF LIABILITY AGREEMENT

THIS RELEASE AND INDEMNIFICATION AGREEMENT (hereinafter referred to as the "Agreement") is entered into this day of _____, by and between the SCHOOL DISTRICT OF RHINELANDER (hereinafter referred to as the "District") and _____ (hereinafter collectively referred to as the "parent").

WITNESSETH:

WHEREAS, the District has a policy of not providing direct assessment, supervision or monitoring of students following the administration of rectal Diastat; and

WHEREAS, the student has a medical condition resulting in the decision by Parent to administer rectal Diastat to the student; and

WHEREAS, the parent has expressed a desire to assume the responsibility of administering rectal Diastat to the student, as well as observing and otherwise monitoring the student following the administration of rectal Diastat.

NOW, THEREFORE, the District and the parent hereby agree as follows:

1. The District and the parent agree to the following division of labor as relates to the parent's decision to administer rectal Diastat to the student prior to or while the student is in the school setting:
 - A. The responsibilities of the District include:
 - (1) Obtain information from the parents and the student's healthcare provider(s) as to the student's medical condition.
 - (2) Develop and maintain an individual healthcare plan and emergency plan for the student.
 - (3) Advise District staff working with the student of the student's individual healthcare plan and emergency plan.
 - (4) Assist in obtaining Emergency Medical Services (EMS) for the student and provide necessary information to healthcare provider(s). The District reserves the right to contact EMS as an emergency measure whenever rectal Diastat is administered to the student.
 - B. The responsibilities of the parent include:
 - (1) Provide to the District, from whatever source(s) necessary, all relevant information as to the student's medical condition.
 - (2) Participate in the development of an individual healthcare plan and emergency plan for the student.
 - (3) Administer rectal Diastat to the student and provide the District with immediate notice as to when the rectal Diastat is administered. (Under no circumstances will the District be required to assume responsibility for administering rectal Diastat to the student).
 - (4) Monitor the student for a period of time as deemed necessary by relevant standards (including consultation with the student's healthcare provider(s) following the administration of rectal Diastat. (Under no circumstances will the District be required to assume responsibility for observing and otherwise monitoring the student following the administration of rectal Diastat).
 - (5) Obtain emergency medical services for the student. If the parent declines emergency medical services, including transportation to the hospital, the parent must remove the student from school.

(6) Keep District informed of any changes in the student's medical condition.

2. As the parent of the student, I understand that there are risks associated with the administration of rectal Diastat to the student. By agreeing to administer rectal Diastat to the student and observe and otherwise monitor the student following the administration of rectal Diastat, I irrevocably and unconditionally waive on behalf of myself, the student, heirs, executors and assigns, all claims, demands, rights, damages, costs, losses, suits, actions and causes of action (including any claims for attorneys' fees and expenses) of any nature whatsoever against District, its officers, employees, volunteers, agents and their heirs, executors and assigns for any loss, damage or bodily injury, including death, foreseen or unforeseen, resulting from or arising out of or in any way connected with the administration of (or failure to administer) rectal Diastat to the student or the observing and otherwise monitoring (or failure to observe and monitor) of the student following the administration of rectal Diastat. I further agree to indemnify and hold harmless District as to any past, present or future claims, demands, suits or causes of action against District, its officers, employees, volunteers, agents and their heirs, executors and assigns by anyone arising out of or in any way connected with our decision to administer (or failure to administer) rectal Diastat to the Student and observing and otherwise monitoring (or failure to observe and otherwise monitor) the student following the administration of rectal Diastat to the student.
3. In the event the parent fails to comply with any of his/her responsibilities as set forth in paragraph 1. B. above, the District may, in its sole discretion, provide parent with written notice of District's intent to abrogate its responsibilities under paragraph 1.A. above.

District Representative

Signature _____

Date _____

Parent(s)

Signature _____

Date _____

Signature _____

Date _____

Caregiver

Signature _____

Date _____

STUDENT ACCIDENTS, ILLNESSES, CONCUSSIONS

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

Accidents

Employees should administer first aid within the limits of their knowledge of recommended practices. All employees should make an effort to increase their understanding of the proper steps to be taken in the event of an accident. However, any staff member or volunteer who, in good faith, renders emergency care to a student is immune from civil liability for his/her acts or omissions in rendering such emergency care. (118.29 Wis. Stats.)

The Superintendent shall provide annually a program on first aid and cardiopulmonary resuscitation (CPR) procedures.

The administrator in charge must submit an accident report to the Superintendent or designee for all accidents.

Illness

School personnel shall not diagnose illness or administer medication of any kind except in accordance with Administrative Guidelines 5340, Student Accidents, Illnesses, Concussions.

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

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

Further, pursuant to Administrative Guidelines 5340, Student Accident/Illness/Concussion, parents who inform coaches and teachers that their child is being treated by a healthcare professional for a concussion must provide written clearance from that healthcare professional for full or limited participation in class, practice activity, or competition. Prior to receiving written clearance from a healthcare professional, students who have sustained a concussion may not participate in any school-related physical activities.

118.29 Wis. Stats.

118.293 Wis. Stats.

Adopted 11/18/2002

Revised 03/17/2014

Revised 10/20/2014

Administrative Guidelines

STUDENT ACCIDENTS, ILLNESSES, CONCUSSIONS

Emergency Care For Students

General Principles

General principles which operate in all emergency situations are:

1. *Administer first aid to*
 - *restore and maintain open airway*
 - *restore and maintain breathing*
 - *promote adequate circulation*
 - *stop severe bleeding*
 - *treat for shock*
2. *Have someone inform principal or designated person.*
3. *Have someone contact parents as soon as possible.*
4. *Stay with the student until the parent assumes responsibility. If parent cannot be reached, follow instructions on emergency card.*
5. *No internal or external medication should be given unless specifically prescribed.*
6. *If, in the opinion of school authorities, the illness or injury requires immediate medical attention, an ambulance should be summoned.*
7. *Notify the Superintendent or designee in the Administration Center.*
8. *Notify parents of sick or injured child*
 - a. *Accessible information needed for contacting parents should be in a separate file. It is preferable to keep the file where all school personnel know where it is and where they have immediate access to it. This file should be kept up to date.*
 - b. *Information should include the following:*
 1. *Parent's/guardian's name, address, telephone number.*
 2. *Place of employment, address, telephone number.*
 3. *Name, address, telephone number, of a relative or friend approved by the family who will accept responsibility for temporary care of the child when parents cannot be reached.*
 4. *For children with no telephone in the home, the telephone number of a neighbor who will call or get a message to the parent.*
 5. *Family physician's and dentist's name, telephone number.*
 6. *Notations regarding unusual health conditions.*
 7. *Information concerning children who do not accept first aid because of religious beliefs; "notify parents first".*

8. *Permission to take to doctor.*

(NOTE: See Below for Notification for Emergency Illness - Enrollment Card)

Approved 11/18/2002

SCHOOL DISTRICT OF RHINELANDER
NOTIFICATION FOR EMERGENCY OR ILLNESS

ENROLLMENT CARD

Name of Pupil (last, first, middle) _____ Male ____ Female ____

Pupil's Resident Address

Pupil's Mailing Address

Pupil's Date of Birth _____ Birthplace (city, county, state) _____

Grade _____ School _____ Date of Enrollment _____

Age _____ Proof of Age (birth certificate, passport, etc.) _____

Name of Father or Guardian _____

Name of Mother or Guardian _____

School Attended Last Year _____ Grade _____

Address of School Attended Last Year _____

Current Township or City _____ County _____

(Out of City Pupil Only)

Name of Pupil (last, first, middle) _____

Pupil's Resident Address

Father's/Guardian's Business Address

Mother's/Guardian's Business Address

If parent/guardian cannot be reached, please call _____

Name/Relationship _____

Name of Doctor to be Notified _____ Phone _____

Unusual Health Conditions? Yes ____ No ____

If yes, please describe

_____ If emergency treatment is required and the parents cannot be reached immediately, may the school authorities use their own judgment in calling the doctor indicated above or if that doctor is not available, may school authorities contact an alternate doctor? Yes ____ No ____

If no, what would parent/guardian like school authorities to do?

Parent/Guardian Signature _____

Date _____

Health Room Equipment and Supplies

Equipment and Supplies adequate for the emergency nursing service shall be in a readily accessible, designated area; preferably a health services room in each attendance center with first aid kits in laboratory areas.

It is recommended that the health services room be located near the administrative offices or with other pupil services program locations. It is suggested that the room have available the following equipment, supplies, and information:

- ❖ *Accident report forms*
- ❖ *Sterile gauze squares (1 1/2" x 1 1/4" and 3" x 3")*
- ❖ *Accessible hot and cold running water*
- ❖ *Adhesive compresses (1 1/4" and 1" such as Band Aids)*
- ❖ *Supply cabinet*
- ❖ *Cotton balls*
- ❖ *One or more cots*
- ❖ *Two blankets per cot*
- ❖ *Collapsible army-type stretcher or its equivalent*
- ❖ *Tweezers*
- ❖ *Thermometers*
- ❖ *Ice bag or cold chemical packs*
- ❖ *Plastic bags*
- ❖ *Tongue blades*
- ❖ *Facial tissues*
- ❖ *Splints (inflatable)*
- ❖ *Paper towels*
- ❖ *Pen light or flashlight*
- ❖ *Disposable cups*
- ❖ *Readily accessible telephone*
- ❖ *Soap (Green)*
- ❖ *Oropharyngeal airways (child and adult)*
- ❖ *Bandage scissors*
- ❖ *Isopropyl alcohol solution (70%)*
- ❖ *Non-adherent dressing (1 1/2" and 3")*
- ❖ *Roller bandage (3" x 6" Kling)*
- ❖ *Adhesive tape (non-allergenic)*

Local medical and law enforcement services contact numbers must be readily accessible:

- ❖ *Ambulance*
- ❖ *Fire Department*
- ❖ *Hospital*
- ❖ *Nurse*
- ❖ *Law Enforcement*
- ❖ *Rescue Squad*
- ❖ *Rhineland Regional Medical Group*
- ❖ *School Medical Advisor*
- ❖ *Sheriff*

Follow the procedures below when parents cannot be contacted/located.

1. *Attempt to call the family physician. (The physician's name should appear on the data of the child's separate file.)*
2. *Explain the situation to the family physician. He/she will then have the responsibility of deciding what to do and whether or not to see the child.*
3. *If the persons whose names are given in the emergency information file cannot be reached and the child is in serious condition making a delay unsafe, the person in authority at the school can decide what to do. The child's safety and welfare are given primary consideration. The unknown wishes of parents and legal aspects are secondary.*
4. *In severe accidents, if unable to reach any of the above, call an ambulance and ask them to take the child to the nearest hospital emergency room.*

The school administration designates some responsible member of the staff to accompany the child. This person should stay with the child at the hospital until the parent/guardian or other representative arrives.

Life Threatening Injuries and Problems

Cessation of Breathing

(NOTE: Employees of the school should be familiar with the "mouth-to-mouth" and "mouth-to-nose" methods of resuscitation).

- *Contact a physician immediately and apply the "mouth-to-mouth" method of artificial respiration at once.*

- *The person administering the artificial respiration should realize the need for its continuous application until breathing is restored, or until medical examination indicates that the student has expired.*
- *Call emergency squad when available*
- *Obtain a physician*
- *Maintain body warmth*
- *Avoid excessive heating*
- *Notify parents*

HOW TO PROCEED WITH RESUSCITATION

Mouth-to-Mouth

1. *Remove visible foreign matter from mouth.*
2. *With one hand under neck and other on forehead, tilt head backward.*
3. *Seal your mouth around student's mouth and pinch nose shut. Repeat*
4. *Remove your mouth and listen for exhalation. If chest does not rise, breathing cycle 15-20 times/minutes - recheck head position.*
5. *For the mouth-to nose method, seal your mouth over student's nose*
6. *On exhalation, remove your mouth and hand to allow air to escape*
7. *If air is not exchanged, roll student on his/her side, hit sharply between shoulder blades to dislodge obstruction. Clear mouth, tilt head, resume blowing.*
8. *If stomach inflates with air, turn head to side, exert moderate pressure with hand on stomach. If regurgitation occurs, clear mouth and begin again.*

Bleeding

(NOTE: Designated personnel should be acquainted with the technique of cardiopulmonary resuscitation.)

1. *Apply direct pressure with sterile dressing (or hand if nothing else is available) directly over injury.*
2. *Apply additional dressing if necessary. (Apply over original dressing).*
3. *Elevate bleeding part above heart level if practical.*
4. *If direct pressure does not control bleeding, exert pressure over pressure point.*
5. *Use tourniquet as a last resort procedure when all else fails.*

Shock

Shock is a condition in which the cardiovascular system fails to provide adequate circulation to every part of the body. If the conditions causing shock are not arrested, death follows. Early and adequate treatment is essential.

Common symptoms and signs of shock may be one or more of the following:

- *Weak and rapid pulse.*
- *Skin - cold and clammy.*
- *Profuse sweating.*
- *Pale or bluish face.*
- *Respiration-- shallow, rapid, labored, irregular or gasping.*
- *Dilated pupils.*
- *Nausea and vomiting.*
- *Falling blood pressure.*
- *Emergency care:*
- *See that student's airway is clear, maintain breathing and circulation.*
- *Control bleeding.*
- *Maintain body heat.*
- *Elevate lower extremities, keep head level unless student has head or chest injuries or breathing difficulties.*
- *Reassure the student.*

Airway Obstruction

If conscious

- *Ask the victim to cough.*
- *Leave alone, permit student to try to expel obstruction.*
- *Use "Bear Hug" method--Stand behind, wrap arms around diaphragm and exert sudden pressure.*
- *-Reassure the student.*

If unconscious:

- *Attempt to dislodge obstruction with finger.*
- *Attempt to dislodge by blow to back if you can get the student into a head down position quickly.*
- *Attempt to ventilate by mouth-to-mouth past foreign object.*

Major Injuries

Eye Injuries: Any injury to the eyes should receive competent medical attention immediately or a rescue squad should be summoned.

1. *Chemical Burns: Irrigate chemical burns of the eye copiously and at once with water. Neutralizing solutions are undesirable as the chemical reaction may be more harmful than the burn. Continue to irrigate with water for at least twenty minutes. It is most important to start water irrigation promptly.*
2. *Hot Metal Burns: Apply sterile or cleanest available material and refer at once to physician. Do not irrigate.*
3. *Foreign Bodies: In cases of impaled objects, immobilize with paper cup without applying pressure to prevent the bandage from contacting eye or injury. Bandage both eyes to prevent movement. Reassure the student.*
4. *Contusion: Sudden blindness following a blow to the eye from a snowball or other objects may indicate hemorrhage. Keep the student quiet and lying down. Call a physician immediately for instruction.*

5. *A Thin Cut: A small thin cut on the cornea (window part) of the eye may follow a seemingly minor injury to the eye from a fingernail, leaf of paper, pine needle, or similar objects. Cover eye with loose, sterile dressing and refer to physician. The student will complain bitterly of pain and light hurting the eye.*
6. *Tooth Injuries: A broken tooth is a major emergency and should be treated by a dentist immediately. Delay frequently results in the loss of the remaining portion of the tooth and makes repair much more difficult. If the tooth is completely knocked out, it should be taken along to the dentist.*
7. *Head Injuries: Until the Physician Takes Over*
 - A. *Elevate the head to control bleeding or ease breathing.*
 - B. *Assure airway, breathing and circulation.*
 - C. *Apply cold compress to head.*
 - D. *Keep student lying down and quiet. Immobilize head and neck.*
 - E. *Do not stop blood or fluid from bleeding from the ears/nose.*
 - F. *Keep the student from becoming chilled.*
8. *Neck and Spine Injuries:*
 - A. *Assure airway, breathing and circulation.*
 - B. *Immobilize head and neck.*
 - C. *Have someone summon ambulance.*
9. *Fractures*
 - A. *Physician's attention is necessary, whether fracture is obvious or suspected.*
 - B. *Keep student quiet and maintain body heat.*
 - C. *If the skin is broken, control bleeding and cover the area with sterile dressing.*
 - D. *Do not move the student unless absolutely necessary, in which case the limb must be splinted by someone with special training before the move is made.*
10. *Major Burns*

(These are burns involving large areas, or with extreme blistering and should be seen by a physician immediately).

 - A. *Wrap student in clean towel or bum sheets to prevent contamination.*
 - B. *Treat for shock.*
 - C. *Do not apply ointment.*
11. *Burns and Scalds: Rinse minor burns with cold water for at least five minutes and apply non-adherent dressing. Cold packs or immersion in cold water will relieve pain and prevent blisters. Do not use ointments or sprays of any kind.*
12. *Chemical Burns: Irrigate with large amounts of water and apply dressing.*
13. *Dog and Other Animal Bites:*
 - A. *Cleanse with soap and water to remove saliva and cover with dry dressing.*
 - B. *All dog and other animal bites should be referred to the physician for decision with regard to necessity for anti-rabies serum and vaccine.*

- C. *The offending dog or other animal should not be killed but identified and held until picked up by authorities for observation regarding development of rabies.*

14. *Minor Injuries*

- *Abrasions: Clean thoroughly with mild soap and warm water for five minutes. Extensive or deep loss of skin needs medical attention.*
- *Bruises: Apply cold compresses immediately. If deep involvement is suspected, medical attention is necessary.*
- *Lacerations or Cuts: Clean thoroughly with a mild soap and warm water. Apply a dry, sterile dressing and bring to the attention of a physician, if necessary.*
- *Puncture Wounds: Clean thoroughly with mild soap and warm water. Puncture wounds through the skin need prompt medical attention to avoid severe infections, including tetanus.*
- *Slivers and Splinters: Clean thoroughly with mild soap and warm water. Deep penetration through the skin by slivers or splinters always carries the risk of an infected puncture or laceration and should be treated as such. Do not attempt to remove deeply embedded splinters.*
- *Sprains and Strains: Immediately apply cold compresses, elevate the part and keep individual at rest. A physician's advice is necessary regarding the strapping and other methods of support or fixation, further examination, or special treatment.*

Health Conditions

Epileptic Seizures

- *Keep calm. Do not try to revive the student. Allow the seizure to run its course.*
- *Try to prevent the student from striking his/her head or body against any hard, sharp, or hot object. Do not interfere with the student's motor movements.*
- *Do not force anything between the student's teeth.*
- *When student regains consciousness, encourage him to rest.*
- *Seek proper medical care.*

Diabetes

Insulin reactions occur when the blood sugar level is too low. Insulin and exercise lower blood sugar. Food raises blood sugar. Good control requires that these three factors be balanced.

Insulin Reactions Occur Due To

- *too little food or a delayed meal;*
- *strenuous exercise not covered by extra food;*
- *nervous or emotional tension; or*
- *too much insulin.*

Symptoms of Insulin Reaction

- *Pallor Excessive Perspiration Hunger*
- *Headache Dizziness Blurring of Vision*
- *Irritability Inappropriate Responses Crying*
- *Confusion Inability to Concentrate Drowsiness*
- *Lack of Coordination Inattentiveness Trembling*

➤ *Abdominal Pain Nausea*

If the reaction is not treated, unconsciousness or convulsions ensue.

Symptoms may vary from time to time.

Treatment

At first sign of any of the above symptoms, a diabetic must be treated at once.

- 1. Give some form of sugar immediately. (This will rapidly increase the amount of sugar in the blood). Parents may provide this. This can be: Large sugar cubes, fruit juice (approximately 1/2 cup), pop (Cola or 7-Up - 1/2 cup - - not diet pop), candy (equivalent to 6-78 lifesavers)*

The child may need coaxing to eat.

- 2. He/she should improve within 10 minutes. Then give him/her additional food and have him/her resume normal school activities.*
- 3. If the child does not improve, call parents and/or an ambulance.*

Poisoning

In all cases of poisoning, it is important to get the poison out or to dilute the poison.

- *Call doctor, hospital, poison control center, or rescue unit promptly*
- *Dilute poison by giving water, one or two glasses.*
- *Make student vomit, but not if*
 - ❖ *student is unconscious*
 - ❖ *swallowed substance is a corrosive (lye, acid, drain cleaner, etc.)*
 - ❖ *swallowed substance is a petroleum distillate (kerosene, gasoline, etc.)*
- *Transport student to a medical facility. Take package or container with label intact.*

Insect Stings and Bites

Bee and wasp stings occasionally result in severe consequences of hypersensitivity because of allergic reaction. The student may suffer great pain, vomiting, and even unconsciousness. Medical care is needed at once. If possible, the type of insect should be identified.

Other Health Conditions

Acute Illness: The student should be kept in a reclining position under constant observation in a room provided. Parents should be notified to come for the student and advised to consult the family physician. Otherwise, arrangements should be made to return the student to his/her home. However, no sick student should be sent home unaccompanied by an adult. If parents/guardians or relatives cannot be located, the student should be segregated from other students in a quiet room at the school until parents can be found or, if the condition demands it, the advice of the family physician may be sought.

Fainting: Usual symptoms are pallor, shallow breathing, slow and weak pulse and unconsciousness. Keep patient lying down until fully recovered. Be sure that he/she has plenty of fresh air. Clothing should be loosened. (A student who faints should see a physician.)

Abdominal Pain: Until help comes, give nothing by mouth. The student should be placed under the care of his parents with the advice that the student be seen by the family physician if the pain persists or becomes severe.

Nosebleed: Spontaneous nosebleed may be cared for by pressure against the nostril. Nosebleeds caused by injuries may be treated with cold packs applied to the back of the neck and to the forehead. Loosen the collar if it tends to constrict the neck and advise not to blow the nose. Advise no activity for an hour or two after bleeding stops. Be calm and soothe any fear the student may have. Parents should be informed.

Infection: The symptoms of fever, headache, sore throat, nausea, cough, sneezing, etc. are usually signs of the onset of infectious disease. The student should be isolated and parents notified so that arrangements can be made to return him/her to his/her home.

Convulsions: As much as possible, prevent injury to student and maintain airway. Do not move student until quiet and relaxed.

Oral Medication in Schools

School personnel should under no circumstances provide aspirin or any other medication to students without meeting the criteria in 1 to 5 below.

- 1. Pupils requiring medication at school shall be identified by parents to the administrator. He, in turn, shall assume authority for involving designated school personnel in administration of the medication. This does not prohibit the older and reliable pupil from assuming the responsibility himself with the approval of parents and physician.*
- 2. After identification of the pupil, the school nurse or properly appointed representative for the school shall make a parental contact to obtain written statements requesting and authorizing the designated school personnel to give oral medication in the dosage prescribed by the physician on a daily basis, and giving the school personnel permission to contact the physician directly.*
- 3. Physician's Responsibilities:*
 - A. The physician must have "directional" contact initially by letter or by telephone with the person assigned to dispense or administer the medication.*
 - B. The physician must express a willingness to accept direct communication from the person dispensing or administering the medication.*
 - C. The physician must state, in writing (either on the prescription or in his letter), the specific conditions under which he or she should be contacted regarding the condition or reactions of the student receiving the medication.*
- 4. The physician or pharmacist shall be requested by the parents to supply a properly labeled bottle of medication for the school authorities. The prescribed medication shall be kept in a locked cubicle or other safe place at school. The label on the bottle shall contain the name and telephone number of the pharmacy, the pupil's identification, name of the physician, name of the drug, and the dosage to be given. Taking the medication shall be supervised by the school nurse or other designated school personnel at the time conforming with the indicated schedule.*
- 5. It is important that an accurate and confidential system of record-keeping be established for each pupil receiving medication.*
 - A. It is required to have, in the principal's or school nurse's office, a list of pupils needing medication during school hours, including the type of medication, the dose, and the time to be given. This list should be reviewed periodically.*
 - B. The classroom teacher and school personnel should record any unusual behavior of the pupil on medication.*
 - C. An individual record for each pupil receiving medication shall be kept and will include the dosage, effects, changes, continuance or disruption.*

Approved 11/18/2002

Revised 03/17/2014

Revised 10/20/2014

EMERGENCY MEDICAL AUTHORIZATION

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

The emergency medical authorization form will be kept in a separate, easily accessible file in each school building during the school year.

Whenever a student or group of students is taken out of the District to participate in a school event, the staff in charge of the event must take the emergency medical forms for those students. This includes, and is not limited to, student involved in music trips, athletic trips, field trips, and academic contests. This does not include student spectators at events.

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

118.29(4). Wis. Stats.

Adopted 11/18/2002

Administrative Guidelines

EMERGENCY MEDICAL AUTHORIZATION
(Emergency Procedures)

Serious Accident or Illness

If a student requires immediate attention for a serious accident or illness, a call to 911 should be made. A 911 call should always be made if someone is unconscious. When the call is made, indicate the following:

- 1. Where the emergency situation is located (include cross streets, if applicable)*
- 2. A brief description of what happened*
- 3. How many persons need help*
- 4. What has been or is being done for the victim(s)*

End the call only after the 911 operator has received all necessary information.

The person in charge of an emergency situation is to give clear, precise directions to those who need to be involved and to clear the area of all unnecessary persons.

First Aid Procedures

Any staff member qualified to do so may administer first aid. After initial first aid treatment, the legal responsibility for subsequent care rests with the parents of the student.

Even in an emergency, no treatment beyond general first aid or internal medication for any condition should be administered to any student by school personnel, other than a licensed school nurse/physician.

In any case involving bodily fluids, Policy 8453.01, Blood-Borne Pathogens, must be followed.

Abrasions, Minor Cuts, Scratches

Cleanse area with soap and water and apply an adhesive bandage.

Fainting

Loosen clothing and place the student flat on his/her back with the head lower than the body. Do not give any fluids to the student.

Headache

If student has a fever of 100 or higher or appears ill, send the student home; otherwise, allow him/her to rest for a period of time.

Stomach Ache

If pain is severe or the student is feverish or appears ill, send the student home.

Seizures

If the student has a seizure disorder, it is usually not necessary to call 911 unless

- 1. the seizure lasts longer than as called for in the student's seizure act plan;*
- 2. another seizure begins soon after the first; or*
- 3. he/she does not regain consciousness after the jerking movements have stopped.*

Call 911 when a student having a seizure and

1. *is pregnant;*
2. *carries identification as a diabetic;*
3. *appears to be injured; and/or*
4. *is in water and has swallowed large amounts of water.*

A student having a seizure cannot control it. Someone trained in first aid can prevent injuries to a student by removing anything nearby that might get in the way (i.e. furniture or equipment). Injuries can also be prevented by not interfering. Do not try to put anything between the student's teeth. Also, do not hold or restrain the student. Loosen the student's clothing. If the student vomits, roll him/her on one side.

Following a seizure, the student's muscles will relax. Check student's airway, breathing, and circulation. A student recovering from a seizure is likely to be drowsy and disoriented. He/She needs to rest and be reassured. Stay with the student until he/she is fully conscious and aware of his/her surroundings.

Diabetes

If a student with diabetes reports low blood sugar or exhibits signs or symptoms of mild hypoglycemia and he/she is able to follow simple commands and can swallow, oral glucose should be given in an attempt to resolve the hypoglycemia. Glucose tablets, if available, should be used to reverse hypoglycemia in a person who is able to take them orally.

If glucose tablets are not available, other forms of dietary sugars have been found to reverse mild hypoglycemia. For diabetics with mild hypoglycemia, it may take 10-15 minutes after ingesting glucose tablets or dietary sugars to resolve the symptoms. First aid providers should, therefore, wait at least 10-15 minutes before calling 911 and re-treating the student with additional oral sugars.

If the student's status deteriorates, call 911.

Poison

If a student ingests a poisonous substance, quickly take the container to the phone, call 911, and then call the local Poison Control Center (1-800-222-1222) and follow the operator's instructions.

Care the student for shock and check his/her breathing frequently. Do not give the student anything by mouth until advised to do so by a medical professional. All containers should be saved as they will allow medical providers to identify the poison and give the appropriate treatment.

Fractures, Dislocations, Sprains, and Strains

Sometimes it is difficult to determine whether an injury is a fracture, dislocation, sprain, or strain. Since a person cannot be sure, always care for it as a fracture. Do not move the student. Call 911 and control any bleeding first. Care for shock and monitor the student's airway, breathing, and circulation. If the student is going to be transported to a medical facility, following the general rule of "When in doubt, splint".

Splinting is a process of immobilizing a suspected fracture. Materials such as rolled-up newspapers and magazine or pieces of wood can be used as a splint to immobilize a fractured bone and the joints above and below the bone if a commercial splint is not available.

The purpose of splinting is to

- 1. immobilize a possibly fractured part of the body;*
- 2. lessen pain;*
- 3. prevent further damage to soft tissues;*
- 4. reduce the risk of serious bleeding;*
- 5. reduce the possibility of loss of circulation in the injured part; and*
- 6. prevent closed fractures from becoming open fractures*

The basic principles of splinting are to

- 1. splint only if you can do it without causing more pain and discomfort to the student;*
- 2. splint an injury in the position you find it;*
- 3. apply the splint so that it immobilizes the fractured bone and the joints above and below the*
- 4. fracture; and*
- 5. check circulation before and after splinting.*

If there are no splinting supplies available, splint the broken part of the body to another body part (i.e. broken arm to the chest, leg to the other uninjured leg).

If the injury is a closed fracture, dislocation, sprain, or strain, apply a cold pack. Do not apply a cold pack to an open fracture. Doing so would require you to put pressure on the open fracture site and may cause discomfort to the student.

Head, Neck, and Back Injury

Injury to the head, neck, and back (spinal injury) is serious and difficult to care for. Think about these injuries as possibilities when caring for a student who has suffered a fall, injuries from a motor-vehicle accident, a diving accident or other sports-related accident, or any other traumatic injury.

If the student has an obvious head injury, also suspect the possibility of spinal cord injury. If the student is unconscious and survey of the scene suggests traumatic injury to the head, care for him/her as if there is a spinal injury.

If a spinal injury is suspected, stabilize the student's head and neck in the position that the student was found by placing your hands along both sides of the student's head. This keeps the head in line with the spine and prevents movement.

If you must move the student, do so carefully using the clothes drag rescue method. Stay with the student and continue to stabilize the head and neck until 911 arrives. Monitor the student's airway, breathing and circulation.

Insect Bites and Stings

If a student is stung and the stinger remains embedded, try to remove it with a tweezers or scrape it with something like a credit card. Do not squeeze the stinger as that will release more venom into the blood. Wash the area well with soap and water and put a cloth wrapped ice pack on the area to reduce swelling and pain. Make sure the stung area is positioned below the heart to slow circulation of the venom.

If you see signs of allergic reaction from a bite or sting, call 911 immediately. While waiting for medical assistance, care for shock and monitor the student's airway, breathing and circulation.

Open Bite Wounds

Dangerous infection can develop, even from a minor bite. To help prevent infection, either wear latex gloves or wash hands prior to caring for an open bite wound. If there is not heavy bleeding, wash the wounded area well with soap and water, then cover it with a clean dressing wrapped with an adhesive bandage and seek medical help.

Do not try to clean an open wound that is bleeding heavily. Try to control or stop the bleeding by applying a dressing wrapped with an adhesive bandage and wait for medical assistance.

Nose Injuries and Nose Bleed

If a student has a nose injury and nose bleed, and you also suspect that a student has a possible head, neck or back injury, do not try to control the bleeding. Stopping the blood flow would increase pressure on injured soft tissues. Have the student remain in the position that he/she was found and stabilize his/her head and neck. If the student is conscious, tell him or her not to move. Stay with the student until medical assistance arrives.

If a head, neck, or back injury is not suspected, try to control the nose bleed by having the student sit down and lean forward with his/her chin toward chest, and pinch the nose shut. Encourage the student to rest quietly - walking, talking, laughing, and blowing the nose can disturb blood clots and make the bleeding start again.

Eye Injuries

Floating Object: Wash hands well and be extremely careful and gentle when caring for an eye injury. If the student has a floating object in his/her eye, seat the student in a well-lighted area. Gently examine the eye to find the object. Pull the lower lid down and ask the person to look up. Then hold the upper lid while the person looks down. If the object is floating in the tear film on the surface of the eye, try using a medicine dropper filled with clean, warm water to flush it out, or tilt the head back and irrigate the surface of the eye with clean water from a drinking glass or a gentle stream of tap water.

Embedded Object: Do not try to remove an object that's embedded in a student's eye or if the student is experiencing abnormal vision. Wait for medical assistance.

Chemical Burns: For chemical burns, wash the eye with lots of running water, flushing from the nose outward for 15-30 minutes. Then wrap a bandage loosely around both eyes and reassure the student. Monitor the student's airway, breathing, and circulation. Call for medical assistance if necessary.

In the event a student is unconscious, close the eyelids to keep the eyeballs from drying out.

Burns

Heat Burns: The major cause of shock in burn victims is heavy loss of body fluids through the burned area. Have the student lie down and elevate the burned area if doing so does not cause additional pain. Maintain normal body temperature as much as possible.

First degree and second-degree heat burns with no open blisters: Flush with lots of cool running water, apply a loose dressing.

Second-degree heat burns with open blisters and third-degree heat burns: Apply dry dressings and bandage loosely. Do not use ice or cold water as it increases the risk of shock.

Acid Burns: Remove all contaminated clothing, jewelry, etc. Wash contaminated skin with plain water for 15-30 minutes. For acid burns to the eyes, wash with plain water at least 30 minutes beginning with the nose and washing out. DO NOT WASH FROM ONE EYE TO THE OTHER CROSSING OVER THE NOSE. Do not use a reactor. Call 911 as soon as possible.

External Bleeding

The purpose of first aid for external bleeding is to

- 1. stop the bleeding;*
- 2. prevent infection; and*
- 3. prevent shock.*

Severe bleeding is arterial bleeding, bleeding that spurts from a wound with every beat of the heart. It is life threatening and needs to be controlled immediately.

A relatively small amount of bleeding can look dramatic. Do not get so concerned at the sight of blood that other injuries may be overlooked. Bleeding can also frighten the student, so he/she should be reassured.

Infection: Infection from an external open wound injury can develop within hours or days. The signs and symptoms of infection are

- pain or tenderness at the wound;*
- redness, heat or swelling at the wound;*
- pus beneath the skin or in the wound;*
- red streaks leading from the wound; and*
- swollen lymph glands closest to the wound (i.e. in the groin area of a leg infection, the armpit for an arm infection, and the neck for head or neck infections).*

To reduce the threat of infection, wear latex gloves or wash hands before caring for an open wound. Use clean dressings and wash minor wounds with soap and water before applying the dressing if they are not bleeding severely. Do not try to clean major wounds that are bleeding severely as that may cause more bleeding.

To Control Bleeding

- 1. Apply pressure to the wound with a dressing or your hand if a dressing is not available. Do not remove a dressing unless excessive bleeding continues. The less a bleeding wound is disturbed, the better the chance is of stopping the bleeding.*
- 2. If bleeding continues and a fracture is not suspected, elevate the wound above the student's heart and continue to apply direct pressure.*
- 3. If the bleeding does not stop, the next step is to apply pressure at a pressure point. Continue to do steps 1 and 2.*
- 4. The final step to control bleeding is to apply a pressure bandage. A bandage is used to hold a dressing in place, restrain movement, and help stop bleeding. Apply pressure while wrapping the bandage over the dressing to keep pressure on the wound and slow the bleeding. Take the student's pulse and examine the fingertips or toes of an injured limb after wrapping the bandage to make sure it is not so tight that it slows or stops circulation. If it is too tight, the student's pulse rate may be slowed or absent and the fingertips or toes may look bluish.*

Dental Emergencies

A Knocked Out Tooth: Replace a knocked out tooth back into the socket. If the tooth cannot be replaced into the socket, place the tooth in a glass of water or milk until the student can see a dentist.

Injured Tissue: Apply ice that has been wrapped in a cloth to the student's face. Apply gauze firmly around the head and ice wrap for one-half hour and make arrangements with the parent for the student to be taken to a dentist.

Fractured Bones: Immobilize the student and wrap gauze, towels, or other available, useable material around the injured area. Have the student sit still and upright, and have student transported to a medical facility as soon as possible.

Swelling or Gum Abscess: Student should rinse his/her mouth with warm salt water at least four times per day (one-half tsp. salt in one cup of warm water). Low heat on the outside of the face may help alleviate pain. The student should see his/her dentist as soon as possible.

Adopted 11/18/2002

STUDENT SUICIDE

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

The Board directs all school personnel to be alert and report to an administrator or school psychologist, school counselor, or school nurse regarding any student who exhibits symptoms or warning signs of depression or who threatens or attempts suicide. Any such signs or the report of such signs from another student or staff member should be taken with the utmost seriousness.

District staff shall receive professional development training in the risk factors and warning signs for suicide and depression, and about the protective factors that help prevent suicide, as well as the available resources regarding youth suicide awareness and prevention. Such training shall include the warning signs of non-suicidal self-injurious behaviors.

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

- Early Recognition of Suicide
- Early QPR (Question, Persuade, Refer)
- Early Intervention and Referral

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

The law provides that any officer, employee, or volunteer of the District who in good faith attempt to prevent suicide by a student is immune from civil liability for his/her acts or omissions in respect to the suicide or attempted suicide.

Using the Department of Public Instruction notice, the Superintendent shall annually inform the professional staff of the resources available from the Department, as well as other resources regarding suicide prevention.

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

Adopted 11/18/2002
Revised 10/20/2008
Revised 05/17/2010
Revised 11/16/2015
Revised 09/19/2016

Administrative Guidelines

STUDENT SUICIDE
(Prevention)

Staff members will receive a copy of the suicide prevention policy and procedures. Staff members are responsible for knowing and acting upon them.

Introduction

The District recognizes the complexities of youth suicide. Specific guidelines for staff will be developed to assist them in the prevention of youth suicide. Staff members will learn to identify the warning signs of suicide. Staff will report suicide threats to a member of the Crisis Intervention Team (CIT). The CIT consists of the building principal, school counselor, school social worker, police school liaison officer and/or school resource officer, and a school psychologist.

CIT member definitions are as follows:

Administrator

In most cases this will be the building administrator. However, an Administration Center administrator or his/her designee may take the place of the building administrator.

School Psychologist

In most cases this will be the school psychologist assigned to the building. However, the Director of Special Education-Pupil Services appoints a psychologist if the building's school psychologist is unavailable.

School Counselor

In most cases the school counselor will be the counselor assigned to the student. However, the Director of Special Education-Pupil Services or the building principal appoints another school counselor if the assigned counselor is not available.

School Social Worker

A school social worker assigned to the building or if a school social worker is not assigned, the Director of Special Education-Pupil Services will assign a social worker.

Police School Liaison Officer (PSLO)

In most cases this will be a police school liaison officer assigned to the building. The building administrator or his/her designee may contact other law enforcement if the PSLO is unavailable.

Procedures For Preventing Suicides

A. Recognizing Students At Risk

Although there is no such thing as a suicide type, some studies suggest that certain characteristics appear more frequently in young people at risk. Students who exhibit the following characteristics are at risk for suicide:

- Students who have attempted suicide previously*
- Students with low self-esteem*
- Severely depressed students/students with mental health issues*
- Teenagers in trouble with the law, parents, or peers*
- Abused, neglected, or molested children*
- Perfectionists*
- Students questioning/confused about sexual orientation*
- Unnecessary risk-takers.*
- Abusers of alcohol and/or other drugs*
- Learning disabled students*
- Loners (withdrawal from family, friends, and regular activities)*

B. Recognizing Warning Signs

Young people who are thinking about suicide almost always give signals in advance. The key to preventing suicide lies in our ability to recognize and respond to this cry for help. A list of warning signs is as follows:

- Recent suicide in the family or in peer group*
- Suicide threats*
- Traumatic events*
- Recent losses, cutting or marking the body (self mutilation)*
- Sudden changes in school behavior*
- Sudden changes in personality or attitude*
- Sudden changes in appearance*
- Heavy use of alcohol or other drugs*
- Making final arrangements*

C. Preparing for a Crisis

To maximize your professional effectiveness in a crisis, include the following:

- Learn about warning signs/risk factors for suicide*
- Know your district's suicide prevention procedures*
- Be aware of a resource network/know CIT members*
- Examine your own feelings about suicide and youth*
- Learn appropriate ways to talk about suicide*

Procedures for Intervention

If a student has threatened suicide directly or indirectly or if you suspect suicidal intention, make a referral to a member of the CIT. The CIT member will manage and monitor each case referred. The managing CIT member will

- A. meet with the student;*
- B. determine appropriate contacts to be made including consultation with other team members;*
- C. contact parent/guardian; and*
- D. document incident from start to finish, which at a minimum will include the following:*
 - Contacts made*
 - Referral information*
 - Specific behaviors/actions identified*
 - CIT's plan of action*

(NOTE: For procedures for dealing with a completed suicide, see the District's 'Crisis Intervention Plan')

Approved 11/18/2002

Revised 10/20/2008

Revised 09/19/2016

CONFIDENTIAL

School District of Rhinelander

DOCUMENTATION OF STUDENT SUICIDE INCIDENT

Student Name _____ Date _____

School _____ Grade _____

Referred by _____ Title _____

Referring person's concerns *(provide information regarding this incident including written material that may exist)*

Student's comments and behavioral observations

Parent/Guardian Name _____ Home Phone _____

When was Parent Notified _____ Work Phone _____

Who contacted and was involved with the incident? *(include school personnel, police school liaison or other law enforcement officer, outside agencies, administrators)*

Crisis Intervention Team's Plan of Action:

Copy to be kept by the Crisis Intervention Team's managing team member

PROMOTION, PLACEMENT, AND RETENTION

The Board recognizes that the personal, social, physical, and educational growth of children will vary and that they should be placed in the educational setting most appropriate to their needs at the various stages of their growth.

It shall be the policy of the Board that each student be moved forward in a continuous pattern with the philosophy that our schools will be ready for children rather than children being ready for our schools. Alternative programming decisions will be made by the building principal after considering the recommendation of the Student Services Team (SST).

Adopted 11/18/2002

Revised 11/17/2008

Administrative Guidelines

PROMOTION, PLACEMENT, AND RETENTION

Elementary and Acceleration/Retention

Students will normally progress through the grades on an annual basis. Movement of a student from an age appropriate classroom setting to an academically appropriate classroom setting for a single or multiple content areas will proceed according to the following procedures and timelines:

(NOTE: Exceptions to the listed timelines would be students who did not begin the year in the District or did not attend the previous school year in the District.)

- A. The classroom teacher will inform the building principal of possible acceleration or retention of students on or about January 20th. There may be some students at the kindergarten level who will be identified after January 20th, but prior to February 20th. At this time, a 'Lights Retention Scale' will be completed for a student being considered for retention and discussed with the building principal and parent(s). For special needs students, the Individualized Education Plan (IEP) team will determine appropriate grade placement. The procedures for acceleration or retention in this section do not apply.*
- B. The information below will be gathered and presented to the building principal on or about February 20th. For Learning Resource Program (LRP) students, this information will be gathered by a Student Services Team (SST).*
 - 1. Identify in writing the specific skill deficits and strengths in subject areas.*
 - 2. Identify in writing the remediation or enrichment activities utilized by the classroom teacher(s).*
 - 3. Test results and other statistics, including previous year's progress in subject areas and progress in mastery of grade level subject area benchmarks.*
 - 4. A brief summary of the fall parent-teacher conference.*

In addition to academic achievement and test results, the following criteria should be considered:

- Lights Retention Scale results*
 - School attendance and number of schools attended*
 - Physical maturity*
 - Student's age*
 - Siblings*
 - Previous retention*
 - Student's attitude toward school*
 - Student's work and study habits*
 - Interest and general attitude*
 - Grade level of student (primary students are best candidates for retention)*
 - Social and emotional maturity*
 - Parent's feelings*
- C. The building principal will consider all information available. On or about March 1st, the building principal will reach a decision on whether further proceedings will take place and will forward this decision to the teacher.*
 - D. If the decision is to accelerate or retain, the next step will be a meeting with the parents and the building principal. At this meeting, the reasons for the decision, including the child's progress and anecdotal notes, will be reviewed.*

- E. *If after holding a parent meeting it is felt that further retention acceleration procedures are to take place the following steps may be, considered:*
1. *Resource personnel may be utilized, further tests, administered, and additional information gathered This information will be shared individually with the building principal.*
 2. *If the student is suspected of having an impairment, school personnel will initiate a referral for special education testing.*
- F. *A meeting will be scheduled with the principal and SST to consider additional information gathered. (on or about March 31st)*
1. *The building principal will review the information presented at the above meeting and consider if retention or acceleration is still appropriate. A decision will be reached on or about April 15th.*
 2. *If the building principal's decision is to retain or accelerate, a final meeting with parent(s) will be scheduled on*
 3. *After sharing and considering any additional information with the parent(s), the building principal will make a final decision if retention or acceleration is to take place. This decision will be made on or about May 10th.*
 4. *Parent(s), staff members, and the Superintendent will be notified of a retention or acceleration decision on or about May 15th.*
- G. *After the retention/acceleration decision has been reached, the student's teacher(s) will develop a list of skills the student is to master for the balance of the current school year. For the following year, the teacher(s) will provide a report to the teacher receiving the accelerated or retained student. This report will include the following:*
1. *Strengths and weaknesses*
 2. *Types of materials that the student most successfully used*
 3. *Most successful mode of instruction*
 4. *Methods of evaluating the retention/ acceleration process*
 5. *Grade level results, especially in reading and math, will be maintained to record student progress.*
- H. *During the next school year, the following procedures will take place:*
1. *On or about October 1st, previous and present teachers, along with the necessary resource personnel, will meet to ensure appropriate placement and follow-up with student and parent(s).*
 2. *Two (2) weeks prior to the fall parent/teacher conferences, the teacher(s) will meet with the building principal to discuss the student's progress.*

Middle School Acceleration/Retention

Students will normally progress through the grades on an annual basis. Movement of a student from an age appropriate classroom setting to an academically appropriate classroom setting for single or multiple content areas will proceed as recommended by the building principal. Promotion, placement, and retention decisions will align with the Individual Education Plan and Student Services Team processes.

Approved 11/4/2008

Revised 04/18/2011

REPORTING STUDENT PROGRESS

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

The Board directs the establishment of a system of reporting student progress which shall include written reports, parent conferences with teachers, and shall require all appropriate staff members to comply with such a system as part of their professional responsibility.

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

- A. utilize various methods of reporting appropriate to grade level and curriculum content;
- B. ensure that both student and parent receive warning of a pending grade of "failure" or one that would adversely affect the student's status;
- C. enable the scheduling of parent-teacher conferences at such times and in such places as will ensure the greatest degree of participation by parents; and,
- D. ensure a continual review and improvement of methods of reporting student progress to parents.

Adopted 11/18/2002

GRADING

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

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

The Superintendent will develop procedures for grading in accordance with Policy 2260, Nondiscrimination and Access to Equal Educational Opportunity, which include the following:

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

The grading system shall not inhibit the professional employee from learning each student's individual strengths and weaknesses.

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

The teacher responsible for a student's instruction in a particular course or program shall determine the student's grade. That grade may not be changed without the teacher's consent unless overruled by the principal and/or Superintendent.

Adopted 11/18/2002

Revised 09/22/2008

Revised 01/15/2018

Administrative Guidelines

GRADING

Grade Reporting

To ensure that the academic reporting system is uniform throughout the school system at elementary and secondary levels, standards and/or letter grades shall reflect an objective evaluation of a student's academic performance to the greatest extent possible. The following guidelines shall be followed:

- A. A written progress report in kindergarten will be given at least two (2) times each year. Official written reporting of academic progress for all classes or grades 1-12 shall be on a nine-week basis. A standards based report card will be given at the completion of each course or grades PreK-8, and a final grade (permanent grade) for each course or grade for 9-12.*
- B. Academic reports shall reflect a student's achievement of District benchmarks and shall be determined through evaluation measures such as tests, projects, presentations, and performances.*
- C. Teachers may not use lowered grades as a form of punishment for breaking school or classroom rules.*
- D. Opportunities to make up work or exams cannot be denied because a student or parent/guardian owes the school money, nor can grade reports be withheld for this reason.*
- E. Absences shall not affect a student's grade unless the student fails to achieve the District's benchmarks*
- F. Unexcused absences are determined by the building principal (See Policy 5200, Attendance) and will align with District and school building policy/procedures.*
- G. Grades shall not be assigned in a capricious or arbitrary manner and will be specific to the student's academic performance.*
- H. Teachers shall maintain accurate reports on the student management software provided by the District. The teachers shall submit in writing to the principal the method by which they determine the student's performance. After administration's approval, teachers shall communicate methods to students and parents. Teachers shall submit these records at the end of the course/year to the building principal. These methods shall be aligned with District procedures.*
- I. Standard based reports shall be given for grades PreK-8. Online courses and PASS (Positive Approach to Student Success) will be graded as pass or fail.

Title I and learning resource students will receive a written evaluation from the teacher. Special grading arrangements may be made for disabled students based on their Individual Education Plan (IEP).*
- J. Students entering the high school shall be advised by counselors of the method of calculating class rank and grade-point average. The grade used to determine class rank shall be the final grade for the course.*
- K. Grade points may be weighted for designated courses at the high school.*
- L. Transfer grades and credits will be reviewed and evaluated by the building principal.*

Achievement Grades Kindergarten - 2

- *H - Course objectives achieved to a highly satisfactory level*
- *S - Course objectives achieved to a satisfactory level*
- *N - Course objectives not achieved - needs improvement*

Achievement Grades 3-12

- *A - Course objectives achieved to a superior level*
- *B - Course objectives achieved to a highly satisfactory level*
- *C - Course objectives achieved to a satisfactory level*
- *D - Course objectives achieved to a minimum level*
- *F - Course objectives not achieved; no credit*
- *I - Incomplete **
- *M - Medical Excuse - (physical education)*
- *W - Withdrew*

A plus (+) or minus (-) in addition to the letter grade, adds or subtracts to the numeric value of a letter grade.

** Refer to the Policy 5114, Compulsory School Attendance for Unexcused Absences.*

Notification of Grading Basis

Teachers at all levels will take time to explain to students the levels of mastery expected within the course. The teacher is obligated to make clear to the students at appropriate intervals the basis upon which the grades are assigned.

Copies of course objectives and grading procedures will be distributed to the students at the beginning of each course at the high school. Course objectives will be explained to parents of middle and elementary school students.

Grading Basis

Grades must be given on the basis of a student's success in achieving established objectives of the course. Only when a student does not complete the course objectives will it be justifiable to grant a grade of F.

Interim Reports

All student grades are displayed in the District's student information system. Teachers, counselors, and/or administrators will communicate with parents during the semester about the student's progress and the concern for possible student failure.

Transcripts Grades 9-12

An explanation of the symbols used in grading will appear on student transcripts along with information on grade point values. For the purposes of determining grade point averages, the following values will be assigned to letter grades.

<i>Grade</i>	<i>Points</i>	<i>Grade</i>	<i>Points</i>
<i>A</i>	<i>4.000</i>	<i>A</i>	<i>4</i>
<i>A-</i>	<i>3.667</i>	<i>A/B</i>	<i>3.500</i>
<i>B+</i>	<i>3.333</i>	<i>B</i>	<i>3.000</i>
<i>B</i>	<i>3.000</i>	<i>B/C</i>	<i>2.500</i>
<i>B-</i>	<i>2.667</i>	<i>C</i>	<i>2.000</i>
<i>C+</i>	<i>2.333</i>	<i>C/D</i>	<i>1.500</i>
<i>C</i>	<i>2.000</i>	<i>D</i>	<i>1.000</i>
<i>C-</i>	<i>1.667</i>	<i>F</i>	<i>0</i>
<i>D+</i>	<i>1.333</i>		
<i>D</i>	<i>1.000</i>		
<i>D-</i>	<i>.667</i>		
<i>F</i>	<i>.0</i>		

Students in a course designated as a weighted course will receive an additional 0.03 GPA points in addition to the points earned for the letter grade. (Note: The course catalog includes a [U] as designation for weighted courses.)

The additional 0.03 points will be cumulatively added to the GPA points in addition to the points earned for the letter grade.

Honor Roll

Grades 6-12 - In order to be on the honor roll, a student must have at least a 3.5 grade point average.

Grade Appeal Process

If the student and/or parents believe a grade is unjustified, they should be directed to proceed with the following grade appeal process:

➤ *Step 1*

A student and/or parents should be directed and encouraged to bring the complaint to the attention of the teacher.

➤ *Step 2*

If the complaint is not resolved at Step 1, the complainant should contact the building principal. The building principal will arrange a conference with the student, parents, and the teacher. Every effort will be made to resolve the issue at this step. If the complaint is not resolved in Step 2, the student, and parents will be advised of the next step to be taken. They are to put their complaint in writing and submit it to the Superintendent.

➤ *Step 3*

The Superintendent will make arrangements for a conference with the student parents, teacher, and building principal. The grade given by the teacher will stand if the review or appeal process reveals that the grade awarded was consistent with the grade reporting policy and procedures. If the grade given was inconsistent with the grade reporting policy and procedures, the Superintendent will have the final decision on the grade to be given to the student.

Approved 11/18/2002

Revised 09/22/2008

Revised 05/03/2010

Revised 08/10/2016

SENIOR ASSESSMENT EXEMPTIONS

The District encourages end-of-term exams at the secondary level. The Board recognizes that there are circumstances under which a student will be exempted from taking end-of-term assessments. They are as follows:

- When the student is a senior.
- When the senior has earned a grade of A, A-, or P in a course prior to the time assessments are given.

Students who meet the above criteria will be exempted from taking the assessment. The teacher will notify the parent, in writing, that the assessment is not required and that the student will not be on school grounds at the high school during the time that the assessment is scheduled.

During fourth term assessments, all seniors will be exempted unless a senior wishes to take the assessment.

Seniors will not be on campus unless permission from a building administrator has been granted.

Adopted 11/18/2002

CLASS RANK

The Board acknowledges the usefulness of a system of computing grade point averages and class ranking for high school students, both to inform students of their relative academic placement among their peers and to provide students, prospective employers, and institutions of higher learning with a predictive device so that each student is more likely to be placed in an environment conducive to success.

The Board authorizes a system of class ranking by grade point average for students in grades 9-12.

To implement this policy, the Superintendent shall develop procedures for the computation of grade point averages and the assignment of class rank.

Adopted 11/18/2002

STUDENT RECOGNITION

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

The Board authorizes the Superintendent to develop a plan for recognition of outstanding student achievement based on well-defined, consistent criteria and standards.

Adopted 11/18/2002

WISCONSIN ACADEMIC EXCELLENCE SCHOLARSHIP

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

By February 25th of each school year, the Superintendent or his/her designee will designate the appropriate number of senior(s) from the high school with the highest grade point average in all subjects as scholars eligible to receive an academic excellence scholarship.

The following standards must be met to qualify for the academic excellence scholarships. The student and alternates must

- A. be a resident of the United States or an alien lawfully admitted for permanent residence and a Wisconsin resident;
- B. be a Wisconsin resident as defined in 36.27 Wis. Stats.;
- C. have achieved senior status and have been in attendance for three (3) consecutive semesters during their senior year; and
- D. be selected based on the grade point average (GPA) on the student's official transcript as of the last day of the semester which ended just prior to February 25th (for schools operating on a semester system).

The GPA computation will be in accordance with Policy 5430, Class Rank.

Students enrolled under the Chapter 220 program and the full-time public school open-enrollment program who qualify based on the standards identified above are eligible for the academic excellence scholarship in the school they actually attend.

The scholarship(s) will be awarded to the qualifying student(s) with the highest grade point average.

Tie Breaker Procedure for Academic Excellence Scholarship

The School District of Rhinelander, in compliance with a directive from the Wisconsin Higher Education Board, recognizes the need to have a tie breaking process for awarding the academic excellence scholarships. The following procedure will be used:

- A. Written intention to attend a Wisconsin college, university, or technical college. If this does not break tie, then proceed to B.
- B. Total number of grade points earned through the end of 2nd term of senior year. If this does not break tie, then proceed to C.
- C. Highest composite ACT (American College Testing) score earned on a test taken no later than December of senior year. If this does not break tie, then proceed to D.
- D. Total number of credits earned. If this does not break tie, then proceed to E.
- E. Coin toss executed by the president of the Board.

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

39.41 Wis. Stats.

Adopted 11/18/2002

Revised 09/19/2016

PARTICIPATION IN THE GRADUATION CEREMONY

Except for extenuating circumstances and prior approval of the Superintendent as the Board's agent, a student must have met all requirements for graduation in order to participate in graduation exercises.

Extenuating circumstances may include but are not limited to the extended or recurring illness or the death of an immediate family member if they occur within the last several weeks of school and the affected student has met all other criteria for participation and would normally be a candidate for graduation if the extenuating circumstances had not occurred.

A student will not be permitted to participate in graduation ceremonies if he/she has outstanding fees, fines, and/or behavioral/disciplinary consequences remaining to be satisfied.

The administration will make a reasonable effort to inform the student and parent(s) of any student who is ineligible to participate in the graduation ceremony. Individuals may appeal their individual circumstances to the administration for review.

One graduation ceremony for any graduating student will be held annually in the District. All students, including those in any charter school, virtual school program, independent study course, or any other Board-approved educational program who have met all requirements for graduation are allowed to participate in this one ceremony. No additional graduation ceremonies will be held.

Adopted 11/18/2002

Revised 06/18/2007

Administrative Guidelines

PARTICIPATION IN THE GRADUATION CEREMONY

Pursuant to Policy 5459, Participation in the Graduation Ceremony, the District will conduct one annual graduation ceremony for all graduating students who have met all requirements for graduation. This ceremony will include students enrolled at and graduating from Rhinelander High School, or students enrolled and graduating from any charter school, virtual school program, independent study course, or any other Board-approved educational program.

The administration and staff from the high school and each charter school, virtual school program, independent study course, or any other Board-approved educational program from which students are graduating will make every effort to work together to assure all responsibilities toward the graduation ceremony are completed in a timely manner and that the ceremony is conducted in a safe, positive, and successful manner.

The administration and staff from the high school and each charter school, virtual school program, independent study course, or any other Board-approved educational program will work together to assure the following responsibilities are completed for the graduation ceremony:

- A. Graduation announcements are created through a team effort between the high school and the charter schools, virtual school program, independent study course, or any other Board-approved educational program and are ordered and submitted to students/parents in a timely manner.*
- B. All diplomas are ordered as required and are received in a timely manner.*
- C. All caps and gowns are ordered as required and are received in a timely manner.*
- D. Administrators, staff members, and approved students from the high school, the charter schools virtual school program, independent study course, or any other Board-approved educational program will prepare the location as needed for the graduation ceremony.*
- E. Graduation ceremony programs will be completed with the input from the administrators and selected staff and students from the high school, charter schools, virtual school programs, independent study courses, or any other Board-approved educational programs. These programs will be done in a professional manner and in a complete format.*
- F. Graduation ceremony information will be shared with the parents, students, and community as agreed to by the administrators of the high school, charter schools, virtual school program, independent study course, or any other Board-approved educational program.*
- G. The Board President or the Superintendent will begin each graduation ceremony with a welcome to the students, parents, and visitors attending the graduation ceremony.*
- H. The administrators from the high school and each charter school, virtual school program, independent study course, or any other Board-approved educational program will make presentations as are necessary and agreed upon by all parties, and will share in the process of handing the diplomas to the graduating students. Other presentations will be made by selected and appropriate staff, administrators, and/or members of the Board, and students.*
- I. All high school, charter school, virtual school, independent study, or any other Board- approved educational program graduating students will be recognized at the graduation ceremony as agreed upon by the administrators*
- J. All administrators from the high school and each charter school, virtual school program, independent study course, or any other Board-approved educational program will provide the necessary assistance and will work*

as a team toward a successful and positive graduation ceremony for staff, students, parents, community members, and all visitors who attend the graduation ceremony.

Approved 02/25/2008

GRADUATION REQUIREMENTS

It shall be the policy of the Board to acknowledge each student's successful completion of the instructional program appropriate to the achievement of District goals and objectives, as well as personal proficiency by the awarding of a diploma at fitting graduation ceremonies.

The Board directs the Superintendent to prepare a list of specific criteria for granting a high school diploma which includes the student's academic performance, the recommendations of teachers, the statutory credit requirements, and any additional Board-approved credit requirements.

The Board shall award a regular high school diploma to every student enrolled in the District who meets the requirements of graduation established by the Board as provided by state law.

Students with disabilities who properly complete the programs specified in their Individualized Education Plan (IEP) and have received the recommendation of the IEP committee members may participate in graduation activities and may be awarded a diploma, provided the student satisfied the District's graduation requirements and a certificate of attendance.

The principal of the high school shall prepare a report describing the District's policies on high school graduation standards, including a list of courses required under state law and the number of hours in each school term required to earn one (1) credit for those courses. Additionally, any change to the District's policies shall also be reported to the Department of Public Instruction or other appropriate agency after it has been approved by the Board and signed by the Board president, the Superintendent, and the principal. A student may be denied participation in graduation activities for disciplinary reasons for non-payment of fees.

The District will not grant a high school diploma to any student unless the student has earned the following credits during high school:

- A. Four (4) credits of English, including a writing course that incorporates instruction in written communication, oral communication, grammar and usage of the English language, and literature.

Required course sequence: 9th grade = (.5 credit) English Survey 1a and (.5 credit) English Survey 1b; 10th grade = (.5 credit) English Survey 2 a and (.5 credit) English Survey 2 b.; a (.5 credit writing course; 1.5 English electives

- B. Three (3) credits of social studies which incorporate instruction in state and local government and instruction in the history, culture, and tribal sovereignty of the federally-recognized American Indian tribes and bands located in this state at least once in the high school grades.

Required course sequence: 9th grade = any combination of two Global Studies courses for 1 credit (a, b, c, d); 10th grade = any combination of two US History Survey courses for 1 credit (a, b, c); 1.0 social studies electives.

- C. Three (3.0) credits of mathematics which incorporate instruction in the properties, processes, and symbols of arithmetic and elements of algebra, geometry, and statistics.

Required course sequence: 9th grade = 1.0 credit Integrated Math 1 or Algebra 1; 10th grade = 1.0 credit Integrated Math 2 or Geometry; 11th grade = 1.0 credit Transitions to Algebra 2 or Algebra 2.

Students who pass Algebra 1 and/or geometry before entering 9th grade must earn three (3) credits in mathematics in grades 9–12.

- D. Three (3) credits of science which incorporate instruction in the biological sciences and physical sciences.

Required course sequence: 9th grade 1.0 credit of Physical Science (or Biology if 9th grade physical science is completed prior to 9th grade); 10th grade = 1.0 credit Biology (or chemistry if biology was taken in 9th grade); 11th grade = 1.0 credit of chemistry, physics, or environmental science (or upper level electives if chemistry was taken in 10th grade).

- E. One and one half credits of physical education. Credits must be earned over three separate years. The 0.5 credit taken during 11th or 12th grade may be waived with full participation in two seasons of high school sports during 11th and/or 12th grade years. The waiver must be approved prior to participation and will need coach's designation of successful participation for awarding of credit. Students that choose this waiver must take an additional 0.5 credit in an upper level core content elective in place of the physical education course.
- F. In grade 9, one-half credit in health which incorporates instruction in personal, family, community, and environmental health.
- G. One half (0.5) credit of personal finance. Students can meet this requirement by taking either Personal Money Management or Economics.
- H. Additional elective courses to reach a total of 22.0 credits.

A student will receive a high school diploma if he/she is enrolled in the High School Equivalency Diploma (HSED) Option 2 program and demonstrates academic proficiency by passing the HSED examinations.

Waivers

A waiver to alter the required sequence of high school courses or a waiver of prerequisites shall be available to students who have exceptional educational interests, needs, or requirements. Simple waivers of prerequisites or alterations to the required course sequence will not be considered to be programs under Wis. Stats 18.04 and will not require approval by the State Superintendent.

The high school principal will take action on requests for waivers of high school courses. Appeals of these decisions may be made to the Superintendent. Appeals of the Superintendent's decisions may be brought before the Board.

115.28 Wis. Stats.

118.30 Wis. Stats.

118.33 Wis. Stats.

Adopted 11/18/2002

Revised 03/17/2003

Revised 04/21/2003

Revised 03/22/2004

Revised 12/15/2008

Revised 02/16/2009

Revised 03/17/2014

Revised 08/15/2016

DIPLOMA DEFERRAL

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

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

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

Students with disabilities remain eligible for a Free and Appropriate Public Education (FAPE) until they graduate with a regular high school diploma or age out of special education at the end of the school term in which they turn 21 years of age.

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

Adopted 10/15/2012

Revised 12/16/2013

Revised 04/16/2018

CHILDREN AT-RISK OF NOT GRADUATING FROM HIGH SCHOOL

The Board shall establish programs to serve children in the District who are identified as “children at risk” in compliance with state statutes. This policy meets the requirements of state law, which includes identifying and serving “children at risk” students. Students at risk of not graduating high school are those who are dropouts or are students who qualify under at least two (2) of the following:

- A. Students that are one (1) or more years behind their age group in the number of high school credits attained;
- B. Students who are two (2) or more years behind their age group in basic skill level (math and reading);
- C. Students who are habitually truant;
- D. Students who are parents;
- E. Students who are adjudicated delinquents;
- F. Eighth (8th) grade students whose score in each area of the student assessment was below basic level of failing; and
- G. Eighth (8th) grade students that were not promoted to ninth grade.

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

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

The Board uses a ‘Response to Instruction’ (RtI) model that is designed as a continuum for literacy, mathematics, and behavior. RtI is defined as a systemic process for achieving high levels of academic and behavioral success for all students through a multi-level, high quality instructional approach for the needs of general, at-risk, and advanced learners, as well as special education student needs; a balanced assessment system; and collaborative practices. The Board will make reasonable efforts to help each student acquire the necessary skills, concepts, and content of course or subject area that he/she is enrolled in through systemic practices of RtI. Student capabilities will be identified for RtI using multiple criteria in accordance with District guidelines. These guidelines are aligned with the Wisconsin Department of Public Instruction’s recommendations. The District will maintain an RtI continuum and supporting documents outlining specific implementation procedures and guidelines, which will be reviewed annually.

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

Adopted 03/14/2016

CREDITS FROM OTHER SCHOOLS

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

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

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

Grades in courses from non-public schools, other than home-based schools, that have been accepted for credit will be entered on the student's transcript. Such grades will be considered a grade point average and class ranking.

Credits and grades from home-based schools shall follow the provisions set forth in Policy 9270, Home-Based, Private, or Tribal School Students.

PI 18 Wis. Adm. Code

Adopted 11/18/2002

Revised 09/19/2016

Administrative Guidelines

CREDITS FROM OTHER SCHOOLS

Admission and Placement of Transfer Pupils

A. Enrollment Procedures:

1. Registration

Minor students must be accompanied at registration by a parent or guardian. The parent or guardian will provide the following information for each registering student.

(NOTE: An adult student will not be required to provide information about his/her parent or guardian, but will provide items of information about himself/herself)

- a. Full name of the student.*
- b. Full name, home address, and work address of each parent, guardian, or other person having custody or control of the minor student for the purpose of admission.*
- c. The home and work telephone numbers of each parent, guardian, or other responsible adult or, in each case, the telephone number through which each person may be contacted at home and at work.*
- d. The name and telephone number of a person or persons who should be contacted in case of an emergency.*
- e. The name, address, and telephone number of the student's physician, clinic, or other person or agency where the student's medical records are located.*
- f. The date of registration.*

B. Transcripts

Pupils transferring from other schools or home-based private education programs are required to provide a transcript or other available records including attendance records, level of academic achievement, subjects completed, credits earned, and records of standardized achievement testing. As an alternative, school officials may elect to request the information from the pupil's last school.

C. Credits

Awarding of credits to be applied toward high school graduation shall be determined by the high school principal. Students shall be awarded credits towards graduation through the following process:

Step 1

Compute the percentage of credits the student has earned toward graduation at their former school.

Total incoming credits, divided by total required graduation credits at last school, equals the percentage of graduation credits earned.

Step 2

Compute the equivalent percentage of credits toward meeting Rhinelander High School graduation requirements for the year the student is targeted to graduate from Rhinelander High School Step 1 percentage, multiplied by Rhinelander High School graduation credit requirement, equals - - -

Step 3

Subtract from the student's Rhinelander High School required graduation total the figure from Step 2.

This equals the additional credits the student needs to earn at Rhinelander High School to graduate

Step 4

Add the figure in Step 3 to the student's incoming credits.

This equals the total number of credits the student needs to graduate from Rhinelander High School.

Step 5

Record graduation prorated credits clearly on the student's transcript

or

Record the prorated graduation credit requirement clearly on the student's transcript and include this form in the student's permanent file.

D. Partial Transfer Credits

Students who transfer to Rhinelander High School at or near the end of the first or third terms will be awarded credits by the building principal based on the recommendation of the counselor. Partial credits for passing work amounting to less than one-half will be added together and rounded to the nearest quarter credit. All credits accumulated through this process will be recorded as "elective" credits and will not be used to meet the graduation requirements of any department.

<i>Eg Para 1</i>	<i>Eg Para 2</i>
<i>.25 Vocal Music</i>	<i>.25 Vocal Music</i>
<i>.25 Spanish</i>	<i>.25 Spanish</i>
<i>.25 Beginning Art</i>	<i>.25 English 10</i>
<i>.25 Machine Shop</i>	<i>.25 Novels</i>
<i>.125 Physical Education*</i>	<i>1.25 Physical Education*</i>
<i>1.0 Elective</i>	<i>.5 Elective</i>
	<i>.5 English</i>

**Physical Education does not accumulate any credit because it does not amount to at least .25 credits when rounded off.*

E. Transfers from Home Schools

Any pupil who has been in attendance in a home-based private education program for a period of ninety (90) days or more and who wishes to enter or re-enter the School District of Rhinelander will furnish the building administrator the following:

- 1. A copy of Home-Based Private Education Program, Wisconsin Department of Public Instruction Form PI-1206 (Rev. 1-86).*
- 2. A copy of the school calendar that verifies that each school term of Home-Based Private Education Program instruction consisted of a minimum of 875 hours. Wis. Stats. 118.166 (1)*
- 3. Copies of the sequential curriculum that was taught in the six (6) mandated subject areas. Wis. Stats. 118.165 (1)(d)*
- 4. Records of pupil performance for each subject/course taken.*

F. Health Records and Physicals

Parents/guardians of pupils admitted to the District's elementary and secondary schools shall present immunization records as required by law. The immunization requirement is waived if the adult pupil or the pupil's parent/guardian or legal custodian submits a written statement to the school objecting to the immunization for reasons of health, religion, or personal conviction. Wis. Stats. 140.05 section 16 (c)

Approved 11/18/2002

EARLY GRADUATION

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

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

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

Adopted 11/18/2002

STUDENT CONDUCT

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 the District.

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

Conduct of students shall be governed by the rules and provisions of this policy and the rules and provisions as stated in the student handbook of each school facility, as well as the rules and provisions as stated in the student activities handbook.

Sec. 120.13 Wis. Stats.
Sec. 118.164 Wis. Stats.
Sec. 118.13 Wis. Stats.

Adopted 11/18/2002
Revised 04/09/2018

Administrative Guidelines

STUDENT CONDUCT

At all times, students are expected to:

- *Respect the law and all law enforcement personnel;*
- *Adhere to all rules and procedures of the school;*
- *Adhere to all policies and administrative guidelines of the District as approved by the Board;*
- *Show respect to all school personnel in authority;*
- *Respect and care for the real and personal property of the District, of other students, and of all school personnel;*
- *Be courteous to others; and,*
- *Exhibit decency, respect, and honesty.*

Public Displays of Affection

Public displays of affection are not to be exhibited between students while in school, while on school grounds, while at District-sponsored events and activities, while occupying District-owned vehicles, and while occupying buses or other vehicles used for student transportation while under contract with the District. This includes any public display of affection that is inappropriate and/or disruptive.

"Public Displays of Affection" are defined as intimate touching, fondling, cuddling, kissing, and other signs of affection of a sexual nature between students while under the authority, direction, and supervision of school personnel.

Conduct of students shall be governed by the rules and provisions of Policy 5500, Student Conduct, and the rules and provisions as stated in the student handbook of each school facility, as well as the rules and provisions as stated in the student activities handbook.

Adopted 06/12/2018

Revised 08/30/2018

DRESS AND GROOMING

Responsibility for the personal appearance of students enrolled in the District shall normally rest with the students themselves and their parent(s)/guardian(s). Student dress or grooming should not, however, affect the health or safety of students or disrupt the learning process within the classroom or school.

No student shall be permitted to wear any clothing that is normally identified with a gang or gang-related activities (e.g. gang-related colors) or clothing that contains pictures and/or writing referring to alcoholic beverages, tobacco products, sexual references, profanity and/or illegal drugs. If there is a disagreement between students and/or parents and the staff regarding the appropriateness of clothing, the principal will use his/her discretion to make the decision.

This policy is in force during the school day, in school vehicles, in school buses, and at all school activities.

In addition, personal hats or caps are not to be worn in school buildings during the school day except during certain activities when hair or head protection is required.

120.13 (I) Wis. Stats.

Adopted 11/18/2002

POSSESSION OF AND USE OF TOBACCO AND SMOKING DEVICES BY STUDENTS

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

While on District property, students are prohibited from possessing tobacco and smoking devices that have any substance containing tobacco, including smokeless tobacco in the mouth to derive the effects of tobacco, as well as all tobacco-related items, i.e. cigars, cigarettes, pipe tobacco, chewing tobacco, and snuff, and any other matter or substances that contain tobacco, including papers used to roll cigarettes, electronic, "vapor" or other substitute forms of cigarettes, clove cigarettes, and any other lighted smoking device used for burning tobacco, nicotine, or any other substance.

While on District property students are prohibited from using tobacco, which means to smoke, chew, or maintain any substance containing tobacco, including smokeless tobacco in the mouth to derive the effects of tobacco, as well as all uses of tobacco including cigars, cigarettes, pipe tobacco, chewing tobacco, snuff, and any other matter or substances that contain tobacco, including papers used to roll cigarettes, electronic, "vapor," or other substitute forms of cigarettes, clove cigarettes, and any other lighted smoking devices for burning tobacco, nicotine, or any other substance.

Accordingly, the Board prohibits students from using or possessing tobacco papers used to roll cigarettes, electronic, "vapor," or other substitute forms of cigarettes, clove cigarettes, and any other lighted smoking devices for burning tobacco, nicotine, or any other substance in any form on District property/premises, in District-owned vehicles, within any indoor facility owned or while leased or contracted for by the District and used to provide education or library services to children, as well as at all District-sponsored events.

120.12(20) Wis. Stats.

254.92 Wis. Stats.

20 U.S.C. 6081 et seq.

U.S.D.O.E. Memorandum, 1995

20 U.S.C. 7182

20 U.S.C. 7114

Adopted 11/18/2002

Revised 08/15/2011

Revised 04/21/2014

Revised 07/16/2018

CARE OF DISTRICT PROPERTY

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

In accordance with law, students who cause damage to District property shall be subject to disciplinary measures including suspension and expulsion, and their parents shall be financially liable for such damage to the extent of the law except that students eighteen (18) years of age or over shall also be liable for damage they cause.

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

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

The Superintendent shall develop administrative guidelines to implement this policy.

120.13 Wis. Stats.

Adopted 11/18/2002

STUDENT USE OF MOTOR VEHICLES

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

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

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

A fee will be charged for parking on school grounds.

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

Adopted 11/18/2002

Revised 11/16/2015

Administrative Guidelines

STUDENT USE OF MOTOR VEHICLES

With the increase in student motor vehicle use to and from school, the following guidelines have been established to assure student safety and protection of student and school property:

- A. The parent or guardian of the student has the responsibility to determine the necessity of their child driving to school.*
- B. During school hours, the student's motor vehicle must be parked in the specified/designated area and a parking permit must be purchased and properly displayed in the vehicle. Students must park their vehicles upon arrival to school and immediately leave the student parking area. No student will be allowed to loiter in the student parking areas and students should lock their vehicles at all times.*
- C. No other student is to be transported to or from school by the student, and students must follow the rules of the Department of Transportation pertaining to student drivers who have obtained a valid probationary or regular driver's license.*
- D. Students may leave the campus during class time in their own motor vehicle for the following reasons only:*
 - 1. To drive themselves in their own motor vehicle to and from the Youth Options Program at Nicolet Area Technical College*
 - 2. To drive themselves in their own motor vehicle to and from medical, dental, and other personal appointments, with parental permission obtained by the school building office and/or administrator*
 - 3. To drive themselves in their own motor vehicle to a District-approved youth apprenticeship program*
 - 4. To drive themselves in their own motor vehicle to a class/course in another public school district under the part-time open enrollment law*
- E. The student must operate the vehicle on school premises in a reasonable, prudent, and lawful manner, and abide by the rules of the school governing student conduct.*
- F. Students will be prohibited from driving if their action*
 - 1. interferes with the instructional purpose of the school;*
 - 2. attracts undue attention or is disruptive to normal school operation;*
 - 3. is a safety hazard to students; or*
 - 4. is a safety hazard and abnormal nuisance to the school, general citizenry, and property owners (i.e. unnecessary turning, accelerating, decelerating, or otherwise operating a motor vehicle in a manner that causes unnecessary engine noise or backfire, squealing tires, skidding, sliding, swaying, throwing of sand or gravel, or in any other manner that creates a dangerous situation).*
- G. Failure to comply with the District's guidelines regarding student use of motor vehicles could result in the following:*
 - 1. Loss of the privilege of leaving school grounds during lunch for the senior student who is in violation of the guidelines*
 - 2. Parent contact*
 - 3. Assigned detention/suspension*

4. Loss of parking privileges for a period of time as determined by the building principal or his/her designee

H. Any and all cases in which the school building administration believes that a vehicle while on school property is being used in a manner or for a purpose which may be injurious or illegal, will be reported to the authorities for proper action and disposition.

Licensed driving should be considered a privilege and not a right.

Adopted 12/20/2007

STUDENT USE OF SERVICE ANIMALS

Service animals used by students requiring service animal assistance shall be permitted in all District facilities and at all school events.

“Service animal” means a guide dog, signal dog, or other animal that is individually trained or is being trained to do work or perform tasks for the benefit of a person with a disability, including the work or task of guiding a person with impaired vision, alerting a person with impaired hearing to intruders or sound, providing minimal protection or rescue work, pulling a wheelchair, or fetching dropped items.

Guide dogs for students who require this type of assistance, as determined by the IEP or Section 540 team, shall be permitted access to all facilities, programs, and events of the District as required to deliver FAPE (Free Appropriate Public Education) and provide equal access. The student must provide evidence of the dog’s certification as required by state and federal law for that purpose. If the dog is still in training, proof of liability insurance policy must be provided, and access by the dog permitted if appropriate under state law. Under state law, no District may refuse entrance to dogs leading individuals who are deaf, blind, or mobility-impaired if

- A. such dog is wearing a harness, leash, and special cape identifying the “lead dog” status; and
- B. the person has presented for inspection, credentials issued by a school training dogs for the blind, deaf, or mobility-impaired. See Wis. Stats., 106.52(3).

In that event, the District will provide appropriate access through other methods.

106.52(1)(fm) and (3) Wis. Stats.

Adopted 10/22/2008

STUDENT HAZING

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. The Board 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, particularly 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 a teacher, the building principal, or to the Superintendent. The individual informed of the situation shall immediately do the following:

- A. Write all information concerning the reported activity or planned activity received from the person reporting the incident to create a complete record of the initial contact with administration.
- B. Determine if any potential criminal activity has occurred and if so, contact law enforcement immediately.
- C. Determine whether the information received illustrates hazing behavior that is based on the student's or any group of students sex (including transgender status, change of sex, or gender identity), race, color, national origin, religion, creed, ancestry, marital or parental status, sexual orientation, or physical mental, emotional, or learning disability, or any other characteristic protected by state or federal civil rights laws ("protected classes"). If the conduct reported appears to be based on one or more protected class, the administrator shall inform the District's compliance officer, 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 and Other Forms of Aggressive Behavior. If at any point information surfaces indicating that a hazing activity was based on one or more protected class, the administrator or designee conducting the investigation shall contact the District's 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-Professional Staff, or Policy 4139, Staff Discipline-Support Staff)

The Superintendent shall distribute this policy to all students and District employees, and shall incorporate it into building, staff, and student handbooks. It shall also be the subject of discussion at employee staff meetings or inservice programs.

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

Adopted 11/18/2002

Revised 03/16/2015

STUDENT ANTI-HARASSMENT

Prohibited Harassment

It is the policy of the Board to maintain an educational environment that is free from all forms of unlawful harassment, including sexual harassment. This commitment applies to all District operations, programs, and activities. All students, administrators, professional staff, and support personnel, as well as all other District personnel, share responsibility for avoiding, discouraging, and reporting any form of unlawful harassment. This policy applies to unlawful conduct occurring on school property or at another location if such conduct occurs during an activity sponsored by the District.

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 District community. Additionally, appropriate action will be taken to stop and otherwise deal with any third party who engages in harassment against students.

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

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 and/or its designee will investigate all allegations of unlawful harassment and in those cases where unlawful harassment is substantiated, will take immediate steps to end the harassment, prevent its reoccurrence, and remedy its effects. Individuals who are found to have engaged in unlawful harassment will be subject to appropriate disciplinary action.

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

For purposes of this policy, "third parties" include, but are not limited to, guests and/or visitors on District property (e.g., visiting speakers, participants on opposing athletic teams, 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).

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

Definitions

- **Bullying** - Bullying is prohibited by Policy 5517.01, Bullying and Other forms of Aggressive Behavior. It is defined as deliberate or intentional behavior or using words or actions intended to cause fear, intimidation, or harm. Bullying may be a repeated behavior and involves an imbalance of power. Furthermore, it may be serious enough to negatively impact a student's educational, physical, or emotional well-being. Bullying need not be based on any protected characteristic. Bullying behaviors to the level of harassment when the prohibited

conduct is based upon the student's sex (including transgender status, change of sex, or gender identity), race, color, national origin, religion, creed, ancestry, marital or parental status, sexual orientation or physical, mental, emotional or learning disability; or any other characteristic protected by federal or state civil rights.

- Harassment - "Harassment" means any threatening, insulting, or dehumanizing gesture, use of data or computer software; or written, verbal, or physical conduct directed against a student based on one or more of the student's protected characteristics that placed a student in reasonable fear or harm to his/her person or damage to his/her property; has the effect of substantially interfering with a student's educational performance, opportunities, or benefits; or has the effect of substantially disrupting the orderly operation of a school.
- Sexual Harassment - "Sexual harassment" is defined as unwelcome sexual advances, requests for sexual favors, sexually motivated physical conduct, or other verbal or physical conduct or communication of a sexual nature when submission to that conduct or communication is made a term or condition, either explicitly or implicitly, of access to educational opportunities or programs; submission or rejection of that conduct or communication by an individual is used as a factor in decisions affecting that individual's education; or that conduct or communication has the purpose or effect of substantially or unreasonably interfering with an individual's education, or creating an intimidating, hostile, or offensive educational environment.

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

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

- Unwelcome verbal harassment or abuse;
- Unwelcome pressure for sexual activity;
- Unwelcome, sexually motivated, or inappropriate patting, pinching, or physical contact, other than unnecessary restraint of student by teachers, administrators, or other school personnel to avoid physical harm to persons or property;
- Unwelcome sexual behavior or words, including demands for sexual favors, accompanied by implied or overt threats concerning an individual's educational status;
- 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; or
- Unwelcome behavior or words directed at an individual because of gender, such as
 - ❖ repeatedly asking a person for dates or sexual behavior after the person has indicated no interest;
 - ❖ rating a person's sexuality or attractiveness;
 - ❖ staring or leering at various parts of another person's body;
 - ❖ spreading rumors about a person's sexuality;
 - ❖ letters, notes, telephone calls, or materials of sexual nature; or,
 - ❖ displaying pictures, calendars, cartoons, or other materials with sexual content.
- Inappropriate boundary invasions by a District employee or other adult member of the District community into a student's personal space and/or personal life;
- Remarks speculating about a person's sexual activities or sexual history, or remarks about one's own sexual activities or sexual history; and
- Verbal, non-verbal, or physical aggression, intimidation, or hostility based on sex or sex-stereotyping that does not involve conduct of a sexual nature.

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

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

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

Race/Color Harassment

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

Religious (Creed) Harassment

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

National Origin Harassment

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

Disability Harassment

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

Reporting Procedures

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

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

If during an investigation of a reported act of bullying and/or harassment in accordance with Policy 5517.01, Bullying and Harassment, the principal determines that the reported misconduct may have created a hostile learning environment and may have constituted unlawful discriminatory harassment based on sex (including transgender status, change of sex, or gender identity), race, color, national origin, religion, creed, ancestry, marital or parental

status, sexual orientation or physical, mental, emotional or learning disability; or any other characteristic protected by federal or state civil rights laws, the principal will report the act of bullying to the Superintendent or compliance officer designated by the Superintendent, who shall then assume responsibility to investigate the allegation in accordance with this policy.

Reporting procedures are as follows:

- A. Any student who believes he/she has been the victim of harassment prohibited under this policy will be encouraged to report the alleged harassment to any District employee, such as a teacher, administrator, or other employee.
- B. Any parent of a student who believes the student has been the victim of harassment prohibited under this policy will be encouraged to report the alleged harassment to the student's teacher, building administrator, or the Superintendent.
- C. Teachers, administrators, and other school officials who have knowledge or received notice that a student has or may have been the victim of harassment prohibited under this policy shall immediately report the alleged harassment to a designated compliance officer, the building principal, or the Superintendent.
- D. Any other person with knowledge or belief that a student has or may have been the victim of harassment prohibited by this policy shall be encouraged to immediately report the alleged acts to any District employee, such as a teacher, administrator, or other employee.
- E. The reporting party or complainant shall be encouraged to use a report form available from the principal of each building or available from the Administration Center offices, 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 complaint coordinator for receiving reports of harassment prohibited by this policy. At least one (1) complaint coordinator or other individual shall be available outside regular school hours to address complaints of harassment that may require immediate attention.

District Compliance Officer

The Superintendent serves as the compliance officer for the District, but is authorized to designate other persons to act as compliance officers in order to provide complainants with the option to report their concerns to an individual of the gender with which he/she feels most comfortable. The name, title, and District contact information of the Superintendent will be published annually in the parent and staff handbooks and/or on the District's web site.

As the District's compliance officer, the Superintendent will be available during regular school/work hours to discuss concerns related to unlawful harassment, to assist students, other members of the 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 District employee who directly observes unlawful harassment of a student is obligated, in accordance with this policy, to report such observations to the Superintendent within two (2) business days. Thereafter, the Superintendent or his/her designee must contact the student, if over age eighteen (18) or the student's parents if under the age eighteen (18) within two (2) business days to advise him/her/them of the Board's intent to investigate the alleged misconduct, including the obligation of the Superintendent or his/her designee to conduct an investigation following all the procedures outlined in the complaint procedures.

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

Investigation and Complaint Procedure

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

Due to the sensitivity surrounding complaints of unlawful 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 formal complaint process has begun, the investigation will be completed in a timely manner (ordinarily within fifteen (15) calendar days of the complaint being received).

Complaint Procedure

A student who believes she/he has been subjected to harassment hereinafter referred to as the "complainant", may file a complaint, either orally or in writing, with a teacher, principal, or other District employee at the student's school, or with the Superintendent or other District employees who work at another school or at the District level. Due to the sensitivity surrounding complaints of unlawful 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, or the Superintendent or other District employee either orally or in writing about any complaint of harassment, that employee must report such information within two (2) business days to the Superintendent.

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

All complaints must include the following information to the extent it is available:

- A. The identity of the individual believed to have engaged in, or to be actively engaging in, harassment.
- B. A detailed description of the facts upon which the complaint is based.
- C. A list of potential witnesses.

If the complainant is unwilling or unable to provide a written statement including the information set forth above, the Superintendent shall ask for such details in an oral interview. Thereafter, the Superintendent 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 Superintendent will consider whether any action should be taken in the investigatory phase to protect the complainant from further harassment or retaliation including but not limited to a change of class schedule for the complainant or the alleged harasser, or possibly a change of school for either or both of the parties. In making such a determination, the Superintendent should consult the building principal prior to any action being taken. The complainant and his/her parent/guardian (if the complainant is not yet 18 years of age) should be notified of any proposed action prior to such action being taken.

As soon as appropriate in the investigation process, the Superintendent will inform the individual alleged to have engaged in the harassing conduct, hereinafter referred to as the "respondent", that a complaint has been received. The respondent will be informed about the nature of the allegations and will, at that time, receive a copy of these procedures, as well as the Board's anti-harassment policy. The respondent must also be informed of the opportunity to respond to the complaint. If the respondent is another student, the student may respond to the allegations orally in an interview with the Superintendent or in writing within five (5) days.

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

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

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

At the conclusion of the investigation, the Superintendent or his/her designee shall prepare and deliver a written summary of the evidence gathered during the investigation and provide recommendations as to whether the complainant has been subject to unlawful harassment based on the evidence and definition of unlawful harassment as provided in Board policy and state and federal law. In determining if unlawful harassment occurred, a preponderance of evidence standard will be used. The Superintendent's recommendations must be based upon the totality of the circumstances, including the ages and maturity levels of those involved. The Superintendent may consult with the Board attorney before finalizing the report.

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

If the Superintendent requests additional investigation, he/she must specify the additional information that is to be gathered, and such additional investigation must be completed within ten (10) business days. At the conclusion of the additional investigation, the Superintendent must issue a final written decision as described above. The decision of the Superintendent shall be final. If the complainant feels that the decision does not adequately address the complaint he/she 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 unlawful harassment regardless of whether the member of the District community or third party alleging the unlawful 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 or its designee.

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 Superintendent shall report the harassment to the appropriate social service and/or law enforcement agency charged with responsibility for handling such investigations and crimes.

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

Confidentiality

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

During the course of an investigation, the Superintendent or his/her designee will instruct all members of the 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 he/she learns or that he/she provides during the course of the investigation.

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

Sanctions and Monitoring

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

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

Reprisal

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

The District will discipline or take appropriate action against any member of the District community who retaliates against any person who reports an incident of harassment prohibited by this policy or participants 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 unlawful discriminatory practices. The Board will develop a method of discussing this policy with the District community. Training on the requirements of non-discrimination and the appropriate responses to issues of harassment will be provided to the District community on an annual basis, and at such other times as the Board in consultation with the Superintendent determines is necessary or appropriate.

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

The District shall conspicuously post a notice that includes this policy against harassment at each school in a place accessible to the District community and members of the public. This notice shall also include the name, mailing address, and telephone number of the Complaint Coordinators of the school building, 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 copy of this policy shall appear in the student handbook and shall be made available upon request of parents/guardians, students, and other interested parties.

48.981 Wis. Stats.

118.13 Wis. Stats.

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

Fourteenth Amendment, U.S. Constitution

20 U.S.C. 1415

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

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

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

42 U.S.C. 1983

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

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

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

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

Adopted 9/22/2008
Revised 10/21/2013
Revised 01/15/2018
Revised 09/17/2018

BULLYING AND OTHER FORMS OF AGGRESSIVE BEHAVIOR

The Board of Education is committed to providing a safe, positive, productive, and nurturing educational environment for all of its students. The Board encourages the promotion of positive interpersonal relations between members of the school community. Aggressive behavior 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 or while traveling to or from school and those occurring off school property if the student or employee is at any school-sponsored, school-approved or school-related activity or function, such as field trips or athletic events where students are under the school's control, or where an employee is engaged in school business.

Aggressive behavior is defined as inappropriate conduct that is repeated enough, or serious enough, to negatively impact a student's educational, physical, or emotional well-being. This type of behavior is a form of intimidation and harassment, although it need not be based on any of the legally protected characteristics, such as sex, race, religion, national origin, ancestry, creed, pregnancy, marital status, parental status, sexual orientation, or physical, mental, emotional or learning disability. It would include, but not be limited to, such behaviors as stalking, bullying/cyberbullying, intimidating, menacing, coercion, name-calling, taunting, making threats, and hazing.

Any student that believes he/she has been or is the victim of aggressive behavior should immediately report the situation to the building principal or assistant principal, or the Superintendent. The student may also report concerns to a teacher or counselor who will be responsible for notifying the appropriate administrator or Board official. Complaints against the building principal should be filed with the Superintendent. Complaints against the Superintendent should be filed with the Board President. Every student is encouraged, and every staff member is required, to report any situation that they believe to be aggressive behavior directed toward a student. Reports may be made to those identified above.

All complaints about aggressive behavior that may violate this policy shall be promptly investigated.

If the investigation finds an instance of aggressive behavior has occurred, it will result in prompt and appropriate remedial and/ or disciplinary action. This may include up to expulsion for students, up to 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 against any person who reports, is thought to have reported, files a complaint, or otherwise participates in an investigation or inquiry concerning allegations of aggressive behavior 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 aggressive behavior. Making intentionally false reports about aggressive behavior for the purpose of getting someone in trouble is similarly prohibited and will not be tolerated. Retaliation and intentionally false reports may result in disciplinary action as indicated above.

The following definitions are provided for guidance only. If a student or other individual believes there has been aggressive behavior, regardless of whether it fits a particular definition, he/she should report it and allow the administration to determine the appropriate course of action.

"Bullying" is defined as a person willfully and repeatedly exercising power or control over another with hostile or malicious intent (i.e., repeated oppression, physical or psychological, of a less powerful individual by a more powerful individual or group). Bullying can be physical, verbal, electronically transmitted, psychological (e.g., emotional abuse), through attacks on the property of another, or a combination of any of these. 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 websites, to support deliberate, repeated, and hostile behavior by an individual or group, that is intended to harm others." [Bill Belsey (<http://www.cyberbullying.ca>)

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 is all but been erased when it comes to cyberbullying activity.

Cyberbullying includes, but is not limited to the following:

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

"Harassment" includes, but is not limited to, any act which subjects an individual or group to unwanted, abusive behavior of a nonverbal, verbal, written or physical nature on the basis of age, race, religion, color, national origin, marital status or disability (sexual orientation, physical characteristic, cultural background, socioeconomic status, or geographic location).

"Intimidation" includes but is not limited to any threat or act intended to tamper, substantially damage or interfere with another's property, cause substantial inconvenience, subject another to offensive physical contact or inflict serious physical injury on the basis of race, color, religion, national origin or sexual orientation.

"Menacing" includes, but is not limited to, any act intended to place a school employee, student, or third party in fear of imminent serious physical injury.

"Harassment, intimidation, or bullying" means any act that substantially interferes with a student's educational benefits, opportunities, or performance, that takes place on or immediately adjacent to school grounds, at any school-sponsored activity, on school-provided transportation or at any official school bus stop, and that has the effect of

- A. physically harming a student or damaging a student's property;

- B. knowingly placing a student in reasonable fear of physical harm to the student or damage to the student's property; or
- C. creating a hostile educational environment.

"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 interdistrict 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,

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 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 and/or legally permitted, confidentiality will be maintained during the investigation process. However, a proper investigation will, in some circumstances, require the disclosure of names and allegations.

Notification

Notice of this policy will be annually circulated to and posted in conspicuous locations in all school buildings and departments within the District and discussed with students, as well as incorporated into the teacher, student, and parent/guardian handbooks. State and federal rights posters on discrimination and harassment shall also be posted at each building. All new hires will be required to review and sign off on this policy and the related complaint procedure.

Education and Training

In support of this policy, the Board promotes preventative educational measures to create greater awareness of aggressive behavior, including bullying. The Superintendent or designee shall provide appropriate training to all members of the 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 aggressive behavior and bullying will be age and content appropriate.

The Superintendent is directed to develop administrative guidelines to implement this policy. Guidelines shall include reporting and investigative procedures, as needed. The complaint procedure established by the Superintendent shall be followed.

Adopted 04/17/2006

Administrative Guidelines

BULLYING AND OTHER FORMS OF AGGRESSIVE BEHAVIORS

The following guidelines and procedures shall be used for reporting, investigating and resolving complaints of aggressive behavior.

Complaint Procedures

Building principals, assistant principal, and the Superintendent have responsibility for conducting investigations concerning claims of aggressive behavior. The investigator(s) shall be a neutral party having no direct involvement in incident(s) upon which the complaint is based.

Any employee or volunteer who has knowledge of conduct in violation of Policy 5517.01 shall immediately report his/her concerns.

Any student or third party who has knowledge of conduct in violation of Policy 5517.01 or believes he/she has been victim of aggressive behavior in violation of Policy 5517.01 shall immediately report his/her concerns.

All complaints will promptly be investigated in accordance with the following procedures:

Step 1 Any claims of aggressive behavior shall be presented to the building principal, assistant principal, or the Superintendent. Students may also report their concerns to teachers of guidance counselors who will be responsible for notifying the appropriate administrator. Complaints against the building principal shall be filed with the Superintendent. Complaints against the Superintendent shall be filed with the Board President. Information may initially be presented anonymously. All such information will be reduced to writing and will include the specific nature of the offense and corresponding dates. If the person filing the complaint is an adult, he/she must sign the charge affirming its veracity. If the person filing the complaint is a minor, he/she may either sign the charge or affirm its veracity before two (2) administrators.

Step 2 The administrator or Board official receiving the complaint shall conduct a prompt investigation. Parents will be notified of the nature of any complaint involving their student. Within five (5) work days after receipt of the information or complaint, the administrator or Board official will arrange such meetings as may be necessary with all concerned parties. 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 administrator or board official conducting the investigation shall notify the complainant and parents as appropriate, (in writing) when the investigation is concluded and a decision regarding disciplinary action, as warranted, is determined.

A copy of the notification letter or the date and details of the notification to the complainant, together with any other documentation related to the incident, including disciplinary action taken or recommended, shall be forwarded to the Superintendent.

Step 3 If the complainant is not satisfied with the decision at Step II, he/she may submit a written appeal to the Superintendent or designee. Such appeal must be filed within ten (10) workdays after receipt of the Step 2 decision. The Superintendent or his/her designee will arrange such meetings with the complainant and other affected parties as deemed necessary to review and discuss the appeal. The Superintendent or designee shall provide a written decision to the complainant's appeal within ten (10) workdays of the appeal being filed.

Step 4 If the complainant is not satisfied with the decision at Step 3, a written appeal may be filed with the Board. Such appeal must be filed within ten (10) workdays after receipt of the Step 3 decision. Within twenty (10) workdays, the Board shall conduct a hearing at which time the complainant shall be given an opportunity to present the complaint. The Board shall provide a written decision to the complainant within ten (10) workdays following completion of the hearing.

Documentation related to the incident, other than any discipline imposed or remedial action taken, will be maintained in a file separate from the student's education records or the employee's personnel file.

Retaliation/False Charges

Retaliation against any person who reports, is believed to have reported, or files a complaint, or otherwise participates in an investigation or inquiry related to a complaint of aggressive behavior is prohibited. Such retaliation shall be considered a serious violation of Board policy and independent of whether a complaint is substantiated. False charges shall also be regarded as a serious offense and will result in disciplinary action or other appropriate sanctions. Suspected retaliation should be reported in the same manner as aggressive behavior.

Adopted 04/17/2006

DRUG PREVENTION

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

As an 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

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

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

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

118.24 (2)(f) Wis. Stats.

118.257 Wis. Stats.

125.09 (2) Wis. Stats.

Drug-Free Schools and Communities Act of 1986

20 U.S.C. 3171 et seq.

20 U.S. C. 3224A

Adopted 11/18/2002

Revised 04/17/2017

Administrative Guidelines

DRUG PREVENTION

Every student will be provided a healthy and appropriate atmosphere in which to seek an education. When an individual student's drug or alcohol-related use during the school day, on the school grounds, or during a District-sponsored extracurricular activity affects the welfare and performance of himself/herself or other students, that student will be referred to the designated and appropriate administrative, guidance, or Alcohol Abuse Prevention Team (ADAPT) personnel.

Alcohol and Drug Abuse Program

Alcohol and drug efforts will be integrated into the curriculum at all levels. Alcohol and drugs will be taught according to possible consequences of use rather than their social acceptability, but will also be recognized as a social problem with use often due to a person's feeling of lack of self-worth and alienation from society. The quality of educational programs will be improved as needed and those students affected by alcohol and/or drug use will be provided assistance and a system of support as may be necessary for successful treatment. Support and treatment are not subject to resolution by the schools alone.

Referral Procedure

A. Student Referral Procedures

- 1. When a staff member suspects a student of alcohol or drug use, the student is to be referred to an ADAPT building coordinator.*
- 2. When a staff member observes behavior indicating a student may be under the influence or is in possession of drugs or alcohol, the student is to be referred to the principal or designee.*

A referral may be made immediately to obtain the help of a principal or designee. The student should be escorted to the office by the principal/designee or by the teacher. The teacher will secure another staff member to cover his/her class. The student will remain in the office until the matter has been investigated and will be informed of the progress of the investigation.

- 3. When a student is found to be in possession and/or under the influence of alcohol, illegal drugs, or drug paraphernalia while on the school premises or while at any school-related activity, the student will be referred to the principal and parents/guardians will be notified. A thorough investigation will follow during which the student's locker, personal possessions, and vehicle will be subject to a search by authorized school administrators. Any alcohol or illegal drugs confiscated will be turned over to law enforcement.*
- 4. When there is a referral, the principal or designee will inform the ADAPT Building Coordinator. The ADAPT assessment team will follow the student's progress after referral.*

B. Procedure for dealing with students who are determined to be in violation of school rules involving alcohol or illegal drugs.

1. First Offense

- a. The student involved will be suspended from school for three days. The principal or designee will attempt to hold a conference with the parents/guardians and student during the three (3) day suspension and prior to readmission.*
- b. The student will be referred to the ADAPT building coordinator.*
- c. The student will be reported to a police school liaison officer.*
- d. Under certain circumstances, the administration will request that law enforcement issue a citation to the student.*
- e. The student may be referred to an appropriate outside agency.*
- f. The student may be recommended for expulsion.*

2. *Second Offense and Additional Offenses*
 - a. *The student will be given a three (3) day suspension.*
 - b. *The student will be referred to the ADAPT building coordinator.*
 - c. *The student may be referred to outside agencies.*
 - d. *The student will be referred to law enforcement for citation.*
 - e. *The student may be recommended for expulsion.*

C. *The Seller, Dealer, or Pusher (student)*

If the student is suspected of or found to be exchanging, distributing, selling, or possessing with the intention of selling alcohol or illegal drugs on school premises or while involved in any school-related activity, the following procedure is to be followed:

1. *The student will be immediately referred to the principal or designee. No accusations will be made at this time.*
2. *A thorough investigation will follow during which the student's locker, personal possessions, and vehicle will be subject to search by school administrator(s). Any alcohol or illegal drugs confiscated will be turned over to law enforcement, and the student's parents/guardians will be notified at once.*
3. *A three (3) day suspension will follow.*
4. *The student may be recommended for expulsion.*

D. *Procedure for informing parents/guardians and students of the school AOD (Alcohol and Other Drugs) policy*

1. *Each year, students will receive in the student handbook information that the use or distribution of illicit drugs and alcohol by students on school premises or as part of any of the school-related activity is clearly prohibited.*
2. *Each year, students will receive in the student handbook a list of disciplinary measures for violation of the alcohol and other drug policy.*
3. *Each year, parents/guardians will be given a copy of the standards of conduct for alcohol and illicit drugs and a statement of sanctions.*

Alcohol and Drug Abuse Program

Roles and Responsibilities

A student assistance program requires the participation of students, parents, staff, and community members. School personnel can play several important roles which include:

A. *A Referral Initiator*

A concerned staff member who recognizes and formally notes a student's unusual or changed behavior and refers the student to an ADAPT building coordinator.

B. *An Assessment Team*

The ADAPT Assessment Team should include an administrator, counselor, teacher, and other interested staff personnel. The ADAPT Assessment Team will:

1. *respond to referrals;*
2. *assess the nature and extent of the problem;*
3. *make appropriate referral to existing school programs, or to community resources, i.e. social service agencies, treatment settings, etc.;*
4. *provide follow-up by monitoring the student's progress while in the referred program;*
5. *communicate to teachers and administration the progress of the student while respecting confidentiality; and*
6. *monitor the program's effectiveness.*

C. A Facilitator

The facilitator is a person responsible for assessment procedures, providing information and leading support groups. Initial groups will include:

1. Alcohol and Drug Awareness Group

The group will provide information to and/or assess those students who are using or experimenting with alcohol and illegal drugs but are not at the stage where outside referral would be appropriate.

2. Concerned Person Group

The group will focus on students who need support coping with drug and alcohol abuse in their immediate social setting.

3. Recovery Support Group

The group will provide services for those students who are recovering from chemical dependency, usually after residential treatment.

Staffing Arrangements

A. A district-wide coordinator will be responsible for organizing activities of the student assistance program.

B. At least two group facilitators will be sought for each school. Any school district staff member who has received appropriate training may be a facilitator with the consent of his/her supervisor.

C. There will be an assessment team for each school in the district.

Assistance

A. Identification of the Harmfully Involved Student

1. If a staff member notices a problem:

a. The teacher and/or other staff personnel will be aware of behavior changes which may indicate problems - absenteeism, poor performance, sickness, negative personality changes, or peculiar behavior.

b. The teacher and/or other school personnel will discuss these behaviors with student.

c. Time will be given for a student to improve his/her behavior.

d. The teacher and/or other personnel may fill out an ADAPT referral form for this student.

2. If the student's performance and behavior do not improve to an acceptable level, the teacher and/or other school personnel will:

a. Discuss the performance again with the student.

b. Contact the parents/guardians of the child.

c. The parents/guardians, teacher, and other school personnel will determine what action will be taken to help the student.

B. A student may enter the Alcohol and Drug Abuse Prevention Team (ADAPT) program by requesting help or by being referred by a staff member, community member, community organization, or another student.

1. The person referring a student to the ADAPT program by contacting the Building Coordinator, explains the situation and documents action.

2. The ADAPT Assessment Team will determine if there is probable harmful chemical involvement.

3. The student will be given suggestions concerning where to get help and given assistance is seeking help, if desired.

4. *If the student is receptive to suggestions the ADAPT Assessment Team will*
 - a. *designate a contact person and arrange for entry into an appropriate ADAPT group; and/or*
 - b. *refer student to an appropriate community resource such as*
 - *a chemical dependency facilitator;*
 - *Alcoholics Anonymous, Narcotics Anonymous, Alateen, or church related chemical dependency groups;*
 - *detoxification at an outpatient clinic or a hospital;*
 - *entry into a treatment facility; or,*
 - *if the student is not receptive to suggestions, consequences of the behavior will be outlined emphasizing that students are responsible for their behavior. The assessment team will*
 - ❖ *set up an intervention meeting for the student with appropriate persons significant to the student. Significant others may include an instructor, family members, or other students;*
 - ❖ *confront the student with documented performance and its relation to chemical intake; and*
 - ❖ *recommend that the student goes to a community resource specialist for diagnostic evaluation and recommendations.*
- C. *After outside referral, it is necessary to continue to provide support.*
 1. *The ADAPT Assessment Team communicates with the outside agency to monitor the student's recovery. This information can be relayed after a release has been given with appropriate signatures.*
 2. *If the student is placed in a treatment setting, the ADAPT Assessment Team will provide a supportive return to school. Students will be granted appropriate school credit for school work completed while in treatment.*
 3. *The ADAPT Assessment Team will work with instructor to check on the student's progress after the student's return to school.*

Approved 11/18/2002
Revised 04/17/2017

THE SCHOOLS AND GOVERNMENTAL AGENCIES

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

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

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

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

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

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

A. By law enforcement personnel upon the request of school authorities

1. An administrator may exercise his/her discretion in determining whether to request assistance of law enforcement in investigating a crime, or allegation of a crime, committed in his/her school building or school grounds during school hours. If assistance is so requested, it shall be directed to the local law enforcement agency, and the administration shall remain the primary investigator with assistance from law enforcement. When determining whether to contact law enforcement, a school administrator shall consider the mandatory reporting requirements of Section 48.981 in the event the allegations involve child abuse or neglect;
2. If the administrator requests assistance, a law enforcement officer may conduct an investigation within the school building and interview students as witnesses in school during the school day. Administrators shall take steps to assure that students are not removed from classes if at all possible. An administrator shall be present during the interview, unless the law enforcement officer, student, or the student's parent requests that the school official not be present. The student may request other representation such as legal counsel.

If a student being interviewed as a suspect in an investigation requests legal counsel, the interview will end and administration will make every effort to contact a parent. If administration is not able to immediately contact a parent, it will exercise its discretion in place of the parent and will determine whether urgent circumstances exist to necessitate an immediate interview, which may include law enforcement. If it is determined that no urgent circumstances exist, the administration shall defer further questioning until the student has had an opportunity to consult with his/her parent.

3. If the investigation focuses on a particular student as a prime suspect of crime, the administrator and the law enforcement officer shall abide by the guidelines with respect to the interrogation, search and arrest. Once law enforcement is involved in an investigation of possible criminal activity on school grounds, assuring that the constitutionally protected rights are respected during the investigation process is the law enforcement officers' responsibility; and

4. School officials shall assist and cooperate in investigations as requested by law enforcement and consistent with District responsibility to maintain the confidentiality of student records under state and federal law.

B. By law enforcement personnel without request of school authorities,

1. Law enforcement officers will be asked to make every effort to interview students outside of the school hours and outside of the school setting in those cases where assistance has not been requested by school authorities. This procedure will not apply to circumstances where a serious crime may be involved, or where imminent threats to persons or property may be involved, or where law enforcement states that it is not feasible to interview the student outside of school due to the nature of the investigation, and that they are not able to provide specific information substantiating the need to immediately interview the student;
2. If law enforcement deems it absolutely necessary to interview a student at school, the law enforcement personnel shall first contact the administrator regarding the planned visit and inform the administrator of the circumstances that require him/her to investigate within the school and obtain his/her approval to interview a student during school hours. The law enforcement officer shall not commence his/her investigation until such approval is obtained. The law enforcement personnel may appeal to the Superintendent if it is deemed that approval was unreasonably withheld. The Administrator shall make every effort to maintain the privacy of the student; and
3. Accordingly, the administrator shall do the following:
 - a. Require the law enforcement officer to sign in upon arrival at the school and complete a form stating the reasons why questioning may not wait until after school hours. If the officer indicates it is a confidential investigation, school officials shall allow access.
 - b. Request that law enforcement arrive at school inconspicuously (e.g. dressed in plain clothes and driving an undercover vehicle).
 - c. Request that every attempt be made to schedule questioning during a time the student is not in class.
 - d. Request that the student be pulled out of class by a school administrator rather than by a law enforcement officer, if necessary.
 - e. Notify the law enforcement officer that the school official will be contacting the student's parent prior to questioning, unless specifically requested not to because such contact would unduly impede the investigation.
4. If law enforcement officer is in possession of a valid warrant, school officials shall in no way interfere with the officer's execution of the warrant. A warrant shall be considered "valid" if it accurately describes the school facility and is executed by an authorized judicial official. District officials shall not attempt to evaluate the sufficiency of probable cause upon which the warrant is based.

In the event a law enforcement officer seeks to execute a warrant on school grounds, the officer is to be directed to building administration. The administration shall attempt to assist in executing the warrant by directing the student to report to the office. The school administration shall then (1) contact the student's parent if the student is a minor; and (2) contact the Superintendent.

The Superintendent shall prepare guidelines to promote understanding and cooperation between staff members, students, and these agencies.

120.13(35) Wis. Stats.

118.257 Wis. Stats.

Adopted 11/18/2002

Revised 11/16/2015

Revised 03/16/2018

Revised 04/16/2018

STUDENT DISCIPLINE

The Board, administrative staff, and the total staff of each school shall prohibit and make every effort possible to prevent dangerous, disruptive, and destructive student conduct that constitutes a menace to the continuing educational process.

The Board prohibits dangerous, disruptive, and destructive student conduct. All school personnel are expected to work cooperatively in the prevention of disruptive behavior in the classroom, in the school building, on school grounds, and at school-sponsored activities.

Students and parents must be informed that students face disciplinary action, including possible suspension and even expulsion whenever students engage in conduct which endangers the property, health, or safety of others, or disrupts the educational process while at school or under the supervision of school authority.

All school personnel are responsible for enforcing this policy in strict accordance with all relevant statutes.

The District shall not discriminate in standards and rules of behavior of disciplinary measures, including suspensions and expulsion, based solely on the sex, race, national origin, ancestry, creed, pregnancy, or marital or parental status, sexual orientation or physical, mental, emotional, or learning disability of the student.

120.13 (1) Wis. Stats.

Adopted 11/18/2002

SUSPENSION/EXPULSION OF STUDENTS WITH DISABILITIES

In matters relating to the disciplining of students with disabilities, the Board shall abide by state and federal laws.

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

20 U.S.C. Section 1401 et. Seq.
Section 504 1973 Rehab. Act
Chapter 115 Wis. Stats.
Section 120.13(1)

Adopted 11/18/2002
Revised 11/16/2015

SUSPENSION AND EXPULSION

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

Suspension

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

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

The suspension must be reasonably justified based upon the grounds authorized under Sec. 120.13 Wis. Stats., which include but are not limited to noncompliance with school rules or Board rules; knowingly conveying any threat or false information concerning an attempt or alleged attempt being made or to be made to destroy any school property by means of explosives; conduct by the student while at school or while under the supervision of a school authority that endangers the property, health, or safety of others; conduct while not at school or while not under the supervision of a school authority that endangers the property, health, or safety of others at school or under the supervision of a school authority; or conduct while not at school or while not under the supervision of a school authority that endangers the property, health; or safety of any employee or Board member of the District in which the student is enrolled.

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

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

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

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

Expulsion

Under this policy, expulsion shall mean the Board will not permit a student to attend school at all for a specified period of time, including attendance at any school-sponsored events or activities. If the student is expelled, the Board will determine the length of the expulsion period, which may extend at a maximum to the student's 21st birthday. The Board's expulsion order may include the opportunity for the student to return to school prior to expiration of the term of expulsion under a specified set of early reinstatement conditions related to the conduct for which the student was expelled. The conditions, once set forth in an expulsion order, shall be administered at the discretion of the Superintendent who shall have the authority to deny an early reinstatement request if any early

reinstatement condition is not met prior to a reinstatement, or to revoke it for the remainder of the expulsion period if any enrollment conditions applicable to the student's attendance during a period of expulsion under early reinstatement or conditional enrollment are deemed by the Superintendent to have been violated. The decision to revoke a student's conditional enrollment shall be explained in writing. The student or student's parent may request a conference with the Superintendent within five (5) school days of their receipt of the Superintendent's decision to revoke early reinstatement. The Superintendent shall meet with the student and/or parents within five (5) school days of a request. The Superintendent's decision is final.

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

The Board may expel a student only when it is satisfied that the interest of the school demands the student's expulsion and only when the student repeatedly refused or neglected to obey the rules established by the District; knowingly conveyed or caused to be conveyed any threat or false information concerning an attempt or alleged attempt being made or to be made to destroy any school property by means of explosives; engaged in conduct while at school while under the supervision of a school authority that endangered the property, health, or safety of others; engaged in conduct while not at school or while not under the supervision of a school authority that endangered the property, health, or safety of others at school or under the supervision of a school authority or endangered the property, health, or safety of any employee or Board member of the District in which the student is enrolled or was at least sixteen (16) years old and had repeatedly engaged in conduct while at school or while under the supervision of a school authority that disrupted the ability of school authorities to maintain order or an educational atmosphere at school or at an activity supervised by a school authority and that such conduct did not otherwise constitute grounds for expulsion. For purposes of this policy, conduct that endangers a person or property includes making a threat to the health or safety of a person or making a threat to damage property.

The Board shall hold an expulsion hearing in the event a student is in possession of a firearm while at school or under the supervision of school authorities and shall expel a student from school for not less than one (1) year whenever it finds that the student brought a firearm to school or while at school or while under the supervision of a school authority possessed a firearm as defined in 18 U.S.C. 921(a)(3), unless the Board finds that the punishment should be reduced based upon the circumstances of the incident. Any such finding by the Board shall be in writing. This does not include any circumstance in which a student possessed a firearm while lawfully hunting on school forest land that has been approved by the Board for hunting.

The District shall refer any student who brings a firearm (as defined in 18 U.S.C. 921(a)(3)) or a weapon to school to the criminal justice or juvenile delinquency system. As required by 20 U.S.C. 7151, the Superintendent will ensure that the following information is sent to the Wisconsin Department of Public Instruction:

- A copy of this policy
- A description of the circumstances surrounding any expulsion(s) for violating the above stated firearms policy
- The name of the school
- The number of students expelled
- The types of firearms involved

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

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

In the event a student is classified as "homeless", the building principal shall consult with the coordinator for homeless students in an effort to determine whether the conduct is a result of homelessness. The District will not expel a homeless student for conduct that is caused by the student's homelessness. The coordinator will assist administration and the student's parents or guardians in correcting conduct subject to disciplinary action that is

caused by homelessness. If the conduct in question is determined not to be caused by the student's homelessness, the District shall proceed with expulsion proceedings as outlined in this policy.

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

Adopted 11/18/2002
Revised 03/24/2008
Revised 01/15/2018

Administrative Guidelines

SUSPENSION AND EXPULSION
(Expulsion Hearing Procedures)

Prior to expelling a student, the Board shall provide the student with a hearing. The following procedures should be followed during the expulsion hearing:

- A. A hearing is called to order by the Board President.*
- B. Roll call of the Board is taken.*
- C. Board President confirms that no Board member has a conflict with being in attendance at this hearing (relatives, friends, acquaintances, etc.) or has any connection to the student and, if the student is a minor, to the parent/guardian.*
- D. Board makes a motion to enter closed session. Vote on the motion is taken.*
- E. Board President verifies that proper notification of the hearing was distributed to student and parent(s).*
- F. Board President informs the student and parent/guardian that the hearing will be held in closed session unless otherwise requested. If the student and/or parent/guardian requests the hearing is to be held in open session, the Board will return to open session with an approved motion.*
- G. Board President requests an introduction of all those present (Board members, administration, student, parents, legal representatives and any other witnesses)*
- H. Board President confirms the presence of legal representation for student and/or parent/guardian.*
- I. Board President indicates that the hearing is being held for the purpose of considering the expulsion of the student due to the student; (1) engaging in repeated refusal or neglect to obey school rules; (2) engaging in conduct while at school or while under the supervision of a school authority which endangered the property, health or safety of others; and/or (3) endangering the property, health or safety of a school authority or endangered the property, health or safety of an employee or School Board Member of the school district.*
- J. Board President explains to those present the following procedures for the expulsion hearing:*
 - 1. Administration will provide written materials*
 - 2. Witnesses will be called on behalf of the administration to give testimony/statements regarding the incident for which this hearing is being held*
 - 3. Student/parents will have opportunity to question witnesses*
 - 4. Student/parents/legal representative will be given opportunity to provide evidence and give testimony regarding the incident for which this hearing is being held*
 - 5. Board and administration will have opportunity to question student/parents/legal representative regarding the incident for which this hearing is being held*
 - 6. All present will have an opportunity to give final closing statements regarding the incident for which this hearing is being held*
 - 7. Administration will give recommendation to expel or other recommendation.*
- K. Board President verifies that all parties understand the procedures*
- L. The hearing continues with the following procedures:*
 - 1. Administration provides written materials*
 - 2. Witnesses called on behalf of the administration to give testimony/statements with regard to the incident for which this hearing is being held*
 - 3. Student/parents question witnesses*
 - 4. Student/parents/legal representative provide evidence and give testimony with regard to the incident for which this hearing is being held*

5. *Board and administration will have opportunity to question student/parents/legal representative with regard to the incident for which this hearing is being held*
 6. *All present will have an opportunity to give final closing statements with regard to the incident for which this hearing is being held*
 7. *Administration gives recommendation to expel or other recommendation.*
- M. *Board goes into deliberation to consider facts and make its decision regarding expulsion. A motion is made in closed session with approval by a majority vote.*
- N. *Board President communicates the Board's findings and order to the administration, student, and parent/guardian.*
- O. *Board considers any other closed session topics as posted on the notice for this meeting*
- P. *Board returns to open session to take necessary action on other topics considered in close session. (Minutes from the closed session will state the outcome of the expulsion hearing without indicating the name of the student or any personal information of the student.)*
- Q. *If the hearing was held in closed session, a motion is made and approved by majority vote to return to open session.*
- R. *Additional open session topics (if any) are considered by the Board, with action as may be necessary.*
- S. *Motion is made by the Board to adjourn and a vote is taken.*

Approved 09/03/2013

ALTERNATIVE EXPULSION HEARING PROCEDURE

The Board has established an alternative procedure to Policy 5610, Suspension and Expulsion, to be followed when expelling a student from school.

The Board may authorize an independent hearing panel appointed by the Board or an independent hearing officer appointed by the Board to conduct expulsion hearings during a current school year to determine student expulsions.

Within thirty (30) days after the date of the expulsion order, the Board or its designee shall meet to review the decision and will either confirm, reverse, or modify the expulsion order. In the interim, the student shall be expelled from the District.

Any appeal of the Board's decision shall be in accordance with Wisconsin statute 120.13(1)(e)(3).

This policy may be reviewed by the Board prior to the start of the school year as may be necessary and may either be readopted or repealed.

120.13(1)(e) Wis. Stats.

Adopted 11/18/2002

IN-SCHOOL DISCIPLINE

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

In-school discipline will only be offered at the discretion of the principal for offenses found in the student/parent handbook.

No student is to be detained after the close of the regular school day unless the student's parent has been contacted and informed that the student will be detained.

No student shall be refused transportation services until the parent has been notified and other suitable transportation arrangements have been made.

Notification to the parent is the responsibility of District personnel and should be made prior to the departure of school buses. If a parent cannot be contacted, the child should be detained on another day.

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

120.13 (1) Wis. Stats.

Adopted 11/18/2002

DISCIPLINARY APPEALS COMMISSION

A Disciplinary Appeals Commission is established whose function will be to determine the final decision as to the guilt and punishment of any student for violating school or activity code rules. When an appeal is filed, the appellant(s) should be informed that after hearing the appeal, the Disciplinary Appeals Commission has the authority to increase the penalty, decrease the penalty, or keep it the same.

Membership

The Disciplinary Appeals Commission will have seven (7) members including:

- A. Four (4) Board members appointed by the President of the Board; one of whom will be appointed as chair.
- B. The Superintendent.
- C. Two members of the administrative staff appointed by the Superintendent.

Procedures

Any parent, legal guardian, or student age eighteen (18) or older may file an appeal of any disciplinary action taken by school officials. This appeal must be in writing and sent to the Superintendent within five (5) days of the time the penalty began. At this time, the Superintendent becomes responsible for maintaining effective communication and coordination with the appellant and the members of the Disciplinary Appeals Commission until the appeal process is complete. The Disciplinary Appeal Commission will convene within twenty (20) schoolwork days of receipt of the appeal unless the Disciplinary Appeals Commission agrees to an extension.

The meeting will be announced as an exception to the open meeting law and held in closed session, unless the appellant requests a public hearing.

The disciplinary action being appealed will remain in effect pending the outcome of the appeal unless the appellant specifically requests that the penalty be stayed and the Superintendent agrees. In these cases, only the Superintendent or his/her designee may suspend the penalty until the outcome is known.

Findings and Conclusions

Passage of motions is determined by a majority vote of members present. The findings and conclusions of the Disciplinary Appeals Commission must be put in writing by the chairperson and mailed to the appellant(s) within fifteen (15) days of the adjournment of the appeals hearing. The findings and conclusions of the Disciplinary Appeals Commission are final within the District.

120.13 (1) (a) & (b) Wis. Stats.

Adopted 11/18/2002

CORPORAL PUNISHMENT

Corporal punishment means the intentional infliction of physical pain which is used as a means of discipline.

Corporal punishment is prohibited. However, at times undesirable behavior may make it necessary to impose physical force to restrain a student. Use of physical restraint shall be reasonable and appropriate to the nature of the misbehavior of the offending student and in accordance with accepted practice and appropriate school law.

Any official, employee, or agent of the Board may use reasonable and necessary physical force under the following seven (7) conditions:

1. To quell a disturbance or prevent an act that threatens physical injury to any person.
2. To obtain possession of weapons or other dangerous objects within a student's control.
3. For the purpose of self-defense or the defense of others.
4. For the protection of property.
5. To remove a disruptive student from a school premises or motor vehicle or from school sponsored activities.
6. To prevent a student from inflicting harm on him/herself.
7. To protect the safety of others.

Any official, employee, or agent of the Board may use incidental, minor, or reasonable physical contact designed to maintain order and control. A report by a staff member will be submitted to the building principal as soon as possible or within twenty-four (24) hours of the incident whenever physical force is used against any student. Such a report shall detail the circumstances of the incident and the justification for using physical force, including the name of the persons involved, witnesses, date, time and place. Each school will maintain on file a record of each incident of the use of physical force.

An official employee or agents of the Board using corporal punishment or physical force against a student outside of those conditions outlined above shall be subject to disciplinary action.

The District shall not discriminate in admission procedures based solely on the sex, race, national origin, ancestry, creed, pregnancy, or marital or parental status, sexual orientation or physical, mental, emotional, or learning disability of the student.

118.31 Wis. Stats.

Adopted 11/18/2002

USE OF RESTRAINT AND SECLUSION WITH STUDENTS

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

All employees and "covered individuals" shall comply with state and federal law regarding the use of seclusion and restraint.

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

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

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

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

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

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

Actions that are specifically excluded from the definitions of seclusion and physical restraint above include 1) if a student is not confined to an area from which he/she is physically prevented from leaving; 2) directing a disruptive student to temporarily separate himself/herself from the general activity in the classroom to allow the student to

regain control or for the teacher to maintain or regain classroom order; 3) directing a student to temporarily remain in the classroom to complete tasks; or 4) briefly touching or holding a student's hand, arm, shoulder or back to calm, comfort, or redirect the student.

Parental Notice and Written Report Requirements

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

Written notification to the parent and documentation to the student's official school record shall include the following:

- A. The name of the student.
- B. The name of the staff member(s) administering the restraint.
- C. The date of the restraint and the time the restraint began and ended.
- D. The location of the restraint.
- E. A narrative that describes antecedents, triggers, problem behavior(s), rationale for application of the restraint and the efforts made to de-escalate the situation, and alternatives to restraint that were attempted.
- F. Documentation of all parental contact and notification efforts.

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

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

Individual Education Program (IEP) Requirements

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

Mandatory Training for Staff

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

Pursuant to state law, the Superintendent or his/her designee shall create and maintain a record of the training received by the employees and school staff covered by state law governing seclusion and restraint (Act 135).

Limited Training Requirement Exception

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

Disciplinary Action for a Violation of this Policy

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

Retaliation for Fully Implementing or Reporting Violations

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

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

Adopted 11/18/2002

Revised 11/16/2015

STUDENT COMPLAINTS

The Board recognizes that as citizens, students have the right to request redress of complaints. Further, the Board believes that the respect for lawful procedures is important. Individual and group complaints should be provided for and appropriate appeal procedures implemented.

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

The Board or its employees will hear the complaints of the students of the District provided that such complaints are made according to procedures established by the Superintendent.

Adopted 11/18/2002

STUDENT PUBLICATIONS AND PRODUCTIONS

It is the policy of the Board to strive to protect its students' rights to freedom of expression. The student newspaper and yearbook, the school website, all classroom newspapers and other official, school-sponsored publications and productions ("publications") within the District shall serve as educational tools, as media for reporting school events, as means of expression of students, as forums for discourse of issues, and as sources of entertainment and enlightenment.

While student publications are protected by the first amendment, that protection is not without limitations. To ensure legitimate pedagogical interests, the Board and/or the administrative staff of the particular school where publication occurs reserve the right to prevent publication of certain prohibited material (as defined below), as well as to take disciplinary actions subsequent to publication of prohibited material.

The Superintendent shall develop guidelines concerning what the District considers prohibited material. Those guidelines shall, at a minimum, prohibit the publication of

- A. material obscene to minors;
- B. profane, lewd, indecent, or offensive, including slurs or related expression based on race, religion, gender, disability, or any other legally protected class;
- C. libelous material;
- D. material that presents a clear and present likelihood that it will cause a materials and substantial disruption of the proper and orderly operation of the school or of school activities; and
- E. material that invades the privacy of another person or endangers the health or safety of another person.

The Board also prohibits publications that

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

The decision to publish or produce something shall be made by the advisor with appeal to the principal and Superintendent.

Sec. 118.12 Wis. Stats.

120.120(1) Wis. Stats.

Hazelwood School District v. Kahlmeier, 484 U.S. 260 (1988)

Bethel School District No. 403 v. Fraser, 475 U.S. 675 (1986)

Timber v. Des Moines Community School District., 393 U.S. 503 (1969)

Ginsberg v. New York, 390 U.S. 629 (1968)

Adopted 11/18/2002

Revised 06/21/2004

HIGH SCHOOL VOTER REGISTRATION PROGRAM

The Board believes that it is an important and appropriate function of the school to prepare students to leave high school as informed members of the society; prepared to participate in the democratic process. Therefore, the District shall provide high school students and staff with information regarding voter registration and the opportunity to register as voters.

The Board will work with the municipal clerk to appoint at least one qualified elector at each high school as a special school registration deputy . The municipal clerk shall appoint such person as a school registration deputy and explain the person's duties and responsibilities.

6.28(2)(b) Wis. Stats.

Adopted 10/19/2009

Revised 05/20/2013

**EQUAL ACCESS FOR NON-DISTRICT SPONSORED
STUDENT CLUBS AND ACTIVITIES**

The Board will not permit the use of school facilities by non-district sponsored student clubs and activities or District-sponsored extra-curricular clubs and activities during instructional hours. During non-instructional time, however, no group of students, regardless of the size of the group, will be denied an opportunity to meet on the basis of the religious, political, philosophical, or other content of the activity.

An application for permission of non-district sponsored student clubs and activities to meet on school premises shall be made to the building principal who shall grant permission provided that he/she determines that

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

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

The Board will not permit the organization of a fraternity, sorority, or secret society. Outside resource persons may attend a student-initiated meeting with the approval of the building principal or his/her designee. An administrator may exclude non-students from directing, controlling, or attending any such meetings of students.

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

Adults or community organizations who wish to sponsor a meeting or activity for students shall follow the procedure established in Policy 7510, Use of District Facilities, to request permission to use the District facilities for such a meeting or activity. Adults who make such a request shall be required to provide a general description of the purpose of the meeting or activity, and participation in such a meeting must be available to all students who wish to attend and cannot be denied on the basis of 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 state or federal civil rights law (hereinafter referred to as "protected characteristics"). Furthermore, conducting such a meeting or activity during the school day is prohibited.

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

20 U.S.C. 1701 et seq., Equal Educational Opportunities Act of 1974
20 U.S.C. 4071 et seq., Equal Access Act of 1984
29 U.S.C. 794, Rehabilitation Act of 1973
42 U.S.C. 12101 et seq., The Americans with Disabilities Act of 1990
42 U.S.C. 1983
42 U.S.C. 2000d et seq.
42 U.S.C. 2000e et seq., Civil Rights Act of 1964
34 C.F.R. 300.600-300.662
Vocational Education Program Guidelines for Eliminating Discrimination and Denial
of Services, Department of Education, Office of Civil Rights, 1979

Adopted 11/18/2002

Revised 11/16/2015

SEARCH AND SEIZURE

The Board has charged building principal or his/her designee 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 personal property including vehicles of a student in accordance with this 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 possesses 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 building principals to provide students with written notice of this policy at least annually and to conduct a routine inspection at least annually of all such storage places.

The Board directs that the searches may be conducted by the Superintendent, building principals, and/or assistant principals or designees, including police school liaison officers.

Student Person and Possessions

The Board recognizes that the privacy of students or his/her belongings may not be violated by unreasonable search and seizure and directs that no student be searched without reasonable suspicion that the search will turn up evidence that the student has violated or is violating either a particular law or a particular rule of the school. Any search under this paragraph must be reasonable in scope and reasonable in the manner in which it is conducted.

The extent of the search will be governed by the seriousness of the suspected infraction, the student's age and gender, the student's disciplinary history, and any other relevant circumstances or information.

The school official may arrange for a breath test for blood-alcohol to be conducted on a student whenever he/she has reasonable suspicion to believe that 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. The student may refuse the breath test. If a breath test is conducted and the results indicate a violation of school rules as described in the student handbook, the disciplinary procedure described in the handbook will be followed.

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

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

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

Parking Permit Required

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

Times When a Parking Permit is Not Required

Students may bring a vehicle on school property without a permit when they are on the property during an activity outside of their required instructional hours or outside of an extra-curricular program in which they are participating. If a school administrator feels he/she has a reasonable suspicion to believe that a search of a student's vehicle will produce evidence of a violation of a particular law or school rule, or a condition that endangers the health or safety of the student or others, he/she must request written consent to search the vehicle and any/all containers inside the vehicle. If the written consent is not given, the administrator should contact law enforcement.

Except as provided herein, a request for the search of a student or a student's possessions will be directed to an administrator. He/She 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, he/she may conduct the search without such consent. Whenever possible, a search will be conducted by the building principal in the presence of the student and a staff member other than the building principal. A search prompted by the reasonable suspicion that health and safety are immediately threatened will be conducted with as much speed and dispatch as may be required to protect persons and property.

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

Use of Dogs

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

- A. The presence of the dogs on school property is authorized in advance by the Superintendent, except in emergency situations, or is pursuant to a court order or warrant.
- B. The dog must be handled by a law enforcement officer or a 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 building principal shall be responsible for the 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 building principal shall be responsible for the custody, control, and disposition of any illegal or dangerous substance or object taken from a student.

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

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

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

118.32 Wis. Stats

118.325 Wis. Stats.

948.50 Wis. Stats.

Wisconsin Const. Art. 1 Section 11

U.S. Constitution, 4th Amendment

Adopted 11/18/2002

Revised 04/21/2003

Revised 03/24/2008

Revised 01/20/2014

Revised 03/19/2018

Administrative Guidelines

SEARCH AND SEIZURE

School Property

Searches of District-owned and controlled in-school storage used by students such as, but not limited to, desks and lockers may be conducted by a school official. A search may be conducted without the showing of reasonable cause or suspicion.

The definition of a school official is, but may not be limited to, Superintendent, building principals and/or assistant principals or their designee(s), or District police school liaison officers (PSLOs).

Student Person and Possessions

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

Building-wide searches of all students will not be conducted without the showing of reasonable cause or suspicion.

Parked Vehicles on District Property

If a school official determines that the search of a student's vehicle is necessary while parked on District-owned property when a parking permit is required (i.e. during the regular school day or during a co-curricular activity in which the student is participating), the school official may request verbal consent by the student to search the vehicle and any/all containers inside the vehicle. Even if verbal consent is not given, school officials may proceed with the search. The school official may contact a PSLO or law enforcement agency for assistance in conducting the search.

If a school official feels he/she has a reasonable suspicion to believe that a search of a student's vehicle while it is parked on District property outside of the regular school day or outside of a student's participation of an extracurricular activity (parking permit not required), will produce evidence of a violation of a particular law or school rule, or a condition that endangers the health or safety of the student or others, he/she must request written consent to search the vehicle and any/all containers inside the vehicle. If the written consent is not given, the school official should contact law enforcement.

Person/Personal Belongings

Only a person of the student's same gender will conduct the search of a student's person or intimate personal belongings and must be in the presence of another staff member of the same gender during the search. The search will be minimally intrusive to the student based on the reasonable suspicion justifying the search.

Use of Dogs During a Search

Pursuant to Policy 5771, Search and Seizure, specially trained dogs are allowed on District property to detect the presence of drugs and devices such as bombs on school property. The use of dogs is allowed under the following conditions:

- A. The Superintendent has authorized in advance the presence of the dogs on school property during a search. Authorization by the Superintendent is not necessary if a search is being conducted in an emergency situation or pursuant to a court order or warrant.*
- B. The dogs must be handled by a law enforcement officer or a certified organization specially trained to safely and competently work with the dogs.*

C. *The dogs are capable of accurately detecting drugs and/or devices as represented by the sheriff or chief of the law enforcement agency providing the service.*

The school officials shall be responsible for the written record 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 (see the Student Search and/or Seizure form). The school officials or law enforcement officer(s) shall be responsible for the custody, control, and disposition of any illegal or dangerous substance or object taken from a student.

The Superintendent or his/her designee may request the assistance of a law enforcement agency in implementing any aspect of Policy 5771, Search and Seizure. Where law enforcement officers participate in a search on school property or at any school activities pursuant to a request from a school official, the search shall be conducted by the law enforcement officers at the direction of a school official. Law enforcement searches conducted independent of any school official's request or direction shall be conducted based on standards applicable to law enforcement.

Pursuant to Policy 5771, Search and Seizure, anything found in the course of a search 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 catalogued for use as evidence, if appropriate. Seized items shall be returned to a person deemed appropriate by the school official 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.

Adopted 11/18/2002

Revised 02/12/2014

SCHOOL DISTRICT OF RHINELANDER

STUDENT SEARCH AND/OR SEIZURE

(This form is to be completed by the School Official(s) or Law Enforcement Representative)

Name of School Official/Law Enforcement Representative Conducting the Search *(Please Print or Type)*

Title of School Official/Law Enforcement Representative Conducting the Search *(Please Print or Type)*

Date of Search/Seizure _____

Reason for the Search/Seizure

(Include the name of the informant and the information received that established the need for the search and include attachments if additional space is needed.)

Name of Persons Present When the Search was Conducted

Name of Substances or Objects Found (if any) and Disposition Made of Them

Explain Subsequent Action Taken (if any)

Signature of School Official or Law Enforcement Officer

Date _____

DANGEROUS WEAPONS REPORT

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 provided by law and without the permission of the Superintendent.

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

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

The Superintendent will refer any student who violates this policy to the student's parents and may also make referral to the criminal justice or juvenile delinquency system.

The student may also be subject to disciplinary action up to and including expulsion.

Policy exceptions include the following:

- A. Weapons under the control of law enforcement personnel while on duty, qualified former law enforcement officers, off duty law enforcement officers, or out-of-state law enforcement officers.
- B. Items preapproved by the building principal as part of a class or individual presentation under adult supervision, including but not limited to hunter education courses if used for the purpose and in the manner approved (working firearms and any ammunition will never be approved as part of a presentation).
- C. Theatrical props used in appropriate settings.
- D. A knife lawfully used for food consumption or preparation, or a knife used for a lawful purpose within the scope of the student's classwork.

Any student who has reason to believe that a person has violated or will violate this policy shall immediately report to the Superintendent or the supervisor of the activity. 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 a person possessing a weapon, but a staff member has the option of confronting a 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.

120.13(1) Wis. Stats.

943.13 Wis. Stats.

948.605 Wis. Stats

18 U.S.C. 921(a)(3)

18 U.S. C. 922(g)

20 U.S.C. 7151

Adopted 11/18/2002

Revised 12/19/2011

Revised 04/16/2018

STUDENT/PARENT RIGHTS

The Board recognizes that students possess not only the right to an education but the rights of citizenship as well.

In providing students the opportunity for an education to which they are entitled, the District shall attempt to offer nurture, counsel, and custodial care appropriate to their age and maturity. At the same time, the Board recognizes that no student may be deprived of the basic right to equal access to the educational program and his/her constitutional right to due process and free expression, and association as appropriate for the school environment.

However, attendant to the rights afforded to each student are certain responsibilities which include respect for the rights of others, obedience to properly constituted school authority, and compliance with the guidelines and rules of the District.

The Board realizes that as students differ in age and maturity, so they differ in ability to handle both the rights of citizens and the accompanying responsibilities. Therefore, the exercise of each right shall be granted with due regard for the degree of responsibility possessed by the student and the student's need for the continuing guidance and control of those responsible for his/her education.

Since a student who has reached the age of majority possesses the full rights of an adult, he/she may authorize those school matters previously handled by his/her parents, but he/she also assumes the responsibility for his/her performance in school, school attendance, and compliance with the guidelines and District rules.

Administrators, counselors, and teachers shall not provide a supporting affidavit for students who have petitioned the court to grant them the status of emancipated minors unless prior approval has been obtained from the Superintendent.

Parents also have rights in the school system to know about their student's educational experience. Specific rights are listed in topic areas of these policies.

In addition, parents have the right to inspect any instructional materials used as part of the educational curriculum for their student. Instructional materials means instructional content regardless of format that is provided to the student, including printed or representational materials, audio-visual materials, and materials available in electronic or digital formats (such as materials accessible through the Internet). Instructional material does not include academic tests or academic assessments.

The Superintendent, in consultation with parents, shall develop a procedure addressing the rights of parents and procedures to assure timely response to parental requests to review instructional materials. The procedure shall also address reasonable notification to parents and students of their rights to review these materials.

A student who is still a dependent for federal tax purposes but who has reached the age of majority may by written request restrict his/her parents access to personally identifiable information from his/her student records.

When a student with a disability reaches the age of eighteen (18), with the exception of a student with a disability who has been found incompetent by the state, the District must provide any required notices to both the student and the student's parents, as well as all other rights afforded to the student's parents under Subchapter 5 of Chapter 115 Wis. Stats.

This policy shall not be applied consistent with the Family Education Rights and Privacy Act (FERPA) and applicable state student records law.

115.807 Wis. Stats.
118.125(2)(k) Wis. Stats.
20 U.S.C. 1232

Adopted 11/18/2002

Revised 09/09/2003
Revised 04/17/2017

STUDENT GOVERNMENT

The Board acknowledges the importance of offering students the opportunity to participate in self-government within the establishment of the schools.

Students shall have the right to organize, conduct meetings, elect officers and representatives, and petition the Board.

The Board will recognize a student council or other student groups designated by the building principal as the official voice of the student body and for the purpose of

- A. giving students practical experience in organizing, planning, and affecting outcomes;
- B. developing student leadership;
- C. providing a learning experience in democratic decision-making: and
- D. offering another avenue toward the realization of the goals of the District.

The Superintendent shall establish administrative guidelines to implement this policy.

Adopted 11/18/2002

STUDENT FUNDRAISING

The Board acknowledges that the solicitation of funds from students must be limited since compulsory attendance laws make the student a captive donor and may also disrupt the program of the schools.

For purposes of this policy, “student fundraising” shall include the solicitation and collection of money from students for any purpose and shall include the collection of money in exchange for tickets, papers, or any other goods or services for approved student activities.

The Board will permit student fundraising by students in school, on school property, or at any school-sponsored event only when the profit therefrom is to be used for school purposes or for an activity connected with the schools. The Board requires that fundraisers by student clubs and organizations which involve the sale to students of food items and/or beverages that will be consumed on campus comply with the current USDA (United States Department of Agriculture) dietary guidelines for Americans and the smart snack rules. Each student organization shall be permitted two (2) fundraising exceptions per school year where foods and beverages that are not allowable under the smart snack rules can be sold. If approved, fundraisers that involve the sale to students of food items or beverages to be consumed on District property shall not compete directly with the sale of reimbursable meals.

Fundraising by approved school organizations (those whose funds are managed by the District) may be permitted in school by the building principal.

Fundraising off school grounds may be permitted by the Superintendent.

Fundraising by students on behalf of school-related organizations whose funds are not managed by the District may be permitted on school grounds by the Superintendent. If the fundraising activity will involve students under the age of twelve (12), such student’s parents must provide written permission for the student to participate in the fundraising activity. Any student under nine (9) years of age, or each group containing one (1) or more students under nine (9) years of age must be physically accompanied by a parent or person at least sixteen (16) years of age.

All other fundraising shall be done in accordance with Policy 9700, Relations with Special Interest Groups.

103.23 Wis. Stats.

Adopted 11/18/2002

Revised 03/15/2010

Revised 05/17/2010

Revised 10/17/2016

SOCIAL EVENTS

The Board recognizes the value of student social events in enhancing and enriching the educational experience for the children of this community.

The Board will make school facilities available and will provide appropriate staff for the conduct of social events within the school facilities that have been approved by the principal.

School social events that take place outside school facilities must be approved by the Superintendent, or his/her designee.

As voluntary participants in school social events, students shall be held responsible for compliance with the rules set forth for their conduct. Infractions of those rules will be subject to the same disciplinary measures applicable during the regular school program.

Participation in school events is not a right and may be denied to any student who has demonstrated disregard for the rules of the school.

The following guidelines for the conduct of student social events shall be followed:

- A. Designation of a staff member who shall be the Board employee responsible for the event.
- B. Provision for chaperoning, adult supervision, and/ or law enforcement protection required by the circumstances of the event.
- C. Provisions for the safety of all students and adults involved.

120.13 (1) Wis. Stats.

Adopted 11/18/2002
Revised 09/19/2018

SAFETY PATROL

The Board recognizes the value of a student safety patrol as an essential part of the school program to instruct the students of the District in good safety habits and to provide opportunities for leadership training.

The Board authorizes the formation of a student safety patrol for students in elementary schools. Students selected for the student safety patrol shall serve without recompense.

All students eligible by grade may apply for service on the safety patrol. Selection among them will be made on consideration of the following qualities:

- A. Responsibility and good citizenship.
- B. Leadership capacity.
- C. Maturity.
- D. Academic proficiency.

Members of the school safety patrol may be assigned to control and direct student traffic in the school buildings and on school grounds.

No safety patrol member shall be permitted to direct or place himself/herself in the path of vehicular traffic.

The Board authorizes the purchase of supplies and equipment to identify safety patrol members and enable them to perform their assigned functions.

A faculty member shall be assigned as supervisor to the school safety patrol whose job it shall be to

- A. receive and screen all applications for membership;
- B. select safety patrol members;
- C. instruct safety patrol members in their duties and responsibilities; and
- D. where necessary and for good cause, remove a member from the safety patrol.

The Superintendent shall develop administrative guidelines to implement this policy

118.10 Wis. Stats.

Adopted 11/18/2002

STUDENT PRODUCTION OF GOODS AND SERVICES

It is the policy of the Board that students may produce goods and services for nonprofit community organizations or groups during school hours or in school activities only to the extent that such production furthers the educational development of those students.

Care must be exercised in interpreting this policy to avoid exploitation of the students.

Adopted 11/18/2002

STUDENT PERFORMANCES

The Board recognizes that worthy and appropriate educational values occur from student participation in civic and community affairs. Instructors shall be encouraged to provide students for public performances when such performances contribute to the educational process and objectives of that particular class and when they do not interfere unduly with other scheduled classes or activities within the school. These events will not be scheduled for or held during a school day unless approved by the Superintendent of Schools.

School groups may, with the permission of the principal or supervisor, participate in local public events which fall into the following classifications:

- A. Events sponsored by the schools. Educational events in which the schools serve as hosts shall have priority in scheduling appearances.
- B. Community functions organized in the interests of the schools.
- C. Noncommercial civic occasions of community, county, state, or national interest of sufficient breadth to enlist general sympathy and cooperation.
- D. Events that are primarily patriotic in nature (i.e. Veterans' Day).
- E. Charity benefit activities, provided such activity has been specifically approved in advance by the Superintendent.
- F. Programs sponsored by established character-building agencies or programs sponsored jointly by the school district and mass communication media where the time or space given to the programs is of a public nature.

School groups may not participate in events that fall into any of the following classifications:

- A. Events that are for the purpose of private gain or for the advertising of any commercial project or product. A school name and the names of school-sponsored groups or school equipment shall not be exploited in events of a commercial nature.
- B. Events that are for the furtherance of any politically partisan interest. In questionable cases, the matter shall be referred to the Superintendent.

Adopted 11/18/2002