

Beaver Dam

UNIFIED SCHOOL DISTRICT

Guiding students. Empowering futures.



Jefferson Elementary

301 Brook Street
Beaver Dam WI 53916
920-885-7392

2016-2017 Handbook

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MESSAGE FROM THE PRINCIPAL

Dear Jefferson Families:

Welcome to Jefferson Elementary School. The purpose of the Family Handbook is to help you understand the procedures and policies of our school and school district. The handbook contains information about the general operation of Jefferson Elementary School and is not meant to answer all of your personal questions. Please take some time to discuss the contents of the handbook with your family and feel free to call me for further clarification. The applicable Beaver Dam Unified School District Board Policies can be found in the Appendix.

The Jefferson Elementary School staff looks forward to working with you to provide your child with a quality educational experience. By working together, we can continue to build a great school!

I strongly encourage you to communicate regularly with your child's teacher and to call with any concerns you may have. I have found that a quick phone call can clear up many misunderstandings before any undue anxiety arises.

Lastly, I encourage you to participate in many of the school events and to become active in our Parent Teacher Organization (PTO). Please visit our school and your child's classroom throughout the school year.

We are looking forward to a very exciting and rewarding school year!

Warm Regards,

Mary Klawitter

Mary Klawitter
Principal



JEFFERSON ELEMENTARY STAFF

Mary Klawitter

Principal

Teachers

Cara Kennedy-Dassler

Kindergarten

Alicia Sether

Kindergarten

Katelynn Strieff

Kindergarten

Annie Lemmenes

1st Grade

Jennifer Lindeen

1st Grade

Bonnie Williams

1st Grade

Nannette Higgins

2nd Grade

Julie Moreau

2nd Grade

Kim Westra

2nd Grade

Kathryn Ayer

3rd Grade

Ashley Duchac

3rd Grade

Jennifer Sprenger

3rd Grade

Brittany Armon

4th Grade

Nicole Gruenewald

4th Grade

Robyn Ehrke

5th Grade

Kourtney Nitschke

5th Grade

Special Teachers

Bethany Sherry

Vocal Music

Rob Nill

Physical Education

Erica Schwantes

Physical Education

Shelby Helmbrecht

Art

Leasha Rennhack

Special Education

Abigail Devitt

Special Education

Kelly Braker

Speech/Language

Mary Kahler

Hearing Impaired

Tracy Ghiloni

Occupational Therapy

Deb Lange

Reading Recovery

Sue Ganske

Literacy Support Teacher

Kathi Wiedenhoeft
Vickie Flatt
Rick Eckerstorfer
Kelly Minnig
Nicole Scharfenberg

Gifted & Talented
School Counselor
School Social Worker
School Psychologist
School Nurse

Office Staff

Cindy VanderHoeven
Wendy Welch

Secretary
Secretary

Support Staff

Donna Cigelske
Anne Clark
Janie Garcia
Tammy Grady
Cathy Kuhl
Maureen McGuire
Marsha Schultz
Jennifer Vick
Diana Werth
Donna Krahn
Rick Morris
Larry Thomas

Special Education Assistant
Library Media Assistant
ELL Tutor
Teacher Assistant
Teacher Assistant
Teacher Assistant
Teacher Assistant
Teacher Assistant Lunch/Recess
Special Education Assistant
Food Service
Custodian
Custodian



2016-2017 JEFFERSON ELEMENTARY CALENDAR

Thursday, September 1	First day of school (1st—5th)
Monday, September 5	No School – Labor Day
Tuesday, September 6	First day of school for kindergarteners.
Thursday, September 8	PTO – Birthday Books
Friday, September 9	PTO – School Store
Monday, September 19	PTO Meeting— 6:00 p.m. Y-Care Room (childcare provided)
Thursday, September 29	Fall Fundraiser Kick-Off
Monday, October 3	Picture Day
Wednesday, October 5	PTO - Student Council (5 th Grade) 1 st Meeting
Thursday, October 6	Parent Teacher Conferences/PTO Bookfair
Monday, October 10	No School—Teacher In-service Parent Teacher Conferences/PTO Bookfair
Thursday, October 13	PTO – Birthday Books
Monday, October 17	PTO Meeting— 6:00 p.m. Y-Care Room (childcare provided)
Tuesday, October 18	Fall Fundraiser Turn-In
Friday, October 28	No School PTO - Halloween Party
Tuesday, November 8	Picture Re-takes
Thursday, November 10	PTO – Birthday Books
Friday, November 11	PTO – School Store
Thursday, November 17	Fall Fundraiser Pick-Up
Friday, November 18	PTO Family Fun Night
Monday, November 21	PTO Meeting— 6:00 p.m. Y-Care Room (childcare provided)
Thursday, November 24	No School—Thanksgiving
Friday, November 25	No School
Thursday, December 8	PTO – Birthday Books
Friday, December 9	PTO – Jingle Bell Hop
Monday, December 19	PTO Meeting— 6:00 p.m. Y-Care Room (childcare provided)
Dec 23—Jan 1	No School—Winter Break
Monday, January 2	School Resumes
Thursday, January 12	PTO – Birthday Books
Friday, January 13	PTO – School Store

Monday, January 16	No School—Teacher In-service
Tuesday, January 17	PTO Meeting— 6:00 p.m. Y-Care Room (childcare provided)
Friday, January 20	PTO – Family Fun Night
Thursday, February 9	Parent Teacher Conferences/PTO Bookfair PTO – Birthday Books
Friday, February 10	PTO – Valentine’s Day Dance
Monday, February 13	No School—Teacher In-service Parent Teacher Conferences/PTO Bookfair
Monday, February 20	PTO Meeting— 6:00 p.m. Y-Care Room (childcare provided)
Friday, February 24	No School
Thursday, March 9	PTO – Birthday Books
Friday, March 10	PTO – School Store
Tuesday, March 14	Spring Fundraiser Kick-Off PTO Meeting— 6:00 p.m. Y-Care Room (childcare provided)
March 20 - 24	No School—Spring Break
Tuesday, April 4	Spring Fundraiser Turn-In
Thursday, April 13	PTO – Birthday Books
Friday, April 14	No School – Good Friday
Monday, April 17	PTO Meeting— 6:00 p.m. Y-Care Room (childcare provided)
Friday, April 21	PTO - Family Fun Night
Wednesday, May 3	Spring Fundraiser Pick-Up
Friday, May 5	PTO - Fun Run
Thursday, May 11	PTO - Birthday Books
Monday, May 15	PTO Meeting— 6:00 p.m. Y-Care Room (childcare provided)
Friday, May 19	PTO – School Store
Monday, May 22	PTO/Teacher Appreciation Night Potluck
Tuesday, May 23	5th Grade Track Meet
Wednesday, May 24	Rain Date - 5th Grade Track Meet
Thursday, May 25	PTO – Birthday Books 4 th Grade Track Meet – BDHS Track
Friday, May 26	Rain Date – 4 th Grade Track Meet
Monday, May 29	No School – Memorial Day
Wednesday, May 31	5 th Grade Graduation – 6:00-7:00 PM
Tuesday, June 6	Planned Last Day of School



2016-2017 SCHOOL YEAR CALENDAR

AUGUST 2016						
Su	M	T	W	Th	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

Aug. 3-5: Administrator Academy
 Aug. 8-12: Learning Institute (Staff)
 Aug. 10, 11, & 16: High School Registration
 Aug. 16, 22, & 24: 6th Grade Camp
 Aug. 16: DSLA Registration
 Aug. 15-19: New Teacher Orientation
 Aug. 25, 29-31: Teacher Inservice
 Aug. 30 – Open House (all Elementary Schools)

FEBRUARY 2017						
Su	M	T	W	Th	F	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28				

Feb. 13: No School – Teacher Inservice
 Parent-Teacher Conferences
 Feb. 24: No School

SEPTEMBER 2016						
Su	M	T	W	Th	F	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

Sep. 1: First Day of School
 Sep. 5: No School - Labor Day

MARCH 2017						
Su	M	T	W	Th	F	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

Mar. 20-24: No School - Spring

OCTOBER 2016						
Su	M	T	W	Th	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

Oct. 10: No School - Teacher Inservice
 Parent-Teacher Conferences
 Oct. 28: No School

APRIL 2017						
Su	M	T	W	Th	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29

Apr. 14: No School – Good Friday

NOVEMBER 2016						
Su	M	T	W	Th	F	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

Nov. 24: No School – Thanksgiving
 Nov. 25: No School

MAY 2017						
Su	M	T	W	Th	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

May 29: No School – Memorial Day

DECEMBER 2016						
Su	M	T	W	Th	F	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

Dec. 23-Jan. 1: No School-Holiday Break

JUNE 2017						
Su	M	T	W	Th	F	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

June 4: High School Graduation
 June 6: Last Day of School
 June 7: Teacher Inservice

JANUARY 2017						
Su	M	T	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

Jan. 1: No School – New Year's Day
 Jan. 2: Classes Resume
 Jan. 16: No School – Teacher Inservice

DAILY SCHEDULE

High School: 7:50 am–3:00 pm

Middle School: 7:40 am–2:42 pm

Prairie View & South Beaver Dam Elementary Schools:
 8:50 am–3:32 pm

Jefferson, Lincoln, Washington, & Wilson Elementary Schools:
 8:30 am–3:07 pm

Beaver Dam Unified School District

Mission, Vision, Beliefs

BDUSD Mission Statement

Guiding Students, Empowering Futures

BDUSD Vision Statement

Leading the way in student growth and achievement

BDUSD Belief Statements

We believe that quality instruction is best supported through a relevant, challenging, innovative, and articulated curriculum.

We believe that all members of the learning community have the responsibility of promoting student well-being.

We believe that accomplishing personally set goals can promote personal excellence and a healthy sense of self.

We believe that individuals learn in different ways and at different rates. Therefore, we need to be flexible, open-minded, and creative.

We believe that meeting and engaging the diverse needs of students ultimately empowers them to find their true potential and be productive in the life and career paths of their choosing.

We believe that students need tools for thriving in a changing world. These tools include opportunities to develop skills (such as adapting, adjusting, seeking, and accepting change).

We believe in opportunities for growth and support provided through relevant partnerships in the community.

We believe that students, families, school staff, and community members share responsibility for developing academically, socially, and behaviorally responsible citizens. We further believe that all members of our learning community should take pride in their roles; commit to excellence; and demonstrate compassion, empathy, and respect.

We believe that collaboration skills are important to foster in adults and students alike.

We believe in making today's decisions with an eye to the future so that the school district may deliver exceptional results over a sustained period of time.

Beaver Dam Unified School District

Core Strategic Plan: 2014-2018

Core Strategies

The following four core strategies organize our continuous improvement work at the district and at the school level. Our Core Strategies are further defined and supported by our Core Strategic Objectives. We will focus on key performance objectives each year within these core objectives in order to meet our mission, vision, and belief statements for student learning.

- √ **Student Growth and Achievement**
- √ **Staff Effectiveness and Development**
- √ **Facilities and Operations**
- √ **District and Community Engagement**

Core Strategic Objectives

Student Growth and Achievement

- Improve growth and achievement for each student, each year through personalized learning, continual data reflection, fluid delivery of services/supports, and leadership development.

Staff Effectiveness and Development

- Support all staff in attaining levels of professional effectiveness through an investment in measurable staff development and expanded opportunities for leadership.

Facilities and Operations

- Analyze facilities and operations to address needs with an eye to the future.

District and Community Engagement

- Improve collaboration, strengthen relationships, and build partnerships among all, whether internal or external to the school district.

SCHOOL CONTACT INFORMATION

Jefferson Elementary School
301 Brook Street
Beaver Dam, WI 53916

District Web Site: www.bdusd.org or www.beaverdam.k12.wi.us

*Under the “schools” pull down menu at the top of the district web site, click the Jefferson Elementary link to access the Jefferson Elementary information.



Secretary: Monday through Friday from 7:30 a.m. to 4:00 p.m.

Phone: (920) 885-7392

Fax: (920) 885-7395

Jefferson Elementary School has voicemail so that you can leave a message at any time. If your child is going to be absent, please call us and leave a message, including the reason for the absence.

ARRIVAL AND DISMISSAL

There has been a growing concern for the safe arrival of children to school each morning and home in the afternoon. **Students should NOT arrive to school before 8:15 a.m. on regular school days (unless they eat breakfast).** Breakfast students can arrive at 8:00 a.m. Also, we expect a call from parents prior to a child's absence. In the event a parent has not called, the school will call parents at home or work.

Should you be unsuccessful in reaching us by phone, please keep trying.

THE PLAYGROUND IS NOT SUPERVISED AFTER SCHOOL HOURS

ASBESTOS NOTIFICATION

In compliance with the U.S. Environmental Protection Agency (EPA) Asbestos Hazard Emergency Response Act (AHERA), we performed inspections of each of our school buildings for asbestos-containing building materials. The inspection findings and asbestos management plans are on file in each school administrative office.

All asbestos materials in the schools are in good conditions and we will continue to manage them in place, as recommended by the accredited management planner. The management plan is on file in the school's administrative office. Everyone is welcome to view these anytime during normal school hours.

If you have questions or concerns regarding asbestos you can contact our Buildings and Grounds Coordinator, Paul Buchholz at 885-7400 ext. 143.

ASSESSMENTS

District Assessments

Measures of Academic Progress (MAP), AIMSWeb, and Fountas and Pinnell assessments are given to students during the year to measure growth and progress in the areas of reading and/or math. This information is used to set individual learning goals and to identify the need for additional assistance in these areas.

Second graders participate in the Test of Cognitive Skills in February as part of a Beaver Dam School District requirement. This information is accessed to determine placement of students into Talented and Gifted programs or Special Education.

Progress Reports

Communication between the home and school is extremely important. Parents should feel free to come to school to discuss specific problems with the teacher whenever the need arises. Teachers are also encouraged to contact parents when the need arises. Goals can best be obtained when the parents and the classroom teacher work together with one interest, *the child*, in mind.

Reporting students' progress to parents by means of a report card is done four times each year. Scheduled parent-teacher conferences are held twice a year for all grades. If you would like to know your child's progress other than report cards/conferences, please contact the teacher.

State Assessments

The State of Wisconsin requires all third, fourth and fifth grade students to take the Wisconsin Knowledge and Concepts Exam. Results of the exam are sent home to parents in the spring.

ATTENDANCE

Regular school attendance is essential for student achievement. A record of attendance is required by state law and is carefully noted in a student's permanent record. Wisconsin State Statute 118.151(a) mandates compulsory school attendance for all children until the end of the term in which they become 18 years of age or graduate.

Attendance at school is primarily the responsibility of the student and the parent. It is the responsibility of the parent/guardian to provide reasons for their child's absence.

Parents should call school (885-7392) **before 9:00 a.m.** Voicemail will record calls prior to the start of the school day. If you leave a message, please include your child's name, the name of your child's teacher and why your child will be absent. If your child will be arriving late to school, please also let us know what time your child will be arriving and which hot lunch choice s/he would like for that day. In place of a phone call, a written note explaining an absence may be sent with another child in the family and given to the secretary **prior** to the absence.

Absences Excusable Under School Board Policy

The School Board, in accordance with State of Wisconsin Statute 118.15, defines acceptable reasons for which pupils may be absent (excused) by the parent (or guardian), other than illness:

Health care appointments (repetitive appointments should be scheduled at various times of the school day).

Per Wisconsin State Law, a parent/guardian may excuse their child from school for up to ten (10) days per school year. The student must be excused in writing prior to his or her absence and the absence must be for a full school day. Examples of this type of absence include:

- illness
- funerals
- required court appearances
- programs at prospective college or university campuses
- religious observances required by church of preference
- family trip (includes hunting)
- family wedding
- driver's license examination

Excessive excused absences are monitored with parental involvement. The school reserves the right under Wisconsin State Statute 118.15(3) to require further verification of the reason for repeated or extended absences. In the event that a student has a significant number of absences related to illness, the school through the office of the school health supervisor will work with parents to develop a health plan for the student. The school may request doctor's notes at any time. If absences are due to illness or medical appointments, it is suggested that the student provide medical documentation whenever possible to be eligible for medical exemption to the state statute, attendance protocol, and school board policy requirements for student attendance.

We understand that student absences may exceed ten (10) days throughout the school year in rare circumstances. Any and all absences in excess of ten require administrative approval. Anticipated absence forms are available in the school office. Arrangements for anticipated absences must be made at least two days prior to the anticipated absence.

A student may be excused from regular school attendance to participate in a program or curriculum modification. A student's parent/guardian may request, in writing, to provide the child with program or curriculum modification as provided by Wisconsin State Statute 118.15(d) and 118.15(1)(dm).
(School Board Policy 5200)

BULLYING AND OTHER FORMS OF AGGRESSIVE BEHAVIOR

(See Appendix – BDUSD School Board Policy 5517.01 Bullying and Other Forms of Aggressive Behavior)

CAMERA SHY?

Throughout the year, pictures of students participating in various activities are published in the newspaper or on our website. If that would cause a problem for you or your child, please call our office at 885-7383 to let us know. We will make every effort to maintain your child's privacy.

CARE OF DISTRICT PROPERTY

(See Appendix – BDUSD School Board Policy 5513 Care of District Property)

CODE OF CLASSROOM CONDUCT

The Wisconsin Legislature passed Act 335, Code of Student Conduct, which helps define inappropriate student behaviors for classrooms throughout the state. With the passing of this law, all Wisconsin schools will be handling classroom-based student discipline issues more consistently. The Beaver Dam School Board adopted the code as policy – effective fall, 1999. In many ways, this policy is similar to the discipline procedures in past years.

The code allows teachers to remove students from class if their behavior disrupts learning or teaching. Classrooms need to be orderly, safe, and free of distraction so that students can learn effectively. Students who are removed from class may spend time in the office or might even be sent home. They will not be allowed back into class until the principal or his/her designee believes that the student's conduct will be appropriate.

Removal from class is a serious action. It may be temporary, but extreme or repeated inappropriate conduct may result in suspension or even expulsion. Either the teacher or the building principal will notify parents when removal from class occurs. Parents may request a meeting with the child's teacher or principal to learn more about the circumstances related to the removal decision, even though there is no formal right to appeal a decision to remove a student. *(See Appendix – BDUSD School Board Policy 5500 Student Code of Classroom Conduct)*

COMMUNICATION

Changes in Jobs, Schedules, Transportation

Parents, if your children have a change in their daily care or transportation arrangements, please send a note to the teacher when your child comes to school. The office receives many calls right before dismissal, and it is often difficult to get messages to your children. Children also get confused and worried. Thank you for planning ahead.

Transfer from School

There are occasions during the year when families change their place of residence. It is very helpful to us if we are informed in advance of a change in residence, especially if your children will be attending another school.

COMPUTER TECHNOLOGY NETWORK AND INTERNET ACCEPTABLE USE AND SAFETY

(See Appendix – BDUSD School Board Policy 7540 Computer Network and Internet Acceptable Use and Safety)

DAILY SCHEDULE

School Day:	8:30 a.m.to 3:07 p.m.
Lunch:	11:00 a.m. to 11:20 a.m. Grades K, 5
	11:30 a.m. to 11:50 a.m. Grades 1,4
	12:00 p.m. to 12:20 p.m. Grade 2,3
Supervised Playground:	11:20 a.m. to 11:40 a.m. Grades K, 5
	11:50 a.m. to 12:10 p.m. Grades 1, 2
	12:20 p.m. to 12:40 p.m. Grade 3, 4

***Weather Related Late Start Day:
School starts 2 hours later (10:50 a.m.)***

DRESS AND GROOMING

(See Appendix – BDUSD School Board Policy 5511 Dress and Grooming)

EMERGENCY CONTACT INFORMATION

Registration forms include information about parents' worksites and emergency contacts. If you change jobs, please let us know so that we can contact you in case of an emergency. **It is also very important to list two additional local people for emergency contacts, in case we cannot reach parents.**

ENGLISH LANGUAGE LEARNERS

Students in the Beaver Dam Unified School District are identified as English Language Learners (ELLs) when a language other than English has influenced their language development. Students are placed into age appropriate classes at the elementary, middle, and high school levels. The content area teachers are to provide modified instruction based on students' prior academic experiences, English language proficiency, and grade level or content area objectives. Translation services for the child and family are available to assist with form completion, parent/student/teacher conferences, and communication between home and school.

At the elementary level, ELLs receive instruction and academic support in various settings, such as in the classroom or in a pullout session. ELL tutors collaborate with classroom teachers to plan and design instructional activities that will help students improve their English skills to achieve grade level standards. At the middle and high school, an ELL teacher provides English ELL classes. ELLs may also receive one or more tutorial periods, which are bilingual support study halls for grades 6-12. In tutorials students receive bilingual support in all subject areas. They are able to work on homework, quizzes, and tests. The ELL Coordinator, ELL teacher/tutor, and guidance counselors design an appropriate Plan of Services or IRP (Individual Record Plan) for students based on their individual English language proficiency level. The middle and high schools use similar scheduling processes. All ELL students are scheduled for accredited classes needed for graduation.

If you have any questions about the program, please contact ELL Coordinator, Erica Avila at (920) 885-7470 Ext.1133.

ENGLISH LANGUAGE LEARNERS (ELL) APRENDEDORES DEL IDIOMA INGLES

Los estudiantes del colegio del Distrito de Beaver Dam son identificados como estudiantes del language Inglés, cuando un idioma diferente que Inglés influir en su adquisición del lenguaje. Los estudiantes son localizados en los salones de clase apropiados a su edad correspondiente: primaria (elementary), secundaria (middle school), preparatoria (high school). El profesorado provee instrucción modificada basada en el nivel academico educativo y conocimiento del idioma Inglés así como también el nivel cognitivo. Servicios de traducción para los estudiantes y su familia, se encuentran disponibles en cuanto a conferencias con los profesores o cualquier otras necesidades de comunicación entre la casa y el colegio.

En el nivel primario, los alumnos del programa de ELL reciben instrucción y soporte academico en forma variada; como en el salón de clases o retirandolos de la clase por un cierto tiempo diario. Los tutores del departamento de ELL, colaboran con los profesores para planear y diseñar actividades instruccionales que ayuden a los estudiantes del ELL a alcanzar unos niveles requisitos. En el nivel secundario y la preparatoria (middle/high school), la profesora de ELL es la que dicta las clases de inglés. El programa de ELL también ofrece uno o más periodos de tutorio para los estudiantes que se encuentren entre el 6 y 12 grado, como una ayuda extra en los estudios fuera del las clases (study halls). En estas clases de tutorio los estudiantes reciben ayuda bilingüe en las areas más difíciles. Dentro de estas clases los estudiantes podran trabajar en tareas y exámenes. La coordinadora del programa de ELL, maestros/tutores de ELL, y consejeros designan un plan de servicio o IRP apropiada de trabajo, basado en el nivel que se encuentre el estudiante en el Inglés. La preparatoria (high school), usa la misma forma de trabajo como la secundaria (middle school). También quisiera decirle que todos los horarios de los estudiantes brindan clases acreditadas necesarias para obtener su graduación. Si usted tiene alguna pregunta acerca del programa no dude en conectarse conmigo la Coordinadora del Programa de ELL, Erica Avila, teléfono (920) 885-7470 Ext.1133.

FAMILY ACCESS

Family Access is a web-based service that empowers parents/guardians and students to view school-related information anywhere they have access to the internet. Information available online includes:

- Calendar information with assignments, attendance, and message information.
- Detailed gradebook information (Middle & High School only).
- Messages posted by teachers and school.
- Attendance records by data and types of attendance.
- Student schedule.
- Food service balance, payments and purchase history.
- Fee Management.
- Login history.

Visit <http://www.beaverdam.k12.wi.us/Skyward/Family%20Access%20User%20Guide.pdf> for a Family Access User's Guide.

FOOD SERVICE PROGRAM

Breakfast

Jefferson Elementary School offers breakfast to students everyday starting at 8:30 a.m. This cost is deducted from your child's lunch account. Breakfast is served from 8:00 a.m. to 8:20 a.m. each morning. Students should not arrive before 8:00 a.m. and must enter through the front doors. Breakfast will not be served to students arriving after 8:20 a.m.

Lunch

We have an excellent lunch program with eye-appealing, well-balanced meals. Our school district uses an automated lunch program. This means payments can be made for the **FAMILY ACCOUNT** at any school (Elementary, Middle or High School.) Payments for hot lunch should be made on **Monday (or the first school day of the week)**. Please send payment in a sealed envelope with your child's full name, grade, and the amount enclosed written on the outside of the envelope. You can send one check for all children attending the district. Lunch prices are higher at the Middle School and High School. Feel free to contact our school office at any time to inquire about the balance in your family account or log into Family Access from the school district website at www.bdusd.org.

For those students eating a cold lunch, milk may be purchased for 40¢ per carton. Students are encouraged to drink a carton of milk and attempt to eat their complete lunch.

We encourage children to eat nutritional lunches. Please help us by not sending soda with your child's cold lunch. Thank you for your cooperation.

We must call in the lunch count by 9:00 a.m. each day. If your child(ren) will be arriving late, we ask that you call the school office prior to 8:45 a.m. with their hot lunch choice. Thank you for your cooperation.

MILK

Students will choose if they want to have milk at break time each day. If your student chooses to take milk, the money will be deducted from your family's lunch/breakfast account. Snack milk will cost 40¢ per carton (students who qualify for free or reduced price lunches will not be charged for snack milk).

LUNCH BALANCE POLICY

Families who participate in the Beaver Dam School District Food Service Program will be subject to the following policies and procedures:

PAYMENT POLICY

The Food Service Program is a pre-payment program. Families are expected to have a positive balance in their food service lunch account at the beginning of the year and during the course of the school program year.

NEGATIVE BALANCES

- A. Families will be notified when their Family account reaches a **positive** \$20.00 through e-mail and district phone system.
- B. Families who have negative balances in their accounts will be notified by phone and e-mail, weekly from the Food Service Department and they will continue until there is a positive balance in the account.
- C. Students with negative account balances will receive a reimbursable meal only and will not be allowed to purchase a la carte items. Once a family account is at zero, students may continue to purchase meals up to a -\$20.00. Once the account reaches a negative \$20.00 all purchases will be denied. If families are having difficulty making deposits, contact the Food Service Department to make arrangements. Reduced price and free meals are available to those who qualify and an application can be obtained from the school that your student attends.

ACCOUNT BALANCES

- A. Parents may restrict students from making additional purchases by calling the Food Service Department. A message will show up on the account which will notify the lunch cashier. The restriction on the system will show up from year to year unless the Food Service Department is contacted through e-mail (taher@bdusd.org).
- B. Family balances and purchases made on accounts are available on the District website through Family Access. Payments can also be made through the website or they can be sent to the school of which your student attends.

DEFINITIONS

- A. A five component Lunch is defined as follows:
 - a. Vegetable b. Fruit c. Grain d. Protein e. Milk**Three out of the five** must be taken to qualify for a reimbursable lunch. One component out of the three must be a **1/2 cup** of fruit, vegetable or a combination of both.
- B. A four component Breakfast is defined as follows:
 - a. Protein b. Grain c. Fruit d. Milk**Three out of the four** components must be taken to qualify for a reimbursable breakfast.
- C. An a la carte item is defined as an item purchased outside the reimbursable breakfast or lunch. For Example; an additional milk, fruit or cookie will be charged individually.

SECOND MEALS

A second meal that has three of the five food groups may be purchased at a price set higher than the lunch price.

LOST AND FOUND

Throughout the year we find numerous lost and misplaced clothing. All means of locating owners are used; however, many items remain unclaimed. Marking tennis shoes and clothing will help us see that items are returned to their rightful owner. Please feel free to come in and identify items which may have been lost by your child.

MEDICAL INSURANCE

Parents may purchase school-time or full-time coverage medical insurance for their children through the Beaver Dam School District. Applications are available in the office. Since this insurance is voluntary, you must fill out the forms and provide the payment before the insurance takes effect.

MEDICATION AT SCHOOL

The Beaver Dam Unified School District Board of Education has a School Medication Policy that is governed by Wisconsin Statute 118.29. All medication including prescription and over-the-counter medicines are subject to this policy. School staff can only administer medication or drug products recognized as a drug or drug product in the official U.S. pharmacopeia and national formulary or official homeopathic pharmacopoeia of the United States.

To insure that State Medical, Nursing, Dental and Pharmacology Practice Acts are adhered to, the following procedures shall be followed:

1. Consent Form: No medication will be administered by school personnel unless and until a Medication Consent form is completed. A completed Medication Consent includes written parental authorization to administer medication in school and written instructions from a licensed health care professional for prescription medication. Over-the-counter medication requires written parental authorization only.

All consent forms and related materials must be renewed annually and/or at any time a medication is changed.

2. Medication Information: Medication to be administered at school must be given from the original and properly labeled container. In the instance of prescription medications a pharmacy-labeled container is required and includes:

- a. Students full name
- b. Name of drug and dosage
- c. Mode of administration
- d. Time to be given
- e. Date of expiration
- f. Physician's name

When over-the-counter medication is to be administered the medication must be in the original manufacture's package with the ingredients and recommended therapeutic dose clearly visible. School staff can only give over-the-counter medication in doses listed on the package as "therapeutic" or safe. School staff may administer a non-prescription medication to a student in a dose other than the recommended therapeutic dose only if the request to do so is accompanied by the written approval of the student's health care practitioner.

3. Responsibility: Authorized school personnel will give medication to the student at the designated time. Normally it is the responsibility of the student, not school personnel, to get his/her medication at the designated time.

All non-emergency prescription medication for students in grades K-8 must be administered by school staff.

Students in grades 6-12 may self-administer oral non-prescription medications while at school with parental consent. Such medications may be kept by the individual student. The non-prescription medication must be in the original package/container.

Students in grades K-5 may not self-administer non-prescription medications while at school with the exception of sunscreen. Parents must sign a medication consent form and provide the sunscreen product.

All non-emergency prescription medication at the high school must be kept in a secure place determined by the principal and/or school nurse. A Medication Consent form must be on file.

4. Only limited quantities of medication should be kept at school.

Please refer to Board Manual for complete policy/procedures.

MUSIC PROGRAM

Band and Orchestra

Students wishing to begin taking lessons register in the spring for summer school beginners classes. Children playing string instruments begin after completing grades 3, 4, or 5. Band students begin after completing grades 4 or 5. Band and orchestra students are given lessons at the High School prior to school and then bussed to Jefferson for the beginning of the school day.

General Music

The music program seeks to enhance the quality of children's lives by extending the boundaries of their thinking. Music provides an important means for self-expression and personal fulfillment and aids in the development of confidence and self-discipline.

Children receive music instruction by a music specialist for 30 minutes two times per week. Some of the areas explored are melody, rhythm, harmony, form, expression, singing, playing, and listening.

In addition to the regular music class, a chorus is offered to fourth and fifth grade students who wish to enhance their regular classroom music experience. This group meets during class time and once weekly (optional) during their noon hour recess. Students learn how to display proper rehearsal behavior. The chorus performs 2-4 times.

PARENT/GUARDIAN RIGHTS TO THE CURRICULUM

The Beaver Dam Unified School District recognizes the right of parents/guardians to inspect instructional materials and to deny their child's participation in certain curricular activities in accordance with state and federal laws and regulations. The school board further recognizes that reasonable accommodations with regards to examinations and other academic requirements may have to be made from time to time because of a student's sincerely held religious beliefs.

Parents/guardians may make requests regarding the above to the building principal. All requests shall be judged individually, based upon state and federal guidelines. The school district's attorney may be contacted when making decisions under this policy. The principal shall inform the parent/guardian in writing of the decision in a timely manner.

If a parent/guardian is not satisfied with the building principal's decision, he/she may appeal to the Director of Teaching and Learning. Further appeals may be made to the District Administrator, the Board, and, if necessary, to the State Superintendent of Public Instruction.

Accommodations made under this policy shall be provided to students without prejudice effect (*School Board Policy 2416, 2260,9130*).

PARENT/TEACHER CONFERENCES

Conferences are held twice each year, in October and again in February. Parent involvement is very important in your child's educational experience. Talk with your kids about what's going on in school and discuss ways to improve their progress. Review weekly assignments to see where your child is being successful and where help is needed. Remember to praise your kids. Children really do respond best to compliments. Being prepared for the parent-teacher conferences helps your child achieve success in school. Please see the 2016-2017 school calendar located in the front of the handbook for the parent/teacher conference dates and times.

PARENT/TEACHER ORGANIZATION (PTO)

We encourage all parents to join our PTO. Our goal is to sponsor school related activities which strengthen the home/school community, build school spirit, and raise a little extra money for the school. Every parent is a member of the PTO and your involvement is encouraged. To find out more about the Jefferson Parent Teacher Organization contact Rebecca Kikkert Rebecca.kikkert@gmail.com or Teresa Scarpa kokopellizdreamz@yahoo.com

PARENT VOLUNTEERS

Jefferson encourages parents to volunteer whether it is in the classroom, chaperoning field trips, or helping in the office or library. If you are interested in volunteering, a background check must be completed at least 2 weeks prior to volunteering. Please feel free to stop by the office for an application.

PARTY INVITATIONS

Throughout the year we know children have birthday parties or other celebrations which they want fellow classmates to attend. We ask that you do not send personal invitations for parties to be handed out at school. When children see others receiving invites and they are not included, it often leads to hurt feelings and can result in conflicts within the school.

You will receive a class list of your child's classmates from the teacher. This list includes names, addresses and phone numbers. We hope providing this type of class roster will help to alleviate the problem with personal invitations at school.

PBIS

PBIS (Positive Behavioral Interventions and Supports) is a school wide commitment to teaching students appropriate behavior, acknowledging them when they get it right, and supporting them when they don't.

The PBIS process focuses on improving a school's ability to teach and support positive behavior for all students. Common routines and uniform language with respect to appropriate school behaviors are consistent throughout. As a result, instructional time is more effectively used for teaching and the overall school environment is calm, pleasant and conducive to learning.

At Jefferson Elementary, our school wide expectations lay the foundation for student success in all school settings.

PETS ON SCHOOL PROPERTY

Non-sanctioned animals are not permitted on school property (READ dogs and service dogs are permitted). There are students, staff and parents who have allergies or a fear of animals which makes it necessary to prohibit non-sanctioned animals from coming onto school grounds, which includes the Jefferson playground area.

PERSONAL ELECTRONIC DEVICES

Understanding that technology has changed the way young adults communicate, the district recognizes that students will bring cell phones and other technologies into the school setting. The task of the school is to educate students in the appropriate uses of this technology. The responsibility of students is to use this technology in a manner that does not interfere with teaching and learning. When technological devices, such as cell phones are used during the day in the school setting, there is an understanding that this device could be used to bully other students, photograph or communicate via text messaging information concerning course work, or be a general disruption to the instructional process.

Electronics are not allowed in locker rooms or bathrooms. Possible consequences include:

- Suspension
- Police involvement
- Electronic device confiscated

Students are not allowed to use electronics in the classroom unless approved by the classroom teachers. Students may only use electronics before school, after school, and at lunch. Electronics that are being used during the classroom will be confiscated and returned at the end of the day to a parent/guardian.

Any photographs or videos taken during the school day must have prior approval from the administration or designated staff member.

(School Board Policy 5136)

PUBLIC REQUESTS, SUGGESTIONS, OR COMPLAINTS

(See Appendix – BDUSD School Board Policy 9130 Public Requests, Suggestions, or Complaints)

PUPIL SERVICES

Counseling and Consultation

Guidance counselors, school psychologists, school social workers and the school nurse are available to work with any student or parent with regard to any school adjustment difficulty experienced by students. A formal guidance program to help children learn social skills, improve problem solving and feel good about themselves is presented to all students at the elementary level. Counselors, teachers, and pupil services staff work together to provide an environment which fosters the emotional growth of students. This is accomplished through active communication, prevention strategies and intervention.

Children may be included in one of the small discussion groups the counselors or other pupil services staff facilitate. These groups will focus on such issues as friendship, self-esteem, family changes, etc. Participation is voluntary. Parents are advised to contact the school counselor if any questions arise regarding groups.

Individual counseling is offered on a limited basis. Pupil services staff does not provide in-depth therapy, but is available to see students on a short-term basis for school-related problems or issues. Parents are encouraged to contact school pupil services staff for a list of community resources that provide treatment for drug/alcohol concerns, attention deficit disorder, depression, family counseling, or other conditions for which parents may be seeking assistance.

For specific questions about any aspect of the Pupil Services Program, contact Donna Pivonka at the Educational Service Center (885-7400 ext. 1121).

READING RECOVERY

Reading Recovery is an early-intervention reading program designed to accelerate first graders to the average level of achievement of their class. Children are involved on a daily one-to-one 30 minute lesson for 16-20 weeks.

RECESS GUIDELINES

All students go outside for recess either before or after they eat lunch. If you feel that your child cannot go outside because of a medical reason, please send a note from a doctor to the classroom teacher explaining the length of time your child must stay inside. This brief time on the playground is needed by all the students as a break from their academic day.

REGISTRATION FEES

Elementary schools will be collecting the \$30 per student registration fee at the beginning of the school year. Families who are required to pay the registration fee can submit payment to the office. Checks made payable to BDUSD. Please note, "registration fee" in the memo.

SAFE ARRIVAL TO SCHOOL

There has been a growing concern for the safe arrival of children to school each morning. We expect a call from parents prior to a child's absence. In the event a parent has not called or sent a note, the school will call parents at home or work to verify the absence. Call back time will be around 9:30 a.m.

Please follow these instructions:

1. Call Jefferson Elementary School (885-7383) before 8:45 a.m. each day that your student will be absent. There is voice mail to leave a message in the event you do not reach the secretary.

or

2. Send a written note with a brother or sister to be delivered to the classroom teacher of the absent child. This note should be presented to the classroom teacher before the start of the school day.

Should you be unsuccessful in reaching us, please keep trying.

SAFETY PATROL

Adult crossing guards are stationed at the corner of South Spring St. and Davis St., Jefferson St. and Davis St., South University and East South St., and at Jefferson St. and Stone St. Students are to obey the crossing guards at all times as these are very busy and dangerous corners.

Student safety patrol members are stationed at various areas adjacent to the school where students cross the street. They are on duty to help protect the students. Please impress upon your children that patrols are there for safety and all children must obey the patrols at all times.

The girls and boys in the safety patrol program are, for the most part, ten and eleven years old and do a very fine job. Please give them all the assistance and courtesy necessary whenever possible. This would be particularly appreciated during inclement weather conditions of rain, snow and extreme cold. These times are very difficult for young people.

SAGE PROGRAM

SAGE stands for Student Achievement Guarantee in Education. It is a state funded program to help reduce class size to no more than 18:1 or 30:2 student/teacher ratio. We are fortunate at Jefferson to be considered a SAGE school. This means in grades K-3 we offer class sizes of 18 or less. With the smaller class size, teachers are able to work more intensely with students and communicate more often with parents. We're pleased to have such a great program.

SMOKING BAN

The Board of Education has adopted a Tobacco Free policy for all district property. District properties are defined as buildings, school-operated vehicles, and district grounds. We request that everyone adhere to the Tobacco Free policy and hope that you assist us in helping to administer the policy. (*See Appendix – BDUSD School Board Policy 5512 Use of Tobacco by Students*)

SPECIAL EDUCATION

The district offers a full range of exceptional educational needs programs. These include instructional programs for all areas of exceptionality and handicapping conditions: learning disabilities, speech and/or language disorders, emotional disturbance, mental retardation, early childhood, hearing and visual impairment, school age parenthood, and homebound instruction.

In the Beaver Dam Unified School District, exceptional educational programs are part of the total instructional program. Handicapped students participate to the maximum extent possible in the academic, non-academic, and extra-curricular aspects of the regular education program. A flexible program for exceptional education and frequent assessments of each child's needs, capabilities, and progress is maintained.

Parents of a child experiencing adjustment difficulties or indicating an exceptional educational need, may make a referral through the principal. The child will then be evaluated by the pupil personnel staff. Permission for individual assessment is always secured from parents before individual evaluations are conducted.

SPECIAL SERVICES

Art Program

The art program is concerned with the total growth of the child as an individual (educational, emotional, mental, physical, and aesthetic growth), as well as the expressive ability of the child as an artist. It is a vital part of the school program and is coordinated as much as possible with classroom activities and those of other special areas. Art classes are conducted once per week and are 45 minutes for grades 1-3 and 50 minutes for grades 4-5.

Partners Are Learning – Academic Support Program

Partners are Learning (PAL) is a program that matches a child who is in need of academic assistance with a trained community volunteer who will tutor and mentor the child. The volunteer and child meet twice a week at the child's school to work on teacher-directed activities. The PAL program meets from October through early May. PAL is open to second, third, fourth and fifth grade students who are referred by their teachers and permitted by their parents. There is no cost to the parent for participation. If you have any questions, please discuss it with your child's teacher, principal or call the program coordinator, Rebecca Glewen at 885-7470, Ext. 1135.

Physical Education

All students in grades K-5 have four physical education periods of 25 or 30 minutes in length per week. This is a teacher-organized period in which students participate in the President's Physical Fitness Program. Each physical education period may consist of a vigorous warm-up period, which then leads to tumbling, rhythm work, volleyball, track events, and many other types of activities. All are designed for personal skill development. In addition, a daily 15-minute recess period is given to K-3rd graders. Students **are required** to wear tennis shoes and wear shorts under skirts or dresses.

STUDENT ANTI-HARASSMENT

(See Appendix – BDUSD School Board Policy 5517 Student Anti-Harassment)

STUDENT HAZING

(See Appendix – BDUSD School Board Policy 5516 Student Hazing)

STUDENT NETWORK AND INTERNET ACCEPTABLE USE AND SAFETY

(See Appendix – BDUSD School Board Policy 7540 Computer Technology Network, and Internet Acceptable Use and Safety and 7540.03 Student Network and Internet Acceptable Use and Safety)

STUDENT NON-DISCRIMINATION POLICY

It is the policy of the Beaver Dam Unified School District that no person be denied admission to any public school in this district or be denied participation in, be denied the benefits of, or be discriminated against in any curricular, extracurricular, pupil service, recreational or other program or activity because of the person's sex, race, religion, national origin, ancestry, creed, pregnancy, marital or parental status, sexual orientation or physical, mental, emotional or learning disability as required by section 118.13 of the statutes. This policy also prohibits student discrimination under Title IX of the Education Amendments of 1972 (sex), Title VI of the Civil Rights Act of 1964 (race, color, national origin), Section 504 of the Rehabilitation Act of 1973 (handicap) and Americans with Disabilities Act of 1990 (disability).

The District encourages informal resolution of student discrimination complaints under School Board Policy 2260. A formal complaint resolution procedure is available, however, to address allegations of violations of the District's student nondiscrimination policy

STUDENT RECORDS

In compliance with Wisconsin Statutes 118.125 (2) (j), the Board of Education is required to identify parts of student records as "Directory Data". Information so designated will be released unless a parent or guardian specifically requests that all or part of it remain completely confidential and not be released for any reason.

The purpose of this law is to make it legal for the school to publish honor rolls, specific information on athletic and concert programs, school newspapers, yearbooks, news releases about honors received, and so on. It also permits the school to provide directory data information to the WIAA, colleges and universities, vocational schools, other institutions for work permit age certification, and other agencies upon request in accordance with the law.

"Directory Data" for Beaver Dam students means those pupil records which include the pupil's name, address, date of birth, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, photographs, awards received, and the name of the school most recently attended by the pupil. All other information in the student record is confidential, in accordance with Wisconsin Statutes 118.125.

Parents are requested to advise the school principal in writing by September 30, of any items of Directory Data they prefer not to be released by the district as outlined above.

STUDENT PROMOTION - FOURTH GRADE TO FIFTH GRADE

New state laws have directed Wisconsin school districts to develop policies that specifically address what criteria are used to promote students from Grade 4 to Grade 5, as well as from Grade 8 to Grade 9. The Beaver Dam Unified School District adopted a promotion and graduation policy that is now in effect.

Our school district is committed to assuring that every student has the knowledge and skills needed for academic achievement. We provide students with multiple opportunities to learn, and our promotion policy gives students different ways to demonstrate their knowledge for advancement to the next grade level. This policy also provides flexibility to students with disabilities, so they may continue to be included with their non-disabled peers. Students must meet the criteria listed below to be promoted from 4th to 5th grade.

- If a student has a score of "Basic" or above in all 5 subtests (Math, Science, Reading, Language Arts, Social Studies) and Writing score of 2.5 or above on the Wisconsin Knowledge and Concepts Exam, the student will be promoted.

OR

- If a student receives a grade at the "Developing" level or above in at least 75% of the core academic sub skills on the end of the year 4th grade report card, the students will be promoted.

- If a student does not meet either of the promotion criteria listed above, a review team will be appointed by the principal to make a promotion decision. The team will consider other academic criteria, previous records, and interventions. Remediation plans may be required for promotion, which include summer school, tutoring, etc.
- A student with a disability who completes the requirements of the Individualized Education Plan (IEP) will be promoted.
- If a decision to retain a student is made over the objections of the parent/guardian, the decision may be appealed to the superintendent.

As much as possible, our staff closely monitors the academic progress of students starting as early as kindergarten and throughout the lower grades. We do not feel that this policy will catch parents off guard, yet the policy meets the requirements of the law and helps older students become accountable for their progress in school. If you have any questions or concerns about this grade promotion policy, please call the school principal.

TECHNOLOGY PRIVACY

(See Appendix – BDUSD School Board Policy 7540.01 Technology Privacy)

TITLE 1

In accordance with federal law requirements, a child's parent/guardian may request information regarding the professional qualifications of the child's classroom teachers, including the following:

- whether the teacher has met state licensing criteria for the grade level(s) and subject area taught,
- whether the teacher is teaching under emergency or provisional status through which state licensing criteria have been waived, and
- the undergraduate degree major of the teacher, and any other graduate certification or degree held by the teacher, including the field of discipline of the certification or degree.

Information may also be requested regarding the professional qualifications of any paraprofessional providing services to children. Requests for teacher and paraprofessional qualification information should be directed to: Sandra Garbowicz, Director of Teaching and Learning, 705 McKinley St., Beaver Dam, WI 53916. The requested information will be provided in a timely manner.

TRANSPORTATION

Bus

If a school bus is required to provide adequate transportation for your child/ren, good student behavior while entering, riding, and leaving the bus is essential to provide safe transportation. Such conduct makes it possible for the driver to give full attention to the roadway and other drivers.

Please take a few minutes to review with your child the information below concerning student conduct on the bus. The primary purpose of rules and procedures on the buses are for the safety of all students. Your child's cooperation in following all rules and procedures is appreciated by the drivers.

You must make sure the school has the correct address where your child will be picked up and delivered and to what bus your student has been assigned. Students will be required to ride the one bus to which they have been assigned.

For routing questions or problems concerning buses or drivers please call Johnson Bus Company at 887-8390.

Please be aware that transportation privileges may be revoked if your child's conduct is in violation of the District Administrator's administrative guidelines or the Code of Conduct pertaining to student transportation. Please refer to the Beaver Dam Unified School District website "Board Policy" link for a complete explanation of the Board Policy on Transportation (*Board Policy 8600 – Transportation*).

WEATHER INFORMATION

Clothing

Children do spend time outdoors at noon and recess periods. During the winter season please provide your child with proper clothing to keep them warm and dry. Boots, hats, mittens, snow pants, and warm jackets during the winter months are necessary to fully enjoy the outdoors. Please plan ahead and have these items available when needed. Boots are necessary as the playground does get sloppy at certain times of the year.

Inclement Weather

When winter weather makes travel hazardous, classes at Jefferson Elementary may start late, be dismissed early, or be canceled for the day. In the event that emergency weather conditions exist, the first radio announcements will be made by 6:30 a.m. on radio stations WBEV – 1430 AM or WXRO – 95.3 FM. Stay tuned for updated information.

We also place weather related information on the district website and area television stations. Please make every attempt to get information from the radio or television instead of calling school so that our lines can be kept free for emergencies.

Before any emergency day occurs, please plan for your child's care and discuss those plans with your child. When school dismisses early, some children become quite nervous. Your guidance and forethought can lessen your child's anxiety during the confusion of an irregular schedule.

In the event of an ***emergency weather late start***, classes for all students will begin at **10:50 a.m.**

Buses will begin routes two hours later than normal. If school is dismissed in the afternoon, a time will be announced, and buses will depart as soon as students can be loaded onto them. If school is canceled for the afternoon, students will be fed lunch and will then be dismissed.

Tornado

We will not dismiss children at the end of the day if a tornado **warning** is in effect. We will, however, dismiss them if a tornado **watch** is in effect. We encourage you to discuss with your child the difference between a tornado **watch** and a tornado **warning**.

At Jefferson Elementary School, all classes take cover in the safest designated area when a warning is sounded. If you would like to pick up your child during a tornado warning, please do not call; come inside the school and pick up your child.

APPENDIX

BOARD OF EDUCATION POLICIES

BOARD OF EDUCATION POLICIES

POLICY

NUMBER

POLICY TITLE

2260	Nondiscrimination and Access to Equal Educational Opportunity
2261	Title I Services
5136	Personal Communication Devices
5200	Attendance
5500	Student Code of Classroom Conduct
5511	Dress and Grooming
5512	Use of Tobacco by Students
5513	Care of District Property
5516	Student Hazing
5517	Student Anti-Harassment
5517.01	Bullying and Other Forms of Aggressive Behavior
5771	Search and Seizure
7540	Computer Technology Network, and Internet Acceptable Use and Safety
7540.01	Technology Privacy
7540.03	Student Network and Internet Acceptable Use and Safety
9130	Public Requests, Suggestions, or Complaints

2260 - NONDISCRIMINATION AND ACCESS TO EQUAL EDUCATIONAL OPPORTUNITY

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

The Board of Education does not discriminate on the basis of race, color, religion, national origin, ancestry, creed, pregnancy, marital status, parental status, sexual orientation, sex, (including transgender status, change of sex or gender identity), or physical, mental, emotional, or learning disability ("Protected Classes") in any of its student program and activities.

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

In order to achieve the aforesaid goal, the District Administrator shall:

A. Curriculum Content

review current and proposed courses of study and textbooks to detect any bias based upon the Protected Classes ascertaining whether or not supplemental materials, singly or taken as a whole, fairly depict the contribution of both sexes various races, ethnic groups, etc. toward the development of human society.

provide that necessary programs are available for students with limited use of the English language.

B. Staff Training

develop an ongoing program of staff training and in-service training for school personnel designed to identify and solve problems of bias based upon the Protected Classes in all aspects of the program.

C. Student Access

1. review current and proposed programs, activities, facilities, and practices to ensure that all students have equal access thereto and are not segregated on the basis the Protected Classes in any duty, work, play, classroom, or school practice, except as may be permitted under State regulations; 2. verify that facilities are made available in a non-discriminatory fashion, in accordance with Board Policy 7510 - Use of District Facilities, for non-curricular student activities that are initiated by parents or other members of the community, including but not limited to any group officially affiliated with the Boy Scouts of America or any other youth group listed in Title 36 of the United States Code as a patriotic society;

D. District Support

require that like aspects of the District program receive like support as to staff size and compensation, purchase and maintenance of facilities and equipment, access to such facilities and equipment, and related matters.

E. Student Evaluation

verify that tests, procedures, or guidance and counseling materials, which is/are designed to evaluate student progress, rate aptitudes, analyze personality, or in any manner establish or tend to establish a category by which a student may be judged, are not differentiated or stereotyped on the basis of the Protected Classes

The District Administrator shall appoint and publicize the name of the compliance officer(s) who is/are responsible for coordinating the District's efforts to comply with the applicable Federal and State laws and regulations, including the District's duty to address in a prompt and equitable manner any inquiries or complaints regarding discrimination or equal access. The Compliance Officer(s) also verify that proper notice of nondiscrimination for Title II of the Americans with Disabilities Act (as amended), Title VI, and VII of the Civil Rights Act of 1964, Title IX of the Education Amendment Act of 1972, and Section 504 of the Rehabilitation Act of 1973 (as amended), is provided to students, their parents, staff members, and the general public.

The District Administrator shall attempt annually to identify children with disabilities, ages 3-21, who reside in the District but do not receive public education. In addition, s/he shall establish procedures to identify students who are

Limited English Proficient, including immigrant children and youth, and to assess their ability to participate in District programs, and develop and administer a program that meets the English language and academic needs of these students. This program shall include procedures for student placement, services, evaluation, and exit guidelines and shall be designed to provide students with effective instruction that leads to academic achievement and timely acquisition of proficiency in English. As a part of this program, the District will evaluate the progress of students in achieving English language proficiency in the areas of listening, speaking, reading and writing, on an annual basis (see AG 2260F).

Reporting Procedures Students, parents and all other members of the School District community are encouraged to promptly report suspected violations of this policy to a teacher or administrator. Any teacher or administrator 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 denied equal access to District educational opportunities, in a manner inconsistent with this policy may initiate a complaint and the investigation process that is set forth below. Initiating a complaint will not adversely affect the complaining individual's participation in educational or extra-curricular programs unless the complaining individual makes the complaint maliciously or with knowledge that it is false.

District Compliance Officers

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

Mark DiStefano OR
Director of Human Resources
(920)885-7300
705 McKinley Street
Beaver Dam, WI 53916
distefanom@bsusd.org

Anne-Marie Woznicki
Director of Business Services
(920)885-7300
705 McKinley Street
Beaver Dam, WI 53916
woznickia@bdusd.org

The names, titles, and contact information of these individuals will be published annually in the staff handbooks and/or on the School District's web site.

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

Investigation and Complaint Procedure

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

All complaints must include the following information to the extent it is available: a description of the alleged violation, the identity of the individual(s) believed to have engaged in, or to be actively engaging in, conduct in violation of this policy, if any; a detailed description of the facts upon which the complaint is based; and a list of potential witnesses.

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

Upon receiving a complaint, the CO will consider whether any action should be taken during the investigatory phase to protect the Complainant from further loss of educational opportunity, including but not limited to a change of class schedule for the complainant, tentative enrollment in a program, or other appropriate action. In making such a determination, the CO should consult the Principal and/or District Administrator prior to any action being taken. The Complainant should be notified of any proposed action prior to such action being taken.

As soon as appropriate in the investigation process, the CO will inform any individual named by the Complainant in

connection with an alleged violation of this policy, that a complaint has been received. The person(s) must also be provided an opportunity to respond to the complaint.

Within five (5) business days of receiving the complaint, the CO will initiate an investigation.

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

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

At the conclusion of the investigation, the CO shall prepare and deliver a written report to the District Administrator which summarizes the evidence gathered during the investigation and provides recommendations based on the evidence and the definitions in this Policy, as well as in State and Federal law as to whether the complainant has been denied access to educational opportunities on the basis of one of the protected classifications, based on a preponderance of evidence standard. The CO's recommendations must be based upon the totality of the circumstances, including the ages and maturity levels of those involved. The CO may consult with the Board Attorney before finalizing the report to the District Administrator.

Absent extenuating circumstances, within ten (10) business days of receiving the report of the CO, the District Administrator must either issue a final decision regarding or request the complaint further investigation. A copy of the District Administrator's final decision will be delivered to the complainant.

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

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

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

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

Confidentiality The District will make reasonable efforts to protect the privacy of any individuals involved in the investigation process. Confidentiality cannot be guaranteed however. All complainants proceeding through the investigation process should be advised that as a result of the investigation, allegations against individuals may become known to those individuals, including the complainant's identity.

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

course of the investigation.

All public records created as a part of an investigation will be maintained by the CO 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.

118.13 Wis. Stats.

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

Fourteenth Amendment, U.S. Constitution

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

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

20 U.S.C. Section 7905, Boy Scouts of America Equal Access Act 29

U.S.C. Section 794, Rehabilitation Act of 1973, as amended 42

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

U.S.C. Section 2000ff et seq., The Genetic Information Nondiscrimination Act 42

U.S.C. 6101 et seq., Age Discrimination Act of 1975 42

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

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

Revised 6/10/13 Revised 2/9/15 © Neola 2014

2261 - TITLE I SERVICES

The Board of Education elects to augment the educational program of educationally disadvantaged students by the use of Federal funds and in accordance with Title I of the Amendments to the Elementary and Secondary School Improvement Act of 1965.

The District Administrator shall prepare and present to the Department of Public Instruction a plan for the delivery of services which meets the requirements of the law, including those described below. The plan shall be developed by appropriate staff members and parents of students who will be served by the plan.

A. Assessment

The District shall annually assess the educational needs of eligible children, as determined by Federal and State criteria. Such assessment shall include performance measures mandated by the Department of Public Instruction as well as those determined by the District professional staff that will assist in the diagnosis, teaching, and learning of the participating students.

B. Scope

Each school shall determine whether the funds will be used to upgrade the educational program of an entire school and/or to establish or improve programs that provide services only for eligible students in greatest need of assistance. The program, for an entire school and/or a Targeted Assistance School shall include the components required by law as well as those agreed upon by participating staff and parents.

C. Participation

The Title I program shall be developed and evaluated in consultation with parents and professional staff members involved in its implementation. Appropriate training will be provided to staff members who provide Title I services. Parent participation shall be in accord with Board Policy 2261.01 and shall meet the requirements of Section 1118 of the Act.

D. Comparability of Services

Title I funds will be used only to augment, not to replace, State and local funds. The District Administrator shall use State and local funds to provide educational services in schools receiving Title I assistance that, taken as a whole, are at least comparable to services being provided in schools that are not receiving Title I assistance.

The determination of the comparability of services may exclude, in accordance with Federal regulations, State and local funds spent on compensatory education programs, bilingual education programs, and programs for educationally-disabled students. The determination of comparability will not take into account unpredictable changes in student enrollments or personnel assignments.

In order to achieve comparability of services, the District Administrator shall assign teachers, administrators, and auxiliary personnel and provide curriculum materials and instructional supplies in such a manner as to ensure equivalence throughout the District.

E. Professional Development

The District Administrator shall develop administrative guidelines whereby members of the professional staff participate in the design and implementation of staff development activities that meet the requirements of Section 1119 of the Act and: 1. involve parents in the training, when appropriate; 2. combine and consolidate other available Federal and District funds; 3. foster cooperative training with institutions of higher learning and other educational organizations including other

school districts; 4. allocate part of the staff development to the following types of strategies:

a. performance-based student assessment b. use of technology c. working effectively with parents d. early childhood education e. meeting children's special needs f. fostering gender-equitable education 5. provide opportunities for paraprofessionals to work toward certification as professional educators.

F. Simultaneous Services

In accordance with law, a school offering Title I services may also serve other students with similar needs.

20 U.S.C. 2701 et seq., Elementary and Secondary Education Act of 1965

34 C.F.R. Part 200, et seq.

Revised 10/26/15 © Neola 2015

5136 - PERSONAL COMMUNICATION DEVICES

Students may use personal communication devices (PCDs) before and after school, during their lunch break, in between classes as long as they do not create a distraction, disruption or otherwise interfere with the educational environment, during after school activities (e.g., extra-curricular activities) and/or at school-related functions. Use of PCDs, except those approved by a teacher or administrator, at any other time is prohibited and they must be powered completely off (i.e., not just placed into vibrate or silent mode) and stored out of sight.

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.

For purposes of this policy, "personal communication device" includes computers, tablets (e.g., iPads and similar devices), electronic readers ("e-readers"; e.g., Kindles and similar devices), cell phones (e.g., mobile/cellular telephones, smartphones (e.g., BlackBerry, iPhone, Android devices, Windows Mobile devices, etc.)), telephone paging devices (e.g., beepers or pagers), and/or other web-enabled devices of any type. Students may not use PCDs on school property or at a school-sponsored activity to access and/or view Internet web sites that are otherwise blocked to students at school. Students may use PCDs while riding to and from school on a school bus or other Board-provided vehicles or on a school bus or Board-provided vehicle during school-sponsored activities, at

the discretion of the bus driver, classroom teacher and/or sponsor/advisor/coach. Distracting behavior that creates an unsafe environment will not be tolerated.

Also, during after school activities, PCDs shall be powered completely off (not just placed into vibrate or silent mode) and stored out of sight when directed by the administrator or sponsor.

Under certain circumstances, a student may keep his/her PCD "On" with prior approval from the building principal.

Except as authorized by a teacher, administrator or IEP team, students are prohibited from using PCDs during the school day, including while off-campus on a field trip, to capture, record and/or transmit the words or sounds (i.e., audio) and/or images (i.e., pictures/video) of any student, staff member or other person. Using a PCD to capture, record and/or transmit audio and/or pictures/video of an individual without proper consent is considered an invasion of privacy and is not permitted.

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

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

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

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

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

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

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

building principal.

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

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

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

Revised 6/10/13 © Neola 2012

5200 – ATTENDANCE

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

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

Written Excuse Required The District Administrator shall require, from the parent or guardian of each student or from an adult student, who has been absent for any reason a written, signed, dated statement 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 single absence.

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

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

Excused Absences

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

A. Physical or Mental Condition

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

B. Obtaining Religious Instruction

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

C. Permission of Parent 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 per school year under this paragraph and must complete any course work missed during the absence. Examples of reasons for being absent that should be counted under this paragraph include, but are not limited to, the following: 1. professional and other necessary appointments (e.g., medical, dental, and legal) that cannot be scheduled outside of the school day 2. to attend the funeral of a relative 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 secured child caring 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

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

B. Illness of an Immediate Family Member

The illness of an immediate family member.

C. Emergency

An emergency that requires the student to be absent because of familial responsibilities or other appropriate reasons.

D. Work at Home Due to Absence of Parents

To work at home due to the absence of the student's parents.

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

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

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

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

A student will be considered truant if s/he is absent part or all of one (1) or more days from school during which the School Attendance Officer, principal, or a teacher has not been notified of the legal cause of such absence by the parent 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. Stats., will also be considered truant.

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

Notice of Truancy The School Attendance Officer shall notify a truant student's parent 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.

Notice of Habitual Truancy

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

- A. a statement of the parent's or guardian's responsibility under State law to cause the student to attend school regularly
- B. 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
- C. a request that the parent or guardian meet with the appropriate school personnel to discuss the student's
- D. 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 truancy
- E. a statement of the penalties, under State law or local ordinances that may be imposed on the parent or guardian if s/he fails to cause the child to attend school regularly as required by State law

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

Referral to the District Attorney

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

- A. met with the student's parent 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 curriculum modifications under State law
- C. evaluated the student to determine whether learning problems may be a cause of the student's truancy and, if so, have taken steps to overcome the learning problems, except that the student need not be evaluated if tests administered to the student within the previous year indicate that the student is performing at his/her grade level
- D. conducted an evaluation to determine whether social problems may be a cause of the student's truancy and, if so, have taken appropriate action or made appropriate referrals

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

Make-up Course Work and Examinations

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 course work and examinations must be made-up. Teachers shall have the discretion to assign substitute course work and examinations. Teachers shall also have the discretion to specify where and when examinations and course work shall be completed, including outside regular school hours. The time for completing the work shall be commensurate with the length of the absence, unless extended by the principal based upon extenuating circumstances.

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 is at risk of receiving no credit in a course or subject if the work is not made up.

Subject to the immediately preceding two (2) paragraphs, credit may, but is not required to 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 and the respective teachers.

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

District Administrator Guidelines The District Administrator 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, s/he should be disciplined appropriately for the misconduct, but his/her grades should be based upon what the student can demonstrate s/he 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, 118.15, 118.125(2), 118.153, 118.16, 118.162, Wis. Stats.

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5500 - STUDENT CODE OF CLASSROOM 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 this District.

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

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

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

118.13, Wis. Stats.

118.164, Wis. Stats.

120.13, Wis. Stats.

Wis. Admin. Code P.I. 9.03

Wis. Admin. Code P.I. 41

Fourteenth Amendment, U.S. Constitution

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

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

29 U.S.C. Section 794,

Rehabilitation Act of 1973

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

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

Vocational Education Program Guidelines for Eliminating Discrimination and Denial of Services, Department of

5511 - DRESS AND GROOMING

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

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

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

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

In order to represent the school before the public in a situation where appearance can detract from the group or the occasion, the student must meet the demands of the situation.

The District Administrator shall develop administrative guidelines to implement this policy which:

- A. provide an appeal procedure to review decisions of the building principal in situations involving expressive conduct which the student believes is legally protected;
- B. instruct staff members to demonstrate, by example and precept, personal neatness, cleanliness, propriety, modesty, and good sense in attire and appearance;
- C. ensure that all administrative guidelines impose only minimum and necessary restrictions on the exercise of the student's taste and individuality.

Students who violate the foregoing rules will not be admitted to class and may be suspended from school.

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

120.13(1), Wis. Stats.

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5512 - USE OF TOBACCO BY STUDENTS

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

For purposes of this policy, "use of tobacco" means to chew or maintain any substance containing tobacco, including smokeless tobacco, in the mouth to derive the effects of tobacco, as well as all uses of tobacco, including cigars, cigarettes, pipe tobacco, chewing tobacco, snuff, any other matter or substances that contain tobacco, in addition to

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

120.12(20), Wis. Stats

254.92, Wis. Stats.

20 U.S.C. 6081 et seq.

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

20 U.S.C. 7182

20 U.S.C. 7114

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5513 - CARE OF DISTRICT PROPERTY

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

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

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

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

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

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

The District Administrator shall develop administrative guidelines to implement this policy.

120.13, Wis. Stats.

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5516 - STUDENT HAZING

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

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

lessen the prohibitions contained in this policy.

Administrators, faculty members, and other employees of the District shall be alert to possible situations, circumstances, or events which might include hazing. If hazing or planned hazing is discovered, the students involved shall be informed by the discoverer of the prohibitions contained in this policy and shall be ordered to end all hazing activities or planned activities immediately. All hazing incidents shall be reported immediately to the District Administrator. 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 not be limited to, suspension and/or expulsion. Disciplinary action for staff members may be subject to any applicable terms of a collective bargaining agreement.

The District Administrator 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 in-service programs.

118.13 Wis. Stats.

120.13 Wis. Stats

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

Fourteenth Amendment, U.S. Constitution

20 U.S.C. 1415

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

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

29 U.S.C. 794, Rehabilitation Act of 1973 42 U.S.C. 1983

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

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

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

34 C.F.R. Sec. 300.600-300.662 Vocational Education Program Guidelines for Eliminating Discrimination and Denial of Services, Department of Education, Office of Civil Rights, 1979

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5517 - STUDENT ANTI-HARASSMENT

Prohibited Harassment

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

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

The Board will vigorously enforce its prohibition against 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 School District community as well as third parties, who feel aggrieved to seek assistance to rectify such problems. Additionally, the Board prohibits harassing behavior directed

at students for any reason, even if not based on one of the Protected Characteristics, through its policies on bullying (See Policy 5517.01 – Bullying).

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

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

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

Other Violations of the Anti-Harassment Policy The Board will also take immediate steps to impose disciplinary action on individuals engaging in any of the following prohibited acts:

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

Definitions

Bullying

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

Harassment

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

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

Sexual Harassment

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

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

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

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

- A. unwelcome verbal harassment or abuse;
- B. unwelcome pressure
- C. unwelcome, sexually motivated or inappropriate patting, pinching, or physical contact, other than necessary restraint of students by teachers, administrators, or other school personnel to avoid physical harm to persons or property for sexual activity;
- D. unwelcome sexual behavior or words including demands for sexual favors, accompanied by implied or overt threats concerning an individual's educational status;
- E. unwelcome sexual behavior or words, including demands for sexual favors, accompanied by implied or overt promises of preferential treatment with regard to an individual's educational status;
- F. unwelcome behavior or words directed at an individual because of gender; Examples are: 1. repeatedly asking a person for dates or sexual behavior after the person has indicated no interest; 2. rating a person's sexuality or attractiveness; 3. staring or leering at various parts of another person's body; 4. spreading rumors about a person's sexuality; 5. letters, notes, telephones calls, or materials of a sexual nature; 6. displaying pictures, calendars, cartoons, or other materials with sexual content.
- G. inappropriate boundary invasions by a District employee or other adult member of the District community into a student's personal space and personal life.
- H. remarks speculating about a person's sexual activities or sexual history, or remarks about one's own sexual activities or sexual history; and I. verbal, nonverbal or physical aggression, intimidation, or hostility based on sex or sex-stereotyping that does not involve conduct of a sexual nature.

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

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

Race/Color Harassment

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

Religious (Creed) Harassment

Prohibited religious harassment occurs when unwelcome physical, verbal, or nonverbal conduct is based upon an

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

National Origin Harassment

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

Disability Harassment

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

Reporting Procedures

Students and all other members of the School District community, as well as third parties, are encouraged to promptly report incidents of harassing conduct to a teacher, administrator, supervisor, or District employee or official so that the Board may address the conduct before it becomes severe, pervasive, or persistent. Any teacher, administrator, supervisor, or other District employee or official who receives such a complaint shall file it with the

District's Anti-Harassment Compliance Officer at his/her first opportunity.

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

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

Reporting procedures are as follows:

- A. Any student who believes s/he has been the victim of harassment prohibited under this policy will be encouraged to report the alleged harassment to any District employee, such as a teacher, administrator or other employee.
- B. Any parent of a student who believes the student has been the victim of harassment prohibited under this policy is encouraged to report the alleged harassment to the student's teacher, building administrator or District Administrator.
- C. Teachers, administrators, and other school officials who have knowledge or received notice that a student has or may have been the victim of harassment prohibited under this policy shall immediately report the alleged harassment to the Compliance Officer.

D. Any other person with knowledge or belief that a student has or may have been the victim of harassment prohibited by this policy shall be encouraged to immediately report the alleged acts to any District employee, such as a teacher, administrator or other employee.

E. The reporting party or complainant shall be encouraged to use a report form available from the principal of each building or available from the District office, but oral reports shall be considered complaints as well. Use of formal reporting forms shall not be mandated. However, all oral complaints shall be reduced to writing.

F. To provide individuals with options for reporting harassment to an individual of the gender with which they feel most comfortable, each school's building principal shall be advised to designate both a male and a female 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 Officers

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

Mark DiStefano	OR	Anne-Marie Woznicki
Director of Human Resources		Director of Business Services
(920)885-7300		(920)885-7300
705 McKinley Street		705 McKinley Street
Beaver Dam, WI 53916		Beaver Dam, WI 53916
distefanom@bsusd.org		woznickia@bdusd.org

The names, titles, and contact information of these individuals will be published annually in the staff handbooks and/or on the School District's web site.

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

Any Board employee who directly observes harassment of a student is obligated, in accordance with this policy, to report such observations to one of the COs within two (2) business days. Thereafter, the CO or 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 s/he/them of the Board's intent to investigate the alleged misconduct, including the obligation of the compliance officer to conduct an investigation following all the procedures outlined in the complaint procedures.

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

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

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

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

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

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

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

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

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

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

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

Although certain cases may require additional time, the Compliance Officer will attempt to complete an investigation into the allegations of harassment within fifteen (15) calendar days of receiving the formal complaint. The investigation will include: A. interviews with the complainant; B. interviews with the respondent; C. interviews with any other witnesses who may reasonably be expected to have any information relevant to the allegations; D. consideration of any documentation or other evidence presented by the complainant, respondent, or any other

witness which is reasonably believed to be relevant to the allegations.

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

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

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

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

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

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

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

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

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

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

Sanctions and Monitoring The Board shall vigorously enforce its prohibitions against harassment by taking appropriate action reasonably calculated to stop the harassment and prevent further such harassment. While

observing the principles of due process, a violation of this policy may result in disciplinary action up to and including the discharge of an employee or the suspension/expulsion of a student. All disciplinary action will be taken in accordance with applicable law. When imposing discipline, the District Administrator shall consider the totality of the circumstances involved in the matter, including the ages and maturity levels of those involved. In those cases where harassment is not substantiated, the Board may consider whether the alleged conduct nevertheless warrants discipline in accordance with other Board policies.

Where the Board becomes aware that a prior remedial action has been taken against a member of the School District community, all subsequent sanctions imposed by the Board and/or District Administrator 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 School District community who retaliates against any person who reports an incident of harassment prohibited by this policy or participates in a proceeding, investigation, or hearing relating to such harassment. Retaliation includes, but is not limited to, any form of intimidation, reprisal, or harassment.

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

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

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

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

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

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

Revised 2/10/14

5517.01 - BULLYING

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

Definitions

"Bullying" Bullying is deliberate or intentional behavior using word or actions, intended to cause fear, intimidation, or harm. Bullying may be a repeated behavior and involves an imbalance of power. Furthermore, it may be serious enough to negatively impact a student's educational, physical, or emotional well-being. The behavior may be motivated by an actual or perceived distinguishing characteristic, such as, but not limited to: age; national origin; race; ethnicity; religion; gender; gender identity; sexual orientation; physical attributes; physical or mental ability or disability; and social, economic, or family status; however this type of prohibited bullying behavior need not be based on any of those particular or other particular characteristics. It includes, but is not necessarily limited to such behaviors as stalking, cyberbullying, intimidating, menacing, coercing, name-calling, taunting, making threats, and hazing.

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

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

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

Cyberbullying includes, but is not limited to the following:

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

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

"Staff" includes all school employees and Board members.

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

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

Complaint Procedures

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

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

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

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

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

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

If the investigation finds that bullying has occurred, it will result in prompt and appropriate remedial and/or disciplinary action. This may include student discipline, including, but not limited to reprimand, suspension, or

possible expulsion. Further, the result of an investigation that finds that bullying has occurred may result in discharge for employees, exclusion for parents, guests, volunteers, and contractors, and removal from any official position and/or a request to resign for Board members. Individuals may also be referred to law enforcement officials.

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

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

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

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

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

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

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

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

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

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

Education and Training In support of this policy, the Board promotes preventative educational measures to create greater awareness of bullying behavior. The District Administrator shall provide appropriate training to all members of the School District community related to the implementation of this policy and its accompanying administrative guidelines. All training regarding the Board's policy and administrative guidelines on bullying will be age and content appropriate.

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5771 - SEARCH AND SEIZURE

Pursuant to Board of Education Policy 5771, the following guidelines shall be used when school administrators have reason to suspect that an illegal or dangerous substance or object or stolen property may be in the possession of a student:

- A. All requests or suggestions for the search of a student or his/her possessions shall be directed to the principal or the person in charge of the students while out of the District.
- B. Wherever possible, before conducting the search, the building administrator shall notify the student, request his/her consent to the inspection if other than his/her locker, and inform the student that s/he may withhold consent. Such consent, if offered, shall be given voluntarily and with the knowledge that it could have been withheld. The principal shall conduct the search, however, with or without the consent.
- C. Wherever possible, an adult third party shall be present at any search of a student or his/her possessions.
- D. The principal may conduct a student search upon reasonable suspicion to suspect the presence of an illegal or dangerous substance or object, or anything contraband under school rules.
- E. The principal shall be responsible for the custody, control, and disposition of any illegal or dangerous substance or object taken from a student, whether during a student search or otherwise.
- F. Wherever possible, the student shall be present at any search of his/her possessions.
- G. The principal shall be responsible for the prompt recording of each student search. The record shall be in writing and shall include the reasons for the search, the persons present, the objects found, and the disposition made of them, and shall be kept in a secure location in his/her office.
- H. Whenever the search is prompted by the reasonable suspicion that possession of a substance or object immediately threatens the safety and health of the student or others, the principal shall act with as much speed and dispatch as is required to protect persons and property in the school while keeping clearly in mind the student's rights and the potential consequences of inappropriate or hasty action.

Reasonable Suspicion As used in this section, "reasonable suspicion for a search" means grounds sufficient to cause an adult of normal intellect to believe that the search of a particular person, place, or thing will lead to the discovery of evidence that the student:

- A. has violated or is violating a rule or behavioral norm contained in the student handbook;
- B. has violated or is violating a particular law;
- C. possesses an item or substance which presents an immediate danger of physical harm or illness to students and staff or District property.

Lockers and Other Storage Areas Provided for Student Use

- A. All lockers and other storage areas provided for student use remain the property of the District. These lockers and storage areas are subject to inspection, access for maintenance, and search pursuant to these guidelines. A student using the locker or storage area has, by statute, no expectation of privacy in that locker or storage area or the contents contained therein (Form 5771 F1 may be used). Search of a student's belongings in the locker or storage area, such as a backpack or purse, may be conducted if there is reasonable suspicion. No student shall lock or otherwise impede access to any locker or storage area except with a lock provided by or approved by the principal. Unapproved locks will be removed and destroyed.
- B. The principal may search student lockers and storage areas and the contents contained therein at any time.
- C. The principal may, at any time, request assistance of a city or county law enforcement agency having jurisdiction over the facilities of the District. The law enforcement officer must have probable cause, however, to conduct a search of the lockers and storage areas and the contents contained therein.

Desks and Other Storage Areas A desk or any other storage area in the school provided for student may be searched when the principal has reasonable suspicion for a search. . Personal items in the desk or other storage

areas, such as a backpack or purse, may only be searched if there is reasonable suspicion.

Vehicles A. Any vehicle brought on District premises by a student may be searched when the principal has reasonable suspicion to justify the search. B. One of the conditions for granting permission for a student to bring a student-operated vehicle onto school premises is written consent by the student driver, the owner of the vehicle, and the parent of the student to allow search of that vehicle. Refusal by any of the parties to provide or allow access to a vehicle at the time of a search request shall be cause for terminating the privilege without further hearing. C. Searches of vehicles of staff members or visitors shall be conducted by law enforcement personnel.

Student A. The personal search of a student may be conducted by the principal when s/he has reasonable suspicion for a search of that student. Authorized searches of the student's person must be limited in scope based on the basis of the information that provides reasonable suspicion to justify the search in the first instance. Where possible, school officials should request the assistance of law enforcement personnel to conduct a search under the school official's direction. B. Strip searches are not to be conducted by any official, employee, or agent of the District.

Use of Breath - Test Instruments The principal may arrange for a breath test for blood-alcohol to be conducted on a student whenever s/he has individualized reasonable suspicion to believe the student has consumed an alcoholic beverage.

The principal shall first attempt to contact the appropriate law enforcement agency and arrange for it to conduct the test. If that is not possible, the following procedure should be followed.

A. Take the student(s) to a private administrative or instructional area on school property and have at least one other member of the teaching or administrative staff present as a witness to the test.

B. The purpose of the test is to determine whether or not the student has consumed an alcoholic beverage. The amount of consumption is not relevant, except where the student may need medical attention.

C. The person who administers the test must be properly trained in the use of the instrument and must determine if the instrument is in proper calibration and working order.

D. If the instrument provides only a visual indication of the result, make sure the result is confirmed by all the witnesses present and by the student. Make a written record of the instrument's serial number or identifier; the test result; the date, time, place of the test; the students' names; and the names of the witnesses.

E. If the instrument provides printed evidence, attach the print-out to the written record.

F. If the result indicates a violation of school rules as described in the student handbook, follow the disciplinary procedure described in the handbook.

G. If the student refuses to take the test, inform him/her that refusal to participate implies admission of guilt leading to disciplinary action. Allow the student a second opportunity to be tested, and if s/he refuses again, ask the student to sign a refusal statement. Regardless of whether or not s/he signs, prepare a written report of the incident.

H. If a staff member accompanying students on a school-related activity off school grounds has individualized reasonable suspicion to believe that a student has consumed an alcoholic beverage and no test instrument is available, s/he should make a written record of all facts upon which an opinion that the student has consumed an alcoholic beverage is based. Since the staff member is responsible, for the welfare of a student who may be intoxicated, s/he should supervise the student until s/he is returned to the custody of his/her parents or a law enforcement official.

Use of Dogs The Board has authorized 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 must be authorized, in advance, by the Principal or be pursuant to a court order or warrant.

B. The dog must be handled by a law enforcement officer or a contracted person 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.

D. The dog will be allowed to examine a student's possessions, including vehicles, but any search of a student's person will be based upon individualized reasonable suspicion.

E. The dog may be allowed to examine school property such as lockers as permitted by the building principal. Any limitation as to areas of school property to be examined by the dog shall be established by the Principal at the time the use of dogs is authorized.

Method of Search The scope of any search should be limited by the reasonable suspicion that motivated the search. If an item is found that leads to reasonable suspicion that additional, correlated items may also exist, the search may be extended. If the initial search produces no evidence of contraband, there should be no extension of the search based on simple curiosity.

Items Found Anything found in the course of a search which is evidence of a student violation of school rules or Federal/State laws may be seized and admitted as evidence in any suspension or expulsion proceeding if it is tagged for identification at the time it is seized and kept in a secure place by the principal until it is presented at the hearing. It may also be turned over to any law enforcement officer after proper notation and receipt.

Revised 5/12/14 © Neola 2013

7540 - COMPUTER TECHNOLOGY NETWORK, AND INTERNET ACCEPTABLE USE AND SAFETY

The Board of Education is committed to the effective use of technology to both enhance the quality of student learning and the efficiency of District operations. However, the use of the District's network and technology resources by students is a privilege not a right.

Further, safeguards shall be established so that the Board's investment in both hardware and software achieves the benefits of technology and inhibits negative side effects. Accordingly, students shall be educated about appropriate online behavior including, but not limited to, using social media to interact with others online; interacting with other individuals in chat rooms or on blogs; and, recognizing what constitutes cyberbullying, understanding cyberbullying is a violation of District policy, and learning appropriate responses if they are victims of cyberbullying.

Social media shall be defined as internet-based applications (such as Facebook, MySpace, Twitter, etc.) that turn communication into interactive dialogue between users. The Board authorizes the instructional staff to access social media from the District's network, provided such access has an educational purpose for which the instructional staff member has the prior approval of the principal.

However, personal access and use of social media, blogs, or chat rooms from the District's network is expressly prohibited and shall subject students and staff members to discipline in accordance with Board policy.

The Board authorizes the access and use of social media from the District's network to increase awareness of District programs and activities, as well as to promote achievements of staff and students, provided such access and use is approved in advance by the District Administrator. © Neola 2010

7540.01 - TECHNOLOGY PRIVACY

The Board of Education recognizes its staff members' right to privacy in their personal lives. This policy serves to inform staff members of the Board's position with respect to staff-member privacy in the educational and workplace setting and to protect the Board's interests.

All computers, telephone systems, electronic mail systems, and voice mail systems are the Board's property and are to be used primarily for business purposes. The Board retains the right to access and review all electronic and voice

mail, computer files, data bases, and any other electronic transmissions contained in or used in conjunction with the Board's computer system, telephone system, electronic mail system, and voice mail system. Staff members should have no expectation that any information contained on such systems is confidential or private.

Review of such information may be done by the District with or without notice or the staff member's knowledge. The use of passwords does not guarantee confidentiality, and the Board retains the right to access information in spite of a password. All passwords or security codes must be registered with the Board. A staff member's refusal to permit such access may be grounds for discipline up to and including discharge.

Privacy in communication over the Internet and the Network is not guaranteed. To ensure compliance with the guidelines, the Board reserves the right to monitor, review, and inspect any directories, files, and/or messages residing on or sent using the Board's computers/network. Messages relating to or in support of illegal activities will be reported to the appropriate authorities.

The Board has software and systems in place that monitor and record all Internet, World Wide Web, and computer usage. The Board wants users to be aware that security systems are capable of recording, for each and every user, each World Wide Web site visit, the amount of time spent actively using the World Wide Web, each chat, news group access, e-mail message, and every file transfer into and out of our internal networks to the Internet. No District student or employee should have any expectation of privacy as to his/her Internet or World Wide Web usage, or the privacy of any electronic mail message, file, download, note, or other data stored on or transmitted or received through any Board computing facility. The Board reserves the right to review computing activity and analyze usage patterns, and may choose to publicize this data to assure that the Board's computing resources are devoted to maintaining the highest standards of educational benefit and employee productivity. Messages relating to or in support of illegal activities will be reported to the appropriate authorities. The use of passwords does not guarantee confidentiality, and the Board retains the right to access information in spite of a password.

Computers, electronic mail, and voice mail are to be used for business and educational purposes. Personal messages via Board-owned technology should be limited in accordance with the District Administrator's guidelines. Staff members are encouraged to keep their personal records and personal business at home.

Because the Board's computer and voice mail systems are to be used primarily for business and educational purposes, staff members are prohibited from sending offensive, discriminatory, or harassing computer, electronic, or voice mail messages.

The Board is interested in its resources being properly used. Review of computer files, electronic mail, and voice mail will only be done in the ordinary course of business and will be motivated by a legitimate business reason. If a staff member's personal information is discovered, the contents of such discovery will not be reviewed by the Board, except to the extent necessary to determine if the Board's interests have been compromised. Any information discovered will be limited to those who have a specific need to know that information.

The administrators and supervisory staff members authorized by the District Administrator have the authority to search and access information electronically.

All computers and any information or software contained therein are property of the Board. Staff members shall not copy, delete, or remove any information or data contained on the Board's computers/servers without the express permission of the District Administrator or communicate any such information to unauthorized individuals. In addition, staff members may not copy software on any Board computer and may not bring software from outside sources for use on Board equipment without the prior approval of the Technology Department. Such pre-approval will include a review of any copyright infringements or virus problems associated with such outside software.

In accordance with State law, any staff member who sends an electronic message with the intent to frighten, intimidate, threaten, or harass another person or sends a message containing lewd, obscene, or profane language will be subject to appropriate discipline by the District and may be found guilty of a Class D misdemeanor.

No staff member will be required to provide District administration with access to personal internet accounts, such as

social media accounts, that are password protected. This does not preclude administration from reviewing the contents of such accounts that are not restricted and are thus in the public domain, or from receiving information from those granted access to private information, provided that the District administration does not solicit the receipt of such information. Additionally, if private accounts are accessed from the District's computers, network and Internet services ("Network"), the staff member should have no expectation of privacy in the content of any files or records of their online activity while on the Network as prescribed in Policy 7540.04 – Staff Network and Internet Acceptable Use and Safety.

947.0125, 995.55 Wis. Stats.

Revised 2/9/15 © Neola 2014

7540.03 - STUDENT NETWORK AND INTERNET ACCEPTABLE USE AND SAFETY

The District makes access to interconnected computer systems within the District as well as the Internet available to students to provide various means of accessing educational materials and opportunities.

The District's Internet system has a limited educational purpose and is not intended to serve as a public access service or a public forum. The Board of Education has the right to place restrictions on its use to assure that use of the District's computer system is in accord with its limited educational purpose. Student use of the District's computers, network and Internet services ("Network") will be governed by this policy, the related guidelines and the student disciplinary process.

The Board encourages students to utilize the Internet to develop the resource sharing, innovation, and communication skills and tools that are essential to both life and work. The instructional use of the Internet will be guided by the Board's policy on instructional materials.

The Internet is a global information and communication network that provides an incredible opportunity to bring previously unimaginable education and information resources to our students. The Internet connects computers and users in the District with computers and users worldwide. Through the Internet, students and staff can access up-to-date, highly relevant information that will enhance their learning and the education process. Further, the Internet provides students and staff with the opportunity to communicate with other people from throughout the world. Access to such an incredible quantity of information and resources brings with it, however, certain unique challenges.

First, and foremost, the Board may not be able to technologically limit access, to services through the Board's Internet connection to only those that have been authorized for the purpose of instruction, study and research related to the curriculum. Unlike in the past when educators and community members had the opportunity to review and screen materials to assess their appropriateness for supporting and enriching the curriculum according to adopted guidelines and reasonable selection criteria (taking into account the varied instructional needs, learning styles, abilities, and developmental levels of the students who would be exposed to them), access to the Internet, because it serves as a gateway to any publicly available file server in the world, will open classrooms and students to electronic information resources which have not been screened by educators for use by students of various ages.

The Board utilizes software and/or hardware to monitor online activity of students and to block/filter access to child pornography and other material that is obscene, objectionable, inappropriate and/or harmful to minors. "Harmful to minors" is a term defined by the Communications Act of 1934 (47 U.S.C. 254(h)(7)) as any picture, image, graphic image file, or other visual depiction that: A. taken as a whole and with respect to minors, appeals to a prurient interest in nudity, sex, or excretion; B. depicts, describes, or represents, in a patently offensive way with respect to what is suitable for minors, an actual or simulated sexual act or sexual contact, actual or simulated normal or perverted sexual acts, or a lewd exhibition of the genitals; C. taken as a whole, lacks serious literary, artistic, political,

or scientific value as to minors.

At the discretion of the Board or the District Administrator, the Technology Protection Measure may be configured to protect against access to other material considered inappropriate for students to access. The Technology Protection Measure may not be disabled at any time that students may be using the Network, if such disabling will cease to protect against access to materials that are prohibited under the Children's Internet Protection Act. The District Administrator or Technology Department may temporarily or permanently unblock access to sites containing appropriate material, if access to such sites has been inappropriately blocked by the Technology Protection measure. The determination of whether material is appropriate or inappropriate shall be based on the content of the material and the intended use of the material, not on the protection actions of the Technology Protection Measure.

The District Administrator or Technology Department may disable the technology protection measure to enable access for bona fide research or other lawful purposes.

Parents are advised that a determined user may be able to gain access to services on the Internet that the Board has not authorized for educational purposes. In fact, it is impossible to guarantee students will not gain access through the Internet to information and communications that they and/or their parents/guardians may find inappropriate, offensive, objectionable or controversial. Parents assume risks by consenting to allow their child to participate in the use of the Internet. Parents of minors are responsible for setting and conveying the standards that their children should follow when using the Internet. The Board supports and respects each family's right to decide whether to apply for independent student access to the Internet.

The District Administrator shall prepare guidelines which address students' safety and security while using e-mail, chat rooms, instant messaging and other forms of direct electronic communications, and prohibit disclosure of personal identification information of minors and unauthorized access (e.g., "hacking") and other unlawful activities by minors online.

Network and Internet access is provided as a tool for your education. The School District reserves the right to monitor, inspect, copy, review and store at any time and without prior notice any and all usage of the computer network and Internet access and any and all information transmitted or received in connection with such usage. All such information files shall be and remain the property of the School District and no user shall have any expectation of privacy regarding such materials.

Pursuant to Federal law, students shall receive education about the following:

- A. the safety and security while using e-mail, chat rooms, social media and other forms of direct electronic communications;
- B. the dangers inherent with the online disclosure of personally identifiable information;
- C. the consequences of unauthorized access (e.g., "hacking"), cyberbullying and other unlawful or inappropriate activities by students online;
- D. unauthorized disclosure, use, and dissemination of personal information regarding minors.

Staff members shall provide instruction for their students regarding the appropriate use of technology and online safety and security as specified above. Furthermore, staff members will monitor the online activities of students while at school.

Monitoring may include, but is not necessarily limited to, visual observations of online activities during class sessions; or use of specific monitoring tools to review browser history and network, server, and computer logs.

Building principals are responsible for providing training so that Internet users under their supervision are knowledgeable about this policy and its accompanying guidelines. The Board expects that staff members will provide guidance and instruction to students in the appropriate use of the Internet. All Internet users (and their parents if they are minors) are required to sign a written agreement to abide by the terms and conditions of this policy and its accompanying guidelines.

Students and staff members are responsible for good behavior on the Board's computers/network and the Internet just as they are in classrooms, school hallways, and other school premises and school sponsored events. Communications on the Internet are often public in nature. General school rules for behavior and communication apply. The Board does not sanction any use of the Internet that is not authorized by or conducted strictly in compliance with this policy and its accompanying guidelines.

Students shall not access social media for personal use from the District's network, but shall be permitted to access social media for educational use in accordance with their teacher's approved plan for such use.

Users who disregard this policy and its accompanying guidelines may have their use privileges suspended or revoked, and disciplinary action taken against them. Users granted access to the Internet through the Board's computers assume personal responsibility and liability, both civil and criminal, for uses of the Internet not authorized by this Board policy and its accompanying guidelines.

The Board designates to the District Administrator and Technology Department the responsibility for initiating, implementing, and enforcing this policy and its accompanying guidelines as they apply to students' use of the Network.

H.R. 4577, P.L. 106-554, Children's Internet Protection Act of 2000

47 U.S.C. 254(h), (1), Communications Act of 1934, as amended

20 U.S.C. 6801 et seq., Part F, Elementary and Secondary Education Act of 1965, as amended

18 U.S.C. 2256

18 U.S.C. 1460

18 U.S.C. 2246

Revised 6/10/13 © Neola 2012

9130 - PUBLIC REQUESTS, SUGGESTIONS, OR COMPLAINTS

Any individual(s), having a legitimate interest in the staff, programs and operations of this District shall have the right to present a request, suggestion, or complaint to the District and the Board of Education. At the same time, the Board has a right to protect the staff from inappropriate harassment. It is the intent of this policy to provide guidelines for considering and addressing public requests, suggestions, or complaints in an efficient, reasonable, and equitable manner. Requests, suggestions, or complaints made by District staff members are covered by Policy 3122 and Policy 4122.

It is the desire of the Board to address any such matters through direct, informal discussions and other means. It is only when attempts at informal resolution fail that more formal procedures shall be used.

Generally, requests, suggestions, or complaints reaching the Board or Board members shall be referred to the District Administrator for consideration. Any individual presenting such a matter shall be provided with a copy of this policy.

Guidelines for Matters Regarding a Professional Staff Member

A. First Level

Generally, if the matter concerns a professional staff member the individual(s) should discuss the matter with the staff member. The staff member shall take appropriate action within his/her authority and District administrative guidelines to deal with the matter.

Discussion with the staff member may not be appropriate in some situations including, for example, where the matter involves suspected child abuse, substance abuse, or any other serious allegation that may require investigation or inquiry by school officials prior to approaching the staff member.

As appropriate, the staff member shall report the matter and whatever action may have been taken to the Principal.

B. Second Level

If the matter has not been satisfactorily addressed at the First Level or it would be inappropriate to discuss the matter with the staff member, the individual(s) may discuss the matter with the staff member's supervisor, if applicable. Discussions with the supervisor shall occur promptly following any discussion with the staff member.

C. Third Level

If the matter has not been satisfactorily addressed at the Second level, and the matter does not involve the District Administrator, the individual(s) may submit a written request for a conference to the District Administrator. This request should include:

1. the specific nature of the request, suggestion or complaint and a brief statement of the facts giving rise to it;
2. the respect in which it is alleged that the individual(s) (or child of a complainant) has been affected adversely;
3. the action which the individual(s) wishes taken and the reasons why it is felt that such action be taken.

The request must be submitted promptly after discussion with the staff member's supervisor. The District Administrator shall respond in writing to the individual(s) and shall advise the Board of any resolution of the matter.

D. Fourth Level

If the matter has not been satisfactorily addressed at the Third Level, or at the First Level in the case of a matter involving the District Administrator, the individual(s) may submit a written request to the Board to address the matter. Any such request must be submitted within five (5) days of receiving the District Administrator's written response.

The Board, after reviewing all material relating to the matter shall provide the individual(s) with a written response.

The individual(s) shall be advised, in writing, of the Board's decision no more than five (5) business days following the next regular meeting. The Board's decision will be final on the matter, and it will not provide a hearing to other complainants on the same issue.

If the individual(s) contacts an individual Board member to discuss the matter, the Board member shall inform the individual that s/he has no authority to act in his/her individual capacity and may refer the individual(s) to this guideline or the District Administrator for further assistance.

Guidelines for Matters Regarding a Support Staff Member In the case of a support staff member, the matter is to be directed, initially, to the person's supervisor, and then in subsequently higher levels as prescribed in "Guidelines for Matters Regarding a Professional Staff Member".

Guidelines for Matters Regarding District Services or Operations If the matter relates to a District procedure or operation, it should be addressed, initially, to the appropriate Program Director and then in subsequently higher levels as prescribed in "Guidelines for Matters Regarding a Professional Staff Member".

Guidelines for Matters Regarding Enrollment Disputes If the matters relates to disputes concerning student residency determination, Homelessness under the McKinney-Vento Act, or related issues, the matter should be addressed initially to the District's Residency or Homelessness Coordinator, and then to the Third Level of the process for "Matters Regarding a Professional Staff Member".

Guidelines for Matters Regarding the Educational Program If the matter relates to a District program, it should be addressed, initially, to the Principal and then in subsequently higher levels as prescribed in "Matters Regarding a Professional Staff Member".

Guidelines for Matters Regarding Instructional Materials The District Administrator shall prepare administrative guidelines to ensure that students and parents are adequately informed each year regarding their right to inspect instructional materials used as part of the educational curriculum and the procedure for completing such an

inspection. See Policy 2414, AG 9130A and Form 9130 F3.

If the request, suggestion, or complaint relates to instructional materials such as textbooks, library books, reference works, and other instructional aids used in the District, the following procedure shall be followed: A. The criticism is to be addressed to the Principal, in writing, and shall include:

1. author;
2. title;
3. publisher;
4. the complainant's familiarity with the material objected to;
5. sections objected to by page and item;
6. reasons for objection.

B. Upon receipt of the information, the Principal may appoint a review committee consisting of:

1. one (1) or more professional staff members and
2. one (1) or more Board members.

C. If the request, suggestion, or complaint relates to the human growth and development curriculum or instructional materials, it shall be referred to the advisory committee responsible for developing the human growth and development curriculum and advising the Board on the design, review and implementation of the curriculum. (See Policy 2414).

D. The committee, in evaluating the questioned material, shall be guided by the following criteria:

1. the appropriateness of the material for the age and maturity level of the students with whom it is being used
2. the accuracy of the material
3. the objectivity of the material
4. the use being made of the material

E. The material in question may not be withdrawn from use pending the committee's recommendation to the District Administrator.

F. The committee's recommendation shall be reported to the District Administrator in writing within ten (10) business days following the formation of the committee. The District Administrator will advise the individual(s), in writing, of the committee's recommendation and advise the Board of the action taken or recommended.

G. The Board shall review the matter and advise the individual(s), in writing, of its decision as soon as practicable.

No challenged material may be removed from the curriculum or from a collection of resource materials except by action of the Board, and no challenged material may be removed solely because it presents ideas that may be unpopular or offensive to some. Any Board action to remove material will be accompanied by the Board's statement of its reasons for the removal.

118.01, 118.019, Wis. Stats. 20 U.S.C. 1232h

Revised 2/10/14 © Neola 2013