

WISCONSIN TEACHER STANDARDS

INTASC* Standards for Teacher Development and Licensure

Standard #1: Teachers know the subjects they are teaching.

The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.

- Effectively uses multiple representations and explanations of disciplinary concepts that capture key ideas and links them to students' prior understandings.
- Can represent and use differing viewpoints, theories, "ways of knowing," and methods of inquiry in his/her teaching of subject matter concepts.
- Can evaluate teaching resources and curriculum materials for their comprehensiveness, accuracy, and usefulness in representing particular ideas and concepts.
- Engages students in generating knowledge and testing hypotheses according to the methods of inquiry and standards of evidence used in the discipline.
- Develops and uses curricula that encourage students to see, question, and interpret ideas from diverse perspectives.
- Can create interdisciplinary learning experiences that encourage students to integrate knowledge, skills, and methods of inquiry from several subject areas.

Standard #2: Teachers know how children grow.

The teacher understands how children with broad ranges of ability learn and provides instruction that supports their intellectual, social, and personal development.

- Assesses individual and group performance in order to design instruction that meets learners' current needs in each domain (cognitive, social, emotional, moral, and physical) and that leads to the next level of development.
- Stimulates student reflection on prior knowledge and links new ideas to already familiar ideas, making connections to students' experiences, providing opportunities for active engagement, manipulation, and testing of ideas and materials, and encouraging students to assume responsibility for shaping their learning tasks.
- Accesses students' thinking and experiences as a basis for instructional activities by, for example, encouraging discussion, listening and responding to group interaction, and eliciting samples of student thinking orally and in writing.

Standard #3: Teachers understand that children learn differently

The teacher understands how students differ in their approaches to learning, and the barriers that impede learning, and can adapt instruction to meet the diverse needs of pupils, including those with disabilities and exceptionalities.

- Identifies and designs instruction appropriate to students' stages of development, learning styles, strengths, and needs.
- Uses teaching approaches that are sensitive to the multiple experiences of learners and that address different learning and performance modes.
- Makes appropriate provisions (in terms of time and circumstances for work, tasks assigned, communication and response modes) for individual students who have particular learning differences or needs.
- Can identify when and how to access appropriate services or resources to meet exceptional learning needs.
- Can identify when and how to access appropriate resources to meet the needs of students with particular talents.
- Seeks to understand students' families, cultures, and communities, and uses this information as a basis for connecting instruction to students' experiences (e. g. drawing explicit connections between subject matter and community matters, making assignments that can be related to students' experiences and cultures).
- Brings multiple perspectives to the discussion of subject matter, including attention to students' personal, family and community experiences and cultural norms.
- Creates a learning community in which individual differences are respected.

Standard #4: Teachers know how to teach.

The teacher understands and uses a variety of instructional strategies, including the use of technology, to encourage students' development of critical thinking, problem solving, and performance skills.

- Carefully evaluates how to achieve learning goals, choosing alternative teaching strategies and materials to achieve different instructional purposes and to meet student needs (e.g. developmental stages, prior knowledge, learning styles, learning differences, and interests).

- Uses multiple teaching and learning strategies to engage students in active learning opportunities that promote the development of critical thinking, problem solving, and performance capabilities and that help students assume responsibility for identifying and using learning resources.
- Constantly monitors and adjusts strategies in response to learner feedback.
- Varies his or her role in the instructional process (e. g. instructor, facilitator, coach, audience) in relation to the content and purposes of instruction and the needs of students.
- Develops a variety of clear, accurate presentations and representations of concepts, using alternative explanations to assist students' understanding and presenting diverse perspectives to encourage critical thinking.

Standard #5: Teachers know how to manage a classroom.

The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

- Creates a smoothly functioning learning community in which students assume responsibility for themselves and one another, participate in decision making, work collaboratively and independently, and engage in purposeful learning activities.
- Engages students in individual and cooperative learning activities that help them develop the motivation to achieve, by, for example, relating lessons to students' personal interests, allowing students to have choices in their learning, and leading students to ask questions and pursue problems that are meaningful to them.
- Organizes, allocates, and manages the resources of time, space, activities, and attention to provide active and equitable engagement of students in productive tasks.
- Maximizes the amount of class time spent in learning by creating expectations and processes for communication and behavior along with a physical setting conducive to classroom goals.
- Helps the group to develop shared values and expectations for student interactions, academic discussions, and individual and group responsibility that create a positive classroom climate of openness, mutual respect, support, and inquiry.
- Analyzes the classroom environment and makes decisions and adjustments to enhance social relationships, student motivation and engagement, and productive work.
- Organizes, prepares students for, and monitors independent and group work that allows for full and varied participation of all individuals.

Standard #6: Teachers communicate well.

The teacher uses effective verbal and nonverbal communication techniques, as well as instructional media and technology, to foster active inquiry, collaboration, and supportive interaction in the classroom.

- Models effective communication strategies in conveying ideas and information and in asking questions (e. g. monitoring the effects of messages, restating ideas and drawing connections, using visual, aural, and kinesthetic cues, being sensitive to nonverbal cues given and received).
- Supports and expands learner expression in speaking, writing, and other media.
- The teacher knows how to ask questions and stimulate discussion in different ways for particular purposes, for example, probing for learning understanding, helping students articulate their ideas and thinking processes, promoting risk-taking and problem-solving, facilitating factual recall, encouraging convergent and divergent thinking, stimulating curiosity, helping students to question.
- Communicates in ways that demonstrate sensitivity to cultural and gender differences (e. g. appropriate use of eye contact, interpretation of body language and verbal statements, acknowledgment of and responsiveness to different modes of communication and participation).
- Knows how to use a variety of media communication tools, including audiovisual aids and computers, to enrich learning opportunities.

Standard #7: Teachers are able to plan different kinds of lessons.

The teacher organizes and plans systematic instruction based upon knowledge of subject matter, students, the community, and curriculum goals.

- As an individual and a member of a team, the teacher selects and creates learning experiences that are appropriate for curriculum goals, relevant to learners, and based upon principles of effective instruction (e. g. that activate students' prior knowledge, anticipate preconceptions, encourage exploration and problem-solving, and build new skills on those previously acquired).
- Plans for learning opportunities that recognize and address variation in learning styles, learning differences, and performance modes.
- Creates lessons and activities that operate at multiple levels to meet the developmental and individual needs of diverse learners and help each progress.

- Creates short-range and long-term plans that are linked to student needs and performance, and adapts the plans to ensure and capitalize on student progress and motivation.
- Responds to unanticipated sources of input, evaluates plans in relation to short-and long-range goals, and systematically adjusts plans to meet student needs and enhance learning.

Standard #8: Teachers know how to test for student progress.

The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the student.

- Appropriately uses a variety of formal and informal assessment techniques (e. g. observation, port-folios of student work, teacher-made tests, performance tasks, projects, student self-assessments, peer assessment, and standardized tests)to enhance her or his knowledge of learners, evaluate students 'progress and performances, and modify teaching and learning strategies.
- Solicits and uses information about students' experiences learning behavior, needs, and progress from parents, other colleagues, and the students themselves.
- Uses assessment strategies to involve learners in self-assessment activities, to help them become aware of their strengths and needs, and to encourage them to set personal goals for learning.
- Evaluates the effect of class activities on both individuals and the class as a whole, collecting information through observation of classroom interactions, questioning, and analysis of student work.
- Monitors his or her own teaching strategies and behavior in relation to student success, modifying plans and instructional approaches accordingly.
- Maintains useful records of student work and performance and can communicate student progress knowledgeably and responsibly, based on appropriate indicators, to students, parents, and other colleagues.

Standard #9: Teachers are able to evaluate themselves.

The teacher is a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and professionals in the learning community), and who actively seeks out opportunities to grow professionally.

- Uses classroom observation, information about students, cultural, social, and philosophical frame-works, and research as sources for evaluating the outcomes of teaching and learning and as a basis for reflecting on and revising practice.
- Seeks out professional literature, colleagues, and other resources to support his/her own development as a learner and a teacher.
- Draws upon professional colleagues within the school and other professional areas as supports for reflection, problem-solving and new ideas, actively sharing experiences and seeking and giving feedback.

Standard #10: Teachers are connected with other teachers and the community.

The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support student learning and well-being and acts with integrity, fairness, and in an ethical manner.

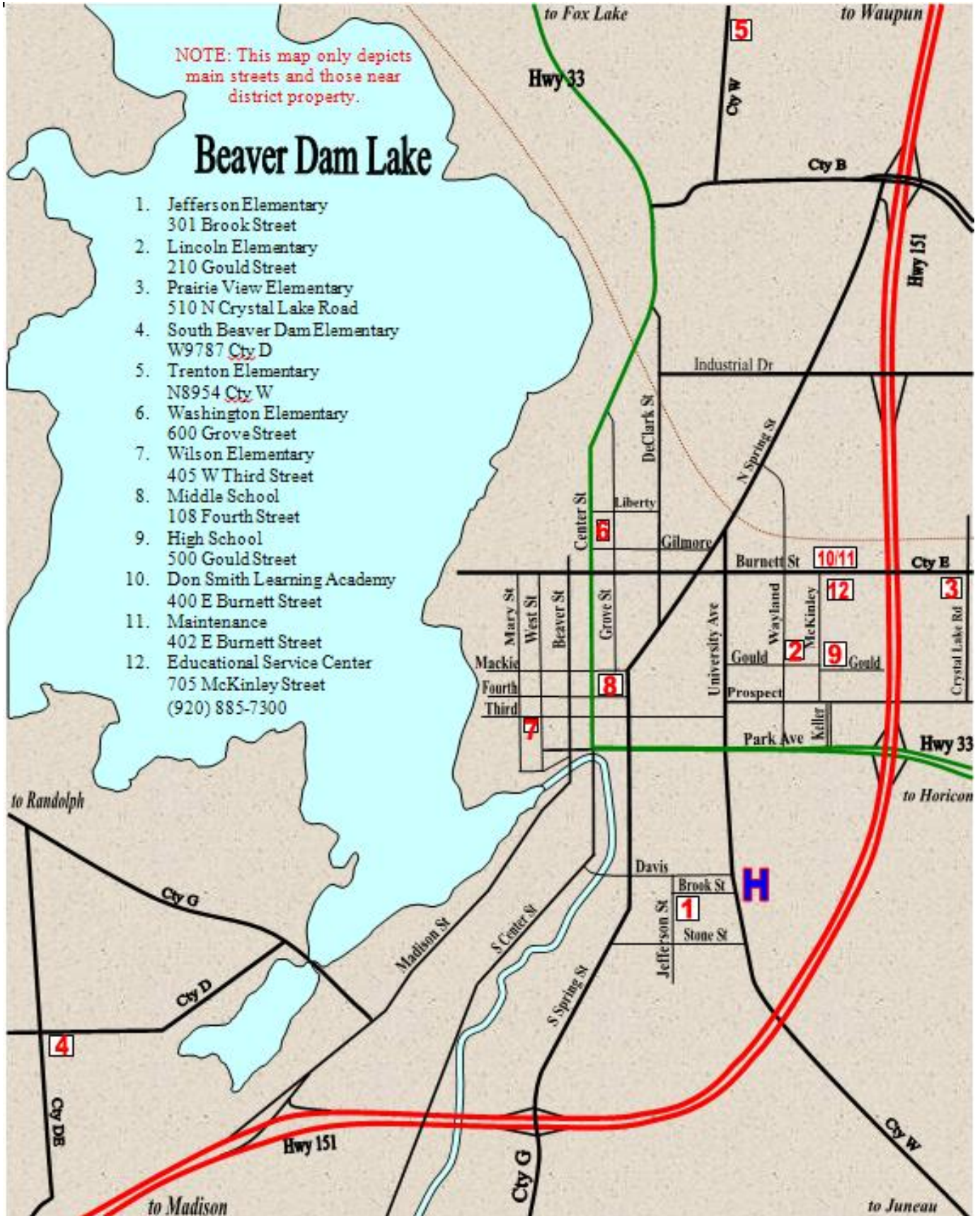
- Participates in collegial activities designed to make the entire school a productive learning environment.
- Makes links with the learners 'other environments on behalf of students, by consulting with parents, counselors, teachers of other classes and activities within the schools, and professionals in other community agencies.
- Can identify and use community resources to foster student learning.
- Establishes respectful and productive relationships with parents and guardians from diverse home and community situations, and seeks to develop cooperative partnerships in support of student learning and well-being.
- Talks with and listens to the student, is sensitive and responsive to clues of distress, investigates situations, and seeks outside help as needed and appropriate to remedy problems.
- Acts as an advocate for students.

2011-2012
New Teacher
Orientation Handbook



Department of Human Resources
Sharon Bliedernicht, Director

Beaver Dam Unified School District Map



**Beaver Dam Unified School District
August, 2011**

General Information

The following seeks to clarify the manner in which school schedules are modified for emergency reasons in the Beaver Dam Unified School District. A number of different factors need to be understood in order to recognize the problems involved.

1. Schools should be closed only for emergency purposes. Not only is this provided for by state law, but many school-day operating costs go on whether school is held or not.
2. Every school day is important. What educators do for students is important. Lost learning time is gone forever, and changes in schedules impose hardships on many.
3. School officials must make a judgment based on weather reports as to the strength of the storm, how much snow will fall, wind factors influencing excessive drifting, “wind chill factors” for youngsters who must walk to school, and the general circumstances of the school situation – examination day, a special event, food preparation, etc.
4. Some decisions which cannot be reversed later in the day must be made prior to 6:00 am
5. A deviation from regular schedules requires some 20-30 drivers to adjust their schedules, which takes time to accomplish.
6. The purpose of early bus departure, when necessary, is to get students home before dark and to avoid accidents due to deteriorating weather conditions.
7. It is sometimes difficult to reach all area radio stations and television stations. Therefore, we suggest that people listen to WBEV/WXRO radio stations, or watch Channel 6 (WITI-TV), Channel 15 (WMTV-TV), or Charter Cable School Channel 98 or 993. Please note that the channel numbers may be different dependent upon where you live. We will attempt to call as many of these stations as possible.
8. Weather related announcements can also be heard by calling 7520, Ext. 2400 at the high school. To reach this recording from home, call 885-7520, Ext. 2400.

Special note should be taken, in the matter of declaration of school closings, that the parochial schools have authorized the Superintendent of Schools of the Beaver Dam Unified School District to announce the closing of parochial schools also in emergencies.

**Policy on Weather Emergencies Which Affects
School Operating Schedules**

The Beaver Dam Unified School District has adopted this policy on weather emergencies which affects the beginning and ending of the school day for district students. The Unified Catholic and St. Stephen’s Schools are also affected by this policy. In the event of heavy fog conditions, heavy snow, or ice conditions, the Superintendent of Schools will call the radio stations and ask that one of the following announcements be read. Parents should be informed that in the event weather conditions exist which could affect the start of classes, the first announcement will be made by 6:00 am

Heavy Snow or Ice

1. All classes and student activities in the public and parochial schools in the Beaver Dam Unified School District are canceled for today. YMCA child care will be provided for the entire day at the YMCA on Park Avenue.
2. All public and parochial schools in the Beaver Dam Unified School District will begin classes at the normal times. Buses will not travel on roads or driveways deemed by the bus driver to be unusually hazardous. Because of conditions, some buses may run later than normal.
3. All public and parochial schools in the Beaver Dam Unified School District will begin classes two hours later than the normal starting time. Listen to the radio stations in your area for further updates. Any changes in this decision will be made by 8:00 am. Most buses will begin their routes approximately two hours later than normal and will not travel on roads or driveways deemed by the bus driver to be unusually hazardous. Morning 5-year-old half-day kindergarten, morning pre-school speech, morning 4-year-old kindergarten, and morning Early Childhood classes are canceled. Morning breakfast programs are canceled. YMCA child care programs will operate at their normal times.

Late Start Due to Fog and an Update to Announcement Number 3

4. All public and parochial schools in the Beaver Dam Unified School District will begin classes two hours later than normal. Most buses will begin their routes approximately two hours later than normal. Morning 5-year-old half-day kindergarten, morning pre-school speech, morning 4-year-old kindergarten, and morning Early Childhood classes are canceled. Morning breakfast programs are canceled. YMCA child care programs will operate at their normal times.

Early Afternoon School Closing

5. All public and parochial schools in the Beaver Dam Unified School District will dismiss students _____ minutes earlier than their normal dismissal time. Buses will leave as soon as they are filled. Afternoon pre-school speech, afternoon 4-year-old kindergarten, and afternoon Early Childhood classes are canceled. YMCA child care will begin when school is dismissed.

Entire Day Closing (Staff Information)

1. When schools are closed for the day, no classes will be held in any public or parochial schools in the Beaver Dam Unified School District for the entire day. Teachers are not required to report for work.
2. Students and teachers will be required to make up the third lost day only. The make-up day for 2010-2011 is scheduled for June 7th, 2011.

Should it be necessary to declare more than three (3) emergency days, a make-up schedule will be established in accordance with the Master Agreement, Part III, G, par (1).

3. In the event of inclement weather or other emergency on a day when teachers are scheduled for non-instructional work, teachers will report for work. In-service and work activity during these days will be scheduled according to the district's in-service guidelines. Master Agreement, Part III, G, par (2).
 - a. Teachers are expected to maintain normal working hours on these days.
 - b. Teachers unable to report shall arrange with their principal or supervisor for compensatory time in accordance with guidelines to be issued by the Superintendent of Schools, or take a pay deduction. Teachers unable to report for work should report this inability to their principal or supervisor on the day of the absence. Master Agreement, Part III, G, par (2).
 4. Aides, tutors, food service employees, and other support staff working 180 days do not report for work on any full or partial day when classes are canceled.
 5. Special education buses will run as usual when school is in session. If parents of a student with a disability feel the weather conditions pose an undue risk for their individual student, the parents are encouraged to use their own judgment in making a decision to send or not to send their student to school.
 6. All regular full-time (12-month) non-instructional employees are expected to report for work during inclement weather situations.
 7. School year full-time and school year part-time non-instructional employees are not expected or required to report for work during inclement weather conditions when school is closed.
-

Delayed Opening of Schools

1. When delayed bus pickup occurs, classes for students will begin two hours later than normal.
 2. Late starts or early afternoon closings totaling seven (7) hours will constitute one full school day.
 3. Teachers should report two hours later than normal on late start mornings and are permitted to leave after students are out of their classes on days of early dismissal.
-

Early Afternoon Closing of Schools

When inclement weather develops during the course of a day, the following plan will be used:

1. The Superintendent of Schools (or designee) will determine the necessity for early dismissal.
2. The Superintendent of Schools (or designee) will notify all school principals and the radio/television stations.
3. The Director of Transportation will notify bus carriers of alterations in the school schedule.

School Listings

Note: All phone extensions are listed as calling from the classroom or through the auto attendant.

A. Beaver Dam High School

500 Gould Street

Beaver Dam, WI 53916

920-885-7313 – main line

920-885-7520 – auto attendant

PrincipalMark DiStefano x2112

Administrative Office Secretaries Anne Pearson x2105

..... Abbe Finke x2109

Student Office Secretaries Janie Vargas x2108

.....Kathy Hupf x2111

BDHS Schedule 2011-2012	
7:00 – 7:45 Early Bird / Zero Hour	7:00 – 7:45 Early Bird / Zero Hour
7:50 – 8:35 (Hour 1)	7:50 – 9:25 (Block 1)
8:40 – 9:25 (Hour 2)	
9:30 – 10:20* (Hour 3)	9:30 – 11:10* (Block 2)
10:25 – 11:10 (Hour 4)	
LUNCH 1 11:10 – 11:40 LUNCH 2 12:00 – 12:30	LUNCH 1 11:10 – 11:40 LUNCH 2 12:00 – 12:30
11: 15 – 12:00 (Hour 5A)	
11: 45 – 12:30 (Hour 5B)	11: 45 – 1:20 (Block 3)
12:35 – 1:20 (Hour 6)	
1:25 – 2:10 (Hour 7)	1:25 – 3:00 (Block 4)
2:15 – 3:00 (Hour 8)	
3:00 – 3:30 ELOs & PLCs	3:00 – 3:30 ELOs & PLCs

B. Beaver Dam Middle School

108 Fourth Street
Beaver Dam, WI 53916
920-885-7365 – main line 920-885-7525 – auto attendant

Principal Tonya Broyles-Brouillard x 3101
Administrative Office Secretaries Eileen Semple x 3137
.....Linda Page x 3134
Student Office SecretariesCindy Jameson x 3100
..... Cyd Rohr x 3119

Middle School Class Schedule

	Start	End
Homeroom	7:40 am	7:53 pm
Period 1	7:56 am	8:40 am
Period 2	8:43 am	9:27 am
Period 3	9:30 am	10:14 am
Period 4	10:17 am	11:01 am
Grade 6		
Period 5	11:04 am	11:48 am
Period 6	11:51 am	12:35 pm
Lunch	12:38 pm	1:08 pm
Grade 7		
Lunch	11:04 am	11:34 am
Period 5	11:37 am	12:21 pm
Period 6	12:24 pm	1:08 pm
Grade 8		
Period 5	11:04 am	11:48 am
Lunch	11:51 am	12:21 pm
Period 6	12:24 pm	1:08 pm
Period 7	1:11 pm	1:55 pm
Period 8	1:58 pm	2:42 pm

C. Don Smith Learning Academy

400 East Burnett Street
Beaver Dam, WI 53916
920-885-7423 – main line 920-885-7470 – auto attendant

Principal Debra Lins x 1308
School SecretaryCheryl Zeman x 1301
Daily Schedule – Students..... Flexible Schedules

D. Jefferson Elementary School

301 Brook Street
Beaver Dam, WI 53916
920-885-7392 – main line 920-885-7336 – auto attendant

Principal Barb Link x 4101
School Secretary Michelle Falkinham x 4100
Office Assistant Linda Braun x 4102
Daily Schedule – Students 8:30 am to 3:07 pm

E. Lincoln Elementary School

210 Gould Street
Beaver Dam, WI 53916
920-885-7396 – main line 920-885-7530 – auto attendant

Principal Tonya Gubin x 4201
School Secretary Jeanne Sommer x 4200
Daily Schedule – Students 8:30 am to 3:07 pm

E. Prairie View Elementary School

510 North Crystal Lake Road
Beaver Dam, WI 53916
920-885-7380 – main line 920-8857431 auto attendant

Principal Jesse Peters x 4301
School Secretary Vicki Flatt x 4300
Daily Schedule – Students 8:50 am to 3:32 pm

F. South Beaver Dam Elementary School

W9787 Cty. Tk. D
Beaver Dam, WI 53916
920-885-7383 – main line 920-885-7532 – auto attendant

Principal Kathy Lehman x 4601
School Secretary Tammy White x 4600
Daily Schedule – Students 8:50 am to 3:32 pm

G. Trenton Elementary School

N8954 Cty. Tk. W
Beaver Dam, WI 53916
920-885-7385 – main line 920-885-7433 – auto attendant

Principal Debra Lins x 4701
School Secretary Terri Wilber x 4700

Daily Schedule – Students..... 8:50 am to 3:32 pm

H. Washington Elementary School

600 Grove Street

Beaver Dam, WI 53916

920-885-7376 – main line

920-885-7436 – auto attendant

Principal Martha Hyke x 4401

School Secretary Joyce Klug x 4400

Office Assistant Pat Miller x 4444

Daily Schedule – Students..... 8:30 am to 3:07 pm

I. Wilson Elementary School

310 West Street

Beaver Dam, WI 53916

920-885-7373 – main line

920-885-7439 – auto attendant

Principal Laura Maron x 4501

School Secretary Erica Hafemeister x 4500

Daily Schedule – Students..... 8:30 am to 3:07 pm

**Department Chairpersons
2011-2012**

High School

English.....	Nathan Curtis
Mathematics.....	Carrie Ketchem
Physical Education.....	Kelly Riehbrandt
Science.....	Lori Keiser
Social Studies.....	Peter Woreck
Special Education.....	Julie Chapman

Middle School

Physical Education.....	Katie Hahn
Special Education.....	Sue Wiggins
Team Leaders – Sixth Grade	Red House..... Brian Ambrosius
	Blue House..... Jennifer Bowser
Team Leaders – Seventh Grade	Red House..... Paul Friedemann
	Blue House..... Angela Vessey
Team Leaders – Eighth Grade	Red House..... John Pearson
	Blue House..... Kristin Wetterau

K-12 and 7-12 Departments

Art (K-12).....	Kelli Dercks
Business Education (7-12).....	Mary Helgemoe
Industrial Technology (7-12).....	Jim Munkwitz
Charter (6-12).....	Diane Whittow
Foreign Language (6-12).....	Jim McKellar
Library.....	Jane Loizzo
Pupil Services (K-12).....	Donna Pivonka
Health Coordinator (K-12).....	Jeff Slayton
F/CE (6-12).....	Sue Shore
Music – Instrumental.....	Rich Zeman
Music – Vocal.....	Marcia Paul

Tips for Getting Organized

1. Have needed supplies ready in a convenient location and replenish them as they begin to deplete.
2. Check the night before to see that you have the needed materials ready for the next day's lesson. (Have Monday's things ready to go before you leave school Friday afternoon.)
3. Have reference books (dictionaries, etc.) and extra textbooks readily available.
4. Keep a folder of worksheets and assignments for absent students or design another mechanism for make-up assignments.
5. Keep a day book or journal of lesson plans. (This book should be your constant companion to help you capitalize on what's going well and address what needs to be changed. To do that, identify what went well, list examples that worked, or student ideas that aided the lesson. Make notes of changes needed before you teach this lesson the next time. Make notes about points needed more coverage. Also note how long the lesson actually took – as opposed to what you thought it would take.)
6. Keep samples of students' work for models.
7. Have a lesson guide for the week based on the curriculum and benchmarks.
8. Create a system to separate papers for each class that needs to be returned or graded.
9. Have a definite place for students to turn in work. (You'll avoid hearing: "But I put it on your desk.")
10. Begin to make a permanent file of units, complete with answer keys and samples of student work, or use a 3-ring binder for each unit.
11. When making a copy or taking a sheet from a workbook, record the source on the master copy or in the lesson plan book.
12. Make a seating chart in pencil.
13. When recording grades, label the assignment, identify the number of points it was worth or the letter grade, and indicate when it was collected.
14. Keep a record of phone calls/e-mail/progress reports made to parents as well as conferences held.
15. Keep accurate attendance records and keep the attendance sheets for the whole year.

Tips on Classroom Management and Procedures

1. Write your name on the chalkboard and pronounce it for the students so they can use it when addressing you. The initial impact of the substitute teacher is a key factor in successful classroom management. Self-confidence, initiative, resilience, and resourcefulness, as well as patience, honesty, enthusiasm, and acceptance are some of the necessary requisites.
2. Begin the day firmly. Students need to sense that you can and will control the situation. Once they know that, you can use humor and enthusiasm without risking that the class will get out of control.
3. Learn and use students' names as quickly as possible; relate to them as individuals.
4. Be positive. Try to provide as many students as possible with opportunities to succeed – and to receive praise for succeeding.
5. Keep students on task – and keep activities moving. Use lesson plans – and have a game or activity in mind to make the day special.
6. Try to involve students who appear disinterested. Try to find ways to motivate them. Should a student refuse to become involved, however, do not force the issue. Let him/her observe quietly.
7. Go to students' desks when they need help. This will help minimize confusion and needless commotion.
8. Encourage students to help or express their opinions or advice in a constructive way. This will help keep them interested and motivated.
9. Should a student persist in disrupting the class – after you have made attempts to get him/her back on task or involved in an activity – send him or her to the office so the entire class won't lose out on the day. Profanity or derogatory comments are never to be used to motivate or to control students.
10. Keep a record of your work in a notebook, including the date worked, where, and time (all day or just a half day).
11. Leave a note telling about the day. Indicate when the class performed well in addition to situations that were difficult.
12. Walk around the room – don't just stay seated at the front of the room.
13. Remember – substitute teaching demands flexibility!

Discipline Guidelines for Student Cooperation

1. Help student(s) evaluate the problem situation. Give them the benefit of the doubt.
2. Be calm and objective.
3. Keep a sense of humor.
4. Determine the facts rather than listen to opinions.
5. Take the offender aside and speak to him/her privately.
6. Try not to make a big deal out of a trivial issue.
7. Separate your attitude toward the student(s) from your attitude toward the behavior. Emphasize that the behavior is being criticized, not his/her worth as a person.
8. Help student establish his/her own standards of conduct.

Things to Avoid:

1. Punishing the whole class for the misbehavior of a few students.
2. Threatening students.
3. Failing to follow through.
4. Losing your temper.
5. Using sarcasm or ridicule as a means of punishment.
6. Having favorites.
7. Holding grudges.
8. Publicizing offenses.
9. Being too friendly or too distant.
10. Making unreasonable demands.
11. Using student(s) as a focus for your own feelings of hostility or aggression.

Hints for Establishing Rapport with Students

1. Be yourself – be warm and friendly.
2. Try to learn the students' names and any information about their personal situation which affects their relationship in the classroom.
3. Be firm and consistent. Fairness and consistency are important components that earn respect.
4. Show a sincere interest in the students and the things they share with you.
5. Be a good listener.
6. Be patient and sympathetic – students have bad days too!
7. Participate actively and naturally with the students in their work and play.
8. Create an atmosphere in which students are free to be themselves, knowing that you believe in them and their potential.
9. Give honest praise and reassurance for their achievements.
10. Plan with students so they see that they have important contributions to make to the class.

How to be a Positive “Enabler”

1. Be patient with students when asking questions during a small group activity. If the student cannot answer immediately, try to guide him/her to resources which might be helpful.
2. Do not ask and answer your own questions. Try to encourage students to come up with an acceptable response.
3. When students pose problems to you, challenge them to explore possible solutions on their own.
4. Be consistent in expecting students to deal with problems and situations.
5. Refrain from being disrespectful, rude, or demeaning when correcting or disciplining students for being disrespectful, rude, or demeaning others. Model appropriate ways to deal with behavior. Help students to gain control of themselves before a problem develops. Try not to strip students of their dignity in front of others.
6. By being specific in your praise or reward for a particular action, you will enable students to make good choices, develop good habits, control their actions, and act in responsible ways. Be genuine when you acknowledge those positive actions.
7. Remember to have a high expectation for success and a low tolerance for failure.

Helpful Hints for Playground Duty

1. Always try to be punctual for your duty assignment.
2. Be constantly alert while on duty.
3. Know your area of responsibility on the playground.
4. Make sure that you are highly visible to the students.
5. Do not let other adults on duty monopolize your time through excessive socializing.
6. Know what to do in emergency situations.
7. If a potential trouble situation is noticed, go to it immediately in a calm manner. Don't excite bystanders by showing your alarm.
8. When a dispute takes place, try to isolate those involved and listen quietly to both sides of the story.
9. If a dispute appears to be getting out of hand, or if a dangerous situation develops, send for assistance immediately.
10. It's helpful to know rules specific to each school and playground.

Hints for Cafeteria Duty

1. Keep your cool – losing your temper does little to help a problem situation.
2. Do not ignore misbehavior – correct it calmly and quietly, as soon as possible.
3. Do not let personal emotions regarding a student interfere with your good judgment when taking any disciplinary action.
4. If a dangerous situation develops, send for help immediately.
5. This is a time for students to socialize so the noise level may seem too loud at times. Remember it is an important part of their day.
6. Think positive thoughts!

Beaver Dam Unified School District Code of Student Conduct

A. Statement of Principle:

1. Students, families, school staff, and community members are all responsible for education in our district. The District recognizes that teaching, learning, and social growth best occur in a team-based environment. Staff will work in conjunction with administration, students and families to ensure that each student reaches their potential.
2. The most effective learning environment includes responsible behavior, mutual respect, trust, safety, and a caring attitude. While the District believes that all students have the right to a public education, it maintains a responsibility to keep its schools safe from the dangers of violence, weapons, drugs, and other disruptive or threatening behavior. The District will take steps necessary to maintain safe sites through enforcement of the rules and codes of each individual site.
3. The Elementary, Middle and High Schools will each maintain codes of conduct (rules and expectations) and will make students and parents aware of the codes at each site. The District Code of Student Conduct formalizes the expectations for student behavior that provide the best possible learning environment. Individual school codes of conduct are developed within this framework in a collaborative process that includes administration, staff, students and parents. This code of conduct will:
 - a. Include disciplinary procedures that are logical and realistic, and will whenever possible and appropriate; be restorative in nature rather than punitive.
 - b. Recognize the principle of progressive discipline and re-entry conditions.
 - c. Be clearly written so that they can be easily understood and followed by students, staff, administration and parents.
 - d. Be clearly communicated to all staff students, parents and district administrators.
4. The District realizes that there are different needs and practices of schools serving different grade levels. It is the responsibility of the administration at each level to decide how the provisions of the code are to be applied.
5. Individuals learn in different ways and at different rates. Therefore, we need to be flexible, open-minded, creative, and willing to change when necessary, to meet the needs of all members of the learning community.
6. All school rules governing student conduct shall apply in school, while at school-sponsored activities and on the way to and from school.

B. Exclusions from Class or School

1. Each level, elementary, middle and high, shall have a common and consistent set of rules and procedures for excluding a student from class. These procedures will be incorporated in student and staff handbooks and appended to board policy under Student Governance Rules

2. Teachers may exclude a student from class for up to a class period for in-class violation of school rules; disruptive, distracting, harassing, bullying or non-compliant behavior; for use of profanity; or for academic dishonesty (cheating or plagiarism). Decisions to exclude the student for more than a class period will be made at the discretion of the school administrator or her/his designee in conjunction with the student, teacher and parent. Teachers who exclude a student for a class period are required to contact the parent with an explanation and submit a written referral to the administrator within 24 hours of the removal. The referral shall contain documentation of the parent contact.
3. After the first referral in a class, a student may be held out of the class by the administrator or designee until after a parent conference is held. Thereafter, at the middle and high levels, the administrator has the option to remove the student from the class with loss of credit. Notice of that option must be provided the parent by the administrator during a prior conference. In extreme cases of misconduct such as violence, gross insubordination or commission of an expellable offense in class, the student may be suspended and subsequently dropped from the class at the discretion of the principal.
4. Each level shall maintain a consistent set of rules governing suspension. Suspension is defined as exclusion of a student from the school's activities, classes and routines. It may be in-or out-of-school at the discretion of the school administrator, depending on the nature and severity of the misconduct. If the suspension is out-of-school, the student may not be on school grounds or at school activities for the duration of the suspension. Principals have the authority to suspend a student for up to five (5) school days. If the offense is expellable, the superintendent may extend the suspension to fifteen (15) school days, pending an expulsion hearing.
5. Expulsion is defined as exclusion from school and all school services and activities for a period in excess of five (5) days, up to the time the student becomes 21 years of age and is no longer eligible for public education. While the superintendent may recommend expulsion, a determination of expulsion is the sole province of the Board of Education and may only be invoked after a quasi-judicial due process hearing. A student may be expelled for habitual defiance of school rules and regulations; theft and/or possession of contraband; acts of violence or vandalism; assault, verbal threats or intimidation and/or other acts of bullying; repeated violations of the smoking/tobacco ban; possession, use or under the influence of drugs, alcohol or other controlled substances; possession of a weapon or any object intended to be, or which could reasonably be expected to be, used as a weapon; or possession of substances appearing to be or purported to be controlled substances. A student shall be expelled for assault on a staff member; sale or distribution of any controlled substance or substance purported to be a controlled substance, including prescription medications and performance-enhancing substances; making bomb threats; or possession of a firearm. The principal shall, for any of the aforesaid offenses, retain the right to press charges with the police in addition to the school consequences.
6. Students with disabilities are subject to the same rules for exclusion from class or school as non-disabled students with the following exceptions:
 - a. Disabled students may not be excluded from class on a long-term or permanent basis without a change in their IEP's;

- b. Disabled students may not be excluded from school for more than ten (10) school days in the aggregate in a school year;
- c. Disabled students may not be expelled from school for more than 45 school days and may not have their placement changed for more than 45 school days without a change in IEP;
- d. Disabled students may not be expelled if a multi-disciplinary review called a manifestation hearing is not held or if such a hearing determines that the behavior is a manifestation of the student's disability

C. School Bus Safety

- 1. All school rules apply to all students riding a bus. In addition, students are expected to behave in a safe and courteous manner while riding a bus. Failure to observe school rules or bus safety procedures may lead to exclusion from bus riding. Since exclusion from the bus effectively excludes the student from school, the district due-process procedures must be followed. Only the student's principal may remove a student from ridership for up to five (5) school days. Exclusion for more than five (5) days requires an expulsion hearing.

D. Other Governance Issues

- 1. Each level shall maintain consistent rules and procedures governing student rights and responsibilities; student dress and grooming; student possession/use of electronic communication devices, including but not limited to cell phones, i-pods or MP3 players and pagers; and possession/use of tobacco products.

E. Prohibition of Student Harassment, Intimidation, Bullying and Cyber-Bullying

- 1. The most effective learning environment includes responsible behavior, mutual respect and trust, safety, and a caring attitude, Harassment, intimidation and various forms of bullying, like other disruptive or violent behaviors, is conduct that disrupts both a student's ability to learn and a school's ability to educate its students in a safe environment. Since students learn by example, school administrators, faculty, staff, and volunteers should be commended for demonstrating appropriate behavior, treating others with civility and respect, and refusing to tolerate harassment, intimidation or bullying.
- 2. Students who engage in any act of harassment, intimidation, bullying, or cyber-bullying at school, at a school function, or in connection to any activity sponsored by the district, or while enroute to or from school are subject to disciplinary action in accordance with board policy, up to and including suspension or expulsion. All types of harassment, intimidation and bullying are prohibited under this policy.
- 3. Harassment is defined as striking, shoving, kicking, throwing objects at or otherwise subjecting another person to physical contact or attempting or threatening to do the same; name-calling or other verbal conduct; or engaging in a course of conduct or repeatedly committing acts which intimidate, cause discomfort to or humiliate another person or which interfere with the recipient's academic performance.

4. To Intimidate is to make timid or fearful, to frighten or compel or deter by threats.
5. Bullying is the repeated intimidation of others by the real or threatened infliction of physical, verbal, or written communication or emotional abuse, or through attacks on the property of another.
6. It may include but is not limited to, action such as verbal taunts, spreading rumors, name calling and put downs, extortion of money or possessions, and exclusion from peer groups within the school. Such conduct based on race, ethnicity, disability, gender, sexual orientation, body size or economic status may contribute to harassment and discrimination in the school environment.
7. Cyber bullying involves the use of information and communication technologies such as e-mail, cell phone and pager text messages, instant messaging, 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.
8. Students who believe they have been subjected to bullying/harassment or any parents/guardians who believe their student has been subjected to bullying/harassment should report the incident(s) to the classroom teacher or activity supervisor for resolution. If the issue is not resolved to the satisfaction of the student and/or student's parent/guardian, the concern may be submitted in writing to the building principal for review and action. If an employee or volunteer believes they have been subjected to bullying/harassment, they should report the incident to the principal or volunteer supervisor for review and action. These complaints will be investigated promptly and be kept confidential within the bounds of the district's investigation and the law. If a student, parent, employee, or volunteer is not satisfied with the outcome of the informal investigation, the complainant may present a complaint in writing to request formal investigation of the complaint under the district's discrimination complaint procedures.
9. Third party witnesses are strongly encouraged to report observed incidents of bullying/harassment to the Administration. Efforts will be made, when requested, to maintain the confidentiality of witness's identity unless the witness is requested to testify in a hearing.
10. Retaliation against any individual who complains of bullying/harassment or anyone who participated in a bullying/harassment investigation is strictly forbidden by the District, and anyone who practices such retaliation will be subject to immediate discipline, up to and including discharge or expulsion.
11. Education, intervention and prevention shall exist for staff and students to ensure a learning environment free of bullying or intimidation toward and between students and staff. The Administration and staff will inform students that the Beaver Dam Unified School District does not tolerate bullying or harassment and will take all necessary and appropriate action to eliminate it, up to and including discharge or expulsion of offenders.
12. This policy and complaint procedure will be made available to all students on an annual basis. Employees will be informed of the policy on an annual basis.

E. Academic Dishonesty

1. The vision of the Board of Education is to have all students excel in academic areas, demonstrate enthusiasm for lifelong learning, be of good character, and be a contributing member of society. With that in mind, the locus must be kept on learning over grades and academic dishonesty in any of its forms will not be tolerated. Some examples of academic dishonesty are as defined below.

a. Cheating: An act or attempted act by which a student seeks to misrepresent what he/she has mastered on an academic exercise. Cheating includes by is not limited to the following examples (The examples are taken directly from the Goldey-Beacom College in Delaware):

- 1.) Using unauthorized materials to complete an exam or assignment;
- 2.) Programming of notes, formulas, or other aids into a programmable calculator or electronic dictionary without prior authorization OR using a communication device such as a cell phone, pager, PDA, or electronic translator to obtain unauthorized information during an exam;
- 3.) Copying computer files from another person and representing the work as your own: changing, deleting, and adding to the programs, files, and data without authorization of the owner.

Note: Simply having possession during an exam of any prohibited or unauthorized information or device, whether or not it is actually used, is an act of academic dishonesty and will be dealt with as such.

b. Plagiarism: The inclusion of another's works, ideas, or data as one's own work. This covers unpublished as well as published sources. Plagiarism includes, but is not limited to the following examples:

- 1.) Quoting another person's words, sentences, paragraphs, or entire work without acknowledgement of the source or proper use of quotations;
- 2.) Using resources without documentation on a task that is to be completed without resources;
- 3.) Copying, or allowing another student to copy, a computer file that contains another student's assignment, and submitting it, in part or in its entirety, as one's own;
- 4.) Working together on an assignment, sharing the computer files and programs involved, and then submitting individual copies of the assignment as one's own individual work;
- 5.) Submission in a paper or other academic exercise of false or fictitious data, or deliberate and knowing concealment or distortion of the true nature, origin, or junction of such data.

c. Fabrication: The use of invented information or the falsification of research or other findings. Fabrication includes but is not limited to the following examples:

- 1.) Citation of information not taken from the source indicated. This may include incorrect documentation of secondary source materials: e.g., using the bibliographic information from a source instead of going to the original source yourself.
 - 2.) Listing sources in a bibliography not used in the academic exercise.
 - 3.) Submission in a paper or other academic exercise of false or fictitious data or deliberate and knowing concealment or distortion of the true nature, origin, or function of such data.
 - 4.) Submitting as the student's own work any academic exercises prepared totally or in part by another.
- d. The administration is responsible for creating and maintaining academic honesty rules that both make clear the expectations for academic honesty and the consequences for cheating. Cheating in any form is incompatible with the districts ends policies and will not be tolerated.
 - e. The teachers/staff, beginning especially at the elementary grades, will educate students as to what constitutes academic dishonesty and what is acceptable and unacceptable behavior in our schools. Teachers are required to educate the students about the rules of the district regarding academic dishonesty, uphold the rules as written in board policy and student handbooks and to model high standards for academic integrity by proper and consistent citation of the resources used in their classroom instruction. Staff members may use internet resources designed to identify plagiarism and uncredited source documentation.
 - f. The students of the district are responsible for upholding the highest standards of academic honesty.
 - g. The parents/guardians of the district are responsible for encouraging and supporting students' academic efforts, as well as communicating the values of moral and ethical behavior.

Legal Reference: Wisconsin Statutes Sections 118.13, 120.13(1), 120.44
 PI 9.03(1) - Wisconsin Administrative Code

Cross Reference: 411 Rule - Discrimination Complaint Procedures
 443.1 Rule – Elementary Code of Conduct
 443.2 Rule – Middle School Code of Conduct
 443.3 Rule – Alternative School Code of Conduct
 444.4 Rule – High School Code of Conduct
 447 - Student Discipline

Approved: December 9, 1993
Revised: August 16, 1999
 June 1, 2009

Reporting Child Abuse/Neglect

- A. Teachers; student services workers; physical, occupational and speech therapists; school nurses; administrators and counselors having reasonable cause to suspect that a child seen in the course of professional duties has been abused or neglected or having reason to believe that a child has been threatened with an injury and that abuse will occur, shall immediately make a verbal report to the building principal or designee and the Beaver Dam police/school liaison officer or the Dodge County Social Services Department.
- B. No district employee shall be discharged from employment for making a child abuse/neglect report. In addition, any person participating in good faith in the making of a report shall have immunity from any liability, civil or criminal, that results by reason of the action. For the purpose of any proceeding, civil or criminal, the good faith of any person making a report shall be presumed.
- C. Whoever willfully violates this policy and state law by failure to file a report as required may be fined or imprisoned or both. In addition to the penalty prescribed by state law, an employee could be subject to legal action by the abused/neglected child's parent/guardian if it is established that the employee had prior knowledge which, if reported, may have prevented further injury.

Legal Reference: Wisconsin Statutes Sections 48.981
940.225
940.227

Cross Reference: 454 Rule - Child Abuse/Neglect Reporting Guidelines and Procedures

Approved: January 8, 1987

Revised: December 9, 1993

Child Abuse/Neglect Reporting Guidelines and Procedures

The following guidelines and procedures shall be adhered to:

A. Definitions

1. "Child" means any person under 18 years of age.
2. "Abuse" means any of the following:
 - a. Physical injury inflicted on a child by other than accidental means. "Physical injury" includes but is not limited to lacerations, fractured bones, burns, internal injuries, severe or frequent bruising or great bodily harm as defined in state law.
 - b. Sexual intercourse or sexual contact under sections 940.225 or 948.02 of the state statutes.
 - c. Violation of sexual exploitation under section 948.05 of the state statutes.
 - d. Permitting or requiring a child to violate prostitution laws under section 944.30 of the state statutes.
 - e. Emotional damage. "Emotional damage" means harm to a child's psychological or intellectual functions which is exhibited by severe anxiety, depression, withdrawal or outward aggressive behavior, or a combination of those behaviors, which is caused by the child's parent/guardian, legal custodian or other person exercising temporary or permanent control over the child and for which the child's parent/guardian or legal custodian has failed to obtain the treatment necessary to remedy the harm. "Emotional damage" may be demonstrated by a substantial and observable change in behavior, emotional response or cognition that is not within the normal range for the child's age and stage of development.
3. "Neglect" means failure, refusal or inability on the part of a parent/guardian, legal custodian or other person exercising temporary or permanent control over a child, for reasons other than poverty, to provide necessary care, food, clothing, medical or dental care or shelter so as to seriously endanger the physical health of the child.

B. Procedures

1. An oral report must be made to the police/school liaison officer or Dodge County Social Services Department within the working day in which the employee notifies the building principal or designee.
2. Pictures verifying bruises/injuries should be taken whenever appropriate.

454-Rule cont.

3. The building principal and/or designee shall, at the request of the reporting employee, help him/her provide the following information as required in the report:
 - a. The student's name, address and age
 - b. The nature and extent of injuries and/or condition
 - c. Information given as to cause of injury
 - d. The name(s) of the student's parent(s)/guardian(s)
4. The building principal or designee shall make a written personal record of the incident and of the referral, indicating the name of the person to whom the referral was made.
5. The person making the referral following the oral report shall:
 - a. Keep a personal record of the referral. A copy of the information shall be shared with the building principal.
 - b. Prepare necessary reports and forms if requested by the Dodge County Social Services Department or police. A copy of these reports and forms shall be provided to the building principal and director of student services.
6. The investigation of possible child abuse/neglect cases shall be the responsibility of the Dodge County Social Services Department and law enforcement personnel.
7. The Dodge County Social Services Department or law enforcement representatives may conduct the initial interview of a referred child on school premises. Representatives from these agencies are expected to follow Board policy and report to the office prior to interviewing a child. Normally, an administrator or designee or student services staff member shall be present in the interview, unless the county department staff member, in the exercise of professional judgement and in accordance with department standards, excludes school personnel from certain interviews.
8. The Dodge County Social Services Department shall inform the reporter of the status of the case within 60 days after receipt of the initial report.
9. Confidentiality of information and of records shall be maintained in all abuse/neglect cases in accordance with state law.

Approved: January 8, 1987

Revised: December 9, 1993

Student Records

- A. The release of any information contained in student records is regulated by state and federal law. Therefore, the district shall follow state and federal law provisions relating to the release of student records and procedures established by the Board.
- B. Student records and any reports, printouts, tapes and/or other medium which contain personally identifiable information which are part of a student's record, are exempt from disclosure under the provisions of the state's public records and property use law and shall not be released to the general public except as provided by state and federal law and established procedures.
- C. Administrators and certain district employees shall have access to student records for legitimate educational purposes to carry out their responsibilities to each student. The release of any information from student records to others shall be strictly controlled by state and federal law and established procedures.
- D. Parents and designated/authorized representatives of parents shall have access to student records in accordance with state and federal law and established procedures. Eligible students shall have the right to inspect their student records.
- E. A parent or an eligible student may seek correction of parts of the record which he/she believes to be inaccurate, misleading or in violation of the student's rights by filing a complaint with the designated custodian of the student records. The steps for seeking correction or for filing a complaint are detailed in the district's administrative procedures which implement this policy. The district shall give annual notice of these rights to parents and eligible students.
- F. The record custodian(s) shall provide to parents, on request, a list of the types and locations of student records collected, maintained and used by the district.
- G. The principal of each school shall be the primary custodian of student records within his/her building. Student records which are kept in other locations are the responsibility of the administrator in charge of the program, service and/or activity.
- H. The Board shall approve the administrative procedures which implement this policy and approve any subsequent changes which are made in those procedures.

Legal Reference: Wisconsin Statutes Sections 48.396 (1) (m)

115.85(4)

118.125

118.126

118.127

146.025

146.81 to 146.83

767.24(4)

347.1 cont.

Family Educational Rights and Privacy Act
(20 U.S.C. Section 1232g, 45 C.F.R. Sec. 99)

Cross Reference: 347.1-Rule - Procedures for the Inspection and Maintenance of Student
Records
347.1-Exhibit (1) - Request to Inspect Student Records (Eligible Student)
347.1-Exhibit (2) - Request to Inspect Student Records (Affirmation by
Natural Parent)
347.1-Exhibit (3) - Request to Inspect Student Records (Affidavit by
Natural Parent)
347.1-Exhibit (4) - Request to Inspect Student Records (Legal Guardian)
347.1-Exhibit (5) - Request to Inspect Student Records (Representative of
Parent)
347.1-Exhibit (6) - Student Records Notice
Wisconsin Records Retention Schedule for School Districts

Approved: October, 1984
November 8, 1990

Approved: December 15, 1997

**Procedures for the Inspection and Maintenance
of Student Records**

A. Definitions

1. Student: Any person who attends or has attended a program of instruction sponsored by the Beaver Dam Unified School District.
2. Eligible Student: A student or former student who has reached 18 years of age.
3. Parent: Either natural parent of a student unless his/her rights have been limited by a court order; a legal guardian; or an individual acting as a representative of a parent or guardian in the parent's absence in all educational matters.
4. Student Records: Any record (in handwriting or print, tapes, films, computer discs, printouts or any other medium) which is related to the student and maintained by an employee or agent of the Beaver Dam Unified School District. These records are described as:
 - a. Progress Records: These are the records which include the student's grades, a listing of courses which the student has taken, the student's attendance record, the student's immunization records and records of the student's extracurricular activities.
 - b. Behavioral Records: These records consist of results of any group assessment programs including, but not limited to, achievement tests; academic aptitude tests; interest inventories; vocational aptitude tests; psychological tests; personality evaluations; any written statement relating specifically to the student's behavior; multidisciplinary team (M-team) reports including all documentation (M-team findings, placement decision, individual educational plan (IEP)); records of conversations; the student's physical health records other than his/her immunization records; and any other student records which are not considered progress records or directory data.
 - (1) Police alcohol and other drug (AOD) records include those records obtained from a law enforcement agency relating to the use, possession or distribution of alcohol or a controlled substance by a student enrolled in the district. Such records may only be obtained from the law enforcement agency upon request of the District Administrator.
 - c. Directory Data: This describes the parts of the student records which are personal identifiers and have been designated by the Board as "directory data": student's name; parent's/guardian's name and/or address; telephone listing; date and place of birth; major field of study; participation in officially-recognized activities and sports; weight and height if a member of an athletic team; dates of attendance; photographs/videotapes; degrees and awards received; and the name of the school most recently attended by the student.
 - d. Patient Records: This refers to all records related to the health of an elementary or high school student prepared by or under the supervision of a health care provider as defined by state law. Patient health care records do not include records subject to the mental

347.1-Rule -cont.

health act, motor vehicle intoxication tests, fetal monitor tracings or a student's physical health records.

- e. Student Physical Health Care Records: These records include basic health information about a student, including the student's immunization records; an emergency medical card; a log of first-aid and medicine administered to the student; an athletic permit card; a record concerning the student's ability to participate in an education program; the results of any routine screening test such as for hearing, vision or scoliosis and any follow-up to such test; and any other basic health information as determined by the State Superintendent of Public Instruction.
5. The following are not considered student records:
- a. A personal record kept by a staff member provided:
 - (1) It was made as a personal memory aid;
 - (2) It is in the sole possession of the individual who made the record; and
 - (3) The information contained in the record is not accessible or revealed to any other person except a temporary substitute for the maker of the record.
 - b. Records kept by a school psychologist, counselor, social worker and nurse, and any teacher or administrator designated by the Board who engages in alcohol or drug abuse program activities containing information received from a student that the student or another student is using or experiencing problems resulting from the use of alcohol or other drugs.
 - c. Notes or records maintained for personal use by a teacher or other person who is required by the State Superintendent of Public Instruction to hold a certificate, license or permit if such records and notes are not available to others.
 - d. Records necessary for and available only to persons involved in the psychological treatment of a student.
6. Personally identifiable information: That data or information which includes:
- a. The name of the student, the student's parent or other family member;
 - b. The address of the student or student's family;
 - c. A personal identifier, such as the student's social security number or student number;
 - d. A list of personal characteristics which would make the student's identity easily traceable; or
 - e. Other information which would make the student's identity easily traceable.

347.1-Rule -cont.

7. District staff:

- a. A person duly elected to the Board, acting as a member of that board upon approval of the Board;
- b. A person certified by the Department of Public Instruction (DPI) and appointed by the Board to an administrative or supervisory position;
- c. A person under contract to the Board as a teacher;
- d. A person employed by the Board as a substitute for an administrator or for instructional personnel, for the period of his/her performance;
- e. A person who is completing his/her training at an approved professional training program and is serving in the capacity of an intern, a practicum student or a practice teacher; and
- f. A person employed by or under contract with the Board to perform a special task such as secretaries, clerks, aides, the Board's attorney, consultant or auditor for the period of his/her performance as an employee or contractor.

8. Legitimate educational interest: Legitimate educational interest means when a district staff member needs to know information in order to:

- a. Perform an administrative task required in the school employee's official job description;
- b. Perform a supervisory or instructional task directly related to the student's education; and/or
- c. Perform a service or benefit for the student or the student's family, such as educational evaluation, consultation, counseling, casework, health care, student job placement, student financial aid consultation, etc.

B. Annual Notification

At the beginning of each school year, the district shall include with the first bulletin, newsletter or handbook, a notification informing parents and eligible students of their rights. This notice shall include the following:

1. The right of a student's parent or an eligible student to inspect and review the student's records.
2. The intent of the Beaver Dam Unified School District is to limit the disclosure of information contained in a student's records except:
 - a. By the prior written consent of one of a student's parents or the student if he/she is an adult;

347.1-Rule -cont.

- b. By written notice from another educational agency to which the student has transferred, from the student if he/she is an adult or his/her parent if the student is a minor that the student intends to enroll in the other school or school district or from a court that legal custody of the student has been transferred to the Department of Health and Social Services (DHSS) for placement in a juvenile correctional facility;
 - c. If the information has been designated as directory data and the parent or eligible student has not prohibited the disclosure of such information; or
 - d. Under certain limited circumstances permitted by state and federal law as listed in these procedures.
3. The right of a student's parent or eligible student to seek to correct parts of the student's records which he/she believes to be inaccurate, misleading or a violation of the student's rights. This right includes the right to a hearing, to present evidence that the record should be changed if the district decides not to alter the data according to the parent's or eligible student's request.
 4. The procedure that a parent or eligible student should follow to obtain copies of the Board's student records policy and procedures and the location where copies may be obtained.
 5. Designation of directory data as outlined above.
 6. The right to consent to disclosures of personally identifiable information contained in the student's records.
 7. The right to file with the United States Department of Education a complaint concerning alleged failures by the district to comply with the required of federal law.
 8. The places where copies of the district's policy and procedures are located.

C. Locations of Student Records

1. The record custodian is responsible for all student records housed in his/her building. This includes records kept in the guidance, attendance and the record custodian's offices, as well as the classrooms. Student records housed in the central administration office file shall be the responsibility of the director of student services, depending on the nature of the records. Examples of these records are exceptional education, group assessment results and psychologist/social worker records.

D. Fees for Copies of Student Records

1. The district shall not deny parents or eligible students any rights to copies of records because of the following published fees. Fees may be waived in part or entirely by the record custodian. However, the district reserves the right to charge for copies when a number of requests for the same records have been received, when these records are forwarded to potential employers, to colleges, to government agencies, to physicians and/or helping agencies.
2. The first copy of the entire record shall be free. Additional copies may be obtained from the custodian of the record at a cost of 20 cents per page.

347.1-Rule -cont.

3. The district shall require payment before the record is sent to the person or agency as requested. The district also shall assess a fee for the cost of postage (1st class mail).

E. Personally Identifiable Information

1. Records which include personally identifiable data or information shall be governed by these procedures and are confidential except as otherwise provided.
2. Prior to distributing or disclosing any written information concerning a student, permission must be received from the record custodian to ensure that it does not contain personally identifiable information.

F. Directory Data

1. The district shall give annual written notice during the month of August and individually as students enroll during the remainder of each school year, of the items which are considered "directory data." Such items shall be released by the schools without further comment, unless the parent or eligible student informs the principal of the student's school, in writing, within two weeks of the notification of any or all items he/she does not wish to be released without prior written consent. After such time, the school shall release this information without prior written consent.
2. If the district has given public notice that a student's name and address has been designated as directory data, has allowed a reasonable time thereafter for the parent of the student to inform the school that the student's name and address may not be released or has not informed the school, the school district clerk, upon request, shall provide a VTAE district board with the name and address of each such student who is expected to graduate from high school in the current year.

G. Access to Patient Records

1. All patient records shall remain confidential and may only be released with the informed consent of the patient or as otherwise specifically authorized by state law.
2. Any record that concerns the results of a test for the presence of human immunodeficiency virus (HIV) shall be confidential and may be disclosed only with the informed written consent of the test subject.

H. Access to Other Student Records

1. Employees
 - a. To carry out their responsibilities to each student, district staff shall have access to student records for legitimate educational purposes. Police AOD records may be made available only for the purpose of providing alcohol and other drug abuse (AODA) programs for students enrolled in the district and only to those designated personnel involved in AODA programs.
 - b. Staff members not having a student enrolled in their class or not directly providing educational services must receive the written permission of the record custodian before having access to student records or having information defined as a student records disclosed to them.

347.1-Rule -cont.

- c. A person who is completing his/her training at an approved professional training program and is serving in the capacity of an intern, a practicum student or a practice teacher may have access to a student records only with the approval of an appropriately certified district employee who is acting as his/her supervisor.

2. Parents and Students

- a. A student, or the parent of a minor student, shall, upon request, be shown and provided with a copy of the student's progress records.
- b. An adult student, or the parent of a minor student shall, upon request, be shown in the presence of a person qualified to explain and interpret the records, the student's behavioral records. Such student or parent shall, upon request, be provided with a copy of the behavioral records.
- c. A person, who is a student in the district and is a volunteer in a special program, is employed in a co-op program, is an office helper or monitor, or is engaged in similar activities, shall not have access to or work with any student records unless the data has been declared to be directory data.
- d. To the parents of eligible students if the parents claim the student as a dependent as defined by the Internal Revenue Code, unless the eligible student has informed the school, in writing that the information may not be disclosed.

3. Others

The school district shall not permit access to or disclose any information from a student's records to persons other than a parent unless the access or the disclosure is consistent with the criteria listed below.

- a. Without Consent: The district may release information from or permit access to a student's records without written consent of a parent or eligible student as follows:
 - (1) The district has received written notice from another school or school district that the student has enrolled, from the student if he/she is an adult or his/her parent if the student is a minor that the student intends to enroll in the other school or school district or from a court that legal custody of the student has been transferred to the Department of Health and Social Services (DHSS) for placement in a juvenile correctional facility. All student records shall be sent within five working days.
 - (2) When certain federal and/or state officials need information in order to audit or enforce legal conditions related to federal or state education programs and/or requirements.
 - (3) When the district has entered into a written agreement or contract with an organization to conduct studies on the district's behalf to do research, to improve instruction or to develop tests.
 - (4) To accrediting organizations to carry out their accrediting functions.

347.1-Rule -cont.

- (5) To comply with a judicial order or a lawfully issued subpoena. The custodian of the records shall make a reasonable effort to notify the parent or eligible student before making a disclosure under this provision.
- (6) In a health or safety emergency, if:
 - (a) It is warranted by the seriousness of the threat to the health or safety of the student or other persons;
 - (b) The information is necessary and needed to meet the emergency;
 - (c) The persons to whom the information is to be disclosed are qualified and in a position to deal with the emergency; or
 - (d) Time is an important and limiting factor in dealing with the emergency.
- (7) When there is reason to suspect child abuse or neglect and when disclosure is required under state law.
- (8) When the disclosure is in connection with financial aid for which the student has applied or which the student has received if the information is necessary for such purposes as to:
 - (a) Determine eligibility for the aid;
 - (b) Determine the amount of the aid;
 - (c) Determine the conditions for the aid; or
 - (d) Enforce the terms and conditions of the aid.
- (9) The judge of any court of this state or of the United States shall, upon request, be provided by the school district clerk with a copy of all progress records of a student who is the subject of any proceeding in such court.
- (10) Student records shall be provided to a court in response to subpoena by parties to an action for in camera inspection, to be used only for purposes of impeachment of any witness who has testified in the action. The court may turn the records or parts thereof over to parties in the action or their attorneys if the records would be relevant and material to a witness's credibility or competency.
- (11) The school board may provide the DPI or any public officer with any information required to be maintained under Chapters 115 to 121 of the state statutes.
- (12) Information from a student's immunization records shall be made available to state and local health officials to carry out immunization requirements.

347.1-Rule -cont.

- (13) The district board of the vocational, technical and adult education (VTAE) district in which the district is located, the Department of Health and Social Services (DHSS) or a county department under section 46.215. 46.22 or 46.23 for verification of eligibility for public assistance shall, upon request, be provided by the school district clerk with the names of students who have withdrawn from school prior to graduation.
 - (14) Annually, on or before August 15, the Board shall report to the appropriate county departments under section 51.42 and 51.437 of the state statutes, the names of students who reside in the district, are at least 16 years of age, are not expected to be enrolled in an educational program two years from the date of the report and may require the services described under sections 51.42 or 51.437 (community mental health, development disabilities, alcoholism and drug abuse).
- b. With Written Consent: Information may be released from a student's records if the parent or eligible student gives his/her prior written consent for disclosure.
- (1) The written consent shall include:
 - (a) A specification of the records to be released;
 - (b) The person or organization to whom the disclosure is to be made (name and address);
 - (c) The parent's or eligible student's signature;
 - (d) The date of consent, and if appropriate, a date when consent is to be terminated; and
 - (e) The purpose of the disclosure.
 - (2) The parent or eligible student may obtain copies of any record disclosed under this provision.
 - (3) Police AOD records may not be made available under this exception unless specifically identified by the parent or eligible student in the written permission.

I. Procedures to Inspect Student Records

1. A request to inspect student records which complies with the following requirements shall be submitted to the record custodian.
 - a. In the case of an eligible student: The request shall be in writing and shall specify as precisely as reasonably can be done the records to be disclosed.

347.1-Rule -cont.

- b. In the case of a natural parent: The request shall be in the form of a written statement under oath or affirmation that he/she is a natural parent of the student whose records are sought to be inspected; that he/she has not been denied visitation rights by a court; and that his/her rights to inspection have not been limited by a court order. Such statement shall also specify as precisely as reasonably can be done the records to be disclosed.
 - c. In the case of a legal guardian: The request shall be in writing and shall specify as precisely as reasonably can be done the records to be disclosed and shall be accompanied by a certified copy of guardianship letters.
 - d. In the case of a representative of a natural parent: the request shall be in the form of a written statement from the natural parent in question under oath or affirmation that he/she is a natural parent of the student whose records are sought to be inspected; that he/she has not been denied visitation by a court and that his/her rights to inspection have not been limited by a court order. Such statement shall also include the following:
 - (1) Specification of the records to be disclosed;
 - (2) The purpose of the disclosure; and
 - (3) The party to whom disclosure may be made.
2. The record custodian shall make necessary arrangements and notify the requester in writing of the time and place of inspection.
 3. No eligible person shall be given access to student records unless an authorized staff member is present. Such staff member shall reasonably ascertain that the person to whom record access is to be given is the person who executed statement/request aforesaid, or, in the case of a representative, is the person named as representative.
 4. The district requires that any information in a student's records which is released to a third party, shall not be re-disclosed without the parent's or eligible student's prior written consent.

J. Records of Requests for Access and Disclosure

1. No record need be maintained of requests for access and access granted to:
 - a. Parent(s) of the student or the eligible student;
 - b. Officials of the district who have a legitimate educational interest as defined above;
 - c. Persons or organizations who have the prior written consent of the parent or eligible student; and
 - d. Persons or organizations seeking directory data.
2. The custodian of any part of student records shall maintain a current listing for public inspection of the names and the positions of persons having access to student records in his/her building.

347.1-Rule -cont.

3. Accurate records of all other requests for disclosure from, or access to, a student's records shall be maintained. This record shall be kept with, but shall not be a part of each student's educational record folder. It shall be available only to the record custodian, the eligible student, the parent of the student, or to federal, state or local officials for the purpose of auditing or enforcing laws dealing with educational programs. This record shall include:
 - a. The name of the person or agency that made the request;
 - b. The interest the person or agency had in the information (purpose);
 - c. The date of such request; and
 - d. Whether the request was granted, and if it was, the date access was permitted or the disclosure was made.

K. Procedures to Seek to Correct Student Records

1. Parents and eligible students have a right to seek to change any part of the student's records they believe is inaccurate, misleading or in violation of the student's rights. The district may decline to consider a request to change a grade a teacher assigns for a course.
2. For the purpose of outlining the procedure to seek to correct a student's records, the term "incorrect" shall be used to describe that part of the student records which is purported to be inaccurate, misleading or in violation of a student's right. The term "correct" shall be used to describe a record that is considered accurate, not misleading and not in violation of a student's rights. Also in this section, the term "requester" shall be used to describe the parent of a student or the eligible student who is asking the district to make a correction in a record.
3. To establish an orderly process for reviewing and correcting a student record for a requester, only a designated district staff member shall make a decision to comply with the request for change at several levels in the procedure.
4. Procedure for Requesting a Change
 - a. First Level Decision
 - (1) When a parent of a student or an eligible student finds an item in the student's records which he/she believes to be incorrect, he/she should immediately ask the record custodian to correct it.
 - (2) The record custodian must respond to the request within five working days. If the change is made during this time period to the satisfaction of the requester, no further action is necessary.
 - (3) If the record does not appear to be obviously incorrect, or if the custodian cannot change the record to the requester's satisfaction, the record custodian shall ask the requester to indicate a written request for the change. The procedure for a second level decision shall be followed.

347.1-Rule -cont.

b. Second Level Decision

- (1) The written request to correct any part of a student's records shall specify the correction the requester wishes to make. This written request shall identify the item(s) the requester believes to be incorrect and state whether he/she believes the item:
 - (a) Is incorrect and why;
 - (b) Is misleading and why; or
 - (c) Violates the student's rights and why.
- (2) Within 10 working days after the record custodian receives the written request, he/she shall:
 - (a) Study the request;
 - (b) Discuss the request with other school officials (e.g. the person who made the record and those who may have professional concerns about the district's response to the request);
 - (c) Make a decision to comply or decline to comply with the request; and
 - (d) Complete the necessary steps to notify the requester and/or move the request to the next level for a decision.
- (3) If the record custodian decides that the student record should be corrected, he/she shall effect the change and notify the requester in writing that the change has been made. Such written notice shall include an invitation for the requester to inspect/review the student's records.
- (4) If the custodian decides the record is correct, he/she shall make a written summary of any decision with other school officials (staff) and of his/her findings in the matter. Such a written notice shall include a statement that the requester may ask for a review of this decision by the District Administrator or his/her designee.

c. Third Level Decision

- (1) The requester shall notify the District Administrator, in writing, that he/she is requesting a review of the decision not to change the record; a copy of the custodian's decision above shall be included.
- (2) The District Administrator or his/her designee shall request all of the materials from the record custodian and the requester. If necessary he/she shall discuss the matter with the appropriate staff members and/or the district's legal counsel.
- (3) The District Administrator or his/her designee shall complete the investigation within 10 working days and then render a decision.

347.1-Rule -cont.

- (4) If it is decided that the record is incorrect and should be changed, the District Administrator or the designee shall advise the record custodian to make the changes. The record custodian shall advise the requester of the change as above.
- (5) If the District Administrator or the designee decides the record is correct, he/she shall prepare a written notice to the requester which shall include:
 - (a) The district's decision that the record is correct and the basis for the decision;
 - (b) A statement to the requester that he/she has a right to ask for a hearing to present evidence that the record is incorrect and that the district shall grant such a hearing;
 - (c) Instruction for the requester to contact the District Administrator or the designee to discuss acceptable hearing officers, convenient times and a site for the hearing. The district is not bound by the requester's positions on these items but should make a reasonable effort to consider the requester's wishes; and
 - (d) Advise that the requester may be represented or assisted in the hearing by other parties, including an attorney at the requester's expense.

d. Fourth level decision

- (1) After the requester has submitted his/her wishes concerning a hearing, the District Administrator or the designee shall, within five working days, notify the requester when and where the district shall hold the hearing and who has been designated as the hearing officer.
- (2) At the hearing, the hearing officer shall provide the requester a full and reasonable opportunity to present material evidence and testimony to demonstrate that the questioned part of the student records is incorrect as shown in the requester's written request for a change in the records (second level). A record of the proceedings shall be kept (audio-tapes).
- (3) Within seven working days after the hearing, the hearing officer shall submit to the District Administrator or the designee a written summary of the evidence submitted at the hearing. Along with the summary, the hearing officer shall submit his/her recommendation based solely on the evidence presented at the hearing that the record should be changed or remain unchanged.
- (4) The District Administrator or the designee shall prepare the district's decision within 14 working days of the hearing. This decision may be based on the summary of the evidence presented at the hearing and the hearing officer's recommendation. The District Administrator or designee may overrule the hearing officer's recommendation if there is strong reason to believe that the hearing officer's recommendation is not consistent with the evidence presented.
- (5) As a result of the district's decision, the District Administrator or designee shall take one of the following actions:

347.1-Rule -cont.

- (a) If the decision is that the district shall change the record, the District Administrator or designee shall instruct the record custodian to correct the record. The custodian shall correct the record and notify the requester as in a second level decision above.
- (b) If the decision is that the district shall not change the record, the District Administrator or designee shall prepare a written notice to the requester which shall include:
 - The district's decision that the record is correct and shall not be changed;
 - A copy of the evidence presented at the hearing and a written statement of the reasons for the district's decision.
 - Advice to the requester that he/she may place into the student's record an explanatory statement which states the reasons he/she disagrees with the district's decision and/or the reason he/she believes the record to be incorrect.

e. Final Administrative Steps in the Procedure

- (1) When the district receives an explanatory statement from a requester, the district shall maintain that statement as part of the student records as long as it maintains the questioned part of the record. The statement shall be attached to the questioned part of the records. Whenever the questioned part is disclosed, the explanatory statement shall also be disclosed.

L. Destruction of Student Records

1. The district shall retain and may destroy hard copy (paper) and microfilm records according to the entire Wisconsin Records Retention Schedule for School Districts adopted by the Wisconsin Public Records and Forms Board. No records are to be destroyed if a request for inspection or copying is pending or if litigation involving these records has commenced.

Approved: August 19, 1976

Revised: October, 1984
November 8, 1990
May 14, 1992
May 13, 1993

December 15, 1997

Communicable Diseases

- A. The Beaver Dam Unified School District, pursuant to federal, state and local laws and regulations, and in cooperation with state and local public health agencies shall establish and maintain appropriate health standards regarding cases of known or suspected communicable diseases, as well as the reporting of disease and disease control.
- B. In an effort to promote the good health of students and staff the district will provide educational opportunities to students and staff regarding measures that can be taken to reduce the risk of contracting or transmitting communicable diseases at school and in school sponsored activities.
- C. It is the school district's intention to minimize interruptions to learning caused by communicable diseases. Guidelines for inclusion or exclusion from school of students with communicable disease shall consider the educational implications for the student and others with whom he/she comes in contact.
- D. Students and staff may be excluded from school and/or school-related activities if they are suspected of or diagnosed as having a communicable disease, as defined by Wisconsin Division of Health Guidelines, that poses a significant health risk to others or that renders them unable to adequately perform their jobs or pursue their studies.

Students and staff excluded from school pursuant to this policy may appeal their exclusion to the Board of Education.

- E. In recognition that an individual's health status is personal and private, the district shall handle information regarding students and staff with suspected or confirmed communicable diseases in accordance with state and federal laws and Beaver Dam Unified School District procedures regarding confidentiality of student and staff records, while at the same time comply with applicable public health reporting requirements.

Legal Reference: Wisconsin Statutes Sections 103.15
 111.34
 118.125
 118.13
 118.195
 121.02(1) (i)
 146.025
 146.82 - 146.83
 178.01(2) (d) 2c

Cross Reference: 347 - Student Records
 411 - Equal Educational Opportunities
 453.2-Rule - Guidelines for Dealing with Communicable Disease
 453.21 - HIV Infection/AIDS

453.3 - Student Immunizations
511 - Equal Employment Opportunities
526 - Personnel Records
School Health Services Handbook

Approved in Part: January 8, 1987

Revised: January 14, 1993
December 9, 1993
December 8, 1994

Guidelines for Dealing with Communicable Diseases

A. Educational and Preventive Measures

1. The district will conform with state law recommending immunizations and physical examinations of students and staff.
2. The health services supervisor shall ensure that a list of communicable diseases, as defined by the Department of Health and Social Services, is posted in designated health areas and that information regarding the suppression and control of communicable diseases will also be available for review by interested students and staff.
3. Information regarding suppression and control of communicable diseases will be included as a regular part of the curriculum for students. Community education programs will be provided when appropriate.
4. Information regarding suppression and control of communicable diseases will be included in orientations sessions for new staff and will be used periodically in inservice training programs for existing staff.
 - a. In addition to orientation training, all "occupationally exposed employees" shall receive training on an annual basis.
5. Standard procedures as set forth in the current edition of Report of the Committee of Infectious Diseases and Wisconsin Department of Health Fact Sheets shall be followed by students and staff to protect the spread of communicable disease in the performance of their duties.
 - a. Most communicable diseases are transmitted through body fluids including blood, semen, drainage from scrapes, cuts, and open lesions, feces, urine, vomit, respiratory secretions, and saliva.
 - b. When possible direct skin contact with body fluids should be avoided. Staff involved in dealing with body fluids are to take necessary precautionary measures including:
 - 1) frequent handwashing
 - 2) use of disposable gloves and other personal protective equipment
 - 3) proper disposal of soiled items
 - c. Cleaning of hard surfaces and equipment (tables, mops, buckets) should be done with either soaking or washing with appropriate hot water and dilution of household bleach (1:10) or other appropriate disinfectant.
6. Supplies and equipment appropriate to reducing the risks of transmission of communicable diseases in the school environment will be provided in each school building and available to custodians for building maintenance.

453.2-Rule cont.

B. Confidentiality/Reporting

1. The building principal or health services supervisor shall function as the district's liaison with students, staff, parents, and physicians, public health officials and the community at large concerning communicable disease issues in the school.
2. Any person who knows or suspects that a student or staff member has a communicable disease shall report the facts to the principal or health services supervisor.
 - a. In the case where a child is kept home from school due to an illness, the child's par-ents or guardians will be requested to notify the school office so that other parents may be alerted if a communicable disease is prevalent.
 - b. Classroom teachers are expected to observe students daily for signs of illness, including those students who have returned after an illness.
3. The building principal and health services supervisor will confer to the extent circum-stances warrant and permit, with the subject of the report and, for student subjects, with the student's parent/guardians.
4. If required by public health laws and regulation, the health services supervisor will make a report to the local public health officer.
5. The district will maintain the confidentiality of the health record of students and staff and will not disclose any such records except to the extent required or permitted by law and essential to the safe conduct of the district's operations. "Circles of confidentiality" will be considered.

C. Exclusions From School

1. Students/staff who are suspected of having a communicable disease that could be detri-mental to the health of self or others in the school environment may be sent home for diagnosis and treatment. Students/staff who are diagnosed as having a communicable disease that render them unable to pursue their studies/job responsibilities, or poses a significant risk of transmission to others in the school environment shall be excused from school attendance until their presence no longer poses a threat to the health of themselves or others.
2. The determinations as to whether and under what circumstances a student may be sent home for diagnosis and treatment or excused from school attendance shall be made by the principal or designee, in consultations with the health services supervisor and where appropriate with local public health officials. The school nurse is also authorized to make this determination.
3. The building principal may refer this determination to the school health advisory committee. If the disease in question appears to require a lengthy period of exclusion or to pose a serious health threat to the student or others (tuberculosis, hepatitis B, and HIV

453.2-Rule cont.

infection, for example), the building principal should defer the determination to the district's health advisory committee and to the multi-disciplinary team (M-team) if warranted.

- a. The school health advisory committee will confer, as necessary, with the district's medical consultant, legal consultant and with state public health agencies.
 - b. The health status of a student/staff member temporarily removed from the usual school setting to protect the health of self or others will be reevaluated by the health advisory committee at regular intervals providing information to the Board to the extent permitted in light of confidentiality requirements.
4. Before making a determination that a student should be sent home for diagnosis and treatment or excused from school attendance, the student and the student's parent/guardian shall be informed of the reasons for the contemplated action and shall consider any information the student and/or the student's parent/guardian may choose to offer regarding the student's condition.
 5. Alternative educational opportunities may be arranged for students who must be excused from school attendance for a significant period of time.
 6. The principal, in consultation with the health services supervisor, and where appropriate local public health officials, shall determine when a student who has been excluded may be readmitted. As a condition of continued or renewed attendance, the district may require a statement from a student's physician that the student is in suitable condition to attend school.
 7. Appeals

A parent or guardian of a minor student or staff member who disputes the determinations or action of the building principal or school health team concerning exclusion of a student from school attendance may appeal such determination or action by bringing a complaint to the administration according to district procedure.

Legal Reference: Wisconsin Statutes Sections 118.01(2)
118.07(1)
118.125
118.25
121.02(1)(b)
140.05

Cross Reference: 453.2 Exhibit (1) - Reporting of Communicable Diseases
453.2 Exhibit (2) - Circle of Confidentiality - Communicable Diseases
453.21 - HIV Infection/AIDS
Bloodborne Pathogen Standard

Approved: December 8, 1994