



## **Supplement to the Employee Handbook**

### **Appendix D: Substitute Certified Staff and Support Staff**

## **Working Conditions, Benefits, and Salary Information**

**Revised August, 2015**

Updated September, 2016

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## *A Welcome from the Human Resources Department*

Dear Substitute Staff:

Welcome to the Beaver Dam Unified School District!

As a substitute staff member, you are a valued member of our team. Your role is critical in assuring that our students have the best possible opportunity to learn every day. Some of you will serve in several schools and classrooms this year. Others will serve long-term in one classroom or one position. All of you are important!

This handbook will provide you with a source of basic information about our substitute program. If you have specific questions which are not answered in this booklet, please call me at the Educational Service Center (885-7470, Ext. 1112) or Stacy Van Buren (885-7470, Ext. 1130).

The coming school year holds exciting challenges for all of us. The expertise and commitment that you bring to the Beaver Dam Unified School District will help us meet those challenges. Please let us know if you have questions. Let us know if you have problems. We need to work together to make this the best year ever for both you and our students.

Sincerely,

Mark DiStefano  
Director of Human Resources

## **SECTION D2. General Information for Substitutes**

### **A. Certification**

Selection of substitutes is based on securing persons who:

1. hold current Wisconsin regular or substitute teacher certification or have completed the training provided for non-certified substitute teachers and have applied for a Wisconsin substitute teaching license;
2. have a record of success in teaching and in human relations;
3. are available with few or no restrictions; and
4. subscribe to a telephone in order to be reached readily.

Each substitute teacher must provide a copy of his/her Wisconsin teaching certificate issued by the Wisconsin Department of Public Instruction.

License renewal applications are available on line at <http://tepd.dpi.wi.gov/licensing/elo>

Note that criminal record inquiries are completed for all new employees of the district. Employment is made without regard to age, sex, race, color, creed, national origin, sexual orientation, or physical handicap.

### **B. Hours**

Substitute teachers are expected to arrive at the school 20 minutes before the start of the first class so all before class responsibilities can be completed. The substitutes should then work the hours of the work day for teachers at the same level as the assignment.

### **C. Check-in/Check-out**

Please stop in the school office upon your arrival and sign in with the building principal or secretary. They will assist you with specific instructions.

Also, please stop in the school office before departing at the end of the school day and sign out. It is important that any questions or problems be discussed with the principal or building secretary. Complete the feedback form on AESOP with any relevant information that the teacher needs to know.

#### D. Assignment Procedures

1. Substitutes will receive a phone call from AESOP, either in the evening from 5:00 p.m. to 9:00 p.m. or in the morning starting at 5:30 a.m. When possible, calls will be made in advance of the day worked if teachers have scheduled absences.
2. Please keep writing materials near your phone to use to record information regarding the substitute assignment. You must get a job number to insure that you are assigned that job.
3. Remember that AESOP is voice-activated. You must say “Hello” when answering a call from AESOP or the system will not leave a message.
4. If you have accepted an assignment and then find that you cannot report to it, please follow the directions for canceling a job in your AESOP handout. If you need to cancel within an hour of the report time, or if AESOP is not accepting your cancellation, you need to contact **Michelle (Shelly) Ascherien Ext. 1129**.
5. All contacts for assignments will be made between the substitute teacher and AESOP. Teachers are not permitted to contact substitute teachers for a single-day assignment.
6. You may at any time call AESOP or go online to put in unavailable days/dates or days/dates that you wish not to be disturbed.
7. The substitute assignments are distributed as fairly as possible in light of total school district needs. However, priority of assignments is given to individuals who demonstrate a willingness to be readily available.
8. Please remember that you can “job shop” at any time for available jobs. Please remember that you need to get a job number in order to be assigned that job.

#### E. Lunch

Substitutes are entitled to a duty-free lunch according to each building’s daily schedule. Lunches are available for purchase in the school cafeteria.

#### F. Compensation/Pay Days

1. Substitutes are compensated according to the substitute pay scale for full or half day assignments. (See pay schedule and list of pay dates on the following two pages.)

## Beaver Dam Unified School District

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### Substitute Certified Staff Pay Scale

Daily Rate: \$110.00

Half Day: \$55.00

Long Term Substitute (LTS) Assignment (more than 20 consecutive workdays in the same assignment, but less than one full semester consisting of 90 days): \$170.00 per day.

- ❖ LTS's will receive additional compensation for Parent/Teacher conferences.
- ❖ Benefits will be offered the 1<sup>st</sup> of the month following 60 consecutive workdays.
- ❖ Benefits begin October 1<sup>st</sup> for all new school year employees who will be employed for one semester or longer. Benefits will be pro-rated for LTS's that are less than 100%.
- ❖ Benefits are not available to employees less than 50%.

Limited Term Employee (LTE) Assignment (one semester to one full school year): Compensation will begin at Step 1, Lane 1 of the Salary Schedule.

- ❖ LTE's will NOT receive additional compensation for Parent/Teacher Conferences.
- ❖ Benefits will be offered and begin starting the 1<sup>st</sup> of the next month (of a long term assignment if the term of employment is for one semester or longer- 90 days).
- ❖ Benefits begin October 1<sup>st</sup> for all new school year employees who will be employed for one semester or longer. Benefits will be pro-rated for LTE's that are less than 100%.
- ❖ Benefits are not available to employees less than 50%.

**\*\*NOTE – When you agree to accept a job for a day, you are entering into a contract with the school district for the full day. Although a 30-minute duty-free lunch period is included in your day, you will be expected to work in any other needed capacity during teacher plan times or other times when your students are involved in elementary art, phy ed, or music. You will not receive additional pay at the High School or Middle School when you fill in for other teachers during your scheduled plan times, unless you are working an extended, multi-day assignment for someone and plan time is required. You must get approval from your building principal if you feel plan time is needed for your assignment.**

### Substitute Support Staff Pay Scale

Regular Ed Teacher Assistant .....	\$12.00 / Hourly
Special Ed Teacher Assistant .....	\$12.50 / Hourly
Clerical .....	\$13.00/ Hourly
Custodian .....	\$13.00/ Hourly

# 2016-17 Time Sheet Schedule (Hourly Staff)

## Paid Every Other Friday

Annualized Salary will be - 22 Pays (September-June) OR 26 Pays (September-August)  
Salaried - 26 pays (July-June)

**July 8, 2016**  
June 11-24

**November 25, 2016**  
October 29-November 11

**April 14, 2017**  
March 18-31

**July 22, 2016**  
June 25-July 8

**December 9, 2016**  
November 12-25

**April 28, 2017**  
April 1-14

**August 5, 2016**  
July 9-22

**December 23, 2015**  
November 26-December 9

**May 12, 2017**  
April 15-28

**August 19, 2016**  
July 23-August 5

**January 6, 2017**  
December 10-23

**May 26, 2017**  
April 29-May 12

**September 2, 2016**  
August 6-19

**January 20, 2017**  
December 24-January 6

**June 9, 2017**  
May 13-26

**September 16, 2016**  
August 20-September 2

**February 3, 2017**  
January 7-20

**June 23, 2017**  
May 27-June 9

**September 30, 2016**  
September 3-16

**February 17, 2017**  
January 21-February 3

**July 7, 2017**  
June 10-23

**October 14, 2016**  
September 17-30

**March 3, 2017**  
February 4-17

**July 21, 2017**  
June 24-July 7

**October 28, 2016**  
October 1-14

**March 17, 2017**  
February 18-March 3

**August 4, 2017**  
July 8-21

**November 10, 2016**  
October 15-28

**March 31, 2017**  
March 4-17

**August 18, 2017**  
July 22-August 4

## **SECTION D3. Substitute Staff Responsibilities**

### **A. Before Class**

1. Report to the principal's office to sign in.
2. Review the daily plans, class schedules, and seating chart(s), which are left on the teacher's desk or in the school office. Determine as early as possible if lesson plans call for materials such as films, videotapes, etc.
3. If no lesson plans are provided, consult with the Principal (or in middle/high school, with the department head/team leader) for advice about your best course of action.

### **Department Chairpersons 2016-2017**

#### **High School**

Art .....	Kelli Dercks
English .....	Jena Burg
Mathematics .....	Jodi Franke
Physical Education .....	Kelly Riehbrandt
Science .....	Melissa Hemling
Social Studies .....	Beth Rueter
Special Education .....	Karyssa Dittmann

#### **Middle School**

Art .....	Kris Schumacher
Physical Education .....	Katie Hahn
Special Education .....	Lisa Schleicher
Team Leaders – Sixth Grade .....	Sam Panetti (Red) Rusty Meyers (Blue)
Team Leaders – Seventh Grade .....	Danielle Paul (Red) Katie Schwartz (Blue)
Team Leaders – Eighth Grade .....	Theresa Klug / Scott Hankes (Red) Robin Hanson (Blue)



## **K-12 and 6-12 Departments**

Agri-Science .....	Jonathon Ganske
Art (K-12) .....	Kelli Dercks
Career Team (Business Ed & F/CE 6-12).....	Sue Shore
Health Education (K-12).....	Jeff Slayton / Louise Wilson
Library (K-12).....	Jennifer Vinz
Music – Instrumental (K-12) .....	Russell Diggins
Music – Vocal (K-12) .....	Teresa Ploch
Technology Education (6-12) .....	Wendy Gosdeck
World Languages (6-12).....	Francois Musonera

### **B. During Class**

1. Check attendance first. Because each school does this differently, ask the principal or another teacher about the proper reporting procedure the first time you substitute in a particular school.
2. Briefly observe students for signs of illness or suspected illness. If you conclude a student may be ill, refer him or her to the school office.
3. Follow the teacher’s written lesson plans unless there is a compelling reason not to. If you feel it is necessary to make any changes in the prepared lesson plan, be sure to leave notes for the regular teacher about the changes you made, including an explanation about why the changes were necessary.

### **C. After Class**

1. Check all student work completed during the day, label and organize the work for the regular teacher’s inspection, and provide a summary of the day’s activities for him/her.
2. Leave notes for the teacher describing what occurred during the day.
3. Return any materials or equipment used during the day to their proper place.
4. Report to the school office before leaving at the end of the day. The school office may be able to tell you if they have requested you for the following day.
5. Complete the feedback report in AESOP for the teacher.

## **SECTION D4. 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!

## **Suggested Book List for Substitute Teachers**

Addison, Wesley, Daily Lessons for the Visiting Teacher.

Brent, John, The Substitute's Handbook: A Survivor's Guide, The Adventures, Misadventures, Shames, and Triumphs, RERA, US.

Cawthorne, Barbara, Instant Success for Classroom Teachers: New and Substitute Teachers Grades K through 8 US.

Dodd, Anne, A Handbook for Substitute Teachers, Anne Wescott Dodd, US 1989.

Downing, Canna O'Reilly, Sub Survival, A Handbook for the Substitute Elementary Teacher, Learning Publications, Homes Beach, Florida, 1995

Freidman, Mirian and Perl, Teri A Sourcebook for Substitutes and Other Teachers, Addison-Wesly Innovative Series, Rolling Meadows, IL, 1974. ISBN 0-201—05786-7

Haskins, Mary Glenn, 50 Mini-Lessons for High School Substitutes, New York, Citation Press, 1974.

Howard, Irvin, Who Am I Today? A Substitute Teaching Handbook, Dubuque, Iowa, 1987.

Kaufmann, Felice A., Substitute Teachers' Lesson Plans, National Council of Teachers of English.

Kolberg, Karen and Loomans, Diane, The Laughing Classroom, H.J. Kramer, Inc. Tiburon, California, 1993.

Pavlich, Vita, Survival Kit for Substitutes: Activities That Work in Elementary Classrooms, US.

Pronin, Barbara, Substitute Teaching, A Handbook for Hassle Free Subbing.

Rabin, Kaye, Substitute Teacher Kite: Jewish Lights, US.

Redwine, Mary Frances, Substitute Teacher's Handbook: Activities for Kindergarten Through Grade Six, Fearon Publishers, Belmont, California, 1970.

Smith, G. G., Murdock, C., Jones, K.R., Goldenhersh, B, & Latham, G. (1999). Substitute Teacher Handbook (4<sup>th</sup> ed.). Logan, UT: Utah State University

Substitute Teachers' Lesson Plans: Classroom-tested Activities, National Council of Teachers of English, Urbana, Illinois, 1991.

Thomas, Debra, Substituting as a Teacher: Being the Best, US.

Videon, Lynn, Take Me Along, the Best Substitute Teacher's Survival Guide Yet! Fearon Teacher Aids, 1987.

## SECTION D5. Key District Policies

### Beaver Dam Unified School District Mission, Vision, Beliefs

#### BDUSD Mission Statement Guiding Students, Empowering Futures

#### BDUSD Vision Statement Leading the way in student growth and achievement

#### BDUSD Belief Statements

- We believe that quality instruction is best supported through a relevant, challenging, innovative, and articulated curriculum.
- We believe that all members of the learning community have the responsibility of promoting student well-being.
- We believe that accomplishing personally set goals can promote personal excellence and a healthy sense of self.
- We believe that individuals learn in different ways and at different rates. Therefore, we need to be flexible, open-minded, and creative.
- We believe that meeting and engaging the diverse needs of students ultimately empowers them to find their true potential and be productive in the life and career paths of their choosing.
- We believe that students need tools for thriving in a changing world. These tools include opportunities to develop skills (such as adapting, adjusting, seeking, and accepting change).
- We believe in opportunities for growth and support provided through relevant partnerships in the community.
- We believe that students, families, school staff, and community members share responsibility for developing academically, socially, and behaviorally responsible citizens. We further believe that all members of our learning community should take pride in their roles; commit to excellence; and demonstrate compassion, empathy, and respect.
- We believe that collaboration skills are important to foster in adults and students alike.
- We believe in making today's decisions with an eye to the future so that the school district may deliver exceptional results over a sustained period of time.

## **Beaver Dam Unified School District Bylaws & Policies**

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### **2110 - STATEMENT OF PHILOSOPHY**

The Board of Education believes:

- A. That the democratic way of life contributes the most benefit and happiness to people generally. The district, therefore, as an agency of society, should be dedicated to the development, improvement and preservation of all democratic ideals.
- B. That education is tremendously important in the country and in the school district. Therefore, the Board shall support it accordingly. Fundamentally, no other governmental need should have higher priority than the schools. The Board recognizes:
  - 1. That a public school is but one of the educational institutions of society. The home and church also play a vital part and their cooperation should be sought; and
  - 2. A public school is obligated to primarily teach certain basic essentials that are not furnished in a desirable degree by any other agency.
- C. That every child who enrolls in the district is entitled to equal educational opportunities in accordance with state law and in so far as is practical and in keeping with the child's ability.
- D. That free education should be provided to all children and youth until they have completed a curriculum appropriate to their needs and abilities.
- E. That all fields of human endeavor increasingly demand more people possess skills to meet society's needs.
- F. That schools remain the chief instrument for keeping the nation a land of opportunity.
- G. That education reflects society and that as society changes, education must change. The Board believes the district dare not be less magnified in scope and design than the society which it must sustain.



## **Beaver Dam Unified School District Bylaws & Policies**

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### **2260 - NONDISCRIMINATION AND ACCESS TO EQUAL EDUCATIONAL OPPORTUNITY**

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

The Board of Education does not discriminate on the basis of any characteristic protected under State or Federal law including, but not limited to, sex, race, color, religion, national origin, ancestry, creed, pregnancy, marital status, parental status, sexual orientation, or physical, mental, emotional, or learning disability in any of its student program and activities.

In order to achieve the aforesaid goal, the Board directs the District Administrator to:

**A. Curriculum Content:**

review current and proposed courses of study and textbooks to detect any bias based upon race; color; age; pregnancy; marital or parental status; sex or sexual orientation; religion; national origin; ancestry; culture; creed; or physical, mental, emotional, or learning disability, ascertaining whether or not supplemental materials, singly or taken as a whole, fairly depict the contribution of both sexes various races, ethnic groups, etc. toward the development of human society.

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

**B. Staff Training:**

develop an ongoing program of staff training and in-service training for school personnel designed to identify and solve problems of race; color; religion; age; pregnancy; marital or parental status; sex or sexual orientation; physical, mental, emotional, or learning disability; national origin; ancestry; creed; cultural; or other bias in all aspects of the program.

**C. Student Access:**

review current and proposed programs, activities, facilities, and practices to ensure that all students have equal access thereto and are not segregated on the basis of race; color; religion; age; creed; pregnancy; marital or parental status; sex or sexual orientation; physical, mental, emotional, or learning disability; national origin; or ancestry, in any duty, work, play, classroom, or school practice, except as may be

permitted under State regulations.

D. District Support:

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

E. Student Evaluation:

require that tests, procedures, or guidance and counseling materials, which are designed to evaluate student progress, rate aptitudes, analyze personality, or in any manner establish or tend to establish a category by which a student may be judged, are not differentiated or stereotyped on the basis of race; color; religion; age; creed; pregnancy; marital or parental status; sex or sexual orientation; physical, mental, emotional, or learning disability; or national origin.

The District Administrator shall appoint and publicize the name of the compliance officer whose responsibility it will be to ensure that Federal and State regulations are complied with and that any inquiries or complaints regarding discrimination or equal access are dealt with promptly in accordance with law. S/He shall also ensure that proper notice of nondiscrimination for Title II, Title VI, and VII of the Civil Rights Act of 1964, Title IX of the Education Amendment Act of 1972, and Section 504 of the Rehabilitation Act of 1973, is provided to students, their parents, staff members, and the general public.

The District Administrator shall attempt annually to identify children with disabilities, ages 3-21, who reside in the District but do not receive public education. In addition, s/he shall establish procedures to identify students with limited English proficiency and to assess their ability to participate in District programs.

118.13 Wis. Stats.

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

Fourteenth Amendment, U.S. Constitution

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

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

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

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

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

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

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## **Beaver Dam Unified School District Bylaws & Policies**

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### **3122 - NONDISCRIMINATION AND EQUAL EMPLOYMENT OPPORTUNITY**

The Board of Education does not discriminate in the employment of professional staff on the basis of any characteristic protected under State or Federal law including, but not limited to, race, color, age, sex, creed or religion, genetic information, handicap or disability, marital status, citizenship status, veteran status, military service (as defined in 111.32, Wis. Stats.), sexual orientation, national origin, ancestry, arrest record, conviction record, use or non-use of lawful products off the District's premises during non-working hours, or declining to attend an employer-sponsored meeting or to participate in any communication with the employer about religious matters or political matters, or any other characteristic protected by law in its employment practices.

The District Administrator shall appoint and publicize the name of the compliance officer whose responsibility it will be to require that Federal and State regulations are complied with and that any inquiries or complaints are dealt with promptly in accordance with law. S/He shall provide proper notice of nondiscrimination for Title II, Title VI, Title VII, Title IX, Section 504, Genetic Information Nondiscrimination Act (GINA), and the Age Act (ADEA) to students, their parents, staff members, and the general public.

111.31 et seq., 118.195, 118.20, Wis. Stats

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

42 U.S.C. 12112, Americans with Disabilities Act of 1990

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

29 U.S.C. 701 et seq., Rehabilitation Act of 1973

20 U.S.C. 1681 et seq., Title IX

29 C.F.R. Part 1635

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## **Beaver Dam Unified School District Bylaws & Policies**

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### **3210 - STAFF ETHICS**

An effective educational program requires the services of men and women of integrity, high ideals, and human understanding. To maintain and promote these essentials, the Board of Education expects all professional staff members to maintain high standards in their working relationships, and in the performance of their professional duties, to:

- A. recognize basic dignities of all individuals with whom they interact in the performance of duties;
- B. represent accurately their qualifications;
- C. exercise due care to protect the mental and physical safety of students, colleagues, and subordinates;
- D. seek and apply the knowledge and skills appropriate to assigned responsibilities;
- E. keep in confidence legally-confidential information as they may secure;
- F. ensure that their actions or those of another on their behalf are not made with specific intent of advancing private economic interests;
- G. avoid accepting anything of value offered by another for the purpose of influencing judgment;
- H. refrain from using position or public property, or permitting another person to use an employee's position or public property for partisan political or religious purposes. This will in no way limit constitutionally or legally protected rights as a citizen.

## Beaver Dam Unified School District Bylaws & Policies

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### **3213 - STUDENT SUPERVISION AND WELFARE**

Professional staff members because of their proximity to students are frequently confronted with situations which, if handled incorrectly, could result in liability to the District and personal liability to the professional staff member. It is the intent of the Board of Education to direct the preparation of guidelines that would minimize that possibility.

A professional staff member, or a person who works or volunteers with children, who is found to have had sexual contact with a student, including a student age sixteen (16) or older, shall be referred to the proper authorities and be subject to discipline up to and including discharge.

This section should not be construed as affecting any obligations on the part of staff to report suspected child abuse under Wis. Stats. 48.981 and Policy [8462](#).

It is the responsibility of the District Administrator to prepare administrative guidelines to ensure the maintenance of the following standards:

- A. Each professional staff member shall maintain a standard of care for supervision, control, and protection of students commensurate with assigned duties and responsibilities.
- B. A professional staff member should not volunteer to assume responsibility for duties s/he cannot reasonably perform. Such assumption carries the same responsibilities as assigned duties.
- C. A professional staff member shall provide proper instruction in the safety matters presented in assigned course guides.
- D. Each professional staff member shall immediately report to the principal any accident or safety hazard s/he detects.
- E. Each professional staff member shall immediately report to the principal any knowledge of threats of violence by students.
- F. A professional staff member shall not send students on any personal errands.

- G. A professional staff member shall not associate with students, particularly those of the opposite gender, at any time in a manner which gives the appearance of impropriety, including, but not limited to, the creation or participation in any situation or activity which could be considered abusive or sexually suggestive or involve illegal substances such as tobacco, alcohol, or drugs.

This provision should not be construed as precluding a professional staff member from associating with students in private for legitimate or proper reasons.

- H. If a student comes to a staff member to seek advice or to ask questions regarding a personal problem related to sexual behavior, substance abuse, mental or physical health, and/or family relationships, the staff member may help the student make contact with certified or licensed individuals in the District or community who specialize in the assessment, diagnosis, and treatment of the student's problem. Under no circumstances should a staff member attempt, unless properly licensed and authorized to do so, to counsel, assess, diagnose, or treat the student's problem or behavior.
- I. A professional staff member shall not transport students in a private vehicle without the approval of the principal.
- J. A student shall not be required to perform work or services that may be detrimental to his/her health.
- K. Staff members may engage students in social media and online networking media, such as Facebook, Twitter, MySpace, etc. as part of an educational plan approved by the principal.
- L. Staff members are expressly prohibited from posting any video or comment pertaining to any student on social networking media or similar forums, such as YouTube.

Most information concerning a child in school is a confidential student record under Federal and State laws. Any staff member who shares confidential information with another person not authorized to receive the information may be subject to discipline or civil liability. This includes, but is not limited to, information concerning assessments, grades, behavior, family background, and alleged child abuse (see Policy [8330](#)).

Pursuant to the laws of the State and Board Policy [8462](#), each professional staff member shall report to the proper legal authorities immediately, any sign of suspected child abuse or neglect.

48.981, 948, 948.095 Wis. Stats.

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## **Beaver Dam Unified School District Bylaws & Policies**

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### **3216 - STAFF DRESS AND GROOMING**

The Board of Education believes that professional staff members set an example in dress and grooming for their students to follow. A professional staff member who understands this precept and adheres to it enlarges the importance of his/her task, presents an image of dignity, and encourages respect for authority. These factors act in a positive manner toward the maintenance of discipline.

The Board retains the authority to specify the following dress and grooming guidelines for staff that will prevent such matters from having an adverse impact on the educational process. When assigned to District duty, all professional staff members shall:

- A. be physically clean, neat, and well groomed;
- B. dress in a manner consistent with their professional responsibilities;
- C. dress in a manner that communicates to all stakeholders of the learning community a pride in personal appearance and in the profession;
- D. dress in a manner that does not cause damage to District property;
- E. be groomed in such a way that their hair style or dress does not disrupt the educational process nor cause a health or safety hazard.

# Beaver Dam Unified School District

## Bylaws & Policies

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### **3362 - EMPLOYEE ANTI-HARASSMENT**

#### **Prohibited Harassment**

The Board of Education is committed to a work environment that is free of harassment of any form. The Board will not tolerate any form of harassment and will take all necessary and appropriate action to eliminate it. Any member of the School District community who violates this policy will be subject to disciplinary action, up to and including termination of employment. Additionally, appropriate action will be taken to stop and otherwise deal with any third party who engages in harassment against our employees.

For purposes of this policy, "School District community" means individuals subject to the control and supervision of the Board including, but not limited to, students, teachers, staff, volunteers, and Board members. "Third party" means individuals outside the School District community who participate in school activities and events authorized by the Board including, but not limited to, visiting speakers, participants on opposing athletic teams, and vendors doing business with, or seeking to do business with, the District.

Harassment consists of unwelcome conduct, whether verbal, physical, or visual, that is based on a person's protected status, such as sex, color, race, ancestry, creed, religion, genetic information, national origin, age, handicap, disability, marital status, veteran status, citizenship status, sexual orientation, arrest record, conviction record, or other protected group status, which affects tangible job benefits, interferes unreasonably with an individual's work performance, or creates an intimidating, hostile, or offensive working environment. Harassment may occur employee-to-employee, student-to-employee, male-to-female, female-to-male, male-to-male, female-to-female, or employee-student.

#### **Sexual Harassment**

Sexual harassment deserves special mention. Unwelcome sexual advances, requests for sexual favors, and other physical, verbal, or visual conduct based on sex constitutes sexual harassment when:

- A. a supervisory employee engages in harassing behavior towards a subordinate employee, regardless of whether such conduct creates a hostile work environment;
- B. acquiescence in or submission to such conduct is an explicit or implicit term or condition of employment;
- C. an individual's acquiescence in, submission to, or rejection of such conduct becomes the basis for employment decisions affecting that individual;



- D. such conduct has the purpose or effect of unreasonably interfering with an individual's work performance or creating an intimidating, hostile or offensive work environment;
- E. consensual sexual relationships where such relationship leads to favoritism of a subordinate employee with whom the superior is sexually involved and where such favoritism results in an adverse employment action for another employee or otherwise creates a hostile work environment;
- F. inappropriate boundary invasions by a District employee or other adult member of the District into a student's personal space and personal life.

Sexual relationships between staff members, where one staff member has supervisory responsibilities over the other, are discouraged as a matter of Board policy. Such relationships have an inherent possibility of being construed as sexual harassment because the consensual aspect of the relationship may be the result of implicit or explicit duress caused by uncertainty regarding the consequences of non-compliance.

### **Disability Harassment**

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

### **Reporting Procedures**

The District Administrator shall prepare written administrative guidelines for employees to report alleged harassment prohibited under this policy to appropriate school administrators. The reporting procedures shall, at a minimum, provide as follows:

- A. Any employee who believes s/he has been the victim of harassment prohibited under this policy will be encouraged to report the alleged harassment to appropriate school officials.
- B. Teachers, administrators, and other school officials who have or receive notice that an employee has or may have been the victim of harassment prohibited under this policy shall immediately

report the alleged harassment to an appropriate school official.

- C. Any other person with knowledge or belief that an employee has or may have been the victim of harassment prohibited by this policy shall be encouraged to immediately report the alleged acts to an appropriate school official.
- D. The reporting party or complainant shall be encouraged to use a report form available from the principal of each building or available from the District office, but oral reports shall be considered complaints as well. Use of formal reporting forms shall not be mandated. However, all oral complaints shall be reduced to writing. Further, nothing in the administrative guidelines shall prevent any person from reporting harassment directly to the District Administrator.
- E. To provide individuals with options for reporting harassment to an individual of the gender with which they feel most comfortable, each school's building principal shall be advised to designate both a male and a female Complaint Coordinator for receiving reports of harassment prohibited by this policy. At least one (1) Complaint Coordinator or other individual shall be available outside regular school hours to address complaints of harassment that may require immediate attention.

## **Investigation Procedures**

The District Administrator shall prepare written administrative guidelines for investigating complaints of harassment. These procedures will, at a minimum, provide as follows:

- A. The Complaint Coordinator or another individual designated by the District Administrator (the "Investigator") shall conduct an investigation immediately upon receiving a complaint or report of harassment prohibited under this policy. The District Administrator, or his/her designee, shall oversee the investigation. The District Administrator will also take immediate action, as may be appropriate, to prevent further violations of this policy while the investigation is being conducted.
- B. The investigation shall consider all relevant facts, documents, witness accounts, and other relevant information.
- C. The investigation shall be completed as quickly as possible, but no later than thirty (30) calendar days from receipt of the complaint,

unless additional time is needed to conduct a thorough and objective investigation and the complainant is informed of the need for additional time. The Investigator shall make a written report to the District Administrator upon completion of the investigation. If the complaint involves the District Administrator, the report shall be filed directly with the Board. The report shall include a determination of whether the allegations have been substantiated as factual and whether they appear to be violations of this policy. The Investigator may conduct the investigation regardless of the fact that a criminal investigation involving the same or similar allegations is also pending or has been concluded.

### **School District Action**

Upon receipt of a report that a violation has occurred, the School District will take prompt, appropriate formal or informal action to address, and where appropriate, remediate the violation. Appropriate actions may include, but are not limited to, counseling, awareness training, warning, suspension, exclusion, transfer, remediation, termination, or discharge. School District action taken for violation of this policy shall be consistent with the requirements of applicable collective bargaining agreements, State and Federal law, and School District policies for violations of a similar nature or similar degree of severity.

If the evidence suggests that the harassment at issue is also a crime, the Board shall also direct the District Administrator to report the results of the investigation to the appropriate social service and/or law enforcement agency charged with responsibility for handling such crimes.

In accord with State and Federal laws regarding privacy and other rights, the District Administrator shall provide the complainant and other parties with a written answer to the complaint within ten (10) calendar days of receiving the Investigator's report.

### **Appeal Provision**

The District Administrator may also develop written procedures for the complainant and alleged harasser to appeal his/her answer. These procedures may include a means for these individuals to appeal the answer to the District Administrator and the Board.

### **Reprisal**

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

The District will discipline or take appropriate action against any member of the School District community who retaliates against any person who reports an incident of harassment prohibited by this policy or participates in a proceeding, investigation, or hearing relating to such harassment. Retaliation includes, but is not limited to, any form of intimidation, reprisal, or harassment.

## **Miscellaneous**

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

A **summary** of this policy and any related administrative guidelines shall appear in the employee handbook and a copy shall be made available upon request of employees and other interested parties.

The Board will ensure that methods are developed for discussing this policy with the School District community. Training on the requirements of non-discrimination and the appropriate responses to issues of harassment will be provided to the School District community on an annual basis, and at such other times as the Board in consultation with the District Administrator determines is necessary or appropriate.

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

The Board will respect the privacy of the complainant, the individuals against whom the complaint is filed, and the witnesses as much as practicable, consistent with the Board's legal obligations to investigate, to take appropriate action, and to conform with any discovery, disclosure, or other legal obligations.

111.31, Wis. Stats.

118.195 Wis. Stats.

118.20, Wis. Stats.

20 U.S.C. 1681 et seq., Title IX

29 701 et seq., Rehabilitation Act 1973

29 U.S.C. 794

29 C.F.R. Part 1635

42 U.S.C. 1983

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

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

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

42 U.S.C. 12101 et seq.

42 U.S.C. 12112, Americans with Disabilities Act of 1990

National School Boards Association Inquiry and Analysis - May 2008

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## **Beaver Dam Unified School District Bylaws & Policies**

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

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

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

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

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

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

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## **Beaver Dam Unified School District Bylaws & Policies**

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### **7540.04 - STAFF NETWORK AND INTERNET ACCEPTABLE USE AND SAFETY**

Advances in telecommunications and other related technologies have fundamentally altered the ways in which information is accessed, communicated, and transferred in society. Such changes are driving the need for educators to adapt their means and methods of instruction, and the way they approach student learning, to harness and utilize the vast, diverse, and unique resources available on the Internet. The Board of Education is pleased to provide Internet service to its staff. The District's Internet system has a limited educational purpose. The District's Internet system has not been established as a public access service or a public forum. The Board has the right to place restrictions on its use to assure that use of the District's computers, network and Internet services ("Network") is in accord with its limited educational purpose. Staff use of the District's Network will be governed by this policy and the related administrative guidelines, and any applicable employment contracts and collective bargaining agreements. The due process rights of all users will be respected in the event there is a suspicion of inappropriate use of the Network. Users have a limited privacy expectation in the content of their personal files and records of their online activity while on the Network.

The Board encourages staff to utilize the Internet to develop the resource sharing, innovation, and communication skills and tools that are essential to both life and work. The Board encourages the faculty to develop the appropriate skills necessary to effectively access, analyze, evaluate, and utilize these resources to enrich educational activities. The instructional use of the Internet will be guided by the Board's policy on instructional materials.

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

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

The Board has implemented technology protection measures which block/filter Internet access to visual displays that are obscene, child pornography or harmful to minors. The Board utilizes software and/or hardware to monitor online activity of staff members to restrict access to child pornography and other material that is obscene, objectionable, inappropriate and/or harmful to minors. The District Administrator or Technology Department may disable the technology protection measure to enable access for bona fide research or other lawful purposes for staff or students aged seventeen (17) or older.

Staff members will participate in professional development programs in accordance with the provisions of this policy. Training shall include:

- A. the safety and security of students while using e-mail, chat rooms, social networking sites and other forms of electronic communications;
- B. the inherent danger of students disclosing personally identifiable information online; and,
- C. the consequences of unauthorized access (e.g., "hacking"), cyberbullying and other unlawful or inappropriate activities by students or staff online.

Furthermore staff members shall provide instruction for their students regarding the appropriate technology use and online safety and security as specified above.

The disclosure of personally identifiable information about students online is prohibited.

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

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

Staff members shall not access social media for personal use on the District's network, and shall access social media for educational use only after submitting a plan for that educational use and securing the Principal's approval of that plan in advance.

Users who disregard this policy and its accompanying guidelines may have their use privileges suspended or revoked, and disciplinary action taken against them. Users granted access to the Internet through the Board's computers assume personal responsibility and liability, both civil

and criminal, for uses of the Internet not authorized by this policy and its accompanying guidelines.

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

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

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

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

18 U.S.C. 2256 18 U.S.C. 1460

18 U.S.C. 2246

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## **Beaver Dam Unified School District Bylaws & Policies**

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### **7542 - NETWORK ACCESS FROM PERSONALLY-OWNED COMPUTERS AND/OR OTHER WEB-ENABLED DEVICES**

District Board members, employees, and students of the District may use their personal computer or web-enabled device of any type to access the District's server and internal network while they are on-site at any District facility, provided the computer and web-enabled device meets the established standards for equipment used to access said server and network, and the individual granted access complies, without exception, with the established standards for appropriate use of the District's server and network.

The necessary standards for connecting to the District's server and network shall be developed. Access to the standards for connecting to the District's server and network using a personal computer or web-enabled device of any sort shall be provided upon request for all to whom this policy applies.

Establishment, and subsequent enforcement, of the standards is intended to minimize the potential exposure to the District from damages, including, but not limited to, the loss of sensitive District data, illegal access to confidential data, damage to the District's intellectual property, damage to the District's public image, and damage to the District's critical internal systems, from unauthorized use.

Any Board member, employee, or student of the District who violates the established standards, who violates the District's Acceptable Use policy, or who accesses the server and network without authorization may be subject to disciplinary action, up to and including expulsion, if a student, termination of employment if a District employee, denial of access if a Board member, or cancellation of the contract with the District if a contractor, vendor or agent. Further, the Board member, employee, or student of the District who violates the established standards or who violates the District's Acceptable Use policy may be denied access to the District's server and network in the future.

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## Beaver Dam Unified School District Bylaws & Policies

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### 5500 - STUDENT CODE OF CLASSROOM CONDUCT

Respect for law and for those persons in authority shall be expected of all students. This includes conformity to school rules as well as general provisions of law regarding minors. Respect for the rights of others, consideration of their privileges, and cooperative citizenship shall also be expected of all members of the school community.

Respect for real and personal property; pride in one's work; achievement within the range of one's ability; and exemplary personal standards of courtesy, decency, and honesty should be maintained in the schools of this District.

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

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

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

118.13, Wis. Stats.

118.164, Wis. Stats.

120.13, Wis. Stats.

Wis. Admin. Code P.I. 9.03

Wis. Admin. Code P.I. 41

Fourteenth Amendment, U.S. Constitution

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

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

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

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

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

Vocational Education Program Guidelines for Eliminating Discrimination and Denial of Services, Department of Education, Office of Civil Rights, 1979© **Neola 2010**

## **Beaver Dam Unified School District Bylaws & Policies**

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### **5600 - STUDENT DISCIPLINE**

The Board of Education acknowledges that conduct is closely related to learning and that an effective instructional program requires an orderly school environment, which is, in part, reflected in the behavior of students.

The Board believes that the best discipline is self-imposed and that students should learn to assume responsibility for their own behavior and the consequences of their actions.

The Board shall require each student of this District to adhere to the Code of Conduct promulgated by the administration and to submit to such disciplinary measures as are appropriately assigned for infraction of those rules. Such rules shall require that students:

- A. conform to reasonable standards of socially-acceptable behavior;
- B. respect the person and property of others;
- C. preserve the degree of order necessary to the educational program in which they are engaged;
- D. respect the rights of others;
- E. obey constituted authority and respond to those who hold that authority.

The District Administrator shall promulgate administrative guidelines for student conduct which carry out the purposes of this policy and:

- A. are not arbitrary but bear a reasonable relationship to the need to maintain a school environment conducive to learning;
- B. do not discriminate among students;
- C. do not demean students;
- D. do not violate any individual rights constitutionally guaranteed to students.

The District Administrator shall designate sanctions, excluding corporal punishment, for the infractions of rules which shall:

- A. relate in kind and degree to the infraction;
- B. help the student learn to take responsibility for his/her actions;
- C. be directed, where possible, to reduce the effects of any harm which may have been caused by the student's misconduct.

The Board shall attempt to provide, as resources permit, alternative programs and activities for disruptive students as a means to prevent or reduce discipline problems. In planning such programs, the District Administrator shall include procedures which ensure cooperation with those community agencies and organizations which can provide assistance to such students.

The District Administrator shall publish to all students the rules of this District regarding student conduct, the sanctions which may be imposed for breach of those rules, and the due process procedures that will be followed in administering the Code of Conduct.

The Principal shall have the authority to assign discipline to students, subject to District administrative guidelines and the student's due process right to notice, hearing, and appeal.

Teachers and other employees of this Board having responsibility for the supervision of students shall have the authority to take such means as may be necessary to control the disorderly conduct of students in all situations and in all places where such students are within the jurisdiction of this Board when such conduct interferes with the educational program of the schools or threatens the health and safety of others.

120.13(1), Wis. Stats.

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## **Beaver Dam Unified School District Bylaws & Policies**

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### **2330 - HOMEWORK**

The Board of Education acknowledges the educational validity of out-of-school assignments as adjuncts to and extensions of the instructional program of the schools.

"Homework" shall refer to those assignments to be prepared outside of the school by the student or independently while in attendance at school.

The District Administrator shall develop administrative guidelines for the assignment of homework according to these guidelines:

- A. Homework should be a properly planned part of the curriculum to extend and reinforce the learning experience of the school.
- B. Homework should help students learn by providing practice in the mastery of skills, experience in data gathering, and integration of knowledge, and an opportunity to remediate learning problems.
- C. The number, frequency, and degree of difficulty of homework assignments should be based on the ability and needs of the student and take into account other activities which make a legitimate claim on the student's time.
- D. Homework should always serve a valid learning purpose; it should never be used as a punitive measure.

## **Beaver Dam Unified School District Bylaws & Policies**

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### **8462 - STUDENT ABUSE AND NEGLECT**

The Board of Education is concerned with the physical and mental well-being of the students of this District and will cooperate in the identification and reporting of cases of child abuse or neglect in accordance with law.

Each professional staff member employed by this District who has reasonable cause to suspect child abuse or neglect shall be responsible for reporting immediately every case, whether ascertained or suspected, of abuse or neglect resulting in physical or mental injury to a student by other than accidental means.

The professional staff member shall immediately call the local office of the Child Welfare Department or local law enforcement agency.

S/He shall also notify the appropriate administrator according to the District's Reporting Procedure for Student Abuse or Neglect.

Any support staff member who has reasonable cause to suspect child abuse or neglect shall immediately report any such case to his/her supervisor who shall, in turn, immediately notify the Child Welfare or law enforcement agency.

The identity of the reporting person shall be confidential, subject only to disclosure by consent or court order. A reporting staff member shall not be dismissed or otherwise penalized for making a report of child abuse or neglect.

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

Each principal should be mindful of the possibility of physical or mental abuse being inflicted on a student by a staff member. Any such instances, whether real or alleged, should be dealt with in accordance with the administrative guidelines established by the District Administrator.

48.981, Wis. Stats.

## **Beaver Dam Unified School District Bylaws & Policies**

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### **8450 - CONTROL OF CASUAL-CONTACT COMMUNICABLE DISEASES**

The Board of Education recognizes that control of the spread of communicable disease spread through casual-contact is essential to the well-being of the school community and to the efficient District operation.

For purposes of this policy, "casual-contact communicable disease" shall include diphtheria, scarlet fever and other strep infections, whooping cough, mumps, measles, rubella, and others designated by the Wisconsin Department of Public Health.

In order to protect the health and safety of the students, District personnel, and the community at large, the Board shall follow all State statutes and Health Department regulations which pertain to immunization and other means for controlling casual-contact communicable disease spread through normal interaction in the school setting.

If a student exhibits symptoms of a communicable disease, the principal will isolate the student in the building and contact the parents/guardians. Protocols established by the County Health Department shall be followed.

The District Administrator shall develop administrative guidelines for the control of communicable disease which shall include filing of reports as required by statute and the State Department of Health.

252.19, 252.21, Wis. Stats.

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## **Beaver Dam Unified School District Bylaws & Policies**

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### **8453 - DIRECT CONTACT COMMUNICABLE DISEASES**

The Board of Education seeks to provide a safe educational environment for students and staff. To this end, students and staff should understand the method of transmission and prevention of diseases that are contracted through direct contact with body fluids and excretions, especially blood, vomit, feces, or urine. The Board is also committed to assuring, to the extent permitted by State communicable disease reporting requirements, the confidential status of individuals who may have been diagnosed with a contact communicable disease.

For purposes of this policy, these diseases shall include:

- A. HIV (human immunodeficiency virus);
- B. AIDS (acquired immune deficiency syndrome);
- C. AIDS related complex (condition);
- D. HAV, HBV, HCV (Hepatitis A, B, C);
- E. other diseases that may be specified by the State Department of Health as contact communicable diseases.

The Board recognizes that individuals who have contracted these diseases may not exhibit symptoms for many years after exposure and may, in fact, not be aware that they have contracted the disease. They are, however, able to transmit the disease to other individuals.

The Board further directs the District Administrator to assure that students or staff who reveal the fact they have contracted one of these diseases will have their status safeguarded in accordance with Federal and State statutes dealing with confidentiality, their right to privacy and that their civil rights will be respected. Staff members will have access to District leave policies in accordance with Board policy and any applicable collective bargaining agreement, such individuals will also be provided reasonable accommodation as required by the Wisconsin Fair Employment Act and the Americans with Disabilities Act. Should a student be unable to attend school as a result of illness, an alternative education program shall be provided in accordance with the Board's policy and administrative guidelines dealing with Homebound Instruction.

The District Administrator shall also ensure the guidelines are developed for reporting communicable diseases and sending home students or staff suspected of having a communicable disease as provided under State law.



# SECTION D6: SCHOOL YEAR CALENDAR

**Beaver Dam**  
UNIFIED SCHOOL DISTRICT

*Guiding students. Empowering futures.*



## 2016-2017 SCHOOL YEAR CALENDAR

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

Aug. 3-5: Administrator Academy  
 Aug. 8-12: Learning Institute (Staff)  
 Aug. 10, 11, & 16: High School Registration  
 Aug. 16, 22, & 24: 6<sup>th</sup> Grade Camp  
 Aug. 16: DSLA Registration  
 Aug. 15-19: New Teacher Orientation  
 Aug. 25, 29-31: Teacher Inservice

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

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

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

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

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

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

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

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

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

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

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

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

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

Mar. 20-24: No School - Spring

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

Apr. 14: No School - Good Friday

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

May 29: No School - Memorial Day

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

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

### DAILY SCHEDULE

High School: 7:50 am-3:00 pm  
 Middle School: 7:40 am-2:42 pm  
 Prairie View & South Beaver Dam Elementary Schools:  
 8:50 am-3:32 pm  
 Jefferson, Lincoln, Washington, & Wilson Elementary Schools:  
 8:30 am-3:07 pm

*Leading the way in student growth and achievement.*

## **Closing of Schools Procedures**

### 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 a.m.
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 station, or watch Cable TV Channel 98 or Charter Cable Channel 993, Channel 6 (WITI-TV), or Channel 15 (WMTV-TV). 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.

### **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 a.m.

### **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 a.m. 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 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 pre-school speech, morning 4-year-old kindergarten, and morning Early Childhood classes are canceled. Morning breakfast programs are canceled. YMCA childcare 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 two hours 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 after the third lost day only.

Should it be necessary to declare more than three (3) emergency days, a make-up schedule will be established in accordance with the Board of Education.

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.
    - 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.
  4. Aides, tutors, food service employees, and other support staff working 183 days do not report for work on any full 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 or Early Afternoon Closing of Schools

1. When delayed bus pickup occurs, classes for students will begin two hours later than normal.
  2. 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.
- 

#### Delayed Opening or 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.

## SECTION D7. Individual School Information

### A. Beaver Dam High School

500 Gould Street  
 Beaver Dam, WI 53916  
 920-885-7313 – main line      920-885-7520 – auto attendant

Principal ..... Crystal Bates x 2112

Administrative Office Secretaries.....Anne Pearson x 2105 / Janie Vargas x 2109

Student Office Secretaries..... Roxanne Cromheecke x 2108 / Kathy Hupf x 2111

#### High School Class Schedule

Hour 1	7:50 a.m.	to	8:35 a.m.	Block 1	7:50 a.m.	to	9:35 a.m.
Hour 2	8:40 a.m.	to	9:35 a.m.				
Hour 3	9:30 a.m.	to	10:20 a.m.	Block 2	9:30 a.m.	to	11:10 a.m.
Hour 4	10:25 a.m.	to	11:10 a.m.				
Lunch 1	11:15 a.m.	to	11:40 a.m.	Class 5b	11:45 a.m.	to	1:20 p.m.
Lunch 2	12:00 p.m.	to	12:30 p.m.	Class 6	12:35 p.m.	to	1:20 p.m.
Lunch 3	12:50 p.m.	to	1:20 p.m.	Class 5b/6	11:15 a.m.	To	12:50 p.m.
Hour 5A	11:15 a.m.	to	12:00 p.m.	(Block)			
Hour 5B	11:45 a.m.	to	12:30 p.m.	Class 5b/6	11:45 a.m.	to	12:30 p.m.
Hour 6	12:35 p.m.	to	1:20 p.m.	(Block)			
Hour 7	1:25 p.m.	to	2:10 p.m.	Block 4	1:25 p.m.	to	3:00 p.m.
Hour 8	2:15 p.m.	to	3:00 p.m.				

### B. Beaver Dam Middle School

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

Principal ..... John Casper x 3102

Associate Principal..... Andrew Christophersen x 3101

Administrative Office Secretaries....Eileen Semple x 3100 / Ellexis Tenpas x 3133

Student Office Secretaries.....Cindy Jameson x 3137 / Barb Ruenger x 3119

#### Middle School Class Schedule

Homeroom	7:40 a.m. to	8:01 a.m.
Period 1	8:04 a.m. to	8:47 a.m.
Period 2	8:50 a.m. to	9:33 a.m.
Period 3	9:36 a.m. to	10:19 a.m.
Period 4	10:22 a.m. to	11:05 a.m.
Gr 7 Lunch	11:08 a.m. to	11:38 a.m.
Period 5	11:41 a.m. to	12:24 p.m.
Period 5	11:08 a.m. to	11:51 a.m.
Gr 8 Lunch	11:54 a.m. to	12:24 p.m.
Period 6	11:54 a.m. to	12:37 p.m.
Period 6	12:27 p.m. to	1:10 p.m.
Gr 6 Lunch	12:40 p.m. to	1:10 p.m.
Period 7	1:13 p.m. to	1:56 p.m.
Period 8	1:59 p.m. to	2:42 p.m.

**C. Don Smith Learning Academy**

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

920-885-7470 – auto attendant

Principal ..... Dan Lueck x 2177  
School Secretary ..... Cheryl 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 ..... Mary Klawitter x 4101  
School Secretary ..... Cindy VanderHoeven x 4100  
Office Assistant..... Wendy Welch x 4102  
Daily Schedule – Students ..... 8:30 a.m. to 3:07 p.m.

**E. Lincoln Elementary School**

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

920-885-7530 – auto attendant

Principal ..... Ryan Meyer x 4201  
School Secretary ..... Tammy White x 4200  
Office Assistant..... Holly Barstow x 4242  
Daily Schedule – Students ..... 8:30 a.m. to 3:07 p.m.

**F. 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  
Associate Principal..... Sarah Springer Oudenhoven x 4302  
School Secretary ..... Jill Weinberger x 4300  
Office Assistant..... Sue Immel x 4303  
Daily Schedule – Students ..... 8:50 a.m. to 3:32 p.m.

**G. South Beaver Dam Elementary School**

W9787 Cty. Tr. D

Beaver Dam, WI 53916

920-885-7383 – main line

920-885-7532 – auto attendant

Principal .....Christine Ziemann x 4610

School Secretary .....Joanne Hoffner x 4600

Daily Schedule – Students ..... 8:50 a.m. to 3:32 p.m.

**H. Washington Elementary School**

600 Grove Street

Beaver Dam, WI 53916

920-885-7376 – main line

920-885-7436 – auto attendant

Principal .....Laura Maron x 4401

School Secretary ..... Terri Wilbur x 4400

Office Assistant.....Traci Kennedy x 4444

Daily Schedule – Students ..... 8:30 a.m. to 3:07 p.m.

**I. Wilson Elementary School**

310 West Street

Beaver Dam, WI 53916

920-885-7373 – main line

920-885-7439 – auto attendant

Principal .....Christine Ziemann x 4601

School Secretary ..... Erica Howland x 4500

Daily Schedule – Students ..... 8:30 a.m. to 3:07 p.m.

NOTE: This map only depicts streets near district property.

# Beaver Dam Lake

1. Jefferson Elementary  
301 Brook Street
2. Lincoln Elementary  
210 Gould Street
3. Prairie View Elementary  
510 N Crystal Lake Road
4. South Beaver Dam Elementary  
W9787 Cty D
5. Washington Elementary  
600 Grove Street
6. Wilson Elementary  
405 W Third Street
7. Middle School  
108 Fourth Street
8. High School  
500 Gould Street
9. Alternative School & Maintenance  
400 & 402 E Burnett Street
10. Educational Service Center  
705 McKinley Street  
(920) 885-7300

